

**CHALLENGES FACED BY CHILD AND YOUTH CARE WORKERS WITH
REGARD TO DISCIPLINE OF CHILDREN WITH CHALLENGING BEHAVIOUR
IN RESIDENTIAL CHILD AND YOUTH CARE CENTRE**

**BY
EDWIN JAMES THESEN**

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SUPERVISOR:

DR. M.S DE JAGER

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Student number: 8742320

DECLARATION

I hereby declare that the dissertation, “CHALLENGES FACED BY CHILD AND YOUTH CARE WORKERS WITH REGARD TO DISCIPLINE OF CHILDREN WITH CHALLENGING BEHAVIOUR IN RESIDENTIAL CHILD AND YOUTH CARE CENTRE” is my own work and that all resources that were used or during the research study, are indicated by means of a complete reference and acknowledgement.

Signature: _____ Date: _____

MR. E. J. THESEN



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ABSTRACT

Child and Youth Care Workers employed in residential Child and Youth Care Centres are often challenged by the behaviour of children in their care. The goal of the study was therefore to explore and describe the challenges faced by Child and Youth Care Workers with regard to the discipline of children with challenging behaviour in Child and Youth Care Centres. A qualitative research approach employing explorative, descriptive and contextual designs were followed. Participants were selected by means of purposive sampling from four Child and Youth Care Centres from four different metropolises in the Cape Peninsula. Data was collected by means of focus groups with the aid of an interview schedule. The interviews were recorded and transcribed verbatim. Data was analysed according to Tesch (in Creswell, 2003) eight steps of data analysis. Ethical considerations such as informed consent, confidentiality and debriefing were adhered to. The findings of the study pointed inter alia to the fact that CYCWs are the first line disciplinarians that they need more support with regards to the discipline of children from colleagues, management and social workers. Multi-disciplinary in CYCCs teams tend to be ineffective and they experience disempowerment from the management and social workers. In addition, they are challenged by the behaviour of children in their care, such as truancy, stealing, absconding, aggressiveness, inappropriate sexual behaviour, development problems. Recommendations for all the stakeholders in the field of CYC were made to improve service delivery.

KEY CONCEPTS:

Child and Youth Care Workers has been recognised as possessing specific expertise and having a unique approach to working with children and families (Garfat, Fulcher & Digney, 2012). The authors go on to say that the CYCW position in the daily life space of another person or their family allows them to intervene proactively and responsibly and immediately to help the other person learn new ways of acting and experiencing the world. Child and youth care work concerns helping people live their lives differently as they are living it.

Child and Youth Care Centre: are expected to provide a child or youth with a home, food, clothing and care. It must also offer developmental programs for diversion (for children in trouble with the law); rehabilitation (for addiction problems); special needs (for disabled and chronically ill children); education programs; and should help children to adjust to a new life when they turn 18 and must leave the centre (Children's Act 38 of 2005).

Discipline: The Oxford dictionary (2012), defines discipline as “the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience”

Challenging Behaviour: This term describes behaviour that interferes with an individual or carers daily life, this would include aggression, self-injury, property destruction, oppositional behaviour, stereotyped behaviour, withdrawn and inappropriate behaviour (Therapeutic Guidelines Limited, 2005).

ACRONYMS:

1. CYCW - Child and Youth Care Worker
2. CYCWS - Child and Youth Care Workers
3. CYC - Child and Youth Care
4. CYCC - Child and Youth Care Centre
5. CYCCs - Child and Youth Care Centres
6. NACCW - National Association of Child Care Workers



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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

Children who are placed in Child and Youth Care Centres (CYCCs) are children who are in need of care (Children's Act 38, 2005, Chapter 11:86). A child is found in need of care if the child is abandoned, orphaned or without any visible means of support. According to this Act, other factors that influence the need for care include uncontrollable behaviour of the child; a child living or working on the street; drug addiction and dependence by the child; child exploitation; maltreatment or being exposed to conditions that place the child's physical, emotional, social and cognitive development at risk due to parental neglect or abuse. Upon investigation by a designated social worker, a child may be found to be in need of care by the children's court and can then be placed in a CYCC for a minimum of two years, where Child and Youth Care Workers (CYCWs) will act as their caregivers.

Chapter 13 of the Act states that a CYCC is a residential facility that provides for the care of more than six children outside their home environment. This excludes boarding schools, training facilities, partial care, drop-in centres and prisons. The CYCC must be run in accordance with a residential care programme. Children's homes, places of safety, secure care facilities, government industrial schools and reform schools that existed before the Children's Act 38 of 2005 came into being, are currently called CYCCs in South Africa.

In South Africa, residential care is regarded as an important component of social welfare services and CYCWs are central figures in the provision of these services (Veeran, 1990). Jamieson (2013a:3) defines a CYCW as:

A person who works in the life space of children and adolescents with both normal and special development needs to promote and facilitate optimum development through the planned use of everyday life events and programmes to facilitate their ability to function effectively within different contexts.

According to Brentro, Brokenleg & Van Bockern (1992), children in CYCCs often present with challenging behaviour such as bullying, recklessness, manipulation, rebelliousness, defiance, dictatorial behaviour and general lack of discipline. CYCWs are also confronted by children in their care who fight, are disobedient, promiscuous and often fail to follow rules.

CYCWs are thus challenged to manage the behaviour of the children in their care. This study explored the challenges faced by CYCWs in managing challenging behaviour displayed by children in CYCCs.

1.2 Background and contextual information

Children living in CYCCs are often in need of care and protection from abuse, or are at risk of abuse, because of family interactions in their own family systems. Some of these children in need of care have run away from home and have lived on the streets or/and they may have serious behavioural problems or developmental delays. According to the Children's Act (38 of 2005), a CYCC should provide these children and youth with a home, food, clothing and care. It must also offer developmental programmes for:

- Diversion (for children in trouble with the law);
- Rehabilitation (for addiction problems);
- Special needs (for disabled and chronically ill children);
- Educational programmes (for cognitive development);
- Helping children to adjust and reintegrate into communities when they turn 18 or upon completion of school and having to leave the CYCC.

The behaviours of children in child and youth care often pose challenges to CYCWs who have to exercise discipline and are already struggling to cope with the behaviour of children in their care (Maherty, Jamieson & Scott, 2011). The Oxford dictionary (2012), defines discipline as being the exercise of teaching people to obey rules, or a code of behaviour and using punishment to correct disobedience. According to Webb, Gore, Amend & De Vries (2007), discipline is a way of modelling and teaching children appropriate behaviours. Fox (2005), postulates that the terms discipline, punishment and consequences are often spoken about and used as if they have the same meaning. Fox (2005) further asserts that discipline is about an intervention with the intent to teach. If the intervention has any other intent – such as inflicting or causing pain, loss or suffering – then CYCWs are not administering true discipline for a transgression.

When CYCWs remove privileges, belongings and things the children under our care value, or cause discomfort or emotional suffering, it remains punishment (Stein, 2005).

According to Maherty et al., (2011), the Children's Act 38 of 2005 encourages positive discipline as a way to manage the behaviour of children in CYCCs and explicitly prohibits behaviour management strategies such as physical punishment; verbal, emotional or physical harm; deprivation of basic rights and needs such as food and clothing, as well as the deprivation of access to family members or significant other persons. Positive discipline is concerned with teaching a child to help him or her succeed; it is about giving information, supporting development and is respectful and non-threatening. Positive discipline is also about long-term solutions in order to develop self-discipline (Durrant, 2007:6). The intent of discipline is furthermore to provide a safe and consistent environment where children can learn rules, limits and consequences, as well as the reasons for these rules and the consequences of violating these rules. The end result should be self-control and self-discipline (Laursen, 2003). CYCWs may believe that they are using discipline to teach children. However, more often than not, the disciplinary measures used are punitive and children do not learn anything – with the result that it remains punishment. The intention of the intervention should be for children to gain a positive learning experience from the interaction with their caregivers. CYCWs however, argue that they have not been equipped with skills in order to manage the behaviour of children and youth under their care.

Durrant (2007: ii), in a global study on violence against children in the United Nations, found that children were abused in their homes throughout the world as a result of culture and tradition, as well as a lack of awareness of human rights. Pitman (2002), on the other hand reports that those who care for abused and traumatised children, have been taught to use consequences and other forms of behaviour management to “correct” children's behaviour. Decisions made in the best interest of the child by professional people sometimes disregard children's rights and justice. According to Chapter 2, Section 18 of the Constitution of the Republic of South Africa, children are bearers of human rights from the moment they are born and are therefore entitled to have their physical integrity and human dignity respected in the same way as adults. Discipline should therefore not be about disrespect to the child but about the development of a set of norms and values that would result in the child or youth developing into a productive member of society.

Curry (2005) on the other hand, is of the opinion that education and training can help CYCWs to understand the principles and code of ethics as well as how to apply these principles to daily practice and effectively discipline children. However, in the vast majority of CYCCs, the

people who work directly with children are often the ones who are unskilled and the most disempowered staff in the organisation. CYCWs are often employed because they exhibit caring or community centred values. CYCWs who regard themselves as professional practitioners and contribute to the development of the field of child and youth care is the exception rather than the rule.

1.3 Theoretical framework

A system is defined as a “bounded set of interrelated elements exhibiting coherent behaviour as a trait” (Constantine, 1986 as cited by Winter, 2001). This author states that a system has interrelated elements and structure and that there are relationships between all the members (elements) of the family. These relationships are interdependent and this creates a structure. The interactions occur in patterns and these patterns guide the members in their interactions. The system has boundaries on a continuum, ranging from open to closed boundaries and forms the basis of systems theory. All systems have ways of excluding and including members so that it is clear who falls within the boundaries of the system, and who is considered as being outside the system. The system functions by composition of law. Even though the system is made up of individuals, the result is an organic whole. Although behaviour may come from a unique individual, the behaviour is ascribed to the entire system. Messages and rules are relationship agreements that prescribe and limit a family member’s behaviour. Family systems also consist of subsystems which have their own unique characteristics (Constantine in Winter, 2001).

This research study concerned children in CYCCs and the challenges faced by CYCWs in the way children are disciplined. From the discussion above, the CYCC can be viewed as a family system. The children who are placed in these centres are in need of care and protection (Maherty *et al.*, 2011), as they often have developmental delays, have been abused or are at risk because of the interactions in their own family systems.

Children who are living in CYCCs often come from a family system where they have been exposed to values, rules and beliefs which impact on the way they interact in the current child and youth care system. The same applies to CYCWs, as they have rules and patterns that determine how they conduct themselves in their own family systems with their partners and children. These different elements from different family systems could be operating anywhere on a continuum from functional to dysfunctional.

The study explored the challenges faced by the CYCWs with regard to the discipline of children who display challenging behaviour in CYCCs.

1.4 Research problem

From the background information it is clear that CYCWs are faced with various challenges with regard to discipline of the children in their care. Apart from that, it seems as if they often lack skills and knowledge in this regard. Children have the right to be free from cruel and inhuman or degrading treatment or punishment according to the South African Constitution (Act 108 of 2006). In terms of the South African Schools Act (Act 84 of 1996) and the South African Abolition of Corporal Punishment Act (Act 33 of 1997), corporal punishment has been banned in schools, penal institutions and alternative care settings.

CYCWs argue that they have not been equipped with skills (other than punishment) in order to manage the behaviour of children and youth in their care. The Department of Social Development in the Western Cape has initiated a project to train all CYCWs employed by residential CYCCs in the Western Cape, in behaviour management. This study explores the challenges faced by CYCWs when disciplining children who display challenging behaviour in CYCCs.

1.5 Research question

What are the challenges faced by CYCWs with regard to discipline of children with challenging behaviour in CYCCs?

1.6 Aim of the study

The aim of the study was to explore and describe the challenges faced by CYCWs regarding the discipline of children with challenging behaviour in CYCCs.

1.7 Objectives of the study

- To explore and describe the challenges faced by CYCWs with regard to the behaviour of children in CYCCs;
- To explore and describe the challenges with regard to exercising discipline in the CYCCs.

1.8 Research methodology

1.8.1 Research approach

Research approaches are either quantitative or qualitative in nature, or a combination of the two. Quantitative research involves seeking explanations, describing or evaluating phenomena through surveys and experiments. Qualitative research on the other hand is aimed at exploring, describing or evaluating a phenomenon, using methods such as observation, interviews and focus groups (Engel & Schutt, 2005:16).

The aim of qualitative research is to understand the participant's experience of an event, experience or phenomena (Hays & Wood, 2001). These authors argue that through interviews, the researcher tries to understand the life world of the participant and then look at collective perspectives across participants while seeking the essence as well as the variations of their experience of the phenomena. According to Creswell (2007), qualitative research is a way of exploring and understanding the meaning that individuals or groups attach to a social problem. Qualitative research seeks answers to questions; it is particularly successful in gaining an understanding of a problem from the perspective of the population involved in the study (Mack, Woodsong, MacQueen, Guest & Namey, 2005). These authors contend that qualitative research is particularly effective in obtaining culturally specific information concerning the values, opinions, behaviours and social contexts of certain populations.

In this research study, a qualitative research approach was used to explore and describe the challenges faced by the CYCWs regarding the discipline of children with challenging behaviour in CYCCs.

1.9 Research design

A research design can be described as the map or blueprint that the researcher will use in order to answer the research question. Green and Thorogood (2009:42) refer to research design as the “logic of the study: the what, how and why of data production”. Yegidis and Weinbach (1996:89) on the other hand, refer to the research design as the plan of how the research will be conducted. The research design will consider aspects like the methods of data collection, how the participants will be chosen, when and where the research will be done, data analysis, and how data will be disseminated. For the purpose of this study, the aim was to explore and describe the challenges faced by CYCWs regarding the discipline of children with challenging behaviour in CYCCs.

In the context of this study the researcher employed the most suitable research designs for the aim of the study, namely explorative, descriptive and contextual design.

Explorative research is carried out in order to gain insight into a situation. It could be based on a lack of information about a new area of interest, or be used in order to become familiar with a situation or to formulate a problem. Explorative research attempts to identify the reasons why a phenomenon occurs (De Vos, Strydom, Fouche & Delport, 2005). Neuman (2006) on the other hand, is of the opinion that with an explorative design, the researcher wants to learn more about a fairly unknown topic. It addresses the “what” questions and tends not to lead with definite answers.

Descriptive research describes details of a situation, social setting or relationship (De Vos *et al.*, 2005). The purpose of descriptive research is to observe, describe and to document the phenomenon. Descriptive research presents a picture of the specific details of a situation and focuses on the “how” and “why” of the research problem and therefore the characteristics of individuals and groups become the focus of the research (De Vos *et al.*, 2005; Neuman, 2006). CYCWs who are working in CYCCs find themselves in a relationship with children in their care, thus working with them in a social setting. The challenges faced by CYCWs with disciplining children are of interest to the researcher who is a qualified social worker, working as a trainer in the field of child and youth care work. This situation thus lent itself to a descriptive research design.

Contextual research seeks to avoid separation of parts from a larger context to which the elements may be related (De Vos *et al.*, 2005).

Life occurs in context, namely the natural setting of participants. Contextual studies also seek to gain an understanding of a topic within the relevant participant's context in their real world (Schurink, 1998:281). Child and youth care work is practised in the life space (natural setting) of children. The current study therefore aimed to explore and describe the challenges experienced by CYCWs with regard to disciplining children with challenging behaviour in CYCCs, thus in their natural context. A contextual design was therefore appropriate for this study.

1.10 Population and sampling

Population is an abstract concept that can be described as a larger pool from which the sample or unit of the study will be chosen (Neuman, 2006). In the human sciences, the term "population" usually refers to all the possible cases which a researcher is interested in studying, and people with specific characteristics in common relevant to the study (Monette, Sullivan & De Jong, 2008). The population for this study was all the CYCWs who were employed at the 48 CYCCs registered with the Department of Social Development, Western Cape Province.

Fox and Bayat (2007:54) define a sample as "any subset of elements of the population that is obtained for the purpose of being studied", while De Vos *et al.*, (2002) describe sampling as taking any portion of a population or universe as representative of that population or universe.

Qualitative researchers therefore purposefully and intentionally look for participants for inclusion in a sample because of their knowledge of and ability to describe the phenomenon or part of the phenomena under study (Donalek & Soldwisch, 2004). A representative sample of CYCWs was therefore selected from CYCCs in the Cape Peninsula. A purposive sampling technique was used for this research study since these CYCWs were selected because they had the necessary skills and knowledge to participate in the study (De Vos *et al.*, 2002). One CYCC from each metropole in the Cape Peninsula, (namely metropole North, metropole South, metropole East and metropole West) was approached to participate in the study.

Written permission was obtained from the managers of CYCCs in order to have access to the CYCWs employed at the different centres.

Once permission had been obtained from management, participants who met the sampling criteria were approached to participate in the focus groups.


The sampling criteria for this study were:

- CYCWs with a minimum of two years' experience of practising CYCW at a CYCC;
- CYCWs who have engaged in basic CYCW training, namely basic qualification in child care, basic qualification in secure care and/or in-house training.

Volunteers, management, support staff and children were excluded from the study since the study aimed to explore and describe the challenges faced by CYCWs with regard to discipline of children with challenging behaviour in CYCCs.

When the data from the interviews starts being repeated, “data saturation is said to have occurred, and heralds the end of the research into a particular phenomenon” (Tutty, Rothery and Grinnell, 1996:82). After four focus groups, from each metropole were conducted, data saturation was attained.

1.11 Data collection



According to De Vos *et al.*, (2002) the goal of a research study guides the researcher to choose the most effective method of data collection. Focus groups are group interviews; they are a means of better understanding how people feel or think about an issue, product or service. Focus group interviews are often used when interviewees have similar experiences and are likely to cooperate with each other, and also when their interaction is likely to yield rich information about the phenomenon that is being researched (Krueger, Morgan, Steward & Shamdsani, as cited in Creswell (2007:133); (Kelly in Terreblanche, Durrheim & Painter, 2006:305). Focus group interviews usually follow a semi-structured interview format (Kelly in Terreblanche et. al., 2006). Greeff (in De Vos *et al.*, 2005) notes that with a semi-structured interview guide, the researcher has a predetermined set of questions on an interview schedule, but the interview is only guided by these questions, and only open-ended questions will be used. The researcher made use of interview techniques and communication skills such as listening, probing, open questions and paraphrasing to facilitate the focus group and to enhance rich data (De Vos *et al.*, (2002).

The interview guide consisted of the following questions:

1. How have you been involved in discipline of children in the CYCC?

2. Think back over all the years that you've disciplined children and explain why you think the desired result was achieved.
3. What went well with discipline?
4. What needs improvement with regard to discipline?
5. Suppose that you were in charge and could make a change that would make the programme better. What would you do?
7. What can each one of us do to make the programme better?

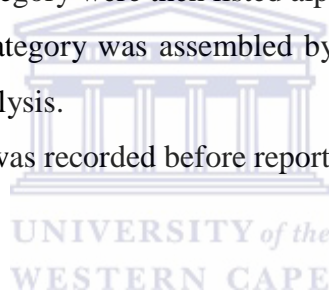
Upon the approval of the research proposal by the Higher Degrees Committee and Senate Higher Degrees Committee from the University of the Western Cape, as well as the managers of CYCCs, the researcher conducted a pilot study to make sure that the research design was effective, and to point out problematic areas of the proposed interview guide. The latter allowed the researcher to make adjustments to the interview guide before data collection commenced. Sarantakos (2005:256) indicates that a pilot study is a small replica of a dress rehearsal of the larger study to follow.

A convenient venue and time for the interview at each CYCC was arranged once the managers gave permission and candidates expressed their willingness to take part in the study. On commencement of the interview, participants were made aware of the goal of the study, as well as confidentiality, and their right to withdraw at any stage of the interview. The candidates were informed of the process of data collection, and asked to sign a confidentiality binding form. Permission was obtained from the participants to record the interviews on a digital voice recorder. Field notes, in the form of observational notes, were used by the researcher to supplement the verbal information of the participants (Babbie, 2004). The data was transcribed verbatim for data analysis.

1.12 Data analysis

Babbie, (2004:369) asserts that qualitative data analysis is a non-numeric assessment of observations, content analysis, in-depth interviews and other qualitative research techniques, with their own set of logic and techniques. The collected data for this study was subjected to qualitative data analysis, which often involves an analysis of themes (Creswell, 2007:75).

1. After transcribing the audio recordings of the interviews verbatim, the researcher read through all transcribed interviews in order to gain a sense of the whole and noted emerging themes.
2. The most interesting transcription (one interview) was chosen because it was rich with information. The transcription was analysed and revised and thoughts were recorded in an attempt to interpret the data.
3. The researcher read through all the transcriptions of the interviews and clustered together major themes, unique themes and whatever remained into categories. This was done in consultation with an independent coder.
4. The various categories were given codes, and the categories were arranged according to these codes.
5. The researcher then grouped together the most relevant categories and reduced the number of categories by grouping them together into related themes.
6. The codes allocated to each category were then listed alphabetically by the researcher.
7. The data pertaining to each category was assembled by cutting and pasting together and conducting a preliminary analysis.
8. Where required, existing data was recorded before reporting on the research findings.



1.13 Trustworthiness

According to Creswell (2003:244-253), trustworthiness refers to the strategies employed throughout the research process to ensure authenticity and correctness of the researcher's findings as reported by the participants. Guba and Lincoln (cited in D'Cruz & Jones, 2004:73) argue that "all researchers must attend to the questions underpinning trustworthiness" and propose that the researcher irrespective of the paradigm must "attend to the truth value of the findings (i.e. credibility), the applicability to other contexts (transferability), consistency of the findings (dependability) and neutrality in representing the views of the research participants". These authors propose that the trustworthiness of a research study can be increased by having an independent peer review for the interpretation or conclusions drawn by the researcher, documenting the entire research process and keeping a journal to document the researcher's observations and reflections during the data collection process (D'Cruz & Jones, 2004:76).

Krefting (1991) supports this view and proposes that the trustworthiness of the research findings is based on its credibility, transferability, dependability and neutrality.

The following discussion will describe the process of how trustworthiness was strengthened in this research study by using Krefting's (1991) criteria for ensuring trustworthiness.

- **Credibility:** Thomas and Magilvy (2011:152) describes credibility as the “element that allows others to recognize the experiences contained within the study through the interpretation of participants’ experiences”. They explain that credibility can be increased by the researcher reviewing the data as a whole to identify representativeness, similarities and differences in participants’ experiences. The researcher ensured credibility of the data by reviewing each interview separately and as part of the collection of interviews. The researcher also recorded each participant’s response to each question to explore and identify similarities, differences and relationships between participant’s responses. Discussions with the research supervisor and the independent coder allowed an objective peer review of the interpretations and conclusions drawn by the researcher, thereby increasing the credibility of the research study.

Participants’ reflections, emotional responses and non-verbal cues during the focus group interviews were also reflected in the researcher’s reflective notes (Gubrium and Holstein, 2003:74–75). The researcher’s interpretation of the data corresponded with that of the independent coder and was verified by the research supervisor.

- **Transferability** refers to the “ability to transfer research findings or methods from one group to another and can be established by providing comprehensive description of the demographics and geographic boundaries of the population being studied (Thomas & Magilvy, 2011:153). The research process followed by the researcher and the methods used have been described in detail and observation notes were maintained throughout the research process. The demographics and geographic boundaries of the sample as well as the sampling method used were clearly described which facilitated the transferability of the research findings. The transferability of the research study has been enhanced by the thick descriptions provided in the research report on the motivation and the decision-making process followed by the researcher in his choice of research design, methodology, sampling as well as the provision of the interview guide used during the interviews.

The sampling criteria used during the research further strengthen the transferability of the research study and the setting from which the participants were drawn, namely the CYCCs. Although the sample size was small, the thick descriptions provided through the selected research methodology enabled the findings to be transferable to similar settings, as all the CYCWs who were working in CYCCs were subjected to the same legislative procedures, namely the South African Children's Act 38 of 2005. Through the literature control, the findings of the research study were rooted in a theoretical framework and interpreted against existing literature on the research topic. The researcher ensured that the results of the study could be transferred to the broader population. The sample was clearly defined and was transferable (Lincoln & Guba cited by Krefting, 1991).

Participants who had the knowledge and experience of the phenomenon, namely CYCWs under study, were approached to participate in the study. This enhanced the possibility that the findings would have the same meaning for other researchers because the same sampling criteria can be used for future studies.

- **Dependability** “occurs when another researcher can follow the decision trail used by the researcher” (Thomas & Magilvy, 2011:153). These authors suggest that the dependability of the research study can be increased by the researcher describing how they arrived at their decisions regarding the purpose of the study, the reason for the selection of the specific population, the data collection and analysis process and the interpretation as well as dissemination of the research results. Description of the techniques used to increase the trustworthiness of the research study, and how the research data has been peer reviewed further in order to increase dependability, has been described. This research study's dependability was strengthened by describing the aim and motivation for the research, based on the researcher's practice observations and literature review. Dependability of the study was further enhanced by describing the research objectives and the path followed by the researcher in achieving the research objectives such as decisions taken in the selection of the research sample, data collection method and data analysis. The researcher engaged in individual and telephonic consultations with the research supervisor as well as electronic discussion throughout the research process and provided evidence of the processes implemented and the data generated. Ongoing review and feedback by the research supervisor on the

submissions enabled the researcher to maintain an audit trail, which was recorded in the research supervision reports.

- **Neutrality** is achieved when credibility, dependability and transferability are present during the research process and the resulting research report (Thomas & Magilvy, 2011:154). It refers to the researcher's awareness and journaling of their feelings, perceptions and biases during the research process, particularly when they engage in the data collection process with participants. This allows researchers to separate their personal impressions from the data generated during the data collection process to maintain their position of neutrality. The researcher maintained reflective notes throughout the research process and to separate his subjective impressions of the participant's responses. Discussions with the research supervisor also allowed the researcher to reflect on his personal impressions during and after participant interviews to understand their meaning and relation to the data generated.

Reflexivity involves the researcher's awareness of him/herself as an instrument in the research process and reflecting on their self within the research process. It is the recognition that in engaging with the participants the researcher becomes part of the data generation process and influences the context within which the data is generated (Guba & Lincoln, 2005:210-211; Ellis & Berger, in Gubrium & Holstein, 2003:159). In view of the fact that the researcher is also working as a trainer in the field of child and youth care, he approached the research process being aware of his subjective biases and having clarified his position in the initial research proposal. The researcher used reflective notes throughout the research process to record, reflect and understand his own perceptions, feelings, views and observations both before and after the interviews. The researcher also engaged in reflective discussions and peer reviews with his research supervisor to help question and clarify his role and as research instrument.

