

**Facilitating sense of belonging of children in fractured  
families from disadvantaged communities utilising  
bibliotherapeutic techniques**

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Thesis submitted for the degree

PHILOSOPHIAE DOCTOR

in

SOCIAL WORK

at the

NORTH-WEST UNIVERSITY

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Potchefstroom Campus

November 2012

## ACKNOWLEDGEMENTS

My sincere gratitude to the following persons and institutions that made contributions towards the completion of this study:

- My heavenly Father, who showed me that his grace is sufficient for each day;
- My son Jaco, for your unique ways of showing your support and interest in my work, and especially for all your help with my inadequate computer skills;
- Chris, for your valuable input and suggestions, but most of all, for believing in me more than I did myself;
- My family and friends who encouraged and supported me;
- My promoter, Dr. Herman Grobler, for the excellent guidance and encouragement;
- The North-West University for granting me a bursary;
- Rev. Lambert Jacobs and Mrs. Mari Grobler for their professional language editing;
- ACVV, CMR and Childline Port Elizabeth for granting me permission to conduct the research with their social workers and clients;
- All the children and caregivers who shared their lives with me.



## **DECLARATION BY THE LANGUAGE EDITOR**

Hereby I declare that I have language edited and proofread the thesis *Facilitating sense of belonging of children in fractured families from disadvantaged communities, utilising bibliotherapeutic techniques* by Iralda Oelofsen for the degree PhD in Social Work.

I am a freelance language practitioner after a career as editor-in-chief at a leading publishing house.

Lambert Daniel Jacobs (BA Hons, MA, BD, MDiv)

October 2012

## **ABSTRACT**

**TITLE: Facilitating sense of belonging of children in fractured families from disadvantaged communities utilising bibliotherapeutic techniques**

**KEY WORDS: Sense of belonging; fractured families; caregiver; disadvantaged communities; bibliotherapeutic techniques**

To belong somewhere is a basic human need. It is necessary for the psychological well-being of children to feel that they belong to a family, group and community and that they are loved and appreciated for who they are. A lack of a sense of belonging may cause children to find acceptance and belonging in destructive behaviour or groups. Children from fractured families who live in disadvantaged communities face more challenges than children who have easy access to education, health services and emotional support systems. Caregivers in these circumstances have a daily battle to survive and to keep their children safe. They do not always have the necessary knowledge to be aware of the children's emotional needs, or the ability and means to fulfil in these needs. Social workers who render services to these families do not always have the time or aids to assist the children to enhance their sense of belonging or to enable the caregivers to strengthen the bond between them and the children.

The overall goal of this study was to determine how bibliotherapeutic techniques can be utilised by caregivers and social workers to enhance a sense of belonging in children in their middle childhood years from fractured families in disadvantaged communities. In order to reach this goal, the way in which children from fractured families in disadvantaged communities experienced their sense of belonging was explored, as well as how the children, their caregivers and social workers perceived the social capital in the community. The content of a strategy that focuses on the uses of bibliotherapeutic techniques for children in fractured families from disadvantaged communities in order to enhance their sense of belonging was also determined, as well as ways in which such a strategy could be implemented by the social workers and the caregivers.

The research findings suggested that children did not always have a sense of belonging with their primary caregivers and that the caregivers were unaware of the emotional needs of the

children. The children expressed a need for playful interactions, nurturing and to listen to stories with their caregivers. Due to the caregivers' lack of insight in the emotional needs of the children and illiteracy in some cases, a training programme that focussed on the importance of a sense of belonging and practical ways in which they can interact with the children to strengthen the emotional bond between them, was created and tested. The caregivers and children were able to identify schools, neighbours and churches as potential social capital in the community. Ways in which the social capital in the community could be utilised were suggested.

Bibliotherapeutic techniques for the use of social workers to enhance a sense of belonging in the children were compiled and then tested by social workers. Both the training program and the bibliotherapeutic techniques proved to be useful and effective and will be disseminated for the use of social workers in their services with children and caregivers in disadvantaged communities.

## OPSOMMING

**TITEL: Die fasilitering van 'n geborgenheidsgevoel by kinders uit gebroke gesinne in agtergeblewe gemeenskappe deur die benutting van biblioterapeutiese tegnieke**

**SLEUTELWOORDE: Geborgenheidsgevoel; gebroke gesin; versorger, agtergeblewe gemeenskap; biblioterapeutiese tegnieke**

Om êrens te behoort is 'n basiese menslike behoefte. Ten einde emosioneel gesond te ontwikkel, is dit nodig dat kinders ervaar dat hulle aan 'n gesin, groep en gemeenskap behoort en liefde en onvoorwaardelike aanvaarding kry. Indien kinders nie geborge voel nie, is daar 'n groot moontlikheid dat hulle by negatiewe gedrag of groepe betrokke kan raak ten einde te voel dat hulle êrens behoort. Kinders uit gebroke gesinne wat in agtergeblewe gemeenskappe groot word het meer komplekse behoeftes in dié verband. Hulle versorgers voer 'n daaglikse stryd om oorlewing en om hulle kinders teen die fisieke gevare in die omgewing te beskerm. Die versorgers beskik nie altyd oor die kennis en insig om bewus te wees van die kinders se emosionele behoeftes nie, of om daarin te voorsien nie. Die maatskaplike werkers wat dienste aan die kinders lewer, het nie altyd die nodige tyd of hulpmiddels om die kinders te help om hulle geborgenheidsgevoel te versterk of om die versorgers te help om die verhouding met die kinders te verstewig nie.

Die oorhoofse doel van die studie was om te bepaal of biblioterapeutiese tegnieke deur versorgers en maatskaplike werkers benut kan word om 'n geborgenheidsgevoel by kinders in hulle middelkinderjare in gebroke gesinne in agtergeblewe gemeenskappe te versterk. Ten einde die doel te bereik, is bepaal hoe die kinders hulle geborgenheid by hulle versorgers ervaar, asook wat die mening van die maatskaplike werkers en versorgers in dié verband is. Daar is ook vasgestel hoe die kinders, hulle versorgers en die maatskaplike werkers die maatskaplike kapitaal in die gemeenskap ervaar. Die inhoud van biblioterapeutiese tegnieke om die verhouding tussen die kinders en hulle versorgers te versterk, is ook vasgestel, sowel as maniere waarop die tegnieke deur die maatskaplike werkers en versorgers gebruik kan word.

Die navorsingsbevindinge het getoon dat die kinders nie altyd geborge by hulle versorgers voel nie en dat die versorgers soms onbewus is van die kinders se emosionele behoeftes. Die

kinders het 'n behoefte aan interaksie deur middel van spel, versorging en stories met hulle versorgers. Vanweë die versorgers se gebrekkige insig in die emosionele behoeftes van die kinders en die ongeletterdheid van sommiges, is 'n opleidingsprogram wat fokus op die belangrikheid van 'n geborgenheidsgevoel en maniere waarop dit versterk kan word, ontwikkel en getoets. Die kinders en versorgers het bure, skole en kerke as bronne van maatskaplike kapitaal aangedui. Maniere waarop hierdie maatskaplike kapitaal benut kan word, is ook ondersoek.

Biblioterapeutiese tegnieke wat deur maatskaplike werkers gebruik kan word om 'n geborgenheidsgevoel by kinders te versterk, is ontwikkel en getoets. Beide die opleidingsprogram en die biblioterapeutiese tegnieke blyk geslaagd te wees en sal tot beskikking van maatskaplike werkers gestel word om in hulle dienslewering aan kinders en versorgers in agtergeblewe gemeenskappe te gebruik.

## PREFACE

The article format was utilised in the presentation of the research results, as described in Academic rule A.7.2.5, stipulated by North-West University as revised in 2010. The formulation of the articles is in accordance with stipulations of *Social Work/ Maatskaplike Werk*, *The Journal of Community Psychology* and *The Social Work Practitioner - Researcher* (Addendum D).

The articles were written according to the development of the research process. Section A reflects the planning phase and is therefore written in future tense, while the articles and Section C describe the completed process.

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## **SECTION A**

### **ORIENTATION TO THE RESEARCH**

## **SECTION A:**

### **ORIENTATION TO AND CONTEXTUALISATION OF THE RESEARCH**

#### **1. INTRODUCTION**

The Archbishop-emeritus Desmond Tutu wrote in his foreword to the revised edition of *Reclaiming youth at risk* (Brendtro, Brokenleg & Van Bockern, 2002:ix) that children from difficult circumstances need someone to throw them a lifeline since it is very difficult to pull oneself up by one's own boot strings. The ultimate goal of this study is to try to create one such a lifeline by means of bibliotherapeutic techniques for children from fractured families in disadvantaged communities in order to enhance their sense of belonging. Fractured families are a reality within the South African context. The purpose of this study is not to determine the causes of it or to find a solution, but to accept it as reality and to explore ways to enhance the children's well-being *despite* the circumstances.

This study is presented in article format as stipulated by the North-West University, consisting of four sections. Section A gives an overview of the broader research project with a focus on contextualisation and problem formulation. In addition the research methodology is outlined and a brief literature review is given. In section B the research is unpacked in the form of four articles focusing on the different phases of intervention research, which was the research design utilised for this study. Finally the research as a whole is summarised and the researcher comes to overall conclusions in section C. The last section, section D, provides addenda that serve as extensions and an elaboration for the processes followed during the research project.

#### **2. CONTEXTUALISATION AND PROBLEM STATEMENT**

The family is the primary medium where children learn to socialise and where they may experience a sense of belonging (Steel & Kidd, 2001:5). However, there are children whom are denied of this basic right as their parents are deceased, divorced or estranged or because of social problems that may cause them to grow up in fractured families (Children in 2001: A

report on the state of the nation's children). This denial of a secured family may lead to a lack of a sense of belonging.

When parents or caregivers cannot fulfil in the basic needs, like belonging, of their children, the children grow up with feelings of insecurity, which may lead to behavioural and relational problems (Santrock, 2006:332). Hamilton (2005) is of the opinion that these problems may cause children to become involved in substance dependency, gangs, cults and promiscuous behaviour in order to create a false sense of belonging. The risk is higher in disadvantaged communities where there is a lack of resources and the primary caregivers do not always have the necessary skills to identify and to cope with these problems (Elliot, Menard, Rankin, Elliot, Wilson & Huizinga, 2006:4).

Brendtro, Brokenleg and Van Bockern (2002:37) state that the community can contribute to children's sense of belonging and that many children from fractured families will only experience a sense of belonging with other adults, for example teachers and other people in the community. During the last decade, there was an increased awareness that networks of social relationships in communities can serve as resources for both the individual and the community (Halpern, 2005:1; Castiglione, 2008). These networks, also called social capital, consist of social resources in the community that assist people to improve their own abilities and in the process strengthen the community (Social Capital and Sustainable Livelihoods, 2002). It is therefore seen as invaluable for this study. Jooste (2005:2) defines social capital as trust in other people and networks of trust in the community. The purpose of expanding social capital is according to the Western Cape Social Capital Network (2009) to strengthen the community. The stronger the networks between members of the community, the stronger are the community. This does not only imply official networks of supportive services, but also interpersonal relationships (Social Capital and Sustaining Livelihoods, 2002).

The strengthening of interpersonal relationships and self-regulation are emphasised by Gestalt theory (Perls, Hefferline & Goodman, 1951; Yontef, 1993) and the chronosystem theory of Bronfenbrenner (Bronfenbrenner, 1979; Berk, 2006), which will be integrated as theoretical frameworks for this study. Both these theories view the individual in the context of the broader field or system. Within Gestalt theory growth and formation of self occur through contact and interaction with the environment (Kepner, 1999:12; Philippson,

2009:44). The self can therefore not be without the other, but involves the Field that entails interconnectedness of all events (Parlett & Lee, 2005:47; Joyce & Sills, 2010:27). Bronfenbrenner (Berk, 2006:28) values the role social capital can play in his ecological systems theory. The micro system consists of the immediate family who has the most influence on a person. It is situated within the meso system, which refers to the school, neighbourhood, extended family and neighbours. Both systems are part of the eco system, which entails the social setup outside a person's immediate field, but still has an influence on his life. The macro system refers to overall institutionalised patterns of culture, economy, norms and laws (Hook, Watts & Cockroft, 2002:318). The meso system or community may be able to provide in the needs of children from fractured families for a sense of belonging, when the parents are unable to fulfil this need (Bronfenbrenner in Berk, 2006:28). Ding and Littleton (2005:iii) confirm that children's identity do not develop separately from the social context in which they are raised. The researcher is therefore of the opinion that people in the community can contribute to children's well-being. The social capital in disadvantaged communities must be strengthened in order to equip people in the community to create a sense of belonging for children whose families cannot provide in this need. The use of bibliotherapeutic techniques as part of this equipment process could further strengthen the sense of belonging for these children.

Social workers focus on people's functioning within their environmental context (Kirst-Ashman, 2003:23). Within a disadvantaged community, social workers have to overcome several obstacles before they can begin to make a difference in their clients' lives. The primary or existence needs (Erikson, 1969:239; Alderfer, 1989:351) like food, shelter and sufficient money to keep alive must first be met before any emotional issues can be addressed. Poverty and a lack of resources in the community result in the fact that many behavioural and emotional problems are not addressed when they occur, with the effect that problems become almost out of hand when they come to the attention of social workers. Ewing (2006:89) mentions that children who are born and grow up in households where poverty is a constant reality, where parents are unemployed and where their prospects to escape from these problems are slim, become used to this lifestyle. McWhirten (2007:181) is further of the opinion that chronic exposure to aggression and violence (a common feature in disadvantaged communities), have a detrimental developmental effect on children and may lead to a disregard for social rules, family bonds and attachment.

It is therefore necessary to intervene in these children's lives before they reach their teenage years when they will become more susceptible to anti-social behaviour. Minuchin, Colapinto and Minuchin (2007:4) mention that in a changing world, it is necessary to utilise alternative approaches in order to render services that are more effective. Family members are often disheartened and beaten by their circumstances and left with a feeling of helplessness. They need to be empowered to realise that there are alternatives through which they may be able to re-establish a meaningful relationship with their children. The researcher believes that one such an alternative approach may be to utilise bibliotherapeutic techniques to reach out to children in order to break the cycle of at risk behaviour.

A possible way, in which members of the meso system, especially grandparents and neighbours, can be empowered to create a sense of belonging in children, is to introduce them to the use of bibliotherapeutic techniques, an aspect of bibliotherapy. Bibliotherapy can be defined as the use of stories to help people to overcome their emotional problems (Grindler, Stratton & McKenna, 1997:1; Fitzgerald, 2007). Bibliotherapy is especially effective with children in their middle childhood (Louw, Van Ede & Louw, 1998:326). Costello (2000:45) mentions that children in this age group are naturally very receptive to stories and are able to identify and understand different emotions. Although there are numerous bibliotherapeutic material available in the academic and commercial fields (Recob, 2008), people from disadvantaged communities do not have easy access to it and may not have the skills to utilise it. This study therefore will not make use of existing bibliotherapeutic stories, but by identifying the children in disadvantaged communities' needs, the researcher will create bibliotherapeutic techniques they can identify with and that can help to fulfil their specific need of belonging. Such a strategy is therefore based on the problems and needs of the children as identified by them and the techniques are applicable within the context of their field, as existing bibliotherapy is not accessible to them and does not fulfil in their needs.

Children from fractured families experience a lack in the fulfilment of their need of belonging, which may lead to emotional and behavioural problems (Yuen, 2005:7). Children from disadvantaged communities are even more vulnerable because they do not have access to professional help and because the negative elements in the community may increase their lack of belonging (Brendtro, Brokenleg & Van Bockern, 2002:97). The caregivers can utilise the creative use of bibliotherapeutic techniques to address this need, but it seems as if existing

bibliotherapeutic techniques do not fulfil in these children's unique needs. It was therefore necessary to create a strategy based on the children's needs.

From the above problem statement the following primary research question is asked: How can bibliotherapeutic techniques be utilised by caregivers and social workers to enhance a sense of belonging in children from fractured families in disadvantaged communities?

Secondary questions are:

- How do children from fractured families in disadvantaged communities experience their sense of belonging?
- What are the perceptions of children from broken families, their caregivers and social workers regarding the availability of social capital in a disadvantaged community?
- What will a strategy that focus on the use of bibliotherapeutic techniques for children in fractured families from disadvantaged communities, consist of, in order to enhance their sense of belonging?
- How can such a strategy be implemented by caregivers and social workers in disadvantaged communities in order to enhance a sense of belonging in children in their middle childhood from fractured families?

### **3. AIM AND OBJECTIVES OF THE STUDY**

The primary aim of the study (Mouton, 2001:122; De Vos & Strydom, 2011:477) is to determine how bibliotherapeutic techniques can be utilised by caregivers and social workers in disadvantaged communities to enhance a sense of belonging in children from fractured families in disadvantaged communities.

The following objectives (Fouché & De Vos, 2011:94) are identified as steps to be taken in order to reach the aim:

- To explore how children from fractured families in disadvantaged communities experience their sense of belonging;
- To explore the perceptions of children from broken families, their caregivers and social workers regarding the availability of social capital in a disadvantaged community;

- To determine the content of a strategy that focuses on the uses of bibliotherapeutic techniques for children in fractured families from disadvantaged communities, in order to enhance their sense of belonging;
- To determine how a strategy can be implemented by social workers and caregivers in disadvantaged communities to enhance a sense of belonging in children in their middle childhood from fractured families.

#### **4. RESEARCH PARADIGM**

The paradigm of a research study anchors the study within a specific theoretical framework (Babbie, 2010:31). This study was conducted from the following theoretical perspectives:

##### **4.1 Circle of courage**

The Circle of Courage, as developed by Brendtro, Brokenleg and Van Bockern (2002), was used as the foundation for the investigation of children's need for a sense of belonging. This model is based on the North American Indians' philosophy of child rearing. It refers to the interactive components necessary to develop as a well-balanced individual. This approach entails a fundamental respect for the child and understanding for the fact that in order to develop a healthy identity in the world, children need to experience a sense of belonging, mastery, independence and generosity.

##### **4.2 A sense of belonging as a basic human need**

The first developmental task during a baby's first two years is to develop a feeling of trust (Erikson, 1969:238). This can only happen if the baby is cared for, cuddled, and loved. If the parents or caregivers cannot fulfil this need, it leaves the child with insecurities, which may lead to several behavioural and emotional problems. According to Brendtro, Brokenleg and Van Bockern (2002:9) there is increased concern about the number of children worldwide who experience relational problems. Ding and Littleton (2005:i) confirm this by stating that the patterns of child rearing are changing and that more and more children are exposed to alienation from their parents. An inadequate sense of belonging may result in feelings of rejection, distrust, isolation, loneliness and an inability to form relationships. These feelings cause children to be more vulnerable for involvement in gangs, cults, promiscuous behaviour and substance dependency (Brendtro, Brokenleg & Van Bockern, 2002:97).

### **4.3 Eco systems theory and social capital**

According to Elliot *et al.*, (2006:4) the above-mentioned problems are more apparent in children from disadvantaged communities with few resources and where the primary caregivers lack the necessary skills to provide in their children's needs. These authors are also of the opinion that children, as the vulnerable group in the community, are the most affected by the social problems in the community.

However, the community itself can to a large extent address the problem of inadequate resources. Menninger, as quoted by Brendtro, Brokenleg and Van Bockern (2002:37), mentions that the society can contribute to a large extent to fulfil the children's need of belonging, because many children from fractured families will only experience this belonging with adults other than their biological parents, for example teachers and people from the community.

In his eco systems theory, Bronfenbrenner (1979) regards individuals as part of a larger system. The micro system, the family, has the biggest influence on a person. This system lies within the meso system, which refers to the school, neighbourhood and extended family. Both systems are part of the eco system, which lies outside the person's immediate field, but still has an influence on him. The macro system consists of overall structures of culture, economy, values and laws (Hook, Watts & Cockroft, 2002:318).

Social capital refers to social networks in the community, which serve as resources for the people in the community to enhance their own potential and to strengthen the community (Social Capital and Sustaining Livelihoods, 2002). It does not only comprise of formal networks like social services, educational and health services, but also to build and maintain relationships with people in the community, to strive to healthy norms and values and to function as self regulating individuals.

The community can therefore be mobilised to fulfil the need for a sense of belonging of children from fractured families, whose own caregivers are unable to do it.

### **4.4 Gestalt approach**

Gestalt therapy devolved from the Gestalt psychology, which originated before World War I (Kirchner, 2003). Fritz and Laura Perls are generally viewed as the founders of the modern

Gestalt therapy (Clarkson & Mackewn, 1993; Oaklander, 2001:460). According to Barber (2006:2), Gestalt is a German word meaning pattern or constellation. Gestalt therapy describes a phenomenological and field approach and deals with a person's perceptions.

The researcher chose the Gestalt perspective as paradigm for this study because its underlying principles reflect her own life perspective and because it concur with the nature and aim of the study. The following is part of the Gestalt approach and was seen as relevant for the research.

#### ***4.4.1 Phenomenological approach***

Joyce and Sills (2010:16) describe a phenomenological approach as to stay in the here-and-now, to stay as close as possible to the client's own experience, not to interpret his behaviour, but to help him to explore his experience and find meaning in it. Barber (2006:76) adds to this by writing that behaviour is determined by personal experience rather than external objectives. According to Joyce and Sills (2010:24) the phenomenological approach consists of three aspects that are the internal world of the client, the external world of his environment and the ongoing interaction between these two.

The researcher is of the opinion that this approach agrees with the opinion of De Vos and Strydom (2011:478) that the intervention researcher should be careful not to conduct the research with his own, pre-set concepts about the population and their environment. The researcher therefore listened to the opinions of members of the community during the pre-study, in order to understand how they perceive the problems in the community. The researcher was careful not to make her own assumptions, but to explore the feelings and opinions of the client system.

#### ***4.4.2 Field theory***

According to the field theory of the Gestalt approach (Wheeler, 2000; Yontef, 2000; Parlett & Lee, 2005) a person is never regarded as a separate entity, but is always seen as part of a bigger field. This does not only entail the concrete, physical environment, but also socio-cultural and emotional aspects (Harris, 2002). All processes, problems and solutions are the result of the interaction between a person, his environment and his perceptions. According to Yontef (2000) all parts of the field are interdependent, and a person is continually busy to

organise his field and to find meaning in it. Through this process, a person strives towards growth and homeostasis (Joyce & Sills, 2010:24).

A person is therefore regarded as a holistic entity and the interaction between a person, his environment and what he perceives as a problem, forms the foundation of Gestalt therapy. The client must be aware of his environment and own feelings and learn to cope with them (Strumpel & Goldman, 2001:189).

Kirchner (2003) is of the opinion that everybody has a reciprocal influence on each other. This concurs with the purpose of the study to empower meaningful people in the community to enhance a sense of belonging in children. Although the children lack the fulfilment of this need in their own families, it is possible that other people in the community can provide in their need, because of the inter-dependency in the community.

According to Parlett and Lee (2005:47), the researcher is not separate from the client's field, but is always part of it. It is also important that the researcher observe various aspects of the field in order to identify patterns. The researcher tried to comply with this during the empirical research.

#### ***4.4.3 Holism***

From a holistic perspective, a person is more than the total of his separate parts, and can only be fully understood as part of his environment (Houston, 2003). Joyce and Sills (2010:24) confirm this by stating that a person or problem should always be regarded in context.

According to Clarkson (2002:8) it requires a holistic approach to people to accept their complexity, inclusiveness and variety and not to reduce or categorise them. Holism is one of the important concepts of Gestalt therapy, and the purpose of Gestalt therapy is to create awareness in people towards themselves and their field. This is in agreement with the objectives of this study to create awareness in parents and caregivers about the lack of a sense of belonging in children from fractured families, and to empower them to fulfil this need.

#### ***4.4.4 Other underlying principles to Gestalt therapy***

The following Gestalt principles also played a role in the researcher's paradigm:

- **Awareness:** Within the Gestalt context awareness means to be in contact with oneself and one's environment (Joyce & Sills, 2010:27) and it focuses on the here-and-now. According to Parlett and Lee (2005:87) awareness is an observation of the self and others, as well as the choices one makes. One of the most important aspects of Gestalt therapy is to make the clients aware of themselves, and this forms the core of healthy self-regulation (Joyce & Sills, 2010:27). The purpose of this research is to create awareness in the community of the problem and a possible way to address it. It also indicates that the researcher must be aware of her own feelings and motives and not to project it on the community.
- **Change:** Change and growth are part of Gestalt therapy. Gestalt therapists believe in the potential of people to change, to grow and to solve their own problems (Joyce & Sills, 2010:7). According to Parlett and Lee (2005:84) change is a function of the whole context in which a person lives. Change in one area affects all the sub systems in the field. The researcher is therefore of the opinion that the population has the potential to grow and to change. If change takes place in the children's behaviour, it will eventually have an influence on the community.
- **Organismic self regulation:** According to Barber (2006:48) people are not only good or just bad. Gestalt therapists believe in the ability of people to change, to adjust and to solve their own problems. People are pro active, not reactive, and choose their own responses to their field. From this perspective, the researcher believes that the population has the ability to grow and change.

## 5. DEFINITION OF CONCEPTS

### 5.1 Fractured family

Minuchin, Colapinto and Minuchin (2006:6) define family as a special kind of system with structure, patterns and properties that organise stability and change. Papalia, Olds and Feldman (2006: 384) mentioned that in earlier generations, the vast majority of children grew up in traditional families, consisting of two married biological or adoptive parents.

A fractured family is one that does not consist of the abovementioned (Holbern & Eddy, 2011). In practice, it means that children from fractured families live with only one parent, with grandparents, foster parents or other family members. To avoid confusion, the general term caregiver is used in the study to refer to the people responsible for the children.

## **5.2 Caregiver**

For the purpose of this study the general term of caregiver is used and refers to the people responsible for the children. The children who took part in the study are in the care of various people, like a single parent, grandparent, other family member or foster mother. According to Barker (2003:57) a caregiver is one who provides for the physical, emotional and social needs of another person who often is dependant and cannot provide for his or her own needs.

## **5.3 Disadvantaged communities**

Smith, Cowie and Blades (2003:553-663) define the term disadvantaged as a relatively enduring condition that results in lower academic achievement at school and reduced opportunities in the wider society. It refers to social and/or cultural characteristics.

According to the report of the South African Institute of Race Relations, poverty and unemployment is a major problem throughout South Africa. They reported that in 2008, two thirds of children were growing up living in households in which nobody works (Holborn & Eddy, 2011:6). This inability to improve their income leads to a feeling of helplessness and frustration in the parents, which may result in other problems, like alcohol and drug abuse, and violence.

The area where this study was conducted is a disadvantaged community, as there is a lack of infrastructure, resources and the poverty and unemployment rate is high.

## **5.4 Bibliotherapeutic techniques**

Bibliotherapy is the use of books and stories in order to help people to overcome emotional problems (Fitzgerald, 2007; Recob, 2008). For the purpose of this study bibliotherapy is adapted to a series of activities (bibliotherapeutic techniques) in order to enhance a sense of belonging in children from fractured families.

## **6. METHOD OF INVESTIGATION**

### **6.1 Literature review**

The literature review (Mouton, 2001:87) of this study will focus on the following aspects:

- A sense of belonging and the consequences if it is not met;
- Emotional and social characteristics of children in their middle childhood;
- Fractured families and the challenges they face;
- Disadvantaged communities;
- Eco-systems theory;
- Social capital;
- Bibliotherapeutic techniques.

The researcher will utilise relevant books, articles, journals as well as reliable internet articles. By means of Nexus relevant dissertations and articles on the internet databases will also be scanned for possible use.

### **6.2 Empirical study**

#### ***6.2.1 Research design***

According to Mouton (2001:49), the choice of the research design determines the way in which the research is conducted. Intervention research is normally chosen when the purpose of the research is to develop an intervention strategy (De Vos & Strydom, 2011:475), as was the purpose of this study. The Design and Develop (D&D) model of intervention research, as formulated by Rothman and Thomas (1994) was used to conduct this study. It consists of six phases with several steps in each phase.

##### **6.2.1.1 Problem analysis and project planning**

According to Fawcett, Balcazar, Y.S., Balcazar, F.E., White, Paine, Blancare and Embree (1994:27) problem analysis is a critical aspect of the first phase of intervention research. Plug, Louw, Gouws and Meyer (1997:251) define problem analysis as the exploration of a topic by dividing it into smaller parts. It is important to determine what the problem is, who experiences it as a problem and what can be done about it (De Vos & Strydom, 2011:479). According to Hastings (1979), Barker (2003), and Royse, Thyer and Padgett (2010) (in De

Vos & Strydom, 2011:477), social problems are conditions in the community that have a negative impact on a large number of people in that community. The first social problem identified in this study is fractured families, in other words, families where one or both of the biological parents are absent (Holborn & Eddy, 2011:7).

The second social problem is the lack of a sense of belonging in children from fractured families. The third identified problem is that the social capital in disadvantaged communities is underutilised, with the result that the shortcomings in the communities are not addressed (Halpern, 2005:3). If this problem is addressed, children from fractured families may benefit from relationships with other, stable people in the community, who can provide in their need for belonging when their caregivers are unable to do so (Brendtro, Brokenleg & Van Bockern, 2002:12; Ding & Littleton, 2005:iii).

The first step of phase one will be to identify and involve clients from the population. The population (Babbie, 2010:180) defines the study and consists of all children from fractured families living in the northern suburbs (a disadvantaged community) of Port Elizabeth, as well as their caregivers and social workers from family agencies working in the area. From these children a non-probability sample (Strydom, 2011b:231) through specific selection is going to be selected. It will be conducted by getting the names of all the social workers from family agencies working in the northern areas of Port Elizabeth. They will be asked to submit the names of children between the ages of six and twelve years old, who are from fractured families and live in the northern areas. These children's caregivers will be invited to focus groups. All the social workers who are rendering services in the area will be interviewed.

The second step is to gain permission and the cooperation of the people involved. Written permission to conduct the study will be obtained from the directors of the family agencies working in the area, namely the ACVV, CMR and Child Line. The social workers and caregivers must give their individual permission to participate in the study. All the caregivers of the children who are selected will give their written permission, and verbal permission must be obtained from the children themselves after they are informed about the purpose and nature of the research (Strydom, 2011a:117).

The third step consists of identifying the needs of the population by means of an applied qualitative research approach (Monette, Sullivan & DeJong, 2005:28; Babbie, 2010:28;

Fouché & De Vos, 2011:98). This will take place by means of various informal discussions with people in the community.

### **6.2.1.2 Information gathering and synthesis**

The second phase for the D & D model is to collect and analyse information (De Vos & Strydom, 2011:480). This includes information regarding the problems of children from fractured families in disadvantaged communities, their needs, the resultant inadequate sense of belonging and ways in which it can be addressed. The following resources will be used to gather the necessary data: already known information (step one) in the form of books, articles, unpublished dissertations and theses and internet resources. A major source of information will come from the participants in the focus groups, which consist of children, caregivers and the social workers from Childline, and semi-structured interviews, which consist of the social workers of ACVV and CMR (Wilkinson, 2008:186; Greeff, 2011:360). Another source of information, namely existing models similar to the proposed intervention to investigate, could not be found by the researcher. However, aspects of several other models will be taken into account.

The researcher plans to have focus groups (Greeff, 2011:360) with children between the ages of six and twelve. The children between the ages of six and nine will be in some groups and those between ten and twelve in other groups. All the children will come from fractured families and live in the northern Areas of Port Elizabeth, which is a disadvantaged community. The children in the focus groups will give their verbal permission to participate in the groups (De Vos & Strydom, 2011:478). The groups will be kept small in order to enable the researcher to pay individual attention to each child and to be aware of their responses. The amount of focus groups will be determined by the saturation of data (Strydom & Delpont, 2011:391).

The researcher will hold semi-structured interviews (Greeff, 2011:251) with all the social workers (twelve) who render child and family orientated services in the northern areas of Port Elizabeth. The researcher will obtain written permission from the directors of the different agencies, namely ACVV, CMR and Child Line to conduct the research. The twelve social workers will give written permission to the researcher to conduct the semi-structured interviews and to video tape it (De Vos & Strydom, 2011:478).

The researcher will also conduct focus groups with the caregivers of children between the ages of six and twelve, who are from fractured families and live in the northern, disadvantaged community of Port Elizabeth. This will be done in order to determine how they, as community members and caregivers of the children, perceive the problems in the community and the effects of a lack of a sense of belonging among the children in their care (De Vos & Strydom, 2011:481). The researcher will explain the reason for and method of the research to them, and they must give written consent to participate.

### **6.2.1.3 Design**

The design is a critical phase of this model and it consists of the design of an observational system and the specifying of the procedures of the intervention (De Vos & Strydom, 2011:482). The researcher is of the opinion that children in their middle childhood who are from fractured families and living in a disadvantaged community, as well as their caregivers and social workers, are the best equipped to identify the aspects that hinder their sense of belonging. Based on this information, bibliotherapeutic techniques will be developed for use by significant people in the children's lives. Specification (De Vos & Strydom, 2011:483) will be done in order to ensure that the techniques are user friendly and that it focuses on the need of a sense of belonging and how to address this need.

### **6.2.1.4 Early design and development**

This part of the study focuses on the development of a prototype design that will be tested (De Vos & Strydom, 2011:483). The prototype must include aspects like the underlying ethical principals, the objectives of the intervention and the responsibility of the role players.

The researcher will conduct a pilot study (De Vos & Strydom, 2011:483) by testing the strategy on children and getting the opinion of social workers and caregivers regarding the feasibility of the activities. From their feedback, it might be necessary to make some adjustments.

The design criteria in this study entail that caregivers and social workers can utilise the bibliotherapeutic techniques. Furthermore, it must be compatible to children in their middle childhood in fractured families from disadvantaged communities who experience a need for a sense of belonging.

#### **6.2.1.5 Evaluation and advanced development**

During the fifth phase, the data that will be collected during the previous phase, must be analysed and evaluated in order to determine if the researcher can continue with the original strategy or if adjustments are necessary.

#### **6.2.1.6 Dissemination**

The final phase of the D & D model is to prepare the product for dissemination, to identify a potential market and to advertise the product. After the completion of this study, the bibliotherapeutic techniques will be presented as intervention strategy and be printed in the form of a booklet, of which samples will be distributed to social workers and teachers. If they are interested in it, they can order it for use with children who lack a sense of belonging. Fees will only be asked for the reprinting of the material and it will therefore be affordable.

#### **6.2.2 Method of data collection**

The researcher will use cooperative inquiry (Reason & Riley, 2008:207) as a method of data collection, because it will place an emphasis on first-person research and the participants will examine their own experiences.

A set of activities, based on the interests and level of development of children in their middle childhood as well as their unique circumstances, will be developed and used in the focus groups with the children (addendum F). Through these activities the children's perceptions of their families, community, their sense of belonging and their attitude towards bibliotherapy will be determined. An interview guide (Greeff, 2011:369, addendum F) will be used in the interviews and focus groups with the social workers and caregivers. The focus groups will take place in a church hall in the community that is easily accessible to all the participants. The length of the focus groups with the children will vary between one and two hours, depending on the amount of time the children will need to complete the activities. All the other semi-structured interviews and groups will be approximately one hour long.

All the focus groups and semi-structured interviews will be video taped with the permission of the participants. A video camera is necessary to capture the pictures the children choose in their responses. The videos will then be transcribed by the researcher in order to analyse the collected data. Random checking will be done by an independent professional in order to ensure reliability and validity (Elmes, Kantowitz & Roediger, 2003:54).

### **6.2.3 Data analysis**

According to Willig (2001:16), the researcher in qualitative research has to be cautious when the data are being analysed in order to ensure the validity of the data. The researcher must be careful that the analysis reflects exactly what has been examined. This will be done by checking and re-checking that the researcher will not record her own views and interpretations, but the exact meanings of the participants' information, as well as random checking by an independent professional.

Firstly, all the video recordings of the focus groups and semi-structured interviews will be transcribed. A process of thematic analysis (Braun & Clarke, 2006:77-101) will then be done to interpret and analyse the data gained in the focus groups and semi-structured interviews. As Lofland, Snow, Anderson and Lofland (2006:195) mention, because of the inductive character of qualitative research, the researcher herself will be the central agent in the analysis process and will therefore code and categorise the data herself. The data gained in the groups and semi-structured interviews will be categorised according to themes that will emerge. Direct quotes from the participants will be used to reflect their opinions (see addendum H).

The data will also be checked by an additional person to ensure trustworthiness. Certain themes and patterns that may emerge from the analysis will be used in constructing the final intervention strategy.

## **7. ETHICAL ASPECTS**

An ethical code is necessary in order to regulate the relationship between the researcher and the field that is studied (Flick, 2006:45). The following ethical aspects will be kept in mind during the research process.

The researcher will ensure that the participants, especially the children, will not experience any emotional harm during the focus groups (Strydom, 2011a:115). A verbal and written explanation of the reason and nature of the focus groups will be given to the caregivers, and they will be asked to explain it to the children. The researcher will also explain it at the beginning of the focus groups and stress that participation is voluntary (Strydom, 2011a:116). Participants' permission for the use of the video camera must also be obtained. Each group

will start with a game in order to put the children at ease. Throughout the focus group, the children will be encouraged to give their opinion and the researcher must assure them several times that there are no right or wrong answers, and that it is their opinion that counted. The focus groups will be kept small (four or three children in each group) to ensure that the researcher can pay attention to each child in the group and be aware of the children's emotions when doing the exercises. The researcher will be sensitive towards the children's responses and their emotions towards the different topics. Whenever a child shows signs of distress, the researcher will address the issue, allow for time out by pausing the process and discuss the issue individually with the child. The matter will also be referred to the specific social worker who is responsible for the family.

As explained earlier, all the participants must give informed consent (Babbie, 2010:64) to form part of the study. In the case of the children, their caregivers will give written consent and the children verbal consent. The researcher will address confidentiality (Monette, Sullivan & DeJong, 2005:57; Babbie, 2010:472) by explaining to all the participants that their names, identifying details and shared information will remain confidential. The researcher will explain to the participants that they will not receive any compensation for their participation. Debriefing (Strydom, 2011a:122) will take place during the fourth phase of the research process, when the results of the focus groups will be discussed with the participants.

The researcher has 18 years experience in social work with children and families and has successfully completed a Masters degree in social work. She can therefore be regarded as competent (Strydom, 2011a:123).

The research project is conducted with approved ethical clearance by the North-West University: NWU-00060-12-A1.

## **8. REPORT LAYOUT**

### **Section A: Orientation to the research**

The first section serves as a general introduction to the study. The problem statement, paradigm, research methodology, description of the concepts and ethical aspects are set out within this section.

## **Literature study as background to the overall intervention research project**

The researcher will study books, articles and dissertations in order to gain information on the aspects as mentioned earlier.

### **Section B: Journal articles**

This section includes four consecutive articles. The titles are as follows:

- Article 1: Sense of belonging in children from fractured families in disadvantaged communities.
- Article 2: The utilisation of social capital in a disadvantaged community, to enhance a sense of belonging in children from fractured families.
- Article 3: Bibliotherapeutic techniques in order to enhance a sense of belonging in children.
- Article 4: The design, implementation and evaluation of bibliotherapeutic techniques for the use of social workers and caregivers to enhance a sense of belonging in children from fractured families in disadvantaged communities.

Journals for submission:

Social Work/Maatskaplike Werk (Article 1 and 4)

The Journal of Community Psychology (Article 2)

The Social Work Practitioner-Researcher (Article 3)

### **Section C**

In this section a summary of the research findings, the conclusions and recommendations are given.

### **Section D**

All the addenda that were used in this study are included in this section.

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# **LITERATURE STUDY AS BACKGROUND TO THE OVERALL INTERVENTION RESEARCH PROJECT**

## **1. INTRODUCTION**

In terms of intervention research, Fawcett, Suarez-Balcazar, Balcazar, White, Paine, Blanchard and Embree (1994:32) mention that the literature study forms part of the second phase when information is gathered. The purpose of a literature study is to gain a clearer understanding of the identified problem (Fouché & Delport, 2011:134).

In this study the focus of the literature will be on sense of belonging, the characteristics and needs of children in their middle childhood years, fractured families, disadvantaged communities, social capital and bibliotherapeutic techniques. The children involved in this study experience various social problems, like poverty, overcrowded houses, violence, alcohol abuse and lack of parental guidance.

## **2. SENSE OF BELONGING**

Several psychologists identify belonging as a basic human need (Erikson, 1969:238; Maslow, 1970:43; Alderfer, 1989:351; Max-Neef, 1991:33). According to Erikson (1969:238) and Marvin and Britner (2008:272), the first developmental task of a baby is to acquire a feeling of trust in his primary care givers. This can only happen if the baby is well cared for and its basic needs for food, warmth and love are fulfilled. If children successfully develop trust, they will feel safe and secure in the world, which will lead to a sense of belonging. If these needs are unfulfilled, children will develop a feeling of distrust, which will lead to fear and a belief that the world is inconsistent and unpredictable (Van Wagner, 2007).

In Maslow's (1970:43) well-known hierarchy of needs, he placed the need to belong after the physiological and safety needs. It is an integral part of the need for affiliation and love, and entails the feeling to be loved and to give love, to belong with someone. According to Maslow (1970:44) this need must first be met before a person can move on to fulfil his needs for self-esteem and self-actualisation. In his alternative to Maslow's theory, the Existence, Relatedness and Growth theory, Alderfer (1972, 1989) confirms this by comparing belonging with relatedness. He defines relatedness as the desire to maintain important interpersonal

relationships (Alderfer, 1989:351). According to Brendtro, Brokenleg and Van Bockern (2002:47) a sense of belonging is to be related to others, not only through blood relationships, but also to be accepted, loved and trusted by others.

Meyer, Moore and Viljoen (2008:342) mention that many psychologists regard unfulfilled needs for love as the root of psychopathology. These unfulfilled needs may be present in parents and their unfulfilled needs may become the unfulfilled needs of their children. The fulfilment of the need for love and a sense of security in children is according to Toerien (2001:30) the foundation of all future relationships and have an important influence on the personality and self-concept of children. Ding and Littleton (2005:i) confirm this opinion by stating that the lack of a sense of belonging may lead to feelings of rejection, loneliness and an inability to engage in relationships. This has the further consequence that these children are easily involved in gangster activities, promiscuity or substance dependency (Brendtro, *et al.*, 2002:9). The healthy support of a family therefore plays an important role in the creation of a sense of belonging in children.

As this study aims to determine the sense of belonging in children from fractured families in disadvantaged communities, it will rely on Bronfenbrenner's theory (Bronfenbrenner, 1979) and the field concept (Yontef, 2000; Parlett & Lee, 2005; Joyce & Sills, 2010) to view children in relation to their families and community. Furthermore, the circle of courage, a model created by Brendro, *et al.* (2002), also promotes the importance of a sense of belonging. It refers to the interactive components that are necessary for children in order to develop as emotionally healthy, balanced individuals. This methodology forms the basis of the Child and Youth sector in South Africa (Roberts, 2000). It is illustrated by a circle with four components, which represents belonging, mastery, independence and generosity. Although all of them are equally important, belonging is mentioned first and is called the organising value of the Circle of Courage (Brokenleg, 1998).

The importance of a sense of belonging especially for the child in middle childhood is clear as this is the stage where children need to learn specific skills (Meyer *et al.*, 2008:202) and have to become part of a social group and where successful mastery of skills must lead to a feeling of competence (Santrock, 2006:332). If children in their middle childhood do not experience a sense of belonging or do not succeed in mastering these skills, they might

become adolescents who might fall prey to gangs and unhealthy relationships (Brendtro *et al.*, 2002:9).

### **3. CHARACTERISTICS AND NEEDS OF CHILDREN IN THEIR MIDDLE CHILDHOOD YEARS**

Middle childhood is the stage where children learn to master various skills, like reading, writing and socialising skills. Children in their middle childhood also start to show greater emotional maturity. They are able to identify their own and other people's emotions, become aware of social rules and develop a better understanding of the norms and values of a society (Denham, Von Salisch, Olthof, Kochanoff & Caverly, 2004:312,314). It is imperative that they experience a sense of belonging in order to form their own identity before they reach the teenage years when they may become more susceptible to find this belonging in negative social activities, like gangs (Beck & Malley, 2003).

The middle childhood years are especially the time in which children's self-concept develops. It is also the time when they need to learn the skills they will use in their adolescent and adult years (Schaffer, 2004:85; Berger, 2005:315; Santrock, 2006:332). They will think about their real self and their ideal self (Thomas, 2005:191) and will compare their skills with those of their peers. Papalia, Olds and Feldman (2006:392) mention that popularity becomes more important in middle childhood and according to Erikson (1969:239), peer groups especially become important for children in primary school. Children in this age group are therefore vulnerable on a social and emotional level (Santrock, 2006:332). Harris (in Smith, Cowie & Blades, 2003:167) also states that the major environmental factor in growing up is the children's peer group, as the children will compare themselves to their peers.

However, Cole and Cole (2001:592) are of the opinion that parents and teachers also have an immense influence on the self-esteem of a primary school child. If the parents are absent, or incapable of fulfilling their parental roles because of social problems, it may lead to a lack of a sense of belonging, which has an influence on the children's self-concept. Parke, Simpkins, McDowell, Kim, Killian, Dennis, Flyr, Wild and Rah (2004:163) also emphasise the importance of family. According to them, although school-going children spend more time away from home, their home and family life are still very important, because this is where their sense of belonging and security stem from and they still rely on their parents for

emotional support. A healthy and supportive family is of special importance during this phase, as secure attachments with their caregivers provide children with the resilience to withstand future hardships (Berger, 2005:333; Elliot, Menard, Rankin, Elliot, Wilson & Huizinga, 2006:164). It is important that children in their middle childhood years establish this secure attachment before they reach the adolescent years, when they may fall prey to find this sense of belonging in gang activities or antisocial behaviour (Hamilton, 2005).

#### **4. FRACTURED FAMILIES**

The family is the place where children learn to socialise and where their basic needs are met (Steel & Kidd, 2001:5). Although every child has the right to grow up in a healthy, happy family (United Nations Convention on the Rights of the Child, 1989; South African Constitution: The rights of the child, 1997), it is a reality in the South African society that many children live in fractured families (Holborn & Eddy, 2011:1). Minuchin, Colapinto and Minuchin (2007:6) define family as a special kind of system with structure, patterns and properties that organise stability and change. Papalia *et al.* (2006:384) mention that these family structures have changed dramatically. The South African Institute of Race Relations' investigation on the state of South African families and youth (2011) confirms that the family profile has changed. According to this report, the "typical" child is raised by his/her mother in a single-parent household (Holborn & Eddy, 2011:1). However, in earlier generations, the vast majority of children grew up in traditional families, consisting of two married biological or adoptive parents.

For the purpose of this study fractured, or broken families, are defined as seen by Holborn and Eddy (2011) who stated that a fractured family could be regarded as a family without one or both of the parents. They also expanded this definition to the extended family, as many children in South Africa are being raised by their extended families, as well as caregivers or guardians. A staggering amount of 3,95 million South African children had lost one or both parents by 2008 (Holborn & Eddy, 2011:1). This amount does not include the children who are in foster care. Although foster children's parents may still be alive, in a sense the children have lost their parents when they were removed from their care.

Brendtro *et al.* (2002:12) mention that unsupported parents are often unequipped to raise their children successfully. A sense of belonging is one of the crucial aspects that children need to

experience in order to grow up as balanced adults (Erikson, 1969: 239; Toerien, 2001:31; McWhirten, 2007:189). If the family cannot provide in this need, the children may fall subject to negative behaviour (Hamilton, 2005). This may lead to a vicious cycle of malfunctioning, to which their future children will also fall prey (Ding & Littleton, 2005:1; Yuen, 2005:7).

Various writers (Toerien, 2001:31; Ding & Littleton, 2005:iii; Yuen, 2005:7; Minuchin *et al.*, 2007; Holborn & Eddy, 2011:7) mention that growing up in a fractured family does not merely imply that children have to grow up without a father or mother figure. It has an influence on every aspect of their lives, especially in disadvantaged communities. Brendtro *et al.* (2002:12) state that single parents without the necessary support system are often incapable of raising their children successfully. Single parents have multiple roles and may feel overburdened. This can lead to the so-called diminished parenting, as Wallerstein (1985:117) had found in her historical longitudinal study in the eighties. Other writers like Woodhead, Rhodes and Oates (2005:76) confirm these results. Arthur (2007:17) mentions that research in South Africa showed that broken homes were one of the main issues mentioned by young people as having influenced their decision to commit crime. Absent or incompetent parents' children can display behaviour like a lack of motivation, anger, hatred, insensitivity and violence (Toerien, 2001:31).

Fractured families imply multiple problems, for example low financial income, lack of parental guidance, lower achievement and a higher incidence of social problems (Arthur, 2007:18). Without intervention in these families and the children's lives, it is likely that they will continue the wicked circle of malfunctioning and that their future children might be subjected to negative social circumstances (Ding & Littleton, 2005:1).

## **5. DISADVANTAGED COMMUNITIES**

Smith *et al.* (2003:553-663) define the term disadvantaged as a relatively enduring condition that results in lower academic achievement at school and reduced opportunities in the wider society. It refers to social and/or cultural characteristics. According to them, it is not poverty itself that causes a family to be disadvantaged, but the stresses associated with poverty that make it difficult for parents and children to function as well as they should do. Minuchin *et al.* (2007:8) named families in disadvantaged communities the multicrisis poor. Poverty may

lead to a feeling of helplessness, which may result in alcohol abuse or violence. According to Elliot *et al.* (2006:4), children in disadvantaged communities suffer from a variety of problems, partly because of the lack of resources and the incompetence of their primary caregivers.

In line with the Gestalt field theory (Houston, 2003:7) and Bronfenbrenner's theory, the child in the family must be viewed in the larger context of the family and community. The socio-economic status of the community has a large influence on the child and the family. People, who are worried about their financial situation and where the next meal may come from, will become anxious, depressed and irritable. They may be less affectionate with and less responsive to their children, which has an influence on the children's sense of belonging and security. According to Papalia *et al.* (2006:383), poverty can harm children's development through its impact on parents' emotional state and parenting practices. McWhirten (2007:185) identified the following factors, if they occur in early and middle childhood, to lead to criminal activities later in life: economic factors, lack of adult bonding, poor parental monitoring and discipline, exposure to criminal activities and influences from the neighbourhood. Arthur (2007:23) also states that children growing up in unstable conditions are more likely to offend. Families living in poverty are unable to provide the necessary emotional support and stimulation necessary for healthy child development.

However, despite poverty and growing up in a disadvantaged community, some children are still able to develop in well-balanced adults. The crucial factor seems to be the presence of a strong emotional bond between the child and at least one other adult. Several researchers like Miller (in Arthur, 2007:11) and Wright and Wright (in Arthur, 2007:28) confirmed that the existence of such a bond helps children to rise above their circumstances. Smith *et al.* (2003:507) mention a longitudinal study of 30 years by Werner (1989) in Hawaii, which reported that some children were able to overcome the disadvantages of impoverished homes, stress and inadequate parents. This resilience was based on their ability to form a close bond with at least one caregiver from whom they received positive attention and who accepted them unconditionally.

There is usually a lack of formal resources in disadvantaged communities and people are left to their own devices (Arthur, 2007:11). Other resources, like social capital, are therefore crucial to these communities and need to be utilised.

## 6. SOCIAL CAPITAL

The concept of social capital gained increasing interest during the past two decades (Grootaert, Narayan, Jones & Woolcock, 2004; Halpern, 2005; Howes, 2007). People from the political, economic and social sciences spectrum came to realise that the network of relations that link people has the potential to enrich individuals and communities (Bayat, 2005). Jooste (2005) described social capital as an interesting topic, as it taps into simple facets of life that everybody can relate to, such as trusting each other or attending a school meeting. Research on social capital increased, as scholars and governments became aware that social capital has the potential to improve access to resources among and across different groups of people (Bayat, 2005; Smith, 2007; Cape Gateway, 2009).

Since Putman (2000) published his groundbreaking book on social capital “Bowling Alone”, there had been an avalanche of books and research on this topic. Recently scholars (Lin, 2008:2; Fine, 2010:4) warned against the misuse of the concept and were of the opinion that social capital is not a solution to all social problems. However, social capital remained a valuable factor as long as the utilising thereof remained true to the original definitions and purpose thereof (Lin, 2008:2).

Sustaining Livelihoods in Southern Africa (2002) defines social capital as the social resources (networks, membership of groups, relationships of trust, access to wider institutions of society) upon which people draw in pursuit of livelihoods (2002). The Department of Social Services and Poverty Alleviation of the Western Cape states that, “Social capital refers to the strengthening and establishment of networks, relationships, norms and values that contribute to the building of social cohesion, racial integration and the strengthening of a social safety net during times of crisis (economic, natural and other). It is not an end in itself, but a means to an end.” (Department of Social Services and Poverty Alleviation, 2005:23). This department launched the Western Cape Social Capital Network during October 2005 in partnership with the University of the Western Cape (Cape Gateway, 2006). According to Bayat (2005) this forum regarded social capital as a framework for change, specifically in and among the poor communities.

The concept of social capital is not an unfamiliar notion in South Africa. The traditional idea of “ubuntu” reflected much of the underlying values of social capital. According to Bayat

(2005), ubuntu was a conceptualisation of humanness that meant, “I am because you exist”. Swart (2007) mentioned that these values can be seen as foundational to meeting the social capital goals of social cohesion and inclusion.

Halpern (2005:1) mentions that although the term social capital has become a buzzword in recent years, there is still confusion about its’ exact nature. According to Bayat (2005:2) the term derived from three major disciplines, namely sociology, political science and economics. One of the main scholars who investigated this concept, Coleman, defines social capital by its function, by stating that social capital is not a single entity, but a variety, with the two common elements of social structures and the relations between role-players (Coleman, 1998:98). Another pioneer of social capital, Putman, regarded social capital in terms of social organisation such as networks, norms and social trust that facilitate coordination and cooperation for mutual benefit (Putnam, 1995:67).

Jooste (2005:2) writes that social capital is primarily understood in terms of two key components, namely trust and networks of association. Halpern (2005:3) mentions that people are connected with one another through intermediate social structures, which forms webs of association and shared understandings of how to behave. This social fabric affects with whom, and how, we interact and co-operate, and this forms the social capital of the area. Field (2008:1) agrees with this by explaining that the more people you know, and the more you share a common outlook with them, the richer you are in social capital. Woolcock and Narayan (2000:226) are of the opinion that social capital refers to the norms and networks that enable people to act collectively. It focuses on the sources instead of the consequences of social capital and regards trust and reciprocity as part of the process. According to Bayat (2005:4), social capital is relational, not something owned by any individual, but rather something shared in common. Jooste (2005:4) confirms this by stating that it is the relational element of social capital that distinguishes it from economic and human capital. Vermaak (2006:25) refers to Paxton (1999) who regards social capital as resent, active and latent. This has the implication that although social capital may be present in a community, it may not be active, and can therefore be regarded as a potential energy.

From the above-mentioned definitions, it is clear that trust is a major feature of social capital. According to Bayat (2005:4), social capital reflects a system of values, particularly social trust. He defines trust as the understanding that people or members of social groups will act

in a manner that is mutually beneficial and that the norms of interaction and reciprocity established by the relationship will ensure that the members adhere to these norms (2005:6). Halpern (2005:3) mentions that social capital can only work if there are closeness and a high level of trust and trustworthiness among the community.

According to Woolcock and Narayan (2000:227) there are different types of social capital, the first being bonding social capital. Grootaert *et al.* (2004:4) define this as the ties to people who are similar in terms of their demographic characteristics, such as family members, neighbours, close friends and work colleagues. Halpern (2005:4) elaborates on this definition by adding that in bonding social capital, people also share the same set of norms. Howes (2007:184) adds that interpersonal relationships form a social network that gives the individuals a sense of embeddedness in a community. According to Vermaak (2006:28), the family can be regarded as a source of social capital in its own right. Putnam, as quoted by Vermaak (2006:28), describes the family as the most fundamental form of social capital. A breakdown of the family will therefore have a negative influence on the members of that family and will result in a decline in their available social capital. Other means of social capital should then be called on to fill this void, as this study tries to do.

The next type of social capital is called bridging social capital, which refers to ties between people who do not necessarily share the same characteristics and norms (Grootaert *et al.* 2004:4). According to Bayat (2005:8), the bridging network is characterised by generalised trust and volunteering action, since it refers to those relationships on the outer perimeter, such as being part of a community forum or neighbourhood watch. He also mentions that the influence of social capital is most profound when there is bridging social capital, in other words, when there is relationships between heterogeneous groups. Nieman states that churches, schools and other institutions in the community can play an important role in bridge-building programmes by facilitating interaction between different networks and communities (2006:165). The researcher will again focus on this aspect at a later stage in this study.

Recently scholars added a third type, namely linking social capital, which refers to one's ties to people in positions of authority, such as representatives of public and private institutions (Grootaert *et al.*, 2004:4). They distinguished between bridging and linking social capital by describing the first as the horizontal ties between different equal groups or communities,

while linking social capital has vertical ties with resources and economic institutions. It is important to realise it is not the mere fact that these institutions exist that forms the linking social capital, but the nature and extent of the social ties between the clients and the providers (Grootaert, *et al.*, 2004:4). According to Bayat (2005:9), the main function of linking social capital is to enhance the capacity of the community by using resources, ideas and information from formal institutions outside and beyond the community. Nieman (2006:166) concludes that it will be beneficial for welfare organisations and social workers to identify and utilise existing social capital when they are planning social development programmes.

Halpern (2005:6) distinguishes between three components of social capital, namely networks, norms and sanctions. These components have an influence on three different levels; the individual, group and community level and their character or function is bonding, bridging or linking. This analysis is in line with the paradigm of the researcher in the sense that it correlates with the ecological systems theory of Bronfenbrenner (1979:8). Bayat (2005:9) supports Halpern's point of view, as he perceives social capital as both an individual and a community attribute.

On a micro or individual level, a person will have bonding social capital in his relationships with his family, bridging social capital with friends, church members or neighbours, and linking social capital with those in power and resources. The community will represent the meso level and includes institutions and organisations, and the country, nation and local government the macro level. According to Bayat (2005:10), social capital at a macro level deals with government effectiveness, accountability and the ability to enforce rules fairly. It also includes economic growth.

Woolcock and Narayan (2000:231) name social capital a double-edged sword. Besides all the positive aspects of social capital, there is also a dark side to it. The same networks that can enrich an individual's or community's life can also harm the person or community. There are numerous examples of this, such as a learner's friendship with others who ridicule efforts to study, immigrants who are exposed to xenophobia, etc. Grootaert *et.al.* (2004:4) mention that group membership norms can deny members access to services. This is a common feature in the South African context, as often seen when a group of people is on strike, they prevent others to work or to have access to services. Bayat (2005:11) is of the opinion that social capital can be unfairly positive for some and negative for others, depending on the balance of

power. The presence of gangs and drug addicts in communities is an example of this balance of power. Although the negative aspects of social capital are a reality, the researcher is of the opinion that the positive side of social capital surpasses the negative aspects by far.

The Western Cape Department of Social Services and Poverty Alleviation was the first public organisation in South Africa to realise the importance of social capital for social development (Swart, 2007:1). Nieman (2006:163) describes social capital as the “glue” that develops between people in groups and societies when they share experiences, beliefs and practices. The networks of social relationships, which are based on mutual trust and caring that already exist in communities, must be identified and explored in order for community members to become aware of it and to gain from it. According to Vermaak (2006:17), social capital has the potential to affect or alter the social, economic, political and cultural processes in communities. The researcher is of the opinion that this has special relevance and importance to people in disadvantaged communities, who often lack formal structures of help and assistance, and has to rely on themselves to cope and survive. As Woolcock and Narayan (2000:226) state, the basic idea of social capital is that a person’s family, friends and associates constitute an important asset. Communities with a diversity of social networks and civic associations are in a stronger position to confront poverty and vulnerability.

When a child’s need of belonging is unfulfilled in the family, the community may be able to provide a sense of belonging. Field (2008:104) mentioned in this regard that by making connections with one another and keeping these connections going over time, people were able to achieve things that they could not achieve by themselves. His simplest definition of social capital was that the more people you knew, and the more you shared a common outlook with them, the richer you were in social capital (Field, 2008:1; Lin, 2008:5). Halpern (2005:2) observed that there is a relationship between the form and quality of people’s social networks and a range of important outcomes, including economic growth, health, crime and educational performance.

Bayat (2005:5, 7) names the following aspects to illustrate the importance of social capital. It re-inserts issues of value in the communities; it shifts the focus of analysis from the behaviour of individuals to the pattern of relations between people and institutions; it allows individuals, groups and communities to resolve collective problems more easily. Swart (2007:2) adds to this by mentioning that churches and other faith-based organisations are

recognised as important agents in developing social capital. He also states that an understanding of social capital leads to the establishing of connections between the disadvantaged communities (those without power and resources) and the more affluent communities (those in possession of power and resources) (Swart, 2007:3).

As Howes (2007:178) mentions, interpersonal relationships and the social networks that result from these relationships have always been one of the focal points of social workers. The realisation that these networks form social capital, which can be utilised in order to empower the community, can lead to more focused service rendering.

Nieman (2006:164) identifies another important benefit of social capital, which is of special relevance to this study, namely that stable, healthy family relations are an important form of social capital for young people. She refers to a study done in America by Israel and Beaulieu (2004) to measure how social capital available in family, school and community can help children stay in school. The study found that social capital, in the form of the parents' interests in their child's performance and school activities, has a significant influence on the child's stay in school.

As the children involved in this study are from fractured families and therefore do not have this kind of social capital in their families, the question is if other people in the community can provide this network and support for them. Nieman (2006:165) suggests that social capital can purposely be created, especially to help service providers who render services to disadvantaged communities.

## **7. BIBLIOTHERAPEUTIC TECHNIQUES**

Bibliotherapy is a general term applied to the use of literature to enhance self-understanding, growth or healing (Antila, 2009:4). Although the term bibliotherapy is widely used since the 1930's, there is still confusion as to what exactly it implies (Jack & Ronan, 2008). This may be because different professions, like teachers, social workers, psychologists and librarians all make use of it, but with different objectives. Antila (2009:8) distinguishes between clinical and educational bibliotherapy. Clinical bibliotherapy is the use of books in psychotherapy with clients with the purpose to improve their emotional and developmental well-being, and educational bibliotherapy is used with "healthy" persons in order to promote self-

actualisation. Clinical bibliotherapy appeals to the emotions of the client, while educational bibliotherapy is based on cognitive methods and incorporates the use of self-help books (Antila, 2009:8).

Several writers (Abdullah, 2005; Malchiodi & Ginns-Gruenberg, 2008:168) make another distinction within clinical bibliotherapy, namely reactive and interactive bibliotherapy. Reactive bibliotherapy refers to the use of specific selected books with the purpose that the client will identify with the character and will have increased understanding and insight after reading the book. Interactive bibliotherapy involves discussion between the therapist and client to facilitate, reinforce and integrate concepts gained from reading a particular story. According to Abdullah (2005) in order to be a therapeutic process, bibliotherapy should be an interactive process, as the reader becomes part of the intellectual and emotional process of the story and by processing it, becomes able to modify their behaviour or attitude.

There are numerous reasons why the use of bibliotherapy is valuable in therapy with children. Children have a natural affinity for stories (Costello, 2000:45; Burns, 2005:xvi), therefore bibliotherapy can successfully be used in therapy with children. It provides a safe, non-threatening approach to dealing with emotional and developmental problems. Silverberg (2003) mentions that children use stories, tales and fables as a means of finding parallels to their problems and needs even before they can read. Pardeck (2005:47) is of the opinion that it is a useful approach for helping children deal with psychological problems and various transitions through the family and individual life cycle. Bibliotherapy implies helping clients – including children – deal with emotional and adjustment problems, as well as basic developmental needs through the use of literature. According to Hendricks and Hendricks (1998) children have a natural desire and interest to communicate with those in their world through language and reading as a basis. They cite Rudman and Pearce, who state that books can serve as mirrors for children, reflecting their appearances, their relationships, their feelings and thoughts in their immediate environment. Hepworth and Larsen (1993:623) mention that bibliotherapy, like play therapy, has the advantage of using a medium of expression (stories) that is natural and appealing to children. Malchiodi (2008:3) believes that children who are traumatised often feel helpless, confused and ashamed, and are afraid to trust others or their environment. Using stories is one way in which these emotions can be addressed in an indirect, non-threatening way.

Stories help children to come to terms with their emotions. All therapists probably know the frustration of dealing with children who are unable to communicate their emotions and only reply with one-syllable words. Because therapists try to get children to talk about their problems in the same way as they do with their adult clients, it usually fails and the children are denied of the help they so desperately need (Sunderland, 2000:3). She argues that everyday language is not the natural language of feeling for children. Their natural language of feeling is that of image and metaphor, as in stories and dreams. Sunderland (2000:5) further mentions that a story is simply like having a dream while being awake.

According to Burns (2005:3) a story is effective with children because it is interactive, teaches by attraction, bypasses resistance, engages and nurtures imagination, develops problem-solving skills, creates outcome possibilities and invites independent decision making. The value of bibliotherapy for children is also emphasised by Pardeck (1998:5), Sunderland (2000:4,10,12), Legault and Boila, (2003) and Malchiodi (2008:175).

As can be concluded from the aforementioned literature, the process of bibliotherapy is not a haphazard one of getting a book and reading it to a child. In order to qualify as bibliotherapy, there should be a planned intervention with established goals. A need must be identified, a book or story must be specifically selected to address this need and presentation and follow-up plans must be implemented (Antila, 2009:20). It requires specific stages (Silverberg, 2003:132; Abdullah, 2005; Pardeck, 2005:49; Antila, 2009:10). Antila (2009:11) concludes that in order to be successful, the bibliotherapeutic intervention must reach all three stages, that is, to identify with the character, gain insight and grow, to reach a catharsis and to develop or change.

According to Pardeck (1998:18), the therapist must ensure that the client is ready for bibliotherapy. This entails that there is already a trusting relationship between the client and the therapist, that the client and therapist had agreed on the problem and that some preliminary exploration of the problem had occurred. However, in the case of children, the researcher is of the opinion that because of the young age and limited understanding of the child, a verbal agreement of the problem between the child and therapist might not initially always be possible.

This study does not intend to use bibliotherapy in the traditional sense of the word, as discussed in the abovementioned definitions, but to utilise the principals of bibliotherapy in various bibliotherapeutic techniques in order to address their need for sense of belonging (Hepworth & Larsen, 1993:623; Parker, 2005). Bibliotherapeutic techniques make use of stories in order to address emotional problems, but the stories are not always written ones. It can be pictures, puzzles or games that are used to convey a story with which the child can identify. (see addendum A). Malchiodi and Ginns-Gruenberg (2008:167) mention that imaginative literature and creative interventions can be used in storytelling in order to gain insight or to change behaviour. Costello (2000:45) also mentions that fantasy can be used in various settings to create stories.

## **8. CONCLUSION**

A sense of belonging is a basic human need that needs to be fulfilled in order to develop healthy relationships later in life. Children in their middle childhood need to have a secure relationship with their caregivers, otherwise they may search for a sense of belonging in destructive relationships, like gangs or unhealthy sexual relationships during their teenage years. Caregivers in disadvantaged communities face many challenges and difficulties and may not always be capable to provide a sense of belonging for their children. Social capital in the community, like neighbours, may therefore be utilised in order to enhance the children's sense of belonging. Social workers in disadvantaged communities may also use bibliotherapeutic techniques in order to address the children's need for sense of belonging and train caregivers in such ways as to enhance the sense of belonging of their children.

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**SECTION B**

**ARTICLES**

## **ARTICLE 1**

### **SENSE OF BELONGING IN CHILDREN FROM FRACTURED FAMILIES IN DISADVANTAGED COMMUNITIES**

#### **ABSTRACT**

A sense of belonging is important in order to form and maintain meaningful relationships later in life. This article focuses on the perceptions of children in their middle childhood from fractured families in disadvantaged communities regarding a sense of belonging, as well as the perceptions of their caregivers and social workers who work in the area. An exploratory qualitative approach, utilising the Design and Develop Model of intervention research, was followed. The population was restricted to the northern city areas of Port Elizabeth. Non-probability, purposive sampling was done. The results suggest that there is a need for a sense of belonging with the children and that the caregivers are not always able to support this need. Social workers realise this need, but need guidelines in order to support the children and caregivers.

#### **INTRODUCTION AND PROBLEM STATEMENT**

Children are a country's most valuable asset (Hoover, 2009). They are the role models of the future and the directives for future generations and deserve to be treated with utmost care. Although every child has the right to grow up in a healthy, happy family (United Nations Convention on the Rights of the Child, 1989; South African Constitution: The rights of the child, 1997), it is a reality in the South African society that many children live in fractured families where one or both parents are absent (Holborn & Eddy, 2011:1). According to a

recent report of the South African Institute of Race Relations, more than 3,9 million children in South Africa do not share a home with both parents (Holborn & Eddy, 2011:1).

The family is the place where children learn to socialise and where their basic needs are met (Steel & Kidd, 2001:5). It is also true that because of the high occurrence of fractured families in South Africa, many children grow up with single parents. According to Brendtro, Brokenleg and Van Bockern (2002:12) unsupported parents are often unequipped to raise their children as well balanced adults. This may lead to a lack of a sense of belonging in children, which is one of the crucial aspects that children need to experience in order to grow up as balanced adults (Erikson, 1969: 239; Toerien, 2001:31; McWhirten, 2007:189). If the family cannot provide in this need, the children may fall subject to negative behaviour, like involvement in gangs, drug abuse and criminal activities in order to experience a false sense of belonging (Hamilton, 2005). This may lead to a vicious cycle of malfunctioning, to which their future children may also fall prey (Ding & Littleton, 2005:1; Yuen, 2005:7).

The study was limited to children in middle childhood, in other words, children between the ages of six and twelve years old (Meyer, Moore & Viljoen, 2008:202). This age group was chosen because this is the stage where children need to learn specific skills; where they have to become part of a social group and where successful mastery of skills must lead to a feeling of competence (Santrock, 2006:332). If children in their middle childhood do not experience a sense of belonging or do not succeed in mastering these skills, they may become adolescents who fall prey to gangs and unhealthy relationships (Brendro, Brokenleg & Van Bockern 2002:9). Intervention in this stage may therefore be important, before additional problems of adolescence arise.

The aim of this study was to explore how children from fractured families in disadvantaged communities experience their sense of belonging. The experiences of their caregivers and the perception of social workers concerning a sense of belonging were also explored. This article will give a theoretical overview of a sense of belonging, fractured families and disadvantaged communities. The methodology is discussed and the results outlined. Lastly, conclusions are drawn and recommendations are made. This article focuses on the first phase of a broader research project, which focuses on the use of bibliotherapeutic techniques in order to enhance a sense of belonging in children from fractured families in a disadvantaged community.

## **LITERATURE BACKGROUND**

Belonging is a basic human need (Erikson, 1969:238; Maslow, 1970:43; Ainsworth, 1989:700; Alderfer, 1989; Max-Neef, 1991:33; Diamond & Marrone, 2003:72). According to Erikson (1969:238) and Marvin and Britner (2008:272), the first developmental task of babies are to acquire a feeling of trust for their primary caregivers and to become attached to them. This can only happen if babies are well cared for and their basic needs for food, warmth and love are fulfilled. If children successfully develop trust, they will feel safe and secure in the world (Maslow, 1970:44; Alderfer, 1972), which will lead to a sense of belonging. If these needs are unfulfilled, children will develop a feeling of distrust, which will lead to fear and a belief that the world is inconsistent and unpredictable (Van Wagner, 2007). These unfulfilled needs may be evident in fractured families in disadvantaged communities.

Various writers (Toerien, 2001:31; Ding & Littleton, 2005:iii; Yuen, 2005:7; Minuchin, Colapinto & Minuchin, 2007:10; Holborn & Eddy, 2011:7;) mention that growing up in a

fractured family does not merely imply that children have to grow up without a father or mother figure. It has an influence on every aspect of their lives, especially in disadvantaged communities. Brendtro, Brokenleg and Van Bockern (2002:12) state that single parents without the necessary support system are often incapable of raising their children successfully. Single parents have multiple roles and may feel overburdened. This lack of support can lead to the so-called diminished parenting, as Wallerstein (1985:117) had found in her historical longitudinal study in the eighties. Other writers like Woodhead, Rhodes and Oates (2005:76) confirm these results. Arthur (2007:17) mentions that research in South Africa showed that broken homes were one of the main issues mentioned by young people as having influenced their decision to commit crime. The children of absent or incompetent parents can display behaviour like a lack of motivation, anger, hatred, insensitivity and violence (Toerien, 2001:31).

Fractured families imply multiple problems, for example low financial income, lack of parental guidance, lower achievement and a higher incidence of social problems (Arthur, 2007:18). Without intervention in these families and the children's lives, it is likely that they will continue the wicked circle of malfunctioning and that their future children might be subject to negative social circumstances (Ding & Littleton, 2005:1). The children involved in this study experience various disadvantages and social problems, like poverty, overcrowded houses, violence, alcohol abuse and lack of parental guidance. Smith, Cowie and Blades (2003:553-663) define the term disadvantaged as a relatively enduring condition that results in lower academic achievement at school and reduced opportunities in the wider society. It refers to social and/or cultural characteristics. According to them, it is not poverty itself that causes a family to be disadvantaged, but the stresses associated with poverty that make it difficult for parents and children to function as well as they should do. According to Elliot,

Menard, Rankin, Watson and Huizinga (2006:4), children in disadvantaged communities suffer from a variety of problems, partly because of the lack of resources and the incompetence of their primary caregivers. Minuchin, Colapinto and Minuchin (2007:8) name families in disadvantaged communities the multicrisis poor. Poverty may lead to a feeling of helplessness, which may result in alcohol abuse or violence. According to Arthur (2007:11), there is ample evidence to claim that both alcoholism and drug abuse have a negative influence on parenting skills. There is usually a lack of resources in disadvantaged communities and people are left to their own devices (Holborn & Eddy, 2011:4). According to Papalia, Olds and Feldman (2006:383), poverty can harm children's development through its impact on the emotional state and parenting practices of parents. People, who are worried about their financial situation and where the next meal may come from, will become anxious, depressed and irritable. They may be less affectionate with and less responsive to their children, which has an influence on the children's sense of belonging and security.

As this study aimed to determine the sense of belonging in children from fractured families in disadvantaged communities, it relied on Bronfenbrenner's theory (Bronfenbrenner, 1979) and the Gestalt field theory (Houston, 2003:7) to view children in relation to their families and community. In line with these theories, children in their family must be viewed in the larger context of the family and community, which is why this study wants to explore ways in which the family and community can assist children to experience a sense of belonging.

## **RESEARCH METHODOLOGY**

An exploratory qualitative approach, utilising the Design and Develop Model (D & D model) of intervention research as described by Rothman and Thomas (1994:4) was followed for this

study. Cozby, Neuman and Schilling (as cited by De Vos & Strydom, 2011:475) define intervention as the action by a social worker or other person in the helping professions in order to enhance or maintain the functioning and well-being of the individual, family or community, which made it applicable to this specific study.

The population in this case was restricted to children in their middle childhood from fractured families in the northern city areas of Port Elizabeth, their caregivers and social workers. Non-probability sampling (Strydom, 2011:231) was done with purposive selection (Babbie, 2010:184), namely children from fractured families between the ages of six and twelve years who live in the northern city areas and who are known to social workers. Children of both sexes were included. Although no specific race group was selected, it turned out that all the children were coloured children, as it is mostly coloured people who inhabit the northern areas of Port Elizabeth. Their language and religion did not play any role in the selection. All the children were either Afrikaans or English speaking and of various religious denominations. All the social workers working in the area were interviewed. All the caregivers were invited to focus groups and twelve were available to take part in the study.

Ten focus groups (Greeff, 2011:360) were planned with children between the ages of six and twelve. Morgan and Krueger, as cited by Greeff (2011:361) mention the following reasons for using focus groups: It is used as a self-contained method in studies in which they serve as the principal source of data, it may be used for instrument development and promotes self-disclosure among the participants. All the children came from fractured families and lived in the northern areas of Port Elizabeth, which is a disadvantaged community. The groups consisted of four children in each group but in two occasions only three children turned up for the group. According to Greeff (2011:366) smaller focus groups (four to six people) are

preferable when the participants have a great deal to discuss about the topic, as well as how much detail the researcher needs to hear from each participant. Although two groups only had three members, it followed the same process as the groups with the four members. Greeff (2011:366) quotes Morgan in stating that the major factor in the group size is how much detail the researcher needs to hear from each individual. As several topics were discussed in detail in the groups, the fact that two groups have three members in stead of four, made no difference to the outcome. Another reason for keeping the groups deliberately small was that attention could be given to every child and to be aware of their emotional reactions. The amount of focus groups was determined by the saturation of data (Strydom & Delpont, 2011:391). As far as it was practically possible, the researcher tried to have children aged six to nine in some groups, and children between ten and twelve years in other groups.

Because of the young age of the children, play therapy techniques were utilised with the aid of dialogue to determine their sense of belonging. The focus groups had an informal character and started with a game to put the children at ease (Greeff, 2011:360). Activities were divided into four categories, namely their perception of their community, their sense of belonging in their homes, social capital with special reference to the school and neighbours, and their experience of and needs for stories. Only the second category, namely their sense of belonging, will be discussed in this article. In each category, the children were asked to select pictures to represent the people in their houses and community. They were then asked to identify the people they feel safe with, who they want in their homes, what aspects in the community scare them, where they could go if they are scared and whom they feel they can trust and belong to. This is in line with the characteristics of the Gestalt paradigm to focus on the here-and-now, the dialogue relationship, to keep the field and the holistic approach in mind, and to have a creative, experimental attitude towards life (Sharf, 2004:241; Joyce &

Sills, 2010:1). A card with faces representing different emotions was used to determine the specific emotion the children experienced regarding a certain situation or person. No interpretations or assumptions were made about the pictures (Barber, 2006:38), the children had to explain the characters in the picture, and the character's importance to them.

Semi-structured interviews and focus groups were held with all the social workers (twelve) who render child and family orientated services in the northern areas of Port Elizabeth, namely ACVV, CMR and Childline. The four social workers from the CMR were interviewed individually, and the six social workers from Childline and the two of the ACVV were interviewed in two focus groups.

Two focus groups were conducted with twelve caregivers of children between the ages of six and twelve, who are from fractured families and live in the northern, disadvantaged community of Port Elizabeth. This was done to determine how they, as community members and caregivers of the children, perceive the problems in the community and the effects of a lack of a sense of belonging in the children in their care (De Vos & Strydom, 2011:481).

The video tapes made of the groups were transcribed and information was then divided according to the themes that emerged (Braun & Clarke, 2006:79). The key areas (Rothman, Damron-Rodriguez & Shenassa, 1994:146) are discussed under the results.

Written permission to conduct the research was obtained from the various welfare agencies that render services in the northern areas, namely the *Afrikaanse Christelike Vrouevereniging*, *Christelik-Maatskaplike Raad* and Childline, Port Elizabeth. Written and verbal permission

were also obtained from the participants. The study was conducted under the ethical clearance of the North-West University: NWU-00060-12-A1.

## **RESULTS AND DISCUSSION**

The following information emerged from the focus groups with the children, their caregivers and social workers:

### **Living conditions**

In order to determine what the children's living conditions were, they were asked to choose a picture from a set of various pictures representing different houses that represented their homes. They were then asked to describe their home, the number of people living in it and the living conditions. The majority have running water, but not all have electricity. Only two households have computers. According to most of the children, their houses are small, mostly with two bedrooms, and occupied by six or more people. Comments in this regard were, "*I sleep behind the curtain (used as a room divider) in the front room*". "*We all live in one room. My uncle sleeps behind the curtain*". According to Holborn and Eddy, (2011:6), an over-crowded household is one in which there are more than two people for each room. To have one's own room or even an own bed is a luxury, which only a few have. Most children share a room and a bed with their siblings. One participant noted, "*All four of us sleep in one bed*". An eleven-year-old girl mentioned, "*I have to share a bed with my cousin*" (an eight-year-old boy). Another participant said, "*I sleep in one room with my aunty, two cousins and sister*". Privacy and individual space are therefore unknown to them. Poor, overcrowded living conditions are according to McWhirten (2007:188) one of the risk factors for behavioural problems and antisocial behaviour later in the teenage years.

The children were asked to choose from a set of pictures the ones that represent the people living in their house. Most of the children were in the care of extended family members. This correlates with Smith, Cowie and Blades (2003:116) stating that grandparents are the primary source of non-parental care of young children.

Although most of the children are in alternative care because their parents were found incapable to look after them, which was suppose to imply better conditions than what they were subjected to in their biological families, an alarming number of children are still exposed to alcohol abuse in their current homes. One child remarked that he did not want to include a picture of a husband and wife who drink and fight and said, *“I am not going to include this one”*, which was clearly an indication that he is subjected to that kind of behaviour. He confirmed it later by saying: *“They like to drink in the evenings when my grandmother is asleep”*. Another child chose a picture and said, *“This is my stepfather drinking”*. Another child described a boy in a picture as sad, because his parents drink alcohol. According to him, the two adults in the picture drink because they stressed.

The fact that the children live in crowded households, are from fractured families and are also subjected to alcohol abuse, are warning signals that their caregivers might have inadequate parental skills (Arthur, 2007:11). According to McWhirten (2007:187), these caregivers cannot give the children a sense of belonging, because they might be too overwhelmed by their own daily struggles. Parke, Simpkins, McDowell, *et.al.* (2004:168) mention that families from impoverished socio-economic backgrounds are more likely to experience a number of stressors, which could have an impact on the children’s adjustments. They therefore need extra help from the social workers and society.

Some of the social workers expressed their concern about this lack of privacy and own space. *“They have to share a bed, everything, and do not have anything they can call their own”*. Another social worker was of the opinion that the lack of possessions may drive the children towards gang involvement later in their lives. *“The gangsters are the ones with the brand name shoes and clothes, the shiny watches. The children admire and envy them”*. Arthur (2007:25) confirms this concern by stating that economic hardship has a growing and devastating effect on families. Children from deprived backgrounds and crowded households need good parental care and supervision in order to escape a life of delinquency.

From the social workers’ responses, it was clear that they are fully aware of the living conditions and social problems the children encounter. *“What I have especially noticed recently, is the massive poverty”*. *“The children live in very poor conditions”*.

### **Relationship with their caregivers**

The children had to select pictures that represented the people living in their house, and placed it on an outline of a house picture. They were then asked to indicate to whom they would go to if they were scared, to who they would tell a secret and who they trusted. There were mixed findings. Twenty-five of the thirty-nine children indicated that they had good relationships with their caregivers and trusted them. Their comments were, *“I can go to my aunt if I am scared”*, *“I will be able to tell my granny a secret”*, *“I can tell my grandma if anything happens to me”* and *“My aunty will help me”*. The rest of the children (13) did not have such close relationships with their caregivers. According to them, they would not tell anybody if they were scared or if something happened and would keep a secret to themselves. When asked whom he could tell a secret to, one child stated, *“I am not going to tell anybody. I will keep it to myself”*. Another one said, *“Nobody. It does not anyway help to tell”*. When

probed about his answer, it seemed as if the child had tried to tell somebody about his fears or secrets, but that his experience was that it did not help to trust another person.

Trust is one of the building blocks in order to achieve a sense of belonging (Erikson, 1969:238; Marvin & Britner, 2008:269). The children who did not trust their caregivers did not feel a sense of belonging with them. These children are more vulnerable to fall prey of gangs and anti-social behaviour (Santrock, 2006:332). One must also bear in mind that the mere fact that all these children are from fractured families, already implies that they are subjected to some kind of trauma, whether it is family violence, loss of a parent or neglect. Given the fact that there are few resources in a disadvantaged community, it is most likely that these issues are never addressed (Elliot, Menard, Rankin, Watson & Huizinga, 2004:4).

Most of the children experienced a feeling of loss and a longing for their parents. A boy whose parents are deceased identified with a picture of an unhappy looking boy and said the child in the picture *"...is sad, because he misses his mom and dad. They are deceased"*. Another child referred to the same picture and said, *"The boy is sad, because he rather wants to live with his mother"*. (The child is in foster care and his mother is alive, but incapable of caring for him.) It was confirmed that the children referred to themselves when talking about the pictures and that they too experienced the feelings they attributed to the pictures. This reaction is normal, as a split in the bond between a parent and child will lead to feelings of loss and longing, if it is not satisfied by someone else (Karen, 1998:15).

Responses of the children were discussed with the social workers concerned with the specific families, who confirmed that the "untrustworthy" caregivers (as perceived by the children) did not have a close emotional relationship with the children, and that their relationship relied only on the first levels of Maslow's pyramid (1970:43, Alderfer,1989:355), namely to

provide food and shelter. The reason for this might be that the caregivers are so overwhelmed by their stressful situations, and as Parke, Simpkins, McDowell, *et al.* (2004:169) suggest, they become less warm and nurturing. This indicated that these caregivers needed a strategy to help them to improve their relationship with the children. It was clear that this activity could be used in future as an assessment tool by social workers dealing with these children.

### **The children's sense of insecurity**

The children verbalised a feeling of helplessness about their situation. One girl said, *"I tell my granny when I am scared, but she cannot do anything about it"*. A boy said, *"I do not tell anybody when I am scared, because it does not help"*. These children experience fear, sadness and unhappiness regarding the unsafe situation in the neighbourhood. One girl stated, *"We were scared and sad,"* and another said, *"It makes me unhappy when they fight"*. Other responses were, *"I do not like it when they shoot. I am scared"* and *"I wish the fighting will stop"*. Alderfer (1989:355) states that safety needs form part of the existence needs that have to be fulfilled, or they will dominate all other needs. It is therefore vital to create a sense of security for the children, otherwise their need for belonging will suffer. The fact that all of them already experience some or other form of violence and crime validate their sense of insecurity. If these feelings remain unresolved, it may become a risk factor in the children's future behaviour. McWhirten (2007:188) mentions that a high frequency of neighbourhood vandalism, crime, gang activities and violence may lead to anti-social behaviour in children.

Santrock (2008:231) recommends that children in abovementioned situations need extra assurance about their safety, they need to talk about their experiences and need help to make sense of it.

### **Creating an own safe place**

The children were asked what they did when something happened that scared them. In order to feel safe, these children tried to create their own safe place in the house by hiding, which is common for children who are in the operational-concrete stage, as Piaget (Mortola, 2001:53; Thomas, 2005:207) defines it. In this stage, children tend to think on a concrete level, for example, “If I hide and cannot see the danger, I am safe.” Some of their answers to the question about what did they do when they felt unsafe, were:

*“I hide under the table or blankets when I feel unsafe”.*

*“I hide in the wardrobe when I am scared”.*

*“I ran into the house and lock my door”.*

*“We ran into the house when they shoot and lay quietly under the sofa in the front room”.*

These children experience fear, sadness and unhappiness regarding the unsafe situation in the neighbourhood. One girl stated, *“We were scared and sad,”* and another said, *“It makes me unhappy when they fight”.* Other responses were, *“I do not like it when they shoot. I am scared”* and *“I wish the fighting will stop”.* Reeve (2001:343) confirms Maslow’s observation that the fulfilment of safety needs is important in order to fulfil other needs. It is therefore vital to create a sense of security for the children; otherwise their need for belonging will suffer.

### **Helplessness of caregivers**

Although the caregivers are aware of the dangers, there is little they could do to protect the children from the dangers in the community. However, they do try to protect the children from violence. *“I keep my children inside my yard”.* *“When it is getting dark, they have to be inside”.* *“I am scared to let my daughter walk in the streets. You cannot be outside after 7pm. It is too dangerous”.* According to Arthur, (2007:19) parental supervision is the degree of

monitoring by parents of their child's activities and their degree of vigilance. It seemed that the caregivers did everything they can to protect the children from physical harm.

### **The children's experiences of a sense of belonging**

The children had to choose four pictures that they liked best from the specific set and were asked to describe the activity on the picture and what they liked about it. All the pictures illustrated love, affection and interaction between adults and children. The children's need for a sense of belonging can be divided into two categories, their need for nurturing and their need to play.

#### ***Basic needs for nurturing***

Most of the children's first choice was pictures with activities of nurturing and care rather than those that displayed only affection, with the following responses. *"I want to be the child who is fed by the mother". "I want to be the child who is asleep while someone is sitting with him". "I would like someone to bath me, and then I feel happy". "I want to be the child whose dad is dressing her for school, because he cares for her". "I like the two where my dad is making me ready for school and my mother for bed. It makes me feel happy".*

All of the above responses are needs that the children verbalised, in other words, it was not something they already experienced. Their need for nurturing and care was greater than their need for gestures of affection, for example to get a hug. It is possibly because they did not receive these nurturing and care as babies and toddlers, and that they associate it with love and belonging. It confirms the theory that basic attachment needs must be met before other needs can be addressed (Maslow, 1970:43; Diamond & Marrone, 2003:29; Rholes & Simpson, 2004:4). Brendtro, Brockenleg and Van Bockern (2002:73) explain that children,

who lack attachment with their primary caregivers, try to re-establish closeness by attachment behaviours such as seeking physical contact. These writers are also of the opinion that a relationship is an action, not a feeling (2002:75), so actions like putting a child to bed is perceived as caring and a feeling of attachment and belonging is created.

However, from the caregivers' responses it was clear that they did not have any insight in this need of the children. In answering the question if they put the children in bed with a story, or sometimes assist them in bathing, etc. they answered as follows: *"No, they can do it themselves". "The older sister washes the little one at night". "My children know what to do and I leave them to it"*.

The social workers confirmed the interpretation that some children did not have a sense of belonging with their caregivers. According to them, the caregivers provided in the basic needs like food and shelter, but were ignorant about the needs of emotional security. They made the following comments. *"I am sorry to say, but most of the foster parents are only concerned about the money. They pretend to care, but they do not really care". They make distinctions between their own children and the foster child. Their own child has a key of the front door, but not the foster child". "The parents, and in some cases the foster parents also, are not capable to identify this need and to fulfil in it"*.

*"This need is not fulfilled at home, because of the parents' inability, a lack of a space the child can call his own and low self-esteem. This drives them to the gangs, where they experience a sense of belonging"*.

### *Needs to play with caregivers*

Other popular pictures, and clearly a need of the children, were those where the adults play games with the children. One child stated, *“I would really like to play with my mom and dad, then I will feel happy”*. Another child identified with a picture of a child and two adults playing a game, *“Here we play Scrabble...this is me and my mom and dad. I like that. They are happy. I would like that when I am with my father”*. Another response was that the father plays with the child and that they are enjoying it. One boy said, *“I would like to play cards. It is nice when my grandmother and I play cards”*. When caregivers play with their children, it conveys a message to the children that they are important enough to spend time with, and this play will lead to better interaction between the children and their peers (Parke, Simpkins, McDowell, Kim *et al.* 2004:162). Brendtro, Brokenleg and Van Bockern (2002:85) mention that there should be an element of joy in the interaction between children and their caregivers. Games can provide this joy. McWhirten (2007:189) states that positive interaction and involvement between children and their caretakers reinforce positive social behaviour in the children.

When asked about the pictures that display physical demonstrations of affection, the children indicated a need for it, by making the following comments. *“I feel happy when somebody hugs me.”* *“The granny hugs the child...she loves him, and this makes the child happy”*. *“What I want most is that my granny must hug me, I feel happy when she does it”*. *“I want my aunt to hug me”*. The children associated these actions with feelings of happiness and security.

## **CONCLUSIONS AND RECOMMENDATIONS**

From the children's responses, it was clear that they experience problems typical to disadvantaged communities, namely poverty, over-crowded households, alcoholism, drug abuse, gangster activities and violence. In addition to their feelings of loss and insecurity because of their fractured families, they also have to cope with the real dangers in the community. Their need for security and belonging is therefore more complex. This research indicated that their caregivers are not always capable of fulfilling this need, probably because they are overwhelmed by the demands of the community and the many problems they have to face. The social workers realise this void, but nothing yet has been done to rectify it. It is therefore recommended that the social workers involve the caregivers in training programmes in order to teach them how to recognise the children's need for belonging and security, and how to fulfil in this need.

It is a matter of concern that some of the children do not have a trustworthy relationship with their caregivers. It is possible that the caregivers are unaware of it, as they seem to focus only on the physical needs of the children and are unaware of the fact that the children yearn for acts of love and interaction between them and the caregivers. Although the social workers suspect this, they do not have a programme to intervene. The fact that these children, who are in their middle childhood, already feel that they cannot trust anyone, is a serious warning signal that intervention must take place before they reach their teenage years and probably find security and belonging in gangs.

All the children perceived their community as an unsafe place, where gangster activities, violence, drug and alcohol abuse are everyday activities. They expressed feelings of

helplessness and fear with the situation. As this is the reality of life in a disadvantaged community, it is unlikely that the situation will change. The only alternative is to create a safe place for the children, whether it is in the home or in the community, where they feel accepted, loved and appreciated. Every child should know that he or she has at least one place or person where he can seek refuge against the real and emotional storms of life. The social workers must teach the caregivers and other reliable people in the community how to help the children to cope with the trauma caused by the violence in the neighbourhood.

Although the caregivers fulfil in the children's basic needs for food and shelter, it seemed that the children have a need for interaction with the adults in their lives. They expressed a need for physical nurturing, for example to be bathed, to be put in bed by someone or to get help in dressing. It is important to remember that these children are in their middle childhood, a stage when children normally like to show their independence and self-sufficiency. It can therefore be concluded that the children did not experience these activities as toddlers, and still yearn for physical signs of care, nurturing and affection.

It is recommended that whenever the social workers or caregivers become aware of such a need in the children, a set of activities must be used that will enhance this interaction between the child and the caregiver. It should be based on practical aspects of nurturing and care, like putting the children in bed with a story, etc.

The children also showed a need to share fun activities with their caregivers, and they associate these activities with feelings of belonging and security. Because of the demands of life as a single parent or caregiver in a disadvantaged community, it is quite likely that the caregivers are so consumed by their daily struggle to cope, that they are unaware of this need

of the children. As concluded from the children's responses, it is clear that they put a high value on such interactions. It will therefore be worthwhile for the caregivers to invest in activities like playing games with the children, for example cards, Monopoly, snakes and ladders. The social workers must assist the caregivers in realizing the importance of these activities, and encourage them to do it. A specific guideline with concrete examples and actual games to use might inspire them to interact with their children.

These children have a difficult life with many challenges, but with initiative and creative thinking, it will be possible to assist their caregivers to fulfil at least some of their needs for belonging. It is also necessary to look beyond the family for ways in which the children's needs for belonging can be fulfilled. The aid of reliable and capable people in the community can be utilised in this regard.

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## ARTICLE 2

# THE EXPLORATION OF SOCIAL CAPITAL IN A DISADVANTAGED COMMUNITY TO ENHANCE A SENSE OF BELONGING IN CHILDREN FROM FRACTURED FAMILIES

### **Abstract**

Caregivers in a disadvantaged community have many challenges and few resources to provide a stable home and sense of belonging for their children. This article explores how children in their middle childhood from fractured families, their caregivers and social workers perceive their community and what possible sources of social capital could be identified in the community. The results show that there are sources of social capital in the community that are yet undeveloped and unutilised. Ways to utilise this social capital in order to enhance a sense of belonging in the children are also discussed.

### **INTRODUCTION**

Caregivers in disadvantaged communities are often overwhelmed by their situations and not always capable to provide a sense of belonging for their children and lack the resources to get assistance (Brendtro, Brokenleg & Van Bockern, 2002; Woodhead, Rhodes & Oates, 2005). The aim was to determine if there was a network of trust and relationships in the community that could be utilised to fulfil the need of belonging in the children. This article gives a theoretical overview of social capital. It further reports on the findings of a study on exploring the social capital for the emotional benefit of the children from fractured families in disadvantaged communities as seen by the children themselves, as well as their caregivers and social workers who render services in the community.

## **BACKGROUND**

### **Social Capital**

Coleman (1990), one of the main scholars who investigated the concept of social capital, defined social capital by its function, that is that social capital is not a single entity, but a variety, with the two common elements of social structures and the relations between role-players. For the purpose of this article the understanding of social capital is reflected in Halpern's definition (2005), namely that people are connected with one another through intermediate social structures – webs of association and shared understandings of how to behave. This social fabric greatly affects with whom, and how, we interact and co-operate.

In South Africa the Western Cape Department of Social Development and Poverty Alleviation was the pioneer in researching and expanding social capital (Swart, 2007). They define social capital as the strengthening and establishment of networks, relationships, norms and values that contribute to the building of social cohesion, racial integration and the strengthening of a social safety net during times of crisis (economic, natural and other) (Howes, 2007).

Nieman (2006) described social capital as the “glue” that developed between people in groups and societies when they shared experiences, beliefs and practices. The networks of social relationships, which was based on mutual trust and caring that already existed in communities, should be identified and explored in order for community members to become aware of it and to gain from it. Anderson (2010), Bayat (2005) and Lin (2008) also emphasised the role of trust and state that social capital reflects a system of values, particularly social trust. These authors define trust as the understanding that people or members of social groups will act in a manner that is mutually beneficial and that the norms of interaction and reciprocity established by the relationship will ensure that the members

adhere to these norms. Halpern (2005) mentions that social capital could only work if there were closeness and a high level of trust and trustworthiness among the community.

Lin (2008) mentions that social capital is capital captured in social relations, and its production is a process by which “surplus value” is generated through investment in social relations. Social capital has the potential to affect or alter the social, economic, political and cultural processes in communities (Vermaak, 2006). This potential to affect or alter have special relevance and importance to people in disadvantaged communities, who often lack formal structures of help and assistance, and have to rely on themselves to cope and survive. As Woolcock and Narayan (2000) state, the basic idea of social capital is that a person’s family, friends and associates constituted an important asset. Lin (2008) remarks that social capital is rooted at the juncture between individuals and their relations. Communities with a diversity of social networks and civic associations are in a stronger position to confront poverty and vulnerability.

Howes (2007) mentions that interpersonal relationships and the social networks that resulted from these relationships had always been one of the focal points of social workers. The realisation that these networks form social capital, which could be utilised in order to empower the community, could lead to more focused service rendering. According to Nieman (2006) another important benefit of social capital is that stable, healthy family relations are an important form of social capital for young people. She refers to a study done in America by Israel and Beaulieu in 2004 to measure how social capital available in family, school and community could help children stay in school. The study found that social capital, in the form of the parents’ interests in their child’s performance and school activities, had a significant influence on the child’s stay in school. Nieman (2006) further states that social capital can purposely be created, especially to help service providers who render services to disadvantaged communities.

## **Different types of social capital**

According to Halpern (2005) there are different types of social capital, the first being bonding social capital. Grootaert, Narayan, Jones and Woolcock (2004) define this as the ties to people who were similar in terms of their demographic characteristics, such as family members, neighbours, close friends and work colleagues. Halpern (2005) elaborates on this definition by adding that in bonding social capital, people also shared the same set of norms. Howes (2007) adds that interpersonal relationships form a social network that gives the individuals a sense of embeddedness in a community. According to Vermaak (2006) the family can be regarded as a source of social capital in its own right. Putnam, as quoted by Vermaak (2006) describes the family as the most fundamental form of social capital. A breakdown of the family will therefore have a negative influence on the members of that family and will result in a decline in their available social capital. Other means of social capital must then be called on to fulfil this void.

The next type of social capital is called bridging social capital, which refers to ties between people who did not necessarily share the same characteristics and norms (Grootaert, et al., 2004; Halpern, 2005). According to Bayat (2005) the bridging network is characterised by generalised trust and volunteering action, since it refers to those relationships on the outer perimeter, such as being part of a community forum or neighbourhood watch. He also mentions that the influence of social capital is most profound when there is bridging social capital, in other words, when there are relationships between heterogeneous groups. Nieman (2006) states that churches, schools and other institutions in the community could play an important role in bridge-building programmes by facilitating interaction between different networks and communities.

During the past decade scholars added a third type, namely linking social capital, which refers to one's ties to people in positions of authority, such as representatives of public and

private institutions (Grootaert et al., 2004; Halpern, 2005). They distinguish between bridging and linking social capital by describing the first as the horizontal ties between different equal groups or communities, while linking social capital has vertical ties with resources and economic institutions. It is important to realise it is not the mere fact that these institutions exist that forms the linking social capital, but the nature and extent of the social ties between the clients and the providers (Grootaert et al., 2004). According to Bayat (2005) the main function of linking social capital is to enhance the capacity of the community by using resources, ideas and information from formal institutions outside and beyond the community. Nieman (2006) concludes that it would be beneficial for welfare organisations and social workers to identify and utilise existing social capital when they are planning social development programmes.

### **Social capital in the context of disadvantaged communities and sense of belonging**

In this article social capital is specifically discussed in the context of fractured families in disadvantaged communities and how it can be utilised in order to enhance a sense of belonging in children. Fractured, or broken families, are defined by Holborn and Eddy (2011), who state that a fractured family can be regarded as a family without one or both of the parents. They also expand this definition to the extended family, as many children in South Africa are being raised by their extended families, as well as caregivers or guardians. In terms of disadvantaged communities Smith, Cowie and Blades (2003) define the term disadvantaged as a relatively enduring condition that resulted in lower academic achievement at school and reduced opportunities in the wider society. It referred to social or cultural characteristics. According to them, it is not poverty itself that caused a family to be disadvantaged, but the stresses associated with poverty that made it difficult for parents and children to function as well as they might (Smith et al., 2003). According to Elliot, Menard,

Rankin, Elliot, Wilson and Huizinga (2006), children in disadvantaged communities suffered from a variety of problems, partly because of the lack of resources and the incompetence of their primary caregivers. This may be related to a lack in a sense of belonging. According to Brendtro, Brokenleg and Van Bockern (2002) a sense of belonging is to be related to others, not only through blood relationships, but also to be accepted, loved and trusted by others.

When a child's need of belonging is unfulfilled in the family, the community may be able to provide a sense of belonging. Field (2008) mentions in this regard that by making connections with one another and keeping these connections going over time, people are able to achieve things that they could not achieve by themselves.

## **RESEARCH METHODS**

A qualitative approach was followed, utilising the Design and Develop Model (D & D model) of intervention research (Rothman & Thomas, 1994). The discussion in this article specifically refers to research done in one component of a broader research project that falls within the first and second phases of intervention research (De Vos & Strydom, 2011).

In the first phase, namely problem analysis and project planning, the first step was to identify and involve participants selected from a population (Babbie, 2010), which in this case was restricted to children in their middle childhood from fractured families in a disadvantaged community, as well as their caregivers and social workers who work with the families. Non-probability sampling (Strydom & Delpont, 2011) was done with purposive selection (Babbie, 2010), namely children from fractured families between the ages of six and twelve years who lived in the northern city areas of Port Elizabeth in the Eastern Cape of South Africa. The children's caregivers and social workers who worked in the area were also included in the study. Children of both sexes were included. Although no specific race group was selected, it turned out that all the children were coloured children, as it was mostly

coloured people who inhabit the northern areas of Port Elizabeth. Language and religion did not play any role in the selection.

In the second step of gaining entry and cooperation from settings (De Vos & Strydom, 2011), written permission to conduct the research was obtained from the various welfare agencies that render services in the northern areas, namely ACVV, CMR and Childline, Port Elizabeth. The caregivers of the children involved in the research gave written permission, and the children gave their verbal permission to be included in the study.

The third step identified the needs of the population (Babbie, 2010; Fouché & De Vos, 2011; Monette, Sullivan & DeJong, 2005). This was done through semi-structured interviews with caregivers, children and other community members to get a clear understanding as to how they perceived the social capital in the community (De Vos & Strydom, 2011). The community members were only involved in this step to get a general perspective of the community, and were not part of the sample. They were involved in informal conversations before the onset of the research process, and the information gained from these conversations were used to identify and involve the participants for the research (De Vos & Strydom, 2011:477).

The analysing of the concerns and problems identified was the fourth step of the process (De Vos & Strydom, 2011; Rudestan & Newton, 2001). The information was grouped according to sub themes in order to identify the aspects that had to be addressed in the focus groups and semi-structured interviews with the participants.

The second phase consisted of information gathering and synthesis (De Vos & Strydom, 2011). Ten focus groups (Greeff, 2011) were held with children between the ages of six and twelve. All the children came from fractured families and lived in the northern areas of Port Elizabeth, which is a disadvantaged community. The groups had four children in each group,

except for two groups that consisted of three children each. The amount of focus groups was determined by the saturation of data (Strydom & Delpont, 2011).

Because of the young age of the children, play therapy techniques together with dialogue were used. The focus groups had an informal character and started with a game to put the children at ease (Greeff, 2011). The activities were divided in categories, of which the section regarding social capital is discussed in this article. The children were asked to select pictures to represent the people in their homes and community. They were then asked to identify the people they feel safe with, who they wanted in their homes, what aspects in the community scared them, where they could go if they are scared and whom they felt they could trust and belong to. No interpretations or assumptions about the pictures were made (Barber, 2006), but the children were asked to explain who were in the picture, and the person's importance to them in terms of social capital.

Two focus groups were conducted with twelve caregivers of children between the ages of six and twelve, who were from fractured families and lived in the northern, disadvantaged community of Port Elizabeth. This was done in order to determine how they, as community members and caregivers of the children, perceived the problems in the community and the effects of a lack of a sense of belonging on the children in their care (De Vos & Strydom, 2011). The reason and method of the research were explained to them, and they gave written consent to participate.

Further, semi-structured interviews and focus groups were conducted with all the social workers (twelve) who rendered child and family orientated services in the northern areas of Port Elizabeth. Written permission was obtained from the directors of the different agencies, namely ACVV, CMR and Childline to conduct the research. The twelve social workers gave written permission to the researcher to conduct the semi-structured interviews and to video tape them (De Vos & Strydom, 2011). The four social workers from the CMR were

interviewed individually, and the six social workers from Childline and the two of the ACVV were interviewed in two focus groups.

The next step was to analyse the data gained in the focus groups and semi structured interviews with the children and adults in order to identify significant patterns (Schurink, Fouché & De Vos, 2011). The video tapes were transcribed and information was then divided according to the themes that emerged (Braun & Clarke, 2006). The key areas (Rothman, Damron-Rodriguez & Shenassa, 1994) that were identified are discussed under the results and discussion section of this article.

## **RESULTS AND DISCUSSION**

The following information emerged from the focus groups and interviews with the children, their caregivers and social workers. In the case of the social workers and caregivers, an interview schedule was used. Information from the children was gained by means of various pictures. Each child received sets of pictures and was asked to choose from the pictures according to the questions asked. They were then asked to describe the pictures they have chosen and then whom the picture represented. If they identified with the child in the picture, they were asked if they identified with the emotion reflected in the picture. This was done to ensure that their own values or conceptions were captured (De Vos & Strydom, 2011).

For the purpose of this article not all the themes are discussed. The focus falls only on the participants' experiences of the availability of social capital in this specific disadvantaged community and how it is utilised for the emotional benefit of the children in order to strengthen the children's sense of belonging in the family and community. Three themes came to the fore, namely: the perceptions of the participants regarding the community; the participants' sense of security within the community; and the available resources as identified by the participants. Various sub themes were also identified.

## *The Participants' Perceptions of the Community*

### *Violence and crime*

The children were given an outline of blocks of streets, and asked to select pictures that represented their neighbourhood. There was a large variety of pictures to choose from. No values were attributed to any of the pictures, but instead the children were asked what meaning the pictures had for them.

There were overwhelming responses from the children that they experienced the neighbourhood as unsafe. All of them had personal experience of violence and crime. Although there was not a picture of a gun, many children assumed that a picture of a man running with a saw in his hand was that of man with a gun. One of the major problems in the community was gangs, and the following comments were made about the pictures they chose: "These are gangsters who walk in the streets at night and then they shoot. I am afraid of them" (PC 8). Another child said, "I am scared of the gangsters" (PC 21). Some of the other comments were: "The gangsters are fighting in the streets" (PC 13) and "I saw the gangs fighting over weekends" (PC 30).

Some children had more personal experience of gangs, like the one child who said the following about a picture of a group of youngsters who were fighting, "This is my brother and his friends who are fighting about their meeting place. My brother is in a gang" (PC 12).

Another child said about the same picture, "This is a gang there at the Chinese, they keep on shooting guns" (PC 25). When asked what he did when that happened, he replied, "I ran into the house and lay underneath my bed". The caregivers confirmed that gangs and gang violence were a daily reality in the community. "The gangs killed a youngster right opposite my house. I have to watch out for my children all the time. It is too dangerous for them to play outside" (PCG 2).

Besides the presence of gangs and the occurrence of drug and alcohol abuse, it seemed that the children were regularly exposed to violence. One child (PC 36) stated that her dad (foster father) had been shot in his arm, and that they were scared and sad. Another child said, “There at our place they stabbed a man in his leg. When we walked to school we saw the blood in the street” (PC 33). According to another child, “people fight a lot” (PC 4). These findings were in line with the opinion of Yuen (2005) who stated that people who live in poor conditions were more exposed to crime, violence and substance abuse.

Some of the children had already learnt to use violence to solve problems. One child said of a picture of a boy with clenched fists, “This is me fighting, when the children are looking for trouble and are throwing my stuff in the street” (PC 29). Another one confessed that he also wanted to fight if someone hit him and stated “I want to hit them” (PC 34).

McWhirten (2007) indicated that chronic exposure to violence could have a detrimental effect on children’s development. It is important that these children are exposed to other values and are taught constructive ways to deal with their anger. It is therefore important that intervention must take place in order to enhance the children’s sense of belonging and security in other ways before they reach their teenage years. Significant people in the community, who can provide in these needs for belonging and security, should be identified.

The social workers and caregivers confirmed that violence and crime were indeed a reality in the community. One caregiver said, “There are two different gangs in our street. They are constantly shooting at each other” (PCG 2). The social workers commented that: “Gangs are a huge problem in the area” (PSW 1; 3; 4; 7; 11).

### *Poverty*

Due to the young age of the children, they were not asked any direct questions regarding poverty. The social workers and caregivers who were interviewed were asked what they

perceived as the cause of the violence and crime in the community. They all agreed that the high rate of unemployment and poverty in the community were one of the major problems:

“What I have especially noticed recently, is the massive poverty...” (PSW 2).

“Poverty, the people suffer...” (PSW 4).

“Poverty, together with unemployment. The children live in very poor conditions” (PSW 6).

Budlender (2006), who states that poverty is a reality for many South African children, confirmed this observation. Ewing (2006) is of the opinion that for many households, poverty was not a temporary cash-flow crisis but an ongoing, intergenerational state of deprivation. In this regard, bridging social capital should be explored and utilised to assist people in the community. Arthur (2007) identifies a low family income as one of the risk factors for children to get involved in youth offending later in their lives.

Many people in disadvantaged communities rely on social grants to survive. According to Budlender (2006) these grants assist people to fulfil their basic needs, but it also leads to corruption and misuse. The social workers who took part in the study were outspoken about the conflicting effects of social grants, especially the child support grants, “Most people live from grants” (PSW 10); “The Government meant well with the child support grants, but it leads to misuse” (PSW 8); “People look at the child support grants as a godsend” (PSW 2). The social workers also were of the opinion that the over-dependence on grants led to an attitude of dependency. In many cases, when the parents were deceased and the grandparents had to look after the children, they had to use the old age pension to care for the whole extended family. As one social worker mentioned, “. . .it is a struggle and the whole family is dependant on the granny’s pension” (PSW 4). This observation is confirmed by Budlender (2006), who states that old age pensions are often used for the benefit of the children in the household.

It was also clear that unemployment and poverty were the cause for many other social problems, according to the social workers. “Job opportunities are scarce. The circumstances are such that young people in that area are becoming involved in drug dealing in order to get some money, or they beg. This is the reality” (PSW 1). One social worker mentioned, “They do not have money to keep the children in school, so the children are wandering in the streets, or the parents use them to beg or to work as prostitutes” (PSW 9). Another social worker was of the opinion that this problem stems from previous generations. “The mothers have low educational levels, they have no skills, and many have never worked, because they have children at a very young age. They do not have any experience or qualifications” (PSW 4). The social workers’ concern about this problem is valid and grounded, as Ewing (2006) states that poverty affects children’s wellbeing. It might cause the caregivers to be so absorbed in their daily struggle to survive that they neglected the children’s emotional needs. Other, more self-sufficient persons in the community could therefore be used to provide in these needs.

The social workers were concerned about the effects of poverty on the children, “One of the biggest problems is that the youngsters are unemployed. They are from homes where the parents also could not provide. They never had any new clothes. If your child has something new, they take it. It is a vicious circle. The one takes someone else’s cell phone, and he then wants to take revenge, so he rapes the thief’s sister” (PSW 6).

According to the report of the South African Institute of Race Relations, poverty and unemployment is a major problem throughout South Africa. They report that in 2008, two thirds of children were growing up living in households in which nobody worked (Holborn & Eddy, 2011). This inability to improve their income leads to a feeling of helplessness and frustration in the parents, which may result in other problems, like alcohol and drug abuse, and violence. As one social worker put it, “The parents are so overwhelmed by their problems and their own inabilities that they are incapable to raise their children properly or to

motivate them” (PSW 3). It is unlikely that the social workers alone can change this situation, as it is a complex and widespread problem. However, it leads to feelings of frustration in the social workers too. Comments like the following showed their frustration, “I do whatever I can, and if it fails, you cannot do anything but to move on”(PSW 12); “I often encourage the clients not to loose hope, but then I also have to give myself the same talk not to lose hope” (PSW 2). If reliable persons in the community could be identified, trained and monitored to invest in specific children, it might inspire the children to break free from this vicious cycle. It was proofed by the Metamorphosis Project (2008) that children fared better when they were raised in belonging communities, where people were connected to each other and where they cared about one another.

#### *Drug and alcohol abuse*

Drug and alcohol abuse were common in the community. One of the pictures showed a man with a cigarette and another with a glass in his hand. From their responses, it was clear that the children were exposed to drug abuse, because they assumed that the man with the cigarette was smoking drugs. All the children assumed that the man in the picture had an alcoholic drink in the glass.

One child said of these pictures, “Sometimes they shoot at our place. They are selling drugs to someone and then they shoot. My mother told me to go inside” (PC 21). Another child said, “They smoke dagga next to our house” (PC 24) and another child stated, “I am cross with the guys who smoke dagga” (PC 35). The caregivers confirmed this. One commented, “They sell alcohol in front of my house, and when they get drunk, there are sexual activities” (PCG 2).

According to the National Health Institute on Drug Abuse of America (2010) some of the risk factors in teenagers for abusing drugs and alcohol were that they were exposed at a

young age to the use of these substances by family members. They recommended early intervention in children's lives, which this study aimed to achieve.

### *The participants' sense of insecurity*

The children verbalised a feeling of helplessness about the situation. One child said, "I tell my granny when I am scared, but she cannot do anything about it" (PC 26). Another child said, "I do not tell anybody when I am scared, because it does not help" (PC 12). In order to feel safe, these children tried to create their own safe place in the house by hiding, which is common for children who are in the operational-concrete stage, as Piaget (Mortola, 2001; Thomas, 2005) defined it. Some of their answers to the question what do they do when they feel unsafe, were:

"I hide under the table or blankets when I feel unsafe" (PC18).

"I hide in the wardrobe when I am scared" (PC 1).

"I run into the house and lock my door" (PC 21).

"We ran into the house when they shoot and lay quietly under the sofa in the front room" (PC 32).

These children experienced fear, sadness and unhappiness regarding the unsafe situation in the neighbourhood. One child stated, "We were scared and sad" (PC 38) and another said, "It makes me unhappy when they fight" (PC 31). Other responses were, "I do not like it when they shoot. I am scared" (PC 14) and, "I wish the fighting will stop" (PC 33). Reeve (2001) mentions that safety needs must be met, or they would dominate all other needs. It is therefore vital to create a sense of security for the children otherwise their need for belonging will suffer.

Although the caregivers were aware of the dangers, there was little they could do to protect the children from the dangers in the community. However, they did try to protect the children from violence:

“I keep my children inside my yard” (PCG 12).

“When it is getting dark, they have to be inside” (PCG 7).

“I am scared to let my daughter walk in the streets. You cannot be outside after 7 pm. It is too dangerous” (PCG 1).

### ***Resources in the community***

The adult participants agreed that there is a serious lack of resources in the community. The social workers mentioned the following:

“There is a lack of resources in the community, with the result that the children do not get the necessary help and support” (PSW 11).

“There is not any recreational or sports facilities” (PSW 1).

“There are not enough psychologists who are affordable for the children” (PSW 2).

“The Department of Education no longer provides school psychologists who can test the children and render remedial or psychological help” (PSW 8).

“We no longer have school social workers in the Eastern Cape” (PSW 5).

“The government only dish out Child Support Grants and do not care about services and facilities” (PSW 10).

“The school system fails our children” (PSW 6).

“There are not enough social workers” (PSW 4).

“All the social services are on this side of the city, with none in the communities where the actual need is” (PSW 12).

The caregivers agreed with the abovementioned, and added the following from their day-to-day experiences in the community:

“The police are of no help. The fighting starts now and they will only pitch by tomorrow” (PCG 9).

“To tell the truth, the councillors are useless. You only hear from them when it is election time, and then they disappear” (PCG 1).

“We have a neighbourhood watch, but it is of no use, because their own children are also gangsters” (PCG 5).

“We do not have enough clinics and resources” (PCG 10).

“The children have nowhere to play” (PCG 8).

“We need a community hall where the children can learn things, like ballroom dancing” (PCG 6).

“The teachers do not always understand that our children do not have access to computers and libraries” (PSW 11).

“There are no aftercare facilities for the children” (PSW 3).

To be effective a support system had to be available, accessible and acceptable for the people in the society (Howes, 2007). This was clearly not the case in the community.

Schools, churches and neighbours were identified as possible support systems, although these support systems were not always experienced as being safe.

### ***Schools***

The children in the focus groups were asked how they felt about their schools. They had to identify with a face on a card that represented various feelings to describe their feelings

towards school. There were mixed reactions, as half of the children experienced school as a safe place. They voiced the following in this regard:

“There are securities at school that look after us. I feel safe there” (PC 1; PC 16; PC 20).

“My friends are there. Then I feel safe when I am with them” (PC 24).

“I can tell my teacher if I feel unsafe” (PC 28).

“They lock the gates, and then we are safe” (PC 3).

On the other hand school were perceived as an unsafe place, where violence and crime were experienced:

“The gangsters robbed me on my way to school. They took my bag and ran away” (PC 15).

“It is bad when the children fight at school . . . the bigger ones fight with us. One child hit another one on the head with a container. The teacher gave him a hiding” (PC 6).

“There was a robbery at my first school. They shoot . . . it was some people who ran into the schoolyard. We had to lie on the ground. The police came. Then my sister took me away from that school” (PC 8).

“I feel sad and unhappy when the children fight” (PC 21).

According to the children’s responses, it was not always negative elements from the outside that caused them to feel unhappy and unsafe at school, but sometimes the staff and other pupils:

“The principal. . . I am scared of him. . . his cane and his voice. . .” (PC 22).

“My teacher is violent. He throws chalk at us. One can see the way he is looking at you, how angry he gets” (PC 12).

“The teacher hits the children when they fight” (PC 21).

“Sometimes the bigger children hurt me” (PC 9).

According to Smith (2006), schools could play an important role in creating social capital and in providing a safe place for children. As Anderson (2010) remarks, the breeding ground of social capital lies in organisations that citizens join. Bagnall, Longhurst and Savage (2003) mentioned that children play a key role in the acquiring of social capital through participation in voluntary associations. Through the interaction with schools and other parents regarding the interest of the children, links of social capital were formed.

All the children mentioned that in their schools some of the pupils stole the other children's lunch sandwiches at school. The perpetrators then ate the bread, so one can assume that this crime was out of hunger and despair, and not out of sheer naughtiness, which confirmed the perception of poverty in the area. Some remarks were:

“They grabbed my bread. . .” (PC 21; PC 25).

“Yes, a child took mine too today. The teacher gave him a hiding, but by then he had already eaten the bread” (PC 22).

Unfortunately, some of the children had already fallen prey to the negative coping skills of some groups in the community. This was reflected in their answers on the question regarding what could be done about the violence at school: “Some children are scared of the bullies, but not me. I hit them back and then they leave me alone” (PC 12), “I don't let the other children torment me. I hit them” (PC 29). This showed a need for positive role models and programs where the children can learn coping skills. McWhirten (2007) confirms that children who were subjected to family violence and aggression were likely to act with the same negative emotions.

Woolcock and Narayan (2000) mention that it is a challenge to identify the aspects of social capital in poor communities that could be utilised for the benefit of the community. Identifying aspects of social capital was indeed the important factor with the schools in this specific community.

All the social workers had a very positive perception of the role of the schools in the community and the role they played in enhancing bridging social capital:

“Although there is a serious lack of resources in the community, the schools and churches make a huge contribution to the social capital in the neighbourhood” (PSW 1).

“The schools keep on trying, even though they experience lots of problems” (PSW 12).

“The teachers know the parents. They try to help the willing parents” (PSW 2).

“The parents take refuge in the schools when they do not know what to do” (PSW 9).

These observations are confirmed by Bayat (2005) who states that schools could play an important role in strengthening social capital in a community.

However, the social workers were of the opinion that this form of social capital must be expanded and that there were still many deficiencies that needed attention:

“The teachers must be aware of the huge impact they have on the children” (PSW 7).

“Some of these children are so talented. The teachers must identify them and help them to rise above their circumstances” (PSW 11).

“2010 soccer proofed that sports can be used to motivate and uplift people. The schools must use it, and give attention to the development of sports facilities” (PSW 8).

The caregivers also agreed that the schools were an important resource in the community:

“I do not have any problems with the school” (PCG 8).

“I am quite happy with the school. They help the children a lot” (PCG 1).

However, on the other hand, it was clear that the schools experienced a lot of frustration and challenges:

“There is no public transport to the school . . . the children have to walk long distances to school . . . it is dangerous” (PSW 1).

“They have stopped the school feeding scheme . . .the children are hungry, they cannot concentrate” (PSW 3).

“We do not have sports facilities at the school or the community . . . the children go to taverns in their free time . . . there is nothing for them to do in the afternoons” (PSW 5).

Smith (2006) remarks that the future of many children in South Africa looks alarmingly bleak and that there are not enough resources and manpower to solve all the problems. He states that it is therefore necessary to look at alternatives, like the role schools could play in building social capital.

### ***Churches***

Putnam (2000) mentions that faith communities in which people worship are important contributors to social capital. It seemed that this was also the case in this study. Most of the children indicated that they attended and enjoyed church and Sunday school. The social workers viewed churches as an important source of social capital, “The churches make a huge contribution to the social capital in the community” (PSW 1). “The churches are really involved in the community. They offer activities for the children” (PSW 2).

For the caregivers, who were directly involved in the community, the churches were of great significance:

“I am a Muslim. I can go to the Imam and talk to him whenever I experience problems” (PCG 9).

“The church organised a wonderful matric farewell dress for my foster child” (PCG 2).

“The church helps our children quite a lot” (PCG 11).

“It worried me that my foster children were not baptised. I spoke to the pastor and he organised it. They will be baptised this coming Sunday” (PCG 8).

Besides what the churches did for the children, it seemed as if their real contribution were in the support and sense of belonging they provided for the caregivers. Many of them belonged to Bible Study or Women's groups, which are a form of bridging social capital. According to Howes (2007) one of the pay-offs of social networks is that they can become support networks. It seems as if the churches function as a support network for the caregivers. This finding is confirmed by a study done by Swart (2007) that was conducted in the Western Cape.

### *Neighbours*

The children were asked if there was anyone they could go to if something happened and their caregivers were not at home. This was done to determine their relationship with their neighbours and to evaluate if people in the neighbourhood can act as agents of social capital. The majority of children indicated that they indeed had people they can turn to in times of need:

“We go to aunt P (neighbour) if there are problems. She can fix sick people” (PC 32).

“I can go to the people opposite us if I am scared” (PC 37). “I run to the neighbours” (PC 17).

“I go to the people next door” (PC 5).

The caregivers confirmed that their neighbours are a source of social capital:

“My neighbours are very supportive” (PCG 5).

“Our neighbours are good people. I can call them whenever I need them” (PGC 12).

“Everybody knows aunt P, my neighbour. She always helps people” (PCG 9).

In a study done by Carpiano and Kimbro (2012) they determined that people who lack neighbourhood social capital ties reported higher levels of powerlessness. It seemed that neighbourhood attachments, the degree to which individuals socialise with neighbours, play a significant role in the emotional well-being of female caregivers (Carpiano & Kimbro, 2012).

Surprisingly, the social workers did not mention neighbours as a source of social capital in the community. It seemed that this was an aspect that was overlooked, and an underutilised source of social capital. They did, however, identify other potential sources of social capital that will be worth exploring:

“The elderly in the community have integrity and are religious” (PSW 4).

“There are people in the community who are willing and capable to reach out to the children and to contribute to their lives. These people must be identified and trained” (PSW 2).

“Community leaders must be identified in order to bring change to the community” (PSW 3).

“Retired teachers in the community can be utilised” (PSW 1).

Bookman, as cited by Smith (2009) warns that it is a common mistake to overlook the informal connections that were formed to help with family care and that we need to extend our appreciation of what community participation constituted.

Putnam (2000) states that informal connections and encounters were tiny investments in social capital. According to Lin (2008) the production of social capital is a process by which “surplus value” is generated through the investment in social relations. The social workers should be made aware of this resource of social capital.

## **CONCLUSIONS AND RECOMMENDATIONS**

At the first glance at the participants' responses, it seemed that the social problems in a disadvantaged community were overwhelming. However, by closer investigation it was evident that there was a certain amount of social capital that could be utilised in order to improve the lives of the children in the community and to fulfil in their need for belonging.

Some of the children lacked an open, trusting and secure relationship with their caregivers. When there was a lack of trust, their sense of belonging might be damaged, and there was no real bonding social capital. This lack of trust in children could be addressed by means of alternative intervention, such as the use of bibliotherapeutic tools and practical activities through which trust and understanding would develop. It is therefore recommended that the social workers involve the caregivers in training and provide them with practical tools to build a relationship of trust with their children.

The overwhelming responses from all the participants were that the neighbourhood was unsafe and riddled with negative networks of bridging social capital. Examples that were mentioned included: the gangsters, groups of unemployed youths, groups of drug addicts and violent activities. As this was the reality of life in a disadvantaged community, it was unlikely that the situation would change. The only alternative was to create a safe place for the children, whether it was in the home or in the community, where they felt accepted, loved and appreciated. Every child should know that he or she has at least one place or person where he could seek refuge against the real and emotional storms of life. Schools and churches should be involved in this process, by creating aftercare facilities where children could stay after school, or to facilitate groups where children would feel accepted.

In this study schools and churches were identified as a major source of bridging social capital in the community. Although schools battled with many challenges due to lack of funds and resources, they still were in a favourable position to contribute to the social capital

of the community. Most school buildings in the area were in a reasonably good condition and safer than the children's homes. Teachers and parents should be informed about the children's needs and creative interventions must take place. Examples were to start a reading group at a school, where retired teachers in the community could read to the children and expose them to books, to use the school halls for recreational activities such as gymnastics, music tuition or dancing. These activities would have a twofold purpose, as it would give the children the opportunity to learn new skills, to keep them from the streets and to provide healthy recreation, but on the other hand also would strengthen the networks between the different groups, which would lead to a higher level of social capital. The mere fact that a network like a school exists, does not mean that there is social capital. It must also have an emotional importance to the children.

Neighbours and the role they could play in creating a safe network for the children must definitely get more attention, as it was clear that both the children and their caregivers relied on neighbours for support. This study wanted to contribute in this aspect, by introducing the concept to social workers that specific, reliable people in the community should be identified and equipped with the necessary skills to assist children in their need for belonging. If a reliable neighbour could be appointed for every family, a person to whom the children could turn to in case of danger, it might decrease their feelings of insecurity. It is therefore recommended that the social workers responsible for the children, identify with the help of the caregivers and community leaders at least one person in each child's immediate environment who can act as a "safety net" for the child. These people must be carefully selected and trained about their duties. Although this suggestion may seem similar to Childline's concept of neighbourhood friends - someone in every neighbourhood must be aware of possible neglect of the children in the community - it is different in the sense that each person will only be responsible for a specific child or family. This person will not act as

a policeman to watch the caregivers, but instead be like an honorary “aunt” or “granny” to the child – someone who takes an interest in them, to whom they can turn when there is a crisis and who will enhance their sense of belonging. Lonely, elderly people in the community will be ideal for this task.

It is concluded that despite the many negative aspects in the community, there was a certain amount of unutilised social capital, such as schools, churches and community members, which could be explored and expanded to the benefit of the whole community, and especially to the benefit of the children from fractured families in the community.

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## ARTICLE 3

### **BIBLIOTHERAPEUTIC TECHNIQUES TO ENHANCE A SENSE OF BELONGING IN CHILDREN**

#### **Abstract**

It is a well researched fact that bibliotherapy can be used with success in therapy with children. However, applicable books are not always available to social workers who render services to children and families in disadvantaged communities. Bibliotherapeutic techniques, which draw on the principles of bibliotherapy but utilise various activities, are suggested to be used by social workers in order to help children in fractured families from disadvantaged communities to enhance their sense of belonging. In this article children's experiences and needs with regard to a sense of belonging and how bibliotherapeutic techniques can be used are being explored, as well as their caregivers' and social workers' experiences regarding the use of books. The findings show that the children have associated stories and being read to with belonging, but that their caregivers are ignorant of this need and not always able to fulfil it. The social workers expressed a need for bibliotherapeutic techniques with which the children can relate. Ways to fill this gap should be explored.

**Key words:** Bibliotherapy; bibliotherapeutic techniques; sense of belonging; caregivers; fractured families; disadvantaged community.

## INTRODUCTION

The use of stories to entertain or to convey a certain message is probable as old as mankind itself. According to one of the most acknowledged people who have studied the subject of books and its therapeutic uses, Rubin (1978), the term bibliotherapy (in which stories play a prominent role) was first used by Crothers in 1916. Bibliotherapy derives from the Greek words “biblios” (book) and “therapeia” (healing) (Malchiodi & Ginns-Gruenberg, 2008). Bibliotherapy is a general term applied to the use of literature to enhance self-understanding, growth or healing (Antila, 2009). Although it was initially used in the medical and psychiatric fields, it gradually became popular with educators, librarians and social workers. Pioneers like Karl and William Menninger (Rubin, 1978) for example started to use books as a therapeutic tool during the 1930’s.

Although the term bibliotherapy is widely used since the 1930’s, there is still confusion as to what exactly it implies (Jack & Ronan, 2008). This may be because different professions, like teachers, social workers, psychologists and librarians all make use of it, but with different objectives. Antila (2009) distinguishes between clinical and educational bibliotherapy. Clinical bibliotherapy is the use of books in psychotherapy with clients with the purpose to improve their emotional and developmental well-being, and educational bibliotherapy is used with “healthy” persons in order to promote self-actualisation. Clinical bibliotherapy appeals to the emotions of the client, while educational bibliotherapy is based on cognitive methods and incorporates the use of self-help books (Antila, 2009). This article focuses on clinical bibliotherapy, specifically on various bibliotherapeutic techniques, for the use of social workers with children. For the purpose of this article bibliotherapeutic techniques included

various activities where pictures were used to enable children to portray their own stories and experiences, as well as short stories.

The literature framework from which the research was undertaken was based on Gestalt therapy theory (Wheeler, 2000; Yontef, 2000; Parlett & Lee, 2005), where a person is never regarded as a separate entity, but is always seen as part of a bigger field. Bronfenbrenner's systems' theory (Bronfenbrenner, 1979; Berk, 2006) is also integrated in the researcher's paradigm. The children who took part in the study are therefore not regarded as separate entities, but as part of the bigger system of their families and neighbourhood. The knowledge, needs and expectancy of the children, their caregivers and social workers in this regard were also explored. Furthermore, the possible application of bibliotherapeutic techniques was explored within the broader sense of the community.

The content of this article consists of a theoretical overview of bibliotherapy and bibliotherapeutic techniques. Furthermore the methodology is discussed and the results outlined regarding the use of bibliotherapeutic techniques to enhance a sense of belonging in children from fractured families in disadvantaged communities. Lastly, recommendations are made and conclusions are drawn.

## **PROBLEM STATEMENT AND BACKGROUND**

Despite the fact that the concept of bibliotherapy is known since the onset of the previous century, there is relatively little new research on the topic (Mitchell-Kamalie, 2002). The researcher could only find five research studies on bibliotherapy that were done in South Africa since 2000 (Nexus Database, 2012). One of the reasons might be that the focus has

shifted to another type of therapy involving stories, namely narrative therapy. Vaandrager (2008) mentions that narrative therapy has been comprehensively researched since 1990. The difference between bibliotherapy and narrative therapy is that the latter encourages persons to re-author their own lives according to alternative and preferred stories (Besley in Vaandrager, 2008). In bibliotherapy, an external story is used to help the client to cope with his situation, and in narrative therapy the client retells his/her own story of his life or situation. For the purpose of this research bibliotherapy is used in the form of various techniques rather than narrative therapy, as the social workers prefer an intervention model that can be used in short term therapy, is practical and does not require special training.

In South Africa, with its multicultural population and eleven official languages, the availability of books to use in bibliotherapy is probably more complex than in other countries. Although there are many good children's books about life situations and emotions available in bookshops, most of it are written in English, which make them unsuitable for a large part of the population. Numerous self-help books have been published in South Africa. One only has to explore any bookshop to realise that there are self-help books on every conceivable topic, from how to diet successfully to how to be successful in a business. This is in a lesser sense also true for children's literature. Books to prepare a child for potty training, a new sibling or to go to hospital and other topics are readily available, at least in English. However, self-help books fall within the category of educational bibliotherapy (Antilla, 2009) and are therefore not applicable to this article. These books are furthermore not available to the participants of this study, as they do not have the means to purchase books. Because of their disadvantaged background, the children cannot always identify with the characters in the books, which make these books not really practical for use by social workers and caregivers. The caregivers have a daily struggle to survive and books are not a priority.

In theory everybody in cities should have access to libraries, but in practice these libraries are not always within easy reach. Furthermore, caregivers who battle to feed all their dependants every day, who fear for their safety and who do not have a high level of education, are unlikely to search in libraries for books to assist them with their children's emotional needs. The caregivers are also not always in the position to get professional help for the children, violence and crime is a daily occurrence in their lives and they do not always have access to books. It is therefore necessary to look at other ways, in which their problems can be addressed, like to train them in specific skills and to provide them with the means to enhance the children's sense of belonging. As for the children from fractured families in disadvantaged communities, they face more difficulties than children from stable backgrounds with access to resources (Elliot, Menard, Rankin, Elliot, Wilson & Huizinga, 2006).

Various professionals in South Africa have tried to fill the gap in available and appropriate stories for specific children. Examples are "*The African collection*", stories about physical and learning difficulties to promote acceptance and empower children and caregivers, written by occupational therapist Fraser-Mackenzie (2011), "*Voices of hope: Healing stories for Africa's children*", by social workers Kriel, Rademeyer and Röhrs (2010) and *The first family feelings guide* (Watkins, 2006). However, no book or guideline can ever be comprehensive enough to cover all types of problems and all kinds of situations children encounter, including children from fractured families in disadvantaged communities.

Although bibliotherapy was not originally developed for use with children, Pardeck (1998) mentions various researchers like Coleman and Gangong (1990), Cohen (1993), Gaffney (1993), Farkas and Yorker (1993), Lanza (1996), etc. who confirmed through their studies

that the use of fiction with children have positive results. According to Mitchell-Kamalie (2002), John and Jean Pardeck led the way in the field of utilising, describing and discussing bibliotherapy with children.

According to Sunderland (2000) children do not have the inner resources to be able to verbalise and process their feelings. Bibliotherapy can be utilised to unlock these feelings. Parker (2005) calls bibliotherapy a child-friendly, non-invasive method. Sunderland (2000) adds another important aspect of therapeutic stories, namely that it can speak about children's "unthought known", meaning to speak about something known intuitively, a deep emotion, without cognitively being able to think or verbalise it. When children recognise this in a story, it gives them a sense of being profoundly understood and relief, because the "unthought known" can now be named, discussed and worked through.

In order to be effective, material used in bibliotherapy has to comply with specific principles (Pardeck, 2005; Malchiodi, 2008). These include the following aspects: The therapist should be familiar with the reading material, the child's presenting problem should be similar to the problem in the reading material, the child's emotional, developmental and intellectual levels must be taken into account, and the reading material should express the same feelings or mood as the child experiences.

However, although the use of clinical bibliotherapy requires trained and skilled therapists, it is possible for lay persons, like caregivers and teachers, to use bibliotherapeutic techniques with the aid of a therapist. Antila (2009) is of the opinion that bibliotherapy can be used by untrained people if they do not attempt to move the child through the stages of catharsis and insight. The social worker or therapist should handle the stages of catharsis and insight.

Hendricks and Hendricks (1998) confirm that people like parents or caregivers can successfully use bibliotherapeutic techniques, as long as they know what kind of material to use and when to use it. Burns (2005) argues that caregivers are actually in the best position to use therapeutic stories with the children, as they have greater intimacy and contact with the children than a therapist.

The goal of this article was to determine how bibliotherapeutic techniques can be used by caregivers and social workers in disadvantaged communities in order to create a sense of belonging in children in their middle childhood.

## **RESEARCH METHODOLOGY**

The researcher followed a qualitative approach, utilising the Design and Develop Model (D & D model) of intervention research (Rothman & Thomas, 1994). This model consists of six phases, but for the purpose of this article, only the first and second phases apply.

### **Population**

The population included all children in their middle childhood from fractured families in disadvantaged communities in the northern areas in Port Elizabeth. From this population, a non-probability sample (Strydom & Delpont, 2011) was selected by means of purposive selection (Babbie, 2010), namely children from fractured families between the ages of six and twelve years who live in the northern city areas and who are known to the social workers. Children of both sexes were included. Although no specific race group was singled out, it turned out that all the children were coloured, as it is mostly coloured people who inhabit the northern areas of Port Elizabeth. The children's caregivers were also included in the research,

as well as all the social workers from child and family organisations who render services in the areas.

## **Method**

Initially, 40 children were selected and invited to focus groups. Of the 40 children invited, 38 attended, and were divided into ten different focus groups (Greeff, 2011). The groups had four children in each group, except for two groups that consisted of three children each. The groups were deliberately kept small so that attention could be given to each child and to be aware of their emotional reactions. The amount of focus groups was determined by the saturation of data (Strydom & Delpont, 2011). With the permission of the participants, all the focus groups and semi-structured interviews were video recorded.

The researcher used play therapy techniques together with dialogue in the groups to determine the children's need for belonging and the possibility that bibliotherapeutic techniques can be utilised to fulfil in this need. The groups were informal and started with a game to put the children at ease (Greeff, 2011). The researcher divided the activities in four categories, namely their sense of belonging, perception of their community, social capital with reference to the school and neighbours and experience and needs regarding stories. For the purpose of this article, only the last aspect, as well as how their caregivers and people from the community can fulfil in this need, are discussed.

The children were asked whether they like stories, what kind of stories they like, whether they have access to books and if their caregivers tell or read them stories. They were then requested to select pictures they preferred from a set of pictures portraying various activities

between adults and children. Using these pictures, they had to give their own interpretation of the stories.

Semi-structured interviews with the four social workers from Christelike Maatskaplike Raad (CMR) were held. The six social workers from Childline and the two of Afrikaanse Christelike Vroue-Vereniging (ACVV) were interviewed in focus groups. Their knowledge of bibliotherapy, the availability of bibliotherapy and their willingness and capability to utilise bibliotherapeutic techniques were explored.

Lastly, all the caregivers of the children involved in the study were invited to attend focus groups. Twelve caregivers accepted the invitation, and were divided into two focus groups. The researcher wanted to establish the caregivers' perception of the needs of the children, whether they tell or read stories to the children and their willingness and capability to use bibliotherapeutic techniques if it is provided.

### **Data-analysis**

Video tapes were made of the groups, after which the data was transcribed and thematically analysed (Braun & Clarke, 2006). The key areas (Rothman, Damron-Rodriguez & Shenassa, 1994) that were identified are discussed under the results and discussion section.

### **Ethical clearance**

The researcher obtained written permission to conduct the research from the various welfare agencies that render services in the area, namely ACVV, CMR and Childline, Port Elizabeth. Verbal permission was obtained from the children and written permission from the caregivers

and social workers. The researcher received ethical clearance for the study from North-West University to do the research: NWU-00060-12-A1.

## **RESULTS AND DISCUSSION**

The following themes emerged from the transcribed data of all three groups of participants:

### **The role of stories in the children's lives**

All the children confirmed that they like stories. This is in line with literature that verify that all children love stories (Pardeck, 1998; Sunderland, 2000; Mitchell-Kamalie, 2002; Burns, 2005). The children were asked how they felt if someone read them a story, and why they experienced this emotion. Their responses were:

*"I am happy when someone reads to me".*

*"Because it is from the heart (when a mother reads to her child). It's the love a mother has for her child".*

*"It feels right".*

*"I like it when someone reads me stories. My real Mom told us Red Riding Hood. She had a book. I felt so happy when she told me stories while I lay in bed" (This child is in foster care).*

*"My mother used to read to me at night, but she doesn't do it anymore. I felt happy when she did it".*

*"My father was shot in the arm. We were sad and scared. My Nene (Granny) comforted us. She told us stories about Wolf and Jackal".*

When the caregivers were asked if they read or tell stories to the children, only two people replied that they sometimes read stories, and only one told stories to the children:

*“I shall tell a lie if I say that I read or tell them stories”.*

*“Sometimes I tell them Red Riding Hood, but it is always the same story, and I am so fed up with it!”*

*“N (foster child) reads very well. She reads her own book”.*

*“L (foster child) sometimes tells her own stories to the younger children”.*

One of the social workers commented in this regard: *“Parents in that area do not know about to sit at bedtime with a book and read to a child”.*

It also transpired that some of the caregivers are illiterate and that most of them do not possess any books.

From the difference between the children’s responses, which clearly showed a yearning to hear stories, and the responses of the caregivers, which portrayed indifference in this regard, it is evident that the caregivers did not realise the important role of stories in the lives of the children. Parke, Simpkins, McDowel, Kim, Killian, Dennis, Flyer, Wild and Rah (2004) suggest that caregivers who are overwhelmed by daily struggles become less warm and nurturing. It is obvious from the children’s responses that they associated stories, or more specifically, to be read to, with emotions of happiness, love and comfort. These are also the emotions associated with a sense of belonging (Karen, 1998; Brendtro, Brokenleg & Van Bockern, 2002). It was concluded that it is not the story itself that is important to the children, but rather the act of a caring adult reading or telling stories to them. This act of caring during storytelling and the importance thereof to children is also noted by Burns (2005) and Lacher, Todd, Nichols and May (2012).

In a survey that was done in Los Angeles in order to assess neighbourhood and parenting belonging in the county, it was found that the percentage of children read to daily by a parent or family member, was significantly higher for high belonging parents than for low belonging families (Metamorphosis, 2008). These results confirmed the fact that the interaction of being read to increases a sense of belonging.

When asked what kind of stories they preferred, the children mentioned classical stories, such as The Three Bears, Snow White, Red Riding Hood, and The Three Little Pigs. The reason why they did not mention any “modern” stories was because it was unknown to them. Nobody read to them, and their only knowledge of stories was of those that they occasionally heard from adults, who also did not know any other. These children were in their middle childhood, and the stories mentioned were normally more appropriate to pre-school children. However, Burns (2005) is of the opinion that the reason for classical stories to remain popular over many years, is that these stories address childhood insecurities, have a central battle between good and bad, encourage the discovery of personal resources, and have a positive outcome.

Some of the children could not mention a single favourite story, because they were only familiar with TV stories, like Loony Tunes or Sponge Bob. Although there are many good educational stories on TV, it does not have the same emotional value for a child to sit and watch a story on TV as when an adult spend time with a child to read to him. These children missed out on an important, nurturing and emotional experience of listening to stories (Brendtro *et al.*, 2002; Brink, 2006).

Another exercise, where the children were asked to select pictures which they liked best from a set of pictures that all illustrated some kind of interaction between a child and adult, confirmed the conclusion that they had a need to be read to. The most popular pictures were those that displayed care and nurturing, like a woman bathing, feeding or dressing a child; a man playing with a child; a family playing card games and a woman reading to a child in bed. From the children's responses it was clear that they associate reading and storytelling also with caring and belonging. (Brendtro *et al.*, 2002; Parke, *et al.*, 2004; McWhirten, 2007).

From the following reactions of the social workers it seemed as if the social workers realised the important role stories can play in children's lives. This realisation is also confirmed by Burns (2005).

*"It stimulates a child, and if I can speak from my own experience, it makes a difference just to sit with the child and read".*

*"I feel strongly about the value to read stories to a child. It is very important for the bond between you and your child. When I think of my own child – I read to her long before she knew what a book is. But that sense of belonging – I sit on Mummy's lap, there is warmth, love, we laugh together, discover things. It is a wonderful way to give a child a sense of belonging. I always asked the foster parents whether they belong to the library. But don't give the child a book. Sit with him, read the book, sound the words! Even if you never reach the end of the book, at least the child had the experience to feel loved".*

*"I cannot emphasise the value of books in children's lives enough times".*

The children were shown a picture of six black ducklings walking on a wall, with a yellow duckling on the ground trying to get onto the wall. They were asked to tell her a story about

the picture. In all ten groups, the children identified with the lonely duckling that was not part of the group. They attributed feelings to the duckling like:

*“He is sad, because he does not have friends”.*

*“He is unhappy and lonely”.*

*“He is angry and sad because he does not have friends”.*

*“The duckling wants to get on the wall. He has to fly in order to get on the wall. He says move up, I want to be friends with you. They say no, and push him off the wall. They are cross with him and walk away from him. He has to go and find other friends. He is sad. I also felt like that many times at school. Nothing helps. Then I go and play with my cousins”.*

*“The duckling is the odd one out. He wants to go with them but they said no, because he looks different from them. He feels sad, because he can't play with them and he is all alone. He can try and find new friends. The other ducks (black ones on the wall) feel between happy and sad. They feel happy because they are together and sad because they left him alone”.*

Their responses might be an indication that they too did not have a sense of belonging. They are at a precarious age and if this need is not met before they are teenagers, they might try to find a sense of belonging in gangs or anti-social behaviour (Santrock, 2006; Yuen, 2005).

Although some children struggled to tell their own story about the picture, they obviously enjoyed the other children's stories and added to it. From the children's responses on this simple exercise it was clear that similar pictures can be used with success in therapy in order to create awareness of their feelings and situation and to discuss it. The children's responses reflected their ability to project various emotions on the picture. This ability to project emotions onto pictures is confirmed by Heath, Sheen, Leavy, Young and Money (2005).

### **Challenges regarding the accessibility of books and stories**

As seen from the responses of the caregivers, the majority did not read or tell the children any stories, and all of them seemed unaware of the importance of the act of reading to children. Some of them are illiterate and therefore not able to read. Bearing in mind that the children and caregivers were from a disadvantaged community, it could be expected that books and stories were not easily accessible to them (Elliot, *et al.*, 2006).

The children replied as follows to a question whether they had books in their homes and access to books in general:

*“No, we do not have a library at school. The teachers have books and they read it to us”.*

*“We do not have any books in our home”.*

*“My teacher reads to us”.*

*“My dad read to me when I was small. Now no-one reads to me”.*

*“I cannot go to the library”.*

*“We do not have any books at home. Only our homework books”.* (Text books from school.)

*“We do not have any books. Only old ‘Huisgenote’ (magazines).*

*“We do not have any story books. Sometimes the teacher gives me a book to read”.* (This child loves to read and longs for story books.)

From the 38 children, only three were members of the library. The only library in the area was closed for several months, due to unknown reasons. It is not easy accessible, because of the vast distances, the lack of public transport and the unsafe conditions in the area. The social workers confirmed that the children did not have easy access to books, and added the following problems:

*“Some of the older people, even foster parents, are illiterate”. (This implies that even if they had books, they cannot read to the children.)*

*“I do not know if the library has opened yet”.*

*“The children battle at school. Some of them cannot read properly”.*

*“People do not have money to buy groceries. We cannot expect them to buy books, and the library is always closed”.*

*“The schools no longer have their own libraries”.*

*“The reading ability of the children is poor. I do not know whether it is because they did not receive the right stimulation or whether they lack the intellectual abilities”.*

In *Die Burger*, Rademeyer (2010) reported that the Development Bank of Southern Africa expressed their concerns about the fact that only 7% of the 28 000 schools in the country have functional libraries. It seemed therefore a reality that books are not easily accessible for the children in disadvantaged communities.

### **The utilisation of other people in the community to read to the children**

Some of the social workers suggested that other people in the community could be used to read stories to the children if the caregivers were unable to do it:

*“I think we need a resource centre in the community, where children can come and do their homework in the afternoons. We can get a retired teacher to come and read to the children”.*

*“I think we must make more use of the churches. There are marvellous people in the congregations who can help the children”.*

Burns (2005) and Malchiodi and Ginns-Gruenberg (2008) confirm the fact that people other than therapists can successfully become involved in using stories to help children.

## **The social workers' knowledge and attitude about bibliotherapy**

With one exception, none of the social workers were familiar with the use of bibliotherapy:

*"I have no idea".*

*"Something to do with books?"*

*"I do not know a lot about it".*

However, when it was explained to them, all of them felt that bibliotherapy could be useful in their intervention with the children:

*"I think it will be helpful to explain the child's situation by means of a story".*

*"Yes, then the child can identify with the characters".*

*"It is necessary, so the child can understand where he fits into the family".*

*"The child can learn from the story".*

*"The child can get role models from books".*

*"Books about life skills can help the children".*

However, all the social workers had concerns towards the availability and accessibility of existing bibliotherapeutic books:

*"I know there are marvellous books for children, but I do not have the time or knowledge to try and search for it. I will use it if it was more easily available".*

*"The books we have are not always user friendly. We try to adapt it".*

*"I do not know where to find such books, and I cannot write my own stories".*

*"All our time is spent on admin and report writing. We do not have time to go and search for books".*

*"I will definitely use it if it was readily available. Our case loads are so big, and it is time consuming to go and search for books in the library".*

*“Books are not readily available. It is also not always appropriate for the child’s situation”.*

### **Attitude towards bibliotherapeutic techniques**

All the caregivers and social workers reacted positively to the question whether they will use bibliotherapeutic techniques, which are directed to the children’s need for belonging, if it is provided:

*“Yes, I would like to have it”.* (foster parent)

*“O yes, definitely!”*

*“Yes, it would be a great help”.*

*“There is a need for it ... something to strengthen the bond between parent and child”.*

*“But then it must be user friendly ... simple, no difficult words, practical. The children like to colour in. Even for the older ones, it can be practical and simple”.*

*“I will use it, but it must relate to the specific situation and be sensitive towards cultural differences”.*

*“The caregivers must be trained to use it”.*

It seemed as if the main reason why the social workers did not use any bibliotherapy, was because it was not readily available and suitable for the children in the area. They were willing to use bibliotherapeutic techniques, if provided, which would be part of the outcomes of this study.

### **CONCLUSION AND RECOMMENDATION**

The children who partook in this research are similar to all other children in the sense that they love stories. However, their knowledge and experience of stories are not on par with

what can be expected of their age group. They knew very little classical stories and no modern ones. It is therefore clear that they do not often have the opportunity to hear or read stories. This is clearly an indication of the deprived conditions in which they grow up. The caregivers' indifference and ignorance regarding the emotional value of reading or telling stories to a child confirmed this. The realities of their lives are that they function on a level where only the basic needs for shelter, safety and food are met. Very few have books in their homes. Some caregivers are illiterate and no one in the community has easy access to libraries. Without external assistance, it is impossible for the caregivers to fulfil in this need of the children to hear stories. Even the schools do not necessarily have libraries. It is recommended that the social workers who work in the community start to build up a collection of second hand story books that the caregivers and children can borrow. Books can also be exchanged between caregivers themselves. A reliable and capable caregiver can be appointed to oversee this process.

All the social workers seemed aware of the importance of stories in children's lives and the fact that the caregivers cannot provide in this need. However, they too are burdened by challenges like big caseloads, high administrative demands and a lack of time and knowledge to go and search for books.

There is obviously a need for bibliotherapeutic techniques as additional interventions that are fit for use in the service area of these social workers. All the social workers were positive about a suggestion to have ready made bibliotherapeutic techniques at their disposal. They are willing to use it in their work with the children and their families. It is therefore recommended that such techniques must be compiled for use by the social workers. It must

comply with the requirements that the social workers requested, that it must be easy to use, simple, practical and suitable to use with their clients in the disadvantaged communities.

In the cases where the caregivers are illiterate, it is recommended that the social workers identify other adults in the community who can read to a small group of children on a regular basis. These adults must be trained in the fundamental methodology behind this reading, that it is a basic emotional need of the children to hear stories. Books and stories must be provided to these “reading aunts or uncles”.

Magazines and picture books can also be used to engage the caregivers and children in interaction over stories or pictures.

Beside the therapeutic value of stories that the social workers can use in their therapy with the children, another aspect regarding stories emerged from the research. The children placed a high emotional value on stories. They associate the act of being read to with love, care, warmth, security. These emotions form the core of a sense of belonging. The content of the story is of less importance than the mere fact that someone spends the time to tell or read them a story. It is recommended that all the caregivers must be trained in this aspect, and encouraged to tell the children stories. The importance of rituals, for example bedtime is story time, or story time after supper, must be stressed. Folklore or stories about their own youth are something that even illiterate caregivers can tell. These suggestions will be compiled in a training program that the social workers can use to inform the caregivers in the elementary concepts behind a sense of belonging and activities that can be used to enhance it.

It can be concluded that stories play an important part in the lives of the children and that they lack the experience of being read to on a regular basis. On the other hand, the caregivers

are unaware of this need of their children and due to their circumstances unable to fulfil in this need. They should be trained in this regard and provided with the means to carry out the necessary activities.

The social workers have a need for available bibliotherapeutic techniques to be used in their therapy with the children in order to enhance a sense of belonging. They are in need of bibliotherapeutic techniques that are applicable to the children in the area that are specific, practical and easy to use.

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## **ARTICLE 4**

### **BIBLIOTHERAPEUTIC TECHNIQUES FOR THE USE OF SOCIAL WORKERS AND CAREGIVERS**

#### **ABSTRACT**

Children from fractured families in disadvantaged communities face many challenges to have a secure sense of belonging with their caregivers. The use of bibliotherapeutic techniques in order to enhance their sense of belonging with their caregivers is being explored in this article. Bibliotherapeutic techniques for the use of social workers in their intervention with the children were developed. Furthermore, caregivers were trained in order to understand the children's need for a sense of belonging and the role they could play in the process, using bibliotherapeutic techniques. The techniques were implemented, evaluated and refined in order to be feasible and applicable for use.

#### **INTRODUCTION AND PROBLEM STATEMENT**

All children need to grow up with a sense of belonging and security in order to maintain healthy relationships later in life (Erikson, 1969:239; Toerien, 2001:31; McWhirten, 2007:189). Belonging is a basic human need that has to be met before other needs can be fulfilled (Erikson, 1969:238; Maslow, 1970:43; Max-Neef, 1991:33). A lack of a sense of belonging leads to feelings of rejection, loneliness and an inability to engage in future relationships (Ding & Littleton, 2005:i). Children who do not have this sense of belonging can easily become involved in gangster activities, promiscuity or substance dependency in

order to secure a false sense of belonging (Brendtro, Brokenleg & Van Bockern, 2002:9). Ideally, this need should be fulfilled in the primary family, but the reality is that many children in South Africa do not live in the traditional concept of a family with two parents (Holborn & Eddy, 2011:1), but come from fractured families. Children from fractured families in disadvantaged communities have more complex needs in order to feel secure, because their caregivers have to battle with many challenges, like financial problems, lack of resources and safety, negative influences in the community, and are therefore less able to provide a loving and stable home (Toerien, 2001:31; Ding & Littleton, 2005:iii; Yuen, 2005:7; Minuchin, Colapinto & Minuchin, 2007:10; Holborn & Eddy, 2011:7).

This article focusses on the implementation of bibliotherapeutic techniques by social workers with children in their middle childhood who live in disadvantaged communities. Children living in disadvantaged communities face more hardships than their peers in more affluent communities, because disadvantaged communities are characterised by a lack of resources, poverty, violence and gangster activities (Elliot, Menard, Rankin, Elliot, Wilson & Huizinga, 2006:4; Minuchin *et al.*, 2007:8). Social and psychological services are often unavailable in these communities and caregivers do not always know how to support their children emotionally. The caregivers do not always realise this need, and have to be made aware of it and equipped with ways how to do it.

Children from fractured families in disadvantaged communities also do not always have a sense of belonging with their primary caregivers, and are therefore prone to fall prey to destructive and false structures of belonging, like gangs (Beck & Malley, 2003; Hamilton, 2005). Alternative ways of helping children who lack a sense of belonging should therefore be investigated. According to Pardeck (2005:47) bibliotherapeutic techniques may be one

such alternative approach and can be useful in helping children deal with emotional and adjustment problems. Malchiodi and Ginns-Gruenberg (2008:171) mention that successful bibliotherapy moves children from their personal crises towards recovery through placing feelings and memories in a larger framework beyond the self.

During the empirical research by Oelofsen (2012) it was determined that the need for an intervention program regarding bibliotherapeutic techniques is twofold. Firstly, the social workers expressed a need for such a strategy in order to help the children to secure their sense of belonging within their families, and secondly, the caregivers have to become aware of the children's needs regarding a sense of belonging. It transpired during the research that the caregivers often lack the knowledge, resources and motivation to fulfil the children's needs other than the basic needs of providing food and shelter. Having kept these aspects in mind, the proposed intervention have to consist of various bibliotherapeutic techniques and activities in order to reach its purpose.

Malchiodi and Ginns-Gruenberg (2008:167) mention in this regard that creative interventions, such as drawing, writing or play therapy often capitalise on the power of storytelling to give meaning to nonverbal self-expression. They continue to argue that specific story making techniques are effective interventions to use with children who experienced loss, trauma or abuse. The social workers who partook in the research acknowledge their ignorance regarding the use of bibliotherapeutic techniques and expressed a need for a practical manual with such techniques. They also requested a refresher course on the sense of belonging, as well as guidelines on how to train the caregivers in activities to enhance a sense of belonging with their children.

The goal of the research was to develop, implement and evaluate bibliotherapeutic techniques for the use of social workers in disadvantaged communities in order to create a sense of belonging in children in their middle childhood, as well as to train the caregivers in becoming aware of the importance of a sense of belonging and the role they could play in utilising bibliotherapeutic techniques.

## **RESEARCH METHODOLOGY**

A qualitative research approach was followed, utilising the Design and Develop Model (D & D model) of intervention research, as described by Rothman and Thomas (1994:4). The specific intervention research model of Rothman and Thomas consists of six phases. For the purpose of this article Phases three, four and five apply with the focus on the design, early development and pilot testing of a preliminary intervention program, as well as the evaluation thereof and the development of an advanced intervention.

The study took place in the northern suburbs of Port Elizabeth and was limited to children between the ages of six and twelve years old, as well as their caregivers and social workers who work in the area. All the children were from fractured families. The information gained during the empirical research was used to compile bibliotherapeutic techniques for the use of social workers. It also transpired that the caregivers were unaware of the needs of the children regarding a sense of belonging. Therefore this shortcoming was also addressed in the context of utilising bibliotherapeutic techniques with their children.

### **PHASE 3: DESIGN PHASE OF INTERVENTION RESEARCH**

According to De Vos and Strydom (2011:482) the design phase is a critical aspect of the intervention model. In this phase it is necessary to design an observational system and to specify procedural elements of the intervention. The purpose of an observational system is to provide feedback for refining early prototypes (De Vos & Strydom, 2011:482). The persons who have to implement the final program, namely the social workers, are therefore the ideal group to be involved in the observational system.

Several problems emerged from the empirical research, which were identified as issues that needed to be addressed:

- The children live in poor, overcrowded conditions.
- They are subjected to violence, gang activities, and drug and alcohol abuse on a daily basis.
- The caregivers are overwhelmed and expressed a feeling of helplessness regarding the situations in the community.
- The children feel insecure and helpless in their situations.
- Not all of the children have a healthy, trusting relationship with their caregivers.
- The children have a need for nurturing interaction with their caregivers.
- The children express a need to play and have fun activities with their caregivers.
- The caregivers are unaware of these needs of the children and focus mainly on fulfilling the basic needs like food and shelter.
- Resources in the community, like schools, churches and reliable neighbours can be utilised to enhance a feeling of belonging and safety in the children.

- The social workers express a need for an intervention model that utilise bibliotherapeutic techniques to enhance a sense of belonging in children.
- The caregivers are not equipped to fulfil in the children's needs and the social workers will have to empower them to enhance a sense of belonging in their children.

These identified problems were used to create observational tools, which will be discussed later in this article, to be used together with the bibliotherapeutic techniques. The purpose was to evaluate whether the techniques are workable and applicable to the target system, namely the children in their middle childhood in fractured families from disadvantaged communities.

Furthermore, in order to develop a strategy with bibliotherapeutic techniques to be utilised by social workers, several other functional elements in other programs were reviewed. The purpose of specifying the procedural elements is to specify the details of the intervention and include the use of information and skills (De Vos & Strydom, 2011:483) that can be used by social workers.

### **Functional elements of existing programs**

Although the researcher could not find a similar existing program, the following elements from other programs were used to compile the experimental program.

- **Gestalt play therapy**

Gestalt play therapy, as developed by Oaklander (2003:143-155), relies on basic Gestalt principles and concepts. Elements of this approach were used because they address key aspects that are necessary in facilitating a sense of belonging, like awareness, the children's

process, unfinished business, holism, change, organismic self-regulation, empowerment, the phenomenological approach and field theory (Perls, 1973; Yontef, 2000; Kirchner, 2004; Sharf, 2004; Barber, 2006; Joyce & Sills, 2010).

- **Attachment theories**

Attachment forms the foundation for a sense of belonging (Erikson, 1969; Maslow, 1970; Karen, 1998; Berlin, 2005; Santrock, 2006) and it is therefore necessary to be taken into account in the formulation of techniques that will enhance a sense of belonging.

- **The importance of play**

Play, as stories, comes natural to children (Hepworth & Larsen, 1993:623). It is essential that children have ample opportunity to play in their preschool and middle childhood years, as it is vital for their development and wellbeing (Talbot & Thornton, 2009:13). It is a basic right of children to play, as recognised in the United Nations Convention on the Rights of the Child (Art. 31) and in the African Charter on the Rights and Welfare of the Child (Art. 12). Talbot and Thornton (2009:9) stress that play should not be regarded as an optional extra, but as a basic right of children. However, children in disadvantaged communities do not always have the luxury to play and to be simply children. Poverty, violence and a lack of resources in the community have the side effect that it is unsafe for the children to play outside, or that their caregivers are overburdened with their responsibilities and therefore unable to provide play opportunities for the children (Talbot & Thornton, 2009:8).

- **Theraplay**

Theraplay is an engaging, playful, relationship-focused treatment method that is interactive, physical, personal and fun (Morin, 1999; Lucas, 2000; Booth & Jernberg, 2010:3). Elements

of theraplay can be used with great success in the proposed intervention, as it is easy to understand and does not acquire a high level of education, which makes it ideal for the caregivers in a disadvantaged community. Miller, Lender, Rubin and Lindaman (2010:405) argue that children from fractured families have greater needs for sound parenting, empathy and fun and that theraplay can act as a healthy antidote to a painful past. Cohen (2001:1) describes playful parenting as a bridge to a deep emotional bond between a parent and child. The participating children in this research study expressed a need to play and interact with their caregivers. Cohen (2001:6) is of the opinion that play serves to fulfil that deep need for attachment, affection and closeness.

- **Bibliotherapy**

Children have a natural liking in stories (Costello, 2000:45) therefore bibliotherapy can be used with success with children in order to address emotional problems (Sunderland, 2000; Burns, 2005; Fraser-Mackenzie, 2011; Recob, 2008). Children in their middle childhood years cannot verbalise their need for a sense of belonging, but by identifying with a character in a story that experiences a similar need, they can work through it and find alternatives to fulfil this need (Sorensen, 2008; Kriel, Rademeyer & Röhrs, 2010).

The following elements of bibliotherapy were taken into account when creating the stories (Rubin, 1978; Hendricks and Hendricks, 1998; Pardeck, 1998):

- The intervener must be familiar with the material.
- The children must be able to identify with the plot, setting, dialogue and characters.
- The material selected must express the same feelings or mood as the child.
- The emotional and chronological age of the child must be considered.
- Good coping strategies must be modelled.

- The length and complexity of the material must be suitable for the child.
- The story must capture the child's attention and interest.

Traditional bibliotherapy that only utilises books to address problems is not a practical approach in a disadvantaged community. The empirical research study found that some of the caregivers were illiterate, the community is poor and does not have easy access to books and libraries. The proposed intervention thus intends to utilise bibliotherapy in a broad sense of the word and therefore make use of various activities that can be linked to bibliotherapy by the use of storytelling (Malchiodi & Ginns-Gruenberg, 2008:171).

### **Observational system**

The purpose of an observational system is to measure the effect of the intervention on the identified concerns of the population through direct observation, self-monitoring or self-reporting (De Vos & Strydom, 2011:482). In addition to problems listed by participants that need to be addressed in the intervention, the social workers also had the following requirements for the proposed bibliotherapeutic techniques:

- The techniques must be simple and easy.
- It must relate to the children in the disadvantaged community.
- Some of the caregivers are illiterate, therefore the activities they need to do should utilise pictures or games to convey the desired message.
- Everything needed for the techniques must be either supplied to the caregivers or already available, as the caregivers do not have the means or resources to obtain the aids.

### **Procedural elements of the intervention**

The intervention consists of two parts; the first one is for the use of social workers. The purpose of the procedural elements in intervention is to clearly specify the details of the intervention in order to be utilised by other trained people, for example social workers (De Vos & Strydom, 2011:483).

The following procedural elements must be taken into account:

- The ability to engage in a meaningful therapeutic relationship with children in their middle childhood.
- A sound understanding of development theories and child development.
- A clear understanding of the importance of a sense of belonging and the effects of a lack thereof.
- An empathic understanding of the realities and challenges of people living in disadvantaged communities.
- A belief that people have the ability to change.
- The desire to help people in difficult situations to look for alternatives within their settings in order to cope with their problems.
- Experience in group work, should the caregivers be trained in a group setting.

The second part of the intervention is directed on the caregivers, and is done in the form of a training program, where the caregivers are taught the importance of a sense of belonging and ways to create it in their children. A training program for caregivers in enhancing a sense of belonging in their children was compiled specifically for the use of a professional facilitator, preferably a social worker. It is recommended that the training should take place in a group

setting. The following suggestions regarding such group trainings should be taken into account:

- The caregivers must realise that they are valuable partners in the therapeutic process between the social worker and the children.
- Recognition must be given for the care they give the children under difficult circumstances.
- The facilitator must be sensitive towards the various educational levels of the caregivers in the group.
- The message that the caregivers have the ability to perform the required tasks must be emphasised.
- The information must be shared in a simple, practical way that everybody can understand.
- The caregivers must buy into the concept that seemingly simple and “useless” activities such as playing a game, serve a deeper and important purpose.
- The caregivers must realise that they have to do the activities together with the children.
- Everything they will need to complete the activities, for example books, crayons, play dough, Press Stick, etc. must be provided.
- It is important to have follow-up sessions.

#### **PHASE 4: EARLY DEVELOPMENT AND PILOT TESTING**

##### **Developing a preliminary intervention**

Fawcett (in De Vos & Strydom, 2011:483) states that a primitive design must be evolved to a form that can be evaluated under field conditions. The aspects mentioned in phase three were

taken into account in order to develop a preliminary intervention that could serve to enhance a sense of belonging in children from fractured families in disadvantaged communities.

### **Pilot testing**

The prototype of the intervention was given to two social workers to evaluate. The activities were also done with three children in order to determine whether they were practical and viable. Some alterations were done according to the comments of the social workers and children.

### **Applying design criteria to the preliminary intervention**

During this phase, the researcher must assure that the intervention is serving its purpose (De Vos & Strydom, 2011:485) and for this purpose the recommendations of the participants that were made during the pilot testing were taken into account, as well as the design criteria in refining the intervention.

## **PHASE 5: PRELIMINARY BIBLIOTHERAPEUTIC TECHNIQUES TO BE USED BY SOCIAL WORKERS**

The following bibliotherapeutic techniques were developed for the use of social workers with children who lack a sense of belonging. It is intended to be used over several sessions, depending on the children's circumstances and emotional ability.

### **Emotions card**

The purpose of the emotions card is to enable children who have difficulty in verbalising their feelings to communicate it via pictures of different emotions. It will also help children to

identify and understand their emotions. It can be used with all activities where children struggle to communicate their emotions.

The facilitator must ask the children to identify a face on the card that reflects their feelings, and then ask what emotion this picture reflects, if the children experience the same feeling, and then proceed to discuss the reason for this emotion. They can then discuss possible activities that will help the children to handle this emotion, for example, to box a pillow when they are angry.

### **My home and community**

This activity is used to assess children's attitude towards their home and community, as well as to determine with whom they identify, where their sense of belonging are and to identify problematic relationships at home.

The children are handed a set of pictures and ask to choose from it pictures that represent the people in their homes. They must then put these pictures on an outline of a house. The social worker has to determine who each picture represents, whom will they go to if they have a secret, are scared, who they do not want in the house, who is not there but they would have liked them in the house.

From another set of pictures the children have to choose the pictures that represent the people in their immediate community. The same questions must be asked about the community, in order to determine if the children experience a sense of belonging in the community and if there is any social capital that can be utilised.

### **Snakes and ladders**

The primary purpose of this activity is to enhance the therapeutic relationship between the children and the social worker. It also raises awareness of the activities that create a sense of belonging and identifies aspects that cause unhappiness. This creates opportunities for the social worker to discuss these activities with the children.

The social worker and children play the game on the provided board with a dice and tokens. When one lands on a picture, he must explain what is happening on the picture and which feeling the picture generates. The emotions card can be used as an aid if necessary. They then proceed to whether the children have ever experienced a similar emotion, and discuss the cause and results of the events. Feelings about winning or losing can also be discussed. The children can be asked which feelings they liked best, or dislike, and the reasons therefore.

### **Tommy the little train car**

The story can be used with younger children who have been placed in alternative care. The social worker must read the story to the children, discuss the emotions in the story, draw parallels between the story and their lives and help them to identify with the character in the story. They must then create insight in the reality of their lives, that life continues despite loss and that the future, although different, is not necessarily bad. Younger children can colour the picture of the train in order to reinforce the message.

### **The two hearts**

The purpose of this activity is to help the children to identify aspects that cause happiness or sadness. It also gives the children the opportunity to identify alternatives that will create

happy and secure feelings. It raises awareness that although they might have scars, it is possible to become “whole” again.

The social worker must ask the children what the broken heart looks like, if their hearts ever felt like this. The children or social worker then writes events down that caused the children’s hearts to break next to the picture, and the emotions caused by this. On the second heart, the children must be helped to identify people or situations that can help them to make their hearts “whole” again, which they write on the separate parts of the heart. They must discuss what else they need to complete their hearts, after which they can colour and decorate the heart.

### **Tree of belonging**

Through this activity the children will gain a better understanding of their family and where they come from. It will make their past more visual and concrete in order to help the children to build their own identity, as well as create a sense of belonging in their new family. With the help of a family member the social worker must try to obtain photos or stories about the children’s family of origin.

In the **family tree**, the **roots** represent the children’s ancestors, where they live, what they did and any known stories or songs that they used to tell or sing. It can be written on the picture. On the **trunk**, they have to write down the children’s grandparents’ names, where they live and anything else known about them.

The **branches** represent the children’s parents, uncles, aunts, siblings, and anything known about them. If there are no photos available, the children can draw pictures of them.

All the information on the tree must then be discussed, for example who they remember or miss.

The family tree does not have to be technically correct, as long as it makes sense to the children and tells a story about their past and background.

On the **Tree of belonging**, the names of the foster family/new family are written. It must be explained to the children that although they may not be related, all of them are now part of a new tree and that everybody has his/her own place in this tree and are connected because they share one tree (home).

The children must be assisted to identify activities/ aspects that will help them to feel part of the new family (e.g. help with chores, share bedroom with foster child, etc.)

### **A new home for Mia**

The purpose of this story is to explain foster care by means of a story. By reading the story, the social worker must help the children to understand and accept their situation, work through their feelings and determine what will enhance a sense of belonging in their new home.

### **Puzzle**

Through completing this activity, the children will gain insight in the missing parts of their lives, the feelings these losses cause and create a new puzzle of belonging. The children are given a puzzle to build, but some of the pieces are missing. Their feelings about this

incomplete picture are discussed, and they can write on the back of the puzzle which aspects of their lives the other parts represent, and who the missing part represents. The social worker then hands them the missing parts, but it is in a different colour than the rest of the puzzle. They can identify what events or people in their lives represent this new piece that completes the puzzle. If they turn the puzzle around, the picture is complete. The social worker must help the children to draw comparisons between this and their lives.

### **Connect the pictures**

The purpose of this activity is to identify activities that create a sense of belonging, and those that cause an unsafe feeling. The children must connect the pictures on the one side of the paper to corresponding ones on the other side. They must be reassured that there are not any right or wrong answers, and it is only their opinions that count. The pictures and their responses to them must then be discussed and connected to situations in their lives.

### **Memory and belonging boxes**

Through this activity the children can be helped to cope with past losses and to gain comfort by remembering the good aspects of the past, as well as to create a sense of belonging in their new family.

With the **memory box**, the children are asked to talk about all the nice and good aspects they can remember about their previous family / missing / deceased parent. They must then find articles that remind them of the abovementioned, e.g. a piece of material, beads, photos, etc. The children can write letters to the person and place them in a box. The children keep the box with them in a safe place, can take objects out and look at them whenever they feel sad about missing their family.

The **belonging box** is initially empty. Every time something nice happens in the new family, the children must put something that reminds them of the event in the box (e.g. outing to beach, put shell in box.) The children must be helped to identify aspects that create a sense of security and belonging, e.g. foster mom reads story, picture of piglets reminds them of that.

### **Terry and the gang**

This story conveys the message that sometimes people try to find a sense of belonging in the wrong places and that our choices have an influence on our future. Older children can read the story themselves, or the social worker can read it to them. The children must choose how they will complete the story. The different endings must be discussed and applied to their lives.

### **Paper doll**

This activity tells a visual story about how emotions and events from the past can entangle a person and prevent him from moving on. With the help of the social worker, the children are asked about the sad or bad things that they think happened to an imaginary boy or girl, represented by the paper doll. For every aspect they mention, a piece of string is wound around the doll's body. Discuss possible alternatives, which can unwind these strings that strangle the doll. If a satisfactory solution is found, the piece of string can be untwined. Ask if there are any similarities between the doll's story and the child's own. Discuss the situations and find alternatives. The doll can be coloured.

### **My own story**

By means of several pictures, the children are asked to create their own stories. The social worker discusses the stories with them, explore the meaning of the characters and draw parallels to their own lives. Alternatives can be found and incorporated in the story.

### **Own identity**

A picture of a space ship is used and the children are asked to pretend they are some of the aliens on the space ship that has landed in the front garden. They must explain to the social worker what they find in the house and street, who and what they like and dislike and if they would like to stay there. The purpose is to determine how the children perceive themselves and their environment. When the story is discussed, the social worker asks the children if this is similar to their own lives, and what they would like to change.

## **PHASE 5: PRELIMINARY TRAINING TO CREATE AWARENESS IN CAREGIVERS REGARDING THE NEED OF A SENSE OF BELONGING**

From the caregivers' responses during the empirical research it became clear that they were unaware of their children's need for a sense of belonging. In order to help them to strengthen the emotional bond with their children, it is necessary that the social workers train them regarding the importance of a sense of belonging and ways in which to enhance it.

The purpose of the training session for the caregivers was primarily to raise awareness of their children's need for a sense of belonging, as well as introducing them to activities that will enhance the children's sense of belonging. The caregivers' intellectual levels and social circumstances have been taken into account in developing the training. The training took

place in a group setting, as the interaction between the caregivers served as extra motivation to complete the activities. The session lasted about three hours.

## **Contents of program**

### ***Introduction***

The group members were welcomed and the purpose of the meeting was explained, that is, to teach them new, simple activities through which they can improve the wellbeing of the children in their care. The facilitator was sensitive towards the educational levels of the caregivers, for example not to assume that all could read and write.

A short ice breaker game, like dividing into two teams and compete to see which team can keep a balloon for the longest time afloat, helped them to relax and to remind them of the value and fun of playing games.

### ***Human needs***

With the aid of a simplified diagram of Maslow's hierarchy of needs (1970), the caregivers were informed on basic human needs. Practical examples that they could understand were used to illustrate why the primary needs must first be met before the next need can be addressed. To capture their interest pictures of Bowlby's monkeys in the wire cages were shown and explained (Bowlby, 1982).

A sense of belonging was explained in simple language, as a feeling to feel secure, safe, at ease, part of a family, group or community (Brendtro, *et al.*, 2002). With the aid of Maslow's diagram it was explained that all other needs depend on the successful satisfaction of this need, as a person can only grow emotionally if he feels safe and secure. Erikson's theory was

explained that a baby has to develop a sense of safety, security and trust with its mother, otherwise he will grow up with a sense of distrust (Erikson, 1969).

### ***The results of non-belonging***

The results of non-belonging were discussed, like feelings of distrust and insecurity, poor school progress (because nobody cares), drug and alcohol abuse, involvement in gangster activities or sexual relationships at a young age. If this cycle is not broken, the children will eventually become parents who are unable to provide a sense of belonging to their children.

The caregivers had to become aware that all the children in their care were from fractured families and that they were already exposed to trauma and violence, which could be an indication that they did not develop a trustworthy relationship with their initial primary caregivers. This made them much more susceptible to the above dangers.

It was important that the caregivers understood the necessity to intervene at this stage of their children's lives, while the children were still in their middle childhood. The caregivers therefore had to make extra effort to reach out to the children and create in them the feelings that they were accepted for who they are, that they were loved and worthy, warts and all.

### ***Activities to create a sense of belonging***

It was of utmost importance that the caregivers understood that these activities were not meant to keep bored children out of mischief, but that the whole purpose of every activity was that they should spend time *with* the children and that everything should be done with the children. The purpose of all the exercises was to strengthen the bond between them and to fulfil in the children's needs for interacting on a playful way with their children.

They were asked to do as many as possible of the activities for the next two weeks, and record it on an evaluation sheet. After the two weeks all the activities were discussed.

- **Six things a child needs to hear**

Every caregiver was handed a laminated card with the six things a child needs to hear on it (Girls & Boys Town, 2011). They were asked to stick this card somewhere in the house where everybody would see it, and try to say at least one of the six things to the children on a daily basis.

- **Caring deeds**

The caregivers had to be aware of the fact that deeds speak much louder than words, and that the children would much rather experience a sense of belonging by what they did, than by what they told them. It was explained that although the activities might seem childish and like a waste of time, this was what the children expressed a need for, and therefore were worth while to try out.

*Rituals:* The importance of family rituals was explained to the caregivers. Examples are to have story telling time at bed time, to sing together on Sunday evenings, to have a special treat on someone's birthday. This will help to make the children feel that they belong in the family and are important. The caregivers had to think of something they can start as a ritual in their families.

*Own space:* The caregivers were encouraged to create a space in the house, however small, for each child that he can call his own. Even if the children share a bed, each child should have a bag, box or shelf where he can keep his own stuff and that is out of bounds for the other family members. This creates a sense of self-worth and belonging. This is also a way in which to learn important values, like respect for someone else's belongings.

*Stories:* All children love stories, and even if the family do not possess any books, it should not stop them to tell stories to their children. The caregivers were encouraged to tell the children stories of their own childhood, how they overcame difficulties and how they lived.

*Playing of games:* The caregivers had to name the games they used to play as children, and were encouraged to teach these games to their children and when it was physically possible, play these games with the children. Any other physical games, like hide and seek, could also be played.

*Nurturing activities:* It was explained to the caregivers that whenever a basic need is not met, this need remains with the person until it is met at a later stage. During the empirical research the children expressed needs to be nurtured. The caregivers were therefore encouraged to focus on nurturing activities, like bathing younger children, combing their hair, applying hand lotion, massaging of their backs and tucking them into bed. It was stressed that special care had to be taken with these activities, especially when a child was subjected to abuse. Safe places to touch, like hands, arms, heads and shoulders, as well as great sensitivity to the children's needs and reactions were explained. The same applied to putting a younger child on the lap, and for hugs and cuddles.

*Emotions card:* Each caregiver was handed a laminated card with faces representing different emotions, as well as an arrow made of paper, that can be stuck to a face. They had to put this card up somewhere in the house and ask the children every morning to select a face that represented their feelings. These feelings should then be discussed.

*Snakes and ladders:* An adapted, laminated board of snakes and ladders, tokens and a dice were provided to each caregiver. The game was explained, especially the use of the pictures, which all represented belonging or a lack thereof. Whenever somebody landed on a picture, they had to discuss the picture and the feelings it provoked.

*Play dough:* Each caregiver was provided with a tub of play dough. It was stressed that they had to play *with* the children, that there were no rules, but that everybody could do with the dough whatever they wanted to, as long as they discussed the objects and tried to tell a little story about the object they created.

*Colour-in books and crayons:* They had to use the provided books and crayons *with* the children. When they completed the picture, they had to discuss the picture, what the children liked or disliked about the picture. If possible, they had to create their own story about the picture.

*Story books:* Each caregiver received a story book, which they had to read to the children at bedtime and discuss the story with the children. Care was taken that the caregivers who were illiterate did not feel exposed. They received picture books and were asked to discuss the pictures with the children, and to let the children tell a story about the pictures. Otherwise other family members were asked to read the story to the children.

*Magazines:* Each caregiver received a few old magazines, which they had to use to read the children's sections to their children, or to cut out any pictures the children liked and stuck them in a book. They had to discuss the children's pictures with them. They were encouraged to make their own picture books with the children.

### ***A sense of belonging in the community***

All the caregivers were asked to identify one person in their immediate neighbourhood who could act as a substitute if the caregiver was unavailable. It had to be someone who could be trusted, with whom the children felt comfortable, and to whom they could turn in times of need.

The caregivers had to ensure that they had a standing agreement with such a person that the children could go there whenever there was a need and the caregiver was unavailable. The

children should be informed of this agreement and the name and contact details should be given to the social worker.

### **Recording of activities**

Every caregiver received a recording sheet. The facilitator ensured that everybody knew how to complete it. The caregivers who could not read had to ask someone else to help them with the recording. They were requested to record all the activities they did with the children. A follow up group took place in two weeks time, when the results were discussed.

## **PHASE 5: EVALUATION AND ADVANCED DEVELOPMENT**

After the contents of the proposed intervention has been determined, the fifth step of the design and develop model entails that an experimental design must be selected, and that data must be collected and analysed (Strydom & De Vos, 2011:485). This was done by handing a set of bibliotherapeutic techniques to social workers to test with children, as well as to do a training session with caregivers.

### **Selecting an experimental design**

The purpose of this research project was to develop bibliotherapeutic techniques that would enhance a sense of belonging in children in fractured families from disadvantaged communities. The objectives were therefore to provide social workers with such techniques to use in their therapy with children, as well as information for a training session to raise the knowledge base and awareness of the caregivers regarding the children's need for belonging. The aspects that were evaluated were consequently whether the proposed techniques were comprehensive, feasible and user friendly, as well as whether the training of the caregivers

succeeded in raising their awareness and provided them with the information and means to complete activities with the children. The intention of this research project was not to measure the level of the sense of belonging in the children, but only to provide the means with which a sense of belonging could be enhanced. One of the aspects that were measured was the feasibility of the bibliotherapeutic techniques.

The proposed bibliotherapeutic techniques to be used by social workers in their therapy with children were evaluated by the social workers by means of evaluation forms. Eight social workers were asked to test and evaluate the techniques. These activities took place under field conditions, as the same people who were initially involved in the focus groups in phase two, were asked to evaluate the intervention program. The social workers worked in the community and were aware of the conditions and problems of the children and caregivers.

Another aspect that had to change was the caregivers' knowledge about a sense of belonging. In this case it is the knowledge level of the caregivers regarding a sense of belonging. Because the same caregivers who were involved in the focus groups were part of the experimental group of nine caregivers, the baseline of their knowledge level was already known. Their knowledge about this aspect was again tested after the intervention took place by means of the recording sheets and by interviewing the children who participated in the activities.

### **Evaluation of the techniques for social workers**

The bibliotherapeutic techniques were given to eight social workers to test and evaluate. They had to comment on each activity and evaluate whether the instructions were clear, workable, had the desired outcome and whether they will use it in future. They had to complete an

evaluation form, which was summarised by the researcher. From their responses the following information emerged.

### ***Emotions card***

The social workers were very positive about the use of the emotions card. It is easy to use and has the desired effect. It could be used unaltered in the final techniques.

### ***Home and environment***

This activity was first tested in the focus groups during the second phase of the research project, and the researcher found it a valuable activity to use in order to determine what the children's sense of belonging in their homes and community are. The social workers confirmed this observation by indicating that they could use it with the desired effects and would like to use it in the future.

### ***Snakes and ladders***

All the social workers indicated that this is an easy and valuable game to use, and a favourite with the children. It served its purpose to enhance the therapeutic relationship and to discuss the children's sense of belonging.

### ***Story: Tommy the little train car***

The social workers evaluated the story as effective and a helpful aid to explore a younger child's emotions regarding his placement.

### ***The two hearts***

Although all the social workers approved of this activity, one suggested that it must be use with the aid of the emotions card, as some children found it difficult to convey their emotions.

### ***The tree of belonging***

The social workers regarded this activity as useful, but had a few practical suggestions; such as that it must be used over two or more sessions, the pictures must be bigger with more space to write on and that younger children need directive guidance with the activity.

### ***Story: A new home for Mia***

The social workers were of the opinion that the story worked for older children. However, they thought it too long for one session and would be more effective if discussed over two sessions.

### ***Puzzle***

Although the social workers approved of the reasoning behind the activity, they regarded the process as too complicated and practically difficult to do. This activity has therefore to be abandoned or completely altered.

### ***Connect the pictures***

This activity is regarded as useful, but the directions should be clearer. It must be adjusted so that children can understand it better.

### ***Memory and belonging boxes***

The social workers regarded this activity as useful, especially the belonging box. They were of the opinion that due to lack of information, it would not always be possible to do the memory box, but they were willing to do it whenever possible. Another issue that was raised is the lack of privacy in most of the homes. It is therefore important that the caregivers understand the purpose of the activity and that they give their cooperation.

### ***Story: Terry and the gang***

The story was evaluated as applicable to the children in the community and that it could be a helpful technique to let the children realise that actions have consequences.

### ***Paper doll***

The social workers evaluated this activity as a creative and practical way to talk about problems. It can be used in its present form in the final intervention techniques.

### ***Own story***

The responses about this activity were ambivalent, as some social workers regarded this as a useful activity, while others were of the opinion that they were unsure how to go about and were unable to help the child tell a story. More pictures should therefore be added and more specifications about the method should be given. It will depend on the child and situation whether this activity will be successful.

### ***Own identity***

This activity failed, as most of the children were not familiar with the concept of space ships and aliens. It proved that it should always be kept in mind that the children from

disadvantaged communities are not always on par with other children regarding their exposure to information and literature. This activity will therefore be abandoned and replaced with a story.

### **General comments**

Some of the social workers commented that they would like a short refresher course about a sense of belonging and the effects that a lack thereof has on a child. This opportunity can also be used to train the social workers in the presentation of the training of the caregivers.

### **Training of caregivers**

#### ***Evaluation of the children's experiences of the implementation of the sense of belonging activities***

A focus group with the children of the caregivers who were involved in the training session was held in order to determine how they experienced the activities. Their permission and that of their caregivers were obtained to record the group with a video camera. The group meeting was informal and started with a game to put the children at ease. They were then encouraged to talk about the activities their caregivers did with them during the previous two weeks.

From their responses it was clear that all the caregivers were very conscientious in obeying all the instructions and in the implementing of the activities. The children liked all the activities and their responses confirmed the finding in phase two that it is not really the activity itself that is important to the children, but the fact that their caregivers spent time with them. The children's favourite activities were the emotions card, snakes and ladders, stories, books and magazines. The younger children enjoyed the nurturing activities, but the older ones scoffed at it.

While the discussion was taking place, the children could either colour in pictures, or make a collage of important aspects of their lives, by using magazine pictures. Some children who chose to colour in, nevertheless took some magazines and tried to hide them from the other children. They clearly loved to page through magazines, but due to their economical situation, magazines are a luxury item which their caregivers could not afford. This led to the realisation that old magazines can be used with great success to create stories. Using magazine pictures will also be a solution to the problem that some of the caregivers cannot read. New and creative ways must be found to supply the caregivers with old magazines.

### *Evaluation of the caregivers' experience with the utilising of the techniques*

The caregivers who were involved in the training session met after two weeks for an evaluation session. They were asked to complete activity sheets on all the activities they had done during the past two weeks. During the meeting they were asked about their experiences when doing the activities, the children's reactions and the feasibility of the techniques. This session was also video taped with their permission.

The overwhelming response of the caregivers was that they enjoyed doing the activities with the children, the children reacted very positively towards the activities and that it created a closer relationship between them and the children. They mentioned a side effect that was not foreseen, that is that the rest of the family voluntarily took part in the activities and that it led to positive bonding between all the family members.

From the caregivers' responses it appeared that the emotion cards, snakes and ladders and physical nurturing were the favourite activities, and that they did it on a daily basis. It is possible that the novelty of these activities will wear off with time, but it is also evident that

the caregivers are willing to try out new approaches and to cooperate, if they are provided with the necessary tools and understand why they have to do it.

A surprising fact was that most of the caregivers followed the suggestion to teach their children some of the old games that they played as children. They reported that they had great fun in doing so. It created a relaxed and accommodating atmosphere in the home, which brought them closer to the children. All the caregivers who did it reported that they enjoyed the games and it helped them to relax. All of those who could read read the books to the children. One of the two illiterate people asked a family member to read the story to the children. The other person did not have the opportunity to ask someone to read the book, but she did spend some time with the children looking at the magazines.

The caregivers were evaluated in an informal way whether they understood the rationale behind the activities. From their responses it was clear that they understood at least the most important aspect, which is to create a sense of belonging in their children. One caregiver commented that she could not believe that simple, everyday and easy activities could have such an effect on the emotions in the house, but after she experienced it, she wanted to continue with it. It was clear that their knowledge level regarding the importance of a sense of belonging and ways in which it can be obtained, improved after the training and the completing of the activities.

The caregivers were motivated to continue with the activities. They seemed willing and eager to do it, and expressed the need to meet on a regular basis to discuss the problems they have and to share with each other possible solutions. From this request the idea evolved that they want to pass on each other's children's clothes that are too small, to the others. This excellent

idea led to the further realisation that they could also trade and borrow books and other aids, like play dough or puzzles. It will expand the limited pool of available books and educational toys. These suggestions are concrete ways in which the social capital in the community can be strengthened.

## **PHASE 5: REFINING THE BIBLIOTHERAPEUTIC TECHNIQUES**

The last step in phase five is to refine the intervention. According to De Vos and Strydom (2011:486), during the final evaluation process the necessary changes must be made in order to ensure that all errors are corrected.

### **Techniques for social workers**

Most of the techniques can be used in their original form. The whole set of activities was refined by suggesting that an arch lever file must be used for each child. The social worker and child can decorate the file and write the child's name on the front, together with the title "My Book of Belonging". All the activities must be kept in this file and the child can keep it after the therapy is completed. Other stories, notes or drawings can also be added. This will raise the child's self awareness and enhance his sense of belonging.

#### ***Emotions card***

It can be used as initially designed.

#### ***My home and community***

The activity remains the same as in the preliminary concept.

### ***Snakes and ladders***

It can be used unaltered. It is suggested that the child has its own copy in the file with another copy for the family, as it seems that all the family members like to play the game.

### ***Story: Tommy the little train car***

The story can be used in the original form. A copy of the story and a picture of the train must be put in the child's file.

### ***The two hearts***

This must be used in conjunction with the emotions card to help the children to identify their feelings. The child can put the completed and decorated hearts in his file.

### ***Tree of belonging***

The activity must be done over two sessions, as it is too long and intense for one session. During the first session the family tree can be done, if there is any information available on the child's biological family. The tree of belonging can be done in the second session.

### ***Story: A new home for Mia***

The story can be divided into two parts to be covered in two sessions, as it is too long for one session and especially younger children might find it difficult to concentrate if it is confined to one session. It is important to revise during the second session what was done in the first session. The child keeps a copy of the story and picture of the kitten in the file.

### ***Connect the pictures***

This activity was refined by simplifying the instructions, because the initial instructions were confusing. The social worker and child can write on a separate paper the emotions and situations the pictures represent, as well as alternatives for the negative situations.

### ***Story: What do you need, little rabbit?***

This story helps the child to identify the different aspects he needs in order to be cared for and happy. It must be read to the child and the questions as set out in the instructions for the social workers have to be discussed.

### ***Memory and belonging boxes***

The caregiver must be informed about this activity and together with the child they have to locate a safe and private place in the house for the boxes. If the child chooses small objects like pictures, beads, photos, etc. to remind him of past or recent situations, the articles can be kept in two large envelopes and filed in his Book of Belonging. This activity must also be spaced out over two sessions, as it will create too much information to process in one session.

### ***Story: Terry and the gang***

The story can be used in its original form and the child receives a copy and a picture to colour in for his file.

### ***Paper doll***

This activity can also be used in the original form. The doll can be decorated and put in the file, together with a summary of the situations the strings represented, as well as the alternatives for these issues.

### ***My own story***

This activity was changed after reflecting on the responses of the social workers and the realisation that the children love magazines. Instead of giving them specific pictures, the social worker can give the children an old magazine and ask them to cut pictures from it. They can either make a collage or use it to tell a story. The method will depend on the child's abilities and preferences. They must then discuss the collage or picture story, draw similarities to the child's emotions and situation and discuss alternatives.

### ***Story: The little duckling***

The child and social worker must read the story of The Ugly Little Duckling of Hans Christian Andersen and discuss the questions as proposed in the instructions. The purpose of the story is to focus on the child's identity and sense of belonging. The picture of the little yellow duckling and the black ducklings must be used to elaborate on the story of The Ugly Duckling. If the child is able and willing, he can tell his own story about the picture.

### **Training for caregivers**

The contents of the training program for the caregivers remain unaltered and will be bound in a manual for the use of the social workers.

The following suggestions were added after considering the comments of the children and caregivers:

- A follow-up session must take place after two weeks to evaluate the caregivers' experiences. This serves as added motivation for the caregivers to complete the activities.

- It is important that the caregivers who are involved in the training program keep in touch with each other. It serves as an additional motivation and strengthens the social capital in the community.
- A group session once a term will serve as a further motivation to continue with the activities. It will also encourage and support the caregivers, who often feel overwhelmed with their situations.
- The social workers must build up a collection of books and magazines, which can be distributed among the caregivers. They can swap the books at group meetings. The caregivers do not have the means to purchase these items.
- The same can be done with educational toys. Board games seem to be a favourite among the children and families, and different games can be rotated between the families.

## **RECOMMENDATIONS AND LIMITATIONS**

From the responses of the social workers, it seemed that they have a need for a refresher course regarding a sense of belonging and to train the caregivers in engaging with the children in order to enhance a sense of belonging. The content of the course will be as follows:

- The importance of a sense of belonging.
- The challenges of caregivers from fractured families in disadvantaged communities.
- The concept of social capital and how to utilise it with regards to enhancing a sense of belonging.
- Bibliotherapy and bibliotherapeutic techniques.
- The contents and implementation of the bibliotherapeutic techniques.

- The contents and training of the caregivers in enhancing their children's sense of belonging.

As each child's situation is different, the social workers must use their own discretion as to which of the bibliotherapeutic activities to use. With the exception of the emotions card and the snakes and ladders game, only one activity should be done per session.

Regarding the training of the caregivers, their disadvantaged circumstances should always be kept in mind and nothing should be taken for granted, for example that everybody can read and write, or that every household has magazines or books. Everything that the caregivers will need to do the activities with their children must be provided, as they do not have the means to buy crayons, colouring books, etc.

Follow up sessions for the caregivers are vital to the success of the intervention. It serves several purposes, such as to keep them motivated to continue with the activities, it provide support and relief from their situations, and it serves as a source of social capital.

The suggestion from the caregivers to meet at regular intervals and to exchange clothes, toys and games is something that is worth exploring.

Several limitations were experienced. The fact that some of the caregivers are illiterate is a serious limitation in proposing bibliotherapeutic techniques. It was therefore necessary to be creative in order to provide other means by which stories can be shared, such as picture books and magazines.

The poverty and lack of recourses in the community were another limitation. The caregivers and children do not have access to libraries and books. Even a relatively cheap game like snakes and ladders is a novelty that was thoroughly enjoyed by the whole family. It places an extra burden on the social workers in the sense that such games must be provided.

Some of the caregivers are old and sickly, and have difficulty in getting to the venue for meetings. Transport has to be provided for them.

## **CONCLUSION**

The needs of the children in fractured families from disadvantaged communities regarding a sense of belonging, their social workers as well as the caregivers' needs were taken into account when the intervention was developed. It transpired that the children did not always experience a sense of belonging with their caregivers, and that the caregivers are unaware of this need. The intervention consequently focused on two aspects, namely to provide bibliotherapeutic techniques for the social workers to facilitate a sense of belonging in the children, and to provide a training manual for the caregivers in order to raise their awareness about the children's need for a sense of belonging, and to teach them activities to enhance the children's sense of belonging.

The researcher developed bibliotherapeutic techniques for the use of the social workers, as well as a training session for the caregivers. After it was tested and evaluated by the social workers and caregivers, the necessary refinement was done in order to be more effective. It is now ready for the sixth phase of the intervention model, the dissemination thereof.

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## **SECTION C**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

## SECTION C

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 1. INTRODUCTION

This research project followed the Design and Develop model of intervention research (Rothman & Thomas, 1994:4; De Vos & Strydom, 2011:473). The first two phases focussed on the problem analysis and information gathering as discussed in Article one, two and three. The next three phases, the design, early development and evaluation of the intervention techniques were discussed in Article 4. The research report includes the following:

Section A: General introduction to the research and literature study.

Section B: Article 1: A sense of belonging in children from fractured families in disadvantaged communities.

Article 2: The exploration of social capital in a disadvantaged community to enhance a sense of belonging in children from fractured families.

Article 3: Bibliotherapeutic techniques to enhance sense of belonging in children.

Article 4: Bibliotherapeutic techniques for the use of social workers and caregivers.

Section C: Summary, recommendations and conclusions.

In this section a brief overview of the study, it's most important findings, the recommendations and conclusions are reflected.

#### 2. SUMMARY AND CONCLUSIONS

Based on the research methodology and the articles in Section B of this report, the most important findings and conclusions can be summarised as follows:

##### 2.1 Research methodology

###### 2.1.1 Literature study

An in-depth review of literature was conducted in order to get a clear understanding of the identified problem (Fouché & Delport, 2011:134). For this research sources like books, social work and psychology journals and internet websites like Gestalt, EbscoHost and Wiley were

used to gain information regarding a sense of belonging, children in their middle childhood, fractured families, disadvantaged communities and bibliotherapeutic techniques.

There seemed to be a lack of recent and relevant South African literature regarding social capital and bibliotherapeutic techniques. The researcher therefore had to rely to a large extent on overseas literature, which is not always applicable to the South African circumstances.

### ***2.1.2 Empirical research***

- **Research design**

The Design and Develop model of intervention research (Rothman & Thomas, 1994:4; De Vos & Strydom, 2011:473) was utilised for this study. The model consists of six phases, that is: Phase 1 – problem analysis and project planning; Phase 2 - information gathering and synthesis; Phase 3 – design; Phase 4 - early development and pilot testing; Phase 5 – evaluation and advanced development; Phase 6 – dissemination. The study did not include phase six. The dissemination will take place after the completion of the thesis. The bibliotherapeutic techniques will be made available to social workers to use in their therapy with children and caregivers.

The researcher experienced the Design and Develop model as a practical model to plan, design and implement an intervention, in this case the bibliotherapeutic techniques.

- **Participants**

Thirty-eight children in their middle childhood from fractured families in disadvantaged communities were involved in ten focus groups. All the children were from the northern suburbs in Port Elizabeth, which is a disadvantaged community. Twelve caregivers of these children were also interviewed in focus groups, as well as all twelve of the social workers from family agencies that rendered services in the area. Eight of the social workers were asked to implement the intervention program with children. Nine caregivers were involved in the training program for caregivers where the caregivers learnt skills to enhance their children's sense of belonging.

The children were enthusiastic about partaking in the research. They enjoyed the focus groups and wanted to repeat the experience. It was initially a problem to contact and engage

the caregivers in the focus groups, due to the fact that some could not be contacted by telephone, some lived quite a distance from the venue and most did not have adequate transport. The researcher tried to overcome these problems by visiting and inviting all of them personally, and to fetch them by car on the day of the group meeting. This was time and cost consuming, but proved to be the only reliable way to involve them in the study. However, the invitation was made to all the children's caregivers, but only twelve responded. The social workers confirmed that many caregivers in the area have low levels of commitment, which will create a problem to get them involved in the training. It can only be overcome with significant input from the social workers.

- **Sampling procedure**

Purposeful selection (Strydom & Delpont, 2011:392) took place, as the social workers who rendered services in the area were asked to provide names of children between the ages of six and twelve years old who are from fractured families and who lived in the disadvantaged community. These children took part in focus groups, and the amount was determined by the saturation of the data. All the caregivers of these children were invited to attend focus groups for the caregivers, of which twelve people attend. Of these twelve caregivers nine attended the training program.

This method of sampling was successful, although some of the participants, who committed themselves to take part, did not turn up. This unreliability seemed to be a characteristic of the community.

- **Data collection**

Focus groups (Greeff, 2011:360) were used as the means by which data were collected. The purpose of the focus groups with the children was to determine how they perceive their sense of belonging with their caregivers, the social capital in the community and their knowledge and attitude regarding stories. The same topics were covered with the caregivers and the social workers.

The use of pictures to collect data from the children was very successful, although some of the initial pictures, like one of a space ship intended to describe their identity, had to be replaced because it was not part of the children's field and they could not relate to it.

During the evaluation and advanced development phase (De Vos & Strydom, 2011:485) the social workers were asked to evaluate the proposed bibliotherapeutic techniques by means of an evaluation form (addendum G). The caregivers received activity sheets (addendum B) which they had to complete for two weeks. An evaluation session was held where the activities were discussed and evaluated. The children who were involved in these activities were asked to give verbal feedback regarding their experiences with the activities.

After the initial lack of commitment from some of the caregivers, the researcher was pleasantly surprised with the enthusiasm with which the caregivers partook in the training group and the diligence with which they completed the assignments. It proved that the content of the training session was applicable and that they could be motivated with extra effort and care.

- **Data analysis**

All the data collected in the research were video taped and afterwards transcribed. The results were then grouped according to specific themes that emerged (Braun & Clarke, 2006: 78). A summary of these themes are given below in the context of the four articles.

## **2.2 A sense of belonging of children from fractured families in disadvantaged communities**

The objective for this part of the study was to explore how children from fractured families in disadvantaged communities perceive their sense of belonging with their caregivers. The perceptions of the caregivers and the social workers who render services to the children were also taken into account.

Various play therapy activities were used in the focus groups to determine the children's sense of belonging with their caregivers. Twelve caregivers, as well as twelve social workers, were also involved in focus groups and individual semi-structured interviews, and the same topic was discussed with them.

From the focus groups with the children it transpired that they live in overcrowded conditions with little privacy. Some of them were subjected to the alcohol abuse of their adult relatives

who share a house with them. Although some of the children had a good relationship with their caregivers, others lacked a close and trustful relationship. All of them experienced a sense of insecurity in their communities, and were regularly exposed to violence and substance abuse. They tried to create their own safe place, but feel helpless by the situation. All the children expressed a need for nurturing and close interpersonal contact with their caregivers. It seemed that they did not experience such nurturing as babies and toddlers and now, in their middle childhood, where children normally show more independence, they still have this need to be bathed, cuddled and groomed. The children also expressed a need to play with their caregivers and associate nurturing and playful interaction as actions of love, happiness and belonging.

Caregivers who raise their children in a disadvantaged community have many challenges to overcome. They have to cope with constant strains like financial problems, an unsafe environment and negative influences from the community. The caregivers were aware of the dangers and disadvantages in the community, but experienced feelings of helplessness to protect the children against it. They tried their best to safeguard the children against physical harm, but were unable to shield them against emotional damage. They were, however, ignorant about the children's need for interaction with them and that the children associate nurturing and playful interaction with them as proof of love and a sense of belonging. They seemed to focus mainly on the existence needs (food, shelter and clothes) of the children and pay little attention to the emotional needs.

The social workers confirmed that the caregivers did not realise and understand the children's needs for emotional security and belonging. They also verified the literature findings that children in disadvantaged communities and who grew up in fractured families faced severe challenges. If no intervention takes place while the children are still in their middle childhood, they might become teenagers who display irreparable behavioural problems.

### **2.3 The exploration of social capital in a disadvantaged community to enhance a sense of belonging in children from fractured families**

In this part of the study the goal was to determine if social capital was present in a disadvantaged community and how it can be utilised in order to enhance a sense of belonging in children from fractured families.

Family, friends or neighbours can be an asset in people's lives and fulfil in a need when official resources fail to do so. When the family is unable to fulfil in the child's need for belonging, the community may therefore be able to provide a sense of belonging. The purpose of the empirical research regarding the subject of social capital was to determine if there are other sources of social capital that can fulfil in the children's need for a sense of belonging. In the focus groups with the children, they were asked by means of pictures how they perceived their community. The overwhelming response was that the community is dangerous and that all of them had personal experience of violence and crime. They were all aware of the presence of gangs and some of their elder siblings were already involved in gangster activities. Violent fighting and shootings were a regular occurrence and their only refuge is to run away when it happened. Some of the children had already learnt to use violence to solve problems. Due to the dangers in the community, the children experienced feelings of insecurity, which they tried to handle by creating a safe place by hiding somewhere.

The caregivers and social workers confirmed that violence and crime were a reality in the community. They are unable to change the situation, but the caregivers tried their best to keep the children in the relative safety of their own homes.

Unemployment and poverty were identified by the social workers and caregivers as some of the main causes for many other social problems. It created a vicious circle of dependence on social grants, low educational levels, early school drop outs and unemployment. In the end, the caregivers were unable to provide a sense of belonging in their children.

Typical to disadvantaged communities, the participants identified a serious lack of resources in the community. There are no recreational facilities for the children, not enough affordable health and psychological services available, they lived a far distance from the major hospitals, social services and did not have reliable transport. They experienced the police and ward counsellors of little help and were mainly left to their own devices in times of need.

All the participants agreed that churches were a source of social capital in the community. Many of the caregivers were involved in Bible study or women groups at their churches, and this provided them with support, belonging and raised their feelings of self-worth, which in turn could benefit the children in their care.

The children had mixed feelings regarding the safety of their schools. Some of them experienced school as a safe place, because some schools employed guards to safeguard the school grounds. Others had encountered violence in and on their way to school. However, it seemed as if the biggest concern of the children in school were not about external dangers, but the bullying and aggression of their fellow pupils. It seemed that despite the laws regarding corporal punishment, some teachers still hit the children.

The caregivers and social workers, on the other hand, perceived the schools as positive and a source of social capital in the community. They were of the opinion that this resource should be expanded and developed in order to play a bigger role in the community.

The children and caregivers identified their neighbours as a source of social capital. The social workers did not recognise this resource and the important part it played in the participants' lives. They mentioned the elderly in the community as a possible resource that can be utilised to enrich the children's lives.

#### **2.4 Bibliotherapeutic techniques to enhance a sense of belonging in children**

This part of the study aimed at the understanding of bibliotherapeutic techniques and whether they can be used to enhance a sense of belonging in children. Although there are many books available in libraries and book stores, these books are not always applicable and accessible to children in disadvantaged communities.

The children who took part in this research study were asked whether they liked stories and what emotions they experienced when someone read them stories. All of them confirmed that they loved stories and that they associated it with love and comfort. In contrast to these responses, the caregivers admitted that they either did not read to the children, or did not have any books to read from, or were illiterate and could not read. It seemed that it was not the contents of the story itself that mattered to the children, but the act of being read to, which they associated with feeling of happiness, love and comfort. As these feelings were linked to a sense of belonging, it seemed that by reading to the children or telling them stories, the caregivers could enhance the sense of belonging.

The children knew little stories, and mentioned only a few classical ones like Snow White, The three little pigs, etc. They did not know any of the more modern books or stories, because they did not have access to libraries, nobody encouraged them to read and no one read to them. Some children could not mention a single favourite story, and had clearly missed out on the important nurturing and emotional experience of listening to stories read by a loving caregiver. The social workers were aware of this void in the children's lives, and were of the opinion that the caregivers did not have any insight in the importance of reading to children and its emotional advantages. The social workers suggested that other people in the community, for example older, retired people, could be used to read on a regular basis to the children.

Although the social workers were not familiar with the use of bibliotherapy, they were all willing to use it if it was readily available and applicable to the children's circumstances.

Bibliotherapeutic techniques, which rely on the principals of bibliotherapy but include other activities like games, colouring and pictures, were proposed to the social workers and caregivers as a tool to enhance the children's sense of belonging. The social workers were enthusiastic about the use of such techniques. Although the caregivers also approved of the proposed techniques, it became clear that they lacked the insight and level of education to use similar techniques. It was therefore decided to develop a training program for the caregivers in order to raise their awareness about the children's need for a sense of belonging and to suggest activities they could do at home to strengthen the emotional bond between the caregivers and the children. It proved to be successful.

## **2.5 BIBLIOTHERAPEUTIC TECHNIQUES FOR THE USE OF SOCIAL WORKERS AND CAREGIVERS**

In this part of the study bibliotherapeutic techniques were created to a enhance sense of belonging in children from fractured families in disadvantaged communities. It became clear from the information gained in the focus groups that the children did not have a sense of belonging with their caregivers. The caregivers were unaware of this need and focussed mainly on the basic needs of the children, like providing food and shelter. They needed to become aware of the children's emotional needs. As the caregivers faced many difficulties and frustrations in their daily lives, they had to be assisted in acquiring the necessary

knowledge and practical aids to interact in such a way with their children that it would enhance the children's sense of belonging. The social workers expressed a need for bibliotherapeutic techniques to be at their disposal in their therapy with the children. With these needs in mind, bibliotherapeutic techniques were developed.

The following information that emerged from the empirical research was taken into account in the development of the bibliotherapeutic techniques: The children lived in poor, overcrowded communities; they were subjected to violence, gang activities, drug and alcohol abuse; the caregivers were overwhelmed and expressed feelings of helplessness; the children also felt helpless and insecure; not all the children had a healthy, trusting relationship with their caregivers; they expressed a need for nurturing interaction with their caregivers, which included playful and fun activities; the caregivers were unaware of these needs and focussed mainly on fulfilling their basic needs; the caregivers were not equipped to fulfil in the children's needs and the social workers would have to empower them to enhance a sense of belonging in their children.

The intended intervention was divided in two parts, the first being bibliotherapeutic techniques for the use of social workers in their therapy with the children. Several functional elements of existing programs, like Gestalt play therapy, attachment theories, the importance of play, therapy and bibliotherapy were taken into account when compiling the bibliotherapeutic techniques. The techniques were pilot tested, adapted and then given to eight social workers to use and evaluate. The techniques consisted of an emotions card used to identify emotions, pictures to assess the children's attitude towards their home and community, games, stories regarding loss, a sense of belonging, adjustment and choices and practical activities to raise awareness regarding feelings of loss and alternatives to create sense of belonging. After the techniques were tested and evaluated, the necessary adjustments were made to make it more practical. It seemed that most of the activities were feasible and that the children could relate to them. Minor adjustments were made.

A preliminary training session was compiled and tested with a group of nine caregivers. The contents of the program was to increase their understanding of basic human needs, like food, shelter, as well as secondary needs for belonging and emotional security. The results of non-belonging were discussed, as well as the importance to intervene at this stage of the children's lives, before they enter their teenage years. The caregivers were introduced to a

series of activities that were intended to create interaction between them and the children and, by spending relaxed time with the children, strengthen the emotional bond between them. They were provided with all the utensils they would need to complete these activities. They were asked to do these activities for a period of two weeks and to record them on an evaluation sheet. Care was taken to accommodate the illiterate caregivers. The caregivers reacted very positively towards the content of the training session and surpassed the researcher's expectations in completing the exercises at home. They seemed to grasp the reasoning behind the activities and were therefore willing to persist with them.

A follow-up session was held after two weeks, where the activities, their ability to conduct them and the children's responses were discussed. It seemed that they were able to complete all the activities, that it served its purpose and that both the caregivers and children enjoyed it and benefited from it.

The caregivers were also asked to identify a close neighbour who can act as a substitute when the children are in danger or unsafe and the caregiver was not available. All of them were able to identify such a person and to ensure that the children knew that they can turn to that person when necessary.

### **3. TESTING THE CENTRAL THEORETICAL ARGUMENT**

The research was based on the following theoretical argument:

**Children from fractured families experience a lack in the fulfilment of their sense of belonging, which may lead to emotional and behavioural problems. Children from disadvantaged communities are more vulnerable, as professional help is not always available and negative influences from the community could increase their lack of belonging. Existing bibliotherapeutic techniques do not provide in the children's unique needs.**

Based on the findings and conclusions of this research, it seemed that this theoretical argument was proved.

## **4. AIM AND OBJECTIVES OF THE STUDY**

### **4.1 General aim**

The general aim of this study was to develop bibliotherapeutic techniques to be used by social workers and caregivers in disadvantaged communities to enhance the sense of belonging of children in their middle childhood who are from fractured families. This aim was reached by the compilation of a set of bibliotherapeutic techniques for the use of the social workers as well as a training program for the caregivers.

### **4.2 Objectives**

The above-mentioned aim was reached by achieving the following objectives:

4.2.1 To explore how children from fractured families in disadvantaged communities experience their sense of belonging.

**This objective was reached in Article one by determining by means of focus groups how the children experience their sense of belonging.**

4.2.2 To explore the perceptions of children from broken families, their caregivers and social workers regarding the availability of social capital in a disadvantaged community.

**This objective was reached in Article two, where the perceptions of the children, their caregivers and social workers regarding the social capital in the community were discussed.**

4.2.3 To determine the content of intervention that focuses on the uses of bibliotherapeutic techniques for children in fractured families from disadvantaged communities, in order to enhance their sense of belonging.

**This objective was reached in Articles three and four through establishing what the needs of the children, their caregivers and social workers in this regard are, as well as the development of the bibliotherapeutic techniques.**

4.2.4 To determine how bibliotherapeutic techniques can be implemented by social workers and caregivers in disadvantaged communities to enhance a sense of belonging in children in their middle childhood from fractured families.

**This objective was reached in Article 4 by testing, evaluating and adapting the bibliotherapeutic techniques and training programme.**

## **5. RECOMMENDATIONS**

Based on the findings, the following recommendations are made:

- Social workers should be more aware of the fact that caregivers do not always understand the necessity of a sense of belonging for the children in their care. It is often taken for granted that they provide this sense of belonging, but this research found that the caregivers were more focussed on the basic needs of the children. The fact that the caregivers in disadvantaged communities face more challenges and often feel overwhelmed, must always be taken into account and acknowledged. All caregivers should be involved in a training program in order to raise their awareness regarding the importance of a sense of belonging and ways to enhance it.
- The social workers must assess the children's sense of belonging with their caregivers by means of the proposed bibliotherapeutic techniques. In the case of foster placements, this can be done as part of the Individual Development Plan, which has to be completed with every application to extend the placement. If the assessment reveals that there is a lack of a sense of belonging, the problem must be addressed by both the social worker and the caregiver. The social worker can use bibliotherapeutic techniques to help the child to come to terms with his situation, and the caregivers must be motivated to practice the activities that were part of the training program.
- Despite the many problems and lacks in disadvantaged communities, there is an amount of social capital available that has to be utilised and developed. Neighbours are one such source of social capital that has previously been overlooked by social workers. The social workers must ensure that every child has an alternative safe place in the community, by identifying with the help of the caregivers trustworthy and available people in the

neighbourhood. Although it is an informal arrangement, it should be a definite one that the child, caregiver, social worker and neighbour all agreed upon. These people can serve as a refuge for the children to turn to whenever they experience physical or emotional danger and the caregiver is not available. The roles of these people should be clearly identified and discussed with all the people involved.

- Schools and churches should play a bigger role in the community. As the schools and church buildings are on average in a better condition than the children's houses, they provide a comfortable and safe environment which can be of more purpose if better utilised during the afternoons, weekends and holidays. To counteract the lack of recreational space and activities in the community, these buildings can be used for dancing, karate, gymnastics or reading groups. This will keep the children from the streets and enhance the social capital in the community.
- The importance of a sense of belonging, the consequences if a child does not have this belonging and ways to establish it, should also be conveyed to teachers. Although it is something that must take place at home, if the teachers are aware of it, they might be able to assist the caregivers in achieving it.
- Capable and retired people in the community should be identified and used to assist the children in various ways. Reading groups are one possible way in which these people can be of value. By introducing the children to the world of books and expanding their knowledge, they could help to break the cycle of hopelessness and lack of motivation that prevails in the young people of the community.
- Social workers can appoint specific people in the community to keep an informal "library" of second hand books and magazines. These books and magazines can be collected from churches and people in more affluent communities. Both the children and caregivers have a need for especially magazines, as they do not have the means to purchase them. The books can be exchanged between them. However, if the caregivers are able to read, it must be stressed that they should read to the children and understand the importance of this act of reading to a child and the emotional value of it. Although the children must be encouraged to read by themselves, it is important that the caregivers

realise that the purpose in this case is not to improve the children's reading abilities, but to enhance the sense of belonging between them and the caregivers.

- The caregivers have a need to meet as a group on a regular basis, for example once a term. It seems that regular meetings serve several purposes: It improves their self esteem to belong to a group or club, it gives them the opportunity to meet other caregivers, it breaks their monotonous and often troublesome daily routine and existence, their knowledge regarding the emotional needs of their children can be expanded and reinforced, and they can learn new skills that can improve the sense of belonging with their children.
- These groups can also serve as a way to exchange books, magazines, educational toys and children's clothes. By swopping good second hand books, educational toys and clothes, they can help each other and the children can get access to more books and educational toys.
- Although all social workers are familiar with the theory regarding attachment, belonging and motivation, they required a refresher course to revive their knowledge. This can be combined with training to use the bibliotherapeutic techniques and training of the caregivers. The course can be registered by the South African Council for Social Service Professionals for continuous professional development, which will gain the attendants CPD points.
- Although the literature suggest that caregivers in disadvantaged communities often lack motivation, and the social workers agreed with this point of view, this research proved that it is possible to get the caregivers enthusiastic and involved in learning new skills for the benefit of their children. However, this can only be done with extra effort. Some of the caregivers are old and sickly and live far from the venue. They are more likely to attend if transport is provided. All the material needed for the activities must be provided, as the caregivers battle financially and it is not a priority for them to purchase colouring pencils or Prestik. Most importantly, they must be convinced of the valuable role they play in the children's lives, and that their cooperation and input are vital for the

children's emotional wellbeing. This enthusiasm must be kept alive by follow-up sessions.

- Initially the intention was to compile the bibliotherapeutic techniques for the use of both the social workers and the caregivers. However, that was not viable, due to the fact that the caregivers lacked the basic understanding and insight regarding a sense of belonging and the importance thereof. Instead a training course for them was done, which produced good results.
- Illiteracy of caregivers poses a huge problem, but it can be overcome. It should be handled with sensitivity, and special care must be taken that the illiterate caregivers do not feel humiliated or exposed. It boosts their self-esteem tremendously to be part of a group and to be trusted with important activities. Their self-worth increases when they realise that they can draw on their own life experiences to tell stories to the children. Pictures, picture books or old magazines can be used to create stories.
- The importance of play and of playful interaction between the children and their caregivers must not be underestimated. Once the caregivers understand the rationale behind the request to interact in play with their children, they are willing to try it and enjoy it. Physical play is something that happens less often, due to television, the lack of safe playgrounds and the busy lifestyles of adults. A game of hide and seek around the house or snakes and ladders in the evenings in which the caregivers actively take part, is proven to strengthen the emotional bonds between the family members, without costing anything.

## **6. CONCLUSION**

The literature and empirical study showed that children from fractured families in disadvantaged communities indeed face many challenges that impede their sense of belonging with their caregivers. The caregivers have a daily struggle to cope and are not always aware of the emotional needs of their children.

Although the circumstances in a disadvantaged community is a reality that is unlikely to change, certain aspects are identified that can enhance the children's sense of belonging, that

are within reach of the abilities of the caregivers and social workers. There is a certain amount of social capital available in the form of neighbours, schools and churches, which can be utilised for the benefit of the children. The proposed bibliotherapeutic techniques proved to be practical and useful in the social workers therapy with the children. The training program for the caregivers raised their awareness about the children's need regarding a sense of belonging, and the suggested interactive activities seemed to be successful.

With the necessary enthusiasm and creativity, the social workers will be able to use the results of this study to enhance the sense of belonging of the children and by doing so, hopefully throw some children a lifeline to escape from a life of drifting around without any secure relationships or self-worth.

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**SECTION D**

**ADDENDA**

**ADDENDUM A**

**BIBLIOTHERAPEUTIC TECHNIQUES**

**MANUAL FOR SOCIAL WORKERS**

## **1. INTRODUCTION**

All children need to grow up with a sense of belonging in order to maintain healthy relationships later in life. Unfortunately many children in South Africa do not have a healthy and stable family life and are subjected to family violence, abuse and the loss of a parent or caregiver at an early age.

Research had shown that children who do not experience as sense of belonging are more prone to be involved in destructive behaviour later in life. These children turn to drugs, crime, alcohol abuse and sexual activities in order to experience a false sense of belonging. Social workers are well aware of the fact that these kind of behaviours increase when children reach their teenage years.

It is therefore important to address the problem while the children are still in their middle childhood. Children of this age are still eager to please and willing to partake in activities that will increase their sense of belonging. Bibliotherapeutic techniques can be used as a possible approach to address the problem.

Parents and caregivers in disadvantaged communities have many additional challenges. They do not always have access to therapeutic help and their lack of finances further prevent their children the necessary therapy. Violence and danger are a constant part of their lives.

The activities suggested in this manual have been compiled after a small research study with children from fractured families in disadvantaged communities. These children do not always experience a sense of belonging with their caregivers. On the other hand the caregivers are often unaware of this need of the children and focus mainly on the basic needs like providing shelter, food and shelter.

The first part of this manual focuses on bibliotherapeutic techniques that social workers can use with children to enhance the children's sense of belonging with their families. It is aimed at children between the ages of six and twelve years old, who live in fractured families. Depending on the children's circumstances, all the activities can be used over consecutive therapy sessions, or only some of the activities can be done. The second part of the manual contains the guidelines for a training program for caregivers. The purpose of the program is

to raise the caregivers' awareness of the emotional needs of their children, as well as to teach them to form closer attachments with their children.

## **ACTIVITY 1: EMOTIONS CARD (6-12 YEARS)**

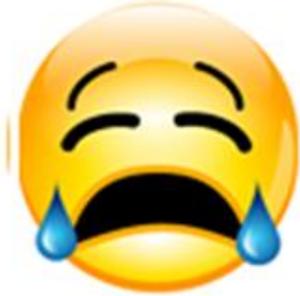
### **Objectives:**

- To enable children who do not easily verbalise their feelings to communicate about what they experience;
- To help children to identify and understand their emotions.

### **Method:**

- Can be used with all the activities or whenever a child finds it difficult to express his/her feelings;
- Begin by asking the child to identify the face that represents his/her emotions;
- First ask how this face feels (the child does not necessarily connect the same emotion to a face than you);
- Ask the child if he/she also experiences this feeling;
- Ask about the reasons for this emotion;
- Discuss alternatives that can help the child to cope with this emotion.

**I feel...**



## **ACTIVITY 2: MY HOME AND COMMUNITY (6-12 YEARS)**

### **Objectives:**

- To determine how the children experience their homes, the people sharing their homes and community;
- To identify the people with whom the children bond and with whom they experience a sense of belonging;
- To identify the problematic relations in the home.

### **Method (i):**

- Cut out the pictures and ask the child to choose pictures that represent the people in his/her home and place it on the poster of the house;
- When he/she is finished, ask him/her about every picture, who it represents, what they are doing;
- With whom will he/she hide when he/she is scared?
- Who will he/she tell a secret to?
- Is there someone in the house that he/she does not want there – why?
- Is there someone else that he/she would like to share his home with – why?
- Ask the child to select pictures from the next set that represent his/her street/community and to place it on the outline of the streets;
- Ask about each picture, what he/she likes/dislikes, where he/she feels safe or unsafe;
- What would he/she like to change in the neighbourhood;
- Is there somewhere he/she can go to when his/her caregivers are unavailable?

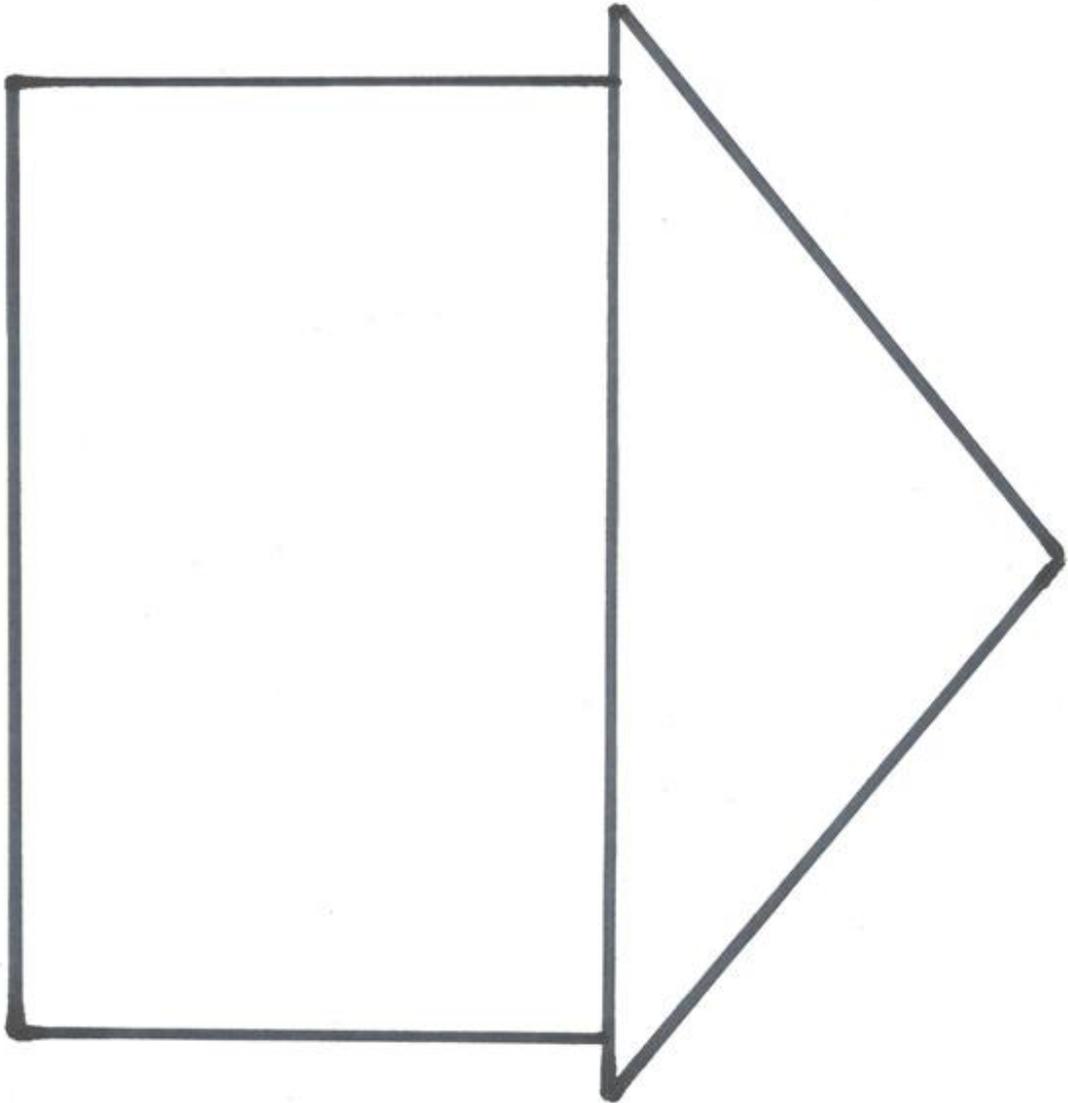
### **Method (ii):**

**If method one is too direct or threatening and the child is reluctant to do the exercise, method two can be done:**

- Cut out the pictures and let the child look at all the pictures;
- Ask him/her to choose a few pictures and use it to tell a story;
- Reassure the child that there is no right or wrong way and that he/she can tell whatever he/she wants to;
- Help the child to tell his/her story by asking questions;
- Discuss his/her story; link it to the child's own situation.



# MY HOME

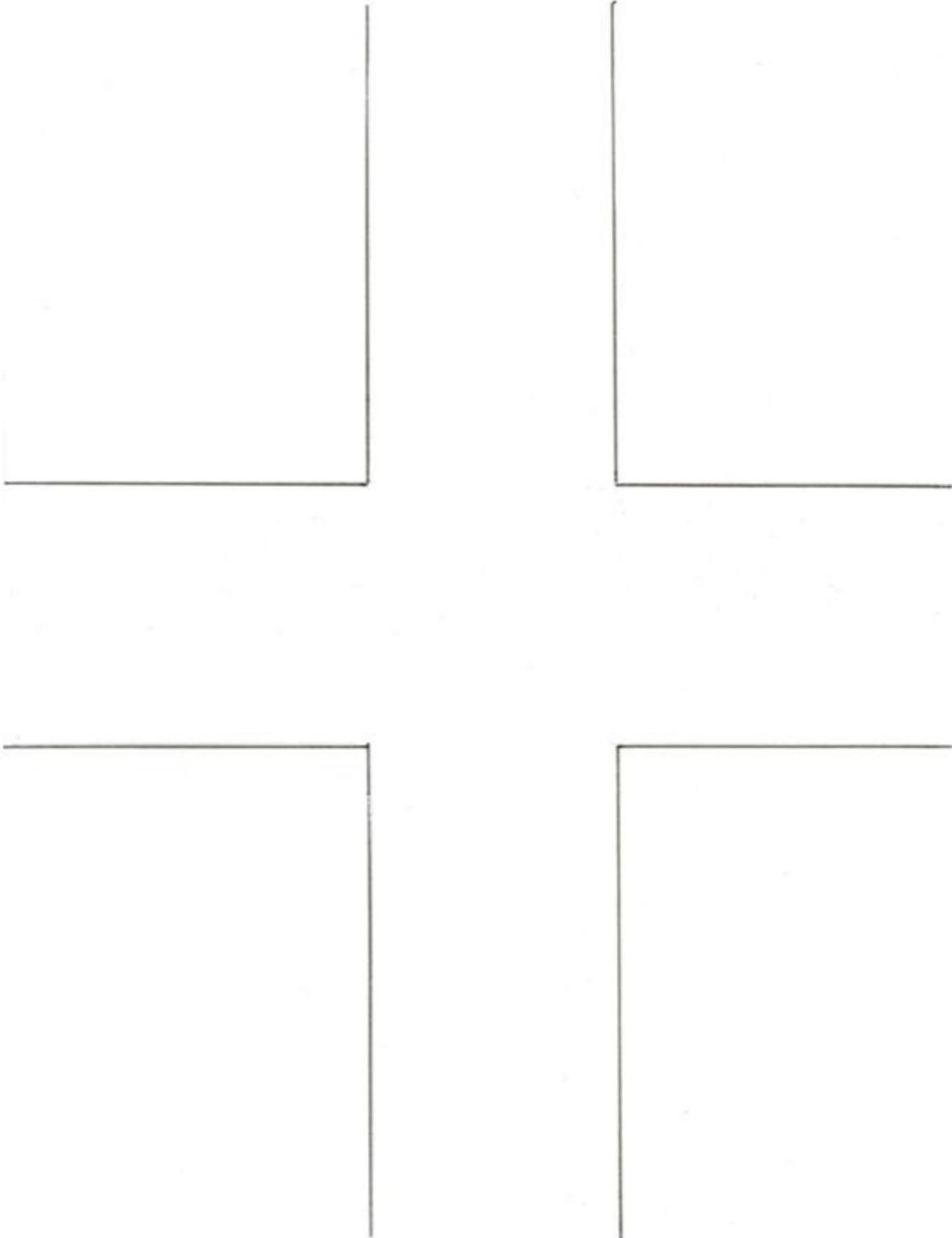


# MY NEIGHBOURHOOD





## MY NEIGHBOURHOOD



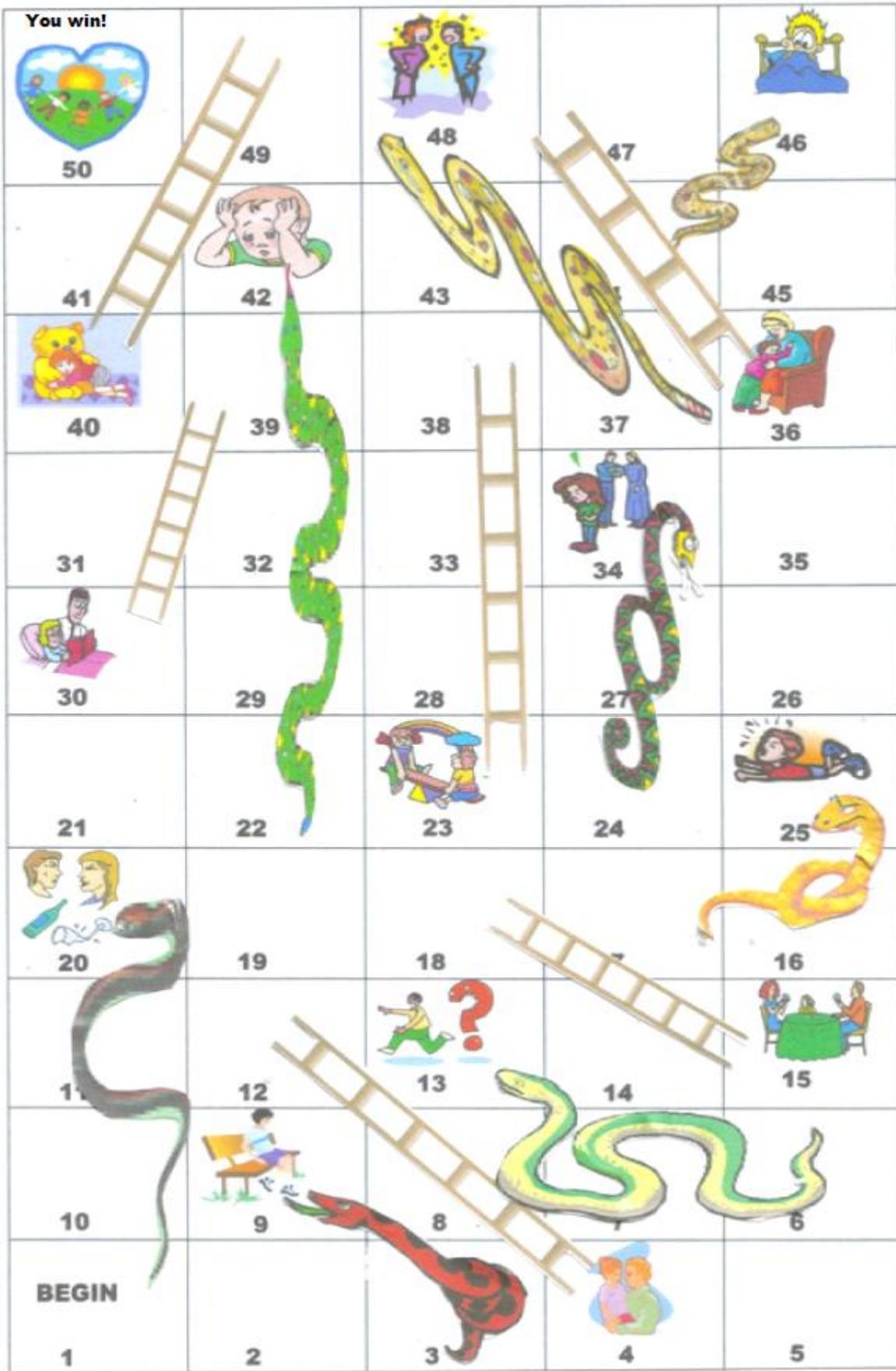
### **ACTIVITY 3: SNAKES AND LADDERS (6-12 years)**

#### **Objective:**

- To enhance the therapeutic relationship between the child and social worker by playing the game;
- To help child to identify activities that create a sense of belonging;
- To identify aspects that cause unhappiness, find alternatives.

#### **Method:**

- Play game on adapted board with dice and tokens;
- Whenever a person lands on a picture, he/she has to discuss the picture and the emotions that it represent (use emotions card if necessary);
- Ask the child if he/she has also experience that feeling, what caused it;
- When someone wins, ask the child which picture he/she likes best, ask why;
- Which picture did he/she like least, and why;
- If any of the pictures represent a situation in his/her life, discuss it, find alternatives that can improve the situation;
- Discuss the feeling of winning and losing.



#### **ACTIVITY 4: TOMMY THE TRAIN CAR (6-9 years)**

##### **Objectives:**

- To help the children to identify their own situation in the story and discuss it;
- To help the children to identify their emotions and work through it;
- To create awareness that life continues, in spite of loss and that the future, although different, is not necessarily worse.

##### **Method:**

- Read the story aloud with necessary feeling;
- Ask and discuss the following questions:
  - How did Tommy feel when he was still living with his mother?
  - How did he feel when he realised his parents are gone?
  - What happened next?
  - What helped him when he missed his parents?
  - Ask whether the child has ever experienced similar situations and emotions;
  - What happened then?
  - What happened to improve this feeling?

Let the child colour the picture and help him/her to write the names of his/her new family members on the train. He/she can draw more train cars if necessary.

## **TOMMY THE LITTLE TRAIN CAR**

Tommy was a red little train car. His daddy was a strong train engine and he pulled their little train. His mommy was just behind his daddy and she carried the coals his daddy needed to make steam to power their train. Tommy had two sisters, and their job was to transport passengers from one station to the next. Because Tommy was still young and small, he did not have a job, always had to be behind his mum. Tommy wished he was big enough to have a job. It was so boring to go all day long between stations with nothing to do.

One day Tommy realised that his sisters carried less people than they normally did. He heard people complained that his sisters were dirty and that they did not want to travel with them. He also noticed that his daddy coughed a lot and that he struggled to pull the train over the hills. Sometimes his mommy chatted for such a long time with the other trains that she forgot to load her coals, and when they ran out of coals, they could not go any further. This made his dad very cross. Tommy was unhappy about this, but as long as he was still with his family, he did not really mind. However, it was not very nice to be hungry at night because his mom forgot to feed him, or to be so cold when they had to sleep in the middle of nowhere because they did not have enough coal to reach the station.

One morning when Tommy awoke, he realised that his sisters and he were all alone on a small station. His parents were gone! Tommy started to cry. "Where are Mom and Dad?" he asked. "Mom went away with another train and Dad was ill. The station man took him to a big station where he had to stay until he was well again," his sister answered, and she too began to cry. "What is going to happen to us now?" Tommy wailed. "Who is going to look after us and to feed us? Why didn't Mom take us with her?" "I don't know", his oldest sister answered. "Stop asking so many questions," she said, but Tommy could see that she too wanted to cry.

The days passed by and Tommy and his sisters were now really hungry and cold. Nobody paid them any attention. The other trains passed them without a second glance. Tommy cried when he noticed how happy the other small train cars were. "Nobody wants us," he complained to his sisters. "It is no wonder," mumbled his younger sister. "Just look at us. We are dirty, your paint is peeling, and you are no longer red." Tommy looked at his body. It was true, he really was a mess. Who is going to love him again if he looked this bad?

One day two people arrived on the station. “Why are these train cars standing here?” the big man asked the timid little man with him. “They do not belong to anyone, sir,” the small man replied. “Then make a plan with them!” the big man said angry.” “Yes, sir, will do sir,” the small man said. The same afternoon a big locomotive arrived and hitched Tommy’s sisters onto him. Tommy could not believe what had happened. Now he was all by himself! Nobody wanted him or cared about him. He cried long tears that run in dirty lines along his face. Then he heard someone called, “O look at this cute little train car!” “Yes indeed, it is exactly what we need,” another voice replied. “I am going to find out if it is available.” Now Tommy was really scared. What were they going to do with him?

Later that same day a grumpy old locomotive arrived and towed Tommy away. Tommy did not know what was going on, and was too scared to ask the angry looking locomotive. The locomotive left Tommy without a word on a big train station. Tommy wanted to cry, but then a funny looking machine came his way, lift him from the rails and put him on a big truck. Tommy was now crying very loudly. What was going on?

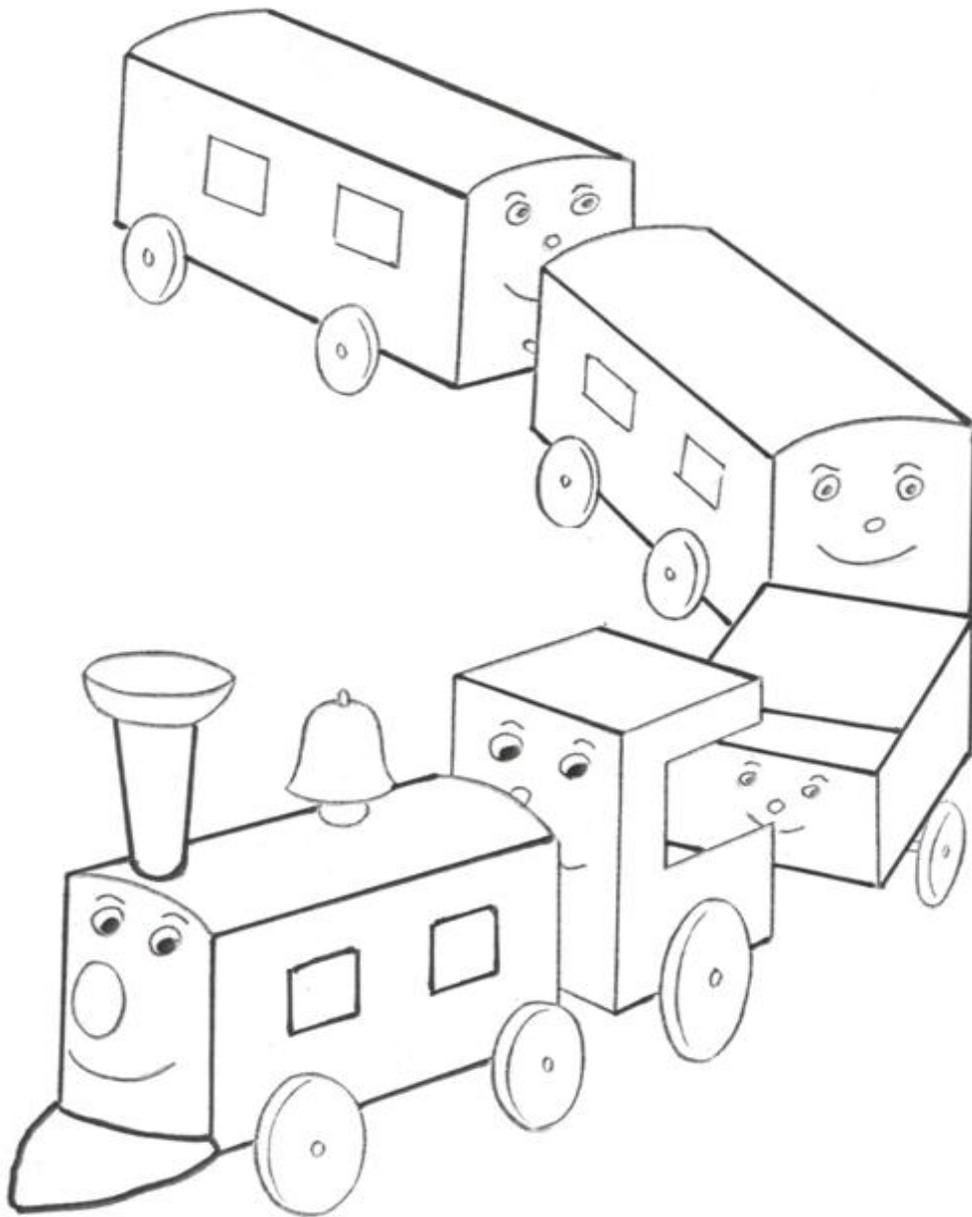
The truck took him to a big open field where lots of weird looking machines were standing. “Hallo little train car, what is your name?” he heard a friendly voice. Tommy looked around and saw a small lady coal car. “I am Tommy,” he answered shyly. “Welcome, I hope you are going to be very happy here with us. My name is Aunty Coaly, this is Uncle Chuck-chuck and these are our sons, Jolly and Fun.” Tommy noticed for the first time the other train cars with their bright colours. “They have funny names,” he thought. “Where am I and who are you?” he asked. “You are at the Play Land. The human children come here to ride on the swings or to ride on our train. All the children want to ride on us, which are why we needed more train cars. You are just what we needed, but the humans first have to wash and paint you. From now on you are going to work with us. It is really very nice, and the humans will look after you.” Secretly Tommy doubt if it really going to be fun. He missed his family, although they were not as beautiful as these train cars.

The next few days were very busy. The humans washed Tommