A THERAPEUTIC PROGRAMME FOR PARENTS OF YOUTH OFFENDERS

by

ANNELIEN NIEMAN

submitted in part fulfillment of the requirements for the degree of

MASTER OF EDUCATION – WITH SPECIALISATION IN GUIDANCE AND COUNSELLING

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR A C LESSING

November 1998
I declare that a therapeutic programme for parents of youth offenders is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

MISS A NIEMAN

SIGNATURE

1998-12-04

DATE

(MISS A NIEMAN)
Acknowledgements

♦ To the Lord for allowing me this opportunity.
♦ To Prof. Lessing for her patience and advice.
♦ To Ms. Martie van der Berg for the language editing.
♦ To all my family and friends for their motivation and support.
♦ To the NICRO staff at the Pretoria and Germiston offices.
THE JOURNEY

Created by a group of men and women with the intention to better the tomorrow of a youngster or two.

Maybe for a living, or maybe not, but still it's for the good of another leader in the world tomorrow.

If it wasn't for them these kids might not have a life at all.

It's because of them that there is a difference in us.

And it's because of us that there is going to be a difference in the years to come.

(by Francios, one of the youths on the Journey programme)
ABSTRACT

This study highlighted the distinction between retributive and restorative justice. Diversion and the Journey as a diversion option for youth in South Africa was discussed. Literature indicated that certain family aspects such as family cohesiveness, communication, discipline, and conflict in the home could lead to youth offending. Interviews, focus groups, and questionnaires were used to determine possible problematic family interactions as well as parents’ needs of a parent programme. It was found that parents experience feelings like anger, disappointment, shock, helplessness, frustration, and humiliation regarding the child’s crime. It was established that dealing with parents’ feelings, communication, discipline, conflict resolution, and problem solving should be included in the parent programme. An evaluation of the programme was done and the following aspects showed improvement: communication, mother’s involvement with the child, understanding and support in the family, youth’s independence, affection, family relations, problem solving and the amount of time spent with family.
CONTENTS

CHAPTER 1 – ORIENTATION ................................................................................... 1

1.1 Background ............................................................................................... 1

1.2 Analysis of Problem ................................................................................ 3
  1.2.1 Awareness of the problem ........................................................................ 3
  1.2.2 Exploring the problem ............................................................................. 4
  1.2.3 Problem statement ................................................................................... 12

1.3 Aims of Research ................................................................................... 13
  1.3.1 General aims .......................................................................................... 13
  1.3.2 Specific aims .......................................................................................... 13

1.4 Research method .................................................................................. 14

1.5 Demarcation of the study .................................................................. 14

1.6 Explanation of concepts ..................................................................... 15
  1.6.1 Youth ........................................................................................................ 15
  1.6.2 Youth offender (young offender) ............................................................... 16
  1.6.3 Youth at risk ............................................................................................ 16
  1.6.4 Diversion .................................................................................................. 16
  1.6.5 Retribution ................................................................................................ 16
  1.6.6 Restorative justice .................................................................................... 17
  1.6.7 NICRO ...................................................................................................... 18
  1.6.8 The Journey .............................................................................................. 18
  1.6.9 Experiential learning ................................................................................ 18
  1.6.10 Victim-Offender Mediation (or Reconciliation) ...................................... 18
  1.6.11 Family Group Conferences .................................................................... 19
  1.6.12 Youth Empowerment Scheme (YES) ..................................................... 19

1.7 Research programme ............................................................................. 20

1.8 Conclusion ............................................................................................ 21
CHAPTER 2 – THE JUVENILE JUSTICE SYSTEM, THE YOUTH OFFENDER, AND FAMILY ASPECTS RELATED TO YOUTH OFFENCE

2.1 Introduction................................................................................................................. 22

2.2 The juvenile justice system and restorative justice.................................................. 22
  2.2.1 Diversion................................................................................................................ 23
  2.2.2 The Journey............................................................................................................ 28

2.3 The Youth Offender.......................................................................................... 30

2.4 Causes of youth offending............................................................................ 32
  2.4.1 Individual / personal causes .............................................................................. 32
    2.4.1.1 Personality traits ........................................................................................ 32
    2.4.1.2 Biosocial .................................................................................................... 32
  2.4.2 Social circumstances ......................................................................................... 33
    2.4.2.1 School ........................................................................................................ 33
    2.4.2.2 Peer group ................................................................................................ 33

2.5 Family aspects related to youth offending...................................................... 34
  2.5.1 The family as a socializing agent ...................................................................... 34
  2.5.2 Family cohesiveness.......................................................................................... 37
  2.5.3 Communication................................................................................................ 38
  2.5.4 Discipline .......................................................................................................... 39
  2.5.5 Conflict in the home.......................................................................................... 42
  2.5.6 Violence in the home.......................................................................................... 43
  2.5.7 Family size.......................................................................................................... 44

2.6 The relationship between the parent and the youth offender............................ 44

2.7 The parents’ perspective............................................................................. 45

2.8 Conclusion............................................................................................................. 46
CHAPTER 3 – SUGGESTIONS FOR DEALING WITH PROBLEMATIC FAMILY CIRCUMSTANCES ................................................................. 48

3.1 Introduction .................................................................................. 48
3.2 Parental feelings .............................................................................. 48
3.3 Interaction with Adults and bonds with parents ............................... 50
3.4 Acceptance and affection ............................................................... 52
3.5 Self-esteem ..................................................................................... 52
3.6 Discipline and parental authority ................................................... 54
  3.6.1 Time-out ..................................................................................... 57
  3.6.2 The use of reinforcers ............................................................... 58
  3.6.3 Punishment ................................................................................ 59
3.7 Communication .............................................................................. 60
  3.7.1 The interpersonal field ............................................................... 61
  3.7.2 Finding out ................................................................................ 61
  3.7.3 Active and reflective listening ................................................... 62
  3.7.4 The parent as participant observer ........................................... 63
  3.7.5 The use of questions ................................................................. 64
  3.7.6 Decision making ....................................................................... 65
  3.7.7 Giving instructions ................................................................... 65
  3.7.8 Expressing emotions ................................................................. 66
  3.7.9 I-statements .............................................................................. 67
  3.7.10 Communicating confidently .................................................... 68
  3.7.11 Common mistakes ................................................................... 69
3.8 Family conflict, tension and disruption .......................................... 71
3.9 Making a change ............................................................................ 73
3.10 Issues to consider before compiling a parent programme ..................... 76
  3.10.1 Family atmosphere ................................................................. 76
  3.10.2 Parental resistance to therapy ................................................ 77
  3.10.3 The therapist’s role ................................................................. 78
  3.10.4 Group versus individual counselling ..................................... 79
3.11 Therapeutic approaches that could be used in the parent programme

3.11.1 Family therapy

3.11.2 Multidimensional family therapy (MDFT)

3.11.3 Behavioural parent training (BPT)

3.11.4 Parent-child interaction therapy

3.11.5 Rational emotive therapy (RET)

3.11.6 Psychoeducational groups

3.12 Conclusion
CHAPTER 5 – RESULTS

5.1 Introduction

5.2 Results of interviews

5.2.1 Responses of parents
  5.2.1.1 Parents’ feelings regarding the offence
  5.2.1.2 Possible problems in the family according to parents
  5.2.1.3 Aspects parents would like included in the programme
  5.2.1.4 Parent’s expectations regarding the programme
  5.2.1.5 Summary of parents’ results from interviews

5.2.2 Responses of youth
  5.2.2.1 Possible problems in the family according to youth
  5.2.2.2 Aspects youth would like included in the programme
  5.2.2.3 Youth’s expectations regarding the programme
  5.2.2.4 Summary of results from interviews with youth

5.2.3 Responses of NICRO staff

5.3 Results of focus groups

5.3.1 Results from parents’ focus groups
5.3.2 Results from youth’s focus groups

5.4 Results of questionnaires

5.4.1 Summary of demographic details

5.4.2 Discussion of assessment questionnaires results: Youth – Section B: questions 1-35

5.4.3 Discussion of assessment questionnaires results: Parents – Section B: questions 1-35
5.4.3.9 Security .................................................................................................... 130
5.4.3.10 Family time ............................................................................................ 130
5.4.4 Discussion of assessment questionnaires results: Section B: questions 36-42 ..... 132

5.5 Summary of findings and compilation of programme ........................................ 134
5.5.1 Interviews ........................................................................................................ 134
5.5.2 Focus groups ................................................................................................... 135
5.5.3 Questionnaires ................................................................................................. 136
5.5.4 Information from literature that can be used in the programme ....................... 138
5.5.5 Compilation of an outline for a parent programme ......................................... 139

5.6 Outline for parent programme .......................................................................... 140
5.6.1 Format of programme ..................................................................................... 140
5.6.2 Initial session: Administrative (setting time, making rules), goal setting, listing concerns and needs ................................................................. 142
5.6.3 Topic 1: Identifying and dealing with feelings with regards to the offence .......... 143
  5.6.3.1 Theory ..................................................................................................... 143
  5.6.3.2 Discussion for parents ............................................................................. 144
5.6.4 Topic 2: Communication ................................................................................. 145
  5.6.4.1 Definition – successful communication .................................................. 145
  5.6.4.2 Interpersonal field .................................................................................... 145
  5.6.4.3 Finding out ................................................................................................ 145
  5.6.4.4 Active listening ........................................................................................ 146
  5.6.4.5 Participant observer .................................................................................. 146
  5.6.4.6 Using questions ......................................................................................... 146
  5.6.4.7 Sharing feelings/expressing emotions ..................................................... 146
  5.6.4.8 Giving instructions .................................................................................... 146
  5.6.4.9 I-statements ................................................................................................ 147
  5.6.4.10 Discussion for parents ............................................................................ 147
5.6.5 Topic 3: Conflict Resolution ........................................................................ 147
  5.6.5.1 What is conflict? ....................................................................................... 147
  5.6.5.2 Alternative responses to conflict .............................................................. 148
  5.6.5.3 Some suggestions to use in conflict situations are (see 3.8): ...................... 149
  5.6.5.4 Discussion for parents ............................................................................ 149
5.6.6 Topic 4: Discipline ......................................................................................... 150
  5.6.6.1 Definition: discipline involves the setting of limits and making rules about certain situations ................................................................. 150
  5.6.6.2 Time-out .................................................................................................. 150
  5.6.6.3 Reinforcers ............................................................................................... 150
  5.6.6.4 Punishment ............................................................................................... 150
  5.6.6.5 Discussion for parents ............................................................................ 150
5.6.7 Topic 5: Parenting styles and their influence on communication, conflict resolution, and discipline ................................................................. 151
  5.6.7.1 Some parenting styles ............................................................................. 151
  5.6.7.2 Discussion for parents ............................................................................ 152
5.6.8 Topic 6: Problem solving .............................................................................. 153
  5.6.8.1 What does problem solving involve? ....................................................... 153
5.6.8.2 What are necessary skills for effective problem solving? ........................................ 153
5.6.8.3 Discussion for parents ............................................................................................. 155
5.6.9 Topic 7: Use topics two to six to improve interaction between parents and youths, as well as nurturing, acceptance, affection and the youth’s self-esteem ........................................ 155
5.6.9.1 Discussion for parents ............................................................................................. 156
5.6.10 Topic 8: How do you look after yourself? .................................................................. 156

5.7 Summary of parent programme ...................................................................................... 156

5.8 Summary of evaluation questionnaire results .............................................................. 157
5.8.1 Discussion of evaluation questionnaires results: Section B: questions 1-35 ........ 157
  5.8.1.1 Communication .................................................................................................... 158
  5.8.1.2 Involvement and attachment ............................................................................... 158
  5.8.1.3 Understanding and support ................................................................................ 159
  5.8.1.4 Independence ..................................................................................................... 160
  5.8.1.5 Discipline ........................................................................................................... 160
  5.8.1.6 Affection .............................................................................................................. 160
  5.8.1.7 Happiness with life and family aspects .............................................................. 161
  5.8.1.8 Violence ............................................................................................................... 161
  5.8.1.9 Security ................................................................................................................ 162
  5.8.1.10 Family time ....................................................................................................... 162

Discussion of evaluation questionnaires results: Section B: questions 36-50/56 ............... 165
5.8.3 Comparison of results from assessment and evaluation questionnaires ................. 170

5.9 Conclusion ..................................................................................................................... 175
CHAPTER 6 – CONCLUSION.......................................................................................... 176

6.1 Introduction.................................................................................................................. 176

6.2 Summary of literature study ......................................................................................... 176

6.3 Summary of results of empirical study ....................................................................... 179
   6.3.1 Interviews ............................................................................................................. 179
   6.3.2 Focus groups ....................................................................................................... 180
   6.3.3 Questionnaires .................................................................................................. 180
   6.3.4 Compilation and application of a parent programme ........................................ 181

6.4 Conclusion ................................................................................................................... 182

6.5 Limitations of the study .............................................................................................. 182

6.6 Recommendations ...................................................................................................... 183

6.7 Concluding remarks ................................................................................................... 183
APPENDIX 1 – QUESTIONNAIRE A: ASSESSMENT QUESTIONNAIRE FOR PARENTS ................................................................. 185

APPENDIX 2 – QUESTIONNAIRE B: ASSESSMENT QUESTIONNAIRE FOR ADOLESCENTS .......................................................... 190

APPENDIX 3 – QUESTIONNAIRE C: EVALUATION QUESTIONNAIRE FOR PARENTS ........................................................................ 195

APPENDIX 4 – QUESTIONNAIRE D: EVALUATION QUESTIONNAIRE FOR ADOLESCENTS .............................................................. 200

APPENDIX 5 – RECORDING OF INTERVIEW RESULTS ......................................................... 205

APPENDIX 6 – WORKSHEETS FOR PARENT PROGRAMME ............................................. 207

APPENDIX 7 – RESULTS OF QUESTIONNAIRES .............................................................. 229

BIBLIOGRAPHY ......................................................................................................................... 272
LIST OF TABLES

TABLE 2.1 DIFFERENCES BETWEEN THE RETRIBUTIVE AND RESTORATIVE PARADIGMS .............................................................. 27

TABLE 5.1 SUMMARY OF NUMBERS AND PROCEDURE OF GATHERING OF DATA ................................................................................... 105
TABLE 5.2 (A) PARENTS' FEELINGS REGARDING THE OFFENCE ............ 107
TABLE 5.2 (B) OTHER FEELINGS INDICATED BY PARENTS .................... 107
TABLE 5.3 (A) POSSIBLE PROBLEMS IN THE FAMILY ACCORDING TO PARENTS ................................................................................ 108
TABLE 5.3 (B) OTHER POSSIBLE PROBLEMS ACCORDING TO PARENTS 108
TABLE 5.4 (A) ASPECTS PARENTS WANT INCLUDED IN THE PROGRAMME ........................................................................... 109
TABLE 5.4 (B) OTHER ASPECTS PARENTS WANT INCLUDED IN THE PROGRAMME ........................................................................... 110
TABLE 5.5 (A) PARENTS' EXPECTATIONS OF THE PROGRAMME .................. 110
TABLE 5.5 (B) OTHER EXPECTATIONS PARENTS MAY HAVE OF THE PROGRAMME ................................................................................ 111
TABLE 5.6 (A) POSSIBLE PROBLEMS IN THE FAMILY ACCORDING TO YOUTH ................................................................................ 112
TABLE 5.6 (B) OTHER PROBLEMS IN THE FAMILY ACCORDING TO YOUTH ................................................................................ 113
TABLE 5.7 (A) ASPECTS YOUTH WANT INCLUDED IN THE PARENT PROGRAMME ........................................................................... 114
TABLE 5.7 (B) OTHER ASPECTS YOUTH WANT INCLUDED IN THE PROGRAMME ........................................................................... 114
TABLE 5.8 (A) YOUTH'S EXPECTATIONS OF THE PARENT PROGRAMME ................................................................................ 115
TABLE 5.8 (B) OTHER EXPECTATIONS YOUTH MAY HAVE OF THE PROGRAMME ................................................................................ 115
TABLE 5.9 RESULTS FROM PARENTS' FOCUS GROUPS .............................. 117
TABLE 5.10 RESULTS FROM YOUTH'S FOCUS GROUPS .............................. 119
TABLE 5.11 SUMMARY OF RESULTS OF ASSESSMENT QUESTIONNAIRES ................................................................................ 131
TABLE 5.12 SUMMARY OF ASSESSMENT QUESTIONNAIRE RESULTS SECTION B: QUESTIONS 36-42 .................................................... 133
TABLE 5.13 SUMMARY OF PARENT PROGRAMME ....................................... 157
TABLE 5.14 SUMMARY OF RESULTS: EVALUATION QUESTIONNAIRE QUESTIONS 1-35 .............................................................. 163
TABLE 5.15 SUMMARY OF RESULTS: EVALUATION QUESTIONNAIRE QUESTIONS 36-50/56 .............................................................. 166
CHAPTER 1 – ORIENTATION

1.1 Background

In South Africa today, crime is a topic that is widely debated in different spheres of society. One of the many problems that can be identified is the fact that the judicial system is overloaded. The other problem is the handling of children in the judicial system. The latter was brought under the spotlight with the deaths of two youths in prison cells – one in 1992, the other in 1997 (Branken 1997:1).

The judicial system appears to be moving away from retributive, criminal justice practices towards more rehabilitative and restorative options (Muntingh 1993:4). Diversion from the justice system is one way of doing this. This involves diverting the offender from the path of prosecution to alternative ways of dealing with the offence. This approach is being used particularly in dealing with juvenile offenders. According to Muntingh (1993:4) the National Institute for Crime Prevention and Rehabilitation of Offenders (NICRO) offers the following diversion options, mostly to juveniles:

- Youth Empowerment Scheme (YES) (see 1.6.12)
- Pre-Trial Community Service
- Victim-Offender Mediation (see 1.6.10)
- Family Group Conferences (see 1.6.11)
- The Journey (see 1.6.8 and 2.2.2)

Diversion can therefore be considered as a valuable option in the solution of the above-mentioned problems of overloaded courts and juvenile justice.

This study will focus on the Journey as a method of diversion. The Journey is a two to three month adventure-based, experiential learning programme for young offenders, usually between the ages of sixteen and nineteen years of age. Participants are usually obtained by means of court referrals. In the course attention is given to issues like
responsibility, self-empowerment, trust, and communication, among other things. It also includes a parental support group as well as family mediation meetings.

The influence of the family structure and the role of parents in the prevention or prediction of juvenile offending have been researched extensively. Loeber (Hawkins 1996:88) found that poor parental supervision, erratic or harsh discipline, parental disharmony, parental rejection and low parental involvement in the child’s activities were predictors of offending. Recent research by Farrington (Hawkins 1996:90) showed that harsh discipline and attitude predicted violent and persistent offending up to age 32. It was also found that the development of an affectionless character and delinquency are related to the lack of a continuous, unbroken, loving relationship with one significant person (Hawkins 1996:91). According to Roberts (1989:220) children may develop delinquency and/or other maladaptive coping behaviours as a result of family conflict, tension and disruption. He also views family disorganization, a lack of parental control and parental rejection as major contributing factors to delinquent behaviour. Violence and abuse also have detrimental effects on children as aggression is encouraged as a means of problem solving. It prevents the development of empathy and decreases the ability of youths to cope with stress (Roberts 1989:221).

It is therefore evident that family, and in particular parental involvement in the diversion process, is vital for the success of the programme. When a youth comes into contact with the judicial system, the family experiences turmoil and needs to be given support and the necessary tools to be able to cope with the situation. One of the major problems families face is ineffective communication, which could lead to further problems if not addressed – especially when trying to deal with the difficult and emotional issue of the juvenile’s offense (Roberts 1989: 225).

Another reason why parent involvement is essential is that often the juvenile has put in a lot of effort and has made a lot of progress in the programme but is then sent back to unchanged home environments and family patterns. This hampers or even reverses the effectiveness of the diversion programme.
1.2 Analysis of Problem

This section will deal with becoming aware of the problem and giving a provisional statement of the problem. A short literature study will be done to explore the problem and finally a problem statement will be formulated.

1.2.1 Awareness of the problem

For the Journey (see 1.6.8 and 2.2.2) to be really effective, a holistic approach that involves not only the offenders, but also their parents or family needs to be adopted. This will ensure that change will take place not only within the child, but also within the whole family system. The result will be an overall change that offers support to all members of the family.

NICRO Pretoria is currently leading the development of the Journey programme. The Journey programme offers an opportunity for family mediation and parent support. The current programme involves the following components:

♦ A needs assessment and the determination of parent expectations of the programme – parents are asked to identify possible problem areas such as discipline, communication, conflict, or other areas they feel that they have difficulty dealing with.
♦ Feelings – this deals with identifying parents’ feelings with regards to the arrest as well as the parents’ view of their children’s feelings regarding the arrest.
♦ Teenagers’ needs – parents try to identify needs that their children might have.
♦ Responsive parenting – parents discuss what they think responsive parenting involves.
♦ Handling conflict – parents give examples of conflict situations, and it is mentioned that teens need to test boundaries of discipline. Parents share their feelings of frustration, helplessness and failure, realizing that they are not alone.
Communication – parents explore possible difficulties in communication. It is discussed that time, place, and emotions play an important part in successful communication. ‘I’ versus ‘You’ communication is discussed.

Discipline – parents discuss democratic discipline and the fact that teens need to be involved in decision-making with regards to discipline.

The above programme covers a number of relevant topics, but does not address the identified problems with practical solutions. A lot of time is spent on identifying problem areas, but parents are not given sufficient guidance in dealing with these problems.

On consultation with staff involved in the programme a need was expressed for a parent programme that offers more than the current programme in use. They felt that what they currently offer in terms of support to parents is not enough and it is an area on which not nearly enough time is being spent. A formal, structured programme is required in order for families to gain maximum benefit from the programme. It will also make national application of the programme possible. With the addition of a well-constructed, formal parent program the Journey could be introduced as a valuable diversion option nation wide.

A successful parent programme may contribute to a stable, loving home environment to which the youth offender can return after completion of the course. Given the appropriate tools, the family can continue to strengthen their relationships. It could also prevent other siblings from going the same route. The parent programme can also be used as a valuable tool in the education of parents of youth at risk.

It is possible that the parent programme currently used by NICRO is insufficient and does not satisfactorily provide in the needs of the parents.

1.2.2 Exploring the problem

Walker (1995:23) describes the family as a ‘potent and subtle shaping force’ in the life of the child. He feels that the influence of the home and family in shaping the child can
never be overestimated. Walker (1995:24) observes that empathy, compassion and social responsibility seem to be lacking in many adolescents today and believes these young people have to grow up in environments where these qualities had not been present. He states that the home is implicated as creator of this condition. He also states that the 'family's closed environment during the most formative years provides the opportunity to build both conscious and unconscious value systems, a philosophy of life and style of life which is of marked permanence throughout life' (Walker 1995:25).

Research studies have been done and based on these results it has been suggested that delinquency is the result of dysfunctional family systems. These results have led to the development of family-focused treatment approaches aimed at 'lowering delinquency rates through improved family functioning' (Roberts 1989:223).

The home environment and the interaction within the family therefore have a great influence on the child. This makes it necessary that the parents are involved in a programme in order to help the child through the development that takes place during the Journey. Some family treatment options are discussed below.

**The High Impact Family Treatment (HIFT)** – This programme provides an intensive two-day treatment programme instead of a longer term programme on the assumption that families are more willing to co-operate if they were able to see quick results. The treatment plan must involve recognition of both the parents' and the youth's concerns and objectives. The programme is based on two objectives, namely: (a) to lower the recidivism rate of youths that had committed status offences and (b) to prevent assignment of youths to out-of-home placement. The programme focuses on four primary areas:

- Instilling hope in a family that feels hopeless or feels that nothing will change.
- Having the family members recognize their dysfunctional processes within the family.
- Possible altering of present problematic conditions toward more functional conditions.
- Having the family begin practising alternate processes.
A team approach of three to five therapists is used. The family is first seen as a unit by therapists in order to gain information about the family and its functioning. Thereafter each family member is seen individually by one of the therapists. Members are encouraged to share information with therapists that they wouldn’t share in front of the whole family. Therapists then use an ‘alter-ego role play’ technique in which ‘each therapist assumes the role of one of the family members and portrays this individual’s thoughts and feelings through verbal or non-verbal means’. The family members then practise behaviour patterns, as they would like the family to be. This is an idealized picture of the family and can be the basis leading to closeness, flexibility, and the hope of possible change and emotional contact between family members.

On the second day, family members participate in a variety of practice sessions involving different members of the family such as father/son, siblings, or parents. Family members are encouraged to watch themselves through a video monitor to enhance the process of improving communication among family members (Roberts 1989:228-229).

**The Homebuilders programme** – in this programme therapists provide intensive in-home crisis intervention services for troubled families. Each family member is given the opportunity to talk to the therapist at length. This programme attempts to strengthen the family unit and increase the attachment between parents and children through parent training and communication skills. Treatment is individualized for each family but the following approaches are used frequently:

- Helping the family to examine alternatives by modeling good communication skills such as active listening and reinforcing clients for improvements.
- Providing possible community options and considering changes in the environment.
- Teaching ways to prevent crisis recurrence by using better communication skills.
- Being assertive instead of aggressive in defining boundaries and negotiating behavioural contracts.
- Setting up treatment programmes to maintain progress.
♦ Assistance in reaching future goals by presenting resources in the community.
♦ Helping to make linkages in coordination with case managers, and working with managers to support the treatment plan.

Programme staff remain in contact with the family until it is agreed that there is a good prognosis for the prevention of further crises (Roberts 1989:229-231; Siegel & Senna 1991:269).

The Family Resource Unit – This programme makes use of two therapists, with the one therapist either being a co-therapist or a consultant by remaining in a viewing room. The programme provides brief therapy in the sense that techniques and interventions are designed to quickly mobilize the family and act as catalyst. The programme uses a systems theory model for treatment, viewing the juvenile offender as a symbol of a breakdown in the family system. The symptomatic behaviour of the youth points to a need to investigate the necessity for such behaviour in the family (Roberts 1989:231-232).

Short-term crisis intervention – This programme was developed in Honolulu, Hawaii, as a diversion programme for first-time juvenile offenders. The primary aspects of the programme were:

♦ Responding immediately to referrals.
♦ Providing intensive, short-term counselling services with flexible scheduling of sessions to accommodate each family’s needs.
♦ Emphasizing the family as a system with maladaptive functioning.
♦ Pairing counsellors in male-female teams and assigning them to clients of similar ethnic background to increase the likelihood of the family relating well to staff.
♦ Using graduate student volunteers to supplement the insufficient number of paid staff.
♦ Making referrals to community agencies to follow up on the changes begun through the counselling.
The techniques used by the counsellors were a combination of family systems and crisis intervention techniques that can be summarized as follows:

- Intellectual understanding of causal relationships between parental and adolescent behaviours.
- Clarification of values and demands of family members regarding critical issues.
- Active involvement of counsellors as models, with expression of feelings and thoughts to the family.
- Training family members in expressing themselves clearly and completely.
- Exploration of previous coping methods and their inadequacies.
- Focusing on the present and future to facilitate active, goal-orientated problem solving.
- Use of behavioural contracts and training in negotiating skills to foster clearly stated rules and consequences for family members’ actions and compromises over disagreements (Roberts 1989:234-235).

This programme saw the family as a system with maladaptive interaction patterns. In order for the intervention to be successful, counselors had to identify the family processes and the coping methods that each particular family used. These interaction patterns were then replaced with new, healthier patterns by providing the family with active, goal-orientated problem solving skills.

Another short-term family programme that was provided by the University of Utah’s Family Therapy Clinic focused on the strengthening of communication patterns in the home. Family members were given training in ‘solution-orientated communication patterns’ (Roberts 1989:235).

Behavioural contracting has also been used in family treatment. A programme using behavioural contracting techniques was developed in Dallas, Texas. The programme was used for youth offenders and their parents. Parents and youths were initially split into separate groups in which parents were taught the methods and principles of behavioural contracting. Families then attended monthly meetings in order to assist them to
incorporate contracting into their routines. Behavioural contracting dealt with such issues such as 'being consistent, clarifying one’s expectations, and changing the family system from utilizing punishment to introducing rewards to improve the juvenile’s behaviour' (Roberts 1989:236).

The programme used the following guidelines in developing a contract:

♦ Exploring the existing problems and the need to change.
♦ Parents and youth list what they think the responsibilities and privileges should be.
♦ Narrow the lists of responsibilities and select appropriate rewards for carrying them out.
♦ Develop a written agreement.
♦ Implement the agreement.
♦ Review the results and repeat the steps as appropriate (Roberts 1989:236).

**Boys' Town South Africa** is currently developing a parent programme specifically tailored to suit their needs. This programme aims to provide parents with the skills they need to deal with difficult situations. One of the main aspects of the programme is based on empowering the parents. The importance of parent involvement in all aspects of the programme is emphasized. Parents often feel that they can’t cope and it is important to point out to parents also the positive and good things that they do achieve. Parents are involved in identifying target areas for development in the family. Lyons (1998:Personal interview) feels that it is important to show parents where they did succeed and to connect any actions to remedy problematic aspects to positive aspects of parenting. Motivation and communication skills also comprise a large part of the programme, and these should be specific in giving parents guidelines as how to deal with certain situations. Parents are also given information and skills in order to use community resources and connect into community activities where possible (Lyons 1998:Personal interview). As this programme was not complete at the time of the interview, detailed information regarding the contents could not be obtained.
Bartollas (1985:88) reviewed the **Sacramento 601 Diversion project**. This programme provided short-term family crisis counselling rather than traditional court intake procedures. The youth and his family were involved in between one and five counselling sessions that attempted to improve the communication processes the family used to solve their problems. A significant percentage of the youths who underwent family counselling were diverted (97% were not involved in crimes again, compared to 62.5% of youths who did not receive family therapy).

**The Oregon Social Learning Center (OSLC)** is a prevention programme that uses behaviour modification techniques to help parents acquire proper care and disciplinary methods. It is based on the premise that poor parenting, family disruption and coercive exchanges between parents and children are associated with antisocial behaviour in children. OSLC teaches parents prosocial skills to reinforce positive behaviour and constructive disciplinary techniques to discourage negative behaviour. The course teaches parents how to use different disciplining techniques such as reinforcement (see 3.6.2) and time-out (see 3.6.1), as well as teaching them the importance of firm, consistent discipline. Parents attend a series of six to seven weekly classes that focus on these child management skills (Siegel & Senna 1991:267-268).

The above programmes all have useful and relevant aspects, but one programme in its totality is not suitable for the needs of the NICRO programme. The programmes tend to be vague, with not enough practical, specific techniques that can be used by parents.

Some of the positive aspects of the programmes mentioned above are:

- **The HIFT programme** is a short programme that could be beneficial as it could draw more parents to attend the programmes than is currently the case. The programme focuses mainly on the family dynamic and dysfunctional family processes and the improvement of these processes. Role-play and the practicing of behaviour patterns are used to assist the family in the process of change. The therapists do see individual
members but the family is worked with as a unit. The programme also recognizes the concerns of both the parents and the youth.

- The **Homebuilders programme** provides opportunity for individual discussion but also concentrates on the family as a whole. The programme focuses on the provision of communication skills, assertiveness training with regards to defining boundaries, negotiation abilities with the aim of drawing up behavioural contracts. The provision of community options and considering of changes in the environment is a valuable part of the programme. The provision of an extensive follow-up and support system is also a useful feature of the programme.

- The **family resource unit** concentrates on the breakdown of the family system and the necessity for symptomatic behaviour by the juvenile offender.

- The **short-term crisis intervention programme** also focuses on the family as a system with maladaptive functioning and has to its advantage an immediate response to referrals. The programme deals with issues such as the expression of feelings, communication, the development of active, goal-orientated problem solving abilities, and training in negotiating skills to deal with the stating of rules and consequences as well as the compromising over disagreements. It also makes referrals to community agencies for future follow-up.

- The programme provided by the **University of Utah's Family Therapy Clinic** provides training in solution-orientated communication patterns.

- The **programme developed in Texas** uses behavioural contracting and focuses on dealing with issues such as consistency, clarification of expectations, and the use of rewards instead of punishments. The programme assists families in drawing up a behavioural contract by considering things like changing existing problems, determination of responsibilities, privileges and rewards. The programme considers the perspectives of the parent as well as the youth.

- The **Boys' Town programme** focuses on empowering and involving the parents as well as pointing out positive aspects of parenting. The programme provides motivation and communication skills, helps the parents in setting targets and emphasis the importance of community involvement.
The Sacramento 601 Diversion project is a short-term programme that focuses on improving communication processes in the family.

The Oregon Social Learning Center (OSLC) uses behaviour modification techniques and teaches parents how to use disciplining techniques such as reinforcement and time-out. It emphasizes the importance of firm, consistent discipline.

There are some aspects that recur in the programmes. These are:

- A number of the above programmes focus on the family as a system with maladaptive processes and therapy will involve changing these processes.
- Another aspect that is repeated in the programmes is the improving of communication skills within the family.
- Emphasis is also placed on the provision of community resources and support.
- A lot of the programmes favoured short-term intervention.

These different aspects of each of these programmes can be used when compiling a parent programme for use at NICRO. It is therefore concluded that none of the existing programmes as a whole is sufficient to use as a parent programme at NICRO.

1.2.3 Problem statement

The current parent programme used at NICRO is experienced as being insufficient, as it does not provide in the needs of the parents of youth offenders. Parents are not provided with enough skills to cope with the problems they face with regards to their child’s offending. In the current programme certain family problems such as insufficient trust and communication are identified, but not addressed. Parents also seem reluctant to get involved in the programme and are also not actively involved in dealing with problems or the finding of solutions with regards to their children. A brief literature study reveals some programmes but none of them is sufficient to replace the existing NICRO programme. It can be therefore be concluded that there is a need for the development of
a parent guidance programme for the parents of youth offenders as other existing programmes are insufficient.

1.3 Aims of Research

This section concerning the aims of the research will deal with general as well as specific aims for the research undertaken.

1.3.1 General aims

The general aim of the research is to determine the nature of an effective parent programme. To reach the general aim a number of questions are set to direct the research:

1. What are the needs of the parents? (see 5.2.1.5, 5.3.1 and TABLE 5.12)
2. How can parents be assisted in dealing with their feelings regarding the child’s offense? (see 5.6.3)
3. Which family aspects may lead to youth offending? (see 2.5)
4. How can parents be assisted in dealing with the problems experienced in the family? (see 5.6.4-5.6.9)
5. How can the parents become involved in the solution of the problem? (see 3.10.2)
6. What skills do the parents need to cope? (see 3.6-3.9)
7. Are there parent programmes available? What are their strong and weak points and how can these programmes be used to develop the NICRO programme? (see 1.2.2)

1.3.2 Specific aims

The specific aim of the study is to develop a parent programme for the parents of youth offenders involved in the Journey programme at NICRO. The programme is aimed at providing parents with the necessary skills to cope with the child’s offence as well as minimizing the negative family or parental influences on the offender, and leading to growth in the parents and the family.
1.4 Research method

The study will comprise mainly two methods namely a literature study and an empirical investigation. The literature study will gain information with regards to youth offenders, diversion, family influences on youth offending, as well as other parent guidance programmes relevant to the parents of youth offenders from textbooks, journals, and other databases.

The empirical investigation of the study will determine the needs of parents and children with regards to the parent programme by means of questionnaires to parents and youth, and focus groups. Interviews of relevant parties such as parents, youth, staff and other people involved in similar or relevant programmes will also be conducted. The compiled programme will be applied in an empirical investigation and the applicability will be evaluated by means of feedback from parents and youth through interviews and questionnaires.

1.5 Demarcation of the study

One of the problems currently facing NICRO staff is the fact that very few parents attend the parent sessions. Parents who work long hours or over weekends find it difficult to attend sessions. The programme can only be applied to parents attending the sessions.

There are usually about twenty youths on the programme and therefore sessions with individual parents are not feasible and group sessions are more beneficial. This is the way in which parent sessions are currently run. The NICRO staff also expressed their preference for group sessions, as they are short-staffed.

As the parent programme will be specifically developed to fit into the Journey programme it will cater for the specific needs of this programme and could have limited application outside that setting.
The programme will cater for the specific needs of and problems experienced by parents of youth offenders. This will make it less applicable to parents of non-offending youth, even though there will certainly be useful elements.

As a result of the limited time available during the programme, it will not be possible to deal with all problematic issues or individual problems. A few main areas of concern will have to be selected for attention. The programme could therefore not deal with related issues like parental unemployment, socio-economic problems, single parents, divorce, parental substance abuse or marital problems. The focus will have to be on problems related to youth offense as experienced by most families.

The research will only deal with causal factors of youth offending in so far as it is directly related to parental interaction with the youth, and then only in an attempt to rectify destructive patterns.

1.6 Explanation of concepts.

This section will define a number of concepts that are relevant to this research.

1.6.1 Youth

The Concise Oxford Dictionary (1990:1423) describes youth as the period between childhood and adulthood. For the purpose of this paper youth will be defined as children of the age of criminal capacity. In current South African law, the minimum age of criminal capacity is governed by the doli capax /doli incapax rule. This means that a child of seven or older can be arrested and convicted at a trial, provided that, for children between ages seven and fourteen, the state can prove that the child can tell the difference between right and wrong. There is a possibility that the minimum age limit of criminal capacity could be raised to ten years. The upper age limit for defining ‘youth’ will be eighteen years. Both international and national law recognizes this age as the age when young people should be separated from the adult criminal justice system. (South African Law Commission 1997:4). The word ‘juvenile’ was previously used, but is seen to have
negative connotations and is no longer accepted internationally. The terms ‘youth’ or ‘young person’ replaces it (South African Law Commission 1997:4).

1.6.2 Youth offender (young offender)

This will include all youths between the ages of seven and eighteen that have been arrested for a crime.

1.6.3 Youth at risk

This phrase will be used in place of what used to be termed ‘juvenile delinquency’ before. This links with the new use of the word ‘youth’ in the justice system.

1.6.4 Diversion

Diversion means diverting a person, in this case the youth, from the criminal justice system by finding other ways of dealing with and rehabilitating those in trouble with the law. Diversion means that the person does not get a criminal record and is not stigmatized by contact with the criminal system (South African Law Commission 1997:7). Muntingh and Shapiro (1993:7) describe diversion as ‘the channeling of prima facie cases from the formal criminal justice system on certain conditions to extra-judicial programmes, at the discretion of the prosecution’. According to them diversionary options do not intend to make offenders less accountable or responsible for their actions but rather provide them with the opportunity to re-think their lives without getting a criminal record. In principle a case is eligible for diversion when prosecution is not in the best interest of the offender, the victim, the criminal justice system or the community (Muntingh & Shapiro 1993:7; see 2.2.1).

1.6.5 Retribution

Zehr (1990:211) defines retribution as follows: ‘Crime is a violation of the state, defined as lawbreaking and guilt. Justice determines blame and administers pain in a contest
between the offender and the state directed by rules'. Christie (1984:3) says that in the paradigm of retributive justice, the conflict between victim and offender is ‘stolen’ by the state. Zehr (Muntingh 1993:8) describes this as a process of disempowerment, which leaves the victim and the offender unable to solve the situation in a constructive manner. Offenders are rarely given a chance to seek acceptance or forgiveness, and many are sentenced to imprisonment where they are exposed to lifestyles and values that lead to further conflict with the law. A retributive approach to justice also doesn’t involve the victim in the proceedings, except for occasionally calling them in to testify. Compensation orders in criminal cases are rare and the victim is left empty-handed, with fines being paid to the state. The victim is also seldom given the opportunity to air feelings or to question the offender (Muntingh 1993:8; see 2.2.1).

1.6.6 Restorative justice

Zehr (1990:211) describes restorative justice as follows: ‘Crime is a violation of people and relationships. It creates obligations to make things right. Justice involves the victim, the offender and the community in a search for solutions that promise to repair, reconcile and reassure'. Marshall, (Restorative Justice 1995:6) describes restorative justice as ‘a way of dealing with victims and offenders by focusing on the settlement of conflicts arising from crime and resolving the underlying problems which cause it. Central to restorative justice is recognition of the community, rather than criminal justice agencies, as the prime site of crime control’. Restorative justice is based on reparation, in other words, an attempt to repair the damage caused by the crime, either materially or symbolically (Restorative Justice 1995:6). Zehr (1990:197) argues that ‘violations create obligations’ and that ‘when someone wrongs another, he has an obligation to make things right’. Therefore, the goal of restorative justice is to heal the wounds of every person affected by the crime, including the victim and the offender. Restorative justice seeks to redefine crime as an injury or wrong done to another person instead of a crime against the state. It encourages direct involvement of victim and the offender in resolving any conflict through dialogue and negotiation (Restorative Justice 1995:6; see 2.2.1).
1.6.7 NICRO

The National Institute for Crime Prevention and the Rehabilitation of Offenders (NICRO) offers programmes for youth offenders as alternatives to the judicial system. These programmes are based on the restorative justice principle (see 1.6.6) and aims at the rehabilitation of offenders without them ending up with a criminal record (Nation 1998: Personal Interview).