1.14 Ethical considerations

Ethical considerations in research are described as follows: “A set of moral principles suggested by an individual or group, is subsequently widely accepted and offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students” (De Vos *et al.*, 2005:57).

Informed consent: Consent concerns providing participants with sufficient information about the goal of the investigation, the procedures which were followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed during the research (Hofstee, 2006:211). This allowed all participants to make a decision whether or not they would like to participate in the study. (Strydom in De Vos *et.al.*, 2005:60). The principle of **voluntary participation** was adhered to and none of the participants were forced to participate in the study. The participants were informed that they may withdraw from the research study at any time. They were asked to sign a confidentially binding form which was countersigned by a witness.

Professional boundaries and human rights and dignity also were respected and participants were **informed** as to the purpose of the study. According to De Vos *et al.* (2005), the researcher’s moral values serve as the best instrument against unethical behaviour.

Avoidance of harm: Strydom in (De Vos *et al.*, 2011:115) suggests that the researcher has "an ethical obligation to protect subjects, within reasonable limits, from any form of physical discomfort that may emerge from the research project". The research participants were therefore informed of the potential impact of the research project before they took part in it.

Privacy/anonymity/confidentiality: Anonymity refers to the ethical protection of participants when they remain nameless, when their identity is protected from disclosure and they remain unknown (Neuman, 2011). The participants remained anonymous by providing them with pseudonyms for the purpose of the research study.

According to Strydom (in De Vos *et al.*, 2005), the right to privacy is the individual’s right to decide when, where and to whom his or her attitudes, beliefs and behaviour will be revealed. Confidentiality implies that only the researcher and possibly a few members of his or her staff

should be aware of the identity of respondents, and that staff should also have made a commitment with regard to confidentiality. Confidentiality and the right to privacy of the participants was upheld; participants were assured that their contributions to the research study would be **anonymous** and that all records will be destroyed only a year after graduation. Anonymity refers to the ethical protection of participants when they remain nameless, when their identity is protected from disclosure and they remain unknown (Neuman, 2011). The participants thus remained anonymous by providing them with pseudonyms.

Debriefing: Participants who experience emotional problems due to the research interviews can be assisted through debriefing. The easiest way to debrief participants is to discuss their feelings about the project immediately after the interview (De Vos, *et al.*, 2005). Debriefing was not required; however the researcher had arranged with a colleague who is a social worker for debriefing the participants if required.

1.15 Chapter summary

Chapter 1 is an orientation and background to the research study undertaken. The chapter presents the research problem, introduces the aim of the research together with the research approach, research design, the methodology of choice, measures taken to ensure trustworthiness as well as ethical considerations. The area of interest of the study was the challenges faced by CYCWs when disciplining children who display challenging behaviour in CYCCs. The aim of the research study was to interview CYCWs in order to explore and describe their experiences with regard to disciplining children who display challenging behaviour in residential child and youth care settings. In the ensuing chapter, a review of the literature concerning discipline and child and youth care concepts relevant to the field and the subject under investigation will be presented.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In Chapter 1 an overview of the study was presented, including the background and contextual information of the study, the research problem, research design, research question and a summary of the qualitative methodology to realise the goal and objectives of the study.

In the ensuing chapter a review of the literature is presented. A literature review is a review of the existing body of knowledge on the subject matter. It helps the researcher to identify how other scholars approached the subject under investigation (Delpont & Fouche, 2005). The specific aim of the literature review depends on what the researcher is setting out to achieve. The researcher can use a literature review to acquire knowledge on the topic of the study to evaluate existing practices, to develop research-based protocols and intervention, to develop a theory of conceptual framework, to develop policy statements, or for developing curricula or practice guidelines (Brink, 2006). The purpose of a literature review in qualitative research depends on the methodology used, as well as the goals of the research (Creswell, 2009). For this study, the researcher chose to present an historical overview and conceptual study framework in the first part of the report to frame the study (Chapter 2), and then to provide a literature control in Chapter 4.

The chapter begins with a conceptual clarification of child and youth care (CYC) work and then outlines the origins of CYCCs before focusing on the key concepts and issues in residential CYC practice. The following section elaborates on and clarifies the concept of CYC work over the past decade.

2.2 Child and youth care work

Fulcher and Garfat (in Garfat, Fulcher & Digney, 2012:13), argue that CYC work provides a unique approach to working with children, youth and families. Being present in the daily life of another person allows the CYCW to intervene and respond proactively and immediately to behaviour, and this gives the children and youth the opportunity to learn new ways of “being” and understanding the environment.

Beukes and Gannon (1993:4) refer to the International Child and Youth Care Education Consortium in 1992 which concurred that CYC work is practised in physical and social settings. Children and youth are holistically developed in settings that include education, community-based programmes, group care, residential programmes, rehabilitation centres, pediatric healthcare and juvenile justice programmes. The CYCW needs to be able to develop and implement programmes as well as intervene proactively and therapeutically with the relevant children. In addition, all the programmes and interventions should be based on a developmental assessment of the children and youth and the CYCW is required to participate in advocacy, administration and research in order to contribute to the knowledge base of the CYC field.

Anglin (2001), Rose (2001) and Allsopp (2013) offer more specific descriptions of CYC work, and agree that it entails holistic work with children and youth. They consider CYC work as facilitating the healthy development and promoting the social competence of children and youth, by being part of and using their daily life experiences. Fundamental to this process is the development of a therapeutic relationship, and in particular, the relationship with individual children and youth who are being focused on. In addition, Anglin (2001, para.1) asserts that CYC work is characterised by five qualities that make it distinctly different from any other human services disciplines, these being:

- CYC is primarily focused on the growth and development of children and youth;
- CYC is concerned with the totality of a child's functioning;
- CYC has developed a model of social competence rather than a pathology-based orientation to child development;
- CYC is based on (but not restricted to) direct, day-to-day work with children and youth in their environment;
- CYC involves the development of therapeutic relationships with children, their families, and other informal and formal helpers.

Phelan (2008, para. 5) on the other hand suggests that CYC work focuses on helping people to achieve order within themselves in their daily lives. This author suggests that CYC work with families could include interventions that other professionals would view as extraordinary and too close to the boundaries of the ethics that govern their profession. CYCWs may even be required to help bury families of the children or they could be required to clean as part of their

daily interventions with children and families (Phelan, 2008, para. 5).

In South Africa, De Kock (1999) tersely defines CYC work as the physical, emotional and educational care of the child, using the life space of the child in a variety of settings. According to Small and Dodge (2000), when Helen Starke was South African Director of Child Welfare, she suggested that two areas needed to be considered when defining CYC work, namely:

- *Services to the child:* the provision of neat, clean buildings and facilities, the provision of care in a predictable, consistent and structured environment in order to meet the holistic needs of children in all the dimensions of development;
- *Services to the family:* parents have responsibility in caring for children, since family is an integral part of a child's life, therefore contact between children and family is to be facilitated.

Gharabaghi and Anderson-Nathe (2012) describe South African CYC as being a professional practice which is built on a foundation of practising where children are, and finding comfort in the relationship. Even though there may not be any immediate direction in resolving problems or providing evidence-based treatment, it is quite possible that the next step in resolving the developmental delay may still be an unknown. The authors contend that CYC practice functions on the principle that working with young people who challenge one significantly, essentially requires starting a relationship journey where the goal is not the desired outcome or the intervention, but the more reflective questioning of what it means to be together and to make oneself vulnerable, each in turn, by opening up in order to be in this relationship.

The South African Policy for Social Service Professionals (2012, para. 4.1.2) describes CYC practice as “taking place ‘in the moment’ and integrating developmental, preventative and therapeutic requirements into the life-space of children, youth and families.” CYCWs are therefore concentrating on direct care, while managing the behaviour of children and youth within planned CYC contexts and environments. They are responsible for the assessment of children and youth and are held responsible for processes including supervision, research and advocacy in the field of CYC. The purpose of CYC work is to develop children holistically in various settings, including residential and group care, while addressing developmental delays through designed programmes.

Different professionals have varying definitions of CYCW. Allsopp (2009) postulates that in South African CYC work, part of the struggle for the recognition of CYC as a profession, is the fact that good CYC work looks easy to the untrained eye. However, as with art, one's

understanding of what is being observed will only be as good as one's perception and knowledge will allow.

CYC has come a long way since the earliest efforts by caregivers and child-minders to help children in need of care. The recent 2012 description of CYC work from the South African Policy for Social Services Professions does not largely differ from the definition accepted by the International Child and Youth Care Education Consortium in 1992. Both definitions consider holistic development of the child and youth within planned programmes, based on developmental assessment with responsibility placed on the CYCW for the development of the sector. However the South African Policy for Social Services Professions does mention the CYCWs' responsibly in participating in supervision. The remainder of authors on the subject – apart from De Kock (1999) and Starke (2000) – emphasise the importance of the use of a therapeutic relationship in developing children and youth in their life spaces.

CYC work is practised effectively in the natural places that surround children and youth, not in neutral or artificially constructed places. The lack of control over environmental and group dynamics and the stress caused by the mutual experiences of all role players make life space work equivalent to working without a safety net. New CYCWs are highly aware of the intrinsic dangers in the life space, whereas mature CYCWs are acutely aware of the opportunities that present themselves in the life space (Phelan, 2009a, para. 27).

Phelan in Bellefeuille and Ricks (2008:84–88) further contends that CYCWs develop in three stages. These are detailed by Phelan as follows:

- New CYCWs are overwhelmed and intimidated by all the stimulation, interpersonal issues, conflicts and apparent lack of order and often under-resourced environments they find themselves in. It can take up to six months in a well-supervised environment for the new CYCW to gain a sense of personal safety in order to reduce his or her own anxiety. It then takes another six months for CYCWs to develop the skills required to manage the activities in the life space they are working in.
- Gradually, the inexperienced CYCW begins to feel secure in life space work. For CYCWs who have personally experienced difficult childhoods, the focus can be on providing for children and youth what they had never experienced in their own lives and wished for themselves. At this stage the CYCW needs to be clear on professional boundaries in the work with children. Inexperienced CYCWs who experienced stable

childhoods may use punishment and reward strategies, because of the fact that this had worked for them as children. They often waver between fight and flight reactions when confronted with conflict in the life space.

- In the final stage, the CYCW has a clear awareness of what is required to create developmental growth among children. The CYCW realises how useful every small event can be to create learning opportunities for children and youth in their care. Concurrently, awareness develops with regard to missed opportunities and interactions that actually obstruct developmental progress for children and youth. The CYCW develops an awareness of how destructive and ineffective punishment can be in facilitating development. He or she becomes concerned with treating all children and youth fairly, and relying on being consistent. At this juncture the CYCW has the need to abandon punishment and logical consequences. CYCWs who reach this level of awareness are beginning to think like skilled CYC practitioners, however they often get into conflict with managers and colleagues for being perceived as being inconsistent or too soft on children and youth (Phelan in Bellefeuille & Ricks, 2008).

Garfat (2001) describes four phases of development of the CYCW. The authors have similar ideas; however Phelan provides timeframes and observable behaviours in identifying the stage a CYCW is in, as opposed to Garfat who contends that the development of the CYCW is not dependent on time spent in the field of CYC work. According to Garfat (2001), the various stages of experiences of the CYCW are largely abstract, as detailed below:

- **Phase 1: Doing For.** During this stage the CYCW feels insecure, confused and overwhelmed. The CYCW is concerned with the child's sense of being cared for and appreciated and his/her interactions are characterised by sympathy rather than empathy.
- **Phase 2: Doing To.** During this stage the CYCW is primarily concerned with "doing to" young people. The CYCW believes that children need to have certain experiences when the CYCW thinks they should occur. Interventions are based on the CYCW's own interpretation of what the young person needs to experience in order for the CYCW to feel affirmed.
- **Phase 3: Doing With.** During this stage the CYCW becomes more concerned with interventions that involve "doing with" children. The CYCW becomes more of a facilitator and tends to involve young people in the process of decision-making about

intervention plans, goals and routines. The CYCW is at this stage able to accept failure and learns not to become frustrated at a lack of progress in his or her work with children.

- **Phase 4: Doing Together.** During this stage the concepts of the previous stages are replaced with a concern for co-structuring. The CYCW's contextual awareness and sensitivity allows for the creation of specific responses and interventions based on individualised, child-centred approaches and responses which are based on the context that behaviour occurs in. The CYCW is able to accept failure without personalising it and is able to accept criticism (Garfat, 2001, para.13).

The following section summarises the historical context of CYCCs for children in need of care.

2.3 Historical context of CYCCs

Child neglect is not a new occurrence in society. Throughout history there have always been children needing to be cared for by someone other than their biological family. This has happened for a variety of reasons, and out of this need arose the various forms of alternative care (Beukes & Gannon, 1994:24).

Brentro, Brokenleg and Van Bockern (1998:46) contend that historically, child rearing was not only the responsibility of the biological parents. The child was nurtured by a circle of significant others and experienced a network of care from an early age. The authors used North America as an example where the tribe was responsible for the care of destitute, orphaned, and abandoned children. The child therefore contributed to and strengthened the tribe. In ancient Ireland, however, children were cared for by monks in monasteries, but at the request of the citizens of Dublin – who were concerned about vast numbers of vagrant children and beggars on the street – the care of a child without parents became a public responsibility (Holden, 2009).

In North America during the 18th century, orphanages, apprenticeships, schools, almshouses, and informal kinship care were the main forms of care for children who did not live in their biological families. During the first quarter of the 19th century, most states had legislation in place for the removal of ill-treated children and committing them to cottage-styled homes staffed by house parents. The White House conference on child a welfare issue, which started in 1909 and is held every decade, gave momentum to all the issues concerning the welfare of

children and became the foundation of the Child Welfare League of America (Beukes & Gannon, 1994:28).

The 18th and 19th centuries also witnessed a change in the Western world where a greater need for institutional care developed. The number of orphanages grew throughout the first half of the 19th century, largely due to the epidemics, wars and conflicts, and an outpouring of religious benevolence. In addition to orphanages, adult jails were also used to treat delinquent children (Holden, 2009). The Second World War resulted in a dramatic increase in displaced and orphaned children, and orphanages and reform schools made up the early residential group care services in Europe during this time (Shaw, 2008).

In South Africa during the 18th and 19th centuries, people who were found to be in need of care, including children, were placed with families who received monthly compensation from the Dutch East India Company. This could be perceived as the beginning of foster care in South Africa (Beukes & Gannon, 1994:30). In 1879 the *Verbeterinrichtingen Wet*, legislation that provided for institutionalised care for juvenile offenders, was passed. In 1895 the Cape Colony passed legislation that provided more comprehensively for the care of neglected children. Prior to the aforementioned legislation, the churches took the lead in institutional care for children. The *Suid-Afrikaanse Weeshuis* was established in 1814 and the St Georges Home in 1864. Both these facilities for children were based in Cape Town (Beukes & Gannon, 1994:30).

The Anglo- Boer War and an influenza epidemic contributed to the conditions of poverty and neglect in South Africa, which led to the establishment of the first Child Welfare Society in Cape Town in 1908 (Beukes & Gannon, 1994:32).

Historically, children were seen as small adults, and performed the same functions as adults in the economy. Society's constantly changing values and attitudes fortunately swung in favour of children, with legislation applying these values. Psychologists like Fritz Redl, with innovative concepts such as milieu treatment, also made a big difference to how children in care were treated in the 19th century (Beukes & Gannon, 1994:32).

Globally, therapeutic work with children and youth goes back 150 years; however it is only in the last 50 years that it has acquired its present name and identity. A number of separate projects and individuals worked at various times and in different contexts with children and youth. What linked all these different activities to each other and what we today know as "a therapeutic community" was a number of commonly held beliefs and principles, according to Kasinski,

Pooley & Worthington (2003). These authors propose that the major catalysts in these events were the emergence of psychoanalysis (which made it possible to explore emotions and relationships) and the concept of the therapeutic community that came to the fore in the 1940s. A therapeutic community can be described as a specialised residential programme that offers therapeutic care which usually incorporates education and is usually rendered over a period of two or three years. Central to the aforementioned intervention is an understanding, recognition and addressing of the impact of traumatic experiences on the children (Kasinski *et al.*, 2003).

Until the 1970s, residential care for children in South Africa mainly consisted of institutionalised custodial care. Children were placed in facilities for safekeeping without any therapeutic intervention until they were released at the age of 18. Some facilities still practice custodial care, while others have only recently changed to the developmental approach where therapeutic programmes are facilitated in the life space of children, with the aim of expediting the reintegration into the family and community. Residential care should however be child and community centred, with participation at all levels by all relevant role players. Inclusive in this process is the appropriate training for CYCWs (Beukes & Gannon, 1993).

Since the earliest efforts and policies regarding CYC, great strides have been taken towards transformation of this social service profession. The following discussion will unpack the process of transformation of the CYC system in South Africa since its inception. Right up until 1994, most CYC work programmes in South Africa operated under the house parent model, with CYCWs being nothing more than custodial parent figures in the residential facility. By design, this changed under the direction of the Minister of Social Development in 1994, Geraldine Fraser-Moleketi.

2.4 Transformation of CYC in South Africa

With the release of Nelson Mandela from prison and the dismantling of apartheid, came a change in the CYC system in South Africa. According to Allsopp (2008), the CYC system in South Africa applied the following basic concepts and principles in order to bring into effect the changes required for transforming the CYC system of the day.

2.4.1 *Minimum standards*

The purpose of minimum standards was to establish minimum goals for the transformation of the CYC system over the ensuing five years. The minimum standards document aimed to:

- Enable service providers to recognise developmental tasks during the transformation/transition period;
- Ensure that transformation was phased in, in a specific, planned and effective manner;
- Ensure that transformation was monitored effectively and in a manner which promotes and guides change and development;
- The minimum standards and practice guidelines gave specific direction to human resource development initiatives, institutions and organisations;
- The minimum standards provided guidelines for the review of funding policy and procedure related to the CYC system (South African Inter-Ministerial Committee on young people at risk (IMC), 1996:8).

2.4.2 *Developmental assessment*

Developmental assessment is the process of observing and recording the behaviour of children in their life space and then using the data as a basis for making decisions about their care, programme goals and services (South African Social Services Professions Act No. 110 of 1978). The developmental assessment culminates in an individual developmental plan for each child. This plan consists of services and interventions required to build capacity in the child and family for reintegration into the community as soon as possible. Developmental assessment should take place within 48 hours of a child's admission to a CYCC. The individual developmental plan has to be reviewed and amended regularly (Jamieson, 2013a).

2.4.3 Practice principles

Work with young people and families in South Africa is based on the South African Children's Act No. 38 of 2005, as well as on the norms and standards developed for CYCCs. It includes the practice principles that have been identified in the CYC field as being essential for providing quality services to children, youth and their families. These principles form part of the philosophical framework for CYC services in South Africa (NACCW, 2011:113). The South African Inter Ministerial Commission (IMC) (1996:5) identifies 15 practice principles which are as follows: accountability, empowerment, participation, continuity of care, continuum of care, family centred, integration, normalisation, effective and efficient, child-centred, rights of young people, restorative justice, appropriateness, family preservation, and permanent planning.

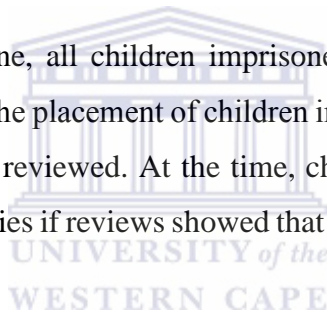
2.4.4 Project Go

According to the South African IMC (1996:10), the intent of this project was to put a new CYC system in place by the deadline of May, 1998. The aims of the project were:

- To facilitate the unblocking, rationalisation and appropriate development of the residential childcare component of the CYC system;
- To increase and improve the effectiveness of early intervention assessment, referral and diversion services, with particular reference to children in trouble with the law in the four critical provinces;
- To contribute as widely as possible to the transformation of the CYC system;
- To minimise the number of children awaiting trial in prisons by 30 April 1998;
- To minimise the number of children inappropriately or unnecessarily referred to, or placed within the CYC system by 31 May 1998;
- To pilot the new developmental assessment approach at all levels of the CYC system in the Western Cape and at certain levels in most other provinces;

- To increase the appropriate support to and capacity of foster parents, residential care staff and families in order to keep young people within their community or within the least restrictive environment appropriate to their developmental needs;
- To ensure that the four critical provinces have at least one secure care facility functioning effectively by May 1998;
- To ensure that each province has at least one effective secure care programme in place as urgently as possible;
- To effectively facilitate and manage the transition of children from prisons to secure care, as each of these facilities becomes available;
- To monitor (with regard to care and protection of rights) the children awaiting trial in prisons and police cells until 10 May 1998.

It was hoped that by this deadline, all children imprisoned would have been released and appropriately placed elsewhere. The placement of children in children's homes, reform schools and schools of industry was also reviewed. At the time, children were also to be transferred closer to home and between facilities if reviews showed that such transfer was warranted (IMC, 1996:10).



According to Allsopp (2008:6), the transformation process required facilities to:

- Bring about a paradigm shift in management, from a control and punishment approach to a care and development approach, governed by the children's rights framework;
- Creating therapeutic environments which respect cultural diversity;
- Ensuring that adequate and appropriate indigenous training takes place, and that CYCWs have access to international literature in residential care;
- Individualising care in the context of large groups through using the positive value of the group, cultural practices and containing routines;
- Mentoring facilities through transformation processes.

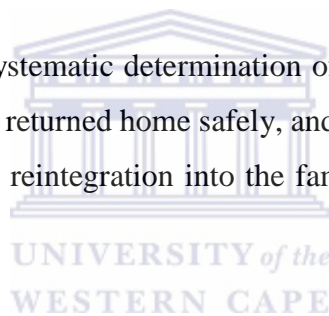
Allsopp further contends that the process of transformation of residential care in areas where resources are scarce, is hampered by a skills deficit rather than a resource deficit. CYCWs therefore need to be creative in their programmes in order to compensate for the perceived lack of resources.

The transformation process has been obstructed by a lack of understanding of what therapeutic CYC programmes entail as well as a lack of ability in changing systems in order to render the services required in CYCC. (Allsopp, 2008:6).

The overall aim of transforming CYCCs was to develop short-term, goal-directed, treatment-orientated residential care services, organisational mentoring, and a shift from the appearance of buildings to focusing on the standard of care of the children. Even though a large amount of money and resources were made available, South Africa is still a long way from transforming its CYCCs. The process has been hampered by monitoring bodies lacking knowledge of how to practise CYC work, and in turn therefore these bodies not knowing how to transform CYCCs.

2.4.5 Family preservation

Family preservation refers to a systematic determination of families in which children could remain in their homes or could be returned home safely, and includes the provision of services required to ensure safety and the reintegration into the family (National Coalition for Child Protection Reform, 2008).



2.4.6 Restorative conferencing

This is an alternative method of dealing with offenders, particularly young offenders. It aims to repair the harm done to individuals or relationships within a community by allowing the victim, offender and any other relevant role players to make themselves heard and gain a better understanding of what happened and how the offence impacted on their lives. The preferred outcomes and reparations are discussed and agreed upon by everyone involved in the restorative conference (Nwoye, 2011).

Legislation provides for a range of innovative child protection services. According to Jamieson in Proudlock (2014), South Africa however, has a deficit of social services professionals, therefore recognition of the CYC sector as part of the cadre of social services will help alleviate the problem. The following section will continue with a discussion of the recognition of CYCW as a social service profession.

2.4.7 Recognition of CYC work as a social service profession

According to Jamieson (2013b), The Social Work Act No. 110 of 1978 has been amended to include other professions, other than social workers. This resulted in the passing of the Social Service Professions Act No. 110 of 1978. The latter culminated in the Professional Board for Child and Youth Care Workers being inaugurated in April 2005 to develop and regulate the professional field of CYC in South Africa (Jamieson, 2013b).

The abovementioned transformation of CYCCs has been integrated into the Children's Act No. 38 of 2005, providing CYC professionals with the opportunity to contribute to a range of programmes and services that protect vulnerable children and youth from abuse, neglect and maltreatment and ensure that their rights to family, parental and alternative care are met (Allsopp, 2008).

Although the Professional Board for Child and Youth Care has not functioned for a few years due to technicalities, an amendment to the Social Services Professions Act by the Minister of Social Development has resulted in the initiation of the process of the election of new members from the field onto the board. It is expected that the professional board for Child and Youth Care would continue early in 2013 (Allsopp 2013:38).

Regarding training in this particular field, the Further Education and Training Certificate: Child and Youth Care Work is currently available through the National Association of Child Care Workers. In addition to the aforementioned qualification, the Durban University of Technology also offers a four-year degree in Child and Youth Development (Winfield 2011:20).

CYCCs are also expected to provide a child or youth with a home, food, clothing and care. They should also offer developmental programmes for diversion (for children in trouble with the law), rehabilitation (for addiction problems), special needs (for disabled and chronically ill children), education programmes, and should help children to adjust to a new life when they turn 18 and have to leave the CYCC (Children's Act No. 38 of 2005).

Professionalisation and regulation of the CYC field, with training for CYCWs, will therefore facilitate improved service delivery to children and youth in CYCCs.

2.5 Theoretical frameworks

Three interlocking theories guided this research study. Firstly, family system theory perspectives helped to clarify the behaviour and interactions of children and CYCWs (as “family”) in the different CYCCs. Secondly, social learning theory perspectives illuminated learning and managing children’s challenging behaviour. Finally, because all people need to have relationships and attachment with significant others, attachment theory was considered as part of this study.

Bowen’s systems theory considers the closeness in the relationship between family and how this affects the anxiety in group members and the way they react (Smith 2001). Bowen’s theory identified concepts of fusion and differentiation. Fusion concerns the closeness or the distance individuals feel in relationships when confronted by an external stress factor; the fusion causes people to react and not manage the anxiety created by the external stress factor. Family members who could differentiate themselves and function autonomously, while still maintaining a sense of closeness, could make considered choices and responses amidst the stress (Smith 2001:4).

Family members who are unable to differentiate or who are poorly differentiated, form close “fused” relationships with others. These people act as a single unit and their actions depend on the state of the relationship. Poorly differentiated people base their decisions on the opinions of the group and whether decisions will impact on the fusion of the group. Well-differentiated group members base their decisions on an assessment of the facts and their own principles while withstanding the group pressure and still maintaining the desired level of closeness (Papero, 2000:27).

This research study focused on children and youth with behavioural problems and the challenges faced by CYCWs in CYCCs with managing this behavior in residential care settings. From the above discussion, it can be understood that fused systems have interrelated elements and structure; they are boundaried and interact in patterns using their own guidelines. The CYCC and its policies and procedures form the boundaries of the system and the elements are the children and the CYCWs as they relate and function in an interdependent manner with regard to routines and the behaviour that occurs in this codependent environment.

