

## ARTICLE THREE

### DEVELOPMENT AND IMPLEMENTATION OF A SOCIAL WORK EMPOWERMENT PROGRAMME FOR FOSTER PARENTS OF SEXUALLY ABUSED CHILDREN

**H.J. Galloway** is a PhD student at the School of Psychosocial Behavioural Sciences Division Social Work at the North-West University (Potchefstroom Campus) and social worker at the therapy unit of Christelike Maatskaplike Raad: Mpumalanga.

**C.C. Wessels** is a senior Lecturer at the School of Psychosocial Behavioural Sciences Division Social Work at the North-West University (Potchefstroom Campus).

**C Strydom** is a lecturer at the School of Psychosocial Behavioural Sciences Division Social Work at the North-West University (Potchefstroom Campus).

#### Abstract

The aim of this article is to develop and implement a social work empowerment programme for foster parents of sexually abused children. A nine session programme was developed according to the needs identified in the previous article, and implemented over three days to seven ( $N=7$ ) foster parents, selected according to a non-probability sampling method. It was presented through psychosocial group work as method. Conclusions and recommendations are provided.

**KEYWORDS:** Child sexual abuse; foster care; foster child; foster parent; psychoeducational group work; social work empowerment programme.

## 1. INTRODUCTION

Sexually abused children have specific and specialised needs in foster care. Foster parents need to understand several aspects of how sexually abused children reveal symptoms of the emotional turmoil they might be experiencing. Though sexually abused children present some challenges that other children who have not been sexually abused do not present, they are still just children who need love, affection, care, and guidance (Krillco, 2009:1). It is of vital importance, that foster parents be aware of these aspects, but also have the necessary skills to assist children in their care to heal and have the opportunity to develop according to their individual needs. It might be difficult for foster parents if they do not have specialised knowledge and skills. Foster parents can experience a great deal of stress because they are responsible for “*other people’s children*” who have been subjected to trauma (Burnette, 2003:1). Triseliotis, et al. (1995:40) are of the opinion that “*foster carers could not be expected to undertake such demanding tasks without preparation, training, post-placement support and continued training*”.

## 2. PROBLEM STATEMENT

Two most common causes of foster placement breakdown are difficult behaviour of the child and the foster carer’s lack of confidence to manage this behaviour effectively (Allen & Vostanis, 2005:69). Improving the skills and confidence of foster carers to manage the complex difficulties of children in their care can therefore be seen as fundamental to placement stability and the healing process of the sexually abused child.

Training for foster carers is considered to be an important part of preparing them for and supporting them with the task of fostering “*It is imperative to provide foster parents with specialized education and skills to help manage the unique needs of the children for whom they plan to provide care*” (Rork & McNeil, 2011:140). This is especially vital if the child placed in foster care has been sexually abused.

Foster parents often feel disempowered and/or overwhelmed, and felt that others held inappropriate expectations for them regarding their foster child. Establishing effective solutions to meet foster children's special needs may also help alleviate the concerns of foster parents, thus making them more likely to be retained within the child welfare system (Delport, 2007:95; Rork & McNeil, 2011:140). This was also the finding of Barth *et.al.* (1994:407) when team members, who provide assessments and individual and group therapy services to abused children and their families, had become increasingly concerned about the trauma of foster placement for the sexually abused child. They were also concerned about the lack of training and support for the foster parents providing care for these children. They further reported that consistent with expectations from the literature, sexually abused children presented their foster parents with special challenges. The level of emotional disturbance and acting out behaviour, particularly that of a sexual nature were making draining demands on the resources of even the most experienced foster parents. Pollock and Farmer (2005:28) are of the opinion that to care for sexually abused children can be a "*demanding task*". Foster parents need to know what to expect from a child placed in their care and how to use specific skills to repair and heal the psychological damage and trauma, so that the child can return to a more healthy way of psychological development. In order to make the optimum contributions to the healing process of foster children, foster parents need to be empowered and trained to obtain appropriate knowledge and skills.

The Department of Social Development, Mpumalanga has also expressed a need for an advanced training programme for foster parents that will form part of the three prongs of training programmes for foster parents according to the guidelines for the effective management of foster care in South Africa (Department of Social Development, 2011:25-26). Although the importance of training might be well established, there is debate as to what constitutes the best training for foster parents and especially foster parents with sexually abused children.

Spies (2006:276) is of the opinion that a programme should be developed and she is also very specific as to what should be included in such a programme. *"A programme needs to be created for recruited caregivers to prepare them specifically for sexually abused children who may be placed in their care. Such a programme needs to include information on the long-term effects of sexual abuse, as well as ways in which caregivers can respond towards the different survival patterns of these children".*

The abovementioned provides the framework and vantage point for this study. It also incorporates what Spies states as: *"...should empower caregivers with the requisite knowledge about the phenomenon of sexual abuse"*. The important aspect here is the empowerment of the foster parents. Researcher views this as including what Spies (2006:276) describes as *"...an improvement in their self-worth and self-image"* referring to both the foster parent and the sexually abused child. This research would then focus on the empowerment of both the foster child, but specifically, on the improvement of the psychosocial functioning of the foster parent after participating in such an empowerment programme.

As it seems that there are programmes available for the training of foster parents in general (Delport 2007:190) and this research does not want to develop another all-encompassing programme for general training of foster parents, but will just aim at filling the gap regarding the empowerment of foster parents of sexually abused foster children. During an intensive literature research (as described under 5.1) and consultations with experts, (Delport, 2010, Erasmus, 2010, Petzer, 2010) it became evident that there is not a scientifically developed empowerment programme available for foster parents of sexually abused children in South Africa. A few training programmes for foster parents are available, but none that focusses specifically on empowering foster parents of sexually abused children. There is thus a need for a scientifically developed programme for foster parents of sexually abused children that can be implemented in addition to other generic training programmes for foster parents.

Flowing from the abovementioned the following **problem statement** for this article can be formulated:

**A social work programme needs to be developed, implemented and evaluated that can empower the foster parents of sexually abused children and increase their knowledge of the sexually abused child and improve their own psychosocial functioning.**

### **3. RESEARCH QUESTION**

Following this problem statement this article will aim at answering the research question:

**How would a social work empowerment programme for foster parents of sexually abused children be developed and implemented?**

### **4. CENTRAL THEORETICAL STATEMENT**

A theoretical statement is described by De Vos and Strydom (2011:34) as the description of a relationship in a theory. This statement needs to be tested against reality before it can be accepted as a valid theory or part of a valid theory.

The following theoretical statement was formulated for this research:

**The psychosocial functioning of foster parents of sexually abused children and their knowledge of the sexually abused foster child, will improve if they took part in a social work empowerment programme.**

### **5. AIM AND OBJECTIVE**

#### **5.1 AIM**

The **aim** of this research is:

**To develop, implement and evaluate a social work empowerment programme for foster parents of sexually abused children to improve their psychosocial functioning and their knowledge and skills regarding the dynamics of sexual abuse.**

## 5.2 OBJECTIVE

The **objective** for this article is:

**To develop and implement a social work empowerment programme for foster parents of sexually abused children based on a literature review and an empirical investigation.**

## 6. RESEARCH METHODOLOGY

Methodology refers to “*the techniques a particular discipline uses to manipulate data and acquire knowledge*”. The methodology of this study is according to the intervention research model (De Vos & Strydom, 2011:473). This study thus aims at adding to the knowledge base of social work, by designing, developing and implementing an empowerment programme for foster parents of sexually abused children.

### 6.1. INTERVENTION RESEARCH

“*Intervention research is defined as studies carried out for the purpose of conceiving, creating and testing innovative human services approaches to preventing or ameliorating problems or to maintaining quality of life*” (De Vos & Strydom, 2011:475). Intervention research or development research further refers the development of technology, “*essential to a profession*” (in this case social work) (Fouché & De Vos, 2011:98). It intends to focus on the application of research in practice.

Researcher decided to utilise the intervention model of Rothman and Thomas (De Vos & Strydom, 2011:475). This model enables the researcher to combine qualitative and quantitative approaches in intervention research.

The six major phases of intervention research that were followed are:

1. Problem analysis and project planning
2. Information gathering and synthesis
3. Design
4. Early development and pilot testing
5. Evaluation and advanced development

## 6. Dissemination (will not form part of this study)

This part of the research has an emphasis on applied research in the form of intervention research and is part of phase three (design) and four (early development and pilot testing) of the intervention research model of Rothman and Thomas (De Vos & Strydom, 2011:482). The design phase includes the following two steps.

### 6.1.1 PHASE THREE: DESIGN

#### ▪ *Designing an observational system*

*“Research must design a way of naturalistically observing events related to the phenomenon, as well as a method system for discovering the extent of the problem and detecting effects following the intervention”* (De Vos & Strydom, 2011:482).

The **aim** of this research is **to develop, implement and evaluate a social work empowerment programme for foster parents of sexually abused children to improve their psychosocial functioning and their knowledge and skills regarding the dynamics of sexual abuse.**

In order to achieve this aim the **objective** for this article is **to develop and implement a social work empowerment programme for foster parents of sexually abused children based on a literature review and an empirical investigation.**

It is therefore necessary during this phase, already establish what measuring instruments will be used to measure the desired outcomes of the programme. According to the aim and objective as previously mentioned the desired outcomes would be; an increase in the knowledge and of the foster parent of the impact of sexual abuse on the child. resulting in increased understanding of the challenging behaviour of the sexually abused child. An increase in the knowledge and skills in dealing with the challenging behaviour of the sexually abused child. All of this would have the outcome of an improvement in the psychosocial functioning of the foster parents. In order to measure if this has

happened or not the following measuring instruments were decided upon: standardised measuring instruments (ADDENDUMS C2, C3, C4, C5) - Personal Multi-Screening inventory (PMSI); Generalised contentment scale (GCS) and Index of parental attitudes (IPA) from Perspective Training College (2009) - were completed before and after the implementation of the social work empowerment programme. A self-developed instrument (ADDENDUM C7) was completed after the completion of the programme as part of qualitative evaluation. A third evaluation was done via a semi-structured interview schedule used to get information from participants a month after completion of the intervention (ADDENDUM C8). It will be discussed in more detail under the heading measuring instruments.

- ***Specifying procedural elements of the intervention***

*“The procedural elements should be specified in sufficient detail to be able to be replicated by other typically trained change agents”* (De Vos & Strydom, 2011: 483). The initial observational system and intervention are refined in the next phase of intervention research. *“The procedural elements of an intervention often become part of an eventual practice model which is the final product of the research”* (De Vos & Strydom, 2011:483). In this article the procedural elements would be the implementation of the empowerment programme for foster parents of sexually abused children through the process of psychoeducational (see definitions) group work. The process would include the planning phase, beginning phase, working phase and termination (Toseland and Rivas, 2005:88). These phases thus provide the broad framework for the presentation of the empowerment programme of nine sessions (described in this article) as developed, taking different applicable elements from various relevant resources. The specific procedures followed will be described in more detail later in this article.

## ▪ LITERATURE STUDY

In order to be able to specify certain procedural elements, it was necessary to firstly execute a literature study and incorporate the applicable aspects in the design of an initial programme which would then be refined and implemented.

For the purpose of this literature study, various textbooks on a multi-professional level, including psychology, education, forensic social work, clinical social work, legal professions, medical professions, occupational therapy, therapy and assessment were consulted. A comprehensive internet search was done in order to be updated on the latest research done and possible programmes available in this specific context. Literature available at the libraries of the North-West University and UNISA were consulted as well as Questia website. Through these resources, information on national as well as international developments was obtained. The literature study focused much on the method of implementation which would then be group work. The relevant type of group work and the possible effectiveness had to be determined. Various studies on international programmes for foster parents of sexually abused children were accessed and possible useful elements were investigated and considered for the development of this empowerment programme.

Rork and McNeil (2011:156) refers to a study executed by Treacy and Fisher (1993) who investigated the effectiveness of a group-based educational program aimed to train foster parents of sexually abused foster children. The training consisted of five group sessions and tuition methods included discussion, modeling, handouts, and homework assignments. Program **goals** were to:

- (a) help foster parents understand normal child sexual development,*
- (b) educate them about the influence of sexual abuse and its effect on children, and*
- (c) increase their communication and child behaviour management skills".*

Results of the study indicated that foster parents increased their knowledge and comfort in fostering sexually abused children, and felt more competent in their parenting abilities after participating in the programme.

Puddy and Jackson (2005:987) examined the effectiveness of the '*model Approach to Partnerships in Parenting/Group Selection and Participation of Foster and or Adoptive Families (MAPP/GPS)*' foster parent training program in teaching potential foster parents parenting skills. Parents were tested on three measures assessing goals and objectives of the training program as well as parenting skills necessary to address the demanding behaviour of foster children. In comparison to a control group of foster parents whom had not participated in any training program, the results indicated that the MAPPIGPS program did not adequately prepare foster parents according to its own program-identified goals nor did it adequately prepare foster parents to manage behaviour problems in foster children.

Barth *et al.* (1994:408) conducted a study where they delivered psycho educational groups to foster parents. The purpose of the project was to "*provide foster parents with training to enable them to more effectively care for the sexually abused children placed in their homes. Giving foster parents specific information on the dynamics of child sexual abuse, the impact of sexual abuse on the child victim, the kinds of emotional and behavioural difficulties sexually abused children might typically present, and specific management techniques for intervening in the behavioural problems of these children, was assumed to aid in accomplishing six goals:*

- (1) increase the understanding of the foster parents about child sexual abuse;*
- (2) increase the confidence that foster parents held in their ability to deal with sexually abused children; (3) improve the behaviour of the sexually abused foster child; (4) reduce the number of failed placements; (5) create a group of specially trained foster parents who could provide foster care for sexually abused children; and (6) build a support network for foster parents which would carry over sifter the training had formally ended".*

A psychoeducational approach — which combines counseling and instruction — was chosen as the most appropriate approach for the delivering of this training, since the intent of the group was to give parents an understanding of the challenging behaviour presented by children who have been sexually abused. The goals of the research were reached.