1.6.8 The Journey

This comprises a two to three month, adventure-based experiential learning diversion programme for young offenders. It consists of about eight sessions, held twice a week, as well as a more intensive wilderness component of four days near the end of the course. The course deals with issues like responsibility, self-empowerment, self-expression, dealing with emotions such as anger, and goal setting amongst other things. It also includes a parental support group. Youth are usually obtained by means of court referrals, but youth reported by family as being problematic could also be accepted. Selection criteria include youth offenders between the ages of sixteen and eighteen, offenders from families with destructive societal norms and youth who have committed more serious offences such as house breaking and assault (Malherbe 1998: Personal interview; see 2.2.2).

1.6.9 Experiential learning

The Concise Oxford Dictionary (1990:411) describes experiential as 'involving or based on experience'. Experiential learning therefore involves learning based on experience.

1.6.10 Victim-Offender Mediation (or Reconciliation)

A programme that makes use of Victim-Offender Mediation (VOM) involves direct or indirect communication between victims and offenders. VOM has the aim of facilitating communication between victims and offenders with the help of a mediator. An
opportunity is provided for both parties to express their thoughts and feelings about the crime. An opportunity is also given to settle the conflict in a way that will be acceptable to both parties. VOM is an empowering process aimed to give those involved the opportunity to settle their own conflicts instead of being the subjects of decisions imposed upon them by justice officials. VOM is based in a restorative justice perspective (Muntingh 1993:1). VOM is a process in which the victim and the offender are brought together by a trained mediator to discuss what has happened in a criminal offence and to explore options for resolving the issues surrounding the offence. The primary goal is reconciliation (VORP Volunteer Handbook 1990:4,7).

1.6.11 Family Group Conferences

Family group conferences are also based on restorative justice and also have victims and offenders as central role players. Family Group Conferences are based on the notion that families and communities have traditionally dealt with offending and that they are the people who know best how to deal with this behaviour. It also involves hearing both the victim and offender’s story as well as finding a solution that is acceptable to all parties involved. Participants involved in family group conferences include the victim, the family and other support persons of the victim, the offender, family or other support persons of the offender. Other concerned parties such as the police, social workers or affected members of the community and a facilitator also attend these sessions (Branken 1997: 6-7).

1.6.12 Youth Empowerment Scheme (YES)

The YES programme is a life skills programme comprising six sessions held over a period of six consecutive weeks. Juveniles between the ages of twelve and eighteen or nineteen are included, provided that they have a fixed address (this could be a place of safety), and a parent or guardian who is prepared to take responsibility for attendance at the groups. The offender should also plead or intend to plead guilty on the charges. The programme covers topics such as crime awareness, the effects of crime on society and
other people, self-concept, assertiveness, decision-making, norms and laws, responsibility, trust and parent-child relationships (Muntingh & Shapiro 1993:18-19).

1.7 Research programme

The research comprises six chapters that are as follows:

Chapter 1

In Chapter the background including information on restorative justice, and the Journey programme will be discussed. Some parent treatment programmes will also be evaluated. This chapter will include an analysis of the problem, the problem statement, the aim of the study, a description of the methods of the study, a demarcation of the study and an explanation of the concepts.

Chapter 2

This chapter will include a review of the literature on restorative justice, the juvenile justice system – particularly in South Africa, diversion, and the Journey programme. Chapter 2 will also include reference to the profile of the youth offender, some causes of youth offending, family aspects related to youth offending and the parents’ perspective on youth offending.

Chapter 3

Chapter 3 will discuss parents’ feelings regarding to the offence, youths’ interaction with adults, and the youth’s self-esteem. This chapter will also provide guidance regarding parental aspects and related issues like nurturance, discipline, communication, and family conflict. Different aspects to consider before compiling a therapeutic programme and some therapeutic approaches will also be considered.
Chapter 4

Chapter 4 will explore research designs and methods. This chapter will include a discussion of the research problem, the aim of the empirical investigation, the research postulate, research tools used in the investigation, and selection of the sample. The compilation, application and processing of data of questionnaires, focus groups and interviews will be presented.

Chapter 5

This chapter will present with the results of interviews, focus groups and assessment and evaluation questionnaires. These results will be analyzed and an outline for a parent programme will be provided. This programme will be applied to parents and then evaluated. These results will also be provided.

Chapter 6

Chapter 6 will consist of a discussion of research results, conclusions and recommendations with regards to the parent programme. A summary of findings from the literature study and limitations of the study will also be included.

1.8 Conclusion

In this chapter attention was given to the background of the problem. The problem has been analyzed and aims have been set. The method to be used was explained, the research area demarcated, various relevant concepts defined and the planned programme of research stated.

Chapter 2 will report on the literature research on the youth offender, the concept and process of diversion, family aspects related to youth offending as well as the parents’ perspective of youth offending.
CHAPTER 2 – THE JUVENILE JUSTICE SYSTEM, THE YOUTH OFFENDER, AND FAMILY ASPECTS RELATED TO YOUTH OFFENCE

2.1 Introduction

This chapter will deal with the juvenile justice system and its movement away from retributive justice towards a more restorative justice approach. This includes a discussion of diversion as a restorative justice option. In this chapter NICRO’s Journey programme for youth offenders will be discussed as a means of diversion. In the discussion attention will also be given to the youth offender and family aspects related to youth offending.

2.2 The juvenile justice system and restorative justice

Diversion is one way in which the judicial system is moving away from retributive justice toward more restorative ways of dealing with offence (see 1.6.4-1.6.6). In South Africa NICRO aims to provide a number of diversion options, particularly to youth offenders. One of these options is the Journey programme that provides offenders with an alternative to the usual criminal procedures such as court hearings and the resulting criminal record (see 1.6.8 and 2.2.2).

In order to develop an effective programme for the parents of youth offenders, one needs to consider different aspects of the whole diversion process in which parents and youths are involved. The following discussion will focus on diversion and the related aspects such as retributive and restorative justice. It also discusses the Journey as a diversion option offered by NICRO.
2.2.1 Diversion

Diversion is the process whereby a person is removed from the judicial system and the customary way in which the law would deal with such a person. An alternative means in dealing with the crime is then suggested – this may include options such as victim-offender mediation, community service, or a rehabilitation programme (see 1.6.4). The motivation behind diversion is that it is more beneficial for the offender as well as society that the judicial system moves away from retribution (see 1.6.5). Walker (1995:97) states that retribution to get even with offenders should not be society’s goal. He feels that ‘punishment often makes rehabilitation more difficult or impossible to achieve’. The emphasis in the judicial system is moving toward restorative justice (see 1.6.6) and the different options this has to offer. According to Bartollas (1993:379) the advantages of diversion include a reduction of caseloads, a more effective administration of the juvenile justice system, provision of therapeutic environments in which families can resolve their conflict and a move towards a more effective and humane justice process. The most important strength of diversion is that it minimizes the penetration of youthful offenders in the judicial system.

Zehr (1990:184-185, 202-203, 211-214) presents a detailed comparison between the retributive and restorative paradigms. The differences between the two approaches are presented in TABLE 2.1.
### TABLE 2.1 DIFFERENCES BETWEEN THE RETRIBUTIVE AND RESTORATIVE PARADIGMS

<table>
<thead>
<tr>
<th>RETRIBUTIVE</th>
<th>RESTORATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blame fixing is central</td>
<td>Problem solving is central</td>
</tr>
<tr>
<td>One social injury added to another</td>
<td>Emphasis on repair of social injuries</td>
</tr>
<tr>
<td>Harm by offender balanced by harm to offender</td>
<td>Harm by offender balanced by making right</td>
</tr>
<tr>
<td>Focus on offender, victim ignored</td>
<td>Victim’s needs are central</td>
</tr>
<tr>
<td>Victim’s suffering ignored</td>
<td>Victim’s suffering lamented and acknowledged</td>
</tr>
<tr>
<td>Action from state to offender, offender passive</td>
<td>Offender given role in solution</td>
</tr>
<tr>
<td>Offender denounced</td>
<td>Harmful act denounced</td>
</tr>
<tr>
<td>Process alienates</td>
<td>Process aims at reconciliation</td>
</tr>
<tr>
<td>Assumes win-lose outcomes</td>
<td>Makes win-win outcomes possible</td>
</tr>
<tr>
<td>Crime defined by a violation of rules</td>
<td>Crime defined by harm to people and relationships</td>
</tr>
<tr>
<td>State as victim</td>
<td>People and relationships as victims</td>
</tr>
<tr>
<td>Victim’s rights and needs ignored</td>
<td>Victim’s rights and needs are central</td>
</tr>
<tr>
<td>Conflictual nature of crime obscured</td>
<td>Conflictual nature of crime recognized</td>
</tr>
<tr>
<td>Wounds of offender peripheral</td>
<td>Wounds of offender important</td>
</tr>
<tr>
<td>Wrongs create guilt</td>
<td>Wrongs create liabilities and obligations</td>
</tr>
<tr>
<td>Debt paid by taking punishment</td>
<td>Debt paid by making right</td>
</tr>
<tr>
<td>Debt owed to society in the abstract</td>
<td>Debt owed to victim first</td>
</tr>
<tr>
<td>Free will or social determinism</td>
<td>Recognizes role of social context as choices without denying personal responsibility</td>
</tr>
</tbody>
</table>
According to the above comparison, retributive justice focuses on the offender and the crime that was committed. Punishment is used to make the offender pay for the crime, and in this process the state plays a large role. The state is seen as the victim and the crime is seen as a violation of the state's rules. The victim is not an important figure in the process of justice, and the suffering that the victim has undergone is ignored. The victim's rights and needs are not important. The offender has no obligation to the victim, as the debt is owed to society in the abstract and not to the victim.

Restorative justice in contrast focuses on solving the problem by trying to repair the injuries done. The victim's needs and rights are central and his suffering is acknowledged. The debt is owed to the victim first and the debt is paid by trying to make right the injustices done, with the offender being part of this process. The offence is seen in a social context and the crime is essentially a crime against people and relationships and not against the state. Another important difference is that the offence, and not the offender, is condemned.

Muntingh and Shapiro (1993:9) highlight the following differences between retributive and restorative justice.

Retributive justice:

♦ Crime violates the state and its laws.
♦ Justice focuses on establishing guilt so that portions of 'pain' can be measured out.
♦ Justice is sought through conflict between adversaries in which the offender is pitted against the state.
♦ Rules and intentions outweigh outcomes, one side wins and the other loses.

Restorative justice:

♦ Crime is a violation of people and relationships.
♦ Justice aims to identify needs and obligations.
♦ Justice encourages dialogue and mutual agreement.
• Victims and offenders are given central roles.

• Justice is measured by the extent to which responsibilities are assumed, needs met and relationships healed.

A case is eligible for a diversion option when it appears that it is not in the best interest of the offender, the victim, the judicial system and society if the offender is prosecuted (Muntingh & Shapiro 1993:7).

Muntingh and Shapiro (1993:8) lists the following as aims of diversion:

• to make offenders responsible and accountable for their actions

• to provide an opportunity for reparation

• to identify underlying problems motivating offending behaviour

• to prevent most first time or petty offenders from receiving a criminal record and being labeled as criminals, as this may become a self-fulfilling prophecy

• to provide educational and rehabilitative programmes to the benefit of all parties concerned

• to lesson the caseload of the formal justice system.

Muntingh (1993:8) states that these aims can be achieved through the careful assessment of each person referred for diversion by the public prosecutor to the diversion agency. He says that the control diversionary options exercise should be limited to 'curbing recidivism and not embark on a moral crusade, specifying behaviour that falls outside the limits of the judicial process'. In his article Walgrave (Albrecht & Judwig-Mayerhofer 1995:233, 242) points out that diversion should not be seen as the solution to all problems regarding juvenile justice. Diversion does not guarantee a positive change in the delinquent or the avoidance of stigmatization. He feels that diversion should only be used as an opportunity to experiment, and that the ultimate long-term aim should be a change of the judicial system in a restorative direction.
According to the Delinquency Prevention Act of 1974 the United States have already started moving towards diversion as an important option for crime prevention and control. The Purpose section of the act states that it is the 'declared policy of Congress to provide the necessary resources, leadership and coordination... To divert juveniles from the traditional juvenile justice system and to provide critically needed alternatives to institutionalization' (Roberts 1989:174). Recently South Africa started following in the footsteps of the United States with Justice Minister Dular Omar's announcement of the appointment of the Law Commission's Committee to draft legislation for a juvenile justice system (Muntingh & Shapiro 1993:15).

During May 1995 the South African Cabinet, with the full sanction of President Nelson Mandela, resolved that an Inter-Ministerial Committee on Young People at Risk be established to manage the process of crisis intervention and transformation of the Child and Youth Care system. The Committee consisted of the Ministries of Welfare, Justice, Safety and Security, Correctional Services, Education, Health and the RDP, as well as a number of non-governmental organizations, including Lawyers for Human Rights, NICRO, National Association of Child Care Workers, National Council for Child and Family Welfare, National Children's Rights Committee, Community Law Centre, Institute in Criminology (UCT), and the National Youth Development Project (Inter-Ministerial Committee on Young People at Risk 1996:8).

In November 1996 the Inter-Ministerial Committee on Young People at Risk proposed that 'the approach to young people in trouble with the law should include resolution of conflict, family and community involvement in decision making, diversion, and community-based interventions' (Inter-Ministerial Committee on Young People at Risk 1997:5).

In accordance with this trend NICRO has introduced a couple of diversion options which is currently being run and refined countrywide. These options include pre-trial community
service, victim-offender mediation (see 1.6.10), family group conferences (see 1.6.11), the YES programme (see 1.6.12), and the Journey programme (see 1.6.8).

2.2.2 The Journey

The Journey is one of the diversion options offered by NICRO (see 1.6.7 and 1.6.8). It is a two to three month course and is based on experiential learning.

The referral procedure for the Journey is as follows: After the youth has been arrested for the crime and taken to the police station, a court hearing is scheduled within the next 24 hours. During this time some youths are released into the custody of their parents or a guardian, while others remain in overnight cells at the police station.

At the court hearing the prosecutor will make a decision of whether or not this youth is eligible for diversion – in this case the Journey. The case is then remanded for a certain time, pending on the youth’s successful completion of the diversion programme. The prosecutor then refers the case to the probation officer that will do an assessment to determine whether the youth complies with the requirements for the Journey programme. The probation officer sends a fax or letter to the NICRO offices for that particular region. The parents and the youth are informed that the youth will be included in the Journey and are then required to make an appointment to meet with the relevant people involved with the Journey. After the youth has completed the programme, he will go back to court and the case will be withdrawn.

Sometimes, as a result of circumstances (administrative difficulties, time delay in court date) the youth gets sentenced for the crime. The probation officer will then recommend a diversion option such as the Journey as part of the youth’s sentence (Nation 1998: Personal interview).
The Journey requires the youths on the programme to learn from their own experience through their involvement in different activities. The programme consists of a number of sessions held twice weekly over four weeks. These sessions serve to give the youths a background on certain topics such as trust, responsibility, anger management, and communication as well as developing a group identity and cohesiveness. These sessions are then followed by the wilderness experience, which deals with the above issues and others more intensively. The wilderness part of the course takes the youths out of their comfort zones and places them in unknown situations in which they must perform certain tasks and solve problems. They are required to take part in strenuous physical activities such as walking across a narrow log bridge fifteen metres in the air. The youths are involved in ensuring the safety of other group members by assisting the facilitators with belaying and checking of the safety harnesses. Activities that involve trust in other members of the group, as well as group problem solving are also included.

Issues addressed throughout the Journey include:

- accepting responsibility for one’s actions
- dealing with anger in positive ways
- developing a sense and love of community
- learning about the dangers of peer pressure and how to deal with it
- making plans to prevent re-offending
- developing more effective communication skills
- identifying and using one’s strengths
- developing the ability to trust themselves and others – also to be trustworthy
- goal setting
- developing a positive sense of self and growing towards a positive self-concept

(Malherbe 1998: Personal interview).

The Journey is ended with a celebration, which the Journey group organizes themselves. Parents, friends or other significant people are invited to the celebration, which serves to
commend the youths on successfully completing the programme. Each youth is given a letter that wishes them luck for the future as well as a certificate stating that the course was successfully completed (Malherbe 1998: Personal interview).

2.3 The Youth Offender

Walker (1995:94) defines the juvenile offender as anyone who is still legally a juvenile and who commits a crime or antisocial act. The juvenile is someone, usually between the ages of six and whatever is considered the age of adults – depending on which country one lives in.

By definition, the youth offender includes youths between the ages of seven and eighteen years of age who have been arrested for a crime (see 1.6.2). However, since the Journey programme offered by NICRO mainly deal with youths between the ages of fourteen and eighteen, this will be the target group for this study.

Walker (1995:94) describes the youth offender as someone who moves in a subculture in which ‘violations of the established norms of behaviour have positive connotations’. The youth offender gets feedback from the peers in this subculture and this is not in his best interest as it reinforces his acting-out behaviour. Lerman (1994:131) has the same point of view as he states that association with bad peers constitutes a ‘learning environment’ where behaviours are learned through imitating, modelling or positive reinforcement. The youth has not internalized the values of society, and he ‘rebels against the straight world’ (Walker 1995:95). According to Walker (1995:95) the youth offender is often a school dropout, usually comes from a broken home, cares only for himself, may be violent at times, shows signs of hostility, displays egocentric gratification and may be arrogant or rebellious. The youth offender is seen to be a product of his environment – a person who has adopted a hedonistic attitude towards life as a result of a lack of parental guidance. He is shaped into delinquency when his life is full of negative factors. The youth offender can often be described as an ‘unperson’. The youth is seen as ‘unwanted, unloved, under-
developed, unhealthy, and a misfit in many areas of his maturation process' (Walker 1995:98-99).

Brandt and Zlotnick (1988:95) state that the rewards and punishments of doing crime or not doing crime should be considered. They say that crime has a 'reward status', in other words it is the immediate gratification received through crime that is important. This could be to have something that you didn't have before, or the admiration of your friends. Brandt and Zlotnick (1988:95) point out that for the offender being caught in the long run is not that important, this is possibly because the youth has difficulty imagining future consequences. Moore and Gullone (1996:357) also state that adolescents who engage in high-risk behaviours do so because they are driven by the likelihood of possible outcomes. Youths tend to have an unrealistic perception of the possible negative outcomes, possibly because they have not experienced them, as a lot of these are long term and not immediately apparent. Positive feelings such as relaxation, exhilaration and pleasure are immediate results of the risk behaviour and their influence is a powerful motivator to future risk taking. According to Moore and Gullone (1996:357) youths will engage in risk behaviour when they expect that there is a reasonable chance of a pleasant outcome, even if they are not sure what that outcome will be.

The results of the study done by Lerman (1994:129) showed that youths with aggressive behaviour were likely to have psychological problems such as 'suspiciousness, feelings of worthlessness and being unloved and tense, sadness and depression, and strange ideas and behaviours'. Other findings suggested that deviant activity is more likely to occur if there is 'instigation of bad peers, psychological problems, and hyperactive impulsiveness' combined with a lack of guilt feelings or moral responsibility by the youth (Lerman 1994:130).
2.4 Causes of youth offending

The causes of youth offending will be discussed below. These are causes other than family causes of youth offending.

2.4.1 Individual /personal causes

Personality traits and biosocial causes as individual causes of youth offending are discussed below.

2.4.1.1 Personality traits

A number of personality deficits have been identified for delinquent youth. It has been found that delinquent youths are often hyperactive, impulsive, and they have short attention spans (often suffering from attention deficit disorder). These youths are frequently diagnosed with conduct disorders, anxiety disorders and depression. These personality traits make these youths likely to experience problems such as drug abuse, sexual promiscuity, and violence (Siegel & Senna 1991:107).

2.4.1.2 Biosocial

One aspect that has been considered in the study of delinquency is the neurological structure of offenders. Chemical imbalance in the central nervous system’s chemical or hormonal activity has been linked to antisocial behaviour. It has also been found that EEG abnormalities are associated with people who are at risk for antisocial and aggressive behaviour (Siegel & Senna 1991:92-94; Bartollas 1993:129).
2.4.2 Social circumstances

Social circumstances that might lead to youth offending include the school and peer group.

2.4.2.1 School

It was found that delinquency is related to poor academic performance. Delinquent youth’s failure to achieve in school can be attributed to low social status, learning disabilities, and a high dropout rate. Because of the inability to achieve in school the youth develops a dislike of the school and the school’s authority. The youth then often becomes involved in an anti-school subgroup and starts participating in delinquent actions. Some studies also found that delinquents are more careless, lazy, inattentive, and irresponsible in school than other youths are (Siegel & Senna 1991:302-303).

2.4.2.2 Peer group

Peers have an influence on adolescent delinquency, as delinquent youths tend to seek out and affiliate with other similar youths (Aseltine 1995:104). Simons, R. L., Whitbeck, L. B., Conger, R. D. & Conger, K. J. (1991:649) also indicate delinquent behaviour to be a function of an association with deviant peers. When youths are involved with deviant peers they tend to encourage and reinforce each other’s participation into new types of deviant behaviour and they also tend to be relatively unrestrained by the opinions of parents, teachers or conventional peers. According to Simons et al. (1991:646-648) negative parental behaviour and values do not have a direct influence on delinquency but indirectly increases the probability that the youth will become involved with deviant peers. Children socialized in coercive, aggressive environments tend to learn to use aggressive means to influence others, they are often off-task and disruptive and are likely to be labeled and rejected by conventional peers with the result that they drift into association with other aggressive or deviant peers. A coercive family environment however only
increases the probability of participation in a deviant peer group when this interaction pattern is generalized to relations outside the family, causing difficulty with peers and teachers (Simons et al. 1991:648). Peer group relations are therefore important to the family aspects of youth offending because weak attachment to parents, ineffective discipline and monitoring, and the amount of time the youth spends with his parents could cause the youth to seek the company of deviant youths (see 2.5.1).

2.5 Family aspects related to youth offending

The family can lead to the onset of problems and can worsen existing problems and can therefore also play a major role in the solution of problems. Eyberg (1988:35) points out that even though a child’s difficulties may originate as a result of biological characteristics such as a difficult temperament, problem behaviours seem to be intensified by the interaction patterns between parent and child. It is important to consider the effect that a child’s family has on his life and the parent programme should try to address the problems of the youth offender where it is related to the family environment. It is important to develop a parent programme that aims to solve problems regarding family interaction and is relevant to the problems experienced by youth offenders and their parents.

Attention will be given to the family as a socializing agent, family cohesiveness, discipline, violence in the home, peer-group associations, conflict in the home, communication, and family size as factors that can influence the behaviour of the youth offender.

2.5.1 The family as a socializing agent

According to Roberts (1989:220) the family is a major socializing agent which influences the child’s attitudes, values, behaviour, and personality. Thornton (1987:230) points out ‘...that the way in which the family responds to the child’s emotional, intellectual, physical, and social needs shapes the child’s personality and transforms [the child] from an amoral creature who does not know social norms to an acceptable social being’. Roberts
(1989:220) feels that a child can ‘...develop maladaptive coping behaviours such as delinquency and other behavioural disturbances as a result of intense family conflict, tension, and disruption’. He also points out that ‘...family disorganization, a lack of parental control, and parental rejection have been found to be major contributing factors to delinquent behaviour’.

Lerman’s (1994:4) study emphasizes the ‘...role of the family in socializing and controlling youths, as well as the importance of commitment and bonding to conventional persons and social institutions’. This links to Hirschi’s social control theory according to which a youth is likely to be delinquent unless prevented from doing so by their ‘bonds’ to the following:

- Attachment to significant adults such as parents, teachers, and other conventional adults.
- Commitment to conventional goals, and activities such as school.
- A high involvement in conventional activities.
- Having a strong belief in conventional norms.

These bonds provide the youth with positive feelings about adults, feelings of worthiness linked to the importance and achievement of goals, and moral beliefs about right and wrong (Lerman 1994:4). When these bonds are weak, the youth becomes free to engage in delinquent behaviour. Control theories either focuses on direct or indirect control. Indirect control is the result when an individual has internalized the social norms and values that govern interaction, whereas direct control is when the person’s behaviour is monitored by significant others (Broidy 1995:542). Therefore, according to Hirschi’s theory the family influence can be through indirect controls when the child has accepted the values of the family as his own and has a strong attachment to the family, or it can be through direct controls such as direct parental supervision. Hirschi downplays the importance of direct controls, whereas Wells and Rankin (1988:268) indicate a more significant relation between direct parental supervision and delinquency. According to Wells and Rankin (1988:69) parental control has three components namely normative
regulation which is the parents’ specification of rules and expectations, monitoring which is parental supervision in order to ensure compliance, and punishment which is the use of penalties in response to misbehaviour. They found that there exists a modest relation between direct control and delinquency and this relation is not dependent on indirect control. In other words more direct parental control will lead to a decrease in delinquency regardless of whether or not the child has accepted his parental values.

There has been considerable writing on the effect of peer group influence on youth offence. The effect of the peer group has been discussed in relation to parental supervision and the youth’s attachment to his parents. Warr (1993:248) stated that adolescents are less likely to acquire delinquent friends and will therefore be less motivated to engage in delinquent acts if they have strong attachments to their parents. He says that for adolescents with strong bonds with their parents the possible loss of parental approval or affection may be sufficient to stop them from engaging in delinquent acts. Adolescents who are close to their parents are more likely to internalize their parents’ inhibitions against delinquency and this could stop them from taking part in delinquent acts, even when pressured by peers. Warr (1993:259) also found that the amount of time an adolescent spends with his parents is one of the greatest preventative measures against delinquency. This is true possibly because the time spent with parents results in the adolescent spending less time with delinquent peers. Simons et al. (1991:645) state that effective monitoring and discipline can decrease a youth’s access to deviant peers. He also states that the nature of the relationship between parent and youth could influence the choices the youth makes regarding associations with peers. Youth who identify strongly with their parents are more likely to be concerned about their parents’ opinions regarding their peer associations (see 2.4.2.2).

Other factors that correlate with delinquency include frequent association with criminals, involvement in a delinquent subculture, as well as a lack of bonds, a lack of attachment to parents and a lack of commitment to school (Roberts 1989:223). Deviant peer groups can be seen as subcultures in which adolescents inaccurately perceive group members to
favour unconventional behaviour. Even though these adolescents are privately committed to conventional norms, their perceptions may lead them to take part in deviant acts and they end up moving between conventional and unconventional behaviour (Aseltine 1995:103; see 2.4.2.2).

Walker (1995:23-28) also emphasizes the influence of the home and family in the shaping of the child toward satisfactory adjustment. He feels that human behaviour is not only the result of heredity but also depends on how a person is shaped by social conditioning in the environment. In the family environment we learn basic social values and roles and this is done to a great extent by example rather than precept. Walker (1995:27) believes that 'significant adult interaction with the child can build security or insecurity' and that the 'absence of love, confidence, and support [is]...extremely deleterious for wholesome personality development'. Walker (1995:24) feels that adolescents may show a lack of empathy, compassion, and social responsibility because these qualities are not present in the home environment. He also observes an 'absence of parental authority and responsibility, which could result in physical and verbal assaults on teachers and police'.

Brandt and Zlotnick (1988:103) argue that delinquency reflects the deficiency of the parents in providing the child with adequate nurturance, modelling and discipline. He considers factors such as family size, a lack of affection, family tension, communication patterns, parenting skills, parental indifference, a lack of parental interest and a poor relationship with the children to contribute to juvenile offending. Parenting styles such as parental rejection, ignoring, overprotection, and overindulgence have been identified by Little (1986:489) as causes of problematic behaviour in children.

2.5.2 Family cohesiveness

According to Walker (1995:29) family cohesiveness is also a prime factor in the shaping of character and a stable personality in a child. The family is the most prominent institution in society from which children derive their norms by means of the examples set by their
parents. Youth offenders often come from disharmonious families where internal relationships are not well formed. The youth does not feel part of the family and its functioning. Youth do not respect their parents' authority and they do not identify with their parents with the result that parental norms are not transferred to the child. As a result the family does not function as a unit. When there is ‘...little or no interchange of ideas, feelings, or involvement between family members’, and where the parents do not work together and support each other, the family may not function as a unit. Any unity that will exist in such a family will be small and the result mere coincidence (Walker 1995:30, Angenent & de Man 1996:71). As an example of the control that family cohesiveness can exert, Walker (1995:31) cites the incidence of an absence of adolescent criminal behaviour in first-generation Chinese-American and Jewish families in the United States. These families are seen as a foundation for emotional equilibrium and behavioural stability.

According to Thornton (1987:239-240) numerous studies show the importance of acceptance and affection between parents and their children in the prevention of juvenile delinquency. He says that poor parent-child relationships can lead to children rejecting their parents as well as their values. Children who know that their parents are aware of, and care about their whereabouts may be more inclined to consider their parents’ reaction before committing a delinquent act. Thornton (1987:239) also states that parental affection could influence ‘the amount and quality of parental supervision’. It is said that hostile parents are less likely to care about their children’s whereabouts and activities. Walker (1995:33) states that one of the most common failures of parents is an ‘inattention or lack of concern for adolescent problems’.

2.5.3 Communication

Clark and Shields (1997:81) claim that communication within the family is a crucial part of interpersonal relationships and of importance in the understanding of underlying family dynamics and relations. Looking at communication patterns in the family can shed light on the decision-making processes in the family, the family cohesion and the rules that are
important in the family system. It was found that the more intimate the communication between the parent and the child, the lower the likelihood was that the child would commit delinquent acts. The study found that good communication with parents was related to less serious forms of delinquency (Clark & Shields 1997:85).

Roberts (1989:225) also views the inability of family members to communicate effectively as a stumbling block that could have caused problems in the past. He also feels that this could be a continuous source of conflict in the family of the youth offender. When communication patterns are related to conflict in the family, there are usually also high levels of anxiety and frustration and often the communication deteriorates to the point where it never recovers (Hall 1987:785). A high level of anxiety may hinder the acquisition and the use of communication skills. Practising these skills in a therapeutic setting may lower levels of anxiety and could help to resolve conflict as well as improve communication (Hall 1987:785). Roundtree Grenier, and Hoffman (1993:122) also view improved communication as a valuable strategy for reducing the family’s coercive interactions and improving family attachment. When children’s ability to communicate improve, they tend to talk more to their parents, develop stronger attachments with their parents and they are more willing to help at home (Roundtree et al. 1993:126). Communication is therefore an important aspect and should be addressed in the parent programme.

2.5.4 Discipline

Parental practices of supervising, disciplining, and teaching children are elements of social control that are thought to particularly influence delinquency (Thornton 1987:239). Hawkins (1996:121) observes that the ‘parents of antisocial children [are] deficient in their methods of child rearing’. He notes that these parents do not tell their children how they are expected to behave, and they also do not monitor their children’s behaviour to ensure that it is desirable. Krohn, Stern, Thornberry, and Jang (1992:289) state that the parents of delinquents are less likely to monitor and supervise their children’s activities than
parents of non-delinquent children. There also tends to be a ‘failure to enforce rules promptly and unambiguously with appropriate rewards and penalties’, with more use of punishment (scolding, shouting, threatening) that is not contingent with the child’s behaviour (Hawkins 1996:121). Aseltine (1995:113) also found that a lack of parental supervision is associated with problem behaviour in adolescents, and this leads to the youths avoiding parental observation and removing themselves from parental control, thus resulting in persistent deviant behaviour. Krohn et al. (1992:288) found that lax, neglectful, erratic, inconsistent, overly harsh, and punitive discipline is related to various problematic behaviours including self-reported delinquency in children.

Studies have shown that an irritable, coercing parenting style is characterized by explosiveness, threats, and little consistency or follow through (Simons et al. 1991:646). These parenting practices are ineffective in controlling the child’s antisocial behaviour and also lead to increased levels of aggression in the child. This becomes a vicious circle as irritable parenting elicits aggressive responses from the child, which in turn increases the negative response of the parent (Simons et al. 1991:646).

One of the factors that Roberts (1989:221) found to be contributing to delinquency was a lack of and erratic discipline. He states that a ‘lack of parental control has been strongly correlated with delinquency’. Roberts (1989:221) also feels that when a child becomes accustomed to a lack of discipline and inconsistent parents who have frequent disagreements, the child learns to be manipulative and does not develop an adequate conscience. Walker (1995:26) also views discipline as an important and basic requirement for the ‘healthy maturation of a child’s character’.

Thornton (1987:241) views the techniques used by parents to enforce and maintain discipline as closely related to delinquency. He says that it is not the manner of discipline (punitive, lax, or loving) that is important, but the consistency with which the discipline is applied. Even though lax discipline is more common in families of delinquents, both strict and lax discipline are more effective if applied consistently. According to Thornton
Thornton (1987:240) believes that fair discipline will produce conforming behaviour through the internalization of parental values. It is, however, argued that physical and harsh punishment foster aggression and delinquent behaviour. Brandt and Zlotnick (1988:176) also ascribe violent delinquent behaviour to harsh and inconsistent discipline.

Serketich and Dumas (1996:172) summarized a number of studies regarding discipline from which he concluded that power-assertive parenting and lax discipline was related to antisocial behaviour in children. Parental strategies such as attempts to control children through coercive means, issuing vague instructions, and inconsistent responses to children’s disruptive behaviour were found to maintain antisocial behaviour in children. In studies summarized by Shaw and Scott (1991:61) it was concluded that punitive or power assertive discipline is based on installing a fear of detection and punishment in the child. This form of punishment sensitizes the child to avoid external punishment, rather than providing the child with a motive to control his own behaviour. Discipline should teach the child to behave independently from external sanctions and this result is usually obtained through discipline that is not power-assertive.

It was found in the study done by Shaw and Scott (1991:65) that punitive parenting was related to increased reports of delinquency and that these children had an external locus of control. It was also found that parental disciplinary practices had an influence on the developing of internality or externality in adolescents, in other words, the disciplinary methods that parents use will determine whether children develop an internal or external locus of control. Internal training for independence was found to be positively associated with internality (Shaw & Scott 1991:62). Therefore, teaching children to be independent could lead to them having an internal locus of control.
2.5.5 Conflict in the home

According to Hall (1987:768) conflict implies that there is more hostility, aggression, and emotion involved than with disagreement. He explains that with a disagreement hostility is not necessarily present, but that conflict between a teenager and a parent is mostly coupled with hostility. A possible explanation for this could be that continuous disagreement over the same issues lead to hostility between the parent and child. Conflict arises when the teenager moves toward independence in his development and needs to test the limits of rules for himself. Parents want the teenager to follow the rules as they used to in earlier years and they also want to protect their children from making the same mistakes they did as teenagers.

Hall (1987:768) looks at some possible causes of conflict between parents and adolescents. The one view is to expect conflict from the adolescent, as this is natural, inevitable and necessary. Adolescents are seen as resistive and hostile. Another view is that the onset of adolescence causes an imbalance in the family, possibly because there are different expectations between parents and their teenagers. It was also found that in families with a lot of conflict the frequency of communication was lower, possibly as a result of deteriorating interaction between the teenager and the family members. According to Wolcott and Weston (1994:208) the relations in the family are disrupted as the adolescent demands more independence. Parents may feel threatened by a loss of control and power, and the fact that both parents and adolescents must adjust their roles, rules and assumptions about varies aspects could lead to tension and conflict in the family. Wolcott and Weston (1994:208) also state that the communication patterns, as well as the problem-solving abilities and structure of the relationships in the family, will determine whether adolescence is a time of normal challenge and adjustment or whether it is a time of crisis and conflict. It appears that families that cope well are families that have a healthy balance between closeness or belonging and separateness or autonomy. Families that are
flexible regarding boundaries and rules and have good problem-solving abilities and are also able to communicate more clearly.

Various studies concluded that disharmonious families with high levels of conflict are associated with adolescent drug abuse, delinquency, school failure and runaways (Thornton 1987:238; Hall 1987:767; Angenent & de Man 1996:95). It can be seen that adolescents who reported a high level of conflict at home are more delinquent than those who reported congenial family relationships are. Thornton (1987:249) is of the opinion that parents who argue constantly do not provide effective supervision for their children or socialization of their children. He also feels that broken homes are not necessarily the cause of delinquency, as research has shown that those children from 'unhappy unbroken homes are more likely to engage in delinquency than children from happy broken homes'. Homes with high levels of conflict and tension are likely to produce delinquent children, regardless of whether they are broken families or not.

The use of creative and peaceful approaches to conflict situations, as well as the acquisition of problem solving, negotiating, and goal setting techniques are recommended (Hall 1987:770). Hall (1987:785) also states that parents who send positive messages to their children are more likely to receive positives messages in return from their children. The same holds for negatives, if parents often use coercion, parents and teenagers repeat this process even though it is negative.

2.5.6 Violence in the home

Another factor that could increase deviant behaviour is violence in the home. Violent home circumstances encourage the use of violence and physical aggression as a means of solving problems. The result is the youth's lack of empathy for others as well as a decreased ability to cope with stress. It was found that a significant number of delinquent adolescents and violent inmates sustained some form of abuse as children (Roberts 1989:221). Thornton (1987:240) also observes that child abuse is a precursor of
delinquency. He states that the victims of child abuse ‘internalize the use of violence as an appropriate remedy and subsequently engage in violent offenses’.

2.5.7 Family size

According to Hawkins (1996:94-95) large family size is likely to predict delinquency. The reason for this could be that as the number of siblings increase the amount of parental attention given to each child decreases. Children experience less individual time with their parents and fewer expressions of parental affection. In large families there is also less parental supervision over children’s actions. The overcrowding of the home environment might also lead to frustration, irritation, and increased conflict. In large families financial resources must also be shared by a larger number of people and children in these families enjoy fewer material benefits in terms of clothing, food, and education. It is also argued that children in large families are more vulnerable to delinquency because they have greater difficulty in internalizing norms, in forming an identity, and in developing a positive self-image (Angenent & de Man 1996:89-90).

2.6 The relationship between the parent and the youth offender

Osterrieth (World Union of Organizations for the Safeguard of Youth 1967:58) states in his report that the child and parent status should be complementary - a change in one should result in changes in the other. During adolescence the child changes and this results in the youth feeling insecure. The parents also experience feelings of insecurity, for their child who is undergoing changes and also for the associated changes in their parental status. He feels that in order to cope with this insecurity, parents need reassurance and information to help conceive and assume a role that is very new in some ways. Osterrieth (World Union of Organizations for the Safeguard of Youth 1967:62-63) believes that the youth does not in general seem opposed to everything that constitutes their parents’ world. They also don’t necessarily want to upset their parents and their world. Adolescents are only striving to do better than the adult they see before them. This of
course increases the parents' insecurity, leading to inappropriate actions and complicating the problem of communication between the generations.

2.7 The parents' perspective

Lerman (1994:36) believes that 'because Americans value independence over dependence, receiving help could be perceived as an undesirable behaviour'. This statement could be universalized to include all people who have to deal with a problem. He goes on to say that for the parents of adolescents with problems, accepting help could have a variety of effects: it could cause embarrassment with relatives or friends, it could jeopardize their standing in the community, it might also lead to them questioning their competence as parents (Lerman 1994:36). This could explain why it was found by the Lerman study (1994:136-137) that often someone not related to the family suggested finding help. It was noticed that the 'help-seeking process for youths is dominated by third parties, and not by the primary recipients of services'. Many families only go for help as a result of involuntary referral (Lerman 1994:136-137). When dealing with the parents of youth offenders one should take into account the feelings and insecurities of the parents. Lyons (1998:Personal interview) says that 'the fact that these children are in need of help from outside agencies is a statement to the parents that they couldn’t cope'. The parents often avoid seeking help because they 'don’t want to set themselves up for criticism'. They feel vulnerable and needs confirmation that there are areas in which they succeeded and they are not total failures, but that there are areas that needs to be worked on.

When developing a parent programme one needs to consider which factors the parents view as contributing to the problematic behaviour of the youth. According to the study conducted by Lerman (1994:127) parents attributed the onset or worsening of problems experienced by youth offenders to the following parties:

♦ the youth himself/herself
♦ friends of the youth
members of the family, regardless of their residence

circumstances of disadvantage to the youth

the surrounding environment of the neighbourhood, the school, and the mass media.

Parents allocate varying degrees of responsibility for antisocial behaviours and associations to the youth self, but also view bad peer associates as a significant influence. It was also found that parents allocate responsibility differently for males and females. Parents do attribute some responsibility for males to their experiencing psychological problems, but the main responsibility is still placed with external influences. For females however, parents are most likely to hold the youths responsible for associating with bad peers (Lerman 1994:128).

2.8 Conclusion

In this chapter the relevance of diversion in the judicial system, particularly in dealing with youth offenders, was discussed. The move from retributive to restorative justice and its importance in the diversion process were also looked at. The Journey and the referral process related to this diversion option were described. The literature also looked at the juvenile offender, the family aspects related to the youth offender, the relationship between the parent and the youth, and the parents’ perspective of the offence.

Parents should be assured that they are part of the team working towards a positive change in their child. The parents should be aided to identify possible problems and then given the necessary tools to deal with these.

Possible problems that could occur in the family of the youth offender that can adversely affect the youth were identified in the above literature. These include the following:

- the importance of the family as a socializing agent influencing attitude, values, and behaviour
family tension, conflict, disruption, and violence
a lack of, or inadequate empathy, compassion, nurturance, affection, and acceptance
a lack of parental interest and concern for the child and his activities, and parental indifference
poor or ineffective communication patterns
the absence of parental responsibility and modelling
a lack of, erratic, inconsistent or harsh discipline
the absence of parental authority
poor bonds between parents and youths, as well as a lack of family cohesiveness and significant interaction with adults
a lack of commitment to school and/or other goals
association with 'bad friends' or criminals
family size.

When developing a provisional parent programme the above factors should be considered. These are important aspects that could influence the youth and ways should be looked at to deal with these. Additional input from parents involved should be gained to determine the importance of each of these factors, as well as to add additional factors not mentioned.

Chapter 3 will deal with possibilities on how the above problems could be dealt with. It will outline possibilities of how the family factors could be addressed in the parent programme as well as the discussion of other aspects that need to be considered before a parent programme can be compiled.
CHAPTER 3 – SUGGESTIONS FOR DEALING WITH PROBLEMATIC FAMILY CIRCUMSTANCES

3.1 Introduction

This chapter starts off by identifying possible feelings that parents might experience with regards to their child's offending as well as motivating the importance of a support programme for parents of youth offenders. It will also explore possible ways to overcome family aspects that have a detrimental effect on the youth as suggested by the literature. This chapter will therefore aim to provide possibilities in dealing with parental feelings with regards to the offence and improving the bonds and interaction between parents and youth from literature. It will also give guidance to parents regarding aspects of parenting such as discipline, communication, the handling of conflict, and the ability to provide nurturance, affection, empathy, and the building of the youth’s self-esteem. The final part of the chapter will deal with issues that need to be considered before a parent programme is compiled. It will also discuss some therapeutic options that can be used as part of the programme.

3.2 Parental feelings

Parents will experience a lot of different feelings when they are informed that their child has committed a crime, and often they will find it difficult to deal with these feelings.

According to Samalin (1991:216) when children disappoint their parents, parents experience feelings of guilt and frustration and often the true disappointment lies with themselves. Parents often feel guilty and that they are not good enough parents and that their failures are so overwhelming that they cannot be resolved. This often leads to parents' avoidance in seeking help with their problems with the result that the problems often become worse. Parents also tend to feel ashamed when they are experiencing problems with their children. Being a parent is being human, there are things that you would change, but parents also need to give themselves credit for the ways in which they are loving and committed parents. Parents need to learn to see the good in themselves as well as in their children (Samalin 1991:220; Myers 1996:36-37).
When children let their parents down, parents tend to universalize their children's actions. They also make predictions about the future such as 'You are always in trouble', 'You never do what I say', 'I'll never be able to trust you again', 'If you keep this up you will be a failure'. In other words parents futurize actions that occur in the present. Samalin (1991:143) points out that parents need to be sensitive to the message that they are sending their children, as often this message is 'I cannot accept you as you are. I can only accept you the way I want you to be'. These messages are very hard on children as they can sound like constant criticism.

Samalin (1991:125) states that parents easily get stuck on false ideals for their children, ideals based on what they have heard or seen from others. Parents are embarrassed if their children are not doing as well as they imagine other children are doing. Parents should stop focusing on how their children are different, and start focusing on how their children are special. When parents want something for their children that is more than the children want for themselves it can backfire (Samalin 1991:126).

In their article DeVoss and Newlon (1986:52) discuss the feelings parents of sexually abused children experience. They found that these parents often feel immobilized, they have a deep sense of guilt for what their child has experienced, and they often become obsessed with what they could have or should have done that might have prevented the abuse. They also pointed out that parents reported their network of family and friends did not respond adequately to their crisis and they were left feeling isolated from their family, friends, their child and each other. These parents also experience panic and shock and become preoccupied with their own feelings of discomfort and they fail to acknowledge their child's feelings about the incident. Parents also have a lot of questions about various aspects of the incident, the future and their role. These feelings can to a great extent be generalized to the parents of youth offenders who also experience feeling of helplessness, guilt, isolation, panic and shock, as well as not being sure of how to deal with their own feelings of disappointment, anger, disillusionment, and failure.
Samalin (1991:208) feels that parenting is often taken too seriously and parents get so wrapped up on their responsibilities that they leave no room for the fun, playfulness and joy of being with their children.

It is because of these difficult feelings that a support programme for the parents of youth offenders is essential. When parents share the things that make them angry and makes them feel helpless with other parents they often discover that other parents get angry about similar things (Samalin 1991:6). According to Samalin (1992:7) all parents experience moments where they feel powerless in directing their children’s lives, and times when they doubt their own ability to be effective and loving nurturers.

3.3 Interaction with Adults and bonds with parents

When juveniles are emotionally closer to their parents they are more likely to care about their normative expectations and resist delinquent impulses. If emotional bonds are weak, parental expectations exert little restraining influence and the youths are free to break the law. A child’s conformity is therefore a by-product of their attachments to their parents and not a result of specific attempts to discipline them (Burton, Cullen, Evans, Dunaway, Kethineni & Payne, 1995:112, see 2.5.1). According to Smith and Krohn (1995:72) parental involvement in the child’s activities further solidifies the parent-child relationship as well as allowing the parent to more closely monitor their children’s behaviour. Parental involvement and effective parental control is therefore directly related to delinquency. Lower delinquency is related to warm, involved parenting and parental control such as close supervision and consistent discipline. Conversely the families of delinquents are characterized by distant, uninvolved, and unattached parents, as well as poor supervision and control. It can therefore be stated that weak parent attachment leads to reduced involvement with children and reduced efforts to control their behaviour and these things in turn leads to higher levels of delinquency (Smith & Krohn 1995:72-73).

Adolescents who are attached to their parents identify with them, are well supervised, and are less likely to pursue delinquent activities than youth who lack these characteristics
Holahan, Valentiner, and Moos (1995:644) state that adolescents with high parental support are better adjusted and less distressed than those with low parental support. Parental support was associated with better psychological adjustment both directly and indirectly through better coping strategies as a result of enhancing the adolescent's perceived self efficacy and sense of mastery. Information and advice from parents can encourage more constructive and less avoidant styles of problem solving (Holahan et al. 1995:664-665).

Within the family, members must be able to express their views and differences from others with clarity and self-assertion while at the same time remaining permeable to the views of others by showing respect and sensitivity. Family interaction needs to provide qualities such as individuality and connection as this leads to adolescents being more self-confident, self-reliant, have stronger identities and role-taking skills as well as showing superior moral reasoning abilities (Rathunde 1997:670).

Trust is an important issue between parents and teenagers. Children demand more freedom and ask of parents to trust them. Parents are torn between assuring their children of their trust and recognizing that trust does not mean giving away their right to impose the limits their children need (Samalin 1991:61). Children sometimes lie when trying to get around authority and instead of hurling accusations it could be insightful to listen to what they are telling us when they are dishonest. Children sometimes lie to avoid punishment or a lecture, but it could also be in order to keep a little bit of privacy (Samalin 1991:72).

Parents and children have a healthy relationship when each of them is aware of what is going on between them. In order to be effective this awareness must be articulated; the parent and child should be able to put their thoughts and feelings into words which both of them can understand (Chapman 1979:60). In general a person has emotional health when he is aware of what is occurring in his relationship with people. Parents can help their children to make sense of their lives by aiding them to expand their awareness and understanding of what is going on between them and other people (Chapman 1979:73).
3.4 Acceptance and affection

Stenhouse (1996:7) feels that it is important for a child to know that he is loved. He says that the child needs to be valued unconditionally as this sense of security and trust forms the foundation for a child's self-esteem. Stenhouse (1996:7) says that by creating a safe, secure and predictable environment, and by helping children learn new things and encouraging them on the way to independence, parents demonstrate their love to their children.

Samalin (1991:144) states that unconditional love is very difficult to achieve as it means the parent must let go of his fondest desires and dreams for his children. Parents should support their children even if they feel like failures. They should be open to their children's uniqueness, as well as reinforcing their love for who their children are rather than for what they do. Parents should separate who their child is from what they do wrong. Parents don't always have to accept the child's actions such as the sloppy room, or the missed appointment, but it is important that they affirm the person unconditionally (Samalin 1991:144,148). Samalin (1991:148) says that children need guidance from their parents, but with this they also need affirmation in order to boost their fragile self­esteems.

3.5 Self-esteem

Self-esteem has a decisive influence on our ability to function as effective, independent, emotionally stable individuals. Our approach to life can vary from confident, positive, and optimistic, to hesitant, negative, and pessimistic, depending on our sense of self­worth (Stenhouse 1996:154).

Self-esteem includes all the things that make a person feel that he is a worthwhile human being (Chapman 1979:97). Self-esteem is another way of referring to a person's positive or negative self-concept. If someone feels generally okay about himself, he has a good self-image, or a positive self-concept, or high self-esteem, and vice versa. Self-concept is
put together from all those physical, psychological, and behavioural characteristics that make us the individuals that we are. We evaluate each of the different components that make up our self-concept, such as things we like to do, things we are good at, things that worry us, our successes or failures, our perceptions of how we perform in certain situations, and our ideals. We can have either positive or negative feelings about how we get on with others, our performance, or whether we are living up to our goals (Stenhouse 1996:155).

A parent should never assault the child’s feelings of self-esteem. Such attacks are painful, and in most cases a child either fights back or tries to avoid the person who makes him feel inadequate, or guilty or disgusting. A parent who frequently erodes the child’s self-esteem often finds a gulf arising between him and the child. In other cases a parent’s chronic battering of the child’s self-esteem leaves the child with a profound feeling that he is an inferior, inept, worthless person and that he is both unloved and unlovable (Chapman 1979:51).

Unconditional love provides the child with a secure sense of self-worth and allows them to develop a positive self-esteem. In the security of a loving relationship the child does not develop an attitude of anxious self-doubt but they learn to trust in their own worth and abilities. Parents should also show respect to their children in the way that they treat them and communicate with them. They should show their child that they trust in his ability to be independent and responsible. Children tend to behave the way that they are expected to. By believing in their children parents increase the possibility of the child acting independently and responsibly because the child is more confident in his own abilities. A person’s self-worth is related to the degree of control that he feels he has over his own life. If parents can encourage and support their children’s attempts to be self-reliant in the daily activities of their lives, and making responsible choices, children will begin to see themselves as competent individuals. If we want our children to respond positively to challenges, we should expose them gradually to a widening range of new tasks to be mastered (Stenhouse 1996:156-158).
According to Chapman (1979:95) the parent should always be ready to support the child's self-esteem when it begins to sag while they are talking as the emotional pain of this could cause the child to become evasive, silent, or end the conversation. Parents sometimes feel that their child is too self-confident and that reassuring statements will only lead to the child becoming arrogant. Chapman (1979:96) reminds that behind the bluster the child is usually full of doubts about his talents, abilities to cope with difficulties, physical attractiveness, worth as a person, and capabilities to get along with other people.

According to Paterson, Pryor and Field (1995:372) the adolescent's self-esteem is associated with a trust in the availability, accessibility, and responsiveness of their parents. For adequate functioning the adolescent must be secure in the knowledge that his parents are supportive and available if needed, even if he doesn’t call on this support (Paterson et al.1995: 372).

3.6 Discipline and parental authority

Parents often experience difficulty with administering discipline. They feel that the child is the one that is in charge of the situation and that the child is controlling them. The problem usually results because of a lack of consistent, effective discipline administered in a nonchalant manner. Being consistent in applying discipline is often difficult as children try to sabotage their parents’ efforts to maintain discipline. Having clear rules and insisting that these are followed often helps. Effective discipline is different for each family and may even differ within the family. The effectiveness of discipline is based on whether the outcome of the discipline technique makes an impression on the child. Parent nonchalance implies that parents need to emotionally remove themselves from the situation by staying calm and enforcing discipline quickly (Peters 1990:10-14)

Samalin (1991:52) states that it is natural for children to test the limits set for them. She says that establishing independence from parental authority is a healthy way for children to find their own styles. Parents may have difficulty with asserting authority and setting
the necessary limits while at the same time allowing their children to express their feelings. She also points out some other difficulties that parents may be experiencing when children test boundaries, these include:

- Setting the appropriate limits – whether to insist on nonnegotiable rules or be flexible and negotiate compromises.
- Reaction to children’s anger and verbal insults such as ‘I hate you’.
- Appropriate responses when children defy authority either verbally or by being disobedient.
- Consequences to impose when children are disobedient.

It is difficult to find the line between allowing your child independence and still being responsible for your child’s safety. It is important to look at each situation and decide when to intercede. She states that when parents really want to influence their children on important issues such as sexuality, drinking, and drugs, they can do so more effectively by letting up on minor issues such as keeping a clean room, dressing in a certain way, or swearing. Battles over control are often the result of parents’ struggle between their desire to hold on to their children for as long as possible, and finally the necessity of letting go (Samalin 1991:66).

An important aspect of discipline is the setting of rules. Research indicates that providing reasons for family rules by discussing behaviour in terms of positive and negative effects it can have on others and the environment, children are much more likely to develop their own personal code of conduct, which will guide their behaviour even when no one is watching. The long term aim of parenting is to teach the child to guide his own behaviour, make good decisions, reason clearly about choices and consequences, solve problems on his own and plan ahead. By giving children reasons for actions parents teach their children to reason out the consequences of their own actions. Rules are important as they provide guides for parents to be consistent (Becker 1971:144-148; Stenhouse 1996:59).
Becker (1971:148) also states that rules should be short, stated positively and easy to remember. They should also specify a behaviour and a consequence as well as being stated so that they are easy to enforce. Parents will also find that it is better to keep the explanations simple and to the point (Becker 1971:148-149; Stenhouse 1996:59; see 3.7.7).

Another aspect of discipline that often causes problems is giving instructions to children. Instructions could include things you want your child to do around the house, like cleaning his room or cleaning up after he has used the kitchen. Parents find that their children do not respond to instructions, with the result that they feel frustrated and angry. The following could be helpful when communicating instructions:

- Get your child’s attention before you say something to him. Make sure that he is listening.
- Make requests or instructions as brief as possible.
- Check that your child understood the instruction.
- Don’t ask the same thing repeatedly before you do something about it. This may lead to ‘parent deafness’. If you ask be prepared to act.
- Be fair and respectful in your requests.
- Explanations about why you want something done are helpful. Short and to the point is the best (Stenhouse 1996:139-140).

According to Silberman (1995:11) parents who are in charge and involved with their children can have a positive influence on their child’s development. A parent who is in charge can firmly say no when children’s requests are unreasonable or unhealthy for them or others. These parents also convey clearly and positively their expectations that their children act responsibly as well as providing the child with choices in suitable situations. Involved parents make time for their children, show interest in them and support and encourage their children even when they are having trouble. These parents also listen to their children’s feelings and as well as sharing their own (Silberman 1995:11). Parents often feel that they need to choose between being in charge or
involved with their children, especially when their children are being difficult. Silberman (1995: 11) points out that it is possible to successfully blend the two roles by avoiding extremes such as overdoing or underplaying each role. He points out the possible extremes. The confusing parent takes very little charge and is inconsistent and unclear as a result, which leaves the child uncertain about what the rules are. In contrast to this is the rigid parent which overdoes being in charge and are therefore controlling and inflexible, not allowing their children to attempt to control their own behaviour or giving them the opportunity to make certain decisions for themselves. On the involved dimension parents who are too involved become entangled in their children's lives, are overprotective, intrusive and don't allow their children to handle tough experiences by themselves. On the other side of the scale parents who show little involvement are aloof, preoccupied with themselves and their own thoughts, spend little time with their children and seldom show support or encouragement (Silberman 1995:12-13). It is not always easy to avoid the extremes but striving to attain the right balance is a worthwhile goal.

There are some techniques that can be used in order to make the administering of discipline easier.

3.6.1 Time-out

Time-out is a physical as well as psychological technique that can be used in behaviour management. Time-out places the child in a boring setting as well as removing the child from all attention and interesting activities. Time-out is seen as an effective method for dealing with difficult behaviour such as defiance and aggression. The effectiveness of this method lies firstly in the discontinuing of negative or hostile parent-child interactions or inappropriate behaviour and secondly in the fact that the child is removed from family life as a source of enjoyment and reward. Time-out as a method of discipline delivers a clear but powerful message: 'Your behaviour is unacceptable', as well as giving everyone a chance to calm down before things gets out of hand. An important point to remember when using this technique is to give a clear, concise instruction to your child about his misbehaviour. Discuss the procedure with your child so he is clear about the rules. To make this method effective it should be used as soon as possible after the behaviour has
occurred. When announcing time-out, make a brief statement about the undesired behaviour and the length of the punishment. The child should be placed in a dull and non-stimulating environment. A certain time period to be in time-out can be stipulated, for a teenager fifteen minutes should be sufficient. The child may also be given the option of coming out of the time-out when they are ready to apologize or behave appropriately. This gives them the opportunity to reflect on their own behaviour and to make a decision about accepting responsibility for their actions and changing it (Stenhouse 1996:65-66, 68; Windell 1991:163-168; Peters 1990:27).

3.6.2 The use of reinforcers

Becker (1971:21) suggests the use of reinforcers or punishers as a means of changing behaviour. An event that at first did not have any effect on behaviour can become a learned reinforcer or a punisher. Praise from parents can become a reinforcer for children if other good things such as food, warmth, affection, or special privileges closely follow it. Words like ‘No’ or ‘stop’ can become punishers if followed by a slap on the wrist or the loss of privileges (Becker 1971:21-22).

Three types of learned reinforcers namely social, token and activity reinforcers can be identified. Social reinforcers involve the parents’ behaviour, tone of voice, words of praise, giving attention, smiling, and touching. Social reinforcers are used as an immediate consequence to a desired behaviour such as saying ‘Thank you’. Parents can use hugs and kisses as social reinforcers for younger children while teenagers will react better to praise for their efforts. Token reinforcers consist of such things as points or stars that have been made reinforcing by being paired with other reinforcers. Token reinforcers are things given to people that can be exchanged for other material reward such as money.

Children can be rewarded for positive behaviour by providing them with material rewards related to their age. Young children may enjoy sweets or stickers while older children would prefer clothes or money. Parents can decide on a system to administer these rewards. The parent may for instance take the average amount of money spent on clothes
in a year, and work out a reward system in which the child can ‘earn’ this amount of money for good behaviour. By using the behaviours that children prefer to do as a reinforcer, this behaviour could be used to reward a less preferred behaviour. These behaviours can then be used as activity reinforcers. A parent can require that the less preferred behaviour be performed before the more preferred activity is allowed. The activity reinforcer can be chosen to suit each child’s age and individual preferences. Younger children may prefer to have a story read to them while older children could be allowed to spend more time with a friend, or they could be provided transport to a party (Becker 1971:23-26; Peters 1990:31-32). Becker (1971:35) says that reinforcement should occur immediately after the action and every correct response should be rewarded, gradually moving toward more unpredictable, intermittent reinforcing.

Becker (1971:47) feels that most children who do not care are children who do not receive rewards or reinforcers. Switching from criticism and punishment to praise and other reinforcers can make a change in such children. The first step in becoming a successful reinforcer is to get out of the criticism trap. This requires finding new ways to act to situations where you used criticism in the past. Taking the role of an actor playing a positive parent until you are that parent can be useful. The second step is to learn how to communicate emotionally with children when using reinforcers – in other words showing that you care about the child. The praise you give must fit your own feelings and according to Ginnot (Becker 1971:99-101) praise should be descriptive rather than judging. Becker (1971:101) also suggests praising the behaviour. Reinforcement must be used within a given set of conditions or rules and reasons for these conditions should be provided (Becker 1971:144).

3.6.3 Punishment

According to Becker (1971:122) and Gross (1989:37) punishment is more effective when it is used immediately, and when it is unpredictable and intermittent. Punishment is not always consistent with the other goals of parenting such as teaching children to approach their parents when they need help or have problems. The reason for this is that the effect
of punishment is to avoid or escape those who punish us. Effective punishment must therefore prevent avoidance and escape from the punisher, it must prevent teaching a hateful attitude towards the punisher, it must reduce the need for punishment later, and it must not provide a model of aggressive behaviour. Punishment therefore works best within a relationship of warmth between parent and child (Becker 1971:123-124; Gross 1989:38). Effective punishment also makes use of warning, provides a clear-cut method of earning back reinforcers, it is carried out in a calm, matter of fact way and it is consistent. Also make sure that the punishment is directed at the behaviour you want to stop and not the child (Becker 1971:127-128).

Successful communication is probably one of the most important aspects of successful discipline. Good discipline is often the result of good communication. Communication is important because children can only meet their parents’ expectations when they understand what those expectations are. Effective communication implies that both parties acknowledge each other’s point of view and that they recognize the other’s needs and feelings (Grisanti & Smith 1990:71-72).

3.7 Communication

A successful parent-child dialogue must be comfortable for both the parent and the child. It must be reasonably free of emotional tension and turmoil otherwise the child either flees or the conversation deteriorates into a fight or an empty exchange of words (Chapman 1979:77). It does sometimes take a certain amount of effort to start using communication skills consistently, but the initial awkwardness will eventually prove worthwhile. Communication skills are not exclusively used in families. Research has shown workers spoken to and listened to with deliberation, respect, empathy, and consistency showed increased productivity. This was because everybody understood what the goals and expectations were, grievances were expressed, people felt valued, and people were not afraid to ask questions in order to clarify information and as result accomplished tasks faster and with fewer mistakes (Grisanti & Smith 1990:73).
There are a number of important aspects to consider in order for successful communication to take place.

3.7.1 The interpersonal field

Chapman (1979:23) says that communication takes place in an 'interpersonal field' that can be influenced by where and when a conversation takes place. The state of this interpersonal field can determine whether or not something useful occurs in it. If the time and place for the discussion is not ideal the interpersonal field will be damaged and if it is not altered useful conversation will not be possible.

The state of mind of the participants in a conversation could also influence the interpersonal field and therefore the success of a conversation. A parent should be alert to note emotional distress in the child, and when it occurs should try to diminish it immediately and keep it down to a reasonable level in order for a successful dialogue to occur. A useful method for decreasing emotional turmoil is to recognize the distress and name it (Chapman 1979:78-79). When a child becomes tense during a conversation the parent can take a backward glance to try and establish what was said or done to precipitate the emotional distress. When a parent can calm the child's turmoil by exploring with him how it arose, the parent-child conversation requires new vitality (Chapman 1979:82).

3.7.2 Finding out

Another important principle in interpersonal relationships is 'never to assume you know what the other person is talking about. You don't know until you find out' (Chapman 1979:23). According to Chapman (1979:23-27) parents should not assume that they know what their child is talking about just because the child's words seem to make sense, or 'dovetail with what [the parent] think and feel about a certain topic'. Parents need to get the details of what their children are talking about. In the same sense a parent should not assume that his child understands him, and should make sure the child is getting the message he is trying to give.
3.7.3 Active and reflective listening

Communication involves two processes namely transmission and reception (Stenhouse 1996:138). Listening and talking are equally important aspects of successful communication. Listening is an important parenting skill and listening actively and attentively to your child gives him the message that you respect and care enough for him to hear what he has to say. Listening also gives your child the opportunity to talk about his daily problems and resolve some of the difficulties he has to deal with. Good listening also can reduce conflict and argument (Stenhouse 1996:142).

Active listening involves identifying and focusing on the feeling behind a certain statement and following the feeling as the dialogue proceeds. It also communicates to the child that the parent is interested in his experiences and that the parent acknowledges and accepts the child's feelings (Dinkmeyer & McKay 1990:88-89,99; Stenhouse 1996:145). If the child makes a statement indicating strong emotion, it can be helpful to acknowledge and focus on the feeling, for example: if your child says 'I hate you', you can reply by saying 'You are feeling very angry at me, aren't you?' (Stenhouse 1996:143). This is not always easy to do, particularly if the statement was directed at you and the natural reaction would be to defend yourself. Giving your child the opportunity to let off steam avoids the building up of frustration and further tension which could lead to the breakdown of communication and inflating the problem (Stenhouse 1996:143).

Stenhouse (1996:144) also states that feelings must be dealt with before the facts can be looked at, and if this is done properly the problem often disappears. Giving advice as our first response every time is not advised as this closes down communication instead of allowing your child to express his feelings and coming to a better solution. Listening to your children demonstrates your respect and care for them as well as allowing you to focus on their world as they experience it (Stenhouse 1996:145-146). Through reflective listening the person can be helped to articulate and understand his feelings. This technique helps people, especially children, to open up rather than act out. Listening reflectively provides the child with the attention that he craves, as well as putting the
problem in words. Through reflective listening the parent provides the child with an opportunity to see the problem in a more rational perspective. Reflective listening should reflect the child's feelings and should not interpret or evaluate these feelings (Dinkmeyer & McKay 1990:88; Grisanti & Smith 1990:76-77).

3.7.4 The parent as participant observer

Chapman (1979:13) says that the role of the parent in communication with the child is that of 'participant observer'. The parent should observe the feelings and viewpoints of both his children and himself in order to participate more effectively in everything he does and talks to with them. He states that the parent who does not observe what is going on will not be able to perceive how his ingrained points of view is alienating his child, and he will also not be aware of how the child's opinions mobilize anxiousness or irritability in himself. In other words the parent should note what is going on in his child as well as being aware of his own feelings and reactions (Chapman 1979:15).

Parents should also be careful not to treat topics that are important to their children offhandedly as a result of not observing the things that are going on in the conversation. If an attempt by the child to talk about a difficult subject is brushed off by the parent the child may never again bring that topic up as adolescents often find the courage to talk about a difficult subject only once. Parents should try to perceive sudden shifts of feeling in the child and should try to adjust his perspectives to understand the viewpoints of the child (Chapman 1979:17-19).

When communicating with children a parent should not try to 'increase his feelings of prestige...or seek expressions of gratitude or compliance with his wishes' (Chapman 1979: 30). These things are secondary results from a good parent-child relationship that comes in time. The parent is mainly talking to find out what the child is thinking and feeling and to help the child. Parents should ask themselves 'what is my son (daughter) looking for in this interchange with me?' Parents should make deliberate efforts to try and find out what their child is trying to tell them through words as well as actions (Chapman 1979:31,34).
3.7.5 The use of questions

According to Chapman (1979:41) the use of questions are often more useful than statements when talking to children because it drives attention to the point at hand as well as opening up an area for discussion more effectively whereas statements can be ignored. Questions can be useful alternatives to commands or reprimands. Instead of shouting, nagging or lecturing questions can be used. This could lead to thinking, problem solving, discussion and self initiated behaviour change in the child. A very useful question to ask is ‘what do you mean by that?’ However, the question should not sound like a challenge to the validity of what the child has said. It also must not be seen as a test that requires the child to back up his assertion with facts. Questions should not accuse, blame or belittle the child (Chapman 1979:42; Stenhouse 1996:141; Myers 1996:108).

Parents can use questions to help a child see the unreality of his viewpoint or impracticality of his plan. Questions must be asked with tact and in a reasonable way. Questions must show a willingness to help without censure or ridicule and they should not criticize the child (Chapman 1979:43-44; Stenhouse 1996:141). Questions are helpful when exploring the child’s problem with him without telling him what his problem is, as this may annoy them and could result in the child rejecting the adult’s opinions without an evaluation of their soundness. Questions can be used to help the child understand and clarify feelings, to explore alternatives, or to evaluate alternatives (Chapman 1979:45; Dinkmeyer & McKay 1990:109). Chapman (1979:117) says that giving direct advice to adolescents could result in them ‘dig[ging] in their heels and resist[ing]’. A good way to advise children is to use questions, particularly loaded ones, in order to summarize the discussion that just took place. Questions can be used to get adolescents to think about alternative ways of looking at things and to stimulate development (Chapman 1979:117; Myers 1996:110).

When talking to children about morally dubious subjects, parents are usually safer talking in terms of whether the act is healthy or unhealthy, rather than right or wrong or good or bad (Chapman 1979:216). When dealing with emotional subject questions should be safe
and indirect in order not to strike directly at the heart of the matter. Questions open up opportunities for discussion without making the adolescent feel that he is being lectured. Another aspect of safe questions is that it allows the parent to approach a subject without undermining the child’s self-esteem. In this case the parent should also be ready to make a retreat if the child becomes tense or if the discussion threatens to turn into an argument (Chapman 1979:47-51; Myers 1996:110).

3.7.6 Decision making

One of a parent’s most important tasks is to help the child develop the problem-solving abilities he is going to need to lead a well-adjusted life. It is believed that awareness and consensual validation are best achieved by dialogue, and that a person does not truly understand a thing until he has verbalized it (Chapman 1979:175). Chapman (1979:175) believes that people do not usually talk out decisions with other people before they make them and that they usually make decisions by applying rule-of-thumb or by adopting the first course of action that comes to mind. Good dialogues with children helps the child develop the ability to work out problems by himself as well as teaching him the habit of frequently talking things out with people before he takes action. Talking to a child on a certain topic gives the child increased awareness about his situation as well as showing him the advantages or disadvantages of each of the options that are open to him (Chapman 1979:175-176).

3.7.7 Giving instructions

Chapman (1979:54-55) states that whatever a parent wants to tell his child can usually be said in five or less sentences. When a parent goes beyond this as a rule he is repeating what he has already said and he starts to nag with the result that the child either stops listening or becomes bored or irritable. It is usually better to approach the same problem a number of times in brief exchanges rather than launching into a lengthy lecture. A parent’s requests should be long enough to get the message across and short enough to avoid resentment and resistance. They should make one point at a time and each point
should be linked to a certain interpersonal event. If the parent needs to make more than one point, they should be made on separate occasions.

Instructions should be clear, direct and should be stated positively. This means that the parent tells the child what to do rather than what not to do and this way the parent can avoid criticizing the child. The instruction should also expect of the child to carry out behaviour that he is developmentally able to do and it should only require one behaviour to be done at a time in order to limit confusion. When the child has completed the task successfully he should be praised (Eyberg 1988:42-43; Chapman 1979:55-56; see 3.6).

3.7.8 Expressing emotions

In day-to-day life most of the conversation between parents and children are in the form of requests, commands, or questions and little attention is given to the expressing and sharing of feelings and opinions with children. Telling your child about something important that happened to you during the day or sharing a memory can create an atmosphere of closeness between parent and child. This could lead to confidence in your child to approach you with a problem or to ask for advise as a well as conveying the message that you respect them enough to share your feelings and opinions with them (Stenhouse 1996:141).

According to Samalin (1991:171-172) people feel uncomfortable to openly express anger, envy, humiliation, or despair and as a result parents are frightened when their children express these feelings. Parents then try and talk their children out of these emotions because they want their children to get out of these uncomfortable feelings.

One of the most difficult emotions to deal with is anger. Samalin (1991:172-174) argues that anger is not a bad emotion, but a normal one that should be accepted and expressed. She says that once children’s anger is accepted as normal, parents can look for ways to acknowledge it and resolve the problems involved. By validating the child’s anger the parent can help the child dissipate it and move on. According to Samalin (1991:177-178) the role of parents is not to get children over their strong emotions, but to help them to
understand and accept them. Parents must therefore try to describe or acknowledge as specifically as possible what the child is saying, and help them to find acceptable ways to express their anger. She states that sometimes the children's anger is directed at the parent, but points out that parents shouldn't automatically assume that there is something wrong with them.

Children's anger should also not stop parents from setting limits and taking a firm stand on nonnegotiable issues (Samalin 1991:180). Parents can decide what they feel acceptable ways for expressing anger are. Samalin (1991:182) lists some possible acceptable ways for expressing anger. These include crying, punching a pillow, saying angry words, isolation, making an ugly face, writing an angry note, or shredding paper. Unacceptable ways to express anger may include destroying property, swearing, hitting, kicking, biting, name calling, spitting, or disobeying. Parents can discuss with their children what they feel acceptable behaviour is, and which behaviour is not acceptable ways of expressing anger. Anger can serve as a catalyst to bring about change. It can signal when something is wrong, and can lead to positive action. Anger can be used to learn more about the needs of parents as well as children and can transform arguments into springboards of growth (Samalin 1991:186).

Parents should aid their children in expressing their anger. The first step in doing this is to acknowledge the feelings your child is feeling. People usually respond well when their feelings are respected and accepted. Acknowledgement of feelings should be sincere and should include empathy. Empathy creates an atmosphere of understanding and common ground, as well as context in which different people understand things the same way (Grisanti & Smith 1990:78-79).

Another useful way of expressing emotions is through the use of I-statements.

3.7.9 I-statements

I-statements can be used to share your feelings and concerns about something without criticizing the other person. The use of I-statements is an effective way of expressing
feelings, particularly in conflict situations. This method of communication enables you to explain how you feel about a situation and why you feel that way without blaming or abusing the other person. If we are attacked, our first response in self-defense is to attack and blame in return, leading to more hostility and very little problem solution. I-statements are more effective because they give you the opportunity to express your feelings and the reasons for them in a way that is not hostile or defensive (Stenhouse 1996:140; Dinkmeyer & McKay 1990:102-103).

I-statements allow you to say what you feel when you have a problem that the other person does not perceive as a problem. You can say what you feel without attacking anyone. I-statements focus on the problematic behaviour and the consequences of this behaviour without blaming and therefore make it easier for the other person to respond to. I-statements are about you, a person’s behaviour, and your feelings about that behaviour. I-statements do not blame, ridicule, or humiliate (Grisanti & Smith 1990:74-75). I-messages should include a description of the problematic behaviour, the consequences of the behaviour as well as your feelings about the behaviour and the consequences. The message should focus on the behaviour and not on blaming the person (Dinkmeyer & McKay 1990:103).

3.7.10 Communicating confidently

Parents who act and react calmly will show their children that they are in charge and involved, rather than appearing hysterical. This does not imply that parents will never be emotional or angry, but that they will provide their children with a mature example of handling conflict (Silberman 1995:44).

Silberman (1995:44-45) compares three different styles parents can use to communicate and express their authority. The first is pleading, where the parent tries to be nice, asks too many questions, begs, is afraid of upsetting the child, and ultimately comes across as flustered, confusing, and unclear. The parents who use this way of communicating often blame themselves and allow themselves to be treated unfairly. The next style is an angry way of communicating in which the parent blows up in anger, argues endlessly, use
acccusations, discredits the child's thinking, gets into power struggles, gives harsh punishments and withholds information about what they expect from the child. The final style of communication is that of a confident parent. This parent makes clear and direct requests, reveals his feelings honestly, give brief reasons for his actions, is persistent and follows through with reasonable consequences. The confident parent is also empathic, listens to the child's point of view and does not allow himself to be rushed when making decisions (Silberman 1995:45).

Silberman (1995:47) also explains that being direct and using simple but clear instructions will let the parent appear more confident (see 3.7.7). The use of rhetorical questions such as 'Don't you think you are tired?', or accusatory statements like 'You are being a big baby', almost never get the required result. Children tend to ignore rhetorical questions, and accusatory statements make them want to retaliate. The important thing is to focus on what you expect from the child and not to comment on the child's behaviour (Silberman 1995:47). According to Silberman (1995:47) parents comment on their children's behaviour because they are uncomfortable with their own feelings of anger, and instead of talking about their anger they cover it by accusing the child (see 3.7.8). It is also important to show interest in the child's point of view and this can be done by clarifying what the child is saying or feeling (see 3.8.3), empathizing and expressing understanding for the child's point of view, and acknowledging the validity of the child's opinion (Silberman 1995:49).

3.7.11 Common mistakes

Chapman (1979:184-193) lists some common mistakes that parents make when talking to their children. These mistakes could discourage attempts by the child to talk to the parent and leads to the child and parent becoming strangers.

- A parent should not cut the child off when the child is trying to discuss something with him, even if it is not important it may be the gateway to something significant.
A parent should not criticize his child’s viewpoint or condemn an opinion or plan the child has as this makes a dialogue impossible since as the parent sees it there is nothing to discuss. This is also an attack on the child’s self-esteem.

A parent should not accuse his child of immoral behaviour as the ulterior motive for whatever the child wants to do. Such accusations may have a self-fulfilling quality in that they may just provide the extra shove needed to precipitate the child into the undesirable activities that he is being blamed for anyway.

A parent should not indiscriminately censure all his child’s friends. This is unfair to the child as well as eliminating the possibility of discussing the merits and faults of the child’s associates. The parent also should not deliver ultimatums to the child as the child will resent this and this could lead to prolonged arguments or estrangement.

A parent should not attempt to dominate the child by guilt slinging. Day-to-day guilt slinging damages the child’s personality and the parent-child relationship. A parent should also not engage in long inventories of the alleged sacrifices he has made for his child.

A parent should not tell his child that he is not mature enough to do something. Words like mature or immature are inflammatory words that only cause arguments. Rather talk about the pros or cons of a certain situation.

A parent should not use his chequebook to intimidate his child.

A parent should not lie to his children because lies erode an ongoing conversation as well as any subsequent ones.

A parent should not compare today’s adolescents to the allegedly more virtuous, industrious youth of his early years as this will either end the discussion or result in an argument.

A parent should not tell his child that the only time he ever talks to him is when he wants money. Even if there were the truth, in this argument the parent’s way of talking to his child does nothing to correct the situation.

A parent should not tell his child that the only things he ever hears from him are complaints.
- When a parent arrives at a deadlock with his child, he shouldn't accuse his child of attempting to deceive him. This treats the parent-child conversation as if it is a contest to see who will win as well as not allowing any true communication to occur.
- A parent should not ignore ordinary rules of politeness and decency when talking to his child. Don't say things to your children that politeness would not allow you to say outside the family circle.

Another aspect that causes problems in parent-child conversation is the child's use of slang and bad language. Chapman (1979:234) points out that a parent's role in a conversation is not to change the child's language but to help the child with his problems. A parent's attempt to correct his child's language could terminate the conversation. It is usually better to let obscenity and profanity pass and concentrate on the problem at hand rather than the child's way of talking about it. The parent can mention his dislike of the language a day or two later when it cannot harm what was accomplished in the conversation. One of the most important rules of relationships is to be flexible (Chapman 1979:216, 234-235).

### 3.8 Family conflict, tension and disruption

Angry confrontations cannot always be avoided completely, but parents strive to break through the anger to find a meaningful reconciliation (Samalin 1991:201).

Some suggestions of response to conflict situations that could help parents find peaceful solutions to problems are suggested. These are:

- Exit or wait — in an angry moment, silence, or a brief withdrawal is sometimes the safest answer. Exiting can be a quiet, powerful way of demonstrating just how serious you think a situation is, as well as modeling self-control. By stating firmly why you are leaving the room, you give the message that your child has pushed you too far. When taking time-out you must make it clear that you are exercising self-control, and indicate that you don't expect the child to make the amends (Samalin 1991:188-189). Silberman (1995:50) also states that parents do not have to respond instantly to their
children's requests. Taking time to clarify thoughts and decisions will help parents to keep control of the situation and could help them not to rush into decisions (Silberman 1995:51).

- 'I’ not ‘you’ – When angry the automatic response is to make accusatory statements. This message communicates that the child, and not the action, is unacceptable. ‘You’ statements have the ability to wound, whereas ‘I’ statements can make a point without damaging the child’s self-esteem. State how you feel rather than making a statement about the child's character. It is better to say ‘I am mad’ than ‘You are bad’. Some examples of ‘I’ statement are: I need quiet right now, I feel too tired to listen, I am furious that you broke our rule, I want to be left alone right now, I don’t like it when you call me that name, and I won’t be spoken to like that (Samalin 191:189-190; Davitz & Davitz 1982:258; see 3.7.9).

- Stay in the present and with the topic at hand – don’t use the current situation as a springboard for gloomy forecasts, or as an excuse to bring up ancient history. Also avoid lengthy tirades that become an accumulation of other grievances. State your point and stop. It is easy to get sidetracked when children accuse parents of not being fair or when they become very upset (Samalin 1991: 190-193; Davitz & Davitz 1982:258). The best way to treat this kind of situation is to calmly repeat the request instead of defending your point of view or getting in an argument (Silberman 1995:51).

- Avoid physical force and threats – Try not to threaten or punish when you are in the midst of a rage as this usually results in unreasonable threats or stinging words. Physical punishments and harsh words are demeaning. Sometimes the threat of physical violence can be just as traumatic as the violence itself (Samalin 1991:194).

- Stay short and to the point – Beware of long explanations and be specific. Children need specific instructions rather than something that is vague and doesn’t specify what is expected of them (Samalin 1991:195-196). Silberman (1995:50) also suggests giving brief, honest explanations of why a certain request is made. It is not necessary for parents to go to lengths to explain their decisions as if they are not justified (see 3.7.7).
Put it in writing – a written message can be an effective and calming way to express your feelings in a manner that others can understand. Writing is good as it calms you down as well as giving you a chance to formulate clearly what you want to say without accusing and blaming your child (Samalin 1991:197-199).

Focus on the essential – Decide what is really important in your household, and determine whether the rules you have are really relevant and important. A helpful question to ask is ‘Will this matter a week from now?’ Decide whether the rules teach the children real responsibility and whether it is meaningful to them as well. Consider the reasons why you have certain rules – is it because your parents did it or your friends are doing it? Think about which rules are negotiable and which are not (Samalin 1991:210-204).

Restore good feelings – Parents and children want good feelings to prevail, even when battles are fierce. A simple apology can diminish resentment and pave the way to reconciliation. Parents are afraid to let their children see that they are vulnerable, but we are all weak sometimes and it is a good lesson for children to learn (Samalin 1991:205-206).

Do not assign blame – nothing gets resolved by proving the adolescent guilty, this only makes the situation worse. By not blaming and attacking your child, you make it unnecessary for the child to defend himself and this way communication channels stay open longer and you can start working toward empathic understanding (Davitz & Davitz 1982:249-258).

3.9 Making a change

When trying to change a child’s behaviour parents should remember that the way in which they communicate with their child about the change could be just as important as the method used to bring about a change. Silberman (1995:22) cites the classic example of My Fair Lady as illustration of the fact that our treatment of a person indicates our expectations of that person’s behaviour, and that these expectations or predictions could influence the person’s behaviour. This example can be applied to parents desiring to change their children’s behaviour. It is possible to improve the chances of change in
children if parents communicate positive expectations of change to their children. Parents should send the message to their children that they believe in their children's potential, even though the present behaviour may be constructive (Silberman 1995:22-23).

One of the best ways to get children to do what we want is to convey to them that we believe that they can act maturely (Silberman 1995:53). Some ways of communicating positive expectations are not to condone unacceptable behaviour that you know the child is able to correct, talking to children at a level that is more mature than the one that they currently use, and saying what you want once rather than repeating yourself. A parent could also let his child know that he believes in the child's ability to do something on his own, as well as encouraging the child when he was unsuccessful at accomplishing something (Silberman 1995:23).

Silberman (1995:28) points out that parents often wait for their children to change on their own, but he encourages parents to take the initiative in the process. He feels that the parent must make the first change in order for the child to make the next change. Parents have the emotional maturity that children lack and therefore need to lead the way when planning change. He carries on to point out four reasons why parents wait for their children to change first. The first reason is that parents often have sympathy for their children and the difficulties they may be experiencing and therefore hold back on asking for change. The second reason is that parents realize that they don't have the energy that is required to be consistent and persistent (in order to bring about change). The third reason is the idea parents have that they have to be democratic and that it is not fair to push a child to do something he doesn't want to do. The final reason for parents to wait for their children to change is because they feel guilty about the mistakes they have made in raising their children and they are concerned that they will damage their child further (Silberman 1995:28). If the parents believe that the child can change and if they are willing to take the first step to help that change the child will feel more secure, he will not be spoilt, he will be better liked, and will be more self-reliant (Silberman 1995:28).
Silberman (1995:33) makes some suggestions to help parents approach the process of change. He suggests that the first step in the process is to clarify where you stand on certain important issues such as cursing, telephone use, spending time with the family, or any other things that are important to you or that cause problems. Indecisiveness can cause parents to act confused and uncertain and leads to them not being in charge of the situation. It is not possible to be clear on all the issues that arise; it is therefore better to select the ones that cause the greatest upset. When trying to clarify your thinking on these issues it is helpful to remember that there is a difference between wishing and insisting that a behaviour change. If you really feel strongly about a certain change make sure that this is also clear to all concerned parties. Decisions must be clarified, they needn’t necessarily be strict, but they must be clear. The decisions also do not have to be permanent, as long as a clear reason for the decision is provided (Silberman 1995:35).

Therefore, the best way to approach change is being proactive rather than reactive. Parents should try to anticipate problems, and prepare a possible plan of action in order to help them handle difficult situations (Silberman 1995:57). It is necessary for parents to experiment with new approaches to dealing with the problem behaviour. This is because whatever they are doing to solve the problem is not working (Silberman 1995:60). Silberman (1995:61) suggests that there are ten approaches a parent can use when dealing with difficult behaviour. He feels that the important thing is to break the pattern that has been established and that it doesn’t really matter which one of these options are chosen. It is also important to have an alternative plan for when the one you use is not working. The ten basic options for changing children’s behaviour, according to Silberman are:

- **Requesting** – this involves telling the child what your concerns are and then asking that he change his behaviour.
- **Reminding** – the child is continuously reminded of a rule that has been established.
- **Monitoring** – the parent makes sure that his wishes are fulfilled and makes frequent checks on the child’s behaviour.
- **Ignoring** – the parent does not respond to the child’s negative behaviour, and only pays attention to the child when the behaviour has stopped.
- **Charting** – a record is kept of the child’s positive or negative behaviours.
Rewarding – positive behaviour is rewarded with some tangible reward (see 3.6.2).

Encouraging – the child is complimented on any behaviour that is a step closer to the desired result.

Teaching – the parent discusses and demonstrates the behaviour that is expected of the child.

Backing off – the parent temporarily gives up his expectations of the child.

Penalizing – a negative consequence for the child’s behaviour is established (see 3.6.3).

To change children’s behaviour Becker (1971:13) suggests three steps:

- Give clear signals or rules and repeat these as necessary.
- Ignore disruptive behaviours. Do not attend to the behaviours you would like to weaken and praise behaviour that is not compatible with disruptive behaviours.
- Praise children for improvement of behaviour and tell them what it is that they are doing that you like.

3.10 Issues to consider before compiling a parent programme

Family atmosphere, parents’ resistance to therapy, the therapists role in therapy, and group versus individual counselling are aspects to consider before compiling a parent programme. These are discussed below.

3.10.1 Family atmosphere

According to Robbins, Alexander, Newell and Turner (1996:28) the families of adolescents with behaviour problems are characterized by chronic marital and/or family conflict, defensive interactions, low levels of warmth and support, and deficient parental acceptance and affection. They also point out they the adolescent’s behaviour problem is maintained by the patterns in family interaction and these patterns preserve the adolescent’s role as the problem identified by the family. Diamond and Liddle
have a similar view when they describe the families of these adolescents as chaotic, with a lot of criticism and blame and low levels of emotional support and cohesion. They point out that these processes are negative, but stable, and that they are the cause of a lot of tension between family members. Therapy, and in this case the parent programme should therefore aim to restore family interaction and to decrease levels of tension and conflict within the family. Therapy should aim to promote positive parenting. This involves parental behaviours that encourage social, academic, and achievement related skills that could play in preventing delinquency. Through positive parenting, parents communicate interest and support for their child, as well as expressing their approval for the child’s prosocial behaviour (Krohn 1992:289).

3.10.2 Parental resistance to therapy

Parents may resist therapy for different reasons. Some may feel that taking part in therapy is an admission of their own personal failure as parents, and others may resist because they fear their own exposure. Some parents may avoid therapy because the adolescent’s problem behaviour serves an important function in the interpersonal functioning of the family and is maintained by the family processes. In these cases the adolescent and his problem behaviour is the identified patient in the family (Robbins et al. 1996:28-29). There are different ways to deal with parents’ resistance to therapy.

In order to counter parents’ resistance to therapy the therapist should aim at empowering the parents by putting them in a partnership role with the therapist in solving the problems that their child is experiencing (Guerney 1991:75). Parents are the most influential people in the child’s life and they should be given an active role in the therapy process. According to Guerney (1991:83) including parents in therapy as opposed to only the therapist will result in the therapeutic change within the parent-child relationship having a more powerful effect and being more likely to generalize to their relationship outside of therapy. Strother and Jacobs (1986:293) suggest that the therapist should approach the parents in a way that will not put them on the defensive, but rather make them feel that their input as parents are valued. A message of cooperation and collaboration should be sent to the parents in order for them to believe that their opinions
are valued. This implies that parents are actively involved in the setting of goals and the therapy agenda and that they take responsibility for solving their family’s problems (Webster-Stratton & Herbert 1993:410). This partnership between therapist and parents serves to give back dignity, respect, and self-control to the parent who is vulnerable and who is experiencing feelings of guilt, self-blame and low confidence. Parents are given an opportunity to be responsible for developing solutions and this could help them increase their sense of confidence, self-sufficiency and efficacy (Webster-Stratton & Herbert 1993:411). From the onset of therapy parents should be assured that therapy is nonblaming and nonjudgemental and that the therapist is making a genuine effort to understand their situation. The emphasis should be on helping parents improve their situation rather than trying to determine who is to blame (Webster-Stratton & Herbert 1993:413).

As part of the empowering of parents they should have the opportunity to evaluate the therapy process and the progress made. Parents must be given an opportunity to provide the therapist with ongoing feedback regarding the quality of the group discussions, the information presented as well as the therapist’s style. The therapist needs to take note of the parents’ opinions and act on their requests. At the end of the programme the entire process should be evaluated in order to plan future sessions. Parents who are involved in the therapy and who served as primary change agents can use the skills and knowledge they acquired in the therapy process to function more adequately outside of the therapy sessions (Guerney 1991:83).

3.10.3 The therapist’s role

The therapist plays a vital role in the therapy process. In the therapeutic process the therapist assumes a number of different roles. The first of these is the building of a supportive therapeutic climate in which parents will feel comfortable discussing their problems and feelings. The second role of the therapist is to empower parents by building on their strengths and experiences so that they feel confident with their abilities as parents.
The therapist also has a teaching role in which parents are assisted to generate solutions for their particular circumstances. Parents are taught how to apply skills acquired in different situations through role-play and rehearsal. The therapist also needs to interpret abstract and complex ideas into understandable, concrete and practical applications that are relevant to the family's circumstances. The therapist also needs to make sure everyone understands the concepts used in therapy. The therapist is also the leader of the group in order to make sure that the group is focussed and organized. Certain rules need to be made and these include things such as being on time, making sure only one person talks at a time, and not allowing one person to dominate the discussion.

The therapist will also be faced with resistance in the group and needs to confront this and make it clear to parents that this is a necessary developmental step. Another role of the therapist is to prepare parents for setbacks and relapses in their children's behaviour, and to predict the family's resistance to change as well as an eventual improvement. This prevents disillusionment while encouraging parents not to give up (Webster-Stratton & Herbert 1993:420-441).

3.10.4 Group versus individual counselling

Another important aspect to consider is whether group or individual counseling will be used. In this case groups seem to hold more advantages for parents. Groups are generally used because they are cost efficient for agencies that are short staffed. They provide support and valuable learning experiences in the sense that the group provides the opportunity for parents to discuss their difficulties (Little 1986:489). The focus of group therapy is to provide a supportive environment where participants feel comfortable to discuss their concerns and resolve their problems. Group sessions need to be the disclosing, understanding, and dealing with feelings such as guilt, anger, fear, and confusion (Winton 1990:397).

There are a lot of issues to be dealt with in parent programmes. These include parents' resistance to therapy, clarifying the therapist's role in therapy, deciding whether group or
individual therapy will be used, addressing conflict, problematic family interaction, and parents' feelings with regards to the offence.

3.11 Therapeutic approaches that could be used in the parent programme

The following therapeutic approaches are discussed below: family therapy, multidimensional family therapy, behavioural parent training, parent-child interaction therapy, and rational emotive therapy.

3.11.1 Family therapy

Family therapy can also be used as part of the parent programme. Family therapy focuses on the whole family as experiencing difficulty instead of only the child. The aim of family therapy is therefore to adjust the family processes in order to support individual members. Family therapy involves all family members and can be used to treat problems such as communication, inadequate parenting skills, and children's antisocial and delinquent behaviour (Kurtz 1988:454).

In a review of twelve studies on family therapy it was found that family therapy is effective if the treatment is focused on teaching parents communication, problem-solving, and disciplining techniques (Bartollas 1985:89).

3.11.2 Multidimensional family therapy (MDFT)

Multidimensional family therapy (MDFT) is based on the assumption that change in the individual is a result of change in the family system. MDFT identified four areas in which intervention was necessary. These are:

- The adolescents' inter- and intrapersonal functioning.
- The parents' inter- and intrapersonal functioning, including parenting practices as well as functioning as an adult outside the parenting role.
- Parent-adolescent interaction.
All family members' interaction with external sources of influence such as school, work, and welfare personnel (Schmidt, Liddle & Dakof 1996:13; Diamond & Liddle 1996:481).

3.11.3 Behavioural parent training (BPT)

Behavioural parent training (BPT) as described by Serketich and Dumas (1996:172) has been used for a variety of child behaviour problems such as antisocial behaviour, noncompliance, defiance, and aggressiveness. BPT stresses the fact that parents play an important role in the development and sustenance of child behaviour problems. The role of positive and negative reinforcement is often crucial in the maintaining of antisocial behaviours. Therapy aims to establish a change in the social circumstances in which the child is reinforced for negative behaviour. The result should be that prosocial behaviour is followed by positive reinforcement and belligerent behaviours are consistently punished or ignored (Serketich & Dumas 1996:172).

3.11.4 Parent-child interaction therapy

Parent-child interaction therapy was developed by Eygenberg (1988:35) and was used in a play therapy setting. The principles used could be used effectively in any therapeutic situation. The aim of parent-child interaction therapy was the development of a warm, loving relationship between the parent and the child. The enhancement of the quality of the parent-child relationship will serve as the basis of effective behaviour change. Parents can teach their children the desired prosocial skills and behaviour in order to decrease the inappropriate behaviours. Parents are taught the techniques required when assisting their children in clarifying their thoughts and behaviours. These techniques allow the children to take responsibility and make choices and teach children as well as parents positive interaction skills that can be used to solve their own unique problems. Assessment is done through parent interviews, which describes the presenting problems in detail as well as through direct observations of the interaction between parent and child. Post-treatment assessment is done by means of reviewing the presenting problems and the changes that have occurred. Parents are taught through direct instruction, role-play, and handouts that
summarize the session. Handouts are useful because parents get the opportunity to review the session at home. Positive feedback of the parents' skills is emphasized.

The therapy is based on certain rules. These include not giving commands during play as this may lead to oppositional behaviour and disagreement. Parents should also not ask questions that are implied as commands or can be interpreted as accusations by the child such as 'Why did you...?' Criticism should be avoided as it can have negative effects on the child's self-esteem as children tend to believe what their parents say about them and they will often act accordingly. Criticism is the easiest way to destroy the positive relationship between parent and child. Parents should let their children know that they are paying attention to what the child is doing, they should communicate interest in the child and the activity, and they should praise the child on something well done. This increases the warmth between parent and child and communicates to the child that he is important. When instructions are given they should be clear, direct, and positively stated (Eygenberg 1988:36-40).

3.11.5 Rational emotive therapy (RET)

Rational emotive therapy (RET) can be used for a variety of different problems including fears, anxiety, hostility, conduct problems, and lack of self-discipline. This approach has also been used to help parents deal with their irrational attitudes regarding their children. RET hypothesizes that parents create an important environment by the parenting styles that they use. Parents teach behavioural patterns as well as contributing to the parent-child interactions and it is said that if these things are not what they should be it is possible to modify them by changing parental attitudes and practices.

RET describes six disturbed parenting styles. These styles are associated with the parents' irrational beliefs and negative emotions and these hold negative consequences for the child. The first is the critical style, where parents are overly critical, they nag, blame, ridicule, and put the child down. Secondly there is the perfectionist style where parents tend to place excessive pressure on their child to always achieve highly. The third style is that of the 'scared rabbit' in which parents communicate excessive fear and
danger as well as their discomfort with uncertainty. The *false positive* and *guilt styles* have no or little limit setting while providing excessive and indiscriminate positive affection. The final style is one that is characterized by *inconsistency* in dealing with the child (Joyce 1990:305-307).

RET can help parents see the link between their irrational thinking and their feelings and responses to certain behaviours. Parents are taught to ask themselves to find evidence for their ideas, determining whether their thoughts are logical and true, and whether or not the ideas are helping or hurting them and their children. When RET is related to parent problems the Antecedent ('A') is the activating agent for the parents' intense feelings, whether it is anger, anxiety or frustration. The parents' feelings and behaviour are the Consequences ('C'). The rational and irrational beliefs ('B') result in bringing about 'C', the consequence, the feelings that the parent experience about the event 'A'. RET aims to cover four main areas. These are the management of parents' emotional stress, child discipline, problem solving for child problems, and the development of rational personality traits in children. In the programme parents learn to become aware of their emotions, that these emotions vary in intensity, that they can be appropriate or inappropriate, and that the emotions should be accepted. Helping parents identify and evaluate their emotions is done by helping them to build an emotional vocabulary. Parents are encouraged to think about their emotions and their effects (Joyce 1990:308-309).

3.11.6 Psychoeducational groups

The nature of the groups in the parent programme can be psychoeducational in nature. Psychoeducational groups are not aimed at major personality changes but is directed at the solution of specific issues. It deals with conscious problems that are theme specific and it intends to increase the awareness of a particular problem area by providing group members with coping mechanisms (Gregg 1994:98). Parent groups can be a combination of education and support groups. Educational groups are usually short-term and focus on providing parents with knowledge and skills on a variety of topics such as child-rearing, parent-adolescent communication as well as addressing issues of concern, in this case
youth offence. Support groups provide parents with the support and understanding of parents who share the same difficulty (Kurtz 1988:453).

Winton (1990:398) identified the need for an educational component in the therapy process of sexually abused children. This realization was based on the following observations:

- Ineffective parenting patterns as reported by the parents with regards to dealing with children’s inappropriate behaviour.
- Parents’ unrealistic expectations of their children.
- Some parents’ attempts to sabotage their children’s treatment plan, possibly in order to avoid dealing with the issue at hand, or as an attempt to restore the family system.
- The lack of parental involvement in the children’s treatment plan.
- A lack of support systems for the parents and the fact that individual parent meetings were ineffective.

This suggestion was made for the parents of sexually abused children but is relevant for the parents of youth offenders. The educational component of the programme could include information on parenting skills such as communication, discipline, conflict resolution, problem solving, as well as skills in dealing with feelings regarding the offence. Information regarding the judicial process, the child’s future and the child’s needs could also be provided in order for parents to feel that they are knowledgeable and in control.

3.12 Conclusion

This chapter dealt with the feelings that parent’s experience when their child commits a crime. It was found that parents experience feelings like helplessness, guilt, isolation, shock, anger disillusionment and failure. Bonds with parents and a relationship of trust are important aspects that could influence the behaviour of the child.
The chapter also discussed possible ways of dealing with the problems within the family of the youth offender that might aid in the growth of the offender as well as the family. Ways to improve interaction between adults and youth, discipline, communication and the conflict in the family was discussed. Parents should provide their child with unconditional affection and they should try to build the child's self-esteem.

Time-out, the use of reinforcers and punishment are some ways in which the parent can administer discipline.

Communication is an important part of the relationship between the parent and the child. The following things can be used to better communication between the parent and the child. The parent should be aware of what is happening in the interpersonal field, he should make sure that he understand what the child is communicating, and he should use active listening to reflect the child's feelings. Questions can be used to help the child clarify his ideas and feelings as well as solving problems. Instructions to the child should be given in brief, clear statements. Parents can use I-statements to communicate feelings to the child. Conflict can be resolved by using I-statements, exiting, staying with the topic at hand, putting grievances in writing, not blaming the child, and restoring good feelings.

Family atmosphere, parental resistance to therapy, the therapist's role, and group versus individual counselling are aspects to consider before compiling a parent programme. The following therapeutic approaches can be considered when compiling a programme: family therapy, multidimensional family therapy, behavioural parent training, parent-child interaction therapy, rational emotive therapy and psychoeducational groups.

In Chapter 4 the methods that will be used in conducting the empirical investigation will be discussed. The tools used and the selection of the sample will also be discussed.
CHAPTER 4 – RESEARCH DESIGN

4.1 Introduction

In chapter 4 report is given about the research design used in this study. The research problem, aims of the investigation, and the research postulate will be discussed. The chapter will also highlight the compilation and application of media used in the research, as well as discuss the selection of subjects, the application of the parent programme and the processing of the data.

4.2 Research problem

NICRO currently offers a parent programme for the parents of youth offenders involved in the Journey. This programme is not sufficient, as it does not provide in the needs of these parents. Some alternative programmes had been reviewed in the provisional literature study and it was found that none of these programmes were adequate in providing in the needs of parents on the NICRO parent programme. It is therefore necessary to develop a parent programme that will provide in the needs of parents. In practice the research problem implies that a parent programme can be developed to satisfy the needs of parents using findings from the literature study. The applicability of the compiled programme will be tested by means of an application of the programme and an evaluation of the programme by parents involved in the programme.

4.3 Aim of the empirical investigation

The aim is to determine the needs of the parents with regards to their child’s offence by means of interviews, questionnaires and focus groups. As an effective parent programme should also aim to provide parents with ways of accepting and dealing with the problems that they are possibly experiencing within their family, parental needs in these regards will be determined by the abovementioned means.
The specific aim of the study is the development of a parent programme that provides parents with the necessary skills to deal with their child's offence. The programme also aims to rectify any family difficulties that might have led to the offence. The programme will in particular be beneficial to NICRO and the Journey programme.

4.4 Research postulate

The study anticipates that parents of youth offenders will have difficulty in dealing with their feelings regarding their child's offence. They could possibly also be uncertain as how to handle this situation. It is also possible that the offence highlighted other problems within the family such as communication problems, discipline, and conflict resolution. Parents might feel a need to resolve their feelings regarding the offence and they may also need guidance in solving other problems in the family. It is predicted that the programme compiled for the specific needs of the parents of youth offenders involved with NICRO and the Journey programme will enhance parents' ability to handle their situation and feelings with regards to the offence.

4.5 Research method

The empirical investigation will aim to determine the needs of parents and youth with respect to the parent programme. This will be done by means of personal interviews, focus groups, and questionnaires. Based on this information a tentative parent programme will be compiled. This programme will be worked through with the parents of youth offenders. The programme will be evaluated for its suitability by means of questionnaires. The use of case studies, action research and surveys to gather data will be discussed further in the sections below.

This is a qualitative study as it aims to describe and understand the situation and feelings of the parents of youth offenders on the Journey programme at NICRO.
Qualitative research usually describes and analyzes people's individual and social actions, beliefs, thoughts, and perceptions. Qualitative research is therefore concerned with understanding a certain phenomenon according to the participant's perspective. Qualitative research generally investigates small, distinct groups and it makes context-bound generalizations. Some qualitative studies are continuous and this type of research is referred to as ethnography. Data for qualitative research is collected through interaction with the selected persons and by obtaining any relevant documents (Schumacher & McMillan 1993:15, 372-376; Huysamen 1994:165).

This study will make use of a combination of methods. The study is a case study in the sense that it studies one phenomenon namely the parent programme for the parents of youth offenders involved in a particular Journey programme at NICRO. This represents a small, distinct group. This will also be the demarcation of the study. The study represents action research because it aims to find a solution to the problem of inefficient parent programmes. Action research in this case will describe the situation of the parents with regards to the child's offence and the possible influence this will have on the family. It will then aim to provide parents with a sufficient programme. The parents will be involved in the development of the programme in so far they must provide information regarding their needs and expectations of a parent programme.

Qualitative research can use a case study design which means that the study will focus on one phenomenon that the researcher aims to understand in depth. A case study design is flexible and adaptable to various contexts, processes and people. The objective of case studies is usually to understand and investigate the dynamics of a certain system such as a family, community, or institution. It is important that the case be demarcated to indicate the boundaries of the study. Data can be gathered by means of unstructured interviews, participant observation or the gathering of relevant documents (Schumacher & McMillan 1993:375; Huysamen 1994:168-169).
Action research is performed with the aim of finding a solution for a particular practical problem situation in a specific, applied setting. This is similar to case studies in the sense that the case in question refers to a particular problem situation. Unlike the typical case study action research not only describes the case involved but also searches for a solution for the situation. Action research does not aim at the testing or development of a theory, but at the solution of a problem. There is no theory from which one or more hypotheses could be inferred and which needed to be subjected to empirical research and testing. The design used in action research may continually be changed and adapted in reaction to information gained and results obtained in the course of the study. The design is continually subjected to testing and the progress made is evaluated so that further changes to the course of action can be made if necessary. Another important feature of action research is that it places significant importance on the involvement of participants in each of the above phases. Action research in its purest form is undertaken from within an organization. External validity does not enjoy a high priority in action research, as the situation for which the programme of action is developed is specific and will not necessarily be applicable in another similar situation (Huysamen 1994:176-177).

Population validity refers to the extent in which the results obtained for a sample of individuals may be generalized to the population to which the research hypothesis applies (Huysamen 1994:37). It is possible that external and population validity will be low, as the programme might only be useful for parents involved with NICRO.

4.6 Research tools

This study used interviews, focus groups and questionnaires to gather data and these will be reviewed in the following section.

4.6.1 Interviews

There are different types of interviews and the purpose of the interview will determine which interview procedure to use. Interviews are done by method of questions and
answers and the answers obtained from respondents will be the data that need to be analyzed. A standardized interview is an oral, personal administration of a standard set of questions that is prepared in advance. The results of a standardized interview will provide a quantitative or mathematical description of the population. The researcher will be interested in sorting the results into discrete, well-defined categories and estimating the percentage of the population that falls into those categories. In order for the results to be as accurate as possible, respondents must be exposed to the same questions, called a structured or directed interview. Their answers must be recorded in a way that accurately reflects the differences between the respondents (Fowler & Mangione 1990:12, 19, 80; Schumacher & McMillan 1993:42; Huysamen 1994:144).

Interviews can be structured in which case the interviewer asks questions from a previously constructed set of questions. The interviewer is restricted to the questions, their wording and their order. Interviews may also be semi-structured to allow for unique response from the respondent. In this case semi-structured interviews were used. A list of topics and related aspects are provided. The interviewer asks each respondent the same questions, but adapts the questions and terminology to fit the background and educational level of respondents. Interviews can also be unstructured in which case the interviewer suggests a theme of discussion and poses further questions as these apply to the development of the interview. This type of interview is often used in therapeutic settings. A combination of semi-structured and structured interviews is usually used as this provides a high degree of objectivity and uniformity while still allowing for probing and clarification. Recording of the results can be done by means of tape-recording or written notes. The best way to take notes is to write down abbreviated notes that can be expanded after the interview (Schumacher & McMillan 1993:252-254; Huysamen 1994:174).

Open-ended questions rather than questions with closed or fixed answers can be used in order to get the most information from the respondent. One drawback of open-ended questions is that there is a greater potential for error because of the possible ambiguity of what kind of answer will suffice. The recording of open-ended answers is also more
difficult than the recording of fixed answers (Fowler & Mangione 1990:12, 19, 80; Schumacher & McMillan 1993:42; Huysamen 1994:144-145). A combination of open-ended and closed-ended questions can be asked depending on the objective of the question. Open-ended questions are better when respondents are required to describe subjective feelings or opinions. Questions with closed responses are better when trying to obtain demographic information (Schumacher & McMillan 1993:244).

When conducting a case study, the goal is to describe a certain situation or set of individuals as thoroughly as possible and therefore less standardized interviewing techniques are required. One approach is to explain to respondents what is required and then asking them to provide the necessary information. Specific areas to be covered are specified, but follow-up questions can be used to obtain further explanations or clarifications of the respondent's answers. The interview is not seen as measurement but rather as a way to gather information (Fowler & Mangione 1990: 12, 19, 80).

This study used a semi-structured interviewing technique because the objective of the interview was to obtain information regarding people's feelings, opinions regarding the child's offence as well as their expectations of the parent programme. For the same reason, open-ended questions rather than questions with responses, were used. A list of topics will be provided, but the interviewer is not restricted to specific questions (see 4.7.1.1).

4.6.2 Focus groups

Focus groups are generally used to determine the opinions of small groups of people with regards to a particular problem, experience, or service. These groups serve to provide a better understanding of a problem, product or programme. A purposefully sampled group of people is interviewed rather than each person individually. An environment is created in which people are stimulated by the perceptions and ideas of others in the group. This is done in order to increase the quality and richness of the data obtained. Focus groups also tend to generate large numbers of solutions to given problems. Focus groups are used as a
qualitative method of obtaining data about the feelings, needs, and opinions of the parents and youths involved. The group is asked a series of progressively harder open-ended questions and these can be discussed in the group (Houghton, Carroll, and Shier 1996:188; Schumacher & McMillan 1993:432).

This study made use of focus groups to determine parents’ and youths’ feelings regarding the offence as well as their expectations of the parent programme. The groups were used in addition to individual interviews because it was felt that it would generate more information, as people will feel less inhibited in a group situation (see 4.7.2.1).

4.6.3 Questionnaires

Questionnaires are a common technique for gathering data where the subject responds to written questions to obtain reactions, beliefs and attitudes about a certain topic. The researcher constructs a set of appropriate questions and asks the subject to complete the questionnaire. Questionnaires are relatively economical, it has standardized questions, can ensure anonymity and questions can be written for specific purposes. The objectives of the questionnaire will be based on the research problems and it must be indicated how the responses from each item will meet the objective (Schumacher & McMillan 1993:238-240).

Items included in a questionnaire can either be in closed form, where the subject chooses between predetermined responses, or in open form, in which subjects write any response they want. The type of question to use depends on the objective of the question. Closed-form items are structured and are best for obtaining information and data that can be categorized easily such as demographic information. One disadvantage of using structured items is that the researcher can lose accuracy and variability because of the spread of responses. One type of closed-ended question can make use of scaled items. A scale is a series of levels or values that describes various degrees of something. Scales are often used in questionnaires, as they are fairly accurate assessments of beliefs and opinions. The Likert-scale is a frequently used scale in which the respondent is required to
choose between different value options regarding a particular statement. Likert-type scales are flexible as the descriptors on the scale can vary with the nature of the question or statement. The Likert-scale can include three to seven categories. When five or seven options are given, a middle or neutral category is included. The neutral category is included to make sure that the respondent is not forced into an incorrect response. If a neutral response is not included it is also possible that the respondent will not answer the question at all. Not including the neutral option also has merit as it often happens that respondents have a tendency to cluster their answers in the middle category (Schumacher & McMillan 1993:244-246). Open-ended items can be used if the purpose is to generate specific, idiosyncratic differences. The use of open-ended questions in a questionnaire is similar to their use in interviews (see 4.6.1).

This study made use of both open-ended and closed-ended questions. Two types of closed-ended questions were used. The first was used for obtaining information regarding demographic details. Questions were asked and the respondent was provided with a number of options to choose from (see 4.7.3.1). The second type of question with a closed response was asked in the form of a five-point Likert-type scale. A five-point scale was used in order to include a neutral response. These questions were used to determine respondents' views and perceptions regarding certain aspects within the family such as communication, discipline, attachment, and family time (see 4.7.3.1). Open-ended questions were used where respondents had to describe what they perceive as the problem in their family as well as to comment on the parent programme (see 4.7.3.1).

### 4.7 Method/procedure

This section will include the compilation and application of the research tools.

Parents and youth will have different perceptions regarding problems that might exist in the family. The gathering of data will need to cater for both of these views in order to compile a programme that deals with all possible problems. In order to determine the needs of both groups, personal interviews and focus groups were conducted with both
parents and youth, and both groups completed questionnaires. Interviews were also conducted with NICRO staff to determine their views on a parent programme.

The information gained from interviews, focus groups and questionnaires will be used to compile a parent programme. Questionnaires serve a dual purpose in the study. The first function was to conduct questionnaires with parents and youth of the first group and then to use the information gained in the compilation of the programme. The second function will be to use the assessment questionnaires at the beginning of every Journey. Information gained from these questionnaires could be used in order to obtain the demographic details of people involved in the course and to determine the specific needs of that particular group of parents and youth. The assessment questionnaires could then also be compared with the evaluation questionnaires that will be completed at the end of the course in order to determine if an improvement has occurred.

The procedure of compilation and application of the interviews, focus groups, and questionnaires will be discussed in the sections below.

4.7.1 Interviews

The purpose of the interviews was to gather information from parents and youth regarding their feelings, possible problems in the family, and their needs regarding the parent programme.

4.7.1.1 Compilation of interviews

Open-ended questions were used in order to obtain as much detailed information as possible (see 4.6.1). Interviews were conducted with the following parties to determine the needs for the parent programme:

♦ The employees of NICRO that are involved in the Journey programme.
♦ The parents of the youths on the Journey programme.
- The youths on the Journey programme.

The interviews with the parents and youths were conducted on an individual basis as these were done before the commencement of the Journey programme.

a) Interviews with parents covered the following areas:

- Parental feelings regarding the offence (see 3.2).
- Possible problems in the family (these could include communication, discipline, authority, or any other aspects that the respondent felt caused a problem in the family; see 2.4).
- Aspects that parents would like to see included in the parent programme.
- Parental expectations of the parent programme.

b) Interviews with youth covered the following areas:

- Possible problems in the family (these could include communication, discipline, authority, or any other aspects that the respondent felt caused a problem in the family; see 2.4).
- Aspects that youth would like to see included in the parent programme.
- Youths’ expectations of the parent programme

c) Interviews with the NICRO staff asked staff what they felt their needs for a parent programme were, and why their current programme was not sufficient.

4.7.7.2 Application of interviews

a) Interviews with parents will be conducted before the start of the Journey programme. Interviews will be semi-structured and will make use of open-ended questions (see 4.6.1). Results will be recorded on a precompiled form (see 4.10.1 and Appendix 5).
b) Interviews with youth will be conducted in the same way as interviews for parents and the results recorded in the same way.

c) Interviews with NICRO staff were informal and unstructured. The current parent programme will be discussed and their needs for a new/improved parent programme will be determined. Results will be recorded by writing down notes (see 4.6.1 and 4.10.1).

4.7.2 Focus groups

The main aims of the focus groups in this study were to identify the needs of parents with regards to a parent programme, and to obtain the parents’ and youths’ perspective of where they thought problems in the family exist, and which areas they would like the parent programme to cover.

4.7.2.1 Compilation of focus groups

Focus groups were used in addition to individual interviews in order to get parents and youth involved in a discussion regarding the relevant issues. This could generate more information than the interviews because the participants might feel more comfortable to reflect on the topics under discussion in a group (see 4.6.2).

The focus groups concentrated on the same topics as the personal interviews, but more discussion of each point was encouraged in order to obtain as much information as possible. These topics included:

- parents’ feelings regarding the offence (see 3.2)
- other possible problems in the family (see 2.4)
- aspects to be included in the parent programme
- expectations regarding the parent programme
4.7.2.2 Application of focus groups

Focus groups were conducted at the first meeting that parents and youth had as part of the Journey programme. Parents were required to be present at the first Journey meeting in order to discuss administrative details and to make arrangements for future parent meetings. At the start of the group the facilitator introduced the topics and the discussion initially took the form of a brainstorming session with information gained being recorded on a presentation board. Discussion about the topic was encouraged and additional information was added to the board (see 4.10.2). About ten minutes were allowed for discussion of each topic.

4.7.3 Questionnaires

Questionnaires were compiled using the information that was gathered in the literature study in connection with family aspects related to youth offending. The aims of the assessment questionnaires are to identify needs to be addressed in the parent programme, and to determine any other possible problematic family dynamics that weren’t identified in the literature study. Due to the fact that the youth and parents’ perceptions may differ with regards to problems in family interaction, both the youth and their parents were given similar questionnaires to complete. Evaluation questionnaires were used to determine parents’ and youths’ satisfaction with the parent programme as well as giving the facilitator the opportunity to compare the ratings in Section B of the questionnaire in order to determine whether an improvement had taken place. The parents were given Questionnaires A and C, and the youth were given Questionnaires B and D (see Appendices 1-4).

4.7.3.1 Compilation of questionnaires

Questionnaires consisted of two sections. Section A was the gathering of demographic details and background information about the family. Section B was the rating of different family aspects as well as gathering background information about the perceived problem in
the assessment questionnaire and the evaluation of the programme in the evaluation questionnaire. Questionnaires A and B are similar (see Appendices 1 and 2). Questions in these questionnaires are the same but asked either from the parent or the youth's perspective. Questionnaires C and D are similar with questions asked from the parent or youth's perspective (see Appendices 3 and 4). In all four questionnaires questions 1-35 in Section B are the same, except that the wording is related to the person completing the questionnaire.

The first 35 questions were divided into the following ten sections: communication, involvement and attachment, understanding and support, independence, discipline, affection, happiness with life and family aspects, violence, security, and family time. The compilation of questions for these sections are discussed below.

a) A needs assessment is essential as the professionals' and parents' view regarding parental needs for the programme could differ. Parents must feel that the programme is responsive to their needs in order for the programme to be effective (Bernstein & Barta 1988:235; see question 42 in Questionnaires A and B).

b) Bernstein and Barta (1988:236-237) compiled a questionnaire to compare the needs of parents of hearing-impaired children to the perceived needs of these parents by professionals. This questionnaire was used as a basis in the compilation of two parts in Questionnaires A and B.

The first section of the above questionnaire dealt with demographic details about the family including questions whose answers could provide a background profile on the family. This included information the socio-economic and educational status of the parents, and information about the child. Section A in Questionnaires A and B include demographic details, as well as details regarding the offence and other background information about the family. Questions 36-41 will provide additional information regarding the offence and the parent or youth's perceptions of the offence and their
suggestions for possible solutions. This is important as parents and youth should feel that they form part of the therapy process and the decisions made (see 3.10.2).

c) The next section covered by Bernstein and Barta (1988:236-237) require the basic areas usually included in the programme to be rated according to their importance to the parents. These areas include communication, family rights, language, management and development of the child, speech, information about organizations and resources, discipline and behaviour management, the nature of the deafness, as well as hearing and speech science and audiology. Not all of these areas are relevant to youth offending; therefore only the appropriate sections were included. In all questionnaires, questions 1-4, 26 and 30 deal with communication. According to the literature study communication could be a problem in the family of the youth offender and it needs therefore to be included in the questionnaires (see 2.5.3). Questions 13-15 deal with discipline in the family as this was also pointed out by literature as a possible problematic aspect in families (see 2.5.4).

d) A questionnaire developed by Roundtree et al. (1993:118-123) was used as a basis for questions relating to involvement, attachment and affection in the family. This questionnaire is used to measure parental perceptions of their children’s behaviour and attitudes before and after participation in a juvenile delinquency prevention programme. The questionnaire is based on Hirschi’s social bonds theory and measured the change of attitude and behaviour regarding commitment and belief in the cultural value system and the future, attachment to significant others, communication, and involvement with positive, acceptable activities. The literature study pointed out that attachment to and involvement with significant others are important aspects related to adolescent behaviour (see 2.5.1 and 3.3). Affection was also discussed as an important factor in determining behaviour (see 2.5.1 and 2.5.2). In all questionnaires questions 5-9 and 34 deal with involvement and attachment, and questions 16-19 deal with affection in the family.
e) It is possible that conflict and violence in the family could influence a child’s behaviour and it is therefore necessary to find out if these aspects are present in the families involved in the NICRO programme (see 2.5.5 and 2.5.6). Questions 24 and 25 are related to these topics.

f) The literature study found that youths who spend little time with their parents are more likely to get involved with deviant peers as parental control is less. The amount of time spent with parents is therefore important when looking at family dynamics and the resulting influence on behaviour (see 2.5.1). Questions 31-33, and 35 deal with the amount of time families spend together.

g) A lack of love and support may lead children to feel insecure and this could have harmful effects on their personality development that could leave them lacking in empathy and social responsibility (see 2.5.1). Questions 27-29 tries to establish the security the child experiences in the home.

h) The adolescents need for more freedom and independence is often a cause of conflict and can lead to serious problems in the family. Parents’ and youths’ perceptions about independence often differ and this needs to be pointed out to both parties (see 2.5.5, 3.3 and 3.7). Question 12 assesses the perceived amount of independence.

i) Parents need to support their children and try to understand their point of view. This will lead to the child being secure and more willing to venture and experiment without turning to delinquency (see 3.3 and 3.4). Questions 10, 11 and 23 deal with understanding and support in the family.

j) Stallard (1996:313) developed a questionnaire to determine the satisfaction of parents with a child and adolescent psychological service. The areas that are assessed by parents include the time lapse before the first appointment, the provision of information, and the location of the appointment – including the physical environment
and the accessibility of the location. Parents could also assess the meetings with the
psychologist, the duration and timing of appointments, the people involved in the
therapy, the amount of therapy and the overall satisfaction with the change and the
outcome of the therapy. Bernstein and Barta (1988:236-237) also included a section
that identified changes in parental perceptions regarding their children's progress
through different stages of development. These questionnaires were used as a basis for
the compilation of evaluation Questionnaires C and D.

Evaluation questionnaires similar to the assessment questionnaires completed at the
beginning of the programme will be given to parents and youth. These questionnaires
are referred to as Questionnaire C and D respectively. The aspects covered in the
assessment Questionnaires A and B regarding communication, attachment, support,
independence, discipline, affection, and happiness with the family, violence, security,
and family time, will form part of evaluation Questionnaires C and D. Questions 1-35
in Section B of the assessment questionnaires are repeated in the evaluation
questionnaires and a comparison will be made between the results. Questions 36-
46/50 in the Questionnaires C and D respectively ask parents and youth to evaluate a
possible change in the family and themselves. Questions 47-54 in Questionnaire C ask
parents to evaluate the parent programme with regards to general satisfaction.

4.7.3.2 Application of questionnaires

Two groups of parents and youth will be asked to complete assessment questionnaires A
and B. These results will be used in the development of the parent programme. Of these
groups the second group will take part in the parent programme. On completion of the
programme these parents and their children will complete evaluation Questionnaires C and
D. The results of these parents' and youths' assessment and evaluation questionnaires will
be compared to determine any change in their perceptions regarding family aspects such as
communication, attachment, support, independence, discipline, affection, and happiness
with the family, violence, security, and family time.
4.8 Selection of sample

In this study purposeful sampling was used. Purposeful sampling selects cases that will provide the most information when studied in-depth. This type of sampling is used when the researcher does not desire to generalize the information obtained to all such cases (Schumacher & McMillan 1993:378).

The subjects for the study are the youths who are part of NICRO's Journey programme, and their parents. These youths were referred to NICRO by their regional court to complete the Journey course as a diversion option. The course is an alternative to the normal route the youths would follow in the judicial system and if the Journey is completed, all charges against these youths will be dropped (see 2.2.2). The Journey programme is in need of a parent programme that will aid the parents of the youths on the course. The parents of the offenders on the Journey programme will take part in the study by completing questionnaires and participating in focus groups and interviews in order to determine the needs of parents whose children are part of the Journey programme.

4.9 Application of programme

This section will discuss the compilation and application of the parent programme.

4.9.1 Compilation of parent programme

The parent programme will be compiled using input from the following sources:

- Other programmes that were reviewed (see 1.2.2)
- Theoretical perspectives (see 3.11)
- Information gained from interviews, focus groups, and questionnaires (see 5.2-5.5)
4.9.2 Application of parent programme

The parent programme will be presented to a group of parents whose children are on the Journey programme offered by NICRO. At the end of the programme parents will be asked to evaluate the programme using Questionnaire C. Youths will be given Questionnaire D to evaluate the parent programme according to their experience of a possible change in their parents’ reaction over the course of the programme.

4.10 Processing of data

In this section the processing of data obtained from interviews, focus groups and questionnaires will be discussed.

4.10.1 Interviews

Results from interviews with NICRO staff will be recorded by writing down notes as the interview progresses (see 4.6.1).

Results from interviews with parents and youth will be recorded on a precompiled form (see Appendix 5). The form will cater for answers to the different topics to be discussed in the interviews. Some possible feelings that parents may experience (see 3.2) will be listed and parents' responses will be ticked off on the list. Any additional responses will be recorded separately. Possible problems in the family (see 2.4) will also be listed and parents’ and youth’s responses will be indicated in a similar way as for the feelings. The aspects which parents and youth would like to be included in the programme, and their expectations regarding the programme, will be recorded in a similar fashion.
4.10.2 Focus groups

The topics introduced by the facilitator were brainstormed and the results written on a presentation board. Discussion of the topics was encouraged and additional information was added to the board (see 4.7.2.2).

4.10.3 Questionnaires

Assessment Questionnaires A and B were given to two groups of parents and youth. These were used to determine possible problems within the family that could be addressed in the parent programme. The most common problems pointed out by youths and parents in the questionnaires, will be included in the parent programme.

Once a parent programme has been compiled, it will be applied to the second group of parents that completed the assessment questionnaires. At the end of the programme parents and their children will be asked to complete the evaluation Questionnaires C and D. The results of relevant section in the evaluation questionnaires (Section B: questions 1-35) will also be compared with the results of the corresponding section in assessment Questionnaires A and B to determine if there is a change in these aspects. This comparison will be made by means of a table that summarizes the results of the questionnaires.

4.11 Conclusion

Chapter 4 discussed the research design for this study. It considered the research problem, the aim of the empirical investigation, the research postulate, and the research method and tools. It also looked at the compilation and application of the tools used, the selection of the sample, the application of the programme and the processing of the data.

Chapter 5 will present the findings of the interviews, focus groups and questionnaires, as well as a provisional parent programme based on these results.
CHAPTER 5 – RESULTS

5.1 Introduction

This chapter will present and discuss the results obtained from the focus groups, interviews, and questionnaires. Based on these results and the literature study, it will also present a provisional parent programme, which will be run and subsequently evaluated by parents. The results of this evaluation will be given in the latter part of the chapter.

Results obtained through interviews, focus groups, and questionnaires will be given in the following section. The results were obtained from the youth and parents of two separate Journey groups. The results of interviews conducted with NICRO staff will also be given. The first Journey was attended by eleven youths and the second Journey was attended by twelve youths.

<table>
<thead>
<tr>
<th>TABLE 5.1 SUMMARY OF NUMBERS AND PROCEDURE OF GATHERING OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP 1</strong></td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Attendance at first session</td>
</tr>
<tr>
<td>Focus groups</td>
</tr>
<tr>
<td>Assessment questionnaire</td>
</tr>
<tr>
<td>Attendance at final session</td>
</tr>
<tr>
<td>Evaluation questionnaires</td>
</tr>
</tbody>
</table>

♦ The focus groups were conducted and assessment questionnaires were completed at the first sessions for each group.
♦ The results of group one were used for the compilation of the parent programme only. This group did not take part in the programme; therefore no evaluation questionnaires were completed.
Even though the attendance of youths for group two for the first and last sessions add to ten, twelve youths attended the Journey programme. The two youths that did not attend the first session are not the same two youths that did not attend the last session.

5.2 Results of interviews

Interviews were conducted with all the youths and their parents on the two Journey programmes. Consequently in total, interviews were conducted with twenty-three youths and twenty-three parents (see TABLE 5.1).

The results from interviews with parents and youth were recorded on a precompiled form (see Appendix 5). Percentages will be calculated on the number of responses for each of the aspects discussed, as parents and youth often provided more than one response.

Interviews were also conducted with NICRO staff.

5.2.1 Responses of parents

The results of interviews with parents regarding the following aspects are given below:

- Parents’ feelings regarding the offence (see 4.7.1.1)
- Possible problems in the family (see 4.7.7.1)
- Aspects that parents would like included in the programme (see 4.7.7.1)
- Parents’ expectations of the programme (see 4.7.7.1)

5.2.1.1 Parents’ feelings regarding the offence

Tables 5.2 (a) and (b) provide responses regarding parents’ feelings regarding their child’s offence. A total number of 76 responses were obtained for tables (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.
### TABLE 5.2(a) PARENTS' FEELINGS REGARDING THE OFFENCE

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Group 1 Number of Responses</th>
<th>Group 2 Number of Responses</th>
<th>Total Number of Responses</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disappointment</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>Guilt</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Frustration</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>Isolation</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Shock</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>11.8</td>
</tr>
<tr>
<td>Panic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A sense of failure</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>Disillusionment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Anger</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>18.4</td>
</tr>
<tr>
<td>Helpless</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>33</strong></td>
<td><strong>62</strong></td>
<td><strong>81.5</strong></td>
</tr>
</tbody>
</table>

### TABLE 5.2 (b) OTHER FEELINGS INDICATED BY PARENTS

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group 1 Number of Responses</th>
<th>Group 2 Number of Responses</th>
<th>Number of Responses</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humiliation</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>6.6</td>
</tr>
<tr>
<td>Embarrassment</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>6.6</td>
</tr>
<tr>
<td>Irritation</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Annoyance</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Given up on child</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Do not care</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>8</strong></td>
<td><strong>14</strong></td>
<td><strong>18.4</strong></td>
</tr>
<tr>
<td><strong>Total of tables (a) and (b)</strong></td>
<td><strong>35</strong></td>
<td><strong>41</strong></td>
<td><strong>76</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Parents indicated that they experience the following feelings: anger (18.4%), disappointment (14.5%), isolation (11.8%), a sense of failure (10.5%), humiliation (6.6%), and embarrassment (6.6%).

5.2.1.2 Possible problems in the family according to parents

Tables 5.3 (a) and (b) provide responses regarding the possible problems parents feel may exist in the family. A total number of 63 responses were obtained for tables (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.

**TABLE 5.3(a) POSSIBLE PROBLEMS IN THE FAMILY ACCORDING TO PARENTS**

<table>
<thead>
<tr>
<th></th>
<th>Group 1 number of responses</th>
<th>Group 2 number of responses</th>
<th>Total number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>Discipline</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>Conflict</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Violence</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Family size</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Income</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>Friends</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>22.2</td>
</tr>
<tr>
<td>Problem solving</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>21</td>
<td>37</td>
<td>58.8</td>
</tr>
</tbody>
</table>

**TABLE 5.3(b) OTHER POSSIBLE PROBLEMS ACCORDING TO PARENTS**

<table>
<thead>
<tr>
<th>Response</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>20.6</td>
</tr>
<tr>
<td>School</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>11.1</td>
</tr>
</tbody>
</table>
Parents attributed the problem to the wrong friends (22.2%), child (20.6%), poor communication (12.7%), school (11.1%), and discipline (11.1%).

5.2.1.3 Aspects parents would like included in the programme

Tables 5.4 (a) and (b) provide responses regarding aspects parents would like included in the parent programme. A total number of 35 responses were obtained for table (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.

<table>
<thead>
<tr>
<th>TABLE 5.4(a) ASPECTS PARENTS WANT INCLUDED IN THE PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>number of responses</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Discipline</td>
</tr>
<tr>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
TABLE 5.4(b) OTHER ASPECTS PARENTS WANT INCLUDED IN THE PROGRAMME

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not know</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Counselling</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Helping parents relate to the child</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>28.7</td>
</tr>
<tr>
<td>Total of tables (a) and (b)</td>
<td>17</td>
<td>18</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

Parents wanted communication (37.1% of responses) and discipline (22.9%) included in the programme. A number of parents (22.9% of responses) said that they did not know what they want included in the programme. Conflict resolution (5.7%) and problem solving (5.7%) could also be included in the programme.

5.2.1.4 Parent’s expectations regarding the programme

Tables 5.5 (a) and (b) provide responses regarding parents’ expectations of the parent programme. A total number of 34 responses were obtained for tables (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.

TABLE 5.5(a) PARENTS’ EXPECTATIONS OF THE PROGRAMME

<table>
<thead>
<tr>
<th></th>
<th>Group 1 number of responses</th>
<th>Group 2 number of responses</th>
<th>Total number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>29.4</td>
</tr>
<tr>
<td>Teaching of skills</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>52.9</td>
</tr>
</tbody>
</table>
### TABLE 5.5(b) OTHER EXPECTATIONS PARENTS MAY HAVE OF THE PROGRAMME

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not know</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Help parents to understand the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>Not going to attend programme</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5.9</td>
</tr>
<tr>
<td>Teach the family to get along</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Talk to parents in similar situations</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>The programme cannot help</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Help the father become more open</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Help to deal with husband</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Teach parents to trust their children</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>46.8</td>
</tr>
<tr>
<td>Total of tables (a) and (b)</td>
<td>15</td>
<td>19</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Parents expected the programme to provide support (29.4% of responses), skills (23.1%), and understanding of the child (8.8%). A number of parents indicated that they did not know what to expect from the programme (14.7%).

#### 5.2.1.5 Summary of parents' results from interviews

- Feelings most indicated by parents were anger (18.4% of responses), disappointment (14.5%), shock (11.8%), feeling like a failure (10.5%), helplessness (9.2%), frustration (9.2%), humiliation (6.6%), and embarrassment (6.6%) (see TABLES 5.2 a and b).
- Parents attributed the problem in the family to the wrong friends (22.2% of responses), the child (20.6%), poor communication (12.7%), discipline (11.1%), and school (11.1%) (see TABLES 5.3 a and b).
- Parents wanted communication (37.1% of responses) and discipline (22.9%) included in the programme. A number of parents (22.9% of responses) said that they did not know what they want included in the programme. Conflict resolution (5.7%) and
problem solving (5.7%) could also be included in the programme (see TABLES 5.4 a and b).

Parents expected the programme to provide support (29.4% of responses), skills (23.1%), and understanding of the child (8.8%). A number of parents indicated that they did not know what to expect from the programme (14.7%) (see TABLES 5.5 a and b).

5.2.2 Responses of youth

Below the results of interviews with youth regarding the following aspects will be given:

♦ Possible problems in the family (see 4.7.7.1)
♦ Aspects youth would like included in the parent programme (see 4.7.7.1)
♦ Youths’ expectations of the parent programme (see 4.7.7.1)

5.2.2.1 Possible problems in the family according to youth

Tables 5.6 (a) and (b) provide responses regarding the possible problems that youth feel may exist in the family. A total number of 36 responses were obtained for tables (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.

**TABLE 5.6(a) POSSIBLE PROBLEMS IN THE FAMILY ACCORDING TO YOUTH**

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Total number</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number of responses</td>
<td>number of responses</td>
<td>number of responses</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>22.2</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family size</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Income</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5.6</td>
</tr>
</tbody>
</table>
Youth felt that the problem in the family could be communication (22.2% of responses), the school (13.9%), discipline (8.3%), or conflict in the family (8.3%). Some youths replied that there is no problem (13.9%).

### 5.2.2.2 Aspects youth would like included in the programme

Tables 5.7 (a) and (b) provide responses regarding aspects youth would like included in the parent programme. A total number of 23 responses were obtained for table (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.
Youth felt that the parent programme should include communication skills (39.1% of responses). A large percentage of youth indicated that they did not know what should be included in the programme (43.5%).

5.2.2.3 Youth’s expectations regarding the programme

Tables 5.8 (a) and (b) provide responses regarding youth’s expectations of the parent programme. A total number of 23 responses were obtained for table (a) and (b) in this regard. Percentages are calculated on the number of responses obtained.
### TABLE 5.8(a) YOUTH’S EXPECTATIONS OF THE PARENT PROGRAMME

<table>
<thead>
<tr>
<th></th>
<th>Group 1 number of responses</th>
<th>Group 2 number of responses</th>
<th>Total number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching of life skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

### TABLE 5.8(b) OTHER EXPECTATIONS YOUTH MAY HAVE OF THE PROGRAMME

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group 1 Number of responses</th>
<th>Group 2 Number of responses</th>
<th>Number of responses</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not know</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>Help parents to understand the child</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Improve interaction in the family</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Help parents change</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Help parents forget about the crime</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Help family to communicate</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Improve trust in the family</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Change mother (do not know how)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>86.7</td>
</tr>
<tr>
<td>Total of tables (a) and (b)</td>
<td>11</td>
<td>12</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Youths felt that the programme should teach parents to understand their children (17.4% of responses), as well as teaching the family to get along (13%). The programme should also teach skills (13%). Some youth indicated that they do not know what to expect from the programme (34.8%).
5.2.2.4 Summary of results from interviews with youth

- Youth felt that the problem in the family could be communication (22.2% of responses), the school (13.9%), discipline (8.3%), or conflict in the family (8.3%). Some youths replied that there is no problem (13.9%) (see TABLES 5.6 a and b).

- Youth felt that the parent programme should include communication skills (39.1% of responses). A large percentage of youth indicated that they did not know what should be included in the programme (43.5%) (see TABLES 5.7 a and b).

- Youths felt that the programme should teach parents to understand their children (17.4% of responses), as well as teaching the family to get along (13%). The programme should also teach skills (13%). Some youth indicated that they do not know what to expect from the programme (34.8%) (see TABLES 5.8 a and b).

5.2.3 Responses of NICRO staff

The NICRO staff replied that they need a parent programme that will ensure that the Journey becomes a holistic programme that offers an opportunity of growth for the whole family. They need the programme to improve the family environment so that the child can return to a stable home environment at the completion of the programme. NICRO staff also said that their current programme is not sufficient, as it is not a structured programme. They require a formal, structured programme because they want a programme that could be nationally applied.

5.3 Results of focus groups

Focus groups consisted of parents and youths that attended the first parent and Journey meetings respectively. The first focus group for parents consisted of eight parents and the second group consisted of six parents. The first focus group consisted of nine youths and the second group consisted of ten youths (see TABLE 5.1).

Results were recorded on a presentation board as the discussion progressed (see 4.6.2 and 4.10.2).
5.3.1 Results from parents' focus groups

The table below presents the results obtained during the focus groups with parents. In the focus groups for parents attention was given to feelings that parents are experiencing, possible problems in the family, things parents would like included in the programme and parents’ expectations of the programme.

**TABLE 5.9 RESULTS FROM PARENTS’ FOCUS GROUPS**

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Feelings that parents are experiencing:</strong></td>
<td>♦ Anger</td>
<td>♦ Anger</td>
</tr>
<tr>
<td></td>
<td>♦ Irritation</td>
<td>♦ Worry</td>
</tr>
<tr>
<td></td>
<td>♦ Embarrassment</td>
<td>♦ Resentment (because parents have to spend their time coming to parent programme for their child’s offence)</td>
</tr>
<tr>
<td></td>
<td>♦ Frustration</td>
<td>♦ Isolation</td>
</tr>
<tr>
<td></td>
<td>♦ Parents felt let down by their children. They had a feeling of 'How could the child do this after all they as parents had done for him?'</td>
<td>♦ Embarrassment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Hope (one parent suggested this because he felt that now the situation can only get better as a result of the NICRO programmes. Other parents agreed with this.)</td>
</tr>
<tr>
<td><strong>b) Problems in the family:</strong></td>
<td>♦ Children do not obey their parents (discipline).</td>
<td>♦ Not enough time spent with family because of work.</td>
</tr>
<tr>
<td></td>
<td>♦ Children do not appreciate the things done for them.</td>
<td>♦ No control over whether child goes out or comes home late (discipline).</td>
</tr>
<tr>
<td></td>
<td>♦ Children are inconsiderate.</td>
<td>♦ Single mother’s in particular have problems with child’s difficult behaviour</td>
</tr>
<tr>
<td></td>
<td>♦ Children think only of themselves</td>
<td></td>
</tr>
<tr>
<td>(egocentric).</td>
<td>(discipline).</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>c) Aspects that parents would like included in the programme:</td>
<td>c) Aspects that parents would like included in the programme:</td>
<td></td>
</tr>
<tr>
<td>♦ Ways to deal with their child’s difficult behaviour (discipline).</td>
<td>♦ Helping parents not to resent but to help the child.</td>
<td></td>
</tr>
<tr>
<td>♦ How to deal with the child’s offence? (Feelings regarding the offence)</td>
<td>♦ Ways to help them deal with difficult situations.</td>
<td></td>
</tr>
<tr>
<td>d) Parents’ expectations of the parent programme:</td>
<td>d) Parents’ expectations of the parent programme:</td>
<td></td>
</tr>
<tr>
<td>♦ Find ways to administer effective punishment</td>
<td>♦ Support</td>
<td></td>
</tr>
<tr>
<td>♦ Support</td>
<td>♦ Learning skills such as communication and discipline.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ Growing from the experience.</td>
<td></td>
</tr>
</tbody>
</table>

From the above table the following can be stated:

♦ Both groups of parents said that they felt angry and embarrassed. Other feelings identified by parents were irritation, frustration, resentment, and isolation. Some parents also experienced a feeling of hope because the problematic situation will now be addressed. Parents also felt disappointed by their children (see (a) in TABLE 5.9).

♦ Parents felt that the problems in the family are that the children do not obey their parents, the children are inconsiderate, and they do not appreciate things that are done for them. Parents generally felt that there is a discipline problem because they do not have control over their children. Some parents also felt that communication was a problem (see (b) in TABLE 5.9).

♦ Parents would like communication, discipline, and ways to deal with their children’s difficult behaviour to be included in the programme. They would also like the
programme to help them deal with their child's offence and their feelings associated with it (see (c) TABLE 5.9).

Parents expect the programme to provide support, and to provide them with communication and discipline skills. Parents felt that they want the programme to be an experience they can grow from (see (d) TABLE 5.9).

5.3.2 Results from youth's focus groups

The table below presents the results obtained from focus groups conducted with youth. In the focus groups for youth attention was given to possible problems in the family, aspects that youth would like included in the programme, and youths' expectations of the programme.

<table>
<thead>
<tr>
<th>TABLE 5.10 RESULTS FROM YOUTH’S FOCUS GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
</tr>
<tr>
<td>a) Problems in the family:</td>
</tr>
<tr>
<td>♦ Parents do not realize that children must</td>
</tr>
<tr>
<td>change. The youths feel that they are</td>
</tr>
<tr>
<td>treated as children and do not have</td>
</tr>
<tr>
<td>enough freedom.</td>
</tr>
<tr>
<td>♦ The youths feel that they are not given</td>
</tr>
<tr>
<td>the opportunity to find themselves.</td>
</tr>
<tr>
<td>♦ They feel that they cannot trust their</td>
</tr>
<tr>
<td>parents. They said that their parents</td>
</tr>
<tr>
<td>expect them to behave in a certain way,</td>
</tr>
<tr>
<td>but that they don't behave the way that</td>
</tr>
<tr>
<td>is expected of their children. Parents</td>
</tr>
<tr>
<td>teach one thing, but they do another. They</td>
</tr>
<tr>
<td>gave the example of parents drinking and</td>
</tr>
<tr>
<td>getting drunk while telling</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
</tr>
<tr>
<td>a) Problems in the family</td>
</tr>
<tr>
<td>♦ Parents do not understand their children.</td>
</tr>
<tr>
<td>♦ It is difficult to talk to parents</td>
</tr>
<tr>
<td>(communication).</td>
</tr>
<tr>
<td>♦ Parents do not support their children</td>
</tr>
<tr>
<td>enough (rugby, school).</td>
</tr>
</tbody>
</table>
the youths how bad it is.

<table>
<thead>
<tr>
<th>b) Aspects the youth would like included in the parent programme</th>
<th>b) Aspects the youth would like included in the parent programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Communication</td>
<td>♦ Teach parents to communicate.</td>
</tr>
<tr>
<td>♦ Discipline (this must be relevant to the thing done wrong, not excessive punishment for a small thing)</td>
<td>♦ Teach parents to understand their children.</td>
</tr>
<tr>
<td></td>
<td>♦ Show parents that their children need more independence.</td>
</tr>
</tbody>
</table>

c) Expectations from the parent programme                       c) Expectations from the parent programme
| ♦ Parents should be taught to understand their children.       | ♦ Parents will understand their children.                     |
| ♦ Parents should be taught better communication skills.       | ♦ Youth will be able to talk to their parents.                |
| ♦ Parents should be taught to listen to their children.       | ♦ Youth will have more independence.                          |
| ♦ Better discipline                                           |                                                               |
| ♦ Trust                                                      |                                                               |

From the above the table the following can be stated:

♦ Youth felt that the problems in the family are that parents do not understand their children, they do not support their children enough, it is difficult to talk to parents, and parents do not give youth the opportunity to find themselves. Youths also felt that parents do not realize that the youths must change and that they need more independence. Youths also felt that they cannot trust their parents as parents sometimes have double standards (see (a) in TABLE 5.10).

♦ Youth would like the parent programme to include communication and discipline. They also want the programme to make parents aware of the fact that youth need
more independence. The programme should also teach parents to understand their children (see (b) in TABLE 5.10).

The youth expect the programme to teach their parents to have a better understanding of the child, as well as better communication skills and better discipline. Parents should also be taught to trust their children and to listen to them (see (c) TABLE 5.10).

5.4 Results of questionnaires

Below a discussion and summary of the results of assessment questionnaires are presented. A total of fourteen parents and nineteen youth completed the assessment questionnaires (see TABLE 5.1).

5.4.1 Summary of demographic details (see Appendix 7)

Demographic details were obtained from Section A of the assessment questionnaires. According to this information the following can be said about the youths' family background (see Appendix 7, TABLE 7.2-7.10):

Of the nineteen children that completed assessment questionnaires nine children's parents are married. Four are from divorced parents and four children's parents are remarried. Two of the children's mothers are widows. Children are therefore mostly from married parents, or parents that remarried after a divorce (see Appendix 7, TABLE 7.2).

Five parents have an educational level of Std. 10, two have a trade and six of the parents have a diploma. Only one parent has a degree and no parents have a postgraduate qualification (see Appendix 7, TABLE 7.3).

The incomes of three parents are between 0 and R1000 per month, four parents earn between R1000 and R2000 per month, and six parents earn between R2000 and R5000 per month. The income of only one parent falls between R5000 and R10 000 per month (see Appendix 7, TABLE 7.4).
Most families have two to three children. There are eleven children from families with two children and five children from families with three children. There is one child that is the only child, one child from a family of five children and one child from a family of eight children (see Appendix 7, TABLE 7.5).

Ten of the children are the eldest in their families, five are the youngest, two are middle children, and one is the third child of eight (see Appendix 7, TABLE 7.6).

The offences committed were fairly minor, mostly theft and possession of dagga. Eight of the offences were theft, five were the possession of dagga, two were the possession of a firearm, and two were theft of a motor vehicle. There was one charge of possession of cocaine, one of possession of a firearm, and one of assault. One of the youths didn’t have a charge against him but was referred to NICRO because he was caught smoking at school (see Appendix 7, TABLE 7.7).

The youths are mostly staying with parents. Nine youths are staying with their parents, three are staying with their mother, and four are staying with their mother and stepfather. Three of the youths that stayed with their parents before are now staying with their aunt and uncle, their grandparents and in a children’s home respectively (see Appendix 7, TABLE 7.8).

Most of the youth are at school or in college. There are thirteen youths still in school and one in college. One of the youths is working. Four of the youths are not at school and they are also not doing anything else at the moment (see Appendix 7, TABLE 7.9).

In all cases these youths were the only child in the family to commit a crime (see Appendix 7, TABLE 7.10).

5.4.2 Discussion of assessment questionnaires results: Youth – Section B: questions 1-35

In this section the results of the assessment questionnaires completed by youth is discussed. The results are presented in Appendix 7.
Questions 1-35 were discussed under ten headings namely: Communication, involvement and attachment, understanding and support, independence, discipline, affection, happiness with life and family aspects, violence, security, time spent with the family (see 4.7.3.1).

5.4.2.1 Communication (see Appendix 7, TABLE 7.11 a & b)

Communication between husband and wife was evenly spread from very good to average for the first group (22% each) and it was rated as average for the second group (40%). In the first group communication between the child and his mother and father was rated as very good (56% and 33% respectively). The second group rated communication with the mother as good (50%) and communication with the father had an equal spread of 30% between good and average. Communication in the family was rated as very good or average each by 33% by group one and as good to average respectively by 40% and 50% of youth in group two.

For the first group 44% of youth responded that family members never refuse to talk to each other and for the second group 30% and 40% of youth respectively responded that family members seldom or never refuse to talk to each other. For the first group 33% of youth replied family members seldom talk things through. For the first group it was indicated by 40% of youth that family members never talk things through.

It appears that the communication in the families according to the youth in the first group ranges mostly from very good to good and average. In the second group communication appears to be more in the range from good to average. It seems that the communication in the family according to the youth in the first group is better than the communication in the families according to group two.

5.4.2.2 Involvement and attachment (see Appendix 7, TABLE 7.12 a & b)

The first group mostly indicated average involvement from their fathers (44% of responses), and spread out involvement from their mothers from very good to good and
average. The second group had less involvement from their fathers with scores mostly indicating poor (30%) or terrible (30%) involvement. Their mother’s involvement mostly indicated as good (40%) or average (30%).

In the first group most youths indicated that they get on poorly with their fathers (44% of responses). For group two the scores were mostly spread between average, poor and terrible. For the first group it was indicated that youth mostly get on well (44%) or average (33%) with their mothers. Group two mostly indicated that they get on average with their mothers (50% of responses).

For both groups the results indicated that they get on very well with their siblings (44% and 50% for groups one and two respectively).

Youths in the first group viewed it as fairly and not at all important to get along with their parents (33% and 44% respectively), while youths in the second group felt that it was fairly important (60%).

5.4.2.3 Understanding and support (see Appendix 7, TABLE 7.13 a & b)

The responses for group one indicated that there is a spread perception of understanding of feelings by family members. They felt that they understand their family members very well to well (each 33%). Group two perceived their feelings generally to be understood average by their families (40%) while they felt that they understood the feelings of family members well (50%). It appears as if youth perceive themselves to be more understanding than their family members.

Youth in the first group was of the opinion that they are always or sometimes happy with the support they receive in their families (each 33%). Group two indicated that they are only sometimes happy with the support received (40%).
5.4.2.4 Independence (see Appendix 7, TABLE 7.14)

Youths in the first group had varied opinions of the independence they received from their parents while most youths in the second group felt that the independence they receive is terrible (60%).

5.4.2.5 Discipline (see Appendix 7, TABLE 7.15)

Most youths in the first group felt that discipline is always fair (56%) while most youths in the second group felt that it was only sometimes fair (50%). Youths in the first group said that discipline is often or seldom effective (33% each), while youths in the second group said that it is always effective (40%). Group one experienced discipline to be less effective than group two. Group one had varied opinions regarding the consistency of discipline, whereas group two felt that discipline was only sometimes or seldom consistent (40% and 30% respectively). It appears that the administering of discipline according to youth is overall only sometimes fair, effective and consistent.

5.4.2.6 Affection (see Appendix 7, TABLE 7.16)

Most youths in the first group indicated that they always show that they love their mothers (56%). The response from group two was more spread out but most youths said that they always or often show their mothers that they love them (30% each). The youths in the first group showed a spread out perception of how often show they love their fathers while, the youth in the second group indicated that they only sometimes or seldom show that they love their fathers (40% and 30% respectively). Both groups mostly indicated that they always feel loved by their mothers (67% and 50% respectively). Group two always or often felt loved by their fathers (44%), while group two had a range of responses with most youths indicating that they often feel loved by their fathers (40%).
5.4.2.7 Happiness with life and family aspects (see Appendix 7, TABLE 7.17)

Most youths in the first group said that they are sometimes happy with their life as a whole (44%), while most youth in the second group said that they are seldom happy with their lives (40%). Youths in the first group remarked that they are sometimes happy with their family relationships (44%) and youths in the second group said that they are sometimes or seldom happy with their family relationships (30% and 40% respectively). In both the first and second groups youth indicated that they are sometimes happy with the way in which problems are handled in the family (44% and 50% respectively).

5.4.2.8 Violence (see Appendix 7, TABLE 7.18)

In the first group most youths commented that there is never violence in the home, neither in the form of screaming (56%) or hitting (78%). The youths in the second group remarked that there sometimes is screaming in their families (50%) and that there is seldom (30%) or never (40%) is hitting in the family.

5.4.2.9 Security (see Appendix 7, TABLE 7.19)

The results for the first group indicated that neither of the parents threatens to leave when having an argument (67% and 89% respectively) and that the child is never threatened with being sent away (78%). For the second group the results also indicated that neither of the parents threatens to leave during arguments (80% and 70% respectively) and that the child is also not threatened with being sent away from home (70%).

5.4.2.10 Family time (see Appendix 7, TABLE 7.20 a &b)

The responses for group one regarding the amount of time spent with parents during the week were spread out, while group two remarked that they sometimes spend time with parents during the week (50%). For group one the results showed that they often spend time with parents over weekend (44%), whereas the result for group two showed that they only sometimes spend time with parents over weekends (60%).
Most youths in group one was of the opinion that doing lots of things with their family and spending time with their family is not at all important (56% and 44% respectively), while most of the youths in group two said that these things are fairly important (each 40%).

5.4.3 Discussion of assessment questionnaires results: Parents – Section B: questions 1-35

In this section the results of the assessment questionnaires completed by parents are discussed. The results are presented in Appendix 7. Questions 1-35 were discussed under ten headings namely: Communication, involvement and attachment, understanding and support, independence, discipline, affection, happiness with life and family aspects, violence, security, time spent with the family (see 4.7.3.1).

5.4.3.1 Communication (see Appendix 7, TABLE 7.28 a & b)

In the first group most parents felt that the communication between husband and wife was average (50%) and some felt that it was good (37.5%). In the second group most parents indicated average communication (33.3%). Parents in the first group mostly rated the communication between them and their children as average (37.5% each for mothers and fathers). The second group rated the communication between them and their children as average and poor (50% each) and the communication between the child and the other parent was rated as poor (50%). Communication in the family was rated as good and average by parents in the first group (50% each), and as average by parents in the second group (50%).

In the both the first and second groups it was indicated that family members never refuse to talk to each other (62.5% and 33.3% respectively). The first group indicated that their families often talk things through (50%), while the second group indicated their families seldom talk things through (66.7%). This could indicate that the last group has a lot of unresolved issues in their families.
It appears that parents in the first group perceive the communication in the family to be better than the parents in the second group. The first group seems to perceive the communication as generally good or average while the second group perceives it as average to poor.

5.4.3.2 Involvement and attachment (see Appendix 7, TABLE 7.29 a & b)

In the first group parents indicated their involvement with their children as good (50%), while parents in the second group mostly indicated their involvement as poor (50%). The first group provided varied responses regarding their spouse’s involvement with the child, whereas the second group indicated the their spouse’s involvement with the child is poor (50%).

Group one was of the opinion that the child’s relationship with the father is average to poor (each 37.5%), and group two described it as terrible (50%). Group one indicated the relationship between the child and mother as good to average (50% and 37.5% respectively), and group two indicated it as mostly poor (50%).

Both the groups indicated the child’s relationship with siblings as good (both 50%).
Both the groups indicated that it is fairly important to get along with their children (62.5% and 50% respectively).

5.4.3.3 Understanding and support (see Appendix 7, TABLE 7.30 a & b)

Most parents in the first group indicated that their feelings are understood average by their families (50%). The parents in the second group felt that their feelings are understood poorly by their families (50%). The first group felt they understand the feelings of other family members well (75%) and the second group indicated that they understand the feelings of other members very well (66.7%). The first group indicated that they are often
and sometimes happy with the support in the family (37.5% each). The results regarding this aspect were spread out for the second group.

5.4.3.4 Independence (see Appendix 7, TABLE 7.31)

The first group was of the opinion that the independence they give their children is good (62.5%) while the second group rated the independence they give their children as very good (50%).

5.4.3.5 Discipline (see Appendix 7, TABLE 7.32)

The first group mostly rated discipline as sometimes fair (62.5%), effective (50%), and consistent (75%). The second group felt that discipline was always fair (50%), sometimes and seldom effective (33% each) and sometimes consistent (33%). It can be seen that discipline for both groups is average overall.

5.4.3.6 Affection (see Appendix 7, TABLE 7.33)

Most parents in the first group said that they always show love to their children (62.5%) and parents in the second group said that they sometimes show love to their children (50%). Group one had spread results regarding the love their spouses show the child while group two commented that their spouse sometimes show that they love the child (50%). Parents in the first group replied that they always feel loved by their husband/wife and their children (50% and 62.5% respectively). The second group felt that they always seldom feel loved by their spouses (33% each) and that they seldom or never feel loved by their children (33% each).

5.4.3.7 Happiness with life and family aspects (see Appendix 7, TABLE 7.34)

Most parents in the first group indicated that they are often happy with their lives as a whole (50%) as well as their family relationships (50%). Most parents also indicated that they are always happy with the way in which problems are solved in the family (37.5%). Parents in the second group indicated that they are sometimes happy with their lives as a whole,
whole (66.7%) and often or seldom with their family relationships (33.3% each). They are seldom happy with the way problems are solved in the family (66.7%).

5.4.3.8 Violence (see Appendix 7, TABLE 7.35)

Group one pointed out that there is seldom or never screaming in the family (50% and 37.5% respectively) and that there is never hitting in the family (75%). Some parents in the second group replied that there often and seldom is screaming in the family (33% each) and that there is seldom hitting in the family (50%).

5.4.3.9 Security (see Appendix 7, TABLE 7.36)

All parents in group one replied that they never threaten to leave when having an argument, most replied that their husbands/wives never threaten to leave when having an argument (87.5%), and most replied that the child is never threatened with being sent away from home (87.5%). Parents in the second group said that they never threaten to leave (50%), and that their husbands/wives never threaten to leave when having an argument (50%). Most parents in the second group said that the child is never threatened with being sent away from home (50%). It can be concluded that the security in these families is generally stable and that the children are fairly secure.

5.4.3.10 Family time (see Appendix 7, TABLE 7.37 a & b)

The first group said that they sometimes spend time with the family during the week (50%) and often over the weekend (50%). The second group replied that they often spend time with family during the week (50%) and often spend over the weekend (50%).

The first group felt that it is fairly important to do things with their families and spend time with them (62.5% each). The second group felt that it is fairly important to do things with their families (50%) and that it is very or fairly important to spend time with their families (50% each).
<table>
<thead>
<tr>
<th>Youth</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication – good to average, but things in the family are not talked through (see 5.4.2.1).</td>
<td>1. Communication – communication in the family is perceived as average (see 5.4.3.1).</td>
</tr>
<tr>
<td>2. Involvement and attachment – poor involvement from the fathers, but better involvement from mothers. The relationship and attachment between the youth and their fathers is poor, relationship and attachment between youth and mother is average. Youth generally get along well with their siblings and felt that it is fairly important to get along with their parents (see 5.4.2.2).</td>
<td>2. Involvement and attachment – involvement with youth appears to be poor. Attachment with the father is poor and with the mother average. Parents feel that it is important to get along with their children (see 5.4.3.2).</td>
</tr>
<tr>
<td>3. Understanding and support – youth feel that they only have average understanding and support in their families (see 5.4.2.3).</td>
<td>3. Understanding and support – parents felt that understanding was average to poor and that support was average (see 5.4.3.3).</td>
</tr>
<tr>
<td>4. Independence – youth felt that the independence they have is poor (see 5.4.2.4).</td>
<td>4. Independence – parents rated independence as good to very good (see 5.4.3.4).</td>
</tr>
<tr>
<td>5. Discipline – youth felt that the discipline in their homes is average (see 5.4.2.5).</td>
<td>5. Discipline – parents generally felt that discipline is average (see 5.4.3.5).</td>
</tr>
<tr>
<td>6. Affection – youth tend to express less love to their fathers than to their mothers. They seldom feel loved by their fathers and always by their mothers (see 5.4.2.6).</td>
<td>6. Affection – parents experienced affection in the family as average and said that their expression of affection is average (see 5.4.3.6).</td>
</tr>
<tr>
<td>7. Happiness with life and family aspects – youth are generally happy with their life and family aspects (see 5.4.2.7).</td>
<td>7. Happiness with life and family aspects – parents are often happy with their life as a</td>
</tr>
</tbody>
</table>
family relationships but seldom with the way in which problems are handled in the family (see 5.4.2.7).

<table>
<thead>
<tr>
<th>8. Violence – there is sometimes screaming in the families, but never any hitting. There appears to be little or no violence in the families (see 5.4.2.8).</th>
<th>8. Violence – there is seldom screaming and no hitting in the families (see 5.4.3.8).</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Security – security in the family seems to be good, as parents do not threaten to leave or to send the child away (see 5.4.2.9).</td>
<td>9. Security – security in the family is good as parents do not threaten to leave and the child is not threatened with being sent away (see 5.4.3.9).</td>
</tr>
<tr>
<td>10. Family time – families seem to spend little time together during the week, and a little more over weekends. Youth feel that it is not important to do things with your family or spend time with them (see 5.4.2.10).</td>
<td>10. Family time – some parents said that they sometimes spend time with their children over the weekend and during the week. Other parents said that they often spend time with their children over weekends and during the week. Parents felt that it is fairly important to do things with the family (see 5.4.3.10).</td>
</tr>
</tbody>
</table>

5.4.4 Discussion of assessment questionnaires results: Section B: questions 36-42

Results for this section are presented in Appendix 7. Questions dealt with problems in the family, situations that might have triggered the problem, the youth’s, parents and other people’s role in causing the problem, possible solutions to the problem and what youth and parents want included in the programme. An indication of the question will be given in the table for each question.
<table>
<thead>
<tr>
<th>Question</th>
<th>Youth</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Problem in the family – most youth replied that there was no problem. Some replied that their relationship with their father/grandfather was the problem (see TABLE 7.21).</td>
<td>Problem in the family – parents mostly felt that the child, discipline and the relationship with the father are the problem (see TABLE 7.38).</td>
</tr>
<tr>
<td>37</td>
<td>Situation that triggered the problem – youth replied that it was either the crime that triggered the problem or that there was nothing that triggered the problem (see TABLE 7.22).</td>
<td>Situation that triggered the problem – parents either said that they don’t know what triggered the situation or that nothing triggered the problem (see TABLE 7.39).</td>
</tr>
<tr>
<td>38</td>
<td>Your role in causing the problem – youth replied that they had no role in causing the problem (see TABLE 7.23).</td>
<td>Your role in causing the problem – parents mostly replied that they had no role in causing the problem (see TABLE 7.40).</td>
</tr>
<tr>
<td>39</td>
<td>Other’s role in causing the problem – youth said that no other people had a role in causing the problem (see TABLE 7.24).</td>
<td>Other’s role in causing the problem – some parents said that others had no role in causing the problem while some said that the child’s relationship with his father had a role in causing the problem (see TABLE 7.41).</td>
</tr>
<tr>
<td>40</td>
<td>Outside causes – youth indicated the school as the only other outside cause (see TABLE 7.25).</td>
<td>Outside causes – parents mostly named school and friends as outside causes (see TABLE 7.42).</td>
</tr>
<tr>
<td>41</td>
<td>Possible solution – some youth replied that they do not know what the solution will be while others said that they (the</td>
<td>Possible solution – parents suggested communication, discipline, more family time, and the fact the parents must accept</td>
</tr>
</tbody>
</table>
child) must change (see TABLE 7.26). their mistakes as possible solutions to the problem (see TABLE 7.43).

| 42 | What must be included in the parent programme? – most youth wanted communication, conflict resolution, trust, and teaching parents to understand adolescents’ feelings to be included in the programme (see TABLE 7.27). | What must be included in the parent programme? – parents replied that communication and discipline should be included in the programme. Some also said conflict resolution should be included (see TABLE 7.44). |

5.5 Summary of findings and compilation of programme

Below a summary of the results obtained from interviews, focus groups and questionnaires, is given. These results together with relevant information from the literature study will then be used to compile an outline for a parent programme.

5.5.1 Interviews (see 5.2.1.5 and 5.2.2.4)

Parents attributed the problem to the following aspects: wrong friends, the child, poor communication, discipline and the school. Youth attributed the problem to the following: communication, the school, discipline, and conflict in the family. A number of youths replied that there is no problem.

Parents wanted the programme to include communication, discipline, conflict resolution, and problem solving. Youth wanted the programme to include communication.

Parents indicated that they are experiencing the following feelings: anger, disappointment, shock, feeling like a failure, helplessness, frustration, humiliation, and embarrassment.

According to the above summary the following aspects should be included in the parent programme:
Communication

Discipline

Conflict resolution

Problem solving

Dealing with the variety of unresolved feelings that parent are experiencing

Other aspects such as the wrong friends and school are also mentioned but do not fall within the scope of a parent programme, as these problems are not directly related to family interaction.

5.5.2 Focus groups (see 5.3.1 and 5.3.2)

Parents said that they are experiencing the following feelings: anger, embarrassment, irritation, frustration, resentment, disappointment, and isolation. Some parents experienced a feeling of hope because the situation will be dealt with.

Parents felt that problems are experienced because children are disobedient, inconsiderate, and unappreciative. Parents also identified discipline and communication as problems. Youth felt that problems are that parents do not understand them, parents are not supportive, parents are difficult to talk to and youth are not given the opportunity to find themselves. Youth also felt that they need more independence, that there is a lack of trust and that parents have double standards.

Parents would like the programme to include communication, discipline and ways to deal with their children’s difficult behaviour. They would also like the programme to help them deal with their child’s offence and their feelings associated with it. Youth would like the programme to include communication and discipline as well as making their parents aware that they need more independence. It should also teach parent to understand their children.
Parents expect the programme to provide support as well as communication and discipline skills. They want the programme to be a growing experience. Youth expect the programme to provide parents with communication and discipline skills. The programme should teach parents to understand and trust their children.

According to the above summary the following aspects should be included in the parent programme:

- Communication
- Discipline
- Parental understanding of the youth (including their need for independence)
- Building a relationship of trust between parent and youth
- Helping parent deal with feelings regarding the offence
- Support

5.5.3 Questionnaires (see TABLE 5.11 and TABLE 5.12)

Parents and youth described communication in the family as average (see TABLE 5.11).

Involvement and attachment between youth and their fathers are poor while it is average between youth and their mothers (see TABLE 5.11).

Both parents and youth experienced understanding and support in the family as average (see TABLE 5.11).

Youth experience the amount of independence they are given as poor while parents perceive the independence they allow youth as good (see TABLE 5.11).
Both groups described discipline as average (see TABLE 5.11).
Youth seldom express love to their fathers and they seldom feel loved by them. Youth express love more readily to their mothers and always feel loved by them. Parents experienced affection in the family as average (see TABLE 5.11).

Youth are usually happy with their lives and family relationships but seldom with the way in which problems are handled in the family. Parents are often happy with their lives and family relations but happiness regarding the handling of problems varied (see TABLE 5.11).

Youth and parents indicated that there is seldom violence in the family (see TABLE 5.11).

According to youth and parents security in the family is good (see TABLE 5.11).

According to youth their families spend little time together. They felt that spending time with their family is not important. Parents said that they sometimes spend time with their families and that spending time was of average importance (see TABLE 5.11).

Youth felt that there was no problem while parents attributed the problem to the child, discipline and the relationship with the father (see TABLE 5.12).

Youth felt that the crime triggered the problem while parents felt that nothing triggered the problem (see TABLE 5.12).

Both parents and youth felt that they had no role in causing the problem and also that no other people had a role in causing the problem (see TABLE 5.12). Youth indicated the school as an outside cause that contributed to the problem and parents indicated school and friends as outside causes (see TABLE 5.12).
Some of the youths felt that a possible solution to the problem would be if they changed. Parents felt that possible solutions to the problem would be communication and discipline skills as well as more family time (see TABLE 5.12).

Youth wanted communication, conflict resolution, trust and teaching parents to understand youth to be included in the programme. Parents wanted communication discipline and conflict resolution to be included in the programme (see TABLE 5.12).

According to the above summary the following issues should be addressed:

♦ Communication
♦ Discipline
♦ The relationship between the youth and their fathers
♦ Understanding and support in the family
♦ Problem solving
♦ Family time
♦ Conflict resolution

5.5.4 Information from literature that can be used in the programme

According to the literature the following aspects should be addressed in a parent programme (see 2.8):

♦ The family as a socializing agent
♦ Conflict in the family
♦ Inadequate affection and acceptance
♦ A lack of parental interest
♦ Poor communication patterns
♦ Inconsistent discipline
♦ Poor bonds between youth and parents
5.5.5 Compilation of an outline for a parent programme

From the above the programme will be compiled that will comprise the following aspects (see 5.5.1-5.5.4):

- Communication
- Discipline
- Conflict resolution
- Problem solving
- Dealing with parents' feelings with regards to the offence

Aspects such as understanding of the youth and their needs, particularly their need for independence, the establishing of a better relationship of trust between youth and their parents, particularly their fathers, can be dealt with in one of the other topics such as communication and parenting styles. Parenting styles can influence the way in which parents communicate with their children and will therefore be included in the programme (see 3.7.10). Parents can gain support within the group from other parents and their similar situations. Empowering parents in the therapy process can address the problem of a lack of parental interest (see 3.10.2).

During the course of the programme parents and youth can be seen together to assist them in the improvement of their relationship, the affection in the family and other issues that might hamper the interaction in the family. These are personal issues and can more effectively be dealt with on an individual basis. Family therapy can be used to work on the improvement of the family system (see 3.11.1 and 3.11.2). Parent-child interaction therapy can be used for individual therapy with each family to improve the relationship between the youth and parent (see 3.11.4).

Rational emotive therapy can be used to help parents deal with their feelings with regards to their child's offence (see 3.11.5).
Part of the programme can be in the form of psychoeducational groups to help parents deal with specific issues and to provide them with coping skills (see 3.11.6).

The outline for the parent programme will therefore consist of the following topics:

Topic 1: identifying and dealing with parents’ feelings
Topic 2: communication
Topic 3: conflict resolution
Topic 4: discipline
Topic 5: parenting styles
Topic 6: problem solving
Topic 7: application of the above topics to interaction in the family
Topic 8: what parents can do to look after themselves

5.6 Outline for parent programme.

5.6.1 Format of programme

The parent programme will be in the form of group therapy (see 3.10.4). The programme will provide parents with the opportunity to discuss their feelings, concerns, fears, and hopes with other parents who are in a similar situation.

The objective of the programme is to provide parents with the skills they require to cope with their situations. This can include dealing with their emotions, improving their parenting skills, communication skills, decision-making abilities, discipline, and conflict resolution.

The programme includes an assessment questionnaire, which will provide the facilitator with background information, as well as helping parents to identify their needs and expectations of the programme (see Appendix A). At the end of the programme parents
will be provided with an evaluation questionnaire that will help the facilitator determine the effectiveness of the programme, and to make the necessary adjustments for future use (see Appendix C).

The programme is divided into different topics that will be covered in the sessions. All topics need not be covered, parents can decide which topics are most useful to them, and the rest can be omitted. Each topic starts off by providing the facilitator with some theoretical background related to the topic. The session is then structured in the form of questions to be discussed by parents, relating each topic to their own experience, and providing them with the opportunity to come up with their own ideas and solutions where relevant. The sessions are not in the form of lectures, unless specifically requested by parents. Parents are given worksheets that they can take home and use as reference if needed (see Appendix 6).

The facilitator together with the parents can decide on the structure of the sessions. Each session can be started with an icebreaker, or with a recap of previous session, or with a short introduction about the topic by the facilitator. The session can be concluded with a summary of the progress made and/or an evaluation of the session.

It was decided that the programme would take the form of a general parent programme in the sections for communication, conflict resolution, discipline and problem solving. Parents often experience problems in these areas, and sometimes these problems are not directly related to the offence. In each of these sections the parent is given the opportunity to list problems, and parents should be given the opportunity to list problems not related to the offence if they feel it more necessary to deal with those.

Individual therapy sessions involving role-plays with parents and youth can be used to deal with individual problems.
5.6.2 Initial session: Administrative (setting time, making rules), goal setting, listing concerns and needs.

The initial session is crucial in determining the effectiveness of the programme. This session can be divided into two parts, the administrative and introductory parts.

The administrative part will be used for setting times and dates for future parent meetings, making rules regarding absenteeism, late arrival, and other issues deemed relevant by the facilitator. This session will also be used for parents to be introduced to each other and to get to know each other.

The following part of the session serves as an introduction to the parent programme. Parents often feel resistance to therapy. This could be because they fear that they might be seen as failures as parents, or because they fear exposure, or possibly because the adolescent’s behaviour serves an important function in the interpersonal functioning of the family and they oppose the change that might occur. The facilitator must be sensitive to these feelings and should address them at the beginning in order to put the parents at ease. At this stage the facilitator should reassure parents that the purpose of the programme is not to blame or to judge, but to assist parents in solving the problems that they are experiencing. The facilitator should at all times aim to empower parents, and to make them feel that they are in a partnership role in the solution of the problem and the setting of goals. Parents should be assured that their opinions are valued (see 3.11).

Parents are then given an assessment questionnaire to complete. This will help the facilitator to gain background information on the family and their functioning. It can also help parents to clarify their thoughts regarding their own feelings and the offence that the child committed. The facilitator outlines the content and format of the programme for parents. Parents then discuss which of the topics they would like included in the following sessions of the programme, and whether they want them in any particular order. Parents discuss their goals and expectations of the programme. Parents can also decide whether
they want to spend a short time at the end of each session to evaluate that session and the progress made, or whether they only want to do an evaluation of the programme at the end when evaluation questionnaires will be provided (see 5.6.1).

5.6.3 Topic 1: Identifying and dealing with feelings with regards to the offence.

5.6.3.1 Theory

'Emotions are organized psychophysiological reactions to good and bad news about ongoing relationships with the environment'. The quality and intensity of the emotional reaction depend on a person's subjective evaluations of the situation. Emotions are complex and organized motivational, cognitive, psychological, physiological, and behavioural configurations in adaptation to particular environments. Emotional reactions are usually made up of three aspects namely impulses to act in a certain way (such as attack or flee, or shouting with joy), psychological and bodily disturbances, and a cognitive-evaluative component or affect (Stein, Leventhal & Trabasso 1990:13-14; Frijda 1986:4). These three aspects act as a unit rather than separate responses. Coping with emotions consists of cognitive and behavioural efforts to manage specific external/internal demands that are experienced as exceeding the resources of the person. As a person evaluates the situation these efforts of coping change constantly in an effort to deal with the problematic situation. These efforts could result in the person trying to alter the environment that is causing the distress (problem-focused coping), or trying to regulate the distress (emotion-focused coping). It can be seen that people usually rely on both modes of coping when trying to deal with emotions (Stein et al. 1990:315-316).

Hynson (1990:96-97) compares the build up of emotions to a steaming pot that will eventually release its steam. The emotional release will either be spontaneous, and therefore uncontrollable, or it will be cathartic, such as a re-evaluation or recall of emotions with the aid of a counsellor. Both of these approaches will result in the re-establishment of equilibrium and a drastic emotional change (distress to discharge). The release of these tensions contributes to healing and discovery.
Emotion can be seen as a person's subjective evaluation of a situation. When parents are informed that their child has committed a crime, they will give meaning to the situation and will, as a result, experience certain feelings with regards to the offence. It can be seen that parents of youth offenders experience similar feelings (see 3.2). The parent programme will be a cathartic release of emotions for parents, as it will take the form of recall and re-evaluation of the emotions they felt when they were informed of the offence. Parents could also discuss the emotions they are currently experiencing. Coping with these emotions can be through problem-focussed coping if the problem is not directly related to the offence such as discipline or communication problems. It could also be by means of emotion-focussed coping. Identifying, accepting and sharing often-negative emotions could help the parents to work through these feelings.

5.6.3.2 Discussion for parents

In the session parents can discuss the following questions. They can complete the relevant worksheets (Appendix 6).

- What feelings are the parents of youth offenders experiencing with regards to the offence?
- How do you think you can deal with these feelings?
- How do these feelings influence their relationship with their child?
- What would you as parent want the relationship between you and your child to be like?
- What can you do to improve the relationship with your child?

Discuss some good/positive things that your child has done, and how you felt about your child at these times.

Think about/discuss the feelings that your child may have about the offence.
5.6.4 Topic 2: Communication.

5.6.4.1 Definition – successful communication

Communication is about the creation and exchange of meanings through signs. Communication between people is a process in which verbal and non-verbal language are used to determine what exists in the minds of the communicators. Communicators can share many things such as experiences, ideas, or feelings and these things can be shared successfully or unsuccessfully depending on the agreement between the communicators about what the signs mean (Burton & Dimbleby 1988:201).

Non-verbal behaviour implies that people cannot not behave in the presence of others. People give messages through other means than speech all the time. The messages may not be intentionally encoded and represented but they are still decoded by other people. They may also be intentionally encoded and represented in which case they are referred to as non-verbal communication (Burton & Dimbleby 1988:203).

5.6.4.2 Interpersonal field

The time and place as well as the emotional state of participants can influence the success of a conversation. To make sure that the conversation takes place in favourable conditions, consider the following:

In what kind of atmosphere is the conversation taking place?
Where is the conversation taking place?
Are both participants comfortable in the conversation? (see 3.7.1)

5.6.4.3 Finding out

A very important part of a successful conversation is understanding. All parties involved in the conversation should make sure that they make sure they understand what the other people are trying to say (see 3.7.2).
5.6.4.4 Active listening

Active and reflective listening requires the parent to identify and focus on the feeling that the child is trying to communicate. The parent should allow the child the opportunity to freely express his emotions without being criticized. This helps the child get clarity about the situation and his emotions (see 3.7.3).

5.6.4.5 Participant observer

Parents should observe the progress of the conversation in terms of the child’s experience of the interaction, as well as the influence his points of view has on the development of the conversation. The child should not feel threatened or judged, or the conversation will not be successful (see 3.7.4).

5.6.4.6 Using questions

The use of questions in a non-threatening way will lead children to evaluate their own behaviour as well as exploring their feelings (see 3.7.5).

5.6.4.7 Sharing feelings/expressing emotions

When parents share their feelings with their children it paves the way for the child to do the same. Parents should also let their children know that the emotions they are experiencing are not bad or wrong, but that there are acceptable and unacceptable ways to express and deal with these emotions (see 3.7.8).

5.6.4.8 Giving instructions

Instructions are most effective when they are short and to the point. Instructions should be clear and a brief reason for the request should be given (see 3.7.7).
5.6.4.9 I-statements

I-statements are an effective method of expressing emotions without assigning blame. I-statements should include a description of the undesirable behaviour, the consequence of this behaviour and your feeling about this behaviour and consequence (see 3.7.9).

5.6.4.10 Discussion for parents

Parents can discuss the following questions:

♦ How would you define communication?
♦ What is successful communication?
♦ Discuss different aspects that form part of communication. What is needed in order for communication to take place?
♦ What type of communication problems do you experience with your child?
♦ Discuss some techniques that you could use to improve your communication skills and the effectiveness of communication with your child (Appendix 6).

Parents then do a role-play of a problematic situation using the skills identified in the session. Other parents can comment on the skills used and offer their ideas on how to deal with the situation. It is important that parents get the opportunity to practise the skills they acquired in a non-threatening environment, to ensure that they are comfortable with these when they go home.

5.6.5 Topic 3: Conflict Resolution

5.6.5.1 What is conflict?

The literature distinguishes between three aspects of conflict:
1. Structure: this concerns the situation and the people involved in the conflict. The situation can be conflicting interests, or a competitive situation, and the people can be in conflict because of conflicting personalities, difference in objectives, difference in attitudes or interests or competing desires. It is a difficult distinction to make, for in every situation in which conflict occurs there must be people with conflicting interests or desires.

2. The content or topic: this involves the variety of topics that can trigger conflict. This will depend on the people involved and the situation in which they find themselves.

3. The process: conflict is a process in which one person’s actions cause or promote disturbances within another person’s chain of events. The process reflects the structure of the situation in which the parties involved find themselves, and also the personal dispositions (attitudes, motives, and values) that they bring to that situation or those evoked within it (Oskamp & Spacapan 1987:127).

Conflict can be seen as an interpersonal process that occurs when the actions of one person interfere with the actions of another person (Oskamp & Spacapan 1987:124-125).

5.6.5.2 Alternative responses to conflict

Parents need to teach their children to use alternative responses to deal with conflict. Children should be taught to generate alternative options to resolve the dispute cooperatively. Making children aware of the other person’s perspective could help this process. This is relevant not only for children, but is useful for anybody involved in a conflict situation. The following are some alternative strategies:

♦ Using humor
♦ Co-operating
♦ Listening
♦ Taking turns
♦ Sharing
Postponing
Getting help
Communicating
Avoiding
Mediating (Lane 1995:12).

5.6.5.3 Some suggestions to use in conflict situations are (see 3.8):

- exit or wait – remove yourself from the conflict situation as this gives everybody time to cool down
- I-statements – these are helpful for expressing emotions (see communication – topic 2)
- stay in the present and with the topic at hand
- avoid threats when in a conflict situation as these may end up being unreasonable
- put your feelings or grievances in writing, this gives you time to clearly formulate what you want to say
- focus on the essential
- do not blame
- restore good feelings at the end of conflict

5.6.5.4 Discussion for parents

- What is conflict?
- Why do people have conflict?
- What are the situations that cause conflict in your family? Why do these situations result in conflict?
- What are your usual responses to the conflict?
- What are alternative responses to these conflict situations? (Appendix 6)

Parents can have role-plays to practise the alternative responses to the conflict situation that causes the most problems in their family.
5.6.6 Topic 4: Discipline.

Discipline and ways of dealing with difficult behaviour is discussed.

5.6.6.1 Definition: discipline involves the setting of limits and making rules about certain situations (see 3.6).

5.6.6.2 Time-out

This method of discipline involves removing the child from the situation to a place where he has to spend time on his own. It is effective because it gives the child an opportunity to think about his unacceptable behaviour (see 3.6.1).

5.6.6.3 Reinforcers

The child is positively reinforced for acceptable behaviour. Token, social, or activity reinforcers can be used (see 3.6.2).

5.6.6.4 Punishment

Punishment can be used in certain circumstances but it must be used in a way that does not model aggressive behaviour and it must achieve a situation where punishment will not be needed in future. The child must understand that the behaviour is punished and that he is still accepted and loved as a person (see 3.6.3).

5.6.6.5 Discussion for parents

Parents can discuss the following questions:

♦ Why is discipline necessary?
♦ Why do children question rules and authority?
♦ Which behaviours of your child do you see as discipline problems?
♦ Why do you think your child behaves like this?
How have you been dealing with these behaviours?
Which of these behaviours would you most like to change?
Which other methods could you use to deal with these behaviours? (see Appendix 6)

Parents can role-play alternative methods of dealing with problem behaviour.

5.6.7 Topic 5: Parenting styles and their influence on communication, conflict resolution, and discipline.

5.6.7.1 Some parenting styles

The dominant parent – this type of parent makes all the rules and uses force or threats to enforce these rules. The child is not given an opportunity to take part in the decision making process. This type of parent demands that their children do what they are told. The parent acts from a desire to control and this often results in conflict with the adolescent who is trying to become independent (Myers 1996:69-70).

The smothering parent – this type of parent often puts her own needs aside and does everything for her children. These parents expect that if they give their children everything the children will be grateful, and they become disillusioned when their children stay self-centered. These parents make excuses for the unacceptable behaviour of their children and they have difficulty in disciplining their children. Smothering parents are often subject to emotional blackmail from their children. Children do not develop independence and responsibility, as the parent is always there to do things for the child (Myers 1996:70-71).

The permissive parent – this type of parent allows the child to learn from experience and hardly ever intervenes to correct the behaviour of the child. This type of parent does not set the boundaries for behaviour and the children are generally allowed to do their own thing (Myers 1996:73).
Responsible parenting – the responsible parent uses all three approaches to parenting for all ages of children. The style used depends on the age and maturity of the child and the situation. The main parenting style used with adolescents is an assertive non-controlling style as this allows the child to experience his own successes, try new things, explore and make mistakes while still allowing the parent the opportunity to point out the needs of the other family members. The non-intervening parent gives opinions about his beliefs but do not force these on the child. The parent may state his disapproval of the child’s behaviour but does not try to stop the behaviour and is very selective in stepping in and rescuing the child from the consequences of the behaviour. The parent values the child’s right for self-expression and independence (Myers 1996:74-75; Herbert 1989:30).

Other parenting styles include the critical style, the perfectionist style, the scared rabbit style, the false positive and guilt styles and inconsistent parenting (see 3.11.5).

5.6.7.2 Discussion for parents

Parents can discuss the following questions:

♦ Discuss different parenting styles.
♦ How do each of these parenting styles influence the communication, disciplining and conflict resolution in the relationship with the child?
♦ What type of parent are you? How does this influence your relationship with your child?

Worksheet for parents (see Appendix 6)
5.6.8 Topic 6: Problem solving.

5.6.8.1 What does problem solving involve?

Problem solving is a process that involves identifying a problem and a goal, formulating a plan of action, and implementing the plan as well as evaluation the success achieved. The following is an example of a problem solving process (facets of the action-research cycle):

♦ Identify setting need/programme idea.
♦ Formulate a programme – when formulating a programme the goals need to be identified, relevant research needs to be done, and a method should be determined to turn the idea into practice.
♦ Search for a suitable setting.
♦ Conduct initial negotiations – identify people involved, priority areas, and resources such as time, personnel, funding, space, and materials.
♦ Design the pilot project.
♦ Implement the pilot project.
♦ Evaluate the pilot project in terms of satisfaction of consumers and value of project.
♦ Develop the project using information gained from the evaluation.
♦ Implement the revised project
♦ Monitor, evaluate and modify the project if necessary.
♦ Maintain, extend, or terminate the programme if necessary (Elias & Clabby 1992:46-47).

5.6.8.2 What are necessary skills for effective problem solving?

There is a set of skills that make up the social competencies that are necessary for human adaptation. These include self-control, self-regulation, self-efficacy expectancies, skills for prosocial group participation and interaction, skills to promote social decision-making and
problem-solving, and skills to extend and enrich one's social networks and social awareness (Elias & Clabby 1992:15).

The following strategies can be used to understand, analyze, and react to stressful and problematic situations that involve meaningful choices or decisions. The steps involved are:

♦ Look for signs of different feelings.
♦ Tell yourself what the problem is/identify the issue.
♦ Decide on your goal.
♦ Stop and think of as many solutions to the problem as you can.
♦ For all the solutions think of all the things that might happen next/envision results for each option.
♦ Choose/select your best solution.
♦ Plan a procedure and make a final check/anticipate problems (what are the factors that need to be considered in planning such a project?).
♦ Try it and rethink it/notice what happened and remember it for next time (how well planned is the project? Would you plan it differently next time?) (Elias & Clabby 1992:18, 255).

We are able to plan because we can cognitively represent events and the possible ways to goals contained in those events. Our ability to anticipate the outcome of situations allows us to plan (Elias & Clabby 1992:23).

The skills required in social problem solving may involve the following:

♦ Expectations concerning the positive or negative outcome of a situation.
♦ Expectations concerning the extent to which personal initiative can lead to problem resolution.
- The ability to understand the meaning of social situations and the feelings, motives, and perspectives of the different people involved.
- The ability to define goals in a given situation.
- The ability to consider multiple options and envisage their consequences and to develop a detailed plan to research a chosen goal.
- The ability to react to obstacles that are encountered.
- Preferred qualitative styles of resolving problems and handling decisions.
- The ability to monitor experiences and use that information to refine future.

5.6.8.3 Discussion for parents

Parents can discuss the following:

- What is effective problem-solving?
- What are necessary skills that are required for effective problem solving?
- When you have a problem to solve, what steps do you need to take in order to solve your problem?
- What are some of the problems that you experience as a parent?
- What would the consequences/results be if this situation/problem continued?
- How can you use problem-solving techniques to solve your problems as a parent? (Appendix 6)

5.6.9 Topic 7: Use topics two to six to improve interaction between parents and youths, as well as nurturing, acceptance, affection and the youth's self-esteem.

Use skills acquired to:

- Improve interaction between parents and youth.
♦ Establish a relationship of nurturance, acceptance, and affection between the parent and the youth.

♦ Improve the youth’s self-esteem.

Empathy is the ability to imaginatively enter into another person’s feelings and experiences without filtering these through one’s own beliefs, values, and experiences. Empathizing means that we imagine how it would make sense to behave as the other person is behaving (Burton & Dimbleby 1988:202). Being empathic can help parents understand their children and their feelings and it will be easier for them to establish a relationship of acceptance and affection.

Self-esteem is how we rate ourselves. We have degrees of self-esteem, rating ourselves more or less positively in terms of elements such as social attractiveness or skills (Burton & Dimbleby 1988:205).

5.6.9.1 Discussion for parents

Parents discuss how the skills that they acquired in the programme will improve the interaction and the relationship between them and their children, and how it will improve the child’s self-esteem (see Appendix 6).

5.6.10 Topic 8: How do you look after yourself?

Parents often get caught up in their problematic situations and negative feelings. It is important for parents to remember that they need to relax and do things that they enjoy (see Appendix 6).

5.7 Summary of parent programme

The table below summarizes the aspects included in the parent programme.
TABLE 5.13 SUMMARY OF PARENT PROGRAMME

<table>
<thead>
<tr>
<th>Initial session</th>
<th>Administration (setting a time, making rules), goal setting, listing concerns and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1</td>
<td>Identifying and dealing with feelings with regards to the offence</td>
</tr>
<tr>
<td>Topic 2</td>
<td>Communication – this include the following: the interpersonal field, finding out, active listening, being a participant observer, using questions, sharing feelings, giving instructions, and I-statements.</td>
</tr>
<tr>
<td>Topic 3</td>
<td>Conflict resolution, including alternative responses in a conflict situation.</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Discipline, including methods such as time-out, reinforcers, and punishment.</td>
</tr>
<tr>
<td>Topic 5</td>
<td>Parenting styles</td>
</tr>
<tr>
<td>Topic 6</td>
<td>Problem solving, including what problem solving involves and what skills are needed for problem solving.</td>
</tr>
<tr>
<td>Topic 7</td>
<td>Application of the above topics to improve interaction in the family and to improve the child’s self-esteem.</td>
</tr>
<tr>
<td>Topic 8</td>
<td>Looking after yourself.</td>
</tr>
</tbody>
</table>

This programme is applied to the six parents of group two who attended the sessions (see TABLE 5.1). The programme was run over five weeks and at completion of the programme evaluation questionnaires were administered to these parents.

5.8 Summary of evaluation questionnaire results

Below the results of evaluation questionnaires are discussed and a summary given. The results are presented in Appendix 7.

5.8.1 Discussion of evaluation questionnaires results: Section B: questions 1-35

Questions 1-35 were discussed under ten headings namely: Communication, involvement and attachment, understanding and support, independence, discipline, affection, happiness with life and family aspects, violence, security, time spent with the family (see 4.7.3.1).
5.8.1.1 Communication (see Appendix 7, TABLE 7.45 a & b)

Most parents and youth indicated that communication between husband and wife is good (33.3%, 50% and 50%). Parents regarded communication between the child and the parents as good (50%). Most youth whose parents were on the parent programme said that communication between them and their mothers are very good (50%) and communication between them and their fathers are average (50%). Youth whose parents were not on the programme said that communication between them and their mothers are very good and good (each 33.3%), while communication between them and their fathers are average and poor (each 33%). It can be seen that the communication between parents and children are slightly better for the children whose parents were on the programme.

Parents indicated communication in the family as good to average (50% each), youth whose parents were not on the programme indicated it as good (83.8%) and youth whose parents were on the programme also indicated it as good (75%).

Parents said that family members seldom or never refuse to talk to each other (both 33.3%). Youths of both groups said that family members never refuse to talk to each other (50% and 75% respectively).

Parents indicated that their families often talk things through (50%). Youth whose parents were on the programme indicated that their families often talk things through (75%), while youths whose parents were not on the programme said that their families sometimes or never talk things through (both 33.3%). This aspect of communication is better for the youths whose parents were on the programme.

5.8.1.2 Involvement and attachment (see Appendix 7, TABLE 7.46 a & b)

Most parents responded that their and their husbands/wives’ involvement with the child is good (50% and 66.7% respectively). Youth whose parents were not on the programme
indicated both of their parents’ involvement with them as poor (66.7% and 33.3% respectively), while youth whose parents were on the programme indicated their mother’s involvement with them as very good (50%) but their father’s involvement with them as terrible (50%). The reason for this could be that most of the parents on the programme were mothers.

Parents indicated the relationship between parents and youth as good and average (each 33.3%). Youth whose parents were not on the programme said that they get on poorly with their fathers (50%) and well with their mothers (50%). Youth whose parents were on the programme said that they get on average with their fathers (50%) and very well with their mothers (50%). This could also be because it was mostly mothers that attended the programme. It can also be seen that youths generally have a better relationship with their mother than with their fathers.

Parents and youth whose parents were not on the programme indicated that youth got on well with their siblings (both 50%). Youth whose parents were involved in the programme indicated that they got on very well with their siblings (50%). This is probably only coincidence as the parent programme is unlikely to have an influence on peer relations.

Parents felt that it is very important to get along with their children (66.7%). Both groups of youth said was only fairly important to get along with their parents (66.7% of youth whose parents were not on the programme and 100% of youths whose parents were on the programme).

5.8.1.3 Understanding and support (see Appendix 7, TABLE 7.47 a & b)

Parents felt that there is an average understanding of their feelings in their families (50%) and that they understand the feelings of family members well (50%). Youth whose parents attended the parent programme felt that their feelings are understood well (50%), while youth whose parents were not on the programme felt that their feelings are understood poorly (50%). It is possible that the parent programme helped the parents to gain a better
understanding of their children and their feelings. Both groups of youth felt that they understand the feelings of family members well (both 50%).

Parents felt that they are often and sometimes happy with the support they have in the family (each 33.3%). Youth whose parents were on the programme said that they are often happy with support received in the family (75%), while youths whose parents were not on the programme are seldom happy with the support received (50%). It is possible that parents became more supportive during the programme, but it can also be argued that parents that came to the programme were more supportive even before the onset of the programme than parents that did not come.

5.8.1.4 Independence (see Appendix 7, TABLE 7.48)

Parents perceived the amount of independence given to children as good (83.3%) while youth whose parents were on the programme felt that the independence they are given is good or average (each 50%). Youth whose parents were not on the programme felt that the independence they are given is poor or terrible (each 33.3%).

5.8.1.5 Discipline (see Appendix 7, TABLE 7.49)

Parents said that discipline is often fair (66.7%), effective (50%) and consistent (50%). Youth whose parents attended the programme said that discipline is often fair and effective (75% and 50% respectively) and sometimes consistent (50%). Youth whose parents were not on the programme felt that discipline is often and sometimes fair (each 33%) and effective (each 33.3%) but seldom consistent (50%). There is little difference between the results of the two groups of youth.

5.8.1.6 Affection (see Appendix 7, TABLE 7.50)

The majority of parents said that both parents always show that they love the child (66.7% and 33.3%). Both groups of youth indicated that they often show that they love their
mothers (each 50%) but the results for showing love to their fathers were spread evenly. Parents felt that their children always or often show that they love them (each 33.3%), and most parents always feel loved by their children (50%). In both groups youth indicated that they always feel loved by their mothers (33.3% for youth whose parents were not on the programme and 75% for youth whose parents were on the programme). The results for experiencing love from their fathers were varied.

5.8.1.7 Happiness with life and family aspects (see Appendix 7, TABLE 7.51)

Most parents and youth in both groups indicated that they often feel happy with their lives as a whole (all 50%). Parents also said that they are often happy with their family relationships (66.7%) and the way in which problems are handled in the family (50%). Youth whose parents were on the programme said that they are often happy with family relationships (50%) and sometimes happy with the way problems are handled in the family (75%). Youth whose parents were not on the programme said that they are seldom happy with their family relationships or the way in which problems are handled in the family (both 66.7%). It is possible that the parent programme could have improved family relations and the way problems are handled in the family.

5.8.1.8 Violence (see Appendix 7, TABLE 7.52)

Parents mentioned that there seldom is screaming or hitting in the family (both 50%). Both groups of youth indicated that there never is any hitting in the family (50% for youths whose parents were not on the programme and 100% for youths whose parents were on the programme). Both groups also indicated that there is never screaming in the family (83.3% for youths whose parents were not on the programme and 75% for youth whose parents were on the programme). There is little difference between the results of the two groups of youth.
5.8.1.9 Security (see Appendix 7, TABLE 7.53)

Parents replied that they seldom threaten to leave when having an argument (50%), their spouse never threaten to leave and the child is never threatened with being sent away from home (both 66.7%). Youth whose parents were not on the programme said that neither of their parents ever threatens to leave when having an argument (66.7% and 83.3%) and they are also never threatened with being sent away from home (83.3%). Youth whose parents attended the parent programme also said that neither of their parents ever threatens to leave when having an argument (both 100%) and they are also never threatened with being sent away from home (75%). There is very little difference between the results of the two groups of youth.

5.8.1.10 Family time (see Appendix 7, TABLE 7.54 a & b)

Parents reported that they often spend time with their children during the week and over weekends (66.7% and 50% respectively). Youth whose parents attended the programme said that they sometimes spend time with their families during the week and over the weekend (both 50%). Youth whose parents were not on the programme said that they never spend time with their family during the week (50%), but their results for spending time with family over weekends are evenly spread.

Parents regarded it as very important for the family to do lots of things together and to spend time together (50% and 83.3% respectively). Youth whose parents attended the parent programme felt that it was fairly important for the family to do things together spend time together (75% and 50% respectively). Youth whose parents were not on the programme viewed it as not at all important to do things with the family (50%) and they felt that is was fairly important to spend time with the family (50%). The differences are not likely to be the result of the parent programme, as this will not influence the children’s point of view on these issues.
<table>
<thead>
<tr>
<th>Youth</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication – Youth in both groups felt that the communication between the child and mother is good but that the communication between the child and father is poor. Youth whose parents were on the programme said that their families often talk things through while youth whose parents were not on the programme said that their families seldom talked things through (see 5.8.1.1).</td>
<td>1. Communication – parents felt that the communication between the parent and the child is good. Parents said that their families often talk things through (see 5.8.1.1).</td>
</tr>
<tr>
<td>2. Involvement and attachment – youth whose parents were not on the programme said that the involvement of parents with their children is poor and that the relationship with the father is poor and with the mother is good. Youth whose parents were on the programme said that the involvement of the mother with the youth is good and the involvement of the father is poor. These youth felt that the relationship with the father is average and with the mother is good (see 5.8.1.2).</td>
<td>2. Involvement and attachment – parents indicated that the involvement between the youth and parents is good and that the relationship and attachment between youth and parents are good to average (see 5.8.1.2).</td>
</tr>
<tr>
<td>3. Understanding and support – youth whose parents were on the programme said that their feelings are understood well and that they are happy with the support in their families. Youth whose parents were not on the programme said that their feelings are</td>
<td>3. Understanding and support – parents felt that their feelings were understood average by their families and that they understand the feelings of their families well. Parents said the support in their families is average (see 5.8.1.3).</td>
</tr>
</tbody>
</table>
understood poorly and that they seldom have support in their families (see 5.8.1.3).

4. Independence – youth whose parents were on the programme felt that the independence they are given is good while youth whose parents were not on the programme felt that the independence they are given is terrible (see 5.8.1.4).

5. Youth in both groups replied that discipline was average (see 5.8.1.5).

6. Affection – youth in both groups said that they often show love to their mothers and that they often feel loved by their mothers. The results were varied for the love given to fathers and the experience of love from their fathers (see 5.8.1.6).

7. Happiness with life and family aspects – youth in both groups said that they are happy with their lives. Youth whose parents were on the programme said they are often happy with their family relations and with the way problems are handled in the family. Youth whose parents were not on the programme said that they are seldom happy with their family relationships and the way in which problems are handled in the family (see 5.8.1.7).

8. Violence – there is little screaming or hitting in the family (see 5.8.1.8).

9. Security – security in the family is good
as parents do not threaten to leave and the child is not threatened with being sent away from home (see 5.8.1.9).

10. Time spent with the family – youth whose parents were on the programme said that they sometimes spend time with their families during the week and over weekends. They felt that it is fairly important to spend time with the family and to do things together. Youth whose parents were not on the programme said that they never spend time with the family during the week. The results of time spent with the family over weekends were spread. These youths felt that it is not important to do things with the family and that it is fairly important to spend time with the family (see 5.8.1.10).

10. Time spent with family – parents replied that they often spend time with their families during the week and over weekends. They felt that it is important to do things with the family and to spend time together (see 5.8.1.10).

5.8.2 Discussion of evaluation questionnaires results: Section B: questions 36-50/56

The results for evaluation questionnaires are summarized below. The results were presented in Appendix 7. Questions deal with youth and parental perceptions of the benefits of the Journey and the parent programme, perceived change in the family, problems in the family, other topics to be included in future programmes and satisfaction with the programme in general. An indication of each question is given in the table.
### TABLE 5.15 SUMMARY OF RESULTS: EVALUATION QUESTIONNAIRE – QUESTIONS 36-50/56

<table>
<thead>
<tr>
<th>Question</th>
<th>Youth</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Benefit from the Journey – All youth felt that they benefited from the Journey. Responses were personal but generally youth feel that they have more respect for others and that they have better communication skills (see 7.1).</td>
<td>Benefit from the Journey – All parents felt that their children benefited from the Journey. Responses were varied parents perceive youth as more willing to take responsibility for their actions and relationships (see 7.16).</td>
</tr>
<tr>
<td>37</td>
<td>Change in the child – Youth felt that they have changed. They feel that they can communicate better and that they are more confident (see 7.2).</td>
<td>Change in the child – Parents all felt that the child has changed. Responses were mostly individual but most parents felt that the child is making more effort from his side (see 7.17).</td>
</tr>
<tr>
<td>38</td>
<td>Did parents notice a change in child? – Youth whose parents were on the programme replied that all their parents noticed a change. They felt good about that and they felt that it made the Journey worthwhile. Of the youth whose parents were not on the programme about 33% of parents noticed a change and this made youth feel good and trusted. The rest of the parents did not notice a change and this made youth feel hurt, discouraged, and unimportant (see TABLE 7.55).</td>
<td>Benefit from parent programme – All parents benefited from the programme. They felt that they gained skills in communication, discipline, and problem solving in the family (see 7.18).</td>
</tr>
<tr>
<td>39</td>
<td>What did your parents do when you</td>
<td>Change in parent – Parents felt that</td>
</tr>
</tbody>
</table>
changed? - Most youths said that their parents did nothing. Others said that their parents are trying to understand them (see TABLE 7.56).

Who else changed? - Parents replied that their families changed and some said that their husbands are more cooperative (see 7.20).

40 Were your parents involved in the programme? How do you feel about that? - 40% of youth said that their parents were involved and that made them feel that their parents cared about them, they felt important and proud. The rest of the youth replied that their parents were not involved and this made them feel hurt, disappointed, left out and unimportant. One of the youths replied that this made him feel responsible (see TABLE 7.57).

To what is change attributed? Parents mostly attributed the change to the Journey and the parent programme (see 7.21).

41 If your parents were involved in the programme, how did the family benefit? - Youth feel that parents now understand their feelings and that there is better communication in the family (see TABLE 7.58).

42 If your parents were involved, how did your parents change? - Youth feel that their parents now listen to them, trust them, and that they are more able to talk to their parents (see TABLE 7.59).

What did you do when things changed? - Parents replied that they are making a bigger effort to improve the relationship with the child and that they are more willing to do things from their side to improve the relationship (see 7.22).
| 43 | If your parents were not involved, why do you think they weren’t? – Most youth replied that their parents were busy or at work (see TABLE 7.60). | What did your husband or wife do when things changed? – Parents replied that their spouses are trying to be cooperative (see 7.23). |
| 44 | If your parents were not involved, would you have liked them to be? Why? – Most youth replied that they would have liked their parents to be involved because they want to share the experience with them and they want them to see and understand the changes in them (see 7.9). | Is there a problem now? – Most parents felt that there is no problem. Some parents said that the relationship between the child and the father is a problem now (see 7.24). |
| 45 | Who else in the family changed? – Youth whose parents were on the programme replied that the family is communicating better. Youth whose parents were not on the programme said that nobody else changed (see TABLE 7.61). | Why were you involved in the parent programme? – Parents replied that they were in need of guidance, support and that they needed to learn skills (see 7.25). |
| 46 | What lead to the change? – Some of the youths replied that the Journey and parent programme lead to the change. Others mainly felt that their parents changed in reaction to the change in the child (see TABLE 7.62). | Other topics to include in the programme – Parents felt that there must be more emphasis on the family unit and that they must be helped to handle the community’s reaction to the offence (see 7.26). |
| 47 | What did you do when things changed? – Youths said that they are trying not to disappoint their parents. | Overall satisfaction to parent programme – Very satisfied (see TABLE 7.64). |
and youth generally appear to be taking responsibility for their actions (see TABLE 7.63).

| 48 | Is there a problem now? – Some youths replied that there is no problem now and others felt that their parents do not understand and support them (see 7.13). | Satisfaction with how you were helped with your problems – very satisfied (see TABLE 7.64). |
| 49 | Other topics to include in the parent programme – Only one youth replied and said that the programme should be compulsory for all parents (see 7.14). | Satisfaction well how well your problems were understood – Very satisfied (see TABLE 7.64). |
| 50 | Suggestions for the Journey – No youths answered this question (see 7.15). | Satisfaction with how well your problems were understood – Very satisfied (see TABLE 7.64). |
| 51 | N/A | Satisfaction with convenience of session times – Very satisfied (see TABLE 7.64). |
| 52 | N/A | Satisfaction with number of sessions – Fairly satisfied (see TABLE 7.64). |
| 53 | N/A | Satisfaction with content covered in sessions – Very satisfied (see TABLE 7.64). |
| 54 | N/A | Satisfaction with ability of group leader – Very satisfied (see TABLE 7.64). |
| 55 | N/A | Suggestions regarding the parent programme – Parents suggested having a support group after the |
5.8.3 Comparison of results from assessment and evaluation questionnaires

Section B: questions 1-35 yielded the following results:

Communication – in the assessment questionnaires parents and youth described communication in the family as average (see TABLE 5.11). The evaluation questionnaires showed that youth felt that the communication between the child and the mother is good while the communication between the child and the father is poor. Youth whose parents were on the programme said that their families often talk things through, while youth whose parents were not on the programme said that their families seldom talk things through. Parents said that the communication between the parent and child is good and that their families often talk things through. It can be seen that there is an improvement in the level of communication from average to good for those families in which the parents attended the programme (see TABLE 5.14).

Involvement and attachment – the assessment questionnaires showed that between youth and their fathers involvement and attachment are poor while it is average between youth and their mothers (see TABLE 5.11). Evaluation questionnaires indicated that youth whose parents were on the programme commented that their mother’s involvement is
good but that their father’s involvement is poor. This could be because mothers mostly attended the programme. Youth whose parents were not on the programme said their parents’ involvement is poor. The involvement of the mothers who attended the programme improved from average to good while the father’s involvement stayed poor (see TABLE 5.14).

Understanding and support – the assessment questionnaires indicated that both parents and youth experienced understanding and support in the family as average (see TABLE 5.11). The evaluation questionnaires showed that parents and youth whose parents were on the programme said that they are happy with the understanding and support in the family. Youth whose parents were not on the programme said that their feelings are understood poorly and that they seldom have support in their families. It can be concluded that the programme improved the understanding and support in the families of the parents who attended the programme (see TABLE 5.14).

Independence – youth who completed assessment questionnaires experience the amount of independence they have as poor while parents perceive the independence they allow youth as good (see TABLE 5.11). Parents and youth whose parents were on the programme indicated on the evaluation questionnaires that they felt that the amount of independence the child is given is good while youth whose parent did not attend the programme said that the independence they are given is poor. The programme improved the satisfaction with independence given to youth in the family (see TABLE 5.14).

Discipline – the assessment questionnaires showed that both groups described discipline as average (see TABLE 5.11). Youth in both groups replied on the evaluation questionnaires that the discipline was average while parents felt that it was good (see TABLE 5.14). It can be concluded that from the parents point of view the discipline improved but from the youth’s point of view there was no change.

Affection – the assessment questionnaires indicated that youth seldom express love to their fathers and they seldom feel loved by them. Youth express love more readily to their
mothers and always feel loved by them. Parents experienced affection in the family as average (see TABLE 5.11). The results of the evaluation questionnaires showed that youth in both groups said that they often show that they love their mothers and that they feel loved by their mothers. Their perceptions of the affection experienced with their fathers varied. Parents said that they always show love to their children and that they always feel loved by their children (see TABLE 5.14). The youths' experience of affection in the family stayed the same while the parents' perception improved.

Happiness with family relations and other aspects — according to the assessment questionnaires, youth are usually happy with their lives and family relationships but seldom with the way in which problems are handled in the family. Parents are often happy with their lives and family relations but happiness regarding the handling of problems varied (see TABLE 5.11). The evaluation questionnaires showed that parents and youth whose parents were on the programme said that they are happy with their lives, their family relations and the way in which problems are handled in the family. Youth whose parents were not on the programme said that they are seldom happy with their family relations or the way in which problems are handled in the family. It can be seen that the programme improved the family relations and the way in which problems are solved (see TABLE 5.14).

Violence — youth and parents indicated on assessment questionnaires that there is seldom violence in the family (see TABLE 5.11). Parents and youth reported little or no violence in both the assessment and the evaluation questionnaires (see TABLE 5.14).

Security — according to the assessment questionnaires youth and parents feel that security in the family is good (see TABLE 5.11). This was similar for the evaluation questionnaires (see TABLE 5.14). Parents and youth indicated that the security in the family is good in both questionnaires.
Family time – assessment questionnaires showed that according to youth their families spend little time together. They felt that spending time with their family is not important. Parents said that they sometimes spend time with their families and that spending time was of average importance (see TABLE 5.11). Parents reported in the evaluation questionnaire that they often spend time with their families compared to sometimes as reported in the assessment questionnaires. Youth whose parents were on the programme said that they sometimes spend time with their families while youth whose parents were not on the programme said that they never spend time with their families. This could be an improvement as parents that were on the programme may now spend more time with their children.

On the assessment questionnaires youth indicated that they felt there was no problem while parents attributed the problem to the child, discipline and the relationship with the father (see TABLE 5.12).

Youth felt that the crime triggered the problem while parents felt that nothing triggered the problem (see TABLE 5.12).

Both parents and youth felt that they had no role in causing the problem and also that no other people had a role in causing the problem (see TABLE 5.12). Youth indicated the school as an outside cause that contributed to the problem and parents indicated school and friends as outside causes (see TABLE 5.12).

Some of the youths felt that a possible solution to the problem would be if they changed. Parents felt that possible solutions to the problem would be communication and discipline skills as well as more family time (see TABLE 5.12).

Youth wanted communication, conflict resolution, trust and teaching parents to understand youth to be included in the programme. Parents wanted communication discipline and conflict resolution to be included in the programme (see TABLE 5.12).
Evaluation questionnaires provided the following results:

Both youth and parents felt that the child benefited from the Journey and that there was a change in the child (see TABLE 5.15). Only 40% of youth on the Journey programme’s parents were involved in the parent programme. Youth whose parents were on the programme said that their parents noticed a change and that they felt good about it. Of the youths whose parents were not on the programme only some parents noticed a change and this made the youth feel hurt, discouraged and unimportant (see TABLE 5.15). Most youth replied that their parents did not do anything when the youth changed. Youth whose parents were involved in the programme said that their parents now understand their feelings and that there is better communication in the family. Their parents listen to them and trust them.

Those youths whose parents were not involved in the programme said it was because their parents were busy but that they would have liked them to have been involved to share their experiences and to understand the changes that they have undergone.

Youth whose parents were involved in the programme said that the family now communicated better while youth whose parents were not involved said that there is no change in their families. Youth felt that the Journey and in some of their cases the parent programme contributed to the change and that they are now trying not to disappoint their parents. Some youths replied that the problem now is that their parents do not understand and support them.

None of the youths gave other topics to be included in the programme but one felt that it should be compulsory for all parents.

All parents felt that they benefited from the parent programme. They feel that they have gained skills in communication, discipline and problem solving. They feel that they are more willing to listen to their children and that they are willing to make a bigger effort to
improve the relationship with their child. They also said that there was a change in their families as their spouses are more willing to cooperate. Most parents felt that there is no problem at the moment. Some parents said that the relationship between the child and the father is a problem.

Parents were generally satisfied with aspects of the programme such as how their problems were handled and understood, the convenience and number of sessions, the content covered and the ability of the group leader.

Parents felt that there should be a bigger emphasis the family unit and they should be helped to handle the community's reaction to the offence. Parents also suggested that a support group be established after the completion of the programme and that the programme should be compulsory for all parents.

5.9 Conclusion

In this chapter the results of the interviews, focus groups, and questionnaires were presented and discussed. The parent programme was compiled and an outline and summary of the programme were also included. The results of the assessment and evaluation questionnaires were compared.

Chapter 6 will present a summary of the literature study and the results of the study. This chapter will also give the limitations of the study as well as recommendations.
CHAPTER 6 – CONCLUSION

6.1 Introduction

In this chapter a summary of the literature study and the results of the study will be presented and a conclusion drawn. The limitations of the study will be discussed and recommendations will also be made.

6.2 Summary of literature study

The literature study comprised two chapters. In the first chapter diversion, restorative justice, the Journey as a diversion option in South Africa, the youth offender and family aspects related to youth offending were discussed. In the second literature chapter attention was given to possible ways of dealing with family problems such as communication, discipline and conflict.

In the first literature chapter diversion was discussed as a method of dealing with an offender that is based on a restorative justice perspective (see 2.2). Restorative justice considers the rights of the victim as well as the offender as important. The aims of diversion is to make the offender responsible for his actions, to prevent first time youth offenders from getting a criminal record, to provide rehabilitative programmes that will benefit all concerned parties, and to lesson the load on the formal justice system (see 2.2.1). The Journey was discussed as a method of diversion for youth used in South Africa. This programme offered by NICRO addresses issues like responsibility, dealing with anger, developing communication skills, identifying strengths, goal setting, and the development of a positive sense of self (see 2.2.2).

The youth offender is defined as a youth between seven and eighteen years of age who has been arrested for a crime. These youths are often involved with bad peers, are often school dropouts, and may be violent, hostile and arrogant. They often come from broken homes or homes in which there is a lack of parental guidance (see 2.3)
The causes of youth offending was discussed and it was found that individual aspects such as personality traits and biosocial factors and social circumstances such as the school and the peer group could have detrimental effects on children and can possibly lead to youth offending (see 2.4).

One of the most influential things in a child’s life is the family. Certain aspects in the family could lead to youth offending. These include poor bonds with parents (see 2.5.1), a lack of family cohesiveness (see 2.5.2), ineffective communication in the family (see 2.5.3), ineffective, inconsistent or coercive disciplining (see 2.5.4), conflict in the home (see 2.5.5), violence in the home (see 2.5.6), and family size (see 2.5.7).

Adolescence is a time of change for the child and the family. These changes often leave parents feeling insecure and uncertain and this often leads to problems between youths and their parents (see 2.6). It was also found that parents’ feelings of insecurity and incompetence might cause them embarrassment and as a result they do not find help for the problems they experience in the family (see 2.7). It was found that it is usually a third person that finds help for the family.

In the second literature chapter it was pointed out that parents can feel disappointed, guilty, helpless, isolated, angry and shocked by their child’s offence. A support programme for these parents offer them the opportunity to talk to other parents in a similar situation and makes them realize that other parents have the same feelings (see 3.2).

It was found that increased parental involvement with and support of the child as well as effective parental control can decrease the likelihood of youth offending (see 3.3). Lower levels of delinquency are related to warm, involved parenting and a relationship of trust (see 3.3). Providing a loving, nurturing home for the child could lead to the child feeling secure and it could build the child’s self-esteem (see 3.4). Parents who trust in the ability of their child to act independently build the child’s confidence and this leads to an
improved self-esteem. Encouragement and support from parents will make the child feel competent and positive about himself (see 3.5).

Effective discipline was discussed in this chapter. Discipline should be consistent and rules and instructions should be clear and specific. Methods of discipline such as time-out, the use of reinforcers and punishment were discussed (see 3.6). Aspects of communication such as the interpersonal field, finding out, active listening, the parent as participant observer, the use of questions, expressing emotions, giving instructions, I-statements and confident communication were discussed (see 3.7).

In this chapter ways were also given to deal more effectively with conflict. These include exiting, using I-statements, staying with the topic at hand, avoiding threats, putting grievances in writing, focussing on the essential, and restoring good feelings (see 3.8). Communicating positive expectations to children regarding their behaviour and potential could lead to a change in behaviour. Parents should not wait for their children to change but should take the initiative in the process of change (3.9).

In the compilation of a parent programme the following aspects should be considered:

- Family atmosphere
- Parents' resistance to therapy
- The role of the therapist
- The use of group versus individual counselling (see 3.10).

Different therapeutic approaches that could be incorporated in the parent programme were considered. These were:

- Multidimensional family therapy
- Behavioural parent training
- Family therapy
- Parent-child interaction therapy
Psychoeducational groups

Rational emotive therapy (see 3.11).

Other parent programmes were mentioned and the following aspects were considered in the compilation of the programme:

- The family is seen as a system with maladaptive processes and therapy will aim to change these processes
- Communication skills in the family should be improved
- Community resources and support are important
- Short-term intervention was used in a lot of the programmes (see 1.2.2).

6.3 Summary of results of empirical study

The aim of the empirical study was to determine the nature of an effective parent programme and the needs of parents with regards to a programme. A parent programme was to be developed that would satisfy the needs of parents. Parents’ needs and possible problems in the family were determined by means of interviews, focus group, and questionnaires.

6.3.1 Interviews

From the interviews it was found that parents experience feelings of anger, humiliation, disappointment, helplessness, shock and frustration with regards to their child’s offense. Parents attributed the problem in their families to communication, discipline, friends, school and the child. Parents said that they wanted communication, discipline, problem solving, and conflict resolution to be included in the parent programme. They said that they want the programme to teach them skills and to offer them support (see 5.5.1).

Youth felt that the problem was a result of communication problems, school, ineffective discipline, and conflict in the family. A number of youths felt that there is no problem.
Youth wanted the programme to include teaching communication skills and they want the programme to help the family get along (see 5.5.1).

6.3.2 Focus groups

The results of parents' focus groups indicated that parents feel angry, embarrassed, irritated, and frustrated. Parents said that the problem is mainly related to discipline and communication. Parents want the programme to include communication and discipline skills and their expectations of the programme are that it will provide support and skills. They want the programme to be an experience they can grow from (see 5.5.2).

Youth felt that the problem is that their parents do not understand their feelings and that their parents do not allow them enough independence. They want the programme to include communication and discipline and they expect the programme to make parents aware of their need for independence and better understanding. They expect the programme to provide their parent with communication and discipline skills (see 5.5.2).

6.3.3 Questionnaires

Results from assessment questionnaires indicated that the communication in the family is average. The relationships of youth with their fathers appear to be poor while they have good relationships with their mothers. Understanding, support and discipline was also reported to be average. Youth felt that they were not given enough independence while parents felt that independence was sufficient. Youth and parents appear to be happy with their lives and their family relations while youth said that they are not happy with the way in which problems are handled in the family. Violence was not a problem in these families and the security in the families was good. Families appear to spend little time together (see 5.5.3).

Youth felt that there is no problem while their parents felt that the problem can be attributed to the child, discipline and a poor relationship with the father. Parents and youth felt that they had no role in causing the problem, that the problem was not triggered
by a certain event and that other people had no role in causing the problem. School and friends were mentioned as outside influences that contributed to the problem. Youths said that a possible solution to the problem would be if they changed, while parents said that communication and discipline skills and more family time could help solve the problem. Youth wanted communication, conflict resolution, trust and teaching parents to understand them to be included in the programme. Parents wanted communication, discipline and conflict resolution included in the programme (see 5.5.3).

Assessment questionnaires also provided demographic information and background information regarding the offense (see 5.4.1).

6.3.4 Compilation and application of a parent programme

The findings from the literature study and the empirical investigation was used to compile an outline for a parent programme to meet the needs of parents. In the programme attention is given to communication, discipline, conflict resolution, problem solving, and dealing with parents' feelings with regards to their child's offence (see 5.5.5).

The programme was applied to a second group of parents. After the completion of the programme parents and the youth completed evaluation questionnaires. These results indicated that improvement occurs in the following areas:

♦ Communication
♦ Involvement of mothers with the child (the programme was mostly attended by mothers)
♦ Understanding and support in the family
♦ Youth are more satisfied with the amount of independence they are given
♦ Parents experienced an improvement in the affection in the family
♦ Family relationships
♦ Problem solving in the family
Slightly more time spent with the family (see 5.8.3).

6.4 Conclusion

A need for the development of a parent programme for the parents of youth offenders was identified. Important aspects that should be included in such a programme is determined by means of a literature study and supplemented by and empirical investigation that used interviews, questionnaires, and focus groups to gather data.

An outline for a parent programme was compiled and applied to a number of parents whose children are on the Journey programme. Attention was given to communication, discipline, conflict resolution, problem solving, and dealing with parents' feelings. An improvement was seen in communication, involvement of mothers with the child, understanding and support in the family, youth's independence, affection in the family, family relationships, problem solving, and family time.

The programme was therefore beneficial in certain aspects. It lead to improved communication in the family, better family relations and better problem solving. Discipline, conflict and parental feelings appear not to have improved and the sections dealing with these issues need to be revised.

6.5 Limitations of the study

The study is an example of action research and therefore aims to provide a solution to a particular problem (see 4.5). One of the limitations of the study is therefore that it may not have high population validity, as the results may possibly not be generalized to another population (see 4.5).

Another limitation of the study is the fact that parents are reluctant to attend the parent groups and therefore the data for parents were obtained from only a small number of parents. This will also be a major drawback in the compilation of the programme.
Parents and youth may be sensitive about their situation and family circumstances and this could possibly affect the accuracy of results obtained. Family members could have completed the questionnaires in a way that reflected a more positive picture than is realistic and information regarding the family functioning and problems in the family could have been left out.

6.6 Recommendations

The following recommendations are made:

♦ Parent programmes should be compulsory and should form part of the requirements that must be adhered to before the child’s charges can be dropped. Parents should be assured that they are not blamed for the child’s offence but that attendance of a parent group is essential for the success of the rehabilitation of the child.
♦ The programme can be adapted to suit the needs of a particular group and should serve only as an outline of what to include in a parent programme.
♦ Further study can focus on the resistance of parents to therapy and ways to motivate them to become involved in the process.
♦ The programme can be run over a shorter time period as parents may find it difficult to attend the programme over an extended period. Parents might also be more willing to attend if the programme was shorter.
♦ Family therapy with each family is recommended in order to deal with each family’s individual problems.
♦ A support group for parents can be established at the end of the programme for interested parents. Parents can run these groups themselves.

6.7 Concluding remarks

The study examined the phenomena of diversion and an application of this in South Africa. The Journey programme deals with youth offenders as a diversion option offered by NICRO. The aim of the study was to develop a programme for the parents of youth on the Journey programme. Such a programme was developed with the use of
information gained from literature and data gathered by means of interviews, focus
groups, and questionnaires.

Even though the programme was attended by few parents, the improvements that took
place and parents' gratitude for the programme made it worthwhile. The changes that
could be seen in these families and the growth that took place in the parents made this a
valuable experience.
APPENDIX 1 – QUESTIONNAIRE A

ASSESSMENT QUESTIONNAIRE FOR PARENTS

SECTION A – DEMOGRAPHIC DETAILS

Name: ____________________________________________

Marital status:

<table>
<thead>
<tr>
<th>Unmarried</th>
<th>Married</th>
<th>Divorced</th>
<th>Remarried</th>
<th>Widow/widower</th>
<th>Single parent</th>
</tr>
</thead>
</table>

Educational level: (Tick the relevant one)

<table>
<thead>
<tr>
<th>None</th>
<th>Std. 5</th>
<th>Std. 8</th>
<th>Std. 10</th>
<th>Trade</th>
<th>Diploma</th>
<th>Degree</th>
<th>Post-graduate</th>
</tr>
</thead>
</table>

Income: (Tick the relevant one)

<table>
<thead>
<tr>
<th>0-R1000 p/m</th>
<th>R1000-R2000 p/m</th>
<th>R2000-R5000 p/m</th>
<th>R5000-R10 000 p/m</th>
<th>R10 000 p/m</th>
</tr>
</thead>
</table>

Number of children in the family: ________________________________

Name of the child on the Journey programme: ____________________

Position of child in family: (first child, middle, youngest, etc.) __________________

What was the offense committed? ________________________________

Where (with whom) is this child currently staying? __________________

Where (with whom) else did this child stay in the previous three years? ______________

Is the child currently in school? (If not, what is he/she currently doing?) ______________

Have any of the other children committed a crime? Yes [ ] No [ ]
SECTION B

Consider each of the following aspects and circle the relevant number on the rating scale.

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Communication between you and your husband/wife.
2. Communication between you and your child.
3. Communication between the child and your wife/husband.
4. Communication in the family as a whole.
5. Your involvement with the child.
6. Your wife/husband’s involvement with the child.
7. How does the child get along with his/her father?
8. How does the child get on with his/her mother?
9. How does the child get on with his/her brother/sisters?
10. Do you feel that your family understands your feelings?
11. How much do you understand the feelings of other family members?
12. The amount of independence you give your child.

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. Discipline is fair.
14. Discipline is effective.
15. Discipline is consistent.
16. You show that you love your child.

17. Your wife/husband shows that she/he loves the child.

18. You feel loved by your wife/husband.

19. You feel loved by your child.

20. You are happy with your life as a whole.

21. You are happy with your family relationships.

22. You are happy with the way in which problems are handled in the family.

23. You are happy with the support you have within your family.

24. Family members scream or yell at each other.

25. Family members hit each other.

26. Family members refuse to talk to each other.

27. You threaten to leave when having an argument.

28. Your wife/husband threatens to leave during an argument.

29. The child is threatened with being sent away from home.

30. The family talks things through.
31. How often during the week do you spend time with the family?

32. How often over weekends do you spend time with the family?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

33. How important is it to you that your family does lots of things together.

34. How important is it to you to get along with your children.

35. How important is it to you to spend time with your family.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

36. What do you feel is the problem in your family? __________________________

37. Was there a particular situation that triggered the problem? No □

   Yes □    What was it? __________________________

38. What do you think is your role in causing the problem?____________________

39. What do you think are other family members’ role in causing the problem?___

40. What other outside causes contributed to the problem? (E.g. school, income)
41. What do you suggest as a possible solution to the problem? 

______________________________________

42. Which of the following would you like the parent programme to focus on?

- Communication
- Discipline
- Conflict resolution

Other (name): ____________________________________________

________________________________________
APPENDIX 2 – QUESTIONNAIRE B

ASSESSMENT QUESTIONNAIRE FOR ADOLESCENTS

SECTION A – DEMOGRAPHIC DETAILS

Name: ____________________________________________

Marital status of parents:

<table>
<thead>
<tr>
<th>Unmarried</th>
<th>Married</th>
<th>Divorced</th>
<th>Remarried</th>
<th>Widow/ widower</th>
<th>Single parent</th>
</tr>
</thead>
</table>

Number of children in the family: ____________________________________________

Your position in the family: (first child, middle, youngest, etc.) ____________

What was the offense committed? ____________________________________________

Where (with whom) are you currently staying? ________________________________

Where (with whom) else did you stay in the previous three years? ______________

Are you currently in school? (If not, what are you currently doing?) ____________

Have any of your brothers/sisters committed a crime?  Yes □  No □
Consider each of the following aspects and circle the relevant number on the rating scale.

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Communication between your parents. 1 2 3 4 5
2. Communication between you and your mother. 1 2 3 4 5
3. Communication between you and your father. 1 2 3 4 5
4. Communication in the family as a whole. 1 2 3 4 5
5. Your father’s involvement with you. 1 2 3 4 5
6. Your mother’s involvement with you. 1 2 3 4 5
7. How do you get along with your father? 1 2 3 4 5
8. How do you get on with your mother? 1 2 3 4 5
9. How do you get on with your brother/sisters? 1 2 3 4 5
10. Do you feel that your family understands your feelings? 1 2 3 4 5
11. How much do you understand the feelings of other family members? 1 2 3 4 5
12. The amount of independence your parents give you. 1 2 3 4 5

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. Discipline is fair. 1 2 3 4 5
14. Discipline is effective. 1 2 3 4 5
15. Discipline is consistent. 1 2 3 4 5
16. You show that you love your mother.
17. You show that you love your father.
18. You feel loved by your mother.
19. You feel loved by your father.
20. You are happy with your life as a whole.
21. You are happy with your family relationships.
22. You are happy with the way in which problems are handled in the family.
23. You are happy with the support you have within your family.
24. Family members scream or yell at each other.
25. Family members hit each other.
26. Family members refuse to talk to each other.
27. You threaten to leave when having an argument.
28. Your mother/father threatens to leave during an argument.
29. You are threatened with being sent away from home.
30. The family talks things through.
31. How often during the week do you spend time with your family?
32. How often over weekends do you spend time with your family?
<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

33. How important is it to you that your family does lots of things together.

34. How important is it to you to get along with your parents.

35. How important is it to you to spend time with your family.

36. What do you feel is the problem in your family?

37. Was there a particular situation that triggered the problem? No

   Yes  What was it?

38. What do you think is your role in causing the problem?

39. What do you think are other family members' role in causing the problem?

40. What other outside causes contributed to the problem? (e.g. school, income)

41. What do you suggest as a possible solution to the problem?
42. Which of the following would you like the parent programme to focus on:

- Communication
- Discipline
- Conflict resolution

Other (name): ____________________________________________
APPENDIX 3 – QUESTIONNAIRE C

EVALUATION QUESTIONNAIRE FOR PARENTS

SECTION A:

Name:__________________________________________________________________________

SECTION B

Consider each of the following aspects and circle the relevant number on the rating scale.

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Communication between you and your husband.
2. Communication between you and your child.
3. Communication between the child and your wife/husband.
4. Communication in the family as a whole.
5. Your involvement with the child.
6. Your wife/husband’s involvement with the child.
7. How does the child get along with his/her father?
8. How does the child get on with his/her mother?
9. How does the child get on with his/her brother/sisters?
10. Do you feel that your family understands your feelings?
11. How much do you understand the feelings of other family members?
12. The amount of independence you give your child.
<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. Discipline is fair.  
14. Discipline is effective.  
15. Discipline is consistent.  
16. You show that you love your child.  
17. Your wife/husband shows that she/he loves the child.  
18. Your child shows that he/she loves you.  
19. You feel loved by your child.  
20. You are happy with your life as a whole.  
21. You are happy with your family relationships.  
22. You are happy with the way in which problems are handled in the family.  
23. You are happy with the support you have within your family.  
24. Family members scream or yell at each other.  
25. Family members hit each other.  
26. Family members refuse to talk to each other.  
27. You threaten to leave when having an argument.  
28. Your wife/husband threatens to leave during an argument.  
29. The child is threatened with being sent away from home.
30. The family talks things through.

31. How often during the week do you spend time with your family?

32. How often over weekends do you spend time with your family?

33. How important is it to you that your family does lots of things together.

34. How important is it to you to get along with your children.

35. How important is it to you to spend time with your family.

36. Do you feel that your child benefited from the Journey – how?

37. Do you think that your child has changed – how?

38. Do you feel that you benefited from the parent programme – how?

39. How do you feel you have changed?

40. Who else in the family changed? How did this person/people change?
41. What do you think made things change? ____________________________

42. What did you do when things changed? __________________________

43. What did your wife/husband do when things changed? ______________

44. If there is a problem now, what is it? ____________________________

45. Why did you become involved in the parent programme? ______________

46. What other topics of concern would you have liked the parent programme to have covered? ____________________________

Please indicate your satisfaction with the parent programme by ticking the appropriate block.

<table>
<thead>
<tr>
<th>Very satisfied</th>
<th>Fairly satisfied</th>
<th>Not satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

47. Overall satisfaction with the parent programme. 1 2 3

48. Satisfaction with how you were helped to deal with your problems. 1 2 3

49. Satisfaction with how well your problems were understood. 1 2 3

50. Satisfaction with how your situation has changed. 1 2 3

51. Satisfaction with the convenience of session times. 1 2 3
52. Satisfaction with the number of sessions. | 1 | 2 | 3
53. Satisfaction with the content covered in the sessions. | 1 | 2 | 3
54. Satisfaction with the ability of the group leader. | 1 | 2 | 3

55. Please write down any comments/suggestions regarding the parent programme.

56. Please write down any comments/suggestions regarding the Journey.
EVALUATION QUESTIONNAIRE FOR ADOLESCENTS

SECTION A:

Consider each of the following aspects and circle the relevant number on the rating scale.

<table>
<thead>
<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Communication between your parents.

2. Communication between you and your mother.

3. Communication between you and your father.

4. Communication in the family as a whole.

5. Your father’s involvement with you.

6. Your mother’s involvement with you.

7. How do you get along with your father?

8. How do you get on with your mother?

9. How do you get on with your brother/sisters?

10. Do you feel that your family understands your feelings?

11. How much do you understand the feelings of other family members?

12. The amount of independence your parents give you.
<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. Discipline is fair.  
14. Discipline is effective.  
15. Discipline is consistent.  
16. You show that you love your mother.  
17. You show that you love your father.  
18. You feel loved by your mother.  
19. You feel loved by your father.  
20. You are happy with your life as a whole.  
21. You are happy with your family relationships.  
22. You are happy with the way in which problems are handled in the family.  
23. You are happy with the support you have within your family.  
24. Family members scream or yell at each other.  
25. Family members hit each other.  
26. Family members refuse to talk to each other.  
27. You threaten to leave when having an argument.  
28. Your mother/father threatens to leave during an argument.  
29. You are threatened with being sent away from home.
30. The family talks things through.

31. How often during the week do you spend time with the family?

32. How often over weekends do you spend time with your family?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

33. How important is it to you that your family does lots of things together.

34. How important is it to you to get along with your parents.

35. How important is it to you to spend time with your family.

36. Do you feel that you benefited from the Journey–how?

____________________________________________________________________________________

37. Do you think that you have changed – how?

____________________________________________________________________________________

38. Did your parents notice the change in you? How did that make you feel?

____________________________________________________________________________________

39. What did your parents do when you changed?

____________________________________________________________________________________

40. Were your parents involved in the parent programme? How do you feel about that?

____________________________________________________________________________________
41. If your parents were involved in the parent programme, how do you feel that they and you benefited from it? __________________________________________________________

42. If your parent were involved in the parent programme, how do you feel they have changed? __________________________________________________________

43. If your parents were not involved in the parent programme – why do you think they were not involved? __________________________________________________________

44. Would you have liked them to be involved? Why? __________________________________________________________

45. Who else in the family changed? How did this person/people change? __________________________________________________________

46. What do you think made things change? __________________________________________________________

47. What did you do when things changed? __________________________________________________________

48. If there is a problem now, what is it? __________________________________________________________
49. What other topics of concern would you have liked the parent programme to have covered?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

50. Please write down any comments/suggestions regarding the Journey.

________________________________________________________________________
________________________________________________________________________
APPENDIX 5

RECORDING OF INTERVIEW RESULTS

The following topics were discussed in interviews:

♦ Parents’ feelings regarding the offense possible problems in the family
  (these could include communication, discipline, authority, or any other aspects that the respondent felt caused a problem in the family)

♦ aspects that parents and youth would like to see included in the parent programme

♦ what the respondent (the parent or the youth) expect from the parent programme

Recording of results

Indicate respondent’s reply by means of a ✓. Add any additional response to the bottom of the list.

<table>
<thead>
<tr>
<th>Parents’ feelings regarding the offense:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disappointment</td>
</tr>
<tr>
<td>Guilt</td>
</tr>
<tr>
<td>Frustration</td>
</tr>
<tr>
<td>Isolated</td>
</tr>
<tr>
<td>Shock</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>


Possible problems in the family:

<table>
<thead>
<tr>
<th>Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>Family size</td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEETS FOR PARENT PROGRAMME

DEAR PARENT

THESE WORKSHEETS WILL HELP YOU WORK THROUGH THE PARENT PROGRAMME. THE WORKSHEETS ARE FOR YOUR OWN BENEFIT AND WILL AIM TO MAKE THE PROGRAMME MORE APPLICABLE TO YOU AND YOUR FAMILY.

THE PARENT PROGRAMME WILL INCLUDE THE FOLLOWING TOPICS:

TOPIC 1: IDENTIFYING AND DEALING WITH YOUR FEELINGS WITH REGARDS TO THE OFFENSE

TOPIC 2: COMMUNICATION

TOPIC 3: CONFLICT RESOLUTION

TOPIC 4: DISCIPLINE

TOPIC 5: PARENTING STYLES

TOPIC 6: PROBLEM SOLVING

TOPIC 7: APPLICATION OF THE ABOVE TOPICS TO YOUR FAMILY

TOPIC 8: LOOKING AFTER YOURSELF
**WHICH FEELING?**

In the list below indicate which of the feelings you have experienced with regards to your child’s offense or with difficult behaviour from your child. In the adjacent space try to write down a specific incident in which you felt that emotion.

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>WHEN DID YOU FEEL LIKE THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
</tr>
<tr>
<td>Amusement</td>
<td></td>
</tr>
<tr>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Disgust</td>
<td></td>
</tr>
<tr>
<td>Rage</td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td></td>
</tr>
<tr>
<td>Irritation</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
</tr>
<tr>
<td>Pleasure</td>
<td></td>
</tr>
<tr>
<td>Guilt</td>
<td></td>
</tr>
<tr>
<td>Embarrassed</td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
</tr>
<tr>
<td>Relief</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
</tr>
<tr>
<td>Shock</td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td></td>
</tr>
<tr>
<td>Alienation</td>
<td></td>
</tr>
<tr>
<td>Isolation</td>
<td></td>
</tr>
<tr>
<td>Rejection</td>
<td></td>
</tr>
<tr>
<td>Hostility</td>
<td></td>
</tr>
<tr>
<td>Resentment</td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
</tr>
</tbody>
</table>
Write down all the feelings that you identified in the list.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think you can do to deal with these feelings?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How do you think these feelings influence your relationship with your child?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What would you like the relationship between you and your child to be like?

What can you do to improve the relationship with your child?
**WHICH FEELING?**

Think of positive things about your child or good things your child has done. Tick the emotions you felt when these good things happened and try to remember a specific situation when you felt this. Write this in the space next to the emotion.

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>WHEN DID YOU FEEL LIKE THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
</tr>
<tr>
<td>Amusement</td>
<td></td>
</tr>
<tr>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Rage</td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td></td>
</tr>
<tr>
<td>Irritation</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
</tr>
<tr>
<td>Pleasure</td>
<td></td>
</tr>
<tr>
<td>Guilt</td>
<td></td>
</tr>
<tr>
<td>Embarrassed</td>
<td></td>
</tr>
<tr>
<td>Hopeful</td>
<td></td>
</tr>
<tr>
<td>Relief</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
</tr>
<tr>
<td>Shock</td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
</tr>
<tr>
<td>Isolation</td>
<td></td>
</tr>
<tr>
<td>Rejection</td>
<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
</tr>
<tr>
<td>Excitement</td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
</tr>
</tbody>
</table>
WHICH FEELING?
Try to imagine the feelings your child might have about his offense and tick them in the list below. Try to think of a particular situation in which the child experienced this emotion and write it in the space next to the emotion.

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>WHEN DID YOU FEEL LIKE THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
</tr>
<tr>
<td>Amusement</td>
<td></td>
</tr>
<tr>
<td>Joy</td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Disgust</td>
<td></td>
</tr>
<tr>
<td>Rage</td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td></td>
</tr>
<tr>
<td>Irritation</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
</tr>
<tr>
<td>Pleasure</td>
<td></td>
</tr>
<tr>
<td>Guilt</td>
<td></td>
</tr>
<tr>
<td>Embarrassed</td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
</tr>
<tr>
<td>Relief</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
</tr>
<tr>
<td>Shock</td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td></td>
</tr>
<tr>
<td>Alienation</td>
<td></td>
</tr>
<tr>
<td>Isolation</td>
<td></td>
</tr>
<tr>
<td>Rejection</td>
<td></td>
</tr>
<tr>
<td>Hostility</td>
<td></td>
</tr>
<tr>
<td>Resentment</td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
</tr>
</tbody>
</table>
Definition of communication: ____________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What is successful communication? _____________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What do you think are aspects that form part of communication?            

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Write down examples of the communication problems you experience most    
with your child.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Write down some techniques that could improve the effectiveness of communication, in particular communication with your child.
What is conflict?

Why do people have conflict?

Write down the situations that cause conflict in your family.
1. ___________________ 
2. ___________________ 
3. ___________________ 
4. ___________________ 
5. ___________________

What is your usual response to each of these situations?
1. ___________________ 
2. ___________________ 
3. ___________________
After discussing alternative responses to conflict, write down alternative responses you could use in the above situations.

1. 

2. 

3. 

4. 

5. 


Why is discipline necessary?


Why do children question rules and authority?


Which behaviours of your child do you see as discipline problems? Why do you feel that this is a problem?

1. 

2. 

3. 

4. 
5. ____________________________________________

____________________________________________

6. ____________________________________________

____________________________________________

Why do you think your child behaves like this?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How have you been dealing with these behaviours?

1. ____________________________________________

____________________________________________

2. ____________________________________________

____________________________________________

3. ____________________________________________

____________________________________________

4. ____________________________________________

____________________________________________

5. ____________________________________________

____________________________________________
6. ____________________________________________________________

Which of these behaviours would you most like to change?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Which other methods could you use to deal with these behaviours?

1. _____________________________________________________________

________________________________________________________________

2. _____________________________________________________________

________________________________________________________________

3. _____________________________________________________________

________________________________________________________________

4. _____________________________________________________________

________________________________________________________________

5. _____________________________________________________________

________________________________________________________________

6. _____________________________________________________________
Write down the different types of parenting styles.

How do each of these parenting styles influence the communication, disciplining and conflict resolution in the relationship with the child?

What type of parent are you? How does this influence your relationship with your child?
What is effective problem solving?

What are necessary skills that are required for effective problem solving?

When you have a problem to solve, what steps do you need to take in order to solve your problem?
What are some of the problems that you experience as a parent?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would the consequences/results be if this situation/problem continued?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you use problem-solving techniques to solve your problems as a parent?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Write down all the skills that you have acquired in the course.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

How will you use the skills that you now have to improve the interaction and relationship between you and your child?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
How could you use these skills to improve your child's self-esteem?
What could you do to help yourself cope with the difficult situations you have to deal with?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write down all the things that you want to do but never have time for.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Choose two of these things that you would most like to do, and write down a date and time in the next two weeks that you will do them.

1. ____________________________________________
   Date: ________________  Time: ________________

2. ____________________________________________
   Date: ________________  Time: ________________

I ________________ promise myself that I will do the above activities at the times specified.
THANK YOU FOR TAKING PART IN THE PARENT PROGRAMME
APPENDIX 7 – RESULTS OF QUESTIONNAIRES

TABLE 7.1 NUMBERS OF PARENTS AND YOUTH THAT COMPLETED QUESTIONNAIRES

<table>
<thead>
<tr>
<th></th>
<th>GROUP 1</th>
<th></th>
<th>GROUP 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents</td>
<td>youth</td>
<td>parents</td>
<td>youth</td>
<td>Parents</td>
<td>Youth</td>
</tr>
<tr>
<td>Attendance at first session</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Assessment questionnaire</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Attendance at final session</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation questionnaires</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

In the tables below the following key was used:

Group 1: normal print
Group 2: bold print

TABLE 7.2 MARITAL STATUS OF PARENTS: (DATA GAINED FROM YOUTH QUESTIONNAIRES)

<table>
<thead>
<tr>
<th></th>
<th>Unmarried</th>
<th>Married</th>
<th>Divorced</th>
<th>Remarried</th>
<th>Widow/ widower</th>
<th>Single parent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

TABLE 7.3 EDUCATIONAL LEVEL OF PARENTS: (DATA GAINED FROM PARENT QUESTIONNAIRES)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Std. 5</th>
<th>Std. 8</th>
<th>Std. 10</th>
<th>Trade</th>
<th>Diploma</th>
<th>Degree</th>
<th>Post-graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>
TABLE 7.4 INCOME OF PARENTS: (DATA GAINED FROM PARENT QUESTIONNAIRES)

<table>
<thead>
<tr>
<th>0-R1000 p/m</th>
<th>R1000-R2000 p/m</th>
<th>R2000-R5000 p/m</th>
<th>R5000-R10 000 p/m</th>
<th>R10 000 p/m</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All the following demographic information was obtained from the youth's questionnaires.

TABLE 7.5 NUMBER OF CHILDREN IN THE FAMILY

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>5</th>
<th>8</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>5</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

TABLE 7.6 CHILD'S POSITION IN FAMILY

<table>
<thead>
<tr>
<th>Oldest</th>
<th>Youngest</th>
<th>Middle</th>
<th>Third of eight</th>
<th>Only child</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

TABLE 7.7 OFFENCE: (SOME YOUTHS HAD MORE THAN ONE CHARGE)

<table>
<thead>
<tr>
<th>Theft</th>
<th>Possession of dagga</th>
<th>Possession of cocaine</th>
<th>House breaking</th>
<th>Possession of a firearm</th>
<th>Assault</th>
<th>Theft of a motor vehicle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

One of the youths in the first group didn’t have a charge but was referred to NICRO because he was caught smoking at school.
**TABLE 7.8 WHERE IS THE CHILD STAYING?**

<table>
<thead>
<tr>
<th></th>
<th>Stays with parents</th>
<th>Stays with aunt and uncle</th>
<th>Children's home</th>
<th>Grandparents</th>
<th>Mother</th>
<th>Mother and stepfather</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>

Of these only three children stayed somewhere else before. They all stayed with their parents before. These children are now respectively staying with their aunt and uncle, grandparents and in a children's home.

**TABLE 7.9 SCHOOLING**

<table>
<thead>
<tr>
<th></th>
<th>Currently in school</th>
<th>Currently at college</th>
<th>Currently not in school (not doing anything else)</th>
<th>Working</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>

**TABLE 7.10 CRIME COMMITTED BY SIBLINGS**

<table>
<thead>
<tr>
<th></th>
<th>Siblings committed a crime</th>
<th>Siblings did not commit a crime</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

For both of these groups no other children in the family committed a crime.
In the presentation of the results the following key will be used:

**Assessment: Youth groups 1 – normal print**

**Assessment: Youth group 2 – bold print**

All results are given in percentage.

Question 1 deals with communication between the husband and wife. Questions 2 and 3 deal with communication between the child and his/her parents. Question 4 deals with communication in the family as a whole. Question 26 determines whether family members at times refuse to talk to each other and question 30 asks members to rate how often the family talks things through.

Questions 1 and 3 (communication between child and father) were not relevant for two youths in the first group, as their fathers are deceased. One of the youths in the second group did not answer question 1 as his parents are divorced.

**TABLE 7.11(a) COMMUNICATION – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>10</td>
<td>22</td>
<td>40</td>
<td>0</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td></td>
<td>20</td>
<td></td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>10</td>
<td>33</td>
<td>50</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>10</td>
<td>11</td>
<td>30</td>
<td>22</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>33</td>
<td>10</td>
<td>11</td>
<td>40</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td>50</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 7.11(b) COMMUNICATION – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>10</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>30</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>33</td>
<td>30</td>
</tr>
</tbody>
</table>

Questions 5 and 6 deal with the parents’ involvement with the child. Questions 7, 8 and 9 inquire how the child gets on with each of his/her parents and siblings respectively. Question 34 assesses the importance of getting along with family members.

The same youths as above did not answer questions 5 and 7 as these questions deal with the father’s involvement with the child and the relationship between the child and his father. One child in the first group is an only child and therefore question 9 was not relevant.

TABLE 7.12(a) INVOLVEMENT AND ATTACHMENT – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>20</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
<td>10</td>
<td>33</td>
<td>30</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>0</td>
<td>22</td>
<td>10</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>10</td>
<td>44</td>
<td>20</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>44</td>
<td>50</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE 7.12(b) INVOLVEMENT AND ATTACHMENT – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>22</td>
<td>20</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>20</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 7.12(b) INVOLVEMENT AND ATTACHMENT – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>22</td>
<td>20</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>20</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Question 10 and 11 assess whether the person's feelings are understood and how he/she understands the feelings of other family members respectively. Question 23 asks the person to rate his/her happiness with emotional support in the family.

**TABLE 7.13(a) UNDERSTANDING AND SUPPORT – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>10</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>33</td>
<td>20</td>
<td>33</td>
<td>50</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

**TABLE 7.13(b) UNDERSTANDING AND SUPPORT – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>33</td>
<td>0</td>
<td>22</td>
<td>20</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

**TABLE 7.14 INDEPENDENCE – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>10</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The fairness, effectiveness and consistency of discipline are rated respectively.
TABLE 7.15 DISCIPLINE – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>56</td>
<td>10</td>
<td>0</td>
<td>30</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>40</td>
<td>33</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>33</td>
<td>10</td>
<td>22</td>
<td>10</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

In questionnaires A and C questions 16 and 17 relate to love that parents express for their child. In questionnaires B and D questions 16 and 17 relate to the love the child expresses for his/her parents. In questionnaires A and C questions 18 and 19 asks the parent whether he/she experiences the child to express love and whether he/she feels loved by the child. Questions 18 and 19 in questionnaires B and D asks the child if he feels loved by his mother and father respectively.

Questions 17 and 19 were not answered by the youths in group 1 whose fathers are deceased.

TABLE 7.16 AFFECTION – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>56</td>
<td>30</td>
<td>22</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>33</td>
<td>0</td>
<td>22</td>
<td>20</td>
<td>40</td>
<td>77</td>
</tr>
<tr>
<td>18</td>
<td>67</td>
<td>50</td>
<td>22</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>44</td>
<td>10</td>
<td>22</td>
<td>40</td>
<td>10</td>
<td>77</td>
</tr>
</tbody>
</table>

Questions 22, 23 and 24 asks the person to rate his happiness with his life as a whole, his family relationships, and the way in which problems are handled within the family respectively.
### TABLE 7.17 HAPPINESS WITH LIFE AND OTHER FAMILY ASPECTS – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>11</td>
<td>10</td>
<td>33</td>
<td>20</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>0</td>
<td>33</td>
<td>20</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>44</td>
<td>50</td>
</tr>
</tbody>
</table>

### TABLE 7.18 VIOLENCE – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>20</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>

Questions 27 and 28 ascertain whether either of the parents threaten to leave while having an argument. Question 29 questions whether the child is threatened with being sent away from home.

### TABLE 7.19 SECURITY – YOUTH ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>
Question 31 asks how much time the family spends together during the week and question 32 asks how much time they spend together over weekends. Question 33 and 35 ask the person to rate the importance of doing things with your family and the time spent with your family respectively.

**TABLE 7.20(a) FAMILY TIME – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 31</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>10</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>30</td>
<td>11</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 7.20(b) FAMILY TIME – YOUTH ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 33</td>
<td>11</td>
<td>30</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>56</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Question 35</td>
<td>22</td>
<td>30</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>44</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The following key will be used:

Assessment: youth group 1 – normal print

**Assessment: youth group 2 – bold print**
### TABLE 7.21 QUESTION 36: WHAT IS THE PROBLEM?
(Some youths provided more than one answer. There were a total of 21 responses.)

<table>
<thead>
<tr>
<th>Relationship with father/grandfather</th>
<th>No problem</th>
<th>Communication</th>
<th>The child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>3 (7%)</td>
<td>11 (52.4%)</td>
<td>1 (5%)</td>
<td>2 (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother</th>
<th>Brother</th>
<th>Trust</th>
<th>Discipline</th>
<th>The family</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>1 (5%)</td>
<td>1 (5%)</td>
<td>1 (5%)</td>
<td>0</td>
<td>1 (5%)</td>
<td>21 (100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.22 QUESTION 37: WAS THERE ANY SITUATION THAT TRIGGERED THE PROBLEM?

<table>
<thead>
<tr>
<th>Mother died</th>
<th>Nothing</th>
<th>Divorce</th>
<th>Did not answer</th>
<th>The crime</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>1 (5.2%)</td>
<td>9 (47%)</td>
<td>2 (10.5%)</td>
<td>3 (15.8%)</td>
<td>4 (21.1%)</td>
<td>19 (100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.23 QUESTION 38: WHAT IS YOUR ROLE IN CAUSING THE PROBLEM?

<table>
<thead>
<tr>
<th>Do not listen to parents</th>
<th>Did not answer</th>
<th>Own rebelliousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 (5.2%)</td>
<td>1 (5.2%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not communicating</th>
<th>Do not know</th>
<th>None</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>1 (5.2%)</td>
<td>1 (5.2%)</td>
<td>13 (68.4%)</td>
<td>19 (100%)</td>
</tr>
</tbody>
</table>
### TABLE 7.24 QUESTION 39: OTHER'S ROLE IN CAUSING THE PROBLEM.

<table>
<thead>
<tr>
<th>Sibling rivalry</th>
<th>Father does not communicate</th>
<th>Family does not communicate</th>
<th>Poor relationship with father</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1 (4.3%)</td>
<td>1 (4.3%)</td>
<td>1 (4.3%)</td>
<td>2 (8.7%)</td>
<td>2 (8.7%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>None</th>
<th>Did not answer</th>
<th>Mother’s negative attitude</th>
<th>Father’s drinking</th>
<th>Parents don’t trust child</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8 (34.8%)</td>
<td></td>
<td>1 (4.3%)</td>
<td>1 (4.3%)</td>
<td>2 (8.7%)</td>
<td>23 (100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.25 QUESTION 40: OUTSIDE INFLUENCES.

<table>
<thead>
<tr>
<th>Friends</th>
<th>Income</th>
<th>School</th>
<th>None</th>
<th>Did not answer</th>
<th>Many problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>2 (9.5%)</td>
<td>2 (9.5%)</td>
<td>7 (33.3%)</td>
<td>4 (19%)</td>
<td>5 (23.8%)</td>
<td>1 (4.8%)</td>
<td>21(100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.26 QUESTION 41: POSSIBLE SOLUTION

<table>
<thead>
<tr>
<th>I (child) must change</th>
<th>Communication skills</th>
<th>More family time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2 (8%)</td>
<td>5 (20%)</td>
<td>2 (8%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Don’t know</th>
<th>Discuss the problem</th>
<th>Did not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3 (12%)</td>
<td>1 (4%)</td>
<td>5 (20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledge mistakes</th>
<th>Change the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1 (4%)</td>
<td>1 (4%)</td>
</tr>
</tbody>
</table>
The following key will be used:

**Assessment: parents group 1** – normal print

**Assessment: parents group 2** – bold print

Question 1 deals with communication between the husband and wife. Questions 2 and 3 deal with communication between the child and his/her parents. Question 4 deals with communication in the family as a whole. Question 26 determines whether family members at times refuse to talk to each other and question 30 asks members to rate how often the family talks things through.
One of the parents in group 1 is a widow and therefore didn’t answer questions 1 (communication between husband and wife) and 3 (communication between child and father). One of the parents in group 2 is divorced and didn’t answer question 1.

TABLE 7.28(a) COMMUNICATION – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>16.7</td>
<td>37.5</td>
<td>50</td>
<td>0</td>
<td>87.5</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>0</td>
<td>37.5</td>
<td>12.5</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>12.5</td>
<td>0</td>
<td>37.5</td>
<td>0</td>
<td>12.5</td>
<td>87.5</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 7.28(b) COMMUNICATION – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>0</td>
<td>16.7</td>
<td>25</td>
<td>12.5</td>
<td>62.5</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>25</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Questions 5 and 6 deal with the parents’ involvement with the child. Questions 7, 8 and 9 inquire how the child gets on with each of his/her parents and siblings respectively. Question 34 assesses the importance of getting along with family members.

The same person as above did not answer questions 6 and 7 because she is a widow.
TABLE 7.29(a) INVOLVEMENT AND ATTACHMENT – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12.5</td>
<td>0</td>
<td>50</td>
<td>16.7</td>
<td>25</td>
<td>33.3</td>
</tr>
<tr>
<td>6</td>
<td>12.5</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>12.5</td>
<td>16.7</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>12.5</td>
<td>0</td>
<td>37.5</td>
<td>16.7</td>
</tr>
<tr>
<td>8</td>
<td>12.5</td>
<td>0</td>
<td>50</td>
<td>16.7</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td>33.3</td>
<td>50</td>
<td>0</td>
<td>12.5</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 7.29(b) INVOLVEMENT AND ATTACHMENT – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>37.5</td>
<td>33.3</td>
<td>62.5</td>
<td>100</td>
</tr>
</tbody>
</table>

Question 10 and 11 assess whether the person’s feelings are understood and how he/she understands the feelings of other family members respectively. Question 23 asks the person to rate his/her happiness with emotional support in the family.

TABLE 7.30(a) UNDERSTANDING AND SUPPORT – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>33.3</td>
<td>50</td>
<td>16.6</td>
</tr>
<tr>
<td>11</td>
<td>25</td>
<td>66.7</td>
<td>75</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The fairness, effectiveness and consistency of discipline are rated respectively.

In questionnaires A and C questions 16 and 17 relate to love that parents express for their child. In questionnaires B and D questions 16 and 17 relate to the love the child expresses for his/her parents. In questionnaires A and C questions 18 and 19 asks the parent whether he/she experiences the child to express love and whether he/she feels loved by the child. Questions 18 and 19 in questionnaires B and D asks the child if he feels loved by his mother and father respectively.

The widow did not answer questions 17 and 18.
### TABLE 7.33 AFFECTION – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>62.5</td>
<td>33.3</td>
<td>0</td>
<td>16.7</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>50</td>
<td>33.3</td>
<td>12.5</td>
<td>16.7</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>62.5</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Questions 22, 23 and 24 asks the person to rate his happiness with his life as a whole, his family relationships, and the way in which problems are handled within the family respectively.

### TABLE 7.34 HAPPINESS WITH LIFE AND OTHER FAMILY ASPECTS – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>12.5</td>
<td>0</td>
<td>50</td>
<td>33.3</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>37.5</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

### TABLE 7.35 VIOLENCE – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>12.5</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12.5</td>
<td>100</td>
</tr>
</tbody>
</table>

Questions 27 and 28 ascertain whether either of the parents threaten to leave while having and argument. Question 29 questions whether the child is threatened with being sent away from home.
One person in group 2 didn’t answer question 28 as she is divorced.

TABLE 7.36 SECURITY – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Question 31 asks how much time the family spends together during the week and question 32 asks how much time they spend together over weekends. Question 33 and 35 ask the person to rate the importance of doing things with your family and the time spent with your family respectively.

TABLE 7.37(a) FAMILY TIME – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>0</td>
<td>33.3</td>
<td>50</td>
<td>37.5</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 7.37(b) FAMILY TIME – PARENT ASSESSMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>12.5</td>
<td>33.3</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>35</td>
<td>37.5</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
The following key will be used:

Assessment: parents group 1 – normal print
Assessment: parents group 2 – bold print

**TABLE 7.38 QUESTION 36: WHAT IS THE PROBLEM?**

<table>
<thead>
<tr>
<th>The child</th>
<th>Children do not accept authority</th>
<th>No problem</th>
<th>Discipline</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 3 1 0</td>
<td>2 0</td>
<td>2 3 0 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (23%)</td>
<td>1 (3.8%)</td>
<td>2 (7.7%)</td>
<td>5 (19.5%)</td>
<td>3 (11.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drugs</th>
<th>Money</th>
<th>Grandfather is alcoholic</th>
<th>Atmosphere in the house</th>
<th>Relationship with father</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 0</td>
<td>1 0</td>
<td>1 0</td>
<td>0 2</td>
<td>0 3</td>
<td>12 14</td>
</tr>
<tr>
<td>2 (7.7%)</td>
<td>1 (3.8%)</td>
<td>1 (3.8%)</td>
<td>2 (7.7%)</td>
<td>3 (11.5%)</td>
<td>26 (100%)</td>
</tr>
</tbody>
</table>

**TABLE 7.39 QUESTION 37: WAS THERE ANY SITUATION THAT TRIGGERED THE PROBLEM?**

<table>
<thead>
<tr>
<th>Move</th>
<th>Father’s death</th>
<th>The crime</th>
<th>Divorce</th>
<th>Did not answer</th>
<th>Do not know</th>
<th>Nothing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0 1 0</td>
<td>0 1</td>
<td>1 0</td>
<td>2 1</td>
<td>2 2</td>
<td>1 2</td>
<td>8 6</td>
<td></td>
</tr>
<tr>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>3 (21.4%)</td>
<td>4 (28.6%)</td>
<td>3 (21.4%)</td>
<td>14 (100%)</td>
</tr>
</tbody>
</table>
### TABLE 7.40 QUESTION 38: WHAT IS YOUR ROLE IN CAUSING THE PROBLEM?

<table>
<thead>
<tr>
<th>No role</th>
<th>Do not know</th>
<th>Did not answer</th>
<th>Not communicating</th>
<th>Ineffective discipline</th>
<th>Not approachable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>8 (57.8%)</td>
<td>1 (7.1%)</td>
<td>2 (14.3%)</td>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>14 (100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.41 QUESTION 39: OTHER'S ROLE IN CAUSING THE PROBLEM

<table>
<thead>
<tr>
<th>Sibling rivalry</th>
<th>Father does not communicate</th>
<th>Poor relationship with father</th>
<th>No role</th>
<th>Mother uses drugs</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1 (5.3%)</td>
<td>1 (5.3%)</td>
<td>3 (15.8%)</td>
<td>4 (21.1%)</td>
<td>1 (5.3%)</td>
<td>1 (5.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents don't accept there is a problem</th>
<th>Did not answer</th>
<th>Father does not trust child</th>
<th>Other parent is inconsiderate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2 (10.5%)</td>
<td>3 (15.8%)</td>
<td>1 (5.3%)</td>
<td>2 (10.5%)</td>
<td>19 (100%)</td>
</tr>
</tbody>
</table>

### TABLE 7.42 QUESTION 40: OUTSIDE INFLUENCES

<table>
<thead>
<tr>
<th>Friends</th>
<th>Income</th>
<th>School</th>
<th>Child has ADD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>10 (52.6%)</td>
<td>1 (5.3%)</td>
<td>7 (36.8%)</td>
<td>1 (5.3%)</td>
<td>19 (100%)</td>
</tr>
</tbody>
</table>
### TABLE 7.43 QUESTION 41: POSSIBLE SOLUTIONS

(Some parents provided more than one solution to the problem)

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>More family time</th>
<th>Better discipline</th>
<th>Counseling</th>
<th>Guiding the child</th>
<th>Child must change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2 (11.8%)</td>
<td>2 (11.8%)</td>
<td>2 (11.8%)</td>
<td>1 (5.9%)</td>
<td>1 (5.9%)</td>
<td>1 (5.9%)</td>
<td>1 (5.9%)</td>
</tr>
<tr>
<td>3 (17.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Don’t know</th>
<th>Did not answer</th>
<th>Acknowledge mistakes</th>
<th>Child must be punished</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2 (11.8%)</td>
<td>2 (11.8%)</td>
<td>2 (11.8%)</td>
<td>1 (5.9%)</td>
<td>17 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 7.44 QUESTION 42: WHAT WOULD YOU LIKE IN PARENT PROGRAMME?

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Discipline</th>
<th>Conflict resolution</th>
<th>Life skills</th>
<th>Share ideas with other parents</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>7 (22.6%)</td>
<td>6 (19.4%)</td>
<td>3 (9.7%)</td>
<td>1 (3.2%)</td>
<td>1 (3.2%)</td>
<td>1 (3.2%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Problem solving</th>
<th>Support</th>
<th>Did not answer</th>
<th>Don’t know</th>
<th>Ways to deal with child</th>
<th>Understanding adolescent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2 (6.5%)</td>
<td>4 (12.9%)</td>
<td>2 (6.5%)</td>
<td>1 (3.3%)</td>
<td>1 (3.2%)</td>
<td>2 (6.5%)</td>
<td></td>
<td>31 (100%)</td>
</tr>
</tbody>
</table>
The following key will be used:

**Parents:** bold print

Youth – parents not on programme: normal print

Youth – parents on programme: ~!@q~

Question 1 deals with communication between the husband and wife. Questions 2 and 3 deal with communication between the child and his/her parents. Question 4 deals with communication in the family as a whole. Question 26 determines whether family members at times refuse to talk to each other and question 30 asks members to rate how often the family talks things through.

One of the parents did not answer question 1, as she is divorced.
TABLE 7.45(a) COMMUNICATION - EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.7</td>
<td>33.3</td>
<td>33.3</td>
<td>16.7</td>
<td>0</td>
<td>83.3</td>
</tr>
<tr>
<td>2</td>
<td>16.7</td>
<td>33.3</td>
<td>33.3</td>
<td>16.7</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 7.45(b) COMMUNICATION - EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>33.3</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Questions 5 and 6 deal with the parents' involvement with the child. Questions 7, 8 and 9 inquire how the child gets on with each of his/her parents and siblings respectively. Question 34 assesses the importance of getting along with family members.

Question 9 was not answered by one of the youths as he is an only child.
### TABLE 7.46(a) INVOLVEMENT AND ATTACHMENT - EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>16.7 0 25</td>
<td>50</td>
<td>0 0 16.7 16.7 25</td>
<td>16.7 66.7 0</td>
<td>0 16.7 50</td>
<td>100 100 100</td>
</tr>
<tr>
<td>6</td>
<td>0 16.7 50</td>
<td>66.7 16.7 25</td>
<td>0 16.7 0</td>
<td>16.7 33.3 25</td>
<td>16.7 16.7 0</td>
<td>100 100 100</td>
</tr>
<tr>
<td>7</td>
<td>0 0 0</td>
<td>33.3 0 25</td>
<td>16.7 33.3 50</td>
<td>16.7 50 0</td>
<td>33.3 16.7 25</td>
<td>100 100 100</td>
</tr>
<tr>
<td>8</td>
<td>16.7 0 50</td>
<td>33.3 50 25</td>
<td>33.3 0 0</td>
<td>16.7 33.3 25</td>
<td>0 16.7 0</td>
<td>100 100 100</td>
</tr>
<tr>
<td>9</td>
<td>33.3 16.7 50</td>
<td>50 50 25</td>
<td>16.7 0 25</td>
<td>0 0 0</td>
<td>0 16.7 0</td>
<td>100 83.3 100</td>
</tr>
</tbody>
</table>

### TABLE 7.46(b) INVOLVEMENT AND ATTACHMENT - EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>66.7 16.7 0</td>
<td>33.3 66.7 100</td>
<td>0 16.7 0</td>
<td>100 100 100</td>
</tr>
</tbody>
</table>

Question 10 and 11 assess whether the person’s feelings are understood and how he/she understands the feelings of other family members respectively. Question 23 asks the person to rate his/her happiness with emotional support in the family.
The fairness, effectiveness and consistency of discipline are rated respectively.
<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>16.7</td>
<td>16.7</td>
<td>25</td>
<td>66.7</td>
<td>33.3</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>33.3</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>16.7</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>33.3</td>
<td>25</td>
</tr>
</tbody>
</table>

In questionnaires A and C, questions 16 and 17 relate to love that parents express for their child. In questionnaires B and D questions 16 and 17 relate to the love the child expresses for his/her parents. In questionnaires A and C questions 18 and 19 asks the parent whether he/she experiences the child to express love and whether he/she feels loved by the child. Questions 18 and 19 in questionnaires B and D asks the child if he feels loved by his mother and father respectively.
TABLE 7.50 AFFECTION – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>66.7</td>
<td>16.7</td>
<td>25</td>
<td>16.7</td>
<td>33.3</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>33.3</td>
<td>33.3</td>
<td>75</td>
<td>33.3</td>
<td>16.7</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>25</td>
</tr>
</tbody>
</table>

Questions 22, 23 and 24 asks the person to rate his happiness with his life as a whole, his family relationships, and the way in which problems are handled within the family respectively.

TABLE 7.51 HAPPINESS WITH LIFE ANS FAMILY ASPECTS – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>16.7</td>
<td>0</td>
<td>25</td>
<td>66.7</td>
<td>16.7</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>16.7</td>
<td>25</td>
</tr>
</tbody>
</table>
### TABLE 7.52 VIOLENCE – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Questions 27 and 28 ascertain whether either of the parents threaten to leave while having and argument. Question 29 questions whether the child is threatened with being sent away from home.

### TABLE 7.53 SECURITY – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Question 27 and 28 ascertain whether either of the parents threaten to leave while having an argument. Question 29 questions whether the child is threatened with being sent away from home.

Question 31 asks how much time the family spends together during the week and question 32 asks how much time they spend together over weekends. Question 33 and 35 ask the person to rate the importance of doing things with your family and the time spent with your family respectively.
### TABLE 7.54(a) FAMILY TIME – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>66.7</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>33.3</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>33.3</td>
<td>100</td>
</tr>
</tbody>
</table>

### TABLE 7.54(b) FAMILY TIME – EVALUATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>50</td>
<td>16.7</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>35</td>
<td>83.3</td>
<td>33.3</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Evaluation: youth – Section B: questions 35-50

The evaluation questionnaire was completed by ten youths (see TABLE 7.1).

7.1 Question 36: Do you feel you benefited from the Journey?

All youth felt that they benefited from the Journey. They all had different responses, indicating that the programme was a personal experience for each of them. Most youths gave more than one reason why the Journey was beneficial.

The following aspects were mentioned:

♦ Three of the youths mentioned that they now have more respect for others
♦ Three youths mentioned that they can now trust others
♦ Two youths felt that they have gained confidence
♦ One person felt that he learnt self-discipline
♦ One youth said that he learnt how to cooperate with others and to make the correct decisions
♦ One person stated that he learnt never to give up, but to try until you succeed
♦ Four youths felt that their communication skills improved

7.2 Question 37: Do you feel that you have changed?

All of the youths on the programme experienced a change. Once again it was a personal experience for each of them. Most youths provided more than one response to the question.

They listed the following changes:

♦ One person said that he was trying to get along with others
♦ One person said that he was trying to be good and do the right thing
♦ One youth stated that he obeyed his parents
- Three youths stated that they communicated better with others
- One youth felt that he was more open and less withdrawn
- Two youths experienced themselves as more confident
- One youth felt that he was capable of making better decisions
- One youth felt that he now tried to listen to both sides of a story
- One youth only stated that he changed in lots of ways

7.3 Question 38: Did your parents notice the change in you? How did that make you feel?

| TABLE 7.55 PARENTS’ OBSERVATION OF A CHANGE IN THE YOUTH AND THE YOUTH FEELINGS REGARDING THIS OBSERVATION |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Youth whose parents attended programme | Youth whose parents did not attend programme |
| Did parents notice | Youth’s feeling | Did parent notice a | Youth’s feeling |
| a change | | change | |
| No | 0 | N/A | No | 4 | Hurt | 2 |
| | | | | | Discouraged | 1 |
| | | | | | Unimportant | 1 |
| Yes | 4 | Good | 1 | Yes | 2 | Good | 2 |
| | Surprised, but glad | 1 | | Trusted | 1 |
| | Makes Journey worthwhile | 2 | | |
| Total | 4 | | Total | 6 |
7.4 Question 39: What did your parents do when you changed?

Some youths provided more than one response to the question.

| Table 7.56 Youth's Perceptions of Parents' Reactions When They Noticed a Change in the Youth |
|---------------------------------|---------------------|
| Parents did nothing                | 3                   |
| Father tried to improve communication | 1               |
| Mother tried to improve communication | 1               |
| Parents tried to understand them    | 2                   |
| Parents show trust in child        | 1                   |
| Total                             | 8                   |

7.5 Question 40: Were your parents involved in the parent programme? How do you feel about that?

<p>| Table 7.57 Parents' Involvement in the Programme and Youth's Feelings Regarding This Involvement |
|---------------------------------|---------------------|
| Parents involved in the programme | Parent not involved in the programme |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Feeling</th>
<th>Number</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Parents care</td>
<td>2</td>
<td>Hurt</td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>1</td>
<td>Disappointed</td>
</tr>
<tr>
<td></td>
<td>Proud of parents</td>
<td>1</td>
<td>Left out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not important</td>
</tr>
</tbody>
</table>
7.6 Question 41: If your parents were involved in the programme, how do you feel that they and you benefited?

Four of these youth's parents were involved in the programme.

**TABLE 7.58 BENEFITS FROM PARENT PROGRAMME**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents understand child and feelings better</td>
<td>2</td>
</tr>
<tr>
<td>Better communication, able to talk to parents about things</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

7.7 Question 42: If your parents attended the programme, how do you feel your parents have changed?

**TABLE 7.59 HOW HAVE PARENTS CHANGED?**

(Four youth's parents attended the programme)

<table>
<thead>
<tr>
<th>Change</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents listen to the child</td>
<td>2</td>
</tr>
<tr>
<td>Parents now trust the child</td>
<td>1</td>
</tr>
<tr>
<td>Now able to talk to parents</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

7.8 Question 43: If your parents were not involved in the programme – why do you think that they were not involved?

Six of the youths that completed evaluation questionnaire parents were not involved in the parent programme.
TABLE 7.60 WHY DO YOU THINK YOUR PARENTS WERE NOT INVOLVED IN THE PROGRAMME?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were busy</td>
<td>1</td>
</tr>
<tr>
<td>Parents were at work</td>
<td>3</td>
</tr>
<tr>
<td>Do not know</td>
<td>1</td>
</tr>
<tr>
<td>Did not tell parents of the programme</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

7.9 Question 44: If your parents were not involved in the parent programme, would you have liked them to be involved? Why?

Five of the youths whose parents were not involved said that they would have liked their parents to be involved. Most youths gave more than one response to this question. They gave the following reasons:

- to show that they care
- to understand the youth better
- to learn to trust the youth
- to see the changes in the youth
- so that they can learn to appreciate and understand the changes in the youth as a result of the Journey
- so that they know what the youth did on the Journey
- to share the experience with them
- because it is difficult if only the child changes as the parents do no know how to react to this
7.10 Question 45: Who else in the family changed? How did this person change?

**TABLE 7.61 CHANGES IN THE FAMILY**

<table>
<thead>
<tr>
<th>Parents attended programme</th>
<th>Parents did not attend programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother listen to child, they talk more</td>
<td>1</td>
</tr>
<tr>
<td>Mother understands child better</td>
<td>1</td>
</tr>
<tr>
<td>Better communication in the family</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
<tr>
<td>nobody else changed</td>
<td>4</td>
</tr>
<tr>
<td>Mother is friendlier</td>
<td>1</td>
</tr>
<tr>
<td>Parents trust child</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

7.11 Question 46: What do you think made things change?

**TABLE 7.62 WHAT DO YOU THINK MADE THINGS CHANGE?**

<table>
<thead>
<tr>
<th>What you think made things change</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing changed, only child</td>
<td>1</td>
</tr>
<tr>
<td>The Journey</td>
<td>3</td>
</tr>
<tr>
<td>Change in child resulted in a change in the mother</td>
<td>1</td>
</tr>
<tr>
<td>Child realizes he has to do things from his side first</td>
<td>1</td>
</tr>
<tr>
<td>Child is more involved in the family</td>
<td>1</td>
</tr>
<tr>
<td>Child’s attitude to other people changed</td>
<td>1</td>
</tr>
<tr>
<td>Journey helped the child and parent programme changed their mothers</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>
7.12 Question 47: What did you do when things changed?

**TABLE 7.63 WHAT DID YOU DO WHEN THINGS CHANGED?**

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing changed</td>
<td>1</td>
</tr>
<tr>
<td>Try not to disappoint parents</td>
<td>3</td>
</tr>
<tr>
<td>Behaving responsibly</td>
<td>1</td>
</tr>
<tr>
<td>Trying to be good</td>
<td>1</td>
</tr>
<tr>
<td>Trying to be nicer to people</td>
<td>1</td>
</tr>
<tr>
<td>Trying to build better relationship with parents</td>
<td>1</td>
</tr>
<tr>
<td>Apologize for mistake</td>
<td>1</td>
</tr>
<tr>
<td>Better communication with parents</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

7.13 Question 48: If there is a problem now, what is it?

Four of the youths said that there is not a problem now.

The rest named the following problems:

- Parents do not understand him
- Parents do not believe that he has changed
- Parents do not acknowledge the change
- The child changed and the parents did not
- Parents do not understand what the child went through and why he changed
- One feels that the parent group helped his relationship with his mother, but his father did not attend and their relationship is really poor
7.14 Question 49: Other topics to be included in the parent programme.

Only one of the youths commented. He felt that the parent programme should be compulsory for all parents.

7.15 Question 50: Suggestions regarding the Journey.

None of the youths answered this question.

Evaluation: parents – Section B: questions 36-56

A total of six parents completed the evaluation questionnaires (see TABLE 7.1).

7.16 Question 36: Do you feel that your child benefited from the Journey?

One parent replied that the child refused to attend the programme. All other parents felt that their children benefited from the Journey. Some parents gave a number of ways in which the child benefited from the Journey. They listed the following reasons:

♦ The child realized that there are consequences for transgressions
♦ The child learned to talk about his feelings and problems
♦ The child is more willing to listen to other people's point of view
♦ The child learned valuable skills
♦ The child is more open and willing to communicate
♦ The child tries harder to understand others
♦ The child acquired communication skills
♦ Two parents replied that their children are more considerate
7.17 Question 37: Has the child changed? If so, how did he change?

All parents replied that they could see a change in the child. Parents gave several ways in which the child has changed.

They listed the following changes in the children:

♦ One parent observed that the child was more tolerant and mature
♦ One parent said that the child had more confidence
♦ One parent observed a willingness in the child to apologize for things he does wrong
♦ Three parents felt that their children are more understanding of others
♦ Two parents indicated children having a more positive attitude to their schoolwork
♦ Three parents could observe their children set goals for themselves

7.18 Question 38: Did you benefit from the parent programme?

All parents felt that they benefited from the programme. Most parents gave various ways in which they benefited from the programme. They indicated the following reasons:

♦ One person felt that it gave him the opportunity for introspection
♦ One parent felt that the programme provided alternative ways to deal with problems
♦ Three people indicated that they learned new communication skills
♦ Three people indicated that they learned new discipline techniques
♦ Two people replied that it provided them with new ways of dealing with their child
♦ Three people responded that it helped them solve their family problems
♦ Four people found the support in the group helpful
7.19 Question 39: How do you feel that you have changed?

Parents all indicated that they have changed in some way. Some parents listed more than one way in which they feel they have changed.

They listed the following changes:

♦ One parent feels that he is more tolerant
♦ One parent feels that she can take responsibility for her own problems
♦ One parent feels that she is able to see her own weaknesses
♦ Five parents feel that they are more willing to listen to others
♦ Four parents feel that they have better communication skills

7.20 Question 40: Who else in the family changed?

The following responses were given:

♦ One parent said that his whole family was making an effort
♦ One parent replied that it was only her and the child that was on the Journey that changed
♦ One parent replied that her children was being more considerate
♦ Two parents replied that even though their husbands did not attend the sessions they were making an effort, and that they are more willing to listen and communicate
♦ One parent replied that the child refused to come to the sessions, so he did not improve, and her husband did not come either so he is still uncooperative
7.21 Question 41: To what do you attribute the change?

Parents attributed change to the following:

♦ One parent said that the situation demanded change and that it was inevitable
♦ One parent said the change was as a result of the things she learned on the parent programme
♦ One parent attributed the change to the caring staff at NICRO and the Journey and parent programmes
♦ One parent said that the change was as a result of the insight and different perspective she gained into herself and her situation through the parent programme
♦ One parent said that through the programme she has been encouraged to talk to her husband and not to ignore the problems they are having
♦ One parent said that she has gained an understanding of her child, and that she will try to build a better relationship with him

7.22 Question 42: What did you do when things changed?

Parents had the following reactions when things started changing:

♦ One parent said he became more understanding and tolerant of his child
♦ One parent replied that she started making an effort to build a better relationship with her child
♦ One parent said that she made a greater effort to explain the importance of communication with and understanding of the child to her husband
♦ One parent replied that they as a family are making a greater effort to discuss their problems and work through them
♦ One parent replied that she became more concerned about her child and that she became more involved with him and what he does
♦ One parent have become more supportive and understanding
7.23 Question 43: What did your husband/wife do when things changed?

The following answers were provided:

- One parent replied that his wife is making an effort to be more understanding.
- Two parents stated that even though their husbands did not attend the sessions, they have tried to be more communicative. One of these parents also replied that her husband is paying more attention to the child.
- One parent replied that her husband has stopped threatening to send the child away, but that he is still not prepared to communicate with the child.
- Two parents stated that their husbands did not attend sessions, and that they haven’t changed.

7.24 Question 44: If there is a problem now, what is it?

Five parents replied that there is no problem at the moment. One of the parents said that the child has improved as a result of the Journey, but that the father did not attend the parent sessions. The problem that now exists is that of conflict and poor communication between the father and the child.

7.25 Question 45: Why did you become involved in the parent programme?

Parents gave the following responses:

- Because of a request by NICRO
- To understand and help the child
- To get help and to learn new skills
- A need for guidance
- To find ways of dealing with the child’s attitude
- Support
7.26 Question 46: Other topics that you would have liked the programme to cover.

Only two parents named additional topics. The first was looking at ways to deal with the community's reaction to the offense. The next request was to place more emphasis on the family unit.

Questions 47-54 asked parents to evaluate the parent programme with regards to general satisfaction (see TABLE 7.55). Results are given in percentage.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction with the parent programme</td>
<td>83.3</td>
<td>16.6</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction of how you were helped with your problems</td>
<td>83.3</td>
<td>16.6</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with how well your problems were understood</td>
<td>66.6</td>
<td>33.3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with how your situation has changed</td>
<td>66.6</td>
<td>33.3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with the convenience of session times</td>
<td>50</td>
<td>33.3</td>
<td>16.6</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with the number of sessions</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with the content covered in the sessions</td>
<td>66.6</td>
<td>33.3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction with the ability of the group leader</td>
<td>83.3</td>
<td>16.6</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
7.27 Question 55: Suggestions regarding the programme.

Only three parents gave offered suggestions. These were:

- Having monthly support meetings once the programme is completed
- Trying to get both parents involved, as this will be more worthwhile for the whole family
- Making the parent programme compulsory, and part of the requirements that must be met in order for the child’s charges to be dropped

7.28 Question 56: Suggestions regarding the Journey.

Only one parent offered a suggestion and that was to place more emphasis on goal setting and planning the future.
BIBLIOGRAPHY