Bowlby (1969) developed attachment theory after conducting research into the emotional difficulties experienced by infants raised in institutions.

His findings were that many children who were raised in institutions struggled to build strong, close relationships with other people. Bowlby believed that they were unable to love because they had missed the opportunity to form a firm attachment to a mother-figure early in their lives. The disrupted opportunity to build attachment with a primary caregiver often inhibited the person's ability to form strong relationships and the same pattern applied with older children who had extended separation from their parents (Bowlby 1969).

Children often come from a family system where they have been exposed to values, rules and beliefs which impact on the way they interact in the CYCC system. The same applies to the CYCWs, who have rules and patterns that determine how they conduct themselves in their own family systems where they cohabit with their partners and children. The children and CYCWs come from family systems that could be functioning anywhere on a continuum from functional to dysfunctional. Boundaries are defined and children are placed in a different family system in the CYCC.

From what has been learnt from Bowen, it becomes clear that the majority of the children admitted to CYCCs are poorly differentiated. They find themselves in "fused" relationships and conform to the requirements of the group. When the group gets disturbed, the anxiety flows through the entire group resulting in disruptive behaviour. At the same time, Bowlby's (1969) attachment theory teaches CYCWs that children and youth have problems with forming relationships. A CYCW's developmental plan should therefore include building strong long-term relationships in order for these young people to experience loving attachment. Programmed activities also need to be developed to encourage children and youth to develop differentiation and build the capacity to respond rather than react, by making decisions based on their own values and principles while still considering the welfare of the group.

Bandura's social learning theory (1969) is based on the continuous reciprocal interactions between cognitive, behavioural and environmental influences. The premise is that we learn through observation and role modelling of people whom we find appealing. This learning in turn gets reinforced either negatively or positively in the environment, as it is also through observation that we learn new behaviour. This reinforcement is all external, so the child also needs to feel an internalised satisfaction. Reinforcement, whether negative or positive, will eventually lead to a change in behaviour (Bandura, 1969:13).

Bandura (1969) also explains aggression by means of his social learning theory and emphasises that children observe aggression. Even though there may be no reinforcement for this behaviour, it would be modelled at a later stage. Bandura further argues that people learn through a variety of social encounters, these being discussion, observation, disciplinary encounters or exposure to role models. In addition, people extract and integrate what they want and when confronted with a stimulus in their environment, they will consider how to respond using everything they have extracted and integrated during their social learning process (Grusec, 1992:83).

Operant conditioning focuses on how individuals operate in their environment to produce a desired consequence or how they might respond to certain stimuli in situations based on previously conditioned personal experiences. Skinner (1938) argues that organisms learn by making changes in their environment. These changes result in either negative or positive reinforcement. If behaviour is to be strengthened and maintained, reinforcement has to continue after the behaviour has been learnt. (Skinner, 1938 in Stones, 2012:303). In his 1939 theory, Skinner was concerned with how people gain the range of behaviours they display in their day-to-day interactions. People are stimulated by the environment and their interactions within the environment as well as by the reinforcement received from the environment. Thus, conditioning can increase good behaviour by the possibility of being rewarded for it. Undesirable behaviour can also be decreased by the use of punishment (Skinner, 1939 in Stones, 2012).

Drawing on this theory, CYCWs would need to create environments where children in their care should be exposed to positive role models and environments to learn good societal values. In this environment, positive behaviour should be rewarded while negative behaviour could be discouraged with appropriate reinforcement.

2.6. Frameworks for intervention

The abovementioned theoretical perspectives provide guidelines for the discussion on intervention frameworks which follows.

The discussion begins by explaining the fundamental framework and approach to intervention in CYC, namely life space work.

2.6.1 *Life space work*

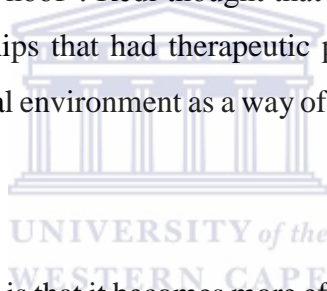
Feilberg (2007:32) defines life space work as the “deliberate and focused attempt to promote individual growth and development within the context of daily events” and concludes that life space work is one of the most useful, productive and instructive models in attempting to understand the work of residential CYCWs. Life space encompasses the experience of the space which is created from the interactions in it, and what everyone brings with them into the space. Everything that happens has an effect on the life space of the child, thus the skilled CYCW uses life space work consciously to promote growth and development in the child.

The concept of life space is fundamental for interventions in CYC work. Life space intervention is the therapeutic use of daily life events in residential or other settings in which CYCWs share the life space with children and youth. Life space work recognises the potential for communication with troubled young people that is provided through shared life experiences. Daily life events are exploited by the CYCWs to help the young people gain understanding of their life experiences. This understanding then becomes the basis for intervention which aims to help children and youth to gain control over their environment and so to prepare them for independent living (Graham, 2003:33). In order for this to happen, Phelan (2008) suggests that the relationship used in the life space relies on the fact that the CYCW is physically present and part of the experience of children and youth. This is a feature that is unique to CYC work as most professionals try to avoid being in a relationship and work even harder at not being part of the experiences of the children and youth. To add to its uniqueness, CYCW is practised where children and youth find themselves, not in an artificially created office environment (Phelan, 2009b).

“The Life Space Interview makes use of a series of momentary daily spontaneous life experiences in order to extract from them a level of insight within healthy relationships which makes it possible to achieve long-term therapeutic goals” (Whittaker, 1981:98). The life space interview is a set of action-based interview interventions designed to help CYCW deal with real-life problems of children when and where they occur. The life space consists of the physical, social, psychological, and cultural “space” surrounding a person at any point in time (Whittaker, 1981).

According to Feilberg (2007:32), one of the most useful, productive and instructive models in attempting to understand the work of residential CYCWs has been the concept of life space.

Other models, such as the pathology model, operate from the presumption that one-on-one work is the norm; however, these one-on-one methods were difficult to implement in the group work environment of CYCCs. Therefore the difficulty was in trying to adapt these models to fit residential care. In using her understanding of the concept of life space work, Feilberg was able to make use of the theory in a wider range of teaching about child and youth development, and the impact of group dynamics on environments when working with children and youth. An additional benefit was that it served as a confirmation of the effectiveness of working within a group setting as an effective and valid alternative to individual work in CYCCs. According to Sharp (2009, para. 7), Fritz Redl felt that the traditional individual therapeutic session was artificial and too far removed from the child's reality. For this reason he developed the life space interview as a therapeutic tool. Redl believed that the scheduled 50-minute therapy sessions used at the time were not practical in facilitating change with troubled children in a residential setting. He put in place a set of techniques which would allow CYCWs to intervene in what he called "therapy on the hoof". Redl thought that this provided the CYCW with the opportunity to develop relationships that had therapeutic potential. This was done by using interactions that arose in the natural environment as a way of achieving the objective in working with troubled youth daily.



An added benefit of this technique is that it becomes more effective as the relationship becomes stronger and develops into a trusting relationship. Redl proposes the following goals of the life space interview:

- The use of daily events to enrich the experience and create insights in the young person.
- To encourage young people to recognise reality when they are socially near-sighted to the events they are involved in, where fact is glided over unless the view is arrested or focused by the member of staff.
- To foster socially healthy areas in the young person to show that benefits through secondary gain as a result of acting-out or any anti-social behaviours is not, in the long run, satisfactory.
- To increase the young person's self-esteem by stroking and encouraging those parts of the young person's persona which are seen as having positive value.
- To seek out alternative acceptable defences to any socially unacceptable ones the young people may use so that their adaptation skills are widened.

- To encourage young people to move across the boundaries of self by helping them to expand the boundaries so that they include and show respect for other people, benign adults, the peer group and the wider community (Sharp, 2009).

According to Maier (1987), CYCWs should attend to and use the trivia and details of everyday life – the little things, the seemingly insignificant – out of which the days in the lives of children in care are constructed. A CYCW should take advantage of an event immediately after it happened and use it as an intervention to facilitate development of the troubled child.

Intervening with children and youth by participating in daily life events may appear to be simple and just common sense. Through observation, there are many interactions that involve common sense. However, it is important for CYCWs to cultivate routines and interactions that promote developmental goals for individual children (Garfat, Fulcher & Digney, 2012). It is therefore essential that the CYCW carefully considers children's developmental delays and purposefully designs daily life interventions as learning opportunities for children. It is imperative that daily life events are connected to learning and the development needs of a particular child.

The therapeutic milieu is described as a group living arrangement for children, specifically those with behaviour problems, as these children live away from home and their lives evolve from one crisis to the next. CYCWs therefore focus on processes that exist in this situation and use these events as an effective tool to help children. The milieu requires the creation of therapeutic routines around waking up, meal times, and bedtime. The therapeutic relationship (the relationship between the CYCW and the child), becomes another area in which treatment occurs. In fact, the uniqueness of residential childcare is the opportunity to develop a relationship with the client unlike any other helping relationship. Through the therapeutic relationship, the CYCW is better able to manage difficult behaviour of children and youth, and engage in effective treatment (Trieschman, Whittaker & Brentro, 1969).

Allsopp (2013) suggests that children and youth who have been placed in CYCC should be the ones who refuse to participate in programmes and routine activities. These children are relationship-reluctant as a result of previous experiences; they do not trust the environment and feel unsafe. These are the children who benefit from life space work; this is the context for finding creative ways to engage children in order to build trust and feelings of safety and security and allow children to make themselves vulnerable in engaging with CYCWs in a

trusting relationship. Allsopp further contends that the environment in the CYCC should be warm, kind and welcoming. A range of services is required in the life space of children in need of care, namely life skills programmes, group discussions and formal group programmes. Services should go beyond custodial care and only meeting the basic needs of children (South African Children's Act No. 38 of 2005).

In using their creativity as described by Allsopp (2013), CYCWs need to apply strength-based interventions as discussed in the following section.

2.6.2 Strength-based interventions

Strength-based interventions and relational work are characteristics of the CYC approach. Interventions use what children are good at as a point of departure for facilitating their development. Each child or youth is viewed as being on his or her own unique programme which requires different, creative and unique responses from CYCWs (Phelan, 2006).

2.6.3 Behaviourism

Social learning theory as indicated in section 2.5 is rooted in behaviourism and is based upon the premise that all behaviours are acquired through conditioning, and conditioning occurs through interaction with the environment. Thus, all people can be conditioned through punishment and reward to perform any task. The following discussion aims to present the application of these theories in CYCCs.

Foster and Brookes (2009) recommend that CYCWs employ methods and techniques of behaviour management in their programme planning for interventions. Fine and Tomlinson (2000: para. 2) consider four ways of applying consequences for children's undesirable or challenging behaviour:

- *Reward or punishment:* This can be a random consequence and the default response of CYCWs. The obedient child is rewarded, and punished when he disobeys. This disciplinary system is still the most common, although it places the locus of control outside the child and in the hands of the adults in the child's environment. This means that caregivers take responsibility for the actions of the child.

Stein (2007) argues in opposition to this strategy and suggests that children are aware of the fact that consequences are provided by the CYCW, and consequences cannot

occur without the presence of the CYCW who provides the reward and punishment. The consequences therefore depend on the presence of the CYCW and are not as a result of the behaviour. Children can change these consequences by concealing their behaviour by lying, blaming and a general lack of taking responsibility. Children and youth are therefore responding to the adult and not to the behaviour and might learn that avoiding punishment is the only reason to behave.

- *Natural consequences*: By using natural consequences, the results of certain behaviour are allowed to flow naturally from the act and the child is able to draw his or her own conclusions from the sequence of events. An example would be: instead of fighting with the child for not wanting to take a raincoat on a rainy day, he or she would learn from getting wet. However natural consequences do not always present themselves, or are not always appropriate. It may be unwise to allow young children or those with developmental delays to suffer natural consequences if they do not understand what the results could be. For example, allowing a five-year-old child to walk to the shop unaccompanied because he or she chose to, would not be appropriate.
- *Logical consequences that are imposed by caregivers*: Confusion often arises here because logical consequences are referred to in two different ways. There is the obligatory logical consequence (for behaviour which has already occurred), and the negotiated logical consequence (which anticipates future behaviour). Brentro *et al.* (1992) in Fine and Tomlinson (2000) argue that in many instances in the daily lives of children where natural consequences for certain behaviour could not be linked to an obvious consequence, logical consequences can be used. The CYCW should intervene in order to link the behaviour to some logical consequence for the child in order to teach the child that certain actions have certain consequences.
- *Negotiated logical consequences which are negotiated between CYCW and the child or youth*: This method is helpful when dealing with persistent or defiant behaviour. Negotiated logical consequences are planned together with a child or youth in anticipation of undesirable behaviour which may occur in the future.
- The responsibility for “controlling” the child or youth is therefore placed in his or her own hands. During the discussion the child gains understanding that a certain transgression will result in a prearranged and agreed logical consequence.

According to Brentro and Long (2004), problems should be seen as opportunities to teach children and youth self-control. Children and youth will always challenge authority and rules as a natural developmental stage, and CYCWs need to use this as an opportunity to develop children.

Foster and Brookes (2009) recommend that control is avoided as a method of behaviour management and that the following techniques and approaches to programme planning are used:

- Case reviews for children and supervision of the CYCW should entail discussions concerning reframing and analysing the powerful interaction between staff and youth;
- The programmes and interventions should focus on the need, not the behaviour of the children and youth;
- Children and youth should be provided with choices;
- Children and youth should be provided with information at every step of intervention;
- Invite participation from all relevant role players including the children in all decisions;
- Avoid lecturing to children and youth;
- Allow for mistakes from children and youth as well as CYCWs;
- Disengage from all power struggles;
- Avoid imposed consequences; use creativity with regard to natural and logical consequences;
- Support natural consequences;
- Focus on strengths and positives in interventions with children and youth;
- Concentrate on strength-based behaviour management instead of flaw-focused management;
- Authoritative style of parenting should be adopted ;
- Unconditional support should be given to children and youth;
- Hands-off interventions should be what CYCW aspire to.

Vanderwoerd (2010) quotes Redl and Wineman (1957), from their classic volume on residential treatment for children, *The Aggressive Child*, saying that never did they envisage behaviour management as anything but treatment. Redl and Wineman (1957) list numerous techniques in which workers seek to rebuild and support the damaged egos of children in their care, and manage the challenging behaviours displayed at the same time. It is through management of the day-to-day behaviours of children that CYCWs are allowed the opportunity

to intervene using the daily routine as the place for therapy. This has become known as milieu therapy or life space therapy as previously discussed.

All CYCCs and every CYC supervisor, and in turn every CYCW, has to decide whether they want to control children and youth or whether they want to manage the behaviour of children and youth. Unfortunately, people on the same team working with the same children and youth sometimes have different beliefs and approaches based on those beliefs (Phelan, 2006). When the purpose of the intervention is to control behaviour, then supervision, structure, and punishment and reward systems with an emphasis on routines and schedules are common. The use of external control with an emphasis on order and limited choices for youth are built into the environment. In these programmes consistency is important and similar behaviours are treated with the same response. Where programmes are focused on the management of behaviour, some external control is used to create safety and good boundaries. The overall aim of the programme is self-control rather than good behaviour. Self-control is learnt from this and allows all concerned to take in accepted behaviour and unacceptable behaviour because self-control is formed by learning from both types of behaviours.

CYCW's, however, often search for "a bag of tricks" to use in managing the behaviour of children in their care. Behaviour management techniques such as rules, routines, natural and logical consequences for behaviour transgressions are useful and necessary in the work with children and youth. The conceptual framework from which CYCWs view such behaviour, and the purpose of interventions with disruptive or inappropriate behaviours is, however, of critical importance (Fox, 2005, para.2). Fox postulates that if CYCWs are able to empathise and understand what they perceive as troubling behaviour and they become clear about the purpose of intervention with such behaviour, CYCWs can become proficient and imaginative in designing and selecting techniques and interventions to attain treatment goals.

The growing popularity of behaviourism is causing parents, teachers and others who work with children, to increasingly depend on punishment as a behavioural intervention with total disregard for other techniques that have over the years been proven to teach children self-control and responsibility. Adults traditionally have punished children; however this now seems to be more prevalent, involving less and less discussion with children, to the point where adults are increasingly using medication when punishment fails to control children (Stein, 2007).

In order to give children and youth the opportunity to learn from the consequences imposed on them, CYCWs need to become proficient in disciplining children.

2.6.4 Discipline

According to Webb, Gore, Amend and De Vries (2007), discipline involves modelling and teaching children appropriate behaviours. It concerns punishment, correction and learning in order for children to develop self-control (Barnes, 2011). Corrective actions (behaviours) by parents such as spanking, deprivation of privileges or material objects, diversion to socially acceptable tasks, explaining, instructing, ignoring misbehaviour as well as psychological aggression like screaming and shouting in order to correct behaviour, is described as discipline (Douglas and Straus, 2007:306).

From these definitions one can conclude that while Webb *et al.* (2007) are concerned with modelling and teaching children, Barnes (2011), Douglas and Straus (2007) suggest that discipline concerns punishment including spanking and the deprivation of privileges.

Friedman and Schonberg in Webb (2008), define corporal punishment as a form of discipline which consists of bodily punishment of any kind, spanking being only one example. These authors contend that corporal punishment is associated with a wide scope of behaviour that involves physical contact, and that any physical contact may be regarded as corporal punishment or physical abuse regardless of the context or intent. According to Garziano in Webb (2008), research into corporal punishment has presented this child-rearing practice in a negative light and suggests that corporal punishment among children and youth is associated with anti-social behaviour in the future. When children are subjected to corporal punishment, they learn that violence is an appropriate way of resolving interpersonal conflict.

The terms “discipline”, “punishment”, and “consequences” are frequently used in dialogue, and consequently in practice, as if they were the same things. “It is my conviction that an important ingredient in the developing knowledge base which forms the base for the profession of childcare work is the ability to be clear about the distinctions, and then to administer each according to deliberate plan and thoughtful intent” (Redl in Fox, 2005, para. 2). Punishment is redefined in positive terms, and Redl continues: “As educators or clinicians, our behaviour toward children deserves the name punishment only if it is done with a clear cut goal to help the child”, concluding that discipline is one of the CYCW’s primary tasks in caring for children.

It is additionally one of the greatest challenges in CYC work. “It can be, when done as a way of life with those in our care, one of our greatest rewards”. Discipline gives children and youth what they come into care for. “Watching young people change their feelings about themselves – recognising their own value and worth – is a thrill that never leaves a worker who has toiled with and on behalf of this young one” (Redl in Fox, 2005, para. 2).

Redl is clear in his argument that CYCWs are responsible for developing children. CYCWs need to be clear about what discipline is and how it is used. However, Redl implies that as long as CYCWs are busy with the development of children, punishment can be used as an intervention with children.

Phelan (2009a) poses the question why CYCWs find punishment so useful. Relational CYC practice relies on safe positive connections between children or youth and adults. Punishment creates suspicion, resentment and avoidance, yet it is still heavily relied on. Punishment has been disguised as consequences. This author concludes that punishment reinforces staff by relieving their anxiety (Phelan, 2009a). CYCWs satisfy their own needs by using punishment and have now started using different ways of punishing children and calling it discipline. Nelsen as quoted in Glen (2007, para. 4) asks: “Where did we ever get the idea that children of any age will do better if we make them feel worse?” Nelsen is of the opinion that measures such as “time-out” were used as strategies to manipulate and control children rather than to empower them. He believes that it is therefore a mistake to use time-out as a punishment or consequence.

Sonesson, (2005:27) emphasises that it is important for children to learn self-discipline and that ineffective forms of discipline like smacking and spanking do not teach children about the consequences of their actions and how it impacts on other people.

Curwin and Mendler (2007) maintain that much of what CYCWs call discipline sends children the message that they will be punished if they do not do as they are told. Those that follow the rules are perceived as responsible and gain rewards and privileges, while the others are viewed as defiant. Children who do not conform face time-out, detention, loss of privileges and lose marks on assignments. These methods may have a place in an overall discipline plan; however, this kind of intervention rarely results in a change in behaviour.

Punishment impacts on the way children perceive themselves. If children believe they are deserving of punishment, then behaving in a manner that is deserving of punishment does not feel out of place. According to Stein (2007), the following are “side effects” of punishment:

- Lying, sneaking, deceit, blaming others. Children eventually learn to avoid getting caught out.
- Lack of responsibility. Adults sometimes teach children to be responsible for their behaviour by serving the punishment. Being responsible for your behaviour means making things right, not serving a punishment.
- Don't trust adults. When children are not sure they did the right thing, they will normally come to adults for advice, unless they fear they will be punished.
- See authority figures as adversaries. Punishment tends to make adversaries of adults and children. Children do not readily learn healthy values from adversaries.
- Lack of empathy, remorse, or guilt. Punishment does not teach empathy, which is necessary for remorse and guilt. Moreover, it tends to relieve guilt.
- Resentment and anger. People often feel hurt and misunderstood when they have been punished and become resentful and angry.
- Retaliation and aggression. Our children learn by watching us. When we punish, they sometimes learn to punish others when they feel hurt in some way.
- Rebellion. Traditional punishments involve power and control. People tend to rebel against power and attempts to control them, especially oppositional children.
- Emotional problems. When children get angry and misbehave, they sometimes believe that they are being punished for being angry rather than for misbehaving. When they believe that being angry is wrong, they feel that they deserve to be punished. Then their misbehaviour does not feel wrong.
- Poor self-image. Children tend to see themselves through the eyes of others. Knowing that adults think they deserve to be punished can be very damaging.
- Loss of confidence and motivation. Children who are punished sometimes feel they cannot do anything right and therefore they do not try.
- Impulsive behaviour (Stein, 2007, para. 4).

Stein (2007) concludes that when adults teach children to behave in order to avoid punishment, children may learn that the only reason to behave is to avoid punishment. They do not learn that they should behave in order to gain the approval of their parents, have friends who like and trust them and obtaining an education. Children may develop and learn to accept misbehaviour as a norm in their lives when they sense that their behaviour deserves punishment and is therefore acceptable, because punishment is acceptable. Misbehaviour should rather be viewed as an opportunity for teaching new behaviour. Another way of looking at misbehaviour is that the child is communicating the need for help in directing their behaviour. CYCWs therefore need to aspire to using every opportunity that presents itself, to teach children, and help them with their behaviour (Crutcher, 2005).

Van Zyl (2009) suggests that a child should cooperate with adults because of respect and not out of fear. Parents who believe in smacking were often themselves smacked as children. The biggest problem with this form of discipline is the difference of opinion concerning what constitutes a smack. Discipline should teach children appropriate decision-making and behaviour. The intervention should indicate a rational relationship between actions and consequences. This should start with clearly defining expectations with regard to behaviour and then reinforcing these with skills development.

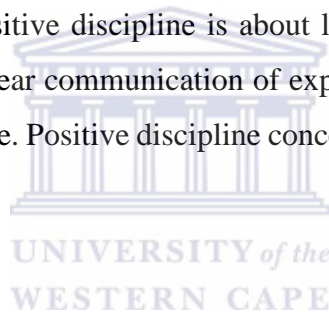
Brento *et al.* (1992:84) refer to the principle of “respect begets respect”. A person can always demand obedience but not respect. Discipline should therefore not be about disrespect to the child but about the development of norms and values that would result in the child or youth developing into a productive member of society. Stein (2007), on the other hand, cautions parents and caregivers to be consistent with discipline, and warns them against using corporal punishment because of the harmful side effects. Alternatives such as time-out, taking away something children like, and groundings, imply that these other forms of punishment are without side effects.

Discipline should rather teach children appropriate decision-making and behaviour. The intervention should indicate a rational relationship between actions and consequences. This should start with clearly defining expectations with regard to behaviour and then reinforcing these with skills development.

Pitman (2002) is of the view that the use of positive consequences or rewards is often a manipulative strategy. Offering a child a reward for reading a book would send the message that reading is an undesirable activity for which a reward needs to be granted.

Pitman suggests that alternatives to behaviour management should therefore be about living with the children and not controlling them. The shift from control and behaviour management would allow the surfacing of the innate desire of children to follow the adult's example. Stein (2005) suggests that behaviour is often punished by natural consequences. It therefore becomes unnecessary for an extra disciplinary measure. Where natural consequences are dangerous or do not work, a set of logical consequences should be instituted. Discipline should therefore be consequences as a result of one's actions, or a set of logical consequences that are designed in response to those actions. The goal of consequences should be to teach the children appropriate behaviour. Stein (2005) contends that experience is the best teacher in the form of natural consequences. Natural consequences are consequences that occur naturally directly because of the behaviour. These consequences are not imposed by anyone. There is no one to blame and no questioning of justice or fairness. Logical consequences are deliberate and logically target specific behaviours rather than targeting children with punishments.

Durrant (2007) believes that positive discipline is about long-term solutions that develop a child's self-esteem. It involves clear communication of expectations, rules and limits, mutual respect, empathy and non-violence. Positive discipline concerns self-respect, respect for others and observing human rights.



2.7 Conclusion

In this chapter the researcher discussed the literature that guides CYCWs in their interventions with children and youth in residential settings. The historical context of CYCCs in different countries was considered at the onset of this chapter. The development of the CYC sector in South Africa was explored from its origins, through to the transformation of CYCCs. In addition, the theoretical frameworks of behaviourism and social learning theory as well as systems theory were considered with reference to behavior management techniques discussed in the study.

The nature of CYC work and what it entails was reflected upon, while the concept of life space work was considered as the context for practicing CYC work. Discipline was discussed in terms of punishment versus natural and logical consequences. Supervision and its role in developing CYCW and in turn translating into developmentally appropriate interventions for children and youth rounded off the discussion.

This may not, however, be a reflection of reality. The data analysis in Chapter 4 and recommendations in Chapter 5 will generate some ideas of gaining congruence between the literature and practice. The researcher in the ensuing chapter will discuss the research methodology and approach that was employed to successfully implement the research project.



CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 Introduction

The literature review in Chapter 2 creates a conceptual framework for the research study that was conducted. In addition it generates the perspectives of related studies (De Vos *et al.*, 2005).

In this chapter the research approach, research design and the research methodology used during the study will be discussed. The research study focused on the challenges faced by CYCWs with regard to discipline of children with challenging behaviour in CYCCs. The researcher utilised a qualitative research approach as it is the most appropriate research design to meet the goals and objectives of the current research study.

CYCCs are designed to respond to the needs of developmentally, emotionally and behaviourally disturbed children and youth where there is a good possibility that they will respond to continued intervention, within developmental programmes, inside a given timeframe, in relation to their family and community (Beukes & Gannon, 1993; Gharabaghi & Stuart, 2013). Gharabaghi & Stuart., (2013:34) expound on this idea and suggest that the performance of the **CYCW** is measured against how well the child adjusts to societal norms. Abused children and youth often carry repressed psychological emotional pain, and may become time bombs for CYCWs who are trying to work with them. The same children often have invisible triggers that set off internalised trauma. The resulting behaviour becomes evident in visible holes in walls, broken windows and damaged furniture and appliances (Anglin, 2002:110). CYCWs who are working in CYCCs can therefore expect to be faced with and deal with children who display challenging behaviour. The **research question** posed by the researcher was therefore: What are the challenges faced by CYCWs with regard to discipline of children with challenging behaviour in residential CYCCs? The **goal** of the study was to explore the challenges faced by CYCWs with regard to the discipline of children with challenging behaviour in CYCCs.

The **objectives** of the study were as follows:

- To explore and describe the challenges faced by CYCWs with regard to children's behaviour that requires discipline;

- To explore and describe the challenges with regard to exercising discipline in the CYCC.

3.2 Research approach

Qualitative research is not focused on investigating a research hypothesis, but the data is based on meanings expressed by words and other symbols or metaphors (Welman, Kruger & Mitchell, 2007). The aforementioned authors contend that qualitative research can successfully be used to describe groups, small communities and organisations that do not fit into specific theories (Welman *et al.*, 2007). Qualitative research is also known as an anti-positivist approach and is concerned with understanding human behaviour from the people involved and how they experience phenomena (Welman, *et al.*, 2007). The qualitative research approach is concerned with objective measurable “facts” or “events” and the ways that people construct, interpret and give meaning to their experiences and is concerned with the generation of new ideas and insights into previous problems and to enhance knowledge (McLeod, 2011:12).

Qualitative research wants to understand the “why” and “how” of people’s behaviour (May, 2002:199). Data collection and data analysis in qualitative research is guided by one or more open-ended questions and a process of inductive inquiry. The main data collection methods in qualitative research are focus group interviews or individual interviews as the researcher attempts to study objects in their natural settings, trying to make sense of or interpret phenomena in terms of how people make meaning of it (Denzin & Lincoln, 2003). A qualitative researcher’s emphasis is thus on the socially constructed nature of reality (Denzin and Lincoln, 1998:8). Therefore the participants voiced their stories – which were collected and the meanings analysed – within the context of their shared experiences.

Qualitative research is best suited to the research question being asked in this study, as very little has been written on CYCWs’ challenges regarding the disciplining of children with challenging behavior in CYCCs. A qualitative research approach was also chosen because the research topic is an emotional one, requiring a more flexible interviewing process.

People need creative techniques to encourage them to impart their lived experiences, seeing that qualitative research techniques encourage a broader dialogue with the research populations (Green & Hogan, 2005:14; Mouton, 1996:108; Marshall & Rossman, 1999:46; De Vos *et al.*, 2002:81).

3.3 Research design

According to Flick (2009) and Neuman (2011), a research design can be described as the strategy or plan of how the research will be conducted and provide a framework and structure for the implementation of the research process (Fouché in De Vos *et al.*, 2005: 268). The function of applied research is to offer more practical solutions to an existing problem or to specifically focus on the needs of practitioners or clinicians (Neuman, 2006:25). A research design is usually constructed around and in relation to the nature of the research question (Green & Thorogood, 2009:50). Explorative, descriptive and contextual research design was implemented in this research. Information regarding this topic was needed to find a better understanding by means of exploring and describing the challenges of CYCWs with regard to discipline of children with challenging behaviour in CYCCs.

3.3.1 Explorative research

An explorative study aims to generate new information and make preliminary investigations into a relatively unknown phenomenon (Durrheim in Terreblanche, Durrheim & Painter, 2006:44). The current research study is therefore explorative, as not much has been written about the challenges faced by CYCWs with regard to the discipline of children with challenging behaviour in CYCCs. The researcher wished to listen to informants and to build a picture based on their ideas (Creswell, 1994:21). This research study was also explorative, in that it was seeking insight into a situation, phenomenon, and community or individual, of which little is known (De Vos *et al.*, 2002:109), and to fully explore their challenges experienced in their own words. It is hoped that the knowledge gained from this research will aid future support and empowerment of CYCWs in CYCCs.

3.3.2 Descriptive research

Descriptive research aims at describing and reporting the “meanings” of the participants as fully and as objectively as possible. The report must describe and interpret, rather than measure and predict (Rossman & Rallis, 2003:9–15). According to Creswell (1994), the main purpose of a descriptive design is to examine the relationship amongst variables and provide an accurate description of the phenomenon being researched. CYCWs in CYCCs find

themselves in a relationship with the children in their care, and thus work within a social setting. The study is descriptive, in that it presents a picture of the specific details of a situation, social setting or relationship, and focuses on the “how” and “why” questions (De Vos *et al.*, 2002:109). A descriptive design is used to gain deeper meanings, and a “thicker” description of experiences, as a descriptive study is more intensive than an explorative study (Denzin & Lincoln, 2003:444). This research was designed in order to gain a deeper understanding of the details of the problems experienced by CYCW when dealing with the behaviour displayed by challenging children.

3.3.3 Contextual research

The research study is contextual, in that it investigated a sample of a population that shared a similar life scenario. A contextual design is used in a research study in order to describe and understand events within the immediate, concrete, natural context in which they occur (Babbie & Mouton, 2001:272; Holloway & Wheeler, 1998:192). Life occurs in context, that is, the natural setting of participants. The participants’ world or context is seen holistically, comprising interactive and complex systems, rather than concrete, measurable variables (Rossman & Rallis, 2003:9). As a result, qualitative research takes place in the natural setting of phenomena, and attempts to explore, in an interpretive manner, the phenomena in terms of the meanings people give it (Denzin & Lincoln, 1998:2). CYCWs in CYCCs find themselves in a relationship with the children in their care, thus working within a social setting. Furthermore CYCWs are working in the life space (natural setting) of children, thus they will be able to relate to their challenges within the immediate, concrete, natural context in which they occur (Babbie & Mouton, 2001:272; Holloway & Wheeler, 1998:192).

3.4 Population and sampling

A population refers to the group about whom the researcher wants to draw conclusions (Babbie & Mouton, 2007:100). According to Sekeran (2003:265), “a population refers to the entire group of people, events, or actions of interest that the researcher wishes to investigate”. Durrheim & Painter in Terreblanche et. al. (2006:133) on the other hand note that a population comprises the larger group from which a sample is taken to be representative and to which findings are to be generalised. The population for this study therefore comprised of all the CYCWs who were employed at the 48 CYCCs which are registered with the Department of Social Development in the Western Cape Province.

Sampling on the other hand refers to a process that involves the selection of observations and need to adhere to the purpose of the study in a qualitative paradigm (Babbie & Mouton, 2007: 288). Henning (2004:71) notes that the method of using persons who comply with predetermined and desirable criteria, which is influenced by the researcher’s knowledge of the subject and available theory around the topic, is known as purposive sampling. Purposive sampling is used in qualitative research to select cases that can purposefully shed light on the research problem (Creswell, 2007:125). A sample or subset of the population has to be selected for inclusion in the study (Bless, Higson-Smith & Kagee, 2006:184).

Qualitative researchers purposefully and intentionally seek out participants for inclusion in their sample because of their knowledge of and ability to describe the phenomenon under study (Donalek & Soldwisch, 2004:356). Qualitative sampling therefore requires identification of appropriate participants who can best inform the study in order to address the research question and to develop a full description of the phenomenon being studied. A sample or subset of the population has to be selected for inclusion in the study (Bless, Higson-Smith & Kagee, 2006:184). Therefore one CYCC from each metropole in the Cape Peninsula, namely metropole North, metropole South, metropole East and metropole West was approached to participate in the study. The CYCCs who participated in the study worked on a residential unit system where pairs of CYCWs (in rotating shifts) worked in residential units caring for between 16 and 25 children per unit.

A representative sample of CYCWs was therefore selected from each CYCC. Purposive sampling technique was used in this study, meaning that researchers intentionally seek out participants for inclusion in the study because of their knowledge and ability to describe the

phenomenon or part of the phenomenon under study (Merriam & Associates, 2009:76–78). The sampling criteria for this study were:

- CYCW with a minimum of two years' experience of practising CYCW at a CYCC;
- CYCWs who have engaged in basic CYCW training, namely basic qualification in child care, basic qualification in secure care, and/or in-house training.

Volunteers, management support staff and children were excluded from the study since the study aimed to explore and describe the challenges faced by CYCWs with regard to discipline of children with challenging behaviour in CYCCs.

It was not possible to predict the exact size of the sample at the outset of the study. Sufficiency and data saturation were used in order to determine the sample size (Greeff, in De Vos *et al.*, 2002:300).

Once the data from the focus groups starts being repeated, data saturation is said to have occurred, and heralds the end of the research into a particular phenomenon (Tutty, Rothery & Grinnell, 1996:82). When the researcher noticed that the data from the focus group interviews started to confirm previous insights rather than providing new insights, he ended the data collection process and shifted the focus to data analysis. Four focus groups with CYCWs from four CYCCs were conducted and data saturation was achieved.

3.5 Data collection

According to Fossey, Harvey, McDermott and Davidson (2002:726) the focus group, individual interviews and participant observation are common modes of data collection in qualitative research. “Interviewing is the predominant mode of data or information collection in qualitative research” (Greeff in De Vos *et al.*, 2005:287; Silverman, 2005:140). According to Creswell (2009:178), the data collection steps include boundary setting for the research study, information collection through interviews, unstructured and semi-structured observations, documents and visual material as well as setting protocols for recording information. The goal of the research study must guide the researcher to choose the most effective method of data collection.

In this study, focus groups were used as a self-contained method in which the focus group served as the principle source of data (De Vos *et al.*, 2002). Focus groups are group interviews, a means of better understanding how people feel or think about an issue, product or service (De Vos, *et al.* 2002). In this research study, the participants' challenges with regard to disciplining children with challenging behaviour in CYCCs were documented. The sample was selected because the participants have certain characteristics in common that relate to the topic of the focus group.

The following interview guide was used to generate data from the focus group discussions:

INTERVIEW SCHEDULE

1. How have you been involved in discipline of children in the CYCC?
2. Think back over all the years that you've disciplined children and explain why you think the desired result was achieved.
3. What went well with discipline?
4. What needs improvement with regard to discipline?
5. Suppose that you were in charge and could make a change that would make the programme better. What would you do?
7. What can each one of us do to make the programme better?

In addition, interview techniques and communication skills used during the focus group interviews were mainly to ensure an effective interview (Seidman, 1998). Although the focus groups was initially challenging for the researcher, he was able to reflect and became more aware of the interview process after the pilot interview was conducted and he applied the following:

- The researcher listened assiduously;
- Probing was used in order to illicit more information on a subject;
- Open questions allowed for a fluent interview;
- Paraphrasing ensured that the researcher understood what was articulated;
- The researcher kept his remarks to a minimum and allowed the participants to talk without interruption. (Kelly in Terreblanche *et. al.*, 2006:299,301; Greef in De Vos *et al.* 2005:288).

Active interviewing in research is not only about asking questions and recording responses (Sacks in De Vos *et al.*, 2005). An unproblematic interview relies on shared attentiveness, monitoring and receptiveness. The interview techniques employed by the researcher facilitated a smoother and easier process to collect rich data. According to Greef in De Vos *et al.*, (2005:295), the researcher should have superb listening skills such as listening for unusual terms, strong intonations or other clues which may signal a new or hidden, perhaps complex topic important to the participants. Kelly in Terreblanche *et. al.* (2006:301) suggests that the researcher actively listens to both said and unsaid information. A researcher should use paraphrasing during the interview to enhance meaning by stating the participant's words in another form with the same meaning in order to encourage the participant to talk more (Greef in De Vos *et al.*, 2005:289). Questions may be asked by the researcher when the researcher does not understand or needs clarification (Greef in De Vos *et al.*, 2005:295). Questions can also be used if the researcher wants the participant to expand on what he or she is saying. Reflective summaries are the summarising of a participant's ideas, thoughts and feelings verbalised by the researcher to test whether the researcher understood what the participant was saying. This has a structuring function and stimulates the participant to give more information (Greef in de Vos *et al.*, 2011:345).

Kelly in Terreblanche *et. al.* (2006:301) suggests that the researcher can create a more open, less defensive attitude in participants by being curious and persistently prompting the research participants to elaborate on what they have just said or through the repetition of his or her most meaningful last words. These prompts indicate to the participants that the researcher is listening which in turn encourages them to continue talking about the subject under discussion.

Field and Morse (1994) also pointed to some pitfalls which can hamper an interview process, such as interruptions that can distract participants and their thoughts, so that the researcher has to recapture the thoughts of the group in order to continue with the subject under discussion. The authors warn that researchers should not schedule too many interviews on one day as it may inhibit attentiveness on the part of the researcher and result in distraction from the process. The researcher therefore conducted only one focus group per day, preferably in the morning while his energy levels and attentiveness were still high.

Neuman (2011:347) argues that “ideally the actions of a particular interviewer will not affect how a participant answers”. The researcher is involved in the field of CYC and is employed as a moderator with the National Association of Child Care Workers (NACCW), the professional

services division for child and youth care workers. Considering his role in the CYC field, the participants could have responded in a manner that they thought appropriate for the researcher. In addition the participants were all either professionally known to the researcher or the researcher was professionally known to the participants. This latent possibility for bias could result in participants responding in a manner to satisfy the researcher as proposed by Neuman (2011).

Being aware of this area of bias, the researcher was able to assure participants that presumptions on the part of the researcher were not present, and responses were accordingly probed and interrogated in order to ensure the integrity of the responses.

The researcher explained to the CYCWs the purpose of the research project, what value was hoped to be gained from it, how the interview process would be implemented, who the researcher was, what questions would be asked, the need for recording the interviews, the safeguarding and eventual deletion of the audio recordings, confidentiality of the respondents' identity, and the assurance that taking part in the study was voluntary (Tutty, Rothery & Grinnel, 1996:65). In speaking to the participants, the researcher validated the research proposal by giving his background in working with children, his interest in the field and the benefit of knowledge gained for CYCWs who are dealing with children with challenging behaviour in CYCCs.

Permission for the participation in this research study was requested from the managers of the CYCC and from the CYCWs themselves. Berg (2004:64) emphasises the need for informed consent. He describes informed consent as the knowing consent of individuals to participate out of free choice, free of fraud, deceit, duress or manipulation. A consent form was therefore signed by the CYCWs once the research process and ethical considerations had been clarified and accepted (see Appendix 1).

The interview environment needs to facilitate the interview process and to create an atmosphere that is perceived as a "safe" place for the CYCW to be interviewed (Thompson & Rudolph, 2000:30-32, 34). Every effort was made to create an interviewing environment which contributed to a feeling of comfort and ease. That end was achieved by the following means: the interviewing room was free of clutter or distractions and noises; the furniture was comfortable for all parties involved in the interview; the furniture allowed for good eye contact and attentive behaviour from the researcher.

3.6 Pilot study

Royse in De Vos *et al.*, (2005), suggests that in research the pilot interview is used to establish a few trends in the research. The key purpose of the pilot interview is to determine whether the relevant data can be acquired from the participants. By using pilot interviews, the researcher is also able to test the nature of questions in the interview schedule and is able to make adjustments if required (De Vos *et al.*, 2005). “A pilot is a trial run of an investigation conducted on a small scale to determine whether the research design and methodology are relative and effective” (Fox & Bayat, 2007:102).

Seidman (1998:32) and De Vos *et al.*, (2002:300) recommend a pilot study to test the interviewing design. A pilot study was done, which enabled the researcher to fine-tune the best method of accessing the data and also to become aware of his own level of interviewing skills. A pilot study ensures that errors of whatever nature can be rectified immediately at little cost (De Vos *et al.*, 2002:177).

The pilot study was implemented by conducting an interview with the first identified focus group, using the proposed interview guide. The exercise enabled the researcher to become aware of the fact that he had to probe more for rich data, as well as recognising that the flow of the interview determined the questions asked, and that the questions would not necessarily be asked in the same order or exact wording every time. The pilot study showed that the interview guide and the interview techniques used were effective in obtaining rich data from the focus groups. However, the researcher did not adhere to the sequence of questions, and the wording and phrasing of questions were adjusted during the interviews.

This pilot study provided the researcher with confidence to proceed with the data collection. Written permission to access the participants was obtained from the managers of CYCC. Once permission had been obtained from management, the researcher engaged telephonically with the CYCWs supervisors and asked them to identify CYCWs who matched the sample criteria.

Once this had been done, the prospective participants were provided with an information sheet containing information pertaining to the purpose and context of the research and outlining some of the ethical criteria.

The CYCWs who expressed interest in participating in the research project were then asked to sign a consent form that was countersigned and witnessed.

On commencement of the interview, participants were made aware of the reasons for conducting the study as well as confidentiality and their right to withdraw at any stage of the interview. Two prospective participants exercised the right to withdraw from the interview. The participants were informed of the process of data collection and were required to hand the signed consent form to the researcher. Permission was obtained from the participants to record the interviews on a digital voice recorder. The data was transcribed verbatim for data analysis.

Holloway and Wheeler (1998:70) define field notes as a means of recording from the interview data that is not verbal. The field notes included all non-verbal communication displayed by the focus group, and perceptions of the researcher while conducting the interview. Field notes were made immediately following each interview, rather than during it as doing so during the interview could negatively impact on the richness of the data (Holloway & Wheeler, 2010:70; Tutty *et al.*, 1996:69). According to De Vos *et al.*, (2005) field notes should include empirical observations and interpretations, however the two should be kept distinct. During the interview the researcher observed the participants' body language and non-verbal communication patterns when asking questions. Immediately after every interview the researcher wrote down field notes on the interview, which gave the researcher a chance to write down any observations made during the interview.

Field and Morse (as cited by Greeff, in De Vos *et al.*, 2005:298) indicate important points when writing down field notes. These points include writing the field notes immediately after the interview, not discussing the observation with other people before writing it down, writing the field notes in a quiet place with no distractions, setting aside enough time to complete the field notes, writing down the events in the order they happened and writing down the conversations and events the way the researcher can remember them.

The researcher was aware of his own thoughts and feelings and used reflective notes to reflect on this after the interview. The observations of the focus group members were interpreted bearing in mind the researcher's pre-conceived ideas and emotions.

Also tested during the pilot study were the practicalities of the study with regard to logistical issues such as the recording of the interviews and organising suitable venues (Leedy & Ormrod, 2005:110). A convenient venue and time for the interview was arranged once intent to participate had been expressed by the candidates. Participants were interviewed in their own CYCCs, as these were the most comfortable and convenient settings for them.

An environment with minimal interruptions facilitates the process (De Vos *et al.*, 2005). The venues for two of the CYCCs were the large open dining areas of the CYCCs; in one case the CYCC hall was used and in the other interview the library was used. The interviews were largely undisturbed except for public address announcements at one centre and aeroplanes flying at low altitude at another centre.

3.7 Data analysis

According to (Aneshensel, 2002:2), data analysis is the systematic arrangement of information into meaningful patterns. Data refers to information of fact and figures from which conclusions can be inferred. Analysis refers to the dissection of a whole into its component parts for the specific purpose of ascertaining its nature. De Vos *et al.* (2005:335–336) view data analysis as a twofold approach. Firstly, the researcher analysed the data at the research site during data collection and secondly the researcher analysed the data away from the site. In addition, coding was the responsibility of an independent coder and these results were verified by the research supervisor.

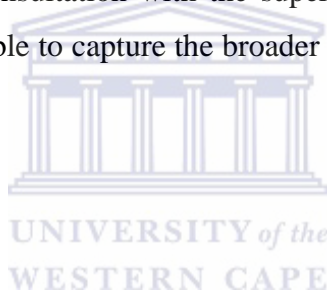
The researcher started analysing data when interviewing the participants, and the data was additionally analysed the away from the site by the independent coder and verified by the research supervisor. The first part of analysing the data was very basic and consisted of the researcher analysing the participants' body language, tone of voice and other non-verbal responses. At a later stage the data was analysed in a more in-depth manner by listening to the interviews and making additional notes. Analysing the data on the site and away from the site gave the researcher a better understanding of what the CYCWs experienced with regard to discipline with the children in the CYCC. The onsite analysis allowed the researcher to add finer details about the CYCW feelings and emotional experience.

Creswell (2003) describes the process of data analysis as eight generic steps. The researcher followed these steps with an independent coder and the results were scrutinised by the research supervisor. These steps were as follows:

- 1.** The researcher read through all transcribed interviews in order to gain a sense of the whole.

2. One interview which seemed to be rich with information was chosen. The researcher re-read the information and questioned the content of the data and recorded his thoughts in the margin.
3. The next step was to read through each and every transcript again, while any significant features were noted and similar ideas were grouped into categories.
4. The various categories were then given codes by the independent coder.
5. The independent coder then grouped together the most relevant categories and made a further distinction among the identified categories with input from the researcher.
6. The codes allocated to each category were then listed alphabetically.
7. The data pertaining to each category was cut and pasted together.
8. Recoding of the existing data was done and verified by the research supervisor.

In addition, the data was analysed by an independent coder and the process was reviewed by the research supervisor. After consultation with the supervisor the researcher amended the themes and subthemes and was able to capture the broader themes and then break them down into more relevant sub-themes.



3.8 Limitations of the study

According to Creswell (2009), the process of qualitative research has inherent limitations. The accurate objective allowing for generalisations are characteristic of quantitative research. Research on CYCCs in South Africa is difficult to obtain since, from the researchers' point of view, very little research has been conducted in this area. This could lead to generalisations in the research; however it is anticipated that as more qualitative research is conducted in this area, the body of scientific knowledge will grow providing a firmer foundation for conducting feature qualitative research studies.

The researcher experienced challenges with regard to maintaining neutrality in conducting the research especially during the data collection process.

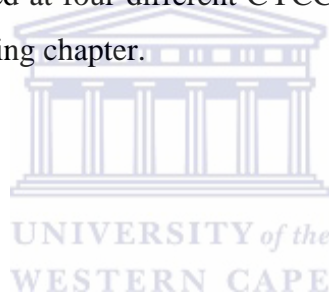
This was directly because of the researcher's involvement in the field of CYC work as a moderator for the qualification in childcare work and as an employee of the National Association of Child Care Workers. According to Guba (in Krefting 1991:221), in order to establish conformability, an external auditor should be used in order to follow through on the

natural history and progression of events in the research project in order to comprehend how and why decisions were made. An independent coder was used by the researcher. As an external auditor, she analysed the data independently from the researcher in dealing with neutrality.

3.9 Conclusion

In this chapter the researcher discussed the motivation and the problem formulation of the research study. The research question, aims and objectives, research approach, type of research and design of the research were explored and discussed. The chapter also interrogated the research methodology, including the conceptual framework, population and sampling technique. This was followed by a discussion of the ethical considerations of the research study.

Four focus groups were conducted at four different CYCCs. The findings obtained from the data will be presented in the ensuing chapter.



CHAPTER 4

DISCUSSION OF RESEARCH FINDINGS AND LITERATURE CONTROL

4.1 INTRODUCTION

The previous chapter described the application of the research methodology and research process embarked on in achieving the research aim and objectives as stated in Chapter 1. The aim of the study was to explore and describe the challenges faced by CYCWs regarding the discipline of children with challenging behaviour in CYCCs. The following objectives were formulated to guide the achievement of the goal of the study:

- To explore and describe the challenges faced by CYCWs with regard to the behaviour of children in CYCCs;
- To explore and describe the challenges with regard to exercising discipline in the CYCC.

In this chapter the researcher will present the findings that emanated from the analysis of the data that was generated by means of four semi-structured focus group discussions with CYCWs who are working at CYCCs. Purposive sampling was used to select participants from four different CYCCs, one from each metropole, namely metropole North, metropole South, metropole East and metropole West in Cape Town. The data analysis as described in section 1.11 and section 3.11 and was done according to the phases and steps in Creswell (2003). The findings will be reported under themes and sub-themes, identified from extensive data analysis of the transcribed interviews conducted with CYCWs at CYCCs. The findings of the study will be presented by discussing each theme set against a literature control and supported by quotations from the interviews with the participants. This chapter concludes with a summary of the main findings and a reflection on the achievement of the research goal.

In the following discussion the demographic data of the participants in the four focus groups is presented. The findings of the analysis then ensue under the relevant themes and sub-themes and quotations are inserted in order to substantiate the theme and sub-themes.

4.2 DEMOGRAPHIC INFORMATION

As discussed in section 1.9 of Chapter 1 and section 3.9 of Chapter 3, four focus groups from four different CYCCs were conducted. Focus group 1 consisted of eight participants; focus group 2 consisted of eleven participants; focus group 3 consisted of ten participants and the last focus group consisted of nine participants. In total, 38 CYCWs participated in the research study.

In order to provide a complete overview of the participants, a summary of the demographic information is provided in Table 1. The demographic data of the participants portrays their gender, age, qualifications and number of years working in the CYCW field.

Table 1 below provides a summary of the demographic data of the CYCWs who took part in the focus groups.

Table 1: Demographic details of the participants

Participant Group 1	Gender	Age	Qualification	Number of years working as a CYCW
1.1	Female	60	BQCC	20
1.2	Female	32	Student: FET CYCW	7
1.3	Female	50	BQCC	10
1.4	Female	60	BQCC	26
1.5	Female	54	Student: FET CYCW	5
1.6	Female	28	Student: FET CYCW	5
1.7	Female	52	BQCC	12
1.8	Female	38	Student: FET CYCW	5
Group 2	Gender	Age	Qualification	Years in CYC
2.1	Female	46	Student: FET CYCW	12
2.2	Female	52	BQCC	20
2.3	Female	37	Student: FET CYCW	7
2.4	Female	40	Student: FET CYCW	15

2.5	Male	39	Student: FET CYCW	5
2.6	Female	46	Student: FET CYCW	16
2.7	Female	36	Student: FET CYCW	10
2.8	Female	27	Student: FET CYCW	4
2.9	Male	35	Student: FET CYCW	9
2.10	Female	32	Student: FET CYCW	8
2.11	Female	58	BQCC	20
Group 3	Gender	Age	Qualification	Years in CYC
3.1	Female	35	Student: FET CYCW	3
3.2	Male	37	Student: FET CYCW	9
3.3	Female	35	Student: FET CYCW	4
3.4	Female	33	Student: FET CYCW	3
3.5	Female	37	Student: FET CYCW	3
3.7	Female	38	Student: FET CYCW	5
3.7	Female	39	Student: FET CYCW	6
3.8	Female	41	Student: FET CYCW	5
3.9	Female	55	Student: FET CYCW	8
3.10	Male	35	Student: FET CYCW	5
Group 4	Gender	Age	Qualification	Years in CYC
4.1	Female	40	Student: FET CYCW	10
4.2	Male	36	Student: FET CYCW	8
4.3	Female	53	Student: FET CYCW	9
4.4	Female	47	Student: FET CYCW	12
4.5	Female	39	Student: FET CYCW	10
4.6	Female	32	Student: FET CYCW	5
4.7	Female	45	Student: FET CYCW	13
4.8	Female	27	Student: FET CYCW	3
4.9	Female	48	Student: FET CYCW	15

A brief discussion and analysis with regard to the demographics of the participants in the research study follows.

4.2.1 Gender

Thirty-five of the participants who took part in this study were female, while only three were male. The fact that the overwhelming majority of the participants in the research study were female is congruent with the trend in the CYC sector where the field is dominated by women. The National Association of Child Care Workers' training data base presents the same trend, with the great majority of learners being female (Jamieson, 2013b). These findings are also congruent with the historical perception that any motherly woman with common sense and good values could become a CYCW (Dinnage & Pringle, 1969). Females are mostly appointed as CYCWs because of their mothering qualities and their perceived ability to raise children successfully.

4.2.2 Age of participants

It is therefore not surprising that the majority of CYCWs who took part in the study are of the age where they would have engaged in child-rearing activities. Only three of the participants were in their late 20s, while the majority of the participants, namely 19, were in their 30s. Seven participants were in their 40s. The second largest proportion of the participants, namely nine, were in their 60s.

4.2.3 Qualifications in CYC

Thirty-two of the participants who took part in the study were learners on the FET Qualification Child and Youth Care Work. This does reflect the current trend of CYCWs engaging this learning programme in order to comply with the registration requirements for professionalisation of the CYC sector. Six of the participants had attained a Basic Qualification in Child Care (BQCC) attendance certificate. Professionalisation of the field of CYC work in South Africa is reported on in Chapter 2 under 2.4.7.

4.2.4 Duration of working as a CYCW

The majority, namely 17 of the participants who took part in the study, had between five and ten years of experience in the CYC sector. Eight participants had worked at CYCCs for between 10 and 15 years, while three participants, had more than 15 years' experience. Another three participants had been working in this sector for between 20 and 25 years.

A single participant had 26 years' experience. Only six participants had less than five years of experience as CYCW's.

The following section of the chapter will present the themes and sub-themes which emerged from the processes of data analysis and the consequent consensus discussion between the researcher, the independent coder and the research supervisor.

4.3 AN OVERVIEW OF THE THEMES AND SUB-THEMES

The following table structures the major themes and sub-themes that emerged from the data analysis.

Table 2: Themes and sub-themes

THEMES	SUB-THEMES
1. The role of discipline among CYCWs in a CYCC	1.1 CYCWs are life space/first line disciplinarians in CYCC 1.2 CYCWs are in need of support from colleagues in conducting disciplinary matters/teamwork
2. CYCWs challenges with the multi-disciplinary team regarding the discipline of children in CYCCs	2.1 CYCWs need support and open communication with the social worker and/or management (all) 2.2 CYCWs experience conflicting messages from social worker and management about appropriate methods of discipline 2.3 CYCWs experience disempowerment by management 2.4 CYCWs experience a lack of supervision and support in CYCCs
3. CYCWs are challenged by children in CYCCs behaviour that require discipline	3.1 CYCWs are challenged by physical and verbal violence and aggressive behaviour of children 3.2 CYCWs are challenged by children's truancy, swearing and stealing 3.3 CYCWs are challenged by the sexual development needs of children 3.4 CYCWs are not trained to manage children with special needs 3.5 CYCWs are challenged by power struggles with children who do not comply with rules

	3.6 CYCWs are challenged by the influence of older children over the younger ones
4. The CYCWs applied/used behaviour management methods	<p>4.1. CYCWs applied/used relationship as the core method in managing children's behaviour</p> <p>4.2 CYCWs redirect aggression with behaviour management</p> <p>4.3 CYCWs are teaching children social skills by means of examples</p> <p>4.4 CYCWs find a midway between empathy, support and firmness</p> <p>4.5 CYCWs used individualisation of the child in order to understand behaviour and select appropriate discipline</p> <p>4.6 CYCWs are withholding privileges</p> <p>4.7 CYCWs involve children in house rules and disciplinary measures to manage their behaviour</p>
5. Staff work overload and staff turnover as disciplinary challenges	
6. Social workers make inappropriate placements	6.1 CYCW experience a lack in service delivery from social workers
7. Recommendations	<p>7.1 CYCW recommends communication within the multi-disciplinary team to improve consistency in disciplining children</p> <p>7.2 CYCWs to be involved in the reunification process</p> <p>7.3 The CYCW made recommendations about the admission criteria to children's homes and to revisit the basic training curriculum</p> <p>7.4 The CYCW made recommendation for the professional board</p> <p>7.5 The CYCW recommends the NACCW to take responsibility for working conditions of CYCWs</p> <p>7.6 The CYCW recommended an opportunity for debriefing and consultative support for CCW</p>

In the next section of this chapter the themes and their accompanying sub-themes will be presented and illustrated, underscored and/or confirmed by providing direct quotations from the transcripts of the focus group interviews. The identified themes and sub-themes and the complementing excerpts of the transcripts will be discussed and contextualised within the body of knowledge available (literature control).

4.3.1 Theme 1: The role of discipline among CYCWs in CYCCs

Underpinning the professional practice of CYC work is the principle of being present with people and finding comfort in the relationship with them.

This means that CYCWs will be professionally responsible for discipline while the child is cared for in the CYCC (Gharabaghi & Anderson-Nathe, 2012). CYCWs interact with children in a variety of settings and are responsible for facilitating the optimum development of children and youth in residential programmes (Mattingly, 2006). Their therapeutic involvement requires holistic work with children and youth with the aim of facilitating healthy development by being part of and using the daily life experiences of children and youth in the residential setting (Rose, 2001). In addition, CYC work is concerned with the totality of a child's functioning (Anglin, 2001) and the interventions are aimed at promoting and increasing the child's social, emotional and behavioural competence in his/her environment (Allsopp, 2013).

One of the reasons children are placed in CYCCs is because of their serious behavioural challenges. It is therefore a given that the CYCWs will have to deal with disciplinary issues that arise during the day-to-day life space activities. These challenges experienced by CYCWs will be discussed in the ensuing sub-themes.

4.3.1.1 Sub-theme 1.1: CYCWs are life space/first-line disciplinarians

The findings of the research study indicated that since CYC work is based on the principle of "life space care", CYCWs are in direct contact with children and youth under their care and experience their behaviour. They therefore need to act as carers and disciplinarians:

Current research support the findings of this study and emphasise the fact that CYCWs should be empowered to take responsibility for decision-making concerning the discipline of children and youth in their care (Whittaker, 1981; Brentro & Long, 2004; Crutcher, 2005; Graham, 2003; Phelan, 2008; Phelan, 2009a; Garfat et. al., 2012).

The following quotations of the participants provide evidence of this notion and reflect their views in this regard:

"The CYCW is the disciplinarian."

"Since you are working in the life space in the moment of the child, I don't think you should leave this incident. It should be addressed; it should not wait until the next day. The important part is to look at it as soon as possible."

“We are supposed to act in that moment we work, in the moment in the child’s day.”

“By working in the life space of the child, we deal with the child directly obviously, so that involves you as the first person in line to really deal with the child and the discipline of the child.”

The aforementioned findings are supported by Reinsilber (2006), who argues that CYCWs know most about dealing with the everyday needs of the children in their care due to their designation of being frontline workers. The staff that is closest to the child or youth in need know their needs best. Problems in the life space should therefore be seen as opportunities that are presented in order to use as a setting to develop children in CYCCs.

In a similar vein, Brentro and Long (2004), and Crutcher (2005), indicate that while being present in the life space of the children, CYCWs have to use “crisis as opportunity” to develop children. Problems, crisis and conflict must be used as opportunities for teaching and treatment. Children’s behaviour should be regarded as an opportunity to help directing it which therefore requires immediate intervention by the CYCW. CYCWs in residential settings often have to exploit their position by using the daily life events to help children and youth gain an understanding of their life experiences. The resultant understanding then becomes the basis for intervention which intends to help the children and youth gain control over their environment (Graham, 2003).

Simultaneously these interventions are used to develop relationships and facilitate development. This is what makes CYC work different to other social services, as the CYCW has to be physically present and part of the child or youth’s experiences in order to facilitate development (Phelan, 2008). Practising in the life space in the way that CYCWs do, therefore requires a different approach in delivering social services to the office-based approaches of many other practitioners (Phelan, 2009).

Redl (in Fox, 2005) postulates that discipline is one of the CYCW’s primary tasks in caring for children, and if it is used as a way of life with children in his or her care, the result could be one of the CYCW’s greatest rewards. The author however agrees that discipline is one of the greatest challenges in CYC work.

The important point that needs to be reiterated is that the CYCW should be the primary professional dealing with discipline in order to promote the developmental goals of individual

children. It is therefore vital that there should be a continuous process of reflecting on the child's developmental delays, and that intervention should be facilitated with purpose and care, in order to create learning opportunities for children (Garfat, et. al., 2012).

Being part of the life space of the child, CYCWs work with the children 24 hours a day, seven days a week and form part of the therapeutic environment. Every opportunity that presents itself should be used as an opportunity to develop children, no matter how insignificant it may seem. CYCWs should also take advantage of an event immediately after it happens and use it to expedite an intervention to facilitate the development of the troubled child (Maier, 1987).

The CYCW manages the day-to-day behaviour of children and therefore the opportunity to intervene and use the daily routine as a place for therapy is created in this environment (Vanderwoerd, 2010). This is an opportunity that is unique to life space intervention. From this discussion, there can be no confusion regarding the significance of the position which the CYCW holds in relation to the child in the life space. In addition, distorted behaviour can be expected from troubled children and the CYCW should be aware of what behaviour could be displayed and therefore should utilise these moments as developmental opportunities to teach the children and youth coping skills.

Participants indicated that being part of the therapeutic environment and being first-line disciplinarians, requires the full support of their child care colleagues, especially those that share the house with them, as discussed in the ensuing sub-theme.

4.3.1.2 *Sub-theme 1.2: CYCWs are in need of support from colleagues in conducting disciplinary matters/teamwork*

The CYCWs who took part in this study concluded that they need each other's support in order to conduct discipline. The following participant expressed this notion as follows:

“It helps to speak to other childcare workers who had similar events with children, and by using their examples and suggestions you can implement it. If it works it works, and if it doesn't you just keep on trying.”

Mainey (2003) motivates CYCWs to use informal discussion as a tool to reflect on the difficulties they have experienced, on what worked well with particular children, as well as sharing relevant information regarding particular children and youth. Brentro *et al.* (2001) also highlight the importance of communication among CYCWs in order to stay on par with

and develop each other's skills. The following participant highlights the importance of communication among CYCWs:

“We need to be working together with each other as colleagues and communicating with each other.”

Brentro, Ness and Mitchell (2001) are in agreement with the findings of this study and point to the fact that the CYC work team needs to be supportive of one another in creating routines for the management of behaviour of the children and youth. Each staff member needs to have a responsibility or be responsible for a particular child. In addition, regular meetings are required in order for all the CYCWs to discuss challenges and to allow for input from each of them.

Of vital importance is the need for CYCWs to use appropriate professional language in communication with other team members. Consultation is required with all relevant role players in order to reach consensus on major decisions regarding children and youth and families (Mattingly & Stuart, 2001). CYCCs who have the ultimate goal of effective intervention with children, will use their team to make effective decisions and therefore effective communication is essential throughout teamwork.

Emerging from the findings of this research study is the need for CYCWs to “emigrate” from a difficult situation for a short time in order to calm down or to get advice from their colleagues. The participants in this study also valued the support received from colleagues in the form of time-outs and assisting each other with difficult cases. The following quotation bears evidence of this notion:

“Ek het gesien daar was n’ probleem ... die kind het na my toe gekom ... toe die kind kalmmer het, toe het ek haar op gestuur na haar huis toe, so ek dink ons ondersteun mekaar in daai.” [The child came to me; I saw that there was a problem. When the child had calmed down, I sent her back to her house. I think that is the way we support each other.]

A study by Fulcher (in Garfat et. al., 2012) is congruent with the findings of this study and indicates that CYCWs often need to take time out after a particular stressful incidents or crisis in order to regain their composure. The same applies to children and youth in the CYCC who have lost control of their behaviour and need time out from their CYCW to gain control again. The findings suggest that taking time out from the stressful incident or situation benefits the children and youth, as well as the CYCW. All the parties therefore need to emigrate from a

difficult situation for a short time in order to calm down or to get input and advice from colleagues.

The following quotation suggests that CYCWs are not working together effectively as partners.

“If your partner does not agree with you ... you’ll talk with your partner but you find at the end of the day your partner does not support you at all, to find he turns you against a child ... that is a big challenge I am facing here.”

Delays in interventions cause CYCWs to emotionally disengage and detach themselves from incidents involving disruptive behaviour. CYCW teams can then form opposing sides with different views and opinions on interventions (Fulcher, 2009). If CYCWs stand in opposition to each other with regard to managing the behaviour of children and disagree on what disciplinary action should be instituted, the danger is that children and youth pick up on the tension between CYCWs and side with those whom they perceive as acting in their best interest.

Often, coalitions and alliances among staff and children flourish because of uncertainty around decisions made by CYCWs regarding the behaviour of children and youth (Roberts & Brunyee, 2005). Previous research supports the view of the participants in this study. Fox (2005) and Phelan (2006) suggest that when this happens, CYCWs need to challenge each other and work towards gaining an understanding of why their partners are not following the same approach to develop children and youth in their care.

In addition, consistency is required when working with children and youth. There needs to be agreement among CYCWs about what the objectives of managing behaviour are. This requires that CYCWs talk to each other about themselves and one another, as well as with the children and youth they work with. As part of teams, CYCWs need to work towards overcoming barriers that prevent them from challenging each other regarding punitive responses and interactions with children (Fox, 2005).

The objectives and outcomes of the CYC team are achieved through confronting problems, compromise and consensus decision-making. Effective teams acknowledge the fact that problem recognition and problem solving are fundamental responsibilities of the team in intervening effectively with children. To this end, all team members have to be willing to express their concern regarding problems and involve themselves in a democratic process in order to determine the most effective means of solving the problem.

In addition to the CYCWs' role in discipline, social service practitioners who are working in CYCCs function as part of multi-disciplinary teams. All the relevant stakeholders therefore must collaborate with each other and finding ways to overcome barriers to ensure effective multi-disciplinary team work. This be discussed in the following theme.

4.3.2 Theme 2: CYCWs' challenges with the multi-disciplinary team (MDT) regarding the discipline of children in CYCCs

The participants who took part in this study indicated a need for functioning as a team. Teamwork is an integral and vital component of working in CYCCs. It improves the morale of staff members and if the morale is low, teamwork and collaboration among staff members decreases. This view is supported by Alston, 1999; Phelan, 2006; Gilbert and Charles, 2007.

Teamwork is defined as two or more people working together to achieve a common goal. Teams are an excellent source of knowledge and resources for all staff members. Effective teamwork focuses on solving problems, while at the same time building efficient teams (Reinsilber, 2006, para. 10). Mainey (2003:18) further proposes that teamwork is a crucial component in high quality CYCW and identifies the elements for good teamwork as consistency, communication and stability. The CYCWs in the current study defined the team as all the members of CYCWs in a residential unit.

Multi-disciplinary teams (MDTs) on the other hand, consist of staff members from several different professional backgrounds who have different areas of expertise. These teams are able to respond to clients who require the help of more than one kind of professional (Drinkwater, 2008, para. 1).

When applying a holistic approach to working with children, the child has to be seen as a complete being, with various needs in different areas. Therefore an MDT is required to address the different aspects of the child's wellbeing effectively.

An MDT in the context of CYC work would consist of people from various fields who have influence over the child's life, such as family members, teachers, religious leaders, CYCWs, healthcare workers, psychologists and social workers depending on the child's specialist needs (Alston, 1999).

The purpose of an MDT is not, however, to convince the other disciplines of the importance and value of their particular input, but rather by sharing of ideas and knowledge, to come up with an accumulation of ideas in order to act in the best interest of the child (Alston, 1999).

CYCWs who are working on the same MDT therefore need to share the same beliefs and approaches to working with children (Phelan, 2006). When this is not the case, MDT members will base their practice on whatever their beliefs are, even if these beliefs are incongruent with those of the organisation or colleagues in their team.

Thesen (2009) suggests that CYCWs as part of MDTs are treating children in line with the minimum standards (see section 2.4.1) required for residential childcare to avoid different perspectives and approaches that may lead to dissension and conflict. According to Brentro *et al.* (2001), professional jargon, conflict among staff, layers of middle management and remote administration often complicates teamwork. Members of MDTs who work in CYCCs are often caught up in their own professional roles and conspire to compartmentalise the child in order for each professional to “get his fair share” of the child.

Effective teamwork rather relies on the free flow and exchange of ideas, information, instructions and reaction to communication that results in consensus and a common understanding of what is expected with multi-disciplinary interventions with children in CYCCs as discussed in the next sub-theme.

4.3.2.1 *Sub-theme 2.1: Need for support and open communication by social worker and/or management*

The participants in this study identified the need for management of CYCCs to communicate and coordinate the actions of MDTs. Communication has to occur regularly, accurately and honestly to promote trust and to facilitate the development of consistent interventions within the MDT and to ultimately fulfil all the needs of children and youth in CYCCs.

Problems with communication often result from the different roles of the MDT members who are working in CYCCs. Alston (1999:3) emphasises the fact that all the different professionals on the MDT have to be clear on what their roles are in the team to prevent the blurring of roles and interfering in each other’s work. The following quotation bears evidence to the CYCWs’ challenges resulting from the lack of role clarification and ambivalence around input from management:

“If you work together with your partner as a team ... then I don’t someone from the office to come and tell me what I must do.”

McNamara (2001), argues in opposition to management limiting the decision-making powers of CYCWs, and is of the opinion that effective delegation develops CYCWs, who in the end become more productive and feel more fulfilled in what they are doing. Effective delegation is a trademark of good management, namely when managers or supervisors give responsibility and authority to subordinates to complete a task, and let the subordinates figure out how the task can be accomplished. Atmore (2006) contends that assigning of formal authority and responsibility for carrying out certain activities to others, is necessary for the efficient functioning of an organisation. It is however of the utmost importance that CYCWs should be part of the decision-making process regarding children in their care.

The decision-making powers given to CYCWs in CYCCs are, however, limited. Decisions frequently require the approval of supervisors or managers who may be inside or outside the life space of the child in the CYCC. These decision-makers could include social workers, teachers, and medical consultants. The legal conditions pertaining to particular children and youth could also impact on these decisions. Information required in decision-making often come from people other than CYCWs, and some team members invariably seek to influence or put pressure on other professionals (Fulcher, 2009).

Factors such as the legal aspects of children or youth in conflict with the law may constrain the degree to which CYCWs can make decisions in their life space. It may also prevent the CYCW from responding with developmentally appropriate interventions when challenged by the behaviour of children and youth.

The following two participants who took part in the study concluded that teamwork remains a very important component of CYC work and expressed themselves as follows:

“We are always going to be part of a team and are never going to work in isolation. People who think that they can work in isolation or in a team of their own are lying to themselves.”

“In our line of work you are always going to be part of a team, either in partnership with the childcare team in your house or the bigger team with preservation workers, social workers, even with the psychologist and psychiatrist and you will always be able to mention your opinion.”

As these participants have mentioned, MDT is a popular and valuable concept in CYC work. Kreuger (1996) and Mainey (2003) support this notion and conclude that CYCWs who are members of MDT tend to be more satisfied, committed, and effective than those who are not part of a MDT. Teamwork in CYCC's, however, is not easy to achieve; it takes time, patience, commitment, training, and supervision. Stein (2005) and Fox (2005) observe that CYCWs are being challenged with regard to MDT work, and if the challenge is not constructive around punitive responses and interactions, it can then be inferred that the CYCWs are not being supervised effectively.

The following participants are in agreement that when effective communication takes place, it becomes easier to facilitate effective interventions:

“When the communication is good and people talk to one another and there is consensus amongst those who are supposed to do the disciplinary, the intervention, I see it works.”

“You need backup – maybe you’ve been dealing with a child with the same problem for long time and it doesn’t change. So sometimes you ask when you need help.”

“You need take it to the management when you as the team are not pulling the same, you know, like if one of the staff members is not doing on what you agreed you are supposed to be doing.”

“Have the communication with your group and your colleagues and follow through on decisions.”

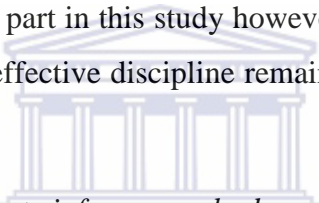
Reinsiber, (2006) supports this notion and asserts that effective communication is the foundation of any organisation and that managers need to promote communication. In addition, MDT members must communicate regularly, accurately, and honestly. The type of communication in the MDT also has a direct impact on the quality of care provided by members of the MDT. An essential part of teamwork is communication; teams need to work hard in ensuring that all members of the team have the information they require in order to intervene effectively and avoid conflicting messages (Knorth, Van Den Bergh & Verheij:131). Decisions made by the MDT are more accurate and effective than the sum of all the individual opinions. It is also of great importance to create a democratic climate within the team to allow for open and constructive discussion (Ruhstaller, Roe, Thurlimann & Nicoll, 2006).

By contrast, a lack of communication creates an environment for taking wrong decisions, thus leaving CYCWs frustrated (O’Daniel & Rosenstein, 2008). Failing to communicate in CYCCs

may have serious implications and lead to taking wrong decisions with regard to the behaviour of children and youth. Good communication will also promote trust within the organisation and will go a long way in benefitting all the staff members in carrying out their jobs. In addition, good communication facilitates good teamwork which serves as a prerequisite for support with special disciplinary cases.

Reinsilber (2006) argues that CYCWs who do not ask for direction with behaviour and disciplinary issues of children and youth in their care, are in need of development. They will therefore benefit from having someone to listen to them, helping them build their confidence in order to effectively intervene with children and youth.

CYC teams are also guided by the formal policies and procedures of the minimum standards for CYCC as set by legislation (see section 2.4.1). This framework is required for consistent and uniform procedures and must be communicated to all CYCWs to exercise effective discipline. The CYCWs who took part in this study however, indicated that gaining access to policy and procedure to exercise effective discipline remains a challenge, as suggested in the following quotations.



“There should be procedure to inform everybody so that they can know what is going on, what is happening. It is not only a backup because you [CYCW] make the decision because you are the one who is in the life space of the child.”

“You look at the boy and say he is from Tenterton or he is a Busasa-type boy and the policies at Busasa and here are not the same. So how do you deal with this type of boy or how do you deal with this kind of problem because doing it according to the basic company policy and procedures is not working. So, how do you deal with it?”

Maas and Ney (2005) support this notion and propose that support provided to the CYCW should include clear institutional guidelines concerning job descriptions and organisational policies and procedures. There should not be grey areas regarding procedures that CYCWs have to follow when disciplining children, as this leads to inconsistency amongst CYCWs as they interpret policy and procedures according to their own understanding. Anglin (2002) proposes that CYCCs should be provided with written guidelines for consistent implementation. He comments that too many CYCWs either have not seen the policy and procedures or cannot remember what was required in terms of their guidelines (Anglin, 2002). CYCWs therefore need specific policy and procedures in order to guide their interactions between colleagues and management, as the following participant confirmed:

“One covers yourself if you stay within your boundaries and take the steps decided upon. That way management knows what you doing.”

Previous research supports the current findings that boundaries between different members of the MDT and the children vary from one CYCW to another. These different styles of relating to each other provide a rich breeding ground for splits, divisions and tensions amongst social services professionals in MDTs. Often, coalitions and alliances among staff and children flourish because of this uncertainty over appropriate boundaries (Roberts & Brunyee, 2005). The uncertainty is discussed further in the following sub-theme.

4.3.2.2 *Sub-theme 2.2: CYCWs experience conflicting messages from social workers and managers about appropriate methods of discipline*

The following participants expressed their challenges with regard to conflicting messages from social workers and managers in the following quotations.

“The problem with discipline is that we are not on the same page when it comes to discipline. The childcare workers and the social worker are not on par with each other because when you are working in the life space of the child or you work in the moment, it is easier to decide whether the child is doing something because he is angry or simply rude.”

“... die Social workers maybe en die principal staan ons nie rereg by nie want ons verskil oor discipline. It’s my house and I am working with the children, It’s my kids I want it like this, my consequences are like that, en dan stem die kind nie saam nie, dis nou groot kinders.” [I feel that the social workers and the principal don’t support us, because we differ on discipline. It is my house and I am working with the children. It’s my kids. I want like this, my consequences are like that and then the children don’t agree; these are the big children]

Levine in Gannon (1988:185) supports the aforementioned research findings and mentions that in many cases, CYCCs employ only one social worker. Residential social work is a specialised field in child welfare services and such workers may feel professionally isolated in an environment where they are the only person who has undergone professional training (Levine in Gannon 1988:185). The latter often results in social workers questioning decisions made by CYCWs, often based on their own lack of understanding of CYC work and their lack of trust in CYCWs. MDTs at CYCCs therefore need to create a culture of teamwork and stress the importance of communication among all the different social services professionals to prevent confusion among CYCWs.

Furthermore Linsay in Knorth et. al. (2002), asserts that in many countries social work, education and health services do not seem to value the key roles and skills involved in face-to-face life space work with children and youth in residential CYCCs. This often leads to the perception that the CYCW is not as important as the other professionals, as the following participant suggests:

“Jy bel miskien die maatskaplike werker, want die kind is nog nie hier nie. Dan het sy die kind na die hoof gestuur en ek is al bekommerd.” [You phone the social worker, because the child has not arrived yet. Then she told me she sent the child to the principal while I became worried]

The CYCW uses daily life events to help children and youth gain an understanding of their life experiences. The resultant understanding then becomes the basis for intervention which is intended to help the children and youth to gain control over their environment (Graham, 2003). Another social services professional would not necessarily understand the context of this intervention and often this process is derailed as suggested by the following participant:

“If I take this snack away, the child runs to the social worker and report that. You then have to stand there like a fool in front of the child and get questioned about it. I feel that the child had been rude and has to be disciplined in some way, but we lost the opportunity.”

Allsopp (2009) comments that good CYC work looks easy to the untrained eye; however, like art, your understanding of what you are observing is only as good as what your perception and knowledge will allow you to understand. Other social services professionals often want to intervene therapeutically which may become a source of conflict – or they are of the opinion that they can practise CYC too, as the following participant states:

“Die kind gaan a paar weke nie skool nie dan kom die maatskaplike werker en se daai kind moet uit naweek in bly wat ek voel nie reg is nie.” [The child does not go to school for a few weeks, then the social worker decides that the child has to stay in when it is a weekend that the child is meant to be away from the CYCC. I don't think this is right]

Incongruences with regard to the discipline of children often leaves the CYCW confused, especially if this comes from a professional who acts in a supervisory capacity. It is crucial that the CYCW reflects on children's developmental delays and carefully and purposefully intervenes in order to create learning opportunities for children and youth.

The process should not be undermined by managers who do not work in the life space of children and youth (Garfat, et. al., 2012).

In addition, Phelan (2009b) is of the opinion that an experienced CYCW has a clear awareness of what is required to create developmental growth with children and youth in their care. They realise how useful every small event can be to create learning for children and youth. Concurrently, awareness develops with regard to missed opportunities and interactions that actually obstruct developmental progress for children and youth. CYCWs who practise at this level therefore often get into conflict with managers, social workers and colleagues for being perceived as being inconsistent or too soft on children and youth.

Residential CYCW is often perceived as the poor relation of a developing social work profession, and the legitimacy of the developing profession of CYCW is often subject to ongoing challenge (Colton, 2002). Social workers are part of the MDT and teamwork will only occur as a result of training. In addition practice and implementation is critical to the success of the team.

Fox (2005) and Fulcher (2009) validate this point and the view of the participants by noting that CYCWs need to be consistent. MDTs need to work towards developing structures that enable CYCWs and give them leeway to make decisions during responses and interactions. The latter also applies to management, whether it is the social worker or the principal. Colleagues need to communicate, hold each other to account and work toward overcoming barriers to teamwork in order to improve service delivery to vulnerable children and youth.

Support and practice (as discussed in section 4.3.2.2) will result in the empowerment of CYCWs in the life space of children and youth as discussed in the following sub-theme.

4.3.2.3 *Sub-theme 2.3: CYCWs experience disempowerment by the management of CYCCs*

Many CYCWs in South Africa are supervised/managed by other professionals, such as social workers, who often do not have an understanding of the complex, therapeutic tasks of CYC work. Supervisors may have the perception that therapeutic work is the domain of social workers and psychologists and therefore CYCWs are either unable, or professional boundaries prevent them, from doing therapeutic work.

This can only be negated through effective supervision (see section 1.2) that directly impacts on the development of the CYCW and would result in empowerment of the CYCW (Michael, 2005).

Gilbert and Charles (2007) support this view in their assertion that the transfer of power, concerning decisions in the life space of children, has to be transferred from the supervisor to the supervisee. The authors explain that this is not an instantaneous process and should occur during supervision, over a period of time, until trust develops. If this shift in power happens, practice will improve (see section 1.2). The following participants' quotations portray their challenges in this regard:

“Your manager plays a big role as to how much say you have in the house and how empowered you feel as a childcare worker with regard to discipline.”

“If you feel like you cannot make any decisions in your house on top of anything else, you may feel that you have no authority.”

Power comes with trust and confidence. The manager as the supervisor is responsible for providing the opportunity for quality supervision (see section 1.2) and it is the responsibility of the supervisee to take advantage of the opportunity presented. This will allow the CYCW and manager to explore the opportunities presented to the CYCW to use their decision-making powers available to him/her in the life space (Garfat, 2007).

Delano and Shah (2005) argue that where the CYCW is not supervised effectively, CYCWs will experience a sense of disempowerment. CYCWs therefore need to learn to confront managers, because positive resolution of conflicts could result in the strengthening of relationships. If confrontation does not happen, issues remain unresolved and passive aggressive tensions can occur which can result in power struggles. This assertion supports the view of the participant as the quote suggests:

“As a kind van die straat af kom hy het gedros gisteraand moet die kind a plakkaat maak. Ek voel daai discipline werk nie. Jy as die ma in die huis. Jy weet presies wat sal werk met daai kind maar dit word van jou ge ontnem want die opdrag kom van buite af, van die Social worker af. Daai kind moet nou plakkate maak oor die gevare van dros daar buite kant. Ek sou nie daai discipline toegepas het nie, in ander woorde die ‘power’ word uit jou hande uit gehaal.” [If the child has absconded last night and comes back from the street, the child has to make a chart. That discipline does not work. As the mother in

the house you know exactly what discipline will work with that child, however the opportunity is denied, the instruction comes from outside, from the social worker; the child has to produce a chart concerning the dangers of absconding. I do not feel I would have instituted that discipline; in other words the power gets taken out of your hands]

Whatever the professional role of the MDT member may be, practitioners cannot evade the fact that residential CYC work requires the expertise of more than one individual. Tasks need to be shared and thus require cooperation, communication and team work. Historically, there has been a long-standing perception of CYCWs in residential CYCCs as child-minders or nannies, whose work falls into the category of unskilled work. This is due to childcare being the domain of faith-based organisations being staffed by do-gooders and characterised by poor salaries and under-resourced working environments (Hoffman, 1999:54).

CYCWs feel a sense of disempowerment arising from disloyal behaviour from management. They need to be empowered by having the responsibility of decision-making placed on them. When trust is displayed in this way, staff responds by being trustworthy. CYCWs who are trusted and respected by their managers and supervisors deliver optimal performance. Gilbert and Charles (2007) substantiate this stance and point out that the transfer of power from the manager to the CYCW who is the person having to deal with issues in the life space, should happen by means of supervision. This is obviously not happening in the following participant's case, as the CYCW is not experiencing support from the manager.

“You do not really have power; not that you want power, you are not in it for power ... don't get me wrong but sometimes you get shouted at in from of the children, you get disciplined on behalf of the children's problems, ... so you feel like you are the child ... you really are disempowered.”

Many organisations do not understand residential CYC work and are therefore unable to manage it properly (Waterhouse in Knorth, et. al., 2002). This results in the disempowerment of CYCWs and unresolved conflict between different social services professionals in CYCCs. Power concerning decisions in the life space must therefore be transferred from the manager to the CYCW. The manager should role model to the CYCWs and should demonstrate the willingness to learn in order to instil this value amongst the CYCWs. The supervisor could be the manager or a social worker with CYC work experience, but the decision-making power has to be transferred to the CYCW working in the life space of children and youth (Gilberg & Charles, 2007).

The CYCW should be the primary professional dealing with discipline in order to promote the developmental goals of individual children. According to Stuart in Garfat and Fulcher (2012), we have personal and professional relationships in the same way we have personal and professional boundaries. The battle with differentiation of the personal and the professional self is what CYCWs experience when entering the CYC work field. This results in CYCWs being disempowered by management practising favouritism amongst children.

The research findings concur. The CYCWs who took part in this study indicated that management often have favourites as the following quotation suggests:

“They have their favourites and that is also causing trouble in the room, because this group will get nice things and the other group don’t get, they will go with me, there is duties on us, child and youth care worker set up those duties but this group is going shopping.”

Smith in Garfat, Fulcher and Digney (2012:106), concludes that as professionals, CYCWs need to maintain a professional distance. CYCWs, social workers and managers of organisations should not get diverted by their personal beliefs, values and emotions. Actions should be guided by the policies and procedures of organisations and not by the empathy or sympathy felt by the team member for a child or another team member. The CYCWs and management need to talk to each other about themselves and one another. This should be done as an exercise in personal growth and development, as it concerns feedback where team members may be unaware of how colleagues are experiencing them. Furthermore, in a team where passionate people are concerned about the development of children, CYC teams need to work towards overcoming barriers that prevent them from challenging each other in order to deliver effective services (Fox, 2005). This should be an opportunity for feedback and confrontation of the supervisor, as the quote suggests:

“Management must not have best friends; they must treat us equally.”

These research findings concur with research done by Smith in Garfat, et. al. (2012:109), that many professional relationships cannot be thought of as equal. They may involve pressure and invariably involve imbalances in power. Friendship and love in professional relationships also play their part in the working relationship amongst the MDT.

4.3.2.4 Sub-theme 2.4: CYCW's experience a lack of supervision and support in CYCCs

It became evident from the findings of this study that CYCWs experience a lack of supervision in CYCCs. The following participants portrayed their challenges in this regard:

“We don't get enough supervision.”

“We need team-building.”

Supervision in residential care can be described as a view from the outside, or as the process in which professionals reflect on their work, and is defined as “the process of professional reflection or the reflection process about how a service occupation is carried out” (Kobolt, 1999:1, para. 1). CYC work concerns knowing what is required of a person as a CYCW, guidance in their interventions with children and youth and then reflecting on the effectiveness of the interventions. At the same time, the supervisor is concerned with the development of the CYCW while ensuring that a quality service of intervention is rendered to children and youth.

Garfat (2003) considers that supervisory interactions should be perceived as an opportunity to help workers learn about the delivery of their work through experiencing a similar process in the relationship with their supervisor. Where there is incongruence between the programme approach to CYC and what the worker experiences in relationship with the supervisor, it may result in confusion which might be reflected in poor practice from the CYCW.

Support, education and training of CYCWs are crucial in order to assure and enhance the quality of service delivery to children, youth and their families. This outcome can only be achieved through the development of workers' knowledge and skills and indirectly through the enhancement of their perception of their own feelings of self-esteem and self-respect, when they receive supervision that recognises and supports increased effective performance. A direct relationship exists between good quality supervision and effective service delivery. Where effective supervision is not provided, the growth and development of workers are stunted and reflects in the quality of services delivery (Garfat, 2007).

In group care, the practitioner uses the natural opportunities provided by daily life events as the focus for interventions with children. This principle applies equally to life space supervision; the life space provides a natural environment in which to observe the CYCW, and provides a context for understanding what the CYCW is doing (Michael, 2007).

By using opportunities provided in the life space, the supervisor can assess the CYCW's level of functioning, growth and development within the context of interventions. Using this method, the supervisor can offer support and give feedback on the performance of the CYCW. This allows for role modelling and demonstration of techniques which presents a learning opportunity for the CYCW in the life space.

According to Michael (2005, para. 3), many CYCWs in South Africa are supervised by other professionals such as teachers, social workers and priests who often do not have an understanding of the intricate and therapeutic tasks of CYCW. Supervisors may also have the perception that therapeutic work is the domain of social workers and psychologists and therefore CYCWs are either unable to conduct it, or professional boundaries prevent them from doing therapeutic work. This affects the quality of supervision received by CYCWs and directly impacts on the development of the CYCW and thus the profession. Michael (2005, para. 3) believes that the modelling of life space work which can occur in effective life-space supervision is one of the most powerful learning experiences available for CYCWs.

While CYCWs may have been trained, what they have learnt has remained knowledge until it is put into practice. Life space supervision therefore acts as a catalyst to enable CYCWs to make this transition and see how theory can be practically applied. It is imperative that the supervisor is able to model the actions, orientation and attitude they wish to see workers adopt with children, youth and their families.

Graves (2005, para. 6) emphasises the importance of receiving regular supervision meetings that occur at least every two weeks. For CYCWs, such meetings can mean that somebody is listening to their frustrations and they receive some support. Supervision concerns personal triggers and reaction to being triggered during interactions, even though there is blaming and triangulation of information concerning the intervention, supervision would eventually return to the individual CYCW's role in the interaction. Good supervision begins with an understanding of the opportunity and the responsibility intrinsic in the process of supervision. Balance and introspection is required regarding the responsibility and the opportunity presented in order to deal with the power dynamic in the relationship between the supervisor and the CYCW. It is the responsibility of the supervisor to transfer power with the ultimate goal of services to children and youth while bearing in mind that all actions will be judged in relation to his/her role. This has to be facilitated while maintaining a safe space for the CYCW and the children. The CYCW needs to experience the supervisor as someone who is willing to learn in order to instill this value in the CYCW who will also recognise that they are allowed to learn

from their mistakes and that curiosity in their work is valued (Gilberg & Charles, 2007).

Support required by CYCWs in executing their work functions can be divided into four categories, namely emotional support, instrumental support, conceptual support, and support of clear institutional guidelines (Maas & Ney, 2005). These are detailed below.

- **Emotional:** CYCWs, as other professionals working with youth and families, need to be aware of and understand how they react emotionally to particular youth and families, as well as their reactions to certain themes such as abuse and sexuality. Teamwork can trigger both positive and negative emotions.
- **Instrumental:** This refers to flexibility in work schedules, sharing tasks amongst MDT members, the availability of life space supervision and consultation.
- **Conceptual:** This links theoretical knowledge with personal conceptions. This concerns self-awareness and CYCWs need to be aware of how their personal values impact on their practice.
- **Institutional:** This refers to clear institutional guidelines concerning job descriptions, organisational policies and procedures impacting on services to children and families (Maas and Ney, 2005).

Clinical supervision concerns theory and translating theory into practice while organisational supervision concerns accountability, logistics and the congruence between interventions and organisational policy (Maas and Ney, 2005).

Vanderwoerd (2010, para. 2), laments about the experience of starting out in CYC and experiencing firsthand what it was like trying to control difficult children:

“I never had any magic aura about me, so I was one of those who engaged in a constant battle of power and control. It seemed the better I was able to control children, the more positive feedback I received from colleagues and supervisors. Put another way, the better-behaved the children, the better I felt as a worker.”

However, a CYCW's performance cannot be judged by the behaviour of children especially if the intervention is with those whose emotional disturbance and history of neglect and abuse makes them all the more difficult to manage. Thus, using the children's behaviour as a yardstick for gauging the CYCW competence is not only unfair and inaccurate, but destructive. In the experience of this author this was often the case, to the detriment of the CYCW, the programmes, and the children.

Border (2001) contends that qualities found in good teachers and practitioners are the same as those required by good supervisors. They include empathy, being genuine, open and flexible. Supervisees are respected as people and as developing professionals and supervisors have to be sensitive to differences such as gender, race, and ethnicity of CYCWs. Supervisors are comfortable with the responsibility that is inherent in supervision, they enjoy supervision, are accountable to their supervisees with regard to preparation and keeping to appointments. They have self-awareness with regard to their own strengths and developmental areas as supervisors, and know how their character and personality may affect how they conduct themselves in supervision. Border further suggests that good supervisors are knowledgeable and are themselves competent practitioners and competent supervisors. Supervisors should have extensive training and wide experience in the field, which should have helped them to achieve a broad perspective. Good supervisors continue on their own path of personal and ongoing professional development.

Michael (2005) believes that supervisors must show initiative in how they work with different staff and take into account the CYCWs' learning style as well as their own learning style and how they will balance each other. The supervisor's approach to each CYCW they supervise should be as different as the intervention strategies used for the children. The CYCW has to feel cared for. If CYCWs do not feel their own physical and emotional needs are being attended to by the supervisor, they become demotivated and do not pay sufficient attention to the needs of the children. Supervisors need to facilitate an understanding among supervisees of the importance of being involved in meetings and being a good team player and sharing ideas and learning from each other. The best way to achieve this is for the supervisor to model this behaviour.

Confrontation is a daily occurrence in the CYCC. Delano and Shah (2005) suggest that for most CYCWs in the CYC field, the word "confrontation" brings uncomfortable feelings, and that confrontation is not in the nature of people in the helping professions. As such it is viewed as a tense, negative interaction.

When it is considered that good practice occurs in an MDT setting where a number of passionate people have different opinions, confrontation is inevitable. The authors argue that a positive resolution of these conflicts could result in the strengthening of relationships. If confrontation does not happen, issues remain unresolved. Passive aggressive tensions can occur and these tensions are displayed in attacking tones, subtle hints, or lack of respect for self or other staff members.

In order to confront constructively, the supervisor should use creative skills to put the confrontation in a professional and non-personalised framework when raising the issue. The supervisor has to frame the reason for confrontation in a logical, professionally accepted way so that the CYCW can not dispute the basis of the confrontation.

Supervision is an opportunity and a right; it is not about obligation and demand. The supervisor is responsible for providing the opportunity for quality supervision and it is the responsibility of the supervisee to take advantage of the opportunity presented. The responsibilities of both parties are of equal importance (Garfat, 2007).

Thus one can conclude that supervision concerns dual responsibility. The supervisor is responsible for ensuring that CYCWs have the opportunity to practise what they have learnt and are given the scope to make decisions involving practice in the life space – while the CYCW takes responsibility for implementing learning, reflecting on interventions, confronting and asking for supervision in order to discuss the concerns around interventions with specific children and youth. All of this is guided by organisational policies and procedures.

In many instances, the CYC work supervisor/manager comes from a different profession and does not understand the CYC work profession or feels that the CYCW is not qualified for therapeutic interventions. This perception results in workers being treated differently (Michael, 2005). Professionals from similar disciplines can be loyal to each other and in that way undermine CYCWs. Teamwork is essential in creating developmentally appropriate and therapeutic interventions when managing the behaviour of children and youth.

4.3.3. *Theme 3: CYCWs are challenged by children in CYCCs showing behaviour that requires discipline*

CYCWs should expect to be faced with challenging behaviour from children in CYCCs. In addition, the South African Children's Act (Act 38 of 2005) states that the CYCC should offer developmental and therapeutic programmes and treatment for children and youth who display behaviour that is out of control. It is a legislative requirement that CYCCs have programmes in place for children with behavioural challenges and therefore CYCWs have to be prepared to deal with their behaviour.

Children with developmental delays or at-risk children who have been admitted to residential facilities demonstrate behaviour which often includes immaturity, exaggerated negative aggression, dependency, poor impulse control, low self-esteem, egocentricity and ineptness in social relationships, generalised anger and hostility (Beukes & Gannon, 1993).

Inappropriate behaviour by children and youth is often a signal of distress. CYCWs can interpret such a signal as the problem in itself, and, rather than getting involved in caring activities, they may punish the child and stifle the symptoms instead of using it as an opportunity to gain more insight into the child's need and to develop therapeutic programmes to address this need. The behaviour is then turned into disciplinary issues and CYCWs engage in discussing consequences rather than identifying what the problem is (Fox, 2007).

Children in need of care and who are placed in CYCCs have run away from home and have lived on the streets, and/or they may have serious behaviour challenges or developmental delays. CYCWs are then challenged by these children and often struggle to cope with the behaviour of the children and youth in their care (Maherty *et al.*, 2011). A child removed from his or her home, however inadequate or harmful that home may be, experiences a collapse of the world he/she has accepted and trusted thus far. The child is left with a broken past and an unpredictable future. It can be expected that this child will display difficult behaviour in order to feel safe by either acting out to meet his/her needs or by lashing out to experience some sort of control.

Thus in their attempts to feel safe, children and youth expose CYCWs to the following challenges with regard to their behaviour as discussed in the next sub-theme.

4.3.3.1 Sub-theme 3.1: CYCWs are challenged by physical and verbal violence and aggressive behaviour by children

Children who come from abusive backgrounds tend to react in a variety of ways when being cared for in CYCC. They lack trust, have feelings of guilt, have trouble understanding basic cause and effect and therefore lack impulse control. It can thus be expected that children will display aggression, whether physically or verbally.

The participants in this study indicated that they are often challenged by the violent and aggressive behaviour of children in their care and raised their concerns in this regard:

“Children become violent towards the childcare worker and you ask yourself what is the rights of the childcare worker and how protected am I on the premises if the child becomes violent towards me.”

Their violence tested my patience with the child and somehow it changed my personality.”

“The child is becoming very rude at some stage. She is very aggressive because she don't want to be here anymore.”

“The child is hitting other children. I even have a mark here [pointing to her chest] where she hit me.”

“The child's aggressive behaviour is stemming from the substance abuse.”

“A child hit me until I bleed and another child hit the childcare worker with a pan. Her tongue lay like this, her tongue splits.”

The findings of this study are in agreement with previous studies which conclude that children and youth who are referred to CYCCs are generally children with problems, and are often seen as different, maladjusted, disturbed, disruptive and sometimes delinquent and violent (Arieli, 1997:33). Foster and Brooks (2009) emphasise that youth involved in abusive situations often tend to respond to the use of control as a threat and will use the fight or flight response in order to attempt to regain control of their environment. In addition, youth living in economically deprived areas characterised by poverty, unemployment, poor living conditions and a lack of resources are more likely to display delinquent behaviour in contrast to more advantaged areas (Williams, Ayers & Arthur in Fraser, 2002).

According to American Academy of Child and Adolescent Psychiatry (2011), it has been concluded that a complex set of interaction or combination of factors lead to an increased risk of violent behaviour in children and adolescents and may include the following:

- Being the victim of physical abuse and/or sexual abuse ;
- Exposure to violence in the home and/or community ;
- Genetic (family heredity) factors can contribute to violent behaviour;
- Exposure to violence in media (TV, movies, etc.);
- Use of drugs and/or alcohol;
- The presence of firearms in the home encourages violence;
- Combination of stressful family socioeconomic factors (poverty, severe deprivation, marital breakup, single parenting, unemployment, loss of support from extended family);
- Brain damage from head injury can also cause violent behaviour.

Anglin (2002:109) agrees that CYCWs often experience violent and aggressive behaviour from children in their care and pointed to the fact that some CYCCs have even been subjected to riots. Others have been restricted to the office, windows have been broken, cupboards emptied and furniture destroyed to the point where police had to be called in to restore order. The author also warns that the “staff philosophy of control may breed aggression whereas acknowledging each child and youth’s freedom of choice and encouraging them to make good choices tends to limit the incidence of such explosive behaviour”. However, it must be noted that not only children in CYCCs are violent and aggressive. Community norms and the levels of crime often determine whether children and youth will thrive or develop antisocial behaviour.

In addition to violent and aggressive behaviour, CYCWs are also challenged by truancy, swearing and stealing of children and youth in their care as discussed in the following sub-theme.

4.3.3.2 *Sub-theme 3.2: CYCWs are challenged by children’s truancy, swearing and stealing*

Jamieson (2013a) is of the opinion that behaviour such as truancy, swearing and stealing is to be expected from children with developmental delays. The author also points the reader to the fact that children and youth are admitted to CYCCs because of problematic behaviour and therefore it should be a validation that the child needs to be in a programme to address the

developmental delay. The CYCWs who took part in this study highlighted their challenges around children who are stealing and swearing as follows:

“Hier was goed al gesteel, waardevolle goed, soos ipods, iphones van die volunteers van oorsee. Die kindertjies ken dit mos nie eintlik nie.” [Valuable things get stolen here from international volunteers, like ipods and iphones. The children are not used to these things]

“It is about absconding, swearing, stealing. They take this place as a jail but as childcare workers we need to take responsibility, but they don’t take it seriously.”

School absenteeism and truancy is also a historical problem that has over the last decade received new-found attention, as the link between the lack of school attendance and delinquency has become more apparent (Trujillo, 2002). Although there are many reasons for absconding from CYCCs, this is often due to the changeable aspects of the CYCC programme, as well as to boredom (Vera Institute, 2005). In addition, Grohol (2010) believes that children are learning to swear at an earlier age and swearing more often than children did a few decades ago. The rise in profanity among children is attributed to the general rise of the use of swearing among adults during the same time period.

It is normal for a very young child to take something which excites his or her interest, and is therefore not regarded as stealing. Although they have learnt that theft is wrong, older children or teenagers steal for various reasons. A child may steal to make things equal if another person in the household is seen to be the favourite; a child may steal as a show of bravery for his friends or to give presents to family or friends or to be more accepted by peers (American Academy of Child and Adolescent Psychiatry, 2011, para.1).

CYCWs therefore need to offer warm, consistent and stable attachments to children and youth in their care. These are known as attachment behaviours which will enable the children to develop a healthy sense of belonging and attachment in accordance with the child and youth’s individual developmental plan (Brentro *et al.*, 1992).

From the above discussion, it is evident that theft, truancy and swearing happen not only in the CYCCs, but also occur in the community at large. It must be kept in mind that placement for a child in a CYCC is a traumatic experience. CYCWs are presented with the opportunity of building a relationship with the child and creating an environment in which the child can feel

safe. In doing so, various feelings are experienced and these feelings become into needs that are met through a variety of behaviours.

Apart from violent and aggressive behaviour, swearing, stealing and truancy, CYCWs are also challenged by sexual development needs of children as portrayed in the ensuing sub-theme.

4.3.3.3 *Sub-theme 3.3: CYCWs are challenged by the sexual development needs of children*

Although CYCWs can expect children in their care to display a range of sexual behaviour as they develop from childhood into adolescence – which could constitute normal or distorted behaviour depending on the context – the participants portrayed their challenges in this regard as follows:

“I am struggling with the sexuality of the children.”

“The children are trying to find out to what sex do they belong, where do I fit in, girls kiss each other, girls get into the bed with each other, so I am struggling.”

Knox (2003) alerts the reader to the fact that there appears to be a growing awareness in society regarding the complex issue of developing sexual identity in adolescence. Teenage years are often troubled with a multitude of developmental concerns for adolescents who are questioning their sexual identity or who identify themselves as gay, lesbian, bisexual, transgender, or intersexual. The relationship between sexual behaviour and identity is often complex and difficult to understand and CYCWs need to sensitively and skilfully manage the behaviour of the youth struggling to find their sexual identity.

At the same time, the average age at which a youth identifies himself or herself as lesbian, gay, bisexual, or transgender is dropping and CYCWs may find themselves confronted by issues related to sexual orientation and gender identity with children who have not even reached secondary school (Bochenek, 2006; Ricks & Vilches, 2007). Ricks and Vilches further argue that institutions and schools are ill-prepared to accommodate diversity and even more reluctant to discuss sexual diversity with children and youth.

In addition, research suggests that increased sexual behaviours in children and youth may be an indication that a child is being, or has been, sexually molested. It is therefore important to evaluate whether children and youth are being coerced into unwanted sexual behaviours by other children and youth. On the other hand, overreacting to children’s sexual behaviours can

also have negative consequences as it could cause them to feel ashamed and self-conscious about a natural and healthy interest in their bodies and sexuality (Johnson, 2001).

It is therefore important for CYCWs as well as other social service professionals to demonstrate understanding of the inappropriate sexual behaviour of children when managing such behaviour. CYCWs need to recognise the trauma of the sexual abuse the child may have suffered. Together with life space interventions, professional help is of the utmost importance. Behaviour management in these situations cannot be effectively dealt with by simply employing consequences (Allsopp, 2012).

CYCWs also need to be aware of the South African Sexual Offences Act (Act No. 32 of 2007), sections 15 and 16 which make it a criminal offence for children between the ages of 12 and 16 to have sex. In addition, kissing, heavy petting and oral sex is considered an offence if the age difference between the children is more than two years.

On the other hand, unqualified, inexperienced workers or professionals from different disciplines may view youth behaviours as extreme and deviant when, in developmental and situational terms, they are not (Foster and Brooks, 2009). Supervision will help the CYCW understand how different behaviour satisfies different needs. CYCWs should be trained and should work in MDTs in order to develop children holistically. In addition to normal training, CYCCWs are of the opinion that they require training for working with children with special needs, as is evident in the discussion in the next sub-theme.

4.3.3.4 Sub-theme 3.4: CYCWs are not trained to manage children with special needs

The participants in this study indicated that they are especially challenged by children with special needs, as can be seen in the following quotations:

“If you have someone who is ADHD and bipolar like we have experienced, you can’t discipline them in the same way because it does not work that way. There should not just be one way of doing things, but you should be versatile, flexible and creative which is not always easy.”

“We have to focus on children who are developmentally challenged.”

“This child is mentally disabled, her disability is the result of abuse.”

“She mess up herself and she can’t tell you when she wants to go to the toilet. If she go to the toilet and she come across the toilet paper you give her, she cannot

use it properly so you have to help her or the cottage will just stink. I never got training for this kind of work I am doing.”

One of the objectives of CYCW is to promote and facilitate the optimum development of children with both normal and special development needs. CYCWs therefore have to ensure that they have the qualities and attributes and training to work with children who have special needs (Jamieson 2013b). Whittaker (1981) contends that CYCWs are in an ideal position to build strong relationships with children and can make use of this relationship to address the children's developmental delays.

Curwin and Mendler (1999) concur with the abovementioned authors and conclude that children with special needs who display behavioural problems create more work for CYCWs and drain their energy. This often causes feelings of inadequacy and frustration among CYCWs as they are expected to implement and use skills that they have not been given training in. Anglin (2002:114) supports this view and notes that although CYCWs have to deal with the most complex and demanding role in the care and treatment of traumatised children and youth, these workers have the least – and in many cases no – specific training for the work they are required to do.

The support, education and training of CYCWs is therefore crucial in order to assure and enhance the quality of service delivery to children and youth and their families. This outcome can only directly be achieved from the development of workers' knowledge and skills and indirectly through the enhancement of their perception of their own feelings of self-esteem and self-respect when they receive supervision that recognises and supports increased effective performance (Garfat, 2007).

Curry (2005) takes this further when he proposes that education and training can help CYCWs to understand the principles they glean from theoretical learning as well as how to apply these principles in the form of policy and procedures, to their daily practice and effectively discipline children. From this discussion it is clear that CYCWs are faced with a variety of behavioural challenges. As professionals, CYCWs should be engaged in personal and professional development in order to maintain the temperament required and the skills needed to render the services required in the CYCCs.

CYCWs need training and guidance in implementation of training as discussed above. This will help CYCWs effectively work through power struggles as discussed in the next sub-theme.

4.3.3.5 Sub-theme 3.5: CYCWs are challenged by power struggles with children who do not comply with rules

In accordance with the Policy for Social Services Professionals (2012) and Jamieson (2013a), CYCWs in residential facilitates work with children from infancy to adolescence with the purpose of facilitating the optimal development of these children in all dimensions. It is therefore likely that as the child develops, the CYCW will be confronted with children who challenge the rules. The participants in this study voiced their challenges in this regard as follows:

“You have to force the child to make up his/her bed and you get into a power struggle with a child about something that is expected from them.”

“It is a rule that the cottage must look in a certain way before the children go to school and that is where the power struggle starts in the morning.”

Phelan (2009b) asserts that new CYCWs in particular, need to be aware of the inbuilt dangers in the life space of children. The inexperienced CYCW often becomes engaged in a power struggle and should have training and skills to know that he/she should be disengaging from conflict cycles and not get caught up in power struggles.

Vanderwoerd (2010, para. 2) reflects on his practice as a young CYCW and experiencing what it was like trying to control difficult children. The author acknowledge that there was a constant battle to control children, the better the children in his care behaved, the more positive feedback he got from his colleagues. The author therefore emphasise that, a CYCW's performance cannot be judged by the behaviour of the children in his/her care especially if the intervention is with those whose emotional disturbance and history of neglect and abuse makes them all the more difficult to manage. It is not only unfair and inaccurate, but destructive, to the detriment of the CYCW, the programmes in the CYCC, and the children (Vanderwoerd, 2010).

Allsopp (2013) emphasises once again that the children admitted to CYCCs have often been abandoned and abused by adults who have violated the trust the children had in them. They therefore do not have any reason to trust adults and will engage in power struggles in order to protect themselves and to test the consistency of the CYCW.

CYCWs therefore need to reflect and respond and intervene appropriately, in order to meet the needs of the children and youth in their care. The CYCW should respond to this behaviour appropriately and in the context of the developmental stage of the child. Rules have to make sense to children and youth.

Foster and Brookes (2009); Brentro and Long (2004) explain that youth typically oppose external structures of control and will rebel as a normal part of their development. CYCWs need to use this as an opportunity to develop children, rather than engage in power struggles with them. Sinclair in Knorth, et. al.(2002), argue that children and youth cannot be active participants in a process that they do not know about or do not understand. The CYCW therefore has to actively seek the child's view and perspective with regard to the rules of the CYCC in order to develop them.

Olive (2008) suggests that if the behaviour of children is understood and managed by strategies and techniques that not only consider what the child is doing but endeavour to understand why the child is demonstrating the particular behaviour, it usually ends in favourable interventions. The author concludes that too many interventions focus on what the child is doing and not why he/she is doing it.

CYCWs often get caught up in what the child is doing and therefore most of their energy is focused on stopping the child from doing what he/she is doing.

To this end, CYCWs should be skilled and have the different behaviour management skills required, in order to implement effective developmental programmes and effectively intervene, and manage a variety of behaviour displayed by children who are trying to meet their own developmental needs as discussed in the next sub-theme.

4.3.3.6 *Sub-theme 3.6: CYCWs are challenged by the influence of older children over the younger ones*

Children in CYCCs are relationship-reluctant and do not feel safe (Allsopp, 2013). They will test the CYCW and expect consistency from the CYCW in order to feel safe (Fox, 2005). As a result of group dynamics, behaviour will spread from one to the other in the life space. The CYCW has to be consistent in the routines and responses to children in order for them to learn and to trust the environment.

“Once the child is placed at ... it becomes so shocking what comes out ... the child not going to school ... taking things out of the cupboards... they are just really destructive.”

“It is disturbing how easily they can be influence and follow what the other one is doing and for me being a parent it's very disturbing that they show no remorse for their actions.”

CYCWs often expect that once a youth is involved in a residential setting, he/she will conform to the rules of that setting. When this does not happen, it is assumed that the nonconformity is by choice and that restriction and consequences will teach responsibility and self-control (Foster and Brookes, 2009). In addition, youth will challenge authority as a developmental stage (note the discussion in section 4.3.3.5).

According to Holden (2009), in residential care, the group setting is the context for providing care. Children and adolescents want to be special and they want to be just like their peers. In contrast to the research findings, CYCWs need to be aware of group dynamics and provide the structure required in the environment, for children and youth to experience belonging and also to expose children to the rewarding feeling of helping others in the group (Holden, 2009).

In addition, Tate (2001) contends that CYCWs tend to overlook the positive influence of peers. Research has found that peer groups and peer pressure can be a powerful force in maintaining orderly, productive, and positive academic and rehabilitative environments.

CYCWs should come to expect difficulties and develop skills in dealing with problems related to the hurt and anger which children and youth feel. CYCWs therefore are required to be able to intervene in a myriad of ways and master techniques in order to successfully manage the behaviour of children as discussed in the ensuing theme.

4.3.4 *Theme 4: CYCWs' applied/used behaviour management methods*

Fulcher and Garfat (in Garfat, et. al., 2012:13), suggest that in order to develop children and youth, the CYCW has a unique approach to working with children, youth and families. Being present in the daily life of children and youth allows the CYCW to intervene and respond proactively and immediately to their behaviour, and provide them with the opportunity to learn new ways of being and understanding their environment.

Fox (2004) argues that discipline requires a lot of thought before and during the intervention. It requires the CYCW to design an intervention that will teach the child or youth something about the situation, or about him/herself, and that it will enable him or her to handle the situation better next time. Foster and Brookes (2009) on the other hand, recommend that CYCWs employ methods and techniques of behaviourism in planning interventions.

Fine and Tomlinson (2000) consider four ways of practising behaviour management, namely reward or punishment, natural consequences, logical consequences that are imposed by caregivers and negotiated logical consequence – the latter being for anticipated future behaviour.

The following sub-theme will aid the reader in understanding the importance of relationship in managing the behaviour of children in CYCCs.

4.3.4.1 *Sub-theme 4.1: CYCWs' applied/used relationships as the core method in managing children's behaviour*

Placement for a child in a CYCC is a traumatic experience. CYCWs are presented with the unique opportunity of building a relationship with children and youth and creating an environment in which the child can feel safe. Children and youth who display challenging behaviour may however be relationship-reluctant due to previous experiences in relationships and do not trust the environment and feel unsafe. CYCWs should therefore be expecting this behaviour from the children they are working with and view this as an expectation rather than a challenge (Allsopp, 2013).

The participants in this study elaborated as follows on the relationships between the CYCW and children in their care:

“Relationship-building with the child is the biggest part.”

“Relationships ... I find that sometimes other care workers want to be boss but they don't spend time with the child.”

“We all have a relationship with the child; like yesterday I spent some time in the room with one boy just chatting.”

“Everybody [CYCWs] has a relationship with all of the children.”

Perlman, 1983,(Garfat, 2008; Fewster in Garfat, 2012; and Gannon, 2012), in Garfat, et. al., 2012, concur with the findings of this research study and assert that CYCWs can influence the behaviour of children and youth in their care with effective relationships. A relationship is a child's or youth's feeling or sense of emotional bonding with another person. It seeks to enable a person to feel secure and go forward to risk new learning and grow through the nurturing of the relationship. (Perlman, 1983:23-30), Garfat in Bellefeuille and Ricks (2008:26) continue

even further to assert that being with children and youth and sharing their experiences creates a place of safety and security for experiencing new things that otherwise may have been overwhelming. Phelan (2008) however warns that in order to use relationships effectively in child care, it should rely on safe positive connections between children and youth and adults.

It becomes clear from the aforementioned discussion that if the behaviour of children is to be understood and managed effectively, the CYCW is required to work on building positive relationships with the children in the CYCC. Children and youth find a sense of belonging and attachment in relationships. Conversely, where CYCWs fail to meet a child's basic needs, children learn that CYCWs are unreliable and unpredictable. Children and youth who have been mistreated, abandoned and rejected by adults, become relationship-reluctant and perceive even helpful and friendly adults with deep distrust and engage in protective behaviours to shield themselves from subsequent potentially destructive relationships (Brentro *et al.*, 1992).

Foster and Brookes (2009) stress that CYCWs should not be afraid of relationships with children and youth. CYCWs should walk alongside or behind children and youth instead of in front of them. In addition, CYCWs should not be afraid to allow children and youth some control of their decisions and to be educated by them. Children and youth should therefore also be allowed the space to express joy as well as disappointment, and they should be comfortable in knowing that the CYCWs will support them if they are being treated unfairly.

Fewster (in Garfat, *et. al*, 2012:17), however requires CYCWs to remain attentive to the mutual relationship that children and youth as well as the CYCWs created and are therefore also influenced by. Being in a relationship means engaging with the other person in a deep and profound manner that influences both children and youth as well as CYCWs.

A positive way for CYCWs to use their relationships with children is through modelling appropriate behaviour. CYCWs have an opportunity to effectively manage children's behaviour by demonstrating what could be done and how to control oneself when confronted with problems in the environment.

The basis of a positive interaction between two people is the attitude they display toward one another. This feeling of acceptance and belonging facilitates the development of a sense of trust and the ability to influence children and youth.

In addition to the use of relationships to manage behaviour in CYCCs, the participants who took part in this study also redirected aggression with behaviour management. The following quotation bears evidence to this approach, in that CYCWs are able to support children with their feelings by intervening.

“When two kids fighting, step in immediately and separate them and ... give them the punching bag ...”

Discipline should teach children appropriate decision-making and behaviour management skills; the intervention should indicate a rational relationship between actions and consequences. This should start with clearly defining expectations with regard to behaviour and then reinforcing these with skills development. Children and youth who need direct instruction and skills development in interpersonal relations or conflict resolution should be able to access this and other social skills directly in a learning environment (Armistead, 2008). As the above participants’ quotes suggest, therapeutic interventions and life skills are an important part of the interventions with children in CYCCs.

Guetzloe (2000), concurs with the research findings. The author suggests that in avoiding the escalation of acting out behaviour into aggression, the appropriate early intervention strategy early in the cycle is essential. Walker, Colvin, and Ramsey (in Guetzloe, 2000) have identified a number of ways in which caregivers can avoid the escalation of acting-out behaviour. These include assigning a preferred task for a short time, engaging the student in problem-solving (identifying alternative ways to deal with the problem), sending the student on an errand, engaging the student in relaxation exercises, allowing the student to work in a quiet area, or allowing more time to finish an assignment.

Holden (2009) argues that if they do not want offensive behaviour to be repeated, CYCWs should not pay a great deal of attention to such behaviour. CYCWs should redirect the children’s energy to something which is known they do well. A youth can be redirected to the original task and given another chance to succeed or given another task which he/she can do well.

CYCWs build and use relationships as part of the method of reaching their goals of developing children and youth, while at the same time teaching children and youth the social skills required to maintain their own relationships, as discussed in the following sub-theme.

4.3.4.3 *Sub-theme 4.3: CYCWs are teaching children social skills by means of examples*

Behaviour problems should be seen as opportunities to teach children and youth self-control (Brentro & Long, 2004). CYCWs work in the life space of children and crisis or conflict should be viewed as an opportunity to teach, a moment to use as a learning platform rather than the behaviour being perceived as a problem. CYC work therefore focuses on direct care. This includes the designing and implementation of programmes and the management of the behaviour of children in planned environments, with the ultimate goal of equipping children and youth with the necessary skills to function effectively in the community they come from (South African Policy for Social Services Professionals, 2012).

Being part of the life space of the child, CYCWs work with the children 24 hours a day, seven days a week, and form part of the therapeutic environment. Every opportunity that presents itself should be used as an opportunity to develop children, no matter how insignificant it may seem. CYCWs should also take advantage of an event immediately after it happens and use it to expedite an intervention to facilitate the development of the troubled child (Maier, 1987).

The CYCW manages the day-to-day behaviour of children and therefore the opportunity to intervene and use the daily routine as a place for therapy is created in this environment (Vanderwoerd, 2010). This is an opportunity that is unique to life space intervention. From the above discussion, there can be no confusion as to the position the CYCW holds in relation to the child in the life space. In addition, “distorted behaviour” is expected from troubled children and the CYCW should be aware of what behaviour could be displayed and therefore utilises these moments as developmental opportunities to teach the children and youth coping skills.

Stein (2005), asserts that often behaviour is punished by natural consequences. It therefore becomes unnecessary for the CYCW to institute an extra disciplinary measure. Discipline should therefore be consequences as a result of actions, or a set of logical designed consequences that are developed in response to those actions, as suggested by the following participants:

“Make the child understand the reason why it has happened and then explain to him better how he can handle situations differently.”

“Teach the child social skills ... they need to apologise for their behaviour and one needs to accept the apology to get it out there so that when they go into the outside world, they understand the concept of social skills.”

Social skills are vital for reciprocally productive interactions and durable interpersonal relationships. Children will not only benefit socially, but also academically if they are able to master socially acceptable behaviours. Children and youth who display socially appropriate behaviours that are appreciated by teachers and CYCWs are more likely to repeat such behaviour, and they will encourage their peers to behave appropriately because appropriate behaviours are acknowledged (Vincent, Horner & Sugai, 2010).

The purpose of behaviour management is to build capacity in children and youth so that they are better able to function in their families and communities and are able to adapt as they develop and experience different challenges as discussed in the ensuing sub-theme.

4.3.4.4 Sub-theme 4.4: CYCWs find a midway between empathy, support and firmness

In order for all the children to feel safe and secure, it is expected from CYCWs in CYCCs to maintain order; however, the ultimate goal is to develop children, not to control them.

Redl and Wineman in Vanderwoerd (2010), argue that behaviour management should only be seen as intervention. Redl and Wineman (1957) list numerous techniques in which helpers seek to rebuild and support the damaged egos of children in their care, and manage the challenging behaviours displayed at the same time. When using life space interventions, all parts of the life space, the physical characteristics of the surroundings, the furniture, the routines, the people, the food, all become tools for therapy. This is an essential part of behaviour management as the participant quotation proposes:

“In our house we fool around and play with the boys, but when it comes to discipline we change our tone and then they will immediately pick up.”

“This is where we [children and youth] have to stop, we are stepping out of line. In our house is more about the tone of voice. Firm, but with love ... they can hear a difference in the pitch.”

Durrant (2007) states that positive discipline is about long-term solutions that develop a child's self-esteem. It involves clear communication of your expectations, rules and limits, mutual respect, empathy and non-violence. Positive discipline concerns self-respect, respect for others and observing human rights. CYCWs should consider different approaches as the following participants stated:

“Keep between the rules but acknowledge the child's needs.”

“So I get him and say, can I give you a hug, just to get them to go to school.”

“I said when you get at school, just say sorry to the teacher because she is fed up and she don’t know how to handle the situation.”

Teaching children and youth the skills of conflict resolution empowers them to handle their own conflicts. This is an important life skill for children and youth because positive conflict resolution can help strengthen relationships, create safer and more supportive communities and institutions. Furthermore having to deal with conflicts should be seen as an opportunity for personal growth and for relationship, organisational and community building (Foraker-Thompson & Edmunds, 2001).

CYCWs have to see the child in his/her totality and as an individual as this is central to the process of healing and growth as the following sub-theme suggests.

4.3.4.5 *Sub-theme 4.5: CYCWs used individualisation of the child in order to understand behaviour and select appropriate discipline*

Children have the strength to develop autonomy and competence to manage themselves in a changing world. In order to achieve this, CYCWs need to expose children and youth to opportunities to develop mastery and they need to be given the latitude to take responsibility for their actions.

Phelan (2006) argues that each child and youth is on his or her own unique programme and this requires different, creative and unique responses from staff. The workers who took part in this study were unanimous that children should be treated as individuals, and voiced their opinions as follows:

“There shouldn’t be a disciplinary code just for one type of problem because one person may have different problems.”

“You can’t discipline one person the way you discipline the next because it does not work that way. So there should not only one way of doing things you need to be versatile and flexible. You should be creative.”

“It’s good to know the background of the child, where the child is coming from before you even think of disciplining the child. He may be from Wynberg but the home setup is very abusive and violent so you cannot discipline him using that. If you know your child and more about the background you will know what triggers the child’s behaviour and you can also prevent things.”

“The children’s upbringing are also all different, if you look at the environment where they grow up and where they come from in the sense of discipline... they kind of react differently to things.”

Laursen (2003) concurs with the findings of this research study and notes that CYCCs often have a pre-set list of rules and CYCWs are expected to take action when the rules are violated. Punishment or consequences are also prescribed and administered in the same manner to all the children and youth who violate the rules, without regard to the situation or the person or whether they produce a change in behaviour. Laursen continues that these zero tolerance approaches often do not work and children have to be treated as individuals when dealing with the consequences of their behaviour in order for them to understand and learn from the consequence.

Fox (2004) in a similar vein argues that the CYCW must consider who is behaving in an unacceptable way, why they are meeting their needs in an inappropriate way, and how the CYCW can provide an intervention and consequence which will facilitate effective learning from the intervention. Fox (2004) furthermore contends that discipline is often avoided in favour of punitive interventions simply because of the fact that it demands more time and energy. It is often easier to have charts on the wall predicting consequences for all manner of misbehaviour, to remove privileges and luxuries, to send someone to his/her room, rather than to take the time to evaluate each incident of unacceptable behaviour displayed by the children. CYCWs have to use their knowledge of the child and of the individual and group dynamics to understand the reason for the behaviour of the child and to then devise a consequence directed at meeting the needs of the individual child or youth.

The purpose of natural or logical consequences is to help the individual child learn by experiencing the reality of the social order. Arbitrary one-fits-all punishment involves the CYCW exerting power over the children and youth and this invites resistance and power struggles (Fine and Tomlinson, 1999:31). However natural and logical consequences do not always succeed. A child may not be able to connect the implication of his/her actions with their logical consequences and therefore may not learn anything from the imposed consequence (Fine and Tomlinson, 1999).

CYCWs should therefore rather empower children and youth with the knowledge and skills required in order for them to take responsibility for their choices and behaviour as discussed in the following sub-theme.

4.3.4.6 *Sub-theme 4.6: CYCWs are withholding privileges*

CYCWs need to know what they can expect from children at a particular age and how to respond appropriately to the child of that particular age. Withholding privileges might work for a young child, while practising this strategy with an adolescent may lead to rebellious behaviour.

Foster and Brooks (2009) suggest that CYCWs should endeavour to reduce the use of control required over the behaviour of children and youths as it may result in reactive and punitive measures when the individual's behaviour challenges the norm. The use of control and restrictions may lead to rebellion, resentment and the creation of environments that are not conducive to therapeutic programming and relationships.

The participant's quotation suggests that the behaviour management method used is considered as punishment and not discipline where the child is allowed to learn from the consequence.

“The taking away of privileges like luxuries and that of suspending privileges, but he must not know that you will give it later.”

Fox (2005) asserts that discipline is about an intervention with the intent to teach. If the intervention has any other intent, such as inflicting or causing pain, loss or suffering then CYCWs are not administering true discipline for a transgression, and it is punishment. When workers remove privileges, belongings and things the children under their care value, or cause discomfort or emotional suffering, it remains punishment (Stein, 2005). Phelan (2009a) on the other hand asserts that punishment has often been disguised by CYCWs as consequences, while punishment only reinforces CYCWs relieving their own anxiety.

The end result of discipline should therefore be self-control and self-discipline (Laursen, 2003). CYCWs may believe that they are using discipline to teach children; however, more often than not, the disciplinary measures used are punitive and children do not learn anything with the result that it remains punishment. The intention of the intervention should be for the child to gain a positive learning experience from the interaction with the caregivers.

As far as Curwin and Mendler (2007) are concerned, much of what we call discipline sends children the message that they will be punished if they do not do as they are told. The children who follow the rules are perceived as responsible and gain rewards and privileges. The others are viewed as defiant. Redl in Fox (2005) on the other hand argues that the terms “discipline”,

“punishment” and “consequences” are frequently used in dialogue, and consequently in practice, as if they were the same thing. If the CYCW is clear about the distinctions, and administers each according to a deliberate plan with considered and intentional responses for the purpose of developing a children, then these interventions including punishment, are acceptable.

It can therefore be concluded that the withholding of privileges may have a place in the overall discipline plan, but it rarely results in changing the behaviour and can also be viewed as punishment. The next sub-theme portrays how CYCWs make use of house rules and disciplinary measures to manage the behaviour of children and youth in their care.

4.3.4.7 *Sub-theme 4.7: CYCWs involve children in house rules and disciplinary measures to manage their behaviour*

The participation of children and youth in decision-making concerning their lives is protected by legislation. Naturally, decision-making will depend on the child’s age, however allowing the child’s input builds trust, and mutual respect. In addition, the CYCW manages a “buy in” from the children and youth involved in the process.

All CYCCs, every CYC supervisor and in turn every CYCW, has to decide whether they want to control children and youth or whether they want to manage the behaviour of children and youth (Phelan, 2006). Where programmes are focused on the management of behaviour, some external control is used to create safety and good boundaries. The overall aim of the programme is rather self-control and not necessarily good behaviour (Phelan, 2006). This method involves the child in logical negotiated consequences and in setting up applicable rules and routines. As the participant quotations suggest:

“We have regular house meetings with the girls.”

“You call a house meeting and select a leader from the group to write the minutes. Everybody sign by themselves for whatever rule is set up there ... so the book is part of the organisational system and procedure and the children have bound themselves in the house meeting with their signature.”

Sinclair in Knorth, et. al. (2002), supports the findings of the current study and concludes that children and youth have to be part of the decision-making process and that participation is part of the process.

Children and youth therefore have to be informed of the process; they need to voice their opinions and to attend meetings that discuss their care, and finally receive a written record concerning decisions made.

Fox (2005) believes that consistency is important in CYC work. This consistency applies to consensus amongst CYCWs with regard to the aims of managing children's behaviour, as well as in the execution of rules and routines.

4.3.5 Theme 5: Staff work overload and staff turnover as disciplinary challenges

CYCWs often allow the boundaries between their work and private life to become blurred, which may lead to feeling overwhelmed, resentful, stressed and tired. Unskilled and new CYCWs or other social service professionals could perceive youth behaviours as dangerous and unusual (Foster & Brookes, 2009) and this may lead to stress and burnout and leaving the profession.

The participants in this study referred to the constant staff turnover in the CYCCs as contributing to inconsistency in their services and also causing challenges for the discipline of children in their care as the following participant suggested (group members agreed with the participant):

“Staff turnover has a major effect on discipline.”

Colton in Knorth, et. al. (2002), is in agreement with the participants in this research study and argues that residential CYC work is a demanding job and notes that the high turnover contributes to burnout among CYCWs in many countries. Fleischer (1985) in Colton (2005:59) concludes that the high turnover among CYCWs is linked to workload, lack of clear performance feedback, and lack of supervisory support.

Foster and Brookes (2009) recommend that for CYCCs to function effectively, only qualified CYCWs who work full-time need to be employed. The high staff turnover, insufficient qualifications and poor salaries among CYCWs are of concern (Jamieson in Proudlock, 2014). Those who took part in this study describe their challenges with regard to a staff shortage as follows:

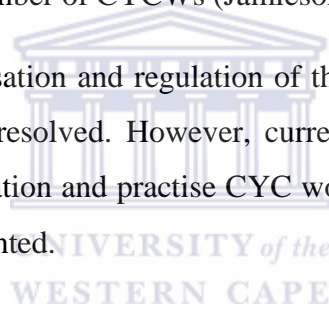
“To work alone with 16 kids! I have to write reports, I have to observe them, I have to look at their strengths, I have to assess them, I have to moderate them! It is challenging especially when you are alone on duty and weekends.”

“Two people for 25 boys, especially the mixed group, 2 years up to 17 years, that is the challenges of staff shortages.”

“Less the ratio childcare worker to children to have less children per child care worker.”

The abovementioned quotations are in contrast with the norms, standards and practice guidelines of the Children’s Act (2005:306) that determines a ratio of one CYCW to every 10 children in a CYCC. The Department of Social Development commissioned a situational analysis of the number of social services professionals available for the implementation of the Children’s Act No.38 of 2005. According to the findings of that study, South Africa has a chronic shortage of social workers, social auxiliary workers and CYCWs and more than a third of CYCCs had an insufficient number of CYCWs (Jamieson in Proudlock, 2014:245).

With the advent of professionalisation and regulation of the CYC field, the issues of understaffing and training should be resolved. However, current CYCWs should reflect on the process of change and transformation and practise CYC work to the best of their ability until the regulations are fully implemented.



4.3.6 *Theme 6: Social workers make inappropriate placements*

The South African Children's Act No. 38 of 2005, section 157 dictates that a designated social worker must investigate and determine whether a child is in need of care and protection or not, and then make a recommendation as to the appropriate placement for the child.

Children in CYCCs are in need of care and protection due to abuse or neglect and are at risk because of the interactions in their own family systems (Maherty *et al.*, 2011). Placement in a CYCC is only the last option after a developmental assessment has been done for the child appearing in the Children's Court.

The workers who took part in this study, however, pointed to the fact that the aforementioned procedures do not always take place when children are admitted to the CYCC. The participants related their challenges in this regard as follows:

".... but goodness to me they haven't even done the proper homework before they bring their child here. Her [social worker] mind is made up to bring the child here, but there was no screening and assessment."

"Kids are placed wrongly at ... We not equipped correctly or they shouldn't even be here. If I was on the panel I would have said no, the child is not suitable."

Jamieson in Proudlock (2014) concurs with the findings of the participants in this study and notes that there is insufficient monitoring of placements at CYCCs as well as a lack of staff members.

In addition, South Africa is in the process of shifting to a more limited use of residential care which is in line with children's rights frameworks (Allsopp, 2008). Institutionalisation such as at CYCCs is also very expensive and should only be used for those who really need specialised intervention.

"When a social worker comes in with the child obviously they have been doing all the assessments that the external social worker at the organisation has to do as well as the screening. My concern is that the external social worker almost wants to have this child institutionalised. Why?"

In addition to the above as discussed, CYCCs are experiencing what is perceived as a lack of service delivery by social workers as discussed in the ensuing sub-theme.

4.3.6.1 *Sub-theme 6.1: CYCW experience a lack in service delivery from social workers*

Legislation in South Africa recognises various social services professions with defined scopes of practice. This has all been done to improve delivery of services to vulnerable children, families and communities.

According to the South African Children's Act No. 38 of 2005, the CYCC should assist in returning the child to the family and community by implementing family reunification and family preservation programmes. This can only be done in collaboration with the social worker who placed the child in the CYCC. However the participant quote suggests that social workers are not rendering the required services:

“Die buite social worker se die kind se ma is so siek sy kan nie eers loop nie. Hier kom die vrou een saterdag middag verby en ek vra hoe dit met haar gaan. Ek se toe ons wil jou kind gebring het, maar sy se die vrou [maatskaplike werker] was nog nooit by haar nie.” [The external social worker says the child's mother is very ill; she cannot even walk. Then the woman walks past me on a Saturday morning and I ask her how she is doing. I tell her we wanted to bring her child but she said she had not seen the social worker at all]

“In die gemeenskap wat ek in bly is daar al hele paar van ons kinders wat hier is wat ek sommer self vakansies inligting gaan soek het so dat die kind nie vakansie tye in te bly nie en daai buite social worker he ook nie hulle werk gedoen nie so die inligting wat die binne social workers het was alles deur my.” [Many of the children I work with come from my community, I myself gather information over the holiday in order to make it possible for the child to go home. The external social workers had not done their work; the internal social workers got the information from me]

Young people in alternative care have expressed concerns about the lack of family reunification work done by social workers. The government and Non Profit Organisations services providers have voiced concerns that for various reasons designated social workers lack the time to provide family reunification services (Jamieson in Proudlock, 2014:239).

Everything done by social services professionals should be measured against a philosophy. Therefore it is important that the MDT have a framework of policies and guiding procedures in order for efficient services to be rendered to children and families.

4.4 CONCLUSION

This chapter provided the reader with an in-depth understanding of the themes and sub-themes that emerged during the study. The descriptions of the findings were supported by verbatim quotations from the semi-structured focus groups. The discussions were framed by supporting and contrasting literature from prior studies.

The main themes that emerged from the data were as follows:

1. The role of discipline among CYCWs in CYCCs: CYCWs are unified in their expression of CYCWs being present in the life space of children and youth and therefore are the primary MDT members responsible for the implementation of discipline with children and youth.
2. CYCW's challenges with the MDT regarding the discipline of children in CYCCs: CYCWs in CYCCs are challenged by the lack of teamwork when it comes to discipline; decisions with regard to discipline are influenced by policy and procedure and are further complicated by a lack of supervision and interventions of social workers and managers who practise favouritism and disempower CYCWs.
3. CYCWs are challenged by CYCC children's behaviour that requires discipline: CYCWs are challenged by children who are violent and aggressive. In addition, children with special needs are admitted to facilities and CYCWs are not trained to work with these children. Children are challenging the rules of the CYCC and are stealing, swearing, absconding and exhibiting challenging sexual behaviour.
4. CYCWs' applied/used behaviour management methods: CYCCs are unanimous in their opinion that the relationship is their most important tool in managing the behaviour of children and youth. CYCWs are redirecting behaviour and teaching life skills in order to help children control their behaviour.
5. Staff work overload and staff turnover as disciplinary challenges: CYCWs are being challenged by having to attend to administrative duties while working with many children and simultaneously having to deal with discipline while staff are continually changing.

6. Social workers make inappropriate placements: In their experience, CYCWs are finding that social workers are placing children in CYCCs without doing the proper investigations. Social workers are also professing to render family reunification services when in reality they are not doing what they claim to be doing.

The research goal and objectives were achieved and the research question answered through a qualitative enquiry which was considered the best research approach for this study as it acquired rich comprehensive data. The findings of the study provided a better understanding of the challenges faced by CYCWs with regard to the discipline of children in CYCCs.



CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the preceding chapter, the researcher presented the themes and sub-themes that arose from the findings of the study. This final chapter concludes the study concerning the challenges faced by CYCWs with regard to the discipline of children with challenging behaviour in residential CYCCs. A brief summary and conclusions for each chapter is given, followed by recommendations for all relevant stakeholders in the CYC work sector as well as for future research.

5.2 SUMMARY AND CONCLUSIONS

5.2.1 Chapter 1

Chapter 1 provided the reader with an overview of the research study undertaken, and the researcher discussed the reasons for placing children in CYCCs. In the preliminary literature review the researcher introduced the concept of residential CYCCs and the programmes facilitated by CYCWs in residential CYCCs. The concept of discipline, some background and contextual information and the research problem were also introduced. The research question for the study was then presented, namely:

What are the challenges faced by CYCWs with regard to the discipline of children with challenging behaviour in residential CYCCs?

In order to answer the research question, the following aim and objectives were formulated:

The aim of the study was to explore and describe the challenges faced by CYCWs regarding the discipline of children with challenging behaviour in CYCCs.

The objectives were:

- To explore and describe the challenges faced by CYCWs with regard to the behaviour of children in CYCCs;

- To explore and describe the challenges with regard to exercising discipline in the CYCCs.

Consequently, the research approach that was implemented for this study was of a qualitative nature while exploratory, descriptive and contextual designs were used to expedite the process. Chapter 1 functioned as the introduction to the study and provided the study's context, the research problem, research goal, research objectives and the methodology. The researcher used a qualitative research approach to address the research problem and to effectively and efficiently work towards the research goal and objectives. Bowen's systems theory was discussed in its application as a theoretical framework for the study. The research question that was produced from the research problem was answered by the research design. The research methodology, according to a qualitative research approach, provided the procedure for the implementation of the study. Purposive sampling was applied and the sampling criteria utilised in the study was discussed. Focus group interviews as means of data collection, together with the analysis of the data were considered. Strategies to ensure trustworthiness and the ethical considerations of the study were also discussed in this chapter.

In conclusion, the researcher reasoned that the qualitative research approach and the designs and methodology used in the study were adequate for reaching the goals and objectives of the study.

5.2.2 Chapter 2

In Chapter 2 a review of the literature that guides CYCWs in their interventions with children and youth in residential settings was presented. The concept of CYC work was explored and the researcher considered definitions for CYCWs as provided by the South African Children's Act, No. 38 of 2005 and the South African Social Services Professions Act, No. 110 of 1978. The origins of CYCCs from a historical context were scrutinised as well as some definitions of CYCCs as detailed in the South African Children's Act No. 38 of 2005. Various interpretations from different authors in the field of CYC work were also discussed. The context of South African CYCCs was considered from its inception through to the transformation of CYCCs with the role out of developmental assessment training and the launch of Project Go in 1996.

The professionalisation of the field of CYC work, and a discussion on the current status of the field of CYC work in South Africa were presented. Theoretical frameworks used in the study, such as Bowen's family systems theory (1974) and how it works in relation to the CYCC as a system, and John Bowlby's attachment theory (1969) were discussed as well as the lack of attachment which children and youth experience in CYCCs.

A part of the discussion included the requirements of meeting the attachment needs of children and youth in residential settings. Bandura's social learning theory (1969) was discussed in the context of how children and youth can learn new ways of managing their behaviour in the setting of the CYCC as their life space.

Frameworks for intervention were introduced and the concept of practicing CYC work where children and youth live their lives (life space work) was introduced in detail. Behaviourism and the use of natural and logically designed consequences was discussed in relation to its benefits of these techniques as opposed to punishment. Subsequent to this, the notion of discipline was explored in detail.

Chapter 2 provided literature assertions from previous studies which gave credibility to the significance of this study. From the literature reviewed, it was deduced that the behaviour of children and youth as well as the dynamics in MDTs working in CYCCs, posed challenges for CYCWs with regard to disciplining these children and youth. Discussing some of the possible causes and concerns provided the basis from which comparisons and contrasts about discipline in CYCCs could be made. The researcher concluded that the literature reviewed was in line with the goals and objectives of the study, and would serve as a reference for the study.

5.2.3 Chapter 3

In this chapter, the methodology that was implemented in the research study was discussed. The choice of a qualitative research approach and the explorative, descriptive and contextual design was motivated. The various steps that the researcher carried out during the research process were set out exactly as they were implemented. Subsequently, the steps implemented were discussed in depth. The study's population encompassed all the CYCCs registered with the Department of Social Development of the Western Cape.

The purposive sampling technique was used and focus group discussions were facilitated at four CYCCs, one in each metropole of the greater Cape Town area. A representative sample of between eight and ten CYCWs was selected from each CYCC.

Data collection occurred by means of focus group interviews with the aid of an interview schedule. The interview schedule and interview techniques used were discussed in accordance with Greef (in De Vos *et al.*, 2005). In order to test on the effectiveness of the interview schedule and interview techniques, a pilot interview was conducted as a precursor to the research (Fox & Bayat, 2007). The data collection process started with preparation and refining of the interviewing schedule, setting up of the focus groups and preparation of the participants. The interviews were recorded and transcribed verbatim and analysed according to Tesch's eight steps of data analysis (Tesch in Creswell, 2009). The data analysis culminated in the themes and sub-themes presented in Chapter 4. Trustworthiness was used to ensure the reliability and validity of this study. Ethical considerations such as confidentiality, voluntary participation and informed consent were discussed in detail to provide evidence of adherence to research ethics in conducting this study.

The chapter concluded with the limitations of the study which included the researcher's role in the field of CYC work.

In summary, Chapter 3 provided the reader with a detailed account of the research methodology and the implementation of the methodology used.

5.2.4 Chapter 4

In this chapter, the findings of the study were presented by means of themes and sub-themes which were identified during the data analysis process. The participants' voices, in the form of relevant quotations from interviews, provided evidence for the findings, and were contrasted and compared with literature. The demographic data showed that 35 of the 38 participants were female, with the majority being in their 30s and studying for the qualification in child and youth care with the National Association of Child Care Workers.

Six themes and their respective sub-themes were generated from the obtained data. A summary and conclusion for each of these themes is presented in the following sections.

5.2.4.1. THEME 1: The role of discipline among CYCWs in CYCC

CYCWs share the life space of children and as such form part of the children's experiences. Thus CYCWs work with the children and youth 24 hours a day, seven days a week and in this way are presented with opportunities to facilitate the development of children and youth who display challenging behaviour.

CYCWs clearly identified with this perception of their role. The data indicated that CYCWs consider themselves as the primary persons responsible for dealing with the discipline of children and youth in CYCCs as they are the MDT members who are always present, and are exposed to the behaviour when it occurs.

CYCWs deal with discipline as the incident unfolds; they work in the moment and discipline children and youth in the life space in accordance with their own perception of what constitutes an appropriate intervention and response to the behaviour.

CYCWs need the support of their colleagues when dealing with discipline. The support can be informal peer supervision, or formal group or individual supervision with the supervisor. The supervisor should ideally have CYC work experience and should therefore be in a position to support CYCWs from an experiential point of view, with this support in place. CYCWs have the confidence to intervene and alter interventions as required in order to provide a context where children are able to learn from the consequences of their behaviour.

In order to achieve their goals with children and youth, CYCWs rely on their colleagues for advice on how to handle incidents and situations. An essential part of this support is also in taking time out, where a colleague will stand in for the CYCW who needs to remove him/herself from the environment in order to regain composure and reflect on interactions after a stressful incident or shift.

The data points in the direction of teamwork being a critical factor for the MDT. The evidence suggested that teamwork is lacking in CYCCs. CYC work in residential facilities cannot effectively be practised without the MDT approach. Consistency is therefore required amongst MDT members. CYCWs need clear communication, while positive, constructive confrontation is essential for effective team functioning. The findings suggest that multi-disciplinary teams are not functioning effectively in CYCCs.

Additionally, discourse suggested that effective supervision translates into effective MDT work, and in turn, to good CYC work practice in CYCCs. The lack of MDT functioning, however, points toward poor supervision of CYCWs in CYCCs.

5.2.4.2. THEME 2: CYCWs' challenges with the MDT regarding the discipline of children in CYCCs

MDT work requires that all team members communicate with each other in professional language, and that all the role players are involved in shared decision-making around special disciplinary issues. Where this happens, interventions are successful, multi-disciplinary team members need to confront each other where discipline results in punitive responses towards children and youth (Mattingly & Stuart, 2001). The research findings showed that CYCWs are struggling in this area; there are communication break downs between CYCWs, managers and social workers. MDT work is critical for effective behaviour management interventions with children and youth in CYCCs.

Additionally, the data supports the need for organisational policies and procedures for dealing with the disciplinary issues arising in CYCCs. The lack of policies and procedures and/or application of said policies is causing inconsistency and disagreement with regard to discipline between CYCWs and social workers.

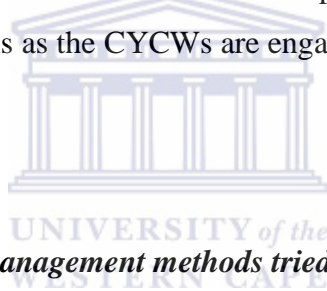
The research findings indicated that colleagues in MDTs are making decisions without consultation and working in isolation. On the other hand, where CYCWs as partners are communicating and making joint decisions, behaviour management interventions are effective. However, managers and social workers are intervening and changing decisions made by CYCWs concerning consequences for challenging behaviour.

The findings also suggested that CYCWs are concerned about the lack of authority they have with regard to discipline. Managers are impacting on how empowered CYCWs are feeling during their shifts in residential CYCCs. These managers are practising favouritism among children and among CYCWs, and routines are disrupted by managers who choose to facilitate different activities with their favourite children. CYCWs are thus disempowered by these actions which constitute disloyal behaviour towards them.

5.2.4.3. THEME 3: *CYCWs are challenged by children in CYCCs behaviour that require discipline*

The CYCWs had been confronted by physical and verbal violence and aggression, and had even been assaulted by children; they believe their rights as workers are not being upheld. CYCWs in CYCCs are confronted by certain children who abscond on a regular basis, swear and even steal from volunteers at the CYCCs. In addition, CYCWs are challenged by adolescents who are struggling to find their sexual identity or who are not able to manage their sexuality appropriately. This pertains to young people who feel they identify with sexual minority groups, or could be displaying deviant sexual behaviour.

CYCWs are also struggling to manage the behaviour of children with special needs in their care as they have not been appropriately trained to work with special needs children. In addition to working with children with special needs, CYCWs are already being challenged by children who rebel against authority and do not follow the rules and procedures of the organisation. The latter is causing stressful situations as the CYCWs are engaging in power struggles with these children.



5.2.4.4. THEME 4: *Behaviour management methods tried*

The CYCWs believed that the relationship is the most important tool in managing the behaviour of children and youth, although it appeared that some CYCWs want to control children and do not spend enough time in building a relationship with them. CYCWs need to teach children social skills. Children are required to understand the sequence of how events unfold, and with this understanding, they need to be taught how to respond differently to their triggers and to be offered alternative behaviours when they become aware of these triggers.

CYCWs offer children and youth support, empathy and boundaries. The life space and everything in it becomes a tool to manage their behaviour. Children are taught to keep within the set boundaries of the CYCC. While their needs are acknowledged, they are exposed to and experience the natural consequences of their actions.

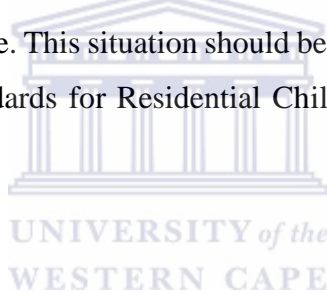
Importantly, CYCWs acknowledged that children and youth are all unique individuals, and should therefore be disciplined according to their varying individual needs. In order to do this CYCWs should be aware of the problems children have experienced and the context and

environment they come from. This should be taken into consideration when disciplining children.

CYCWs indicated that it is acceptable practice to disipline a child by removing privileges; however the children need to be made aware that they are not losing the privileges permanently. CYCWs believe that it is important to include children in decision-making around the CYCC such as in meetings. In this process, records are kept and children are contracted into inclusive decisions taken in meetings with regard to the rules of the CYCC.

4.2.4.5 THEME 5: Staff work overload and staff turnover as disciplinary challenges

CYCWs felt that having to follow a developmental approach to working with children, and having to work with ratios of 25 children to one childcare worker has a major impact on maintaining discipline. This, together with the fact that there is a high turnover in staff, creates a significant disciplining challenge. This situation should be remedied with the implementation of the National Norms and Standards for Residential Child and Youth Care (South African Children's Act No. 38 of 2005).



4.2.4.6 THEME 6: Social workers make inappropriate placements

CYCWs were of the opinion that social workers are removing children and youth from their homes for the wrong reasons and making inappropriate placements. The CYCWs also believed that social workers are taking these decisions without appropriate consideration of the views expressed by the CYC team.

Social workers are perceived to be reporting on families for reunification purposes. However upon closer investigation by the CYCWs, it was found that some social workers had not been rendering reunification services to families. Discourse suggested that the reason for this could be the shortage of social workers as well as the presence of inexperienced residential care social workers. In addition, high caseloads impact on service delivery by social workers. It is hoped that the Recruitment and Retention Strategy for Social Workers from the Department of Social Development will help alleviate the current situation.

Through this study, the researcher acknowledges that CYCWs employed in CYCCs experience several challenges with regard to the discipline of children and youth in CYCCs. In view of this, the following recommendations are made to various stakeholders.

5.4 RECOMMENDATIONS

5.4.1 Recommendations pertaining to the research findings

In order to promote effective MDT work in CYCCs, the National Association of Child Care Workers and other relevant role players need to engage in developing support systems for staff in CYCCs by:

- Developing a skills programme for all non-child and youth care staff. This will enable all staff to understand the developmental approach to working with children and youth and facilitate effective and efficient MDT work.
- Developing a template of policies and procedures for CYCCs to use as a guideline. This template would create consistency among CYCCs and serve as a guideline for CYCCs regarding the requirements in CYCCs.
- Designing a programme based on best practice models, to support staff in CYCCs to implement good CYCW practice in residential CYC settings.
- Ensure effective management of MDTs in CYCCs in order to ensure continuity in service delivery.

The Department of Social Development needs to engage tertiary educational institutions and advocate for the development of tertiary study programmes for CYCWs.

It is recommended that the Department of Social Development commissions a study of the residential CYCW sector in order to:

- Understand and articulate the role of CYCWs in contrast to other social services professionals in CYCCs to facilitate the cultivation of a professional identity for CYCWs.

- Determine the budget required in making available learnerships and bursaries for the varying needs of CYCWs in order to practise at either auxiliary or professional level as proposed by the Professional Board for Child Care Workers.

The National Association of Child Care Workers could benefit by developing systems to support good supervision by:

- Ensuring the National Norms and Standards for Residential Child and Youth Care Centres contain regulations with regard to supervision training for all residential CYC work managers.
- Designing supervision training aligned to the FET Qualification Child and Youth Care Work.
- Advocating for a supervision module as a compulsory module of tertiary child and youth care work qualifications.
- The MDT member who is responsible for supervising the CYCW should have supervision with the CYCW on a monthly basis as a minimum requirement.

The National Association of Child Care Workers needs to develop nodes of best practice models for residential CYC work in all the regions of South Africa.

It is recommended that the Department of Social Development jointly with the National Association of Child Care Workers develop a programme to mentor CYCCs in the implementation of the National Norms and Standards for Residential Child and Youth Care Centres and support all CYCCS towards developing into best practice centres.

The Department of Social Development in conjunction with the Department of Labour jointly with the National Association of Child Care Workers could set up a task team to investigate the working conditions of CYCWs in order to:

- Ensure CYCWs are elevated to the professional level in accordance with the National Norms and Standards for Residential Child and Youth Care Centres and in line with the provisions of the Professional Board for Child Care Workers.
- Ensure that working conditions are within the accepted guidelines of the Basic Conditions of Employment Act and that the Occupational Health and Safety Act is adhered to.

5.4.2 Recommendations with regard to further and future research

It is recommended that future research engage with the growth and development of the CYCWs in CYCCs in terms of the following:

- Explore the empowerment of CYCWs in the life space by appropriate supervision in CYCCs;
- Explore what constitutes good CYC work practice by the MDT members in CYCCs;
- Explore transforming CYCCs into best practice models through CYC work practice by the MDT;
- Explore effective MDT work in CYCCs;
- Determine what constitutes effective supervision of CYCWs in CYCCs by supervisors.

5.5. CONCLUSION

The conclusions arrived at during the course of the study were outlined in this chapter. The significance and value of the qualitative research process was described by a short evaluation of the different research components of the research process. The research goal and objectives were achieved and the research question answered through a qualitative enquiry which was considered the best research approach for this study as it acquired rich comprehensive data concerning CYCWs and their experiences with children and youth in CYCCs.

The findings of the study provided a better understanding of the challenges of CYCWs with regard to discipline of children and youth in CYCCs. This final chapter of the study provided the reader with a summary and conclusions of the foregoing chapters from the introduction, literature review and applied methodology to the major research findings.

Based on these findings, the researcher made a number of recommendations in relation to the learning from the research for the South African CYC work sector involved in CYCCs. The research outlined further possible areas of research. In addition, the researcher made a number of recommendations based on the newly uncovered information which may have a positive impact on CYCWs and their management of challenging behaviour presented by children and youth in CYCCs.

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Appendix A



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Social Work Department
Tel: +27 21-9593674, Fax: 27 21-959 2845

Dr. M. De Jager

Tel: +27 21 9593674

E-mail: mdejager@uwc.org.za

INFORMATION SHEET

Project Title: Challenges faced by Child and Youth Care workers with regard to discipline of children with challenging behaviour in Residential Child and Youth Care Centres.

What is this study about? This is a research project being conducted by E.J. Thesen at the University of the Western Cape. We are inviting you to participate in this research project because you are a trained child and youth care worker. The purpose of this research project is to explore and describe the challenges faced by CYCW with regards to disciplining children with challenging behavior in the CYCC's.

What will I be asked to do if I agree to participate? You will be asked to be part of a focus group, you will be required to respond to various questions, listen and respectfully consider the opinions of others, the session will be recorded, and confidentiality will be held. A voice recorder will be used, I will then transcribe verbatim, and pseudo names will be used to ensure confidentiality and privacy. You can withdraw from the study at any time. The focus group will be conducted at your centre.

Would my participation in this study be kept confidential? We will do our best to keep your personal information confidential. To help protect your confidentiality, procedures to maintain the confidentiality of the data include having locked filing cabinets and storage areas, using pseudo names

only on data forms, and using password-protected computer files. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others.

What are the risks of this research? There are no known risks associated with participating in this research project.

What are the benefits of this research? This research is not designed to help you personally, but the results may help the researcher to learn more about the challenges faced by CYCW with regards to disciplining children. We hope that, in the future, other people might benefit from this study through improved understanding of how to overcome these challenges faced by CYCW.

Do I have to be in this research and may I stop participating at any time? Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may withdraw at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study? The researcher will arrange with a colleague to debrief participants after the interview should this be required

What if I have Questions?

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Prof. C Schenck

Dean of the Faculty of Community and Health Sciences:

University of the Western Cape

Private Bag X17

Bellville 7535

Tel: 021 9592011

Email: cschenck@uwc.ac.za

Dean of the Faculty: Prof H Klopper

Faculty of Community and Health Sciences

University of the Western Cape

Private Bag 7535

Email: hklopper@uwc.ac.za

Tel: 021 9592631



This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

Appendix B



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Social Work Department
Tel: +27 21-9593674, Fax: 27 21-959 2845
E-mail: mdejager@uwc.ac.za

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: Challenges faced by Child and Youth Care workers with regard to discipline of children with challenging behaviour in Residential Child and Youth Care Centres.

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way. I agree to be audio-taped during my participation in the study.

I also agree not to disclose any information that was discussed during the group discussion.

Participant's name.....

Participant's signature.....

Witness's name.....

Witness's signature.....

Date.....

APPENDIX C

INTERVIEW SCHEDULE

1. How have you been involved in discipline of children in the CYCC?
2. Think back over all the years that you've disciplined children and explain why you think the desired result was achieved.
3. What went well with discipline?
4. What needs improvement with regard to discipline?
5. Suppose that you were in charge and could make a change that would make the programme better. What would you do?
7. What can each one of us do to make the programme better?