Whiting *et al.* (2005:64) executed a study where they compared four curricula commonly used in the pre-service training of US foster parents (not sexually abused children though). Stufflebeam's (1983) CIPP model for program evaluation was used to guide a content analysis of each curriculum, with specific attention to the content and training methodology used. Suggestions for curriculum selection criteria are provided.

McDaniel *et al.* (2011:55-67) also reported on studies done training programmes for foster parents. They cite Government documents such as Care matters highlight the importance of providing on-going training and support to foster carers to equip them with the necessary skills to manage the specialised needs presented by children who are in foster care. They mention that the nature of this training and support is often debated. They further referred to, Barnardo's Professional Fostering Service who piloted the '*Incredible Years Basic Parenting Programme*' with 13 foster carers. Results provided a promising insight into the potential of the Incredible Years Basic Parenting Programme as a method of training and supporting foster carers.

Strozier *et al.* (2004:652) state that: "...group interventions combining **support** and **education** are highly effective in improving social support for caregivers who feel overwhelmed by their responsibilities."

Researcher took all of the above into consideration and included applicable elements into the development on the empowerment programme.

## 6.1.2 PHASE FOUR: EARLY DEVELOPMENT AND PILOT TESTING

- ***Developing a prototype or preliminary intervention***

*“During this phase a primitive design is evolved to a form that can be evaluated under field conditions”* according to Fawcett *et al.* (in De Vos & Strydom, 2011: 483).

For this part of the study a prototype empowerment programme was designed after an extensive literature search was executed; existing training programmes for foster parents perused; interviews conducted with experts in the field of foster care and/or sexual abuse (Delport, 2010; Erasmus, 2010; Grobler, 2008; Petzer, 2010) and a needs assessment done through a focus group discussion of foster parents of sexually abused children during the second phase of the intervention research.

- ***Conducting a pilot test***

As access to a real setting was difficult due to the lack of potential participants, the programme was discussed with the experts who were also initially consulted on what should be included in the programme (Delport, 2010; Erasmus, 2010; Petzer, 2010). After deliberations and recommendations made, changes were made to the programme and prepared for implementation.

- ***Applying design criteria to the preliminary intervention concept***

De Vos and Strydom (2011:484) suggest relevant questions to be included as guidelines as design criteria. The questions applicable to this research are: *“Is the intervention effective? Is it replicable by typical end users? Is it simple to use? Is it practical? Is the intervention adaptable to various contexts? Is it compatible with local customs and values?”* This is also known as process evaluation.

All these questions will be answered after evaluation described in article four. These questions were also borne in mind while the preliminary intervention programme was developed.

## 6.2 PARTICIPANTS

According to Sarankos in Strydom and Delport (2011:391) “*sampling in qualitative research is relatively limited, based on saturation, not representative, the size not statistically determined, involving low cost and not being time-consuming.*”

Non-probability sampling and more specific purposive sampling was utilized as sampling method. The identified population was all foster parents with sexually abused children on the case load of Christelike Maatskaplike Raad, Nelspruit. These foster parents also formed the population of foster parents who have sexually abused children in their care, on the caseload of Christelike Maatskaplike Raad, Nelspruit.

Criteria for purposive selection of participants for the implementation of the empowerment programme:

- Registered clients of Christelike Maatskaplike Raad, Nelspruit
- Screened foster parents
- Have a foster child who has been sexually abused or allegedly sexually abused in their care, placed by order of the Children’s Court
- Male or female
- Single, married or in a permanent life partnership.

The participants were between the ages of 32-47 years of age and the participants (four of them made two couples, the other two were single) had at least one foster child who had been sexually abused in his/her care. They were two male and five female. All the participants had at least a matric qualification. The participants were recruited, screened and attended basic foster parent training presented by the welfare organisation prior to the research. This did not include training specific on sexual abuse and relevant behaviour issues.

A table providing demographical detail regarding the foster children in the care of the participants of the implementation of the empowerment programme.

**Table 3.1: Biographics of the foster children**

AGES	7 YRS	9 YRS	12 YRS	17 YRS	TOTAL
MALE					
FEMALE	2	1	3	1	7
TOTAL	2	1	3	1	7

The foster children in the care of the participants at the time of the implementation were seven between the ages of 7 and 17 years of age and interestingly all were female.

Non-probability sampling and more specific purposive sampling which relies on the availability of participants (Babbie, 2007:183; Strydom & Delport, 2011:390), was utilized as the sampling method to obtain participants to take part in the implementation of the empowerment programme. The implementation of the empowerment programme was executed with seven (N=7) foster parents including male and female participants between the ages 35-45. Ten participants were initially identified, but three withdrew. The implementation and evaluation phase of the research was executed nearly eighteen months after the needs assessment phase and the focus group discussions (article two), due to various reasons out of control of the researcher. At this stage the participants of Child Welfare South Africa: White River, involved in the needs assessment phase, were not available to participate. In three of the cases the children were removed to either institutions or to other foster parents and the foster parents were not fostering anymore. In one case the child was reunited with the biological mother. Researcher then investigated the possibility to include participants from other organisations in the near vicinity. The social worker of Christelike Maatskaplike Raad was willing to assist in finding potential participants from

her caseload. Written consent was obtained from the organisation to execute the research with clients of the organisation (ADDENDUM B2). The population of foster parents of sexually abused foster children on her caseload was ten who were selected according to the following specific criteria.

Criteria for purposive selection of respondents for participating during the implementation phase of the social work empowerment programme were as follows:

- Foster Parents of sexually abused children.
- Be on the case load of Christelike Maatskaplike Raad, Nelspruit.
- Understand Afrikaans or English.
- Prepared to attend the sessions of the empowerment programme.
- Any race group.
- Male or female.

Three potential participants withdrew just before the programme was implemented due to unforeseen circumstances. The remaining participants signed informed consent forms (ADDENDUM B2).

### **6.3 MEASURING INSTRUMENTS**

Standardised instruments (ADDENDUMS C2, C3, C4, C5) namely, Personal Multi-Screening Inventory (PMSI) Generalised Contentment Scale (GCS) and Index of Parental Attitudes (IPA) from Perspective Training College (2009) were completed as a pre- and post-test to measure the effect of the social work empowerment programme on the psychosocial functioning of the foster parents and the attitude of the foster parents towards the sexually abused child. A self-developed instrument (ADDENDUM C7) was used to qualitatively assess the content and process of the programme and was completed after the finalisation of the social work empowerment programme.

### **6.4 DATA ANALYSIS**

Data obtained from the standardised instruments (ADDENDUMS C2,C3,C4,C5) was gathered and analysed manually and according to

PASWIN, a relevant computer programme provided by Perspective Training College (2009), to obtain quantitative data. Qualitative data was obtained through the analysis of the self-developed questionnaire by hand (ADDENDUMS C6, C7, C8). Although these measuring instruments were completed during this phase, and formed part of article three. The analysis and discussion thereof forms part of the evaluation phase and is discussed in detail in article four.

## 6.5 ETHICAL ASPECTS

Babbie (2007:62) defines ethics as both associated with "*morality and both words concern matters of right and wrong.*" He refers to the Webster New World Dictionary which defines ethical as "*conforming to the standards of conduct of a given profession or group*".

The entire research project was done in an ethically correct manner (Strydom, 2011:123). The principle of confidentiality was adhered to throughout the research process. Information was treated confidential and this was conveyed to the respondents and was included in the informed consent form. The researcher ensured ethically correct actions and attitudes under all circumstances.

According to Strydom (2011:123) "*the entire research project must run its course in an ethically correct manner. From the composition of the research population, the sampling procedure, the methodology utilised and the processing of the data, to the writing of the research report, the researcher should constantly be aware of his or her ethical responsibility.*" Attention was given to professional ethical issues regarding the rights of participants and the responsibilities of the researcher (Strydom, 2011:123) during the execution of this research. The following ethical aspects were taken into consideration:

### 6.5.1 Voluntary Participation

According to Strydom (2011:118) informed consent from participants ensures cooperation of subjects. Participants were informed about the aims of the

research. Informed consent was obtained from participants beforehand by signing a consent form (ADDENDUM B2). Participants were aware that they could withdraw from the research at any time. Respondents were informed about the potential impact of the investigation. They were thus not misinformed about the purpose of the research and the methods used. Although they are under obligation to participate in training programmes due to the fact that they are legally bound to give co-operation to the organisation they are affiliated to, they are not obligated to participate in this research. They were not forced in any way to participate.

### **6.5.2 No harm to the participants**

Babbie (2007:63) states “*Social research should never injure the people being studied, regardless of whether they volunteer for the study.*” He is also of the opinion that the researcher should be on the lookout for the subtlest dangers of the participants being harmed psychologically. Researcher informed participants that she is available for individual or couples counseling should they require it afterwards. They could also be referred to the social worker of the organisation should they request that. No such requests were made during or after the research.

Researcher was aware of her ethical responsibility throughout the research and protected them against any physical or emotional threats. The research took place in the office of the researcher where they had access to sufficient ablution facilities and where they would not be exposed to embarrassment of any kind. Each group session ended with debriefing and grounding through evaluation and participants were invited to discuss relevant issues after sessions should they need to.

### **6.5.3 Privacy, confidentiality and anonymity**

According to Babbie (2007:64) the biggest concern in research is the protection of the subject's identity. Strydom (2011:119) defines it as follows “*Privacy implies the element of personal privacy, while confidentiality indicates the handling of information in a confidential manner.*” Babbie (2007:64)

distinguishes between anonymity and confidentiality. He states that confidentiality implies that only the researcher should be aware of the identity of the participants. If staff knows about the identity they should also, together with the researcher be committed with regard to confidentiality. He further delineates anonymity in that no one, “*not even the researcher*” should be able to identify any participants afterwards. In the research report no participant will be identified.

#### **6.5.4 Analysis and reporting**

According to Babbie (2007:69) researchers have ethical obligations concerning the analysis of data and the reporting thereof. He states that negative finds, should be reported. He states: “*Researchers can best serve their peers – and scientific discovery as a whole – by telling the truth about all the pitfalls and problems they have experienced in a particular line of inquiry.*”

Researcher reported the data obtained during the group sessions meticulously although she did not always agree with it. No relevant information was withheld.

#### **6.5.5 Actions and competence of researchers**

According to Walliman (in Strydom, 2011:123) researchers are “*ethically obliged to ensure that they are competent, honest and adequately skilled to undertake the proposed investigation*”. It is also important that the culture, beliefs and customs and norms of participants be respected (Strydom, 2011:123). Researcher ensured that she is adequately qualified and experienced to execute this research as stated by Sands and Solomon (2003:13) “*facilitators should be familiar with the professional literature and the latest developments in the field and be comfortable with the information that they present*”. Researcher already executed similar research and has conducted numerous training in group sessions. She also respected all the participants and valued their input. She acknowledged their availability for the research and acted in an ethical manner.

### 6.5.6 Professional code of ethics

The South African Council for Social Service Professions (SACSSP) issued a publication Policy of conduct, code of ethics and the rules for caring professions (2006). All the ethical issues regarding social work research was adhered to in this research and used as a guideline in executing the research (SACSSP, 2006:9-12).

## 7. DEFINITIONS

### 7.1 SOCIAL WORK EMPOWERMENT PROGRAMME

To conceptualise the term social work empowerment programme it is necessary to break it down into three basic concepts: social work, programme and empowerment. These components will be discussed separately.

#### 7.1.1 SOCIAL WORK

The primary focus of social work practice is on the relationship networks between individuals, their natural support resources and the formal structures in their communities (Direnfeld, 2006:2).

A more comprehensive definition is provided by the International Association of Schools for Social Work/International Federation of Social Workers (2006:1): *"The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work."*

Social work can be seen as a professional service rendered by a social worker, aimed at the improvement of the social functioning of people. This can include social work programmes developed to assist people to dissolve social problems in order to enhance their social functioning. This is possible on individual levels, group levels as well as community levels.

### **7.1.2 EMPOWERMENT:**

The term empowerment is a complex and multi-dimensional concept used in different disciplines. Empowerment is a process of helping people to assert control over the factors which affect their lives (Barr, 1995:123; Gibson, 2006:354).

According to Boehm and Staples (2002:1) "*the concept of power goes to the heart of empowerment theory*". They cite Lukes who describes two aspects of power: "*The power to involve an individual's ability to act efficaciously to bring about desired results. Such capability is central to the meaning of empowerment; and the kinds of experiences, competencies and skills necessary to actualise empowerment*". The components that are involved in empowerment are self-efficacy, self-esteem, mastery, perceived competence, assertiveness, the development of consciousness-raising, critical thinking, abilities, knowledge, capacities and skills (Boehm & Staples, 2002:1). All these components, one way or another, form part of this research. These components are integral in the psychosocial functioning of the individual and will be influenced by the empowerment programme implementation. It was also taken into consideration in the development of the programme. It is also integrated into the constructs that are evaluated before and after implementation.

### **7.1.3 PROGRAMME:**

A programme is a theoretical framework which consists of guidelines or steps for intervention (Levy & Orlans, 1998:109). In the context of this study a social work empowerment programme could be defined as a structured framework developed and implemented to enhance the social functioning of people.

For clarity and for the purpose of this article it is also necessary to provide definitions for the following:

## **7.2 FOSTER PARENTS**

Although this term has a wide variety of possible definitions, it is generally used to refer to adults who are appointed by the state to provide a temporary home for children whose birth parents are unable to care for them. These services may be provided with or without compensation, and can often continue for several months or even years, depending on the circumstances of the child and the foster parents (Adoption Glossary, 2009:1).

For the purpose of this study a foster parent is an adult who according to the Children's Act (SA, Act 38 of 2005) (SA:2008a) and The Children's Amendment Act (SA, Act 41 of 2007) (SA:2008b) is appointed as a foster parent by the Children's Court to take care of a specific child.

## **7.3 PSYCHOEDUCATIONAL GROUPWORK**

Is discussed in detail under paragraph 9.

## **8. DEVELOPMENT AND IMPLEMENTATION OF THE SOCIAL WORK EMPOWERMENT PROGRAMME**

Focus group discussions were used as a method to collect qualitative data aiming at establishing and understanding the empowerment needs of the foster parents of sexually abused children. According to McRoy (as quoted by Fouché & Delport, 2002:79) the qualitative paradigm "*aims mainly to understand social life and the meaning that people attach to everyday life*". Combined with literature, opinions of experts (Delport, 2010; Erasmus, 2009; Erasmus, 2010; Grobler, 2008; Petzer, 2010) and already existing programmes for training foster parents formed the foundation and framework within which the development and implementation of a social work empowerment programme took place.

As the primary focus of this empowerment is the sexually abused child in foster care, in-depth literature research was done into sexual abuse and the long-term psychological and behavioural problems that may result from unresolved issues surrounding sexual abuse. This forms the curriculum of the empowerment programme. Applicable topics were identified, prioritised and

arranged in a logical sequence. Lesson plans were developed for each session including aims, objectives, content and methods of instruction and resources. This is also according to the procedure recommended by Sands & Solomon (2003:14).

When the intended implementation of the empowerment programme was discussed with the potential participants during the planning phase, foster parents indicated that they are not available to attend a training programme over a couple of weeks, once per week as was initially intended. Researcher then proposed a breakaway weekend as alternative, but due to financial constraints and availability of participants for a whole weekend, this alternative also seemed not to be practical. The most effective solution appeared to utilise one Saturday and two weekdays after work. This seemed to accommodate the foster parents who complained that they have children participating in sport programmes on Saturdays and can thus not attend more than one Saturday. To space the programme over several weekdays also posed a problem to some foster parents as they already have church activities as well as other programmes during the week and it would be too much to be away from home another afternoon for nine or ten weeks. Travelling costs was also a consideration as not all participants lived nearby. The option in which the programme was actually presented seemed to be the best solution at that time, although one participant suggested after the completion of the programme that a Friday afternoon be used instead of other days during the week.

The participants together with the researcher agreed on the following timeframes for the implementation of the programme: Saturday from 9h00 to 15h00, Monday afternoon 18h00 to 21h30 and Wednesday afternoon 18h00 to 21h30. There was a day in between sessions. This is also compatible with the view of Sands and Solomon (2003:10) when they state that educational groups are time-limited. It could be done weekly or bi-weekly or it can be “organized within the framework of a workshop that is scheduled over one or two full or half days”. Researcher realises that this might not be the ideal situation, but is of the opinion that intervention research should be realistic

and in line with the needs of the community. She agrees with Sands and Solomon (2003:10) that “*the advantage of having groups that are extended over weeks or months is that participants have time to assimilate knowledge that is presented and to practice skills. In addition, a longer time frame promotes the development of emotional support among participants. The workshop format is more intense, but may be more convenient*”. It seems to be more convenient for participants in this study (as well as foster parents in reality in everyday life) to participate in a shorter, more condensed format.

During the literature review it was found that a similar format was utilised by another research project. This format was also followed by Fourie (2007:243-247) in the presentation of her intervention programme for foster parents. She presented her programme in three sessions of three hours each. She reported this format to have worked effectively after she even reduced the programme from four to three sessions after complaints of participants regarding time and costs involved (Fourie, 2007:263).

As discussed earlier Treacy and Fisher (in Rork & McNeil, 2011:156) investigated the effectiveness of a group-based educational program aimed to train foster parents of sexually abused foster children. They describe the program as follows: “*Training consisted of five group sessions and included discussion, modeling, handouts, and homework assignments. Program goals were to (a) help foster parents understand normal child sexual development, (b) educate them about the influence of sexual abuse and its effect on children, and (c) increase their communication and child behaviour management skills. Results indicated that foster parents increased their knowledge and comfort in fostering sexually abused children, and felt more competent in their parenting abilities after completing the program. Strengths of this investigation were inclusion of foster fathers, use of empirically validated measures, and recruitment of a heterogeneous sample*”. This program was also considered as a framework in the development of the empowerment programme for this research.

Although the empowerment programme was presented in group format, group work as purely therapeutic method was not utilised. The group contained some elements of a therapeutic group, but the educational part played the most important role. It can be viewed as a psycho-educational group with emphasis on education of psychosocial elements of fostering of sexually abused children. The main aim of the programme was to empower foster parents by transferring knowledge in order to improve their psychosocial functioning. According to Corey and Corey (2006:5) and Corey (2000:11) psycho-educational groups fits well in today's managed care scene because they can be designed to be brief and cost-effective. They go further to say that these groups are time limited and they have fairly narrow goals and that the focus of the group is not growth, but obtaining information. This is also the opinion of Barth *et al.* (1994:407) who executed a similar research. They also experienced that the psycho-educational group is an effective way presenting specialised training for foster parents caring for sexually abused children.

Hand outs were provided during the programme. According to Whiting *et al.* (2011:70) hand outs may be effective, but their use is determined by the participant's ability to reading and assimilate the information. It may be useful in providing additional information about subject matter discussed in the classroom setting. In this programme hand outs were useful as it contributed to the effective and efficient utilisation of time during the sessions. Participants can then read the bulk of information beforehand, which would reduce sessions to mainly discussions of most important issues. Hand outs can be utilised as reference during the sessions and as a resource for the participants on a later stage (Sands & Solomon, 2003:14).

In the development and implementation of the empowerment programme adult learning and principles were recognised as important aspects playing a role in the-process. Adult learning is based on the following four assumptions as described by Knowles (in NVAA:The Ultimate Educator, 2012:1)

- “As they mature, adults tend to prefer self-direction. The role of the instructor is to engage in a process of inquiry, analysis, and decision-making with adult learners, rather than to transmit knowledge.
- Adults’ experiences are a rich resource for learning. Active participation in planned experiences— such as discussions or problem solving exercises, an analysis of those experiences, and their application to work or life situations— should be the core methodology for training adults. Adults learn and retain information more easily if they can relate it to their reservoir of past experiences.
- Adults are aware of specific learning needs generated by real-life events such as marriage, divorce, parenting, taking a new job, losing a job, and so on. Adult learners’ needs and interests are the starting points and serve as guideposts for training activities.
- Adults are competency-based learners, meaning that they want to learn a skill or acquire knowledge that they can apply pragmatically to their immediate circumstances. Life or work-related situations present a more appropriate framework for adult learning than academic or theoretical approaches”.

The sessions of the intervention programme follow in a particular way. Basic knowledge of sexual abuse is provided. Then basic knowledge of emotional needs was conveyed. This is followed by the normal psychosocial development. The next session is again aimed at expanding the basic sexual abuse knowledge combining it now with basic emotional needs and normal development ending in challenging behaviour. Focus is then next on the biological parents in the form of contact and then on the foster parents in the form of relationship and self-care. Although it is recommended that the sessions be presented in this order during replication, it may be adjusted to suit individual needs.

## **9. PSYCHOEDUCATIONAL GROUP WORK**

“*Group work entails the deliberate use of intervention strategies and group processes to accomplish individual, group, and community goals using the value base and ethical practice principles of the social work profession*”

(Toseland & Rivas, 2005:3). This activity is directed to individual members of a group and as a whole within a system of service delivery (Hepworth, *et al.*, 2002:299; Mohapi, 2010:43).

According to Lee (2001:291) groups are the intervention method of choice with persons living with the aftermath of trauma. Researcher is of the opinion that although foster parents of sexually abused children might not have been primarily traumatised, they might become secondary traumatised due to the behaviour of the sexually abused foster child.

This study utilised the educational group type and specifically the psycho-education group, as this group is aimed at increasing members' information or skill. According to Toseland and Rivas (2005:24) and Corey (2006:11) a psycho-educational group can be thought of as educational and therapeutic groups in that they are structured along the lines of certain content themes aimed at imparting information and that they have a self-development component (Corey, 2006:11). The terms '*psycho-educational groups*' and '*educational groups*' are generally used interchangeably in the literature (Sands & Solomon, 2003:7).

*"Members of psycho-educational groups are bonded by a common interest in the material to be learned and by common characteristics"* (Toseland & Rivas, 2005:24).

When this group is composed, each member's knowledge of the subject matter, level of skills, and experience should be considered so that all members can derive the most benefit from the learning process in the groups. Sands and Solomon (2003:8) are of the opinion that the group format of educational groups provides opportunities for individuals who have a common situation to share experiences, ways of coping and strategies for problem solving that they have found to be successful, and is a means to develop a support network. The psychoeducational group can also play a prevention role, "*as the goal is to prevent an array of educational deficits and psychological problems*" (Corey, 2000:11). In this study the foster parents of

sexually abused children could be seen as having similar experiences as they all have sexually abused or alleged sexually abused children in their care. They do not have specialised knowledge on child sexual abuse other than their experience with the child in their foster care. This type of group could be considered the best option for implementing the empowerment programme because it provides for the transfer of knowledge as well as providing the environment to promote decisions to make changes where necessary. When referring to the aim of this research, as developing and implementing an empowerment programme for foster parents of sexually abused children, it became clear that the psycho-educational group would provide an environment for this aim to be reached effectively.

### **9.1 THE GROUP WORK PROCESS**

Sands and Solomon (2003:8) are of the opinion that through the educational group process, information and support are offered by the facilitator and exchanged among group members. This type of group presents an opportunity for members to learn that others share their concerns and problems and offer reasons for hope.

Various authors describe the group work process according to various phases (Corey & Corey, 2006: 106-285; Corey, 2000:85-139; O'Conner *et al.*, 2006:113-115). Becker and Duncan (2005:41) are of the opinion that the development of groups occurs through different stages, which may be linear, indistinct or cyclical. They see the principle issue as the development of groups according to discernible characteristics over time. They use three group stages as a general guide: beginning, middle and end. These stages are observable in short- or long-term groups and may also be identified in single-session groups. In this study the phases of Corey and Corey (2002:113-285) and Du Preez (1995:156-163) will be followed as described with the accompanied tasks, and summarised in the following table (Table 1), thereafter it will be discussed briefly.

**Table 3.2: The social work group work process**

<b>PHASES OF THE GROUP WORK PROCESS</b>	<b>TASKS WITHIN THE PHASE</b>
Forming the group	<ul style="list-style-type: none"> <li>▪ Needs assessment</li> <li>▪ Preparation of the members</li> </ul>
Initial stage of a group	<ul style="list-style-type: none"> <li>▪ Contracting</li> </ul>
Transition phase	<ul style="list-style-type: none"> <li>▪ Take responsibility for outcomes of group</li> </ul>
Working phase	<ul style="list-style-type: none"> <li>▪ Benefitting from intervention and actively participating</li> </ul>
Termination phase	<ul style="list-style-type: none"> <li>▪ Evaluation</li> <li>▪ Coping with termination and way forward.</li> </ul>

### **9.1.1 FORMING THE GROUP**

While planning an educational group, one needs to think about how it is to be structured and the specific content, pedagogical methods, and organisation of the curriculum (Sands & Solomon, 2003:9). Because the structure and content mutually influence each other, each needs to be calibrated with the other. Participants were identified by the social worker of the Christian Social Council, within her caseload. She did the initial preparation of the participants thereafter researcher had a brief preparation with the participants in a group. They were informed about the final arrangements via telephone. This was done as described by Corey and Corey (2006:110). According to Hepworth *et al.*, (2002:299) skilfully conceiving a group and formulating a group's purpose, structure, and composition must precede all else, as these processes lay the groundwork for both effective assessment and intervention and the ultimate success of the group. The forming of the group is very important and researcher took this into account in the final compilation of and criteria for the group composition.

### **9.1.2 INITIAL PHASE**

*"The central process in the initial phase is orientation and exploration"* (Corey & Corey, 2002:133). Contracting and orientation in this study was done during the first session. Participants were orientated regarding the research process

and signed a consent form (Addendum 1). In this phase it is also important to build relationships and trust with other group members (Toseland & Rivas, 2005:192-202. Sands & Solomon, 2003:15). Various fears may be experienced by the group members. Corey and Corey (2002:134) identified some fears that members may have during this phase:

- Will I be accepted or rejected?
- Can I really say what I feel, or do I have to coach my words carefully so that others won't be offended?
- I am afraid that others will judge me?

In this study the researcher created an informal and warm atmosphere for participants to relax and feel comfortable by making use of body language and the setting of the physical space. The importance of this is stated by Ephross and Vassil (2005:162). They were encouraged to express their feelings and the emphasis of all the participants in the same position namely foster parents of sexually abused children, made them feel that they belong. This is recommended by Toseland and Rivas (2005:201) when they state that it is a good practice to point out shared interests and common goals as it helps members to feel that they are part of the group. Members are comforted by the familiar and knowing that they are not alone with their concerns or issues helps them to feel closer to other participants in the group.

### **9.1.3 TRANSITION PHASE**

Before the group can proceed to the working phase, group members have to move through the transition phase. The main characteristics of this phase are: anxiety, defensiveness and resistance, struggle for control, conflict, confrontation and challenges to the group leader (Du Preez, 1995:158; Corey & Corey, 2006: 177-187). In order for the group to move onto the working phase, this abovementioned behaviour has to be addressed and resolved. In this study, none of the behaviour caused challenges during the sessions. Researcher is of the opinion that it is because of the type of group which is psycho-educational. There was no need for members to struggle for control or be defensive as the focus was mainly on transferring information.

#### **9.1.4 WORKING PHASE**

During this phase it is of importance that the participants actively utilises the intervention process to their own benefit (Delport, 2007:119). Characteristics of this phase are: trust and cohesion is high, members are willing to risk, there is hope for the members that they will change, members are caring and accept each other, conflict is acknowledged and handled effectively, they are prepared to change, humour is applied, there is freedom to experiment and catharsis takes place (Ephross & Vassil, 2005:116, Corey & Corey, 2000:229-249). Sands and Solomon (2003:15) mention that during this phase the participants should focus on using information, suggestions from others, and their personal resources to cope constructively with the focal problem. All these abovementioned aspects could be identified during the working phase of the study, although no conflict was experienced. Participants expressed their eagerness to apply what they have learned in the group in the foster care situation, they also discussed relating aspects in the group and made suggestions to each other regarding how to cope with aspects of contact of the biological parents and discipline. They even reported in later sessions how they applied it, and what the results were. This confirms a statement by Lee (2001: 291) that although people are responsible for their own learning, a great deal of learning occurs in groups. Lee (2001:291) further states that "*morale, affectional ties, exchange of views, and mutual identification of members in a group enhance learning*".

#### **9.1.5 TERMINATION PHASE**

Characteristics of this phase include: dealing with feelings of separation, dealing with unfinished business, reviewing the group experience, practice for behavioural change, giving and receiving feedback, ways of carrying learning further through implementing that in their everyday life (Corey & Corey, 2006:270-275; Delport, 2007:119; Du Preez, 1995:160; Galloway, 2006:224-225). During this phase the group members were given the opportunity to assess and verbalise their experiences in the group and how they benefitted from the intervention. Participants were asked to evaluate each day's sessions (twice) at the termination of the sessions at the end of the day.

Although this happened only twice due to the short timeframe of the sessions, it proved to be very effective. Toseland & Rivas (2005:400) mentions that “*at several intervals during the life of an educational group, participants can be asked to rate the level of helpfulness of information obtained from the group sessions*”.

Participants were also asked to complete the self-developed questionnaire to evaluate the programme at the end of the last day sessions as part of the post-test and single system design. They also completed the standardised instruments as part of the post-tests. Toseland and Rivas (2005:406) refer to this as effectiveness evaluations. They are of the opinion that effectiveness evaluations focus on the extent to which a group accomplishes its objectives. “*They give the researcher the opportunity to gain objective feedback about the helpfulness of the methods being used and the outcomes achieved*” (Toseland & Rivas, 2005:406; Levy & Orlans, 1998:113).

A suggestion for the establishment of a support group, enabled the participants to terminate relatively easier in the sense that they will see each other in two months when the support group will have their first meeting. Ongoing in-service-training will also be provided to the participants by the Christelike Maatskaplike Raad on regular intervals and topics addressed in this programme, but on a more in-depth level.

## **10. DESCRIPTION OF THE EMPOWERMENT PROGRAMME**

According to Sands and Solomon (2003:9) when planning the structure of an educational group, duration and frequency of the proposed programme and each session should be considered. It should be remembered that most educational groups are time-limited. They are further of the opinion that sessions can be organised within the framework of a workshop that is scheduled over one or two full or half days (Sands & Solomon, 2003:10). Although workshop format is more intense, it is more convenient. The workshop format of psycho-educational groups was utilised for this study, especially due to its convenience.

This programme was implemented with seven (N=7) foster parents of sexually abused children. Session one to four were implemented on a Saturday from 8:30 to 15:30, sessions five and six were implemented on Monday from 17:30 to 21:30, and sessions seven, eight and nine were implemented on Wednesday from 17:30 to 21:30. Sessions were approximately 60-90 minutes each. Although the sessions are separated for the purpose of the repeatability of this study, one session flowed into the next as would be the case in a workshop, for instance session five and six (Sands & Solomon, 2003:10). Short breaks were provided as needed during the sessions.

As discussed under paragraph 7 it was done in this manner to provide for the availability of the participants as well as taking into consideration time and cost effectiveness for participants, as well as for organisations who will be presenting the programme in future. This is in line with the opinion of Becker and Duncan (2005:35) when they mention that "*substantial human and financial resource constraints in the South African public sector may compromise the ideal duration and frequency of groups, but that short-term groups have an important contribution to make in bridging resource constraints in all sectors*". They are further of the opinion that group methods, whether applied in a single session or over an extended period of time, offer participants a range of benefits that may not otherwise be accessible. The sessions of this empowerment were presented in one week due to experience in previous group trainings that continuity is necessary, especially in educational groups. This is also the opinion of Fourie (2007:249). Should this programme be replicated by breaking it up in one session per day or weekly or bi-weekly, session content should be adapted by summarising the session at the end of each session, recapping each previous session at the beginning of the next session. It is also recommended that more time should then be allowed per session. More visuals or activities could be added as desired and allowed by time and logistics.

A summary of the programme follows next with a detailed discussion of the content of the empowerment programme with discussions. Finally evaluations and recommendations are made.

## SUMMARY OF EMPOWERMENT PROGRAMME FOR FOSTER PARENTS OF SEXUALLY ABUSED CHILDREN

A summary of the developed programme is given below, before it is discussed in more detail.

**Table 3.3: Summary of empowerment programme**

SESSION	TOPIC	GOAL & OBJECTIVES	MEDIA
1	Welcome, introduction, completion of pre-test.	<p><b>GOAL:</b> To provide the opportunity for participants to get acquainted with each other and with the programme.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To orientate the participants in terms of the programme.</li> <li>• To set ground rules to ensure smooth running of the sessions.</li> <li>• To complete the standardised measuring instruments for the pre-test.</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Consent form (ADDENDUM B2)</li> <li>• Pre-test measuring instruments</li> <li>• (ADDENDUMS C2.C3.C4.C5.C6.C7)</li> </ul>
2	What is sexual abuse? Definition and symptomatology.	<p><b>GOAL:</b> To provide information to participants on what child sexual abuse is, and the symptomatology.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To discuss definitions of child sexual abuse.</li> <li>• To discuss symptoms of child sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand out (ADDENDUM D1).</li> <li>• QUALITATIVE EVALUATION (ADDENDUM C6)</li> </ul>

3	Basic emotional needs of children	<p><b>GOAL:</b> To provide opportunity for participants to gain deeper insight into the basic emotional needs of children and the possible consequences if it is not fulfilled.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To provide opportunity for discussion on the basic emotional needs of children.</li> <li>• To provide opportunity for discussion on the role of the foster parent in fulfilling the basic emotional needs of children.</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand out (ADDENDUM D2).</li> <li>• QUALITATIVE EVALUATION (ADDENDUM C6)</li> </ul>
4	Psychosocial development of the child	<p><b>GOAL:</b> To educate foster parents on normal psychosocial development of the child.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To identify normal psychosocial development of the child.</li> <li>• To discuss the impact of sexual abuse on the psychosocial development of the child.</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand-outs (ADDENDUM D3, D4)</li> <li>• QUALITATIVE EVALUATION (ADDENDUM C6)</li> </ul>
5	Challenging behaviour of sexually abused foster children and how to cope with it.	<p><b>GOAL:</b> To provide opportunity to identify and discuss specific challenging behaviour problems of sexually abused foster children and possible ways of coping with it.</p> <p><b>OBJECTIVES:</b></p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand outs (ADDENDUM D3,D4)</li> <li>• QUALITATIVE</li> </ul>

		<ul style="list-style-type: none"> <li>• To discuss the traumagenic and internalising models as the theoretical framework for understanding the behaviour of the sexually abused.</li> <li>• To provide opportunity to discuss the challenging behaviour of a sexually abused child in foster care.</li> <li>• To discuss ways of dealing with challenging behaviour of a sexually abused child in foster care as part of the healing process of the sexually abused child.</li> </ul>	EVALUATION (ADDENDUM C6)
6	Contact and visitation by the biological parents.	<p><b>GOAL:</b> To discuss the need of the sexually abused foster child to have contact and/or visitation with the biological parents.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To provide information regarding the needs of the sexually abused foster child to have contact and/or visitation with the biological parents.</li> <li>• To discuss the emotions and behaviour of foster parents regarding contact and visitation of the biological parents.</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand outs. (ADDENDUM D5)</li> <li>• QUALITATIVE EVALUATION (ADDENDUM C6)</li> </ul>
7	Relationship between foster parent and child with specific reference to attachment.	<p><b>GOAL:</b> To discuss ways of improving the relationship between foster parents and the sexually abused child.</p> <p><b>OBJECTIVES:</b></p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Relevant hand out. (ADDENDUM D6)</li> <li>• QUALITATIVE EVALUATION</li> </ul>

		<ul style="list-style-type: none"> <li>• To discuss the concepts of bonding and attachment in relation to normal child development.</li> <li>• To discuss the role of the foster parent in the healing process.</li> </ul>	(ADDENDUM C6)
8	Self-awareness and self-care for foster parents.	<p><b>GOAL:</b> To emphasise the necessity of self-awareness regarding own needs and feelings for support and how to provide self-care and support.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To provide opportunity for discussions on concepts of self-awareness and self-care of the foster parent.</li> <li>• To allow opportunities to explore different ways of self-care and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant hand out (ADDENDUM D7)</li> <li>• Media player &amp; Music disc</li> <li>• Props to enhance relaxation.</li> <li>• QUALITATIVE EVALUATION (ADDENDUM C6)</li> </ul>
9	Recap, recommendations, evaluation, post-test and way forward.	<p><b>GOAL:</b> To terminate sessions, evaluate programme and complete measuring instruments for post-test.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To summarise sessions.</li> <li>• To complete post-test measuring instruments (standardised as well as self-developed).</li> <li>• To discuss the way forward</li> </ul>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Post-test instruments</li> <li>• C2,C3,C4,C5,C6,C7</li> </ul>

The implementation of the empowerment programme is discussed in detail next.

Participants were foster parents selected according to the criteria discussed under paragraph 6. The sessions were held at the researcher's office. The reason for this was to have easy access and to enhance a relaxed atmosphere as the sessions are quite lengthy. Chairs were arranged in a horseshoe formation to enhance communication, but to provide space for the white board and facilitator to write notes. Provision was also made for participants who wanted to sit on the floor on cushions. This was done to create a relaxed and informal atmosphere as recommended by Ephross and Vassil (2005:162). Participants were responsible for their own transport and according to arrangements made amongst them. Facilitator provided tea, coffee and light refreshments during the week days, and a light lunch on Saturday. Participants were also allowed to make themselves tea or coffee as needed. Regular breaks were provided in between sessions and also body breaks on request of participants.

Time was allowed after the formal sessions ended, for participants to ask questions that they did not want to ask in the presence of others (Sands & Solomon, 2003:10).

Participants were requested to do extra readings in between days of sessions in order to be time effective during sessions. Questions would then be discussed during the following session. Although they are working during the day, they were prepared to do so on the days in between the sessions, and it was only for a few days and not over a prolonged period of time. The hand outs (ADDENDUMS) provided for this extra readings. This was necessary because of the amount of information provided in a limited time and to maintain continuity (compare Ephross & Vassil, 2005:162). Time was allowed for participants to ask questions and discuss issues that are of concern to them during presentations as well as after the formal sessions, as recommended by Sands and Solomon (2003:10). It should be noted that this programme is aimed to be a condensed programme to empower foster parents of sexually abused children in addition to a generic training programme for foster parents in general. It will be followed up with sessions on an ongoing basis

to provide in-service-training for foster parents of sexually abused children, by the Christelike Maatskaplike Raad, Mpumalanga.

The aim of this programme is to empower foster parents of sexually abused children by providing information and also to provide opportunity for them, to within a group structure and discussion support each other. An improvement in the psychosocial functioning of the foster parents would then be the ultimate predicted outcome.

## **DAY ONE**

### **SESSION ONE: GETTING AQUAINTED, ORIENTATION AND PRE-TEST**

**GOAL:** To provide the opportunity for participants to get acquainted with each other and with the programme.

#### **OBJECTIVES:**

- To orientate the participants in terms of the programme including gathering inputs from them.
- To set ground rules to ensure smooth running of the sessions.
- To complete the standardised measuring instruments for the pre-test.

#### **MATERIALS NEEDED:**

- White board
- Informed consent form (ADDENDUM B2)
- Pre-test measuring instruments (ADDENDUMS C2-C5 )
- Self-developed measuring instruments (ADDENDUM C6)

**DURATION:** 90 minutes

**CONTENT OF SESSION:**

Participants were given the opportunity to have refreshments before the session started. Researcher<sup>1</sup> welcomed everyone and expressed appreciation for their attendance and that their contribution to the group process is valued. According to Toseland and Rivas (2005:200) there is not much sense of belonging or cohesion at the beginning of the group work process. They recommend that the facilitator aim at building cohesion while at the same time respecting the members' individuality. Although all participants met each other and the researcher earlier, opportunity was provided for the participants to introduce themselves by giving relevant background information regarding themselves and their foster care situation. It is also a good practice to point out shared interests and common goals among members. Facilitator mentions that she should not be seen as the expert, but "*member-to-member transaction*" should be promoted (see Lee, 2001:295) and everyone should feel free to express his/her opinion during discussions. The discussions will take place in an informal atmosphere and therefore only basic rules of respect for each other would be applicable. The purpose of the group was conveyed as an educational group to transfer knowledge to the participants regarding the impact of sexual abuse and how to deal with challenging behaviours of the foster child, in order to improve psychosocial functioning of the foster parents. Participants were given the opportunity to discuss their expectations regarding the empowerment sessions in a round robin way (compare Toseland & Rivas, 2005:193). All participants expressed a desire to learn as much as possible about foster care and the sexually abused child. They also expressed the expectation to acquire knowledge on how to deal with challenging behaviour of their foster children.

The needs assessment done during focus group discussions as in article two with another group of foster parents of sexually abused children was discussed with the

---

<sup>1</sup> The term researcher will be replaced with facilitator for the discussion of the implementation of the programme.

participants. They were invited to compare it with their own needs and to add any new topics or needs to the preliminary programme schedule. As the previously established needs as determined during focus group discussions and confirmed with literature it was considered that generalisability (De Vos, 2002:352) would come into play and that it would not be necessary to execute a needs assessment again with the group of foster parents involved in the implementation of the empowerment programme. According to Sands and Solomon (2003:14) the preliminary schedule can be reviewed during the first session in order to leave an opening for topics that are not included to be added by the participants.

A summary of the programme to be followed was finalised to structure the group and confirm the purpose of the group. This also provided a clear picture to the participants on what to expect during future sessions.

Participants were given background regarding the aim of the research and the ethics involved. The responsibility of the facilitator regarding confidentiality, and ethical behaviour were clarified. The participants were also informed about the process of research and their rights. They were requested to complete and sign a consent form (ADDENDUM B2). They were also given the pre-test measuring instruments (from Perspective Training College) (ADDENDUMS C2-C5), namely the Generalised Contentment Scale (GCS), Index of Parental Attitudes and the (CMSI) from Perspective Training College (2009) to complete.

## **DISCUSSION:**

The goal of this session was to get acquainted with each other in order to promote a flow of discussion and for cohesion to start forming. The fact that facilitator knew some of the participants before the time, and some of them were also familiar with each other, made the atmosphere quite pleasant and discussions flowed easily. The beginning phase of the group work process was thus very short. As the session continued communication improved even more. The session lasted approximately 60 minutes. All of the participants were able to complete the documents required for the pre-test successfully. The objectives for this session were to orientate the participants in terms of the programme, to set ground rules to

ensure smooth running of the sessions and to complete the standardised measuring instruments for the pre-test. All of these objectives were reached successfully. After this session the participants gathered for refreshments.

## **DAY ONE**

### **SESSION TWO: SEXUAL ABUSE, DEFINITIONS AND SYMPTOMS**

**GOAL:** To provide information to participants on what child sexual abuse is, and the symptomatology.

#### **OBJECTIVES:**

- To discuss definitions of child sexual abuse.
- To discuss symptoms of child sexual abuse.

#### **MATERIALS NEEDED:**

- Relevant hand out (ADDENDUM D1).

**DURATION:** 60 minutes

#### **CONTENT OF SESSION:**

After the aim and objectives of the session were conveyed to the participants, they were asked to write down their own understanding and definition of child sexual abuse. Each participant was given the opportunity to read his/her definition to the group. The various definitions were discussed and the important elements were highlighted to put together a general definition of sexual abuse and the important aspects. Definitions from literature (Berliner, 2011:216; Faller, 2003:19-23) were provided and compared to participants' views of sexual abuse. Berliner's (2011:216) was used as the basis: "*Sexual abuse involves any sexual activity with a child where consent is not or cannot be given.*" The issue of consent was discussed, and participants agreed that a child under 18 years cannot give consent, and that any sexual act involving such a child could be seen as sexual abuse. Faller's (2003:19-27) discussion of types of sexual behaviours, ages and consent were used as reference for further discussion. Case studies were

provided and the participants had to decide if it could be seen as child sexual abuse or not. An example of the case studies:

Would you see the following as sexual abuse?

- Boy 5 years taking the clothes off a girl of 5 years.
- Girl of 16 years touching genitals of a 3 year old girl.

According to the participants' answers and discussions it seemed that they have a clear idea of what sexual abuse is and were able to apply the knowledge obtained to practical examples.

Next an information sheet explaining symptoms of sexual abuse on the various developmental phases, was handed out (ADDENDUMD1). It was discussed and the participants had numerous questions which evoked an interesting discussion in the group. The negative effect of sexual abuse on the child's senses, concentration and verbal functioning was discussed (American College of Obstetricians and Gynaecologists, 2010:2; Faller, 2003:36-52; Finkelhor, 2009:169; Lodwick & Meyer, 2006:1; Naude *et al.*, 2003:15; Orange & Brodwin, 2005:5).

Nightmares as a symptom was discussed by the participants as it seemed to be a problem that they experience within their foster care situations. It was emphasised that these symptoms, except for where it has a direct sexual acting out behaviour, can be typical of trauma in general, and that it does not indicate definite sexual abuse should some of the symptoms be present (Dunn, 2004:66; Kirstner *et al.*, 2004: 24-27). There may also be other explanations for some of the symptoms. A valuable discussion followed around these symptoms present in children and their behaviour and participants mentioned examples out of their own experiences with their foster children. An example was mentioned of a child who got hurt by falling down. She would not cry, but when she got hurt next time, she would not stop crying. Participants discussed this and facilitator linked it with session three, four, five and six where challenging behaviour will be the focus of discussion. During the session there was cross reference to the following sessions as the symptoms

(session two) are so interlinked with normal development (session three and four), the effect on normal development and the resulting behaviour challenges (session five). A short evaluation of the session was done verbally.

After this session lunch was served. Participants had the opportunity to interact with each other on an informal basis.

### **DISCUSSION:**

Participants participated eagerly and lively discussions were part of this session. Participants communicated directly with each other and even answered each other's questions and tried to give advice when relevant questions were asked. Cohesion and trust started to form. Participants verbalised that they benefitted from this session and that they understand the symptomatology of sexual abuse better because they had the opportunity to identify it in their own foster children. Because this is a psycho-educational group format, participants moved very quickly into the working phase, because this is the aim of this type of group. The working phase is characterised by the commitment of members to explain significant problems and that participants have learned how to involve themselves in group interactions without waiting to be invited into an interaction (Corey & Corey, 2006:226). It also seemed that the size of the group was effective as it provided for close relationships and all participants to participate in discussions. This confirms the view of Hepworth *et al.* (2002:307) that "*...the group should be small enough to allow it to accomplish its purpose, yet large enough to permit members to have a satisfying experience*". The goal of the session which is to provide information to participants on what child sexual abuse and the symptomatology thereof is was achieved. The objectives to discuss definitions and symptoms of child sexual abuse and objectives were also reached. Participants had the opportunity to also apply their learning in practical situations as they discussed experiences they had with their foster children. After this session lunch was served and there was a relaxed atmosphere and participants enjoyed having informal conversations with each other, and getting to know each other better.

## DAY ONE

### SESSION THREE: BASIC EMOTIONAL NEEDS OF CHILDREN

**GOAL:** To provide opportunity for participants to gain deeper insight into the basic emotional needs of children and the possible consequences if it is not fulfilled.

#### OBJECTIVES:

- To provide opportunity for discussion on the basic emotional needs of children.
- To provide opportunity for discussion on the role of the foster parent in meeting the basic emotional needs of children.

#### MATERIALS NEEDED:

- White board and pens
- Relevant hand out (ADDENDUM D2).

**DURATION:** 90 minutes

#### CONTENT OF THE SESSION:

Participants were briefed on the goal and objective of the session. Facilitator mentioned that children should be viewed holistically with needs on all developmental levels, namely, cognitive, spiritually, emotionally, socially and physically. For the purpose of this programme, the focus would be on basic emotional needs (this session) and on psychosocial development (next session). They received a hand out (ADDENDUM D2). The emotional needs of children were discussed according to the hand out. It was also linked with Maslow's hierarchy of needs and where basic emotional needs fit into his hierarchy (see Guishard-Pine *et al.*, 2007:18). The normal basic emotional needs of children namely need for love and security, need for new experiences, need for responsibility, need to be of value and receive recognition, the need for individuality and own identity, and the need to belong and to own something (Delport, 2007:11; Kruger & Spies, 2006:164-165) were discussed. All these needs are related to rights of children, and facilitator pointed out that all rights of children are actually their needs. These normal basic emotional needs were linked

with the discussion during the previous session (session two) with regards to the symptoms of sexual abuse and the effect on the normal development of the sexually abused child. Participants were also referred to the next session (session four) when normal psycho-emotional needs will be discussed. The effect of sexual abuse on the normal development of the child and the resulting challenging behaviour was interwoven throughout the discussion. The role of the foster parent in the fulfilment of these needs and resulting behaviour when these needs are not met, was also pointed out as discussions progressed. Anger and aggression apparent in the behaviour of the foster children was discussed by the participants within the framework of normal basic emotional needs and the lack of control as a basic emotional need, was identified as one of the reasons for this behaviour. Thus content was woven into discussion and problem solving activities regarding specific challenging behaviours of sexually abused children. A short verbal evaluation of the content and process of the session was done at the end on the session.

## **DISCUSSION:**

The participants verbalised that they benefitted from the session and enjoyed participating during the session. They mentioned that they were able to link information provided, with behaviour they recognise in the foster children in their care and that they understand certain behaviour better. They also mentioned that their role in the life of the sexually abused child in their care makes more sense to them and that some fears, because of uncertainty on how to react were laid to rest. They found it interesting to see the emotional needs of children identified and written down in the addendum, as they have never specifically thought of it in this way. The participants found the discussion of emotional needs of children informative, also as far as it is applicable to their own biological children and even themselves. Participants participated with enthusiasm and communication between participants increased even more. The participants became more relaxed and focussed on the information content and the practical application thereof in their own situations. The goal of this session was to provide opportunity for participants to gain deeper insight into the basic emotional needs of children and the possible consequences if it is not fulfilled. Participants became more competent in the

application of the knowledge gained in the session to practical situations. The objectives were to provide opportunity for discussion on the normal basic emotional needs of children and the role of the foster parent in meeting the basic emotional needs of the sexually abused foster children in their care. The goal and the objectives for the session were reached and the participants verbalised and evaluated it as very successful in as far as their knowledge, understanding and insight into the behaviour of the sexually abused child in their care has increased. They also verbalised that they feel more confident as foster parents as they feel more empowered as to identify and deal with the needs of the foster children in their care.

## DAY ONE

### **SESSION FOUR: PSYCHOSOCIAL DEVELOPMENT OF THE CHILD**

**GOAL:** To educate foster parents on normal psychosocial development of the child.

#### **OBJECTIVES:**

- To identify normal psychosocial development of the child.
- To discuss the impact of sexual abuse on the psychosocial development of the child.

#### **MATERIALS NEEDED:**

- White board and pens
- Relevant hand-outs (ADDENDUM D3,D4)

**DURATION:** 90 minutes

#### **CONTENT OF SESSION:**

The goal of the session was introduced as the discussion of normal psychosocial development of children according to Erikson's theory. Hand outs were made available (ADDENDUM D3, D4) to the participants, and were used to form the basis of transfer of knowledge and discussion in this session. Background regarding the theory and the concept psychosocial were discussed as the

interaction between the environment and the individual person. This includes the emotional as well as the social dimensions of the child's development (Woolfolk, 2007:23). The various phases of psychosocial development were discussed (ADDENDUM D3). Although Erikson mentioned eight phases, only the first five phases are applicable for this session and discussion (Meyer & Van Ede, 1998:51; Woolfolk, 2007:23; Fahlberg, 1994:69-119). The following phases were discussed. Examples under each phase were provided:

- Phase 1 - pre-verbal: Basic trust versus mistrust (synthesis: hope). The primary developmental task is building feelings of safety, security, and trust in other human beings. Question as basis for parents : What will help my child learn to trust me?"
- Phase 2 - toddler: Autonomy versus shame and doubt (synthesis: will-power). The primary task is to psychologically separate from primary caregiver and begin to develop a sense of self. Question as basis for parents: "What would make my child feel more capable?"
- Phase 3 - pre-school: Initiative versus guilt (synthesis: purpose). Question as basis for parents: "What can I do to facilitate continuing individuation and independence?" Fantasy plays an important role in this phase.
- Phase 4 - middle childhood: Industry versus inferiority (synthesis: competence). Primary developmental task mastering situations encountered outside the family unit. Question as basis for parents: "What can I do to let my child feel more competent?"
- Phase 5 - adolescence: Identity versus role confusion (synthesis: reliability). Primary task is to form an own identity, become more independent from the family, take more responsibility for own actions.Question as basis for parents: "How can I be a positive role model?"

These phases and the synthesis in normal development were discussed within the context of normal development as well as within the foster care context and the sexually abused child. It was also mentioned how the normal development can be influenced should the ideal situations not be prevailing. The importance of the development of trust during phase one of development was highlighted. The

primary developmental task during the first year is to build feelings of safety, security, and trust in other human beings (Fahlberg, 1994:69). It was pointed out to participants that it is now their responsibility to provide safety, security, stimulation and encouragement, and reasonable expectations and limits in order to assist the sexually abused foster child in the healing process. It is the responsibility of the foster parents to help the sexually abused child to achieve his/her maximum potential by creating the environment to enable growth. This forms the basis of further development and also building future relationships for the foster child.

This session was linked with session six and seven as the reason for some challenging behaviour in sexually abused foster children, as well as the lack of forming attachments and building effective relationships with the foster parents and others in their lives. The impact of sexual abuse or trauma on each stage was pointed out to the participants. Attention was also given to age-appropriate and inappropriate behaviour to help the participants to know when to intervene in a child's behaviour. Regression and how to work with children who lapse in immature behaviour were discussed. An example of one of the participant's seven year old foster child doing baby talk, was mentioned.

Luquet's (1996:220) description of the two opposite poles of the spectrum of development, namely minimiser and maximiser, and the consequent behaviour that can be expected from a child, as well as from an adult, if it is not resolved earlier, was discussed (ADDENDUM D3). On the minimiser pole, typical behaviour would be avoider, isolator, rigid, competitive and loner. On the maximiser pole, typical behaviour would be clinger, fuser, diffuse, passive/manipulator and caretaker. The identification of this behaviour in the foster children in their care, was done by the participants, and they enjoyed putting theory and practice together to implement in their everyday life. One participant verbalised that it is enlightening to know that it is possible to go "back" in a child's life, and provide the necessary stepping stones where gaps occurred earlier in order to contribute to the healing process. She verbalised that it makes her quite excited to know that she can contribute towards healing in the sexually abused child's life.

The importance of providing unconditional love and stability for the foster child was reiterated by the facilitator, even if the participants may not be sure what to do in a certain situation to heal wounds. The importance of having the basic knowledge of normal development and to link it with the symptoms and impact of sexual abuse was also reiterated by the facilitator linking it with previous and future sessions. The participants were encouraged to do self-study regarding these issues by reading the hand outs as well as doing their own research. At the end of this session and day one, participants were asked to do an evaluation on the process and content of the sessions based on four questions:

1. How did you experience the training of the day?
2. What did you find the most valuable?
3. What did you find the least valuable?
4. Do you have any suggestions?

The answers to these questions are discussed in article four as it forms part of the evaluation of the implemented programme.

Logistical arrangements for the next sessions were made and light refreshments were available for the participants before they departed. Hand outs were handed out to participants to prepare for the next session (ADDENDUM D4). One participant came to the facilitator after the formal sessions to discuss some personal issues that came to the fore during the session. It was discussed how it impacted on the foster care situation and how she should deal with it.

## **DISCUSSION:**

This was a very powerful session because participants verbalised that they found the information very applicable to their situation, and that it forms the basis for them from where to operate to create a conducive environment for growth, as well as contributing to the healing process of the sexually abused child in their care. Participants participated eagerly and had valuable inputs. They found this session very informative and could even relate it to themselves and their own development and even identified gaps in their own development. One participant verbalised that

it helps her to understand her own behaviour better. She experienced some “aha” moments. Participants discussed examples of lack of trust and building relationships on the side of the foster children in their care and how it linked with what they learned from the theory of Erikson. They were very excited to go back and try and rectify the negative development through providing healing and growth opportunities. The aim and objectives of the session were reached.

The goal of this session is to educate foster parents on normal psychosocial development of the child, and the objective is to identify normal psychosocial development of the child. Both were achieved. The objective to discuss the impact of sexual abuse on the psychosocial development of the child was partially achieved, as the discussion of the impact of sexual abuse on normal development is intertwined in all the sessions. This objective relates to the following session when challenging behaviour will be discussed, as the impact of sexual abuse may result in challenging behaviour by the sexually abused foster child.

## **DISCUSSION OF DAY ONE**

Participants mentioned that they gained a lot in knowledge and benefitted by the opportunity to discuss commonalities with each other in the group. They also mentioned that the sessions encouraged them to start thinking about their own behaviour as well as that of their own children and the foster children. They were eager to apply what they have learned in the programme at home, to rectify mistakes that they are now able to identify in their parenting skills. This confirms the opinion of Barth *et al.* who state that foster parents of sexually abused children may have an even greater challenge than other foster parents. They state further that although social workers may be able to meet the majority of these additional needs, the participants in their study experienced that the psycho-educational group is considered a very important additional service. The goal and objectives set for the sessions of the day were met. It seems that a psycho-educational group is an effective way to present the empowerment programme for foster parents of sexually abused children.

The participants were educated by transfer of knowledge regarding sexual abuse and normal child development. They internalised this knowledge and was able to apply it in examples of practical situations, be it simulations mentioned by the facilitator or their own situations at home that they mentioned. They eagerly did self-examination regarding the issues in their own lives and it resulted in insight into certain psychosocial aspects for themselves. Thus both functions of the group (psycho and educational) were applicable. Group cohesion formed quickly during the first day. It might also be because participants had the opportunity to socialise in between sessions and had lunch together, different from individual sessions where participants tend to leave immediately after the session. No conflict, competition or power struggle was experienced. Participants accepted each other immediately and communication was directed to each other a great deal. Although the growth of the group is not necessarily part of the psycho-educational group, it was visible in this group and contributed much to the success of the discussions and the transfer of knowledge and development of insight. A tentative assumption can be made that the fact that the participants verbalised how they benefitted from the sessions is already a qualitative indication that they feel empowered and as a result experienced a positive growth in psychosocial functioning.

## **DAY TWO**

### **SESSION FIVE: CHALLENGING BEHAVIOUR OF SEXUALLY ABUSED FOSTER CHILDREN AND HOW TO COPE WITH IT**

**GOAL:** To provide opportunity to identify and discuss specific challenging behaviour problems of sexually abused foster children and possible ways of coping with it.

#### **OBJECTIVES:**

- To discuss the traumagenic and internalising models as the theoretical framework for understanding the behaviour of the sexually abused foster child.
- To discuss ways of dealing with challenging behaviour of a sexually abused child in foster care as part of the healing process of the sexually abused

child. (This objective has already been dealt partially with from the second session onwards.)

### **MATERIALS NEEDED:**

- White board and pens
- Relevant hand outs (ADDENDUM D4)

**DURATION:** 90 minutes

### **CONTENT OF SESSION**

Participants enjoyed refreshments on arrival at the second day. A short summary of previous sessions was done. It was reiterated that although this programme is focussed on the sexually abused child, the aspects discussed, can be applicable in cases of trauma, in general as well. As a foster child can be seen as traumatised due to various reasons, before removal, the removal by itself and moving into a strange home, can be traumatising as well. The feeling of loss due to loss due to removal to foster care, should form part of the generic training programme for foster parents and is not included in this specialised empowerment programme.

It was highlighted that the two models to be discussed during this session namely, traumagenic and internalising models, would be specifically applicable to sexual abuse. The traumagenic model and the four main aspects, traumatic sexualisation, betrayal, stigmatisation and hopelessness, and the possible reaction and behaviour of the sexually abused child, were discussed. (ADDENDUM D4). The internalising model and how it relates to the traumagenic model and concepts of the sexually abused child about herself/himself, were used as theoretical framework to discuss the feelings, thoughts and behaviour of the sexually abused child (see Grosz, et al. 2000:10 and Cohen, et al., 2003:1347). The discussion was focussed on the main aspects of these models as well as questions of participants as they studied the literature already as ADDENDUM D4 provided during the previous session as homework for in between sessions. The strongest predictors of negative psychological outcomes following childhood sexual abuse are the aspects mentioned in the traumagenic and internalising model. It was further

mentioned that the sexually abused child tend to select avoidant rather than active/cognitive problem-solving strategies. This might have an important impact on the child's behaviour in the foster care situation and possible challenging behaviour and especially on the sexual behaviours of victimised children (Faller, 2003:206). The child may present with angry, aggressive and controlling behaviours, often hiding internalised feelings of anxiety and fear. Children who have difficulty giving and receiving love and affection, who are non-compliant and aggressive towards carers, can place severe strain on the foster family (McDaniël *et al.*, 2011).

Throughout the session the abovementioned effects of sexual abuse as possible triggers of challenging behaviour within the foster care situation and various ways of coping and dealing with it, were discussed within the group. Topics covered included communication techniques, understanding what motivates a child to misbehave, and how a child's fear, anxiety, and anger and need for power and control may lead to behaviour problems. Ways to help the child verbalise, or constructively play out, rather than act out, feelings were discussed. The child's need for control and how to fulfil this need in a healthy way through giving choices and what role consequences should play, were discussed. The following challenging behaviour was brought up in questions and was discussed in more detail: aggression, lying, withdrawal, tantrums, self-harm and pseudo maturity. These behaviours were consistently linked to normal development and needs and the lack of control in the lives of sexually abused children were used to clarify the reason behind certain behaviours. Ways to rectify it was discussed in the group and all participants contributed. Facilitator pointed out the importance of giving children choices in order to give them back a feeling of control, but still provide a structure to function within. Consequences including natural/logical or structured consequences, time-out or redirection, as part of disciplining techniques were discussed. Unconditional love and acceptance provided by the foster parent to create a safe and secure environment to enhance trust and growth, was again reiterated. After the session there was a break and participants enjoyed light refreshments.

**DISCUSSION:**

Participation was lively and participants were able to link the theory with their own situations. This session forms part of the working phase of group work. Various questions and scenarios came up and it was evident that the participants found the discussions valuable and applicable to themselves and questions that they had regarding challenging behaviour of their foster children. The behaviour and ways of coping with it was especially evoking much discussion with reference to examples of behaviour experienced by the participants. The group was fairly structured, as it helped contain possible anxiety of the participants. They discussed their own children to increase content relevance. The group had a supportive atmosphere which enabled participants to feel comfortable giving feedback to each other. The goal of the session to provide opportunity to identify and discuss specific challenging behaviour problems of sexually abused foster children and possible ways of coping with it was achieved. The objectives to achieve this aim were: to discuss the traumagenic and internalising models as the theoretical framework for understanding the behaviour of the sexually abused foster child, and to discuss ways of dealing with challenging behaviour of a sexually abused child in foster care as part of the healing process of the sexually abused child. The goal and objectives of the session were achieved through discussion.

**DAY TWO****SESSION SIX: CONTACT AND VISITATION BY BIOLOGICAL PARENTS**

**GOAL:** To discuss the need of the sexually abused foster child to have contact and/or visitation with the biological parents.

**OBJECTIVES:**

- To provide information regarding the needs of the sexually abused foster child to have contact and/or visitation with the biological parents.
- To discuss the emotions and behaviour of foster parents regarding contact and visitation of the biological parents.

**MATERIALS NEEDED:**

- White board and pens
- Relevant hand outs. (ADDENDUM D5)

**DURATION:** 90 minutes

**CONTENT OF SESSION:**

The goal and objectives of the session were mentioned after which participants were asked about specific challenges they experience regarding this aspect. It seemed that only one couple had questions regarding frequency of contact and required a contact plan. As these are questions the case worker should be involved in, the couple was referred back to the social worker at their organisation. One foster parent mentioned that she does not have any difficulty regarding this aspect as the foster child's biological father stays in the same town and the child visits him every weekend. Initially the child was uncontrollable on Mondays after a visit, but this has changed and the child is now calmer after visits. Another participant mentioned that the foster child has been in her care for a few years. The child has very little telephonic contact, with no challenging behaviour afterwards. She visits her biological parents during school holidays, and although the child's behaviour poses some challenges when returning back, it is not major and she has learned to cope with it. The rest of the participants reported that although the foster children in their care have biological parents, very little telephonic contact takes place, with no challenging behaviour.

Contact and visitation between foster child and biological parents was discussed shortly according to ADDENDUM C6 as it did not seem to be a dire need of the participants currently. It included the role of the foster parents regarding contact between biological parents and the foster child. The needs of the foster child as well as the frustrations and expectations of the foster parents concerning this aspect were discussed. The reasons why it is necessary for the foster child to have contact with his/her biological parents are: it is important for the identity of the child, the child misses his/her parents, to create a feeling of belonging and having roots (Fahlberg, 1994:195; Fourie, 2007:267-268; Kleynhans, 2000:41-42). The

reaction of a foster child before and after contact, and also refusal of a child to have contact with his/her biological parents formed part of the discussion. The aspect of a biological parent being the molester of the child was also discussed. Although this was not applicable to any of the participants, they were asked about what their opinions are in this regard.

The foster parents were allowed opportunity to vent their feelings. Participants were made aware of the importance of being aware of their own feelings and thoughts as well as their ability to deal with it effectively. They were also made aware of the fact that the foster children might still have an emotional bond with the biological parents/child molester even though the latter might have hurt her/him. They were also referred back to the previous session regarding the sexual abuse accommodation syndrome and that the sexual abuse might not have been a bad experience for the child when it happened. The impact of this on the child's behaviour was discussed. At the end of this session participants were asked to evaluate the day's sessions by means of the four questions asked at the end of the first day. They were also asked to read information on the hand out that was not discussed in the session and ask relevant questions that may come up. This is also according to Ephross and Vassil (2005:162) that participants could be given tasks for in between groups. Refreshments were available after the session.

## **DISCUSSION:**

The aspect of contact with biological parents actually forms part of the generic training of foster parents. It was included in this empowerment programme to cover aspects that may be important to foster parents of sexually abused children, especially when the biological parent was the perpetrator. It seems that foster parents did not experience many challenges regarding contact or visitation by biological parents. One couple had questions that needed the intervention by their case worker. Participants showed insight into the need of the foster child to have contact with the biological parent, but it still does not make it easier for them as foster parents. It is especially challenging before and after contact with the biological parents when the child's behaviour and mood changes. Some participants have already developed skills to cope with challenges regarding

contact with biological parents. Normally this is a very intense topic, but it seemed that this group of participants, although they have diverse needs regarding this, already managed to deal with it. Relevant information was provided and participants had the opportunity to express their own feelings regarding this aspect. The goal of this session, to discuss the need of the sexually abused foster child to have contact and/or visitation with the biological parents, was achieved through the two objectives. The objectives were: to provide information regarding the needs of the sexually abused foster child to have contact and/or visitation with the biological parents and to discuss the emotions and behaviour of foster parents regarding contact and visitation of the biological parents. The goal and objectives for this session were successfully achieved.

## **DISCUSSION DAY TWO**

Participants found the discussion based on the traumagenic and internalising model very interesting as basis to understand the behaviour of sexually abused children. Although information was condensed the main elements as causes for challenging behaviour were understood and provided the participants with insight into the thinking patterns of the sexually abused foster child, and how it had been altered by the trauma of sexual abuse. This information was used as a platform to discuss ways of coping with various challenging behaviour of the children in their care. The framework of unconditional acceptance and love within which to apply discipline, was accepted by the participants, but they realised that it is none-the-less a very demanding task. Also the visitation of biological parents can make unreasonable demands on the patience and desire to care of the foster parents. They gained insight that all these elements actually forms a unit, and they also have a responsibility as foster parents towards enabling the foster child to maintain bonds with their biological parents, focussing on the needs of the child, and not of the foster parent. These two sessions falling in the middle phase of the empowerment programme, also provides the core of the empowerment of the foster parents towards caring for the sexually abused foster child.

**DAY THREE****SESSION SEVEN: RELATIONSHIP BETWEEN FOSTER PARENT AND FOSTER CHILD**

**GOAL:** To discuss ways of improving the relationship between foster parents and the sexually abused child.

**OBJECTIVES:**

- To discuss the concepts of bonding and attachment in relation to normal child development.
- To discuss the role of the foster parent in the healing process of insecure attachment.

**MATERIALS NEEDED:**

- White board and pens
- Relevant hand out. (ADDENDUM D5)

**DURATION:** 60 minutes

**CONTENT OF SESSION:**

Participants enjoyed light refreshments on arrival. After a short summary of the previous day's discussion to provide continuity, a summary of the objectives of the session was provided. The concepts of bonding and attachment were discussed within the context of normal psychosocial development of the child (Guishard-Pine, 2007:46-47). It was linked with the knowledge the participants already obtained in the previous sessions on normal child development and specifically the first three years of development (session four). The importance of attachment with the primary caregiver during the first year of life and the formation of trust as basis for future relationships were discussed with reference to previous sessions and discussions. The implications of the lack of secure attachment and the implications for the relationship between foster parents and the sexually abused foster child were discussed according to the hand out (ADDENDUM D6). These discussions were linked with previous sessions regarding challenging behaviour of sexually abused foster children, due to basic emotional needs not met and developmental tasks not completed (session 3 & 4).

Flowing from this discussion, participants spontaneously asked various questions regarding the healing process and how they could contribute towards it. Various games and activities to improve attachment between the foster parent and sexually abused child and resulting in improving relationship, were discussed namely nurturing, rocking, cuddling, cotton ball hockey, jumping trampoline and eye contact (Batton *et al.*, 2006:239; Blunden, 2005:145; Cohen, *et al.*, 2003:1347 Single, 2005:46-66). Participants expressed how easy these activities actually are, and that it can form part of daily activities. Participants spontaneously related this to previous discussions and mentioned that it is like going back on the road and providing healing experiences for children to develop trust again. This will have a positive impact on their behaviour and forming of relationships with themselves and others. Participants were warned though that children who have been sexually abused may not like to be touched and that the child's permission must be asked to touch him/her. It was also pointed out that it may be a long and difficult process to gain the trust of the sexually abused child due to the complexity of all aspects that played a role in his/her psychosocial development viz a viz attachment disorders as well as the impact of sexual abuse. After this discussion participants enjoyed a break and light refreshments.

## **DISCUSSION:**

Participants were surprised at how easy activities are to improve the relationship and attachment with their foster child because they were oblivious to the importance of easy everyday activities, otherwise taken for granted. They also realised that these are not the only aspects to be considered as part of the healing process, but that all the information provided up until now in the programme are intertwined and that it is actually part of their everyday interaction with their foster children. They none-the-less realised that the road to healing is a long and difficult one. Although the programme up until now was very intense and compacted, participants were still committed and eager to learn. The session was very relaxed and participation good. Although it seemed an overwhelming amount of information to be covered during this session, it was not impossible because it was linked with information and discussion from previous sessions. The aim of this

session: to discuss ways of improving the relationship between foster parents and the sexually abused child was achieved successfully. The three objectives: to discuss the concepts of bonding and attachment in relation to normal child development, to provide an overview regarding various problem behaviours due to the development of insecure attachment with a caregiver and to discuss the role of the foster parent in the healing process were achieved during this session as all the above mentioned aspects were covered during the session.

## **DAY THREE**

### **SESSION EIGHT: SELF AWARENESS AND SELF CARE OF THE FOSTER PARENT OF THE SEXUALLY ABUSED CHILD.**

**GOAL:** To emphasise the necessity of self-awareness regarding own needs and feelings for support and how to provide self-care and support.

#### **OBJECTIVE:**

- To allow opportunities to explore different ways of self-care and support.

#### **MATERIALS NEEDED:**

- Relevant hand out (ADDENDUM D7)
- Media player
- Relaxing music
- Relevant props to enhance relaxation.

**DURATION:** 60 minutes

#### **CONTENT OF SESSION:**

A summary of the goal and objective was provided by the facilitator. The facilitator explained that the demanding task of being a foster parent to a sexually abused child requires much self-awareness and self-care on the side of the foster parent. This is often overlooked by the foster parent due to his/her desire to care for the foster child. Various ways of self-care (Guishard-Pine *et al.*, 2007:35-37) were discussed (ADDENDUM D7). Participants seemed reluctant to accept how important self-care is. They did not contribute much and it was clear that they felt

uncomfortable to have attention focussed on themselves. A deep breathing relaxation exercise was done with the participants that they could also do at home.

### **DISCUSSION:**

Participants enjoyed this session although they felt uncomfortable to have attention focus on themselves instead of on the child. The aim and objectives of this session were achieved. The goal of this session was to emphasise the necessity of self-awareness regarding own needs and feelings for support and how to provide self-care and support. This goal was achieved through the information provided by the facilitator. The objective was to allow opportunities to explore different ways of self-care and support. This objective was also achieved, as opportunity was provided to discuss self-care and support, but participants were reluctant to internalise that they have responsibility towards themselves. Facilitator found in practice that this is a tendency in foster parents to be reluctant to accept self-care. This might be because foster parents are focussed on service to others, and not focussed on themselves.

## **DAY THREE**

### **SESSION NINE: TERMINATION, EVALUATION AND POST-TEST**

**GOAL:** To terminate sessions, evaluate programme by completing measuring instruments for post-test.

### **OBJECTIVES:**

- To summarise sessions.
- To complete post-test measuring instruments (standardised as well as self-developed) (ADDENDUMS C2-C5).
- To discuss the way forward.

### **MATERIALS NEEDED:**

- Post-test instruments (ADDENDUMS C2-C5 AND C6,C7)

**DURATION:** 90 minutes

**CONTENT OF SESSION:**

The goal and objectives of this concluding session as presented to the attendants. A short summary of the programme was presented again. As this was a psycho-educational group and the participants were provided with comprehensive hand outs, the summary existed mostly of a short recollection of topics. Facilitator thanked the participants for their commitment to attendance and contributions during sessions. Participants spontaneously discussed how they experienced the programme and thanked the facilitator for presenting the programme. Participants were requested to complete the post-test standardised measuring instruments namely the GCS, IPA and CMSI, as well as the self-developed instrument to evaluate the content of the empowerment programme. Facilitator thanked everybody for participating in the programme and completion of the instruments during the pre- and post-test. Some members verbalise their appreciation and the benefits they gained from attending the programme. The need for a support group was identified and the participants decided that they will take the initiative to become a support group for foster parents. They will meet once every two months to socialise, discuss relevant foster care issues as a follow up of the empowerment programme, and to provide support for members.

After termination of the session refreshments were available for participants. There after they departed.

**DISCUSSION:**

Completion of the standardised measuring instruments was time consuming and tiresome for the participants, they were nonetheless committed and did it. Throughout the programme, but especially during this session the growth of the group towards supporting each other and the group cohesion became evident. Participants showed a sense of belonging because of similar experiences as other foster parents. This sense of support is very important as it became clear that they have a need for support in their difficult task, but due to the social worker's heavy caseload, it is not possible to receive this support on a regular basis. It was very positive that the participants expressed a need, but at the same time provided in their own need for more support as foster parents, by establishing their own

support group. The goal and objectives of the session were achieved by summarising the programme, completing the post-test measuring instruments, discussing the way forward and terminating the programme.

## **DISCUSSION OF DAY THREE**

The fact that all the participants attended all the sessions voluntarily showed their commitment and eagerness to be empowered. Although this was a compacted day, and must have been demanding for the participants, they participated eagerly and completed the post-test instruments cautiously. They showed interest in the follow up support group and also in further in-service-training sessions to expand on knowledge obtained during this programme. The verbal evaluations revealed the benefit that the participants gained from the programme and as a result the effectiveness of the programme and the achievement of its overarching goal as to empower foster parents of sexually abused children and contribute positively towards their psychosocial functioning. The mutual support gained from participation in the group, although it is not inherently part of a psycho-educational group, contributed towards achieving the goal of this programme.

## **11. CONCLUSION**

The development and implementation of the empowerment programme forms part of phase three and four of the intervention research model of Rothman and Thomas namely, design and early development and pilot testing. The programme was developed and compiled based on information gathered through a comprehensive literature study, consultation with experts and a needs assessment (empirical investigation done during the second phase of the intervention model, namely information gathering and synthesis0.

The aspects included in the programme consisted of the following: introduction and pre-test; sexual abuse; basic emotional needs of children; normal psychosocial development of children; challenging behaviour of the foster child; biological parent contact and visitation; relationship between foster parent and foster child (attachment) ; self-awareness and self- care of foster parents; termination and post-test.

The format of the programme namely psycho-educational group work provided the ideal framework to transfer the optimum amount of knowledge to the participants as well as providing opportunity to apply this knowledge to promote psychosocial growth of the individual. The conclusion can thus be made that psycho-educational group work is an effective method to implement an empowerment programme for foster parents of sexually abused children to improve their psychosocial functioning.

Although the frequency and duration of sessions of the programme are not according to conventional group work, but through a psycho-educational group - which seems not to be frequently used in practice currently - it can be considered as an effective framework for constructing and implementing the empowerment programme. It provided for an optimum amount of knowledge to be transferred to participants, as well as for sufficient amount of time for group discussions and questions. The frequency provided for continuity and commitment by participants. It can be concluded that provision should be made in the South African context to adapt the traditional assumptions about duration and frequency of group work sessions.

The number of participants ( $N=7$ ) was sufficient to provide sufficient opportunity for everybody to participate and share opinions. Although more participants might have been necessary for the purpose of research, the number of participants resulted in enough participation opportunities without dragging out the group sessions unnecessarily, which may frustrate some foster parents. The group dynamics contributed to the development of group cohesion in a short time as well as an eagerness of members to complete the program. This was prove that the psychoeducational group was an effective way of presenting the empowerment programme.

The goals and objectives formulated for all the sessions were achieved for all the individual sessions and ultimately the goal and objective for this article, namely to develop and implement an empowerment programme for foster parents of sexually abused children, was successfully achieved. The objective to achieve this goal

was: to implement the social work empowerment programme with foster parents of sexually abused children utilising psycho-educational group work methodology.

Participants evaluated the effectiveness of the content and process of the programme at the end of each day's presentation. They were of the opinion that it contributed to their knowledge in the applicable areas and that they gained insight into the experiences of trauma by the foster child, and especially the sexually abused child. This further resulted in a positive impact on their own psychosocial functioning in that they verbalised their positive feelings towards the foster care placement increased during participation in the empowerment programme.

Although the programme provided sufficient opportunity for the participants to acquire knowledge, the need was expressed to discuss specific issues more in-depth. The support group can be the vehicle to fulfil this need as well as during generic in-service-training the organisations provide.

The empowerment programme resulted in the empowerment of foster parents in such a manner that they expressed the need for support in the form of a support group and also formed their own support group for future empowerment.

According to the evaluation of the participants, it can be concluded that the attendance of the empowerment programme for foster parents of sexually abused children contributed towards the increase of knowledge and the psychosocial growth of the participants. It can thus be concluded that consumer satisfaction was great and indicate that the training was perceived as practical, participatory, empowering and leading to increased foster parent understanding of the sexually abused foster child. The contribution to a measurable growth in the psychosocial functioning of the foster parents will be discussed in article four, as evaluation of the programme is not part of the scope of, and objective of this article.

## **12. RECOMMENDATIONS**

This programme should be presented after screening of foster parents and as part of their orientation and training, although it should not replace the generic training of all foster parents. It should be added as a specialised training programme for

foster parents who have sexually abused children in their care. It should be followed up by an in-service-training programme which pay attention to more in-depth discussions of topics and issues identified during this condensed empowerment programme. The frequency and length of in-service-training sessions should depend on the circumstances of the organisation and the needs of the participants.

The social work empowerment programme should be simplified for presentation to foster parents who are not able to read the hand outs. This programme required a comprehensive amount of reading to be done, which illiterate foster parents might struggle with. The frequency and length of sessions should be adapted according to specific needs of the organisation and the participants.

The number of participants should not be more than ten in order to provide for enough discussion and participation by all the individuals. Participants should consist of both genders and various age groups in order to keep the groups stimulating and encourage optimum sharing of information and knowledge. Homogeneity during selection process should not be applicable to age, gender or length of experience of foster parents, as the variety regarding these aspects contributes to the success of the discussions and transfer of knowledge to each other.

The facilitator should be a qualified social worker with thorough knowledge of foster care, trauma and sexual abuse in order to communicate the correct information, especially during discussion. This is necessary because questions might be asked by participants that requires an in depth knowledge of the above mentioned.

It is recommended that the case work social worker be involved in the training as a co-presenter or an observer. This will enable her/him to identify issues to be followed up in individual sessions. Questions from the participants outside the scope of the training, for example contact with biological parents, can be answered immediately as far as possible, or followed up later should the case worker be present at the group.

This programme should be presented to foster parents in collaboration with a programme aimed at foster care in general. Aspects of both programmes can be combined in order to prevent overlapping, but provide for an enlarged information base. It should also be presented to foster parents after screening and even before placement of a foster child. It could also be presented to temporary safe place parents to prepare them for the placement of sexually abused or allegedly abused, children.

This programme could be implemented as a weekend camp programme for foster parents where a programme for the foster children is being presented simultaneously. Content and timeframes of sessions should then be adapted to provide for specific needs of targeted participants.

This programme should be implemented with close co-operation of the social case worker of the foster parents. The social worker should then be involved in follow-up sessions as well as debriefing of the participants after sessions as required.

Information gathered through the standardised measuring instruments regarding the psychosocial functioning of the participants could be used as baseline by the foster care case worker. The information could be used to address certain aspects that might influence the foster care situation negatively. This should however be done with the consent of the participants.

With minor changes this programme could also be presented to biological parents of sexually abused children. This will empower them with knowledge regarding sexual abuse and challenging behaviour of sexual abuse of their child.

It is recommended that the use of the psycho-educational group be considered a successful and effective method for presenting an empowerment programme for foster parents of sexually abused children because although the primary function of educational groups is informational, they definitely have a support aspect, and help reduce participants' sense of isolation. It may therefore serve as a springboard for the development of self-help groups for those who want to continue with this support after the formal group education is completed.

### 13. REFERENCES

- Adoption Glossary. 2009. Foster parents. <http://glossary.adoption.com/foster-parents.html> Date of access: 12 March 2009.
- Allen, J. & Vostanis, P. 2005. The impact of abuse and trauma on the developing child: an evaluation of a training programme for foster carers and supervising social workers. *Adoption & Fostering*, 29(3):68-81.
- American College of Obstetricians and Gynecologists. 2010. Adult manifestations of childhood sexual abuse. <mhtml:file:///D:/Adult%20Manifestations%20of%20Childhood%20Sexual%20Abuse.mht> Date of access: 19 Aug.
- Babbie, E. 2007. The practice of social research. 11<sup>th</sup> ed. Australia: Thomson/Wadsworth.
- Barr, A. 1995. Empowering communities - beyond fashionable rhetoric? Some reflections on Scottish experience. *Community development Journal*, 390(2): 121-132.
- Barth, P.R., Yeaton, J. & Winterfelt, N. 1994. Psychoeducational group with foster parents of sexually abused children. *Child and Adolescent Social Work Journal*, 11(5):405-42.
- Batton, S.C., Landreth, G.L., Killam, T. & Blacard, S.R. 2006. Child parent relationship therapy (CPRT): treatment manual. New York: Routledge.
- Becker, L. & Duncan, M. 2005. Thinking about groups. (*In* Becker, L. ed. Working with Groups. Cape Town: Oxford University Press. p. 31-51).
- Berliner, L. 2011. Child sexual abuse: definitions, prevalence and consequences. (*In* Myers J.E.B. ed. The APSAC handbook on child maltreatment. 3<sup>rd</sup> ed. Thousand Oaks: Sage. p. 215-232).
- Blunden, C. 2005. 'n Bindingsprogram vir verwante enkelpleegmoeders en pleegkinders. Pretoria: Universiteit van Pretoria. (Proefschrift – DPhil).

Boeh, A. & Staples, L.H. 2002. The functions of the social worker in empowering the voices of consumers and professionals. *Social Work*: 47(4):1-449.

<http://www.questia.com/reader/rintpaginator/2184> Date of access 23/11/2011.

Burnette, D. 2003. Grandparents and family caregivers. <http://aging.state.ny.us/explore.project2015/artgrandparent.htm> Date of access: 15 Dec. 2010.

Cohen, J.A., Mannarino, P.A., Zhitova, A.C., Cpone, M.E. 2003. Treating child abuse-related posttraumatic stress and comorbid substance abuse in adolescents. *Child Abuse & Neglect*, 27(2003): 1345-1365.

Corey, G. 2000. Theory and practice of group counselling. 5<sup>th</sup> ed. Stamford: Brooks/Cole.

Corey, M.S. & Corey, G. 2006. Groups. Process and practice. 7<sup>th</sup> ed. Pacific Grove: Brooks/Cole.

Delport, J. 2007. Maatskaplike Groepwerkintervensieprogram vir verwante pleegouers. Potchefstroom: Noordwes Universiteit. (Proefskrif - D.Phil).

Delport, J. 2010. Foster care and sexual abuse [personal interview]. 16 May. White River.

Department of Social Development **see** South Africa. Department of Social Development.

De Vos, A.S. 2002. Qualitative data analysis and interpretation. (*In* De Vos, A.S., ed. Research at grass roots: for the social sciences and human service professions. 2nd ed. Pretoria: Van Schaik. p. 339-355).

De Vos, A.S. & Strydom, H. 2011. Intervention research. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. eds. Research at grass roots: for the social sciences and human service professions. 4th ed. Pretoria : Van Schaik. p. 473-490.

- Direnfeld, G. 2006. CASW National Scope of Practice Statement.  
[http://ssw.unc.edu/fcrp/Cspn/vol5\\_no4/involved\\_foster\\_parents.htm](http://ssw.unc.edu/fcrp/Cspn/vol5_no4/involved_foster_parents.htm) Date of access: 20 Jan. 2010.
- Dunn, M. 2004. The development of a board game as preventative measure against the sexual abuse of grade four children in South Africa. Pretoria: UNISA. (Thesis - DDiac).
- Du Preez, M.S.E. 1995. Maatskaplike groepwerk: teorie en praktyk. Johannesburg: Keartland.
- Ephross, P.H. & Vassil, T.V., eds. 2005. Groups that work: structure and process. New York: Columbia University Press.
- Erasmus, M. 2009. Foster care and sexual abuse [personal interview]. 12 Febr. White River.
- Erasmus, M. 2010. Foster care and sexual abuse [personal interview]. 12 Febr. White River.
- Fahlberg, V.I. 1994. A child's journey through placement. Indianapolis: Perspectives.
- Faller, K.C. 2003. Understanding and assessing child sexual maltreatment. 2<sup>nd</sup> ed. Thousand Oaks: Sage.
- Faul, A. & Hanekom, B. 2011. PASWIN Perspective Training College: Potchefstroom.
- Finkelhor, D. 2009. The prevention of childhood sexual abuse. *The future of children*, 19(2):169-187.
- Fouché, C.B. & Delport, C.S.L. 2002. Introduction to the research process. (*In* De Vos, A.S., (ed) Strydom, H., Fouché, C.B. & Delport, C.S.L. Research at grass roots: for the social sciences and human service professions. 2<sup>nd</sup> ed. Pretoria: Van Schaik. p. 77-92).

- Fouchè, C.B. & De Vos, A.S. 2011. Formal formulations. (*In* De Vos, A.S., Strydom, H., Fouchè, C.B., & Delport, C.S.L., eds. Research at grass roots: for the social sciences and human service professions. Pretoria: Van Schaik. p. 89-99).
- Fourie, C. 2007. 'n Opleidingsprogram vir voornemende pleegouers. Pretoria: Universiteit van Pretoria. (Proefskrif – D Phil in Maatskaplike Werk).
- Galloway, H.J. 2006. 'n Maatskaplikewerkintervensieprogram vir die adolessente leerder met spesifieke leerhindernisse. Pretoria: Universiteit van Pretoria. (Proefskrif – DPhil).
- Gibson, C.H. 2006. A concept analysis of empowerment. *Journal of advanced nursing*, 16(3):354-361.
- Grobler, A. 2008. Child sexual abuse [personal interview]. 25 April. Pretoria.
- Grosz, C.A., Kempe, R.S. & Kelly, M. 2000. Extra-familial sexual abuse: treatment for child victims and their families. *Child Abuse & Neglect*, 24(1):9-23.
- Guishard-Pine, J., McCall, S. & Hamilton, L. 2007. Understanding looked after children. An introduction to psychology for foster care. London: Kingsley.
- Hepworth, D.H., Rooney, H.R. & Larsen, J.A. 2002. Direct social work practice: theory and skills. 6<sup>th</sup> ed. Pacific Grove: Brooks/Cole
- International Association of Schools of Social Work/International Federation of Social Workers. 2006. About IASSW: international definition of social work. [http://www.iassw-aiets.org/en/About\\_IASSW:/definition.htm](http://www.iassw-aiets.org/en/About_IASSW:/definition.htm) Date of access: 20 Sept. 2006.
- Kirstner, U., Fox, S. & Parker, W. 2004. Child sexual abuse and HIV/AIDS in South Africa. A review. CADRE: Department of Health.

Kleynhans, J. 2000. Maatskaplike werkglyne vir die versorging van die pleegkind met HIV/VIGS. Pretoria: Universiteit van Pretoria. (Dissertation - MA(SW) Spelterapie).

Krillco. 2009. Fostering a sexually abused child. <http://hubpages.com/hub/Fostering-a-Sexually-Abused-Child> Date of access: 21 Jan. 2009.

Kruger, M.E. & Spies, G.M. 2006. The rights of the sexually abused child. (*In* Spies, G.M., ed. Sexual abuse. Dynamics, assessment & healing. Pretoria: Van Schaik. p. 57-184).

Lee, J.A.B. 2001. The empowerment approach to social work practice: building the beloved community. New York: Columbia University Press.

Levy, T.M. & Orlans, M. 1998. Attachment, trauma, and healing: understanding and treating attachment disorder in children and families. Washington: CWL Press.

Luquet, W. 1996. Short-term couples therapy: the imago model in action. New York: Brunner/Mazel.

Lodwick, A. & Meyer, B. 2006. Impact of Sexual Abuse. Chapel Workshop. [http://www.newbeginningsnh.org/html/dv\\_sa\\_child.html](http://www.newbeginningsnh.org/html/dv_sa_child.html) Date of access: 21 Jan. 2008.

Meyer, W.F. & Van Ede, D.M. 1998. Menslike ontwikkeling. (*In* Louw, D.A., Van Ede, D.M. & Louw, A.E. Ontwikkelingsteorieë. 3de uitg. Pretoria: Kagiso. p. 43-100).

McDaniel, B., Braiden, H.J., Onyekwelu, J., Murphy, M. & Regan, J. 2011. Investigating the effectiveness of the Incredible Years Basic Parenting Programme for foster carers in Northern Ireland. *Child Care in Practice*, 17(1):55-67.

Mohapi, B.J. 2010. Social group work: practical. Pretoria: UNISA (Study guide SCK404D).

Naudè, H., Du Preez, C.S. & Pretorius, E. 2003. The impact of child abuse as traumatic environmental stressor on the plasticity of intelligence. *CARSA*, 4(2):10-26.

NVAA:The Ultimate Educator. Chapter 3. <http://www.qotfc.edu.au/resource/index.html> Date of access: 30/10/2012

O'Conner, I., Hughes, M., Turney, D., Wilson, J. & Setterlund, D. 2006. Social work and social care practice. London: Sage.

Orange, L.M. & Brodwin, M.G. 2005. Childhood sexual abuse: what rehabilitation counselors need to know. *The Journal of Rehabilitation*, 71(4):5-15.

Perspective Training College. 2009. Uni-dimensional and multi-dimensional scales. Potchefstroom.

Petzer, C. 2010. Foster care and sexual abuse [personal interview]. 3 Aug. Nelspruit.

Pollock, S. & Farmer, E. 2005. A hidden population. Understanding the needs of sexually abused and abusing children in substitute care. *Adoption & Fostering*, 29(2):28-31.

Puddy, R.W. & Jackson, Y. 2005. The Development of Parenting Skills in Foster Parent Training. *Children and Youth Services Review*. 25 (12):987-1013.

Rork, K.E. & McNeil, C.B. 2011. Evaluation of foster parent training programs: a critical review. *Child & Family Behavior Therapy*, 33(2):139-170.

SA **see** South Africa.

Sands, R.G, & Solomon, P. 2003. Developing educational groups in social work practice. *Social Work with Groups*, 26(2):5-21.

Single, T. 2005. Long-term foster care for abused and neglected children: how foster parents can help in healing the trauma. New Castle.

South Africa. 2011. Department of Social Services. Guidelines for the effective management of foster care in South Africa. Pretoria.

South Africa. 2008a. The Children's Act. (Act 38 of 2005). *Government Gazette*, No 30884. Pretoria: Government Printers.

South Africa. 2008b. The Children's Amendment Act (Act 41 of 2007). *Government Gazette*, No 30884. Pretoria: Government Printers.

South African Council for Social Service Professions. 1986 Rules relating the course of conduct to be followed by social workers in the practising of their profession (code of ethics) made under the Social Work Act, 1978. General notice 292 in Government Gazette no. 10205, 25 April 1986, Pretoria.

Spies, G.M. 2006. Substitute care for the sexually abused child. (*In* Spies, G.M., ed. Sexual abuse. Dynamics, assessment & healing. Pretoria: Van Schaik. p. 267-277).

Strozier, A.L., Elrod, B., Beiler, P., Smith, A. & Carter, K. 2004. Developing a network of support for relative caregivers. *Children and Youth Services Review*, 26(7):641-656.

Strydom, H. 2011. Ethical aspects of research in the social sciences and human service professions. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grass roots: for the social sciences and human service professions. 4th ed. Pretoria: Van Schaik. p. 113-130).

Strydom, H. & Delport, C.S.L. 2011. Sampling and pilot study in qualitative research. (*In* De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grass roots: for the social sciences and human service professions. Pretoria: Van Schaik. p. 390-396).

Toseland, R.W. & Rivas, R.F. 2005. An introduction to group work practice. 5<sup>th</sup> ed. Boston: Pearson.

Triseliotis, J., Sellick, C. & Short, R. 1995. Foster care: theory and practice. London: Redwood.

Whiting, J., Huber, P. & Koech, A. 2011. Foster parent pre-service training programs: a content analysis of four common curricula. *Relational Child and Youth Care Practice*, 20(3):64-72.

Woolfolk, A. 2007. Educational Psychology. 10<sup>th</sup> ed. Boston: Pearson.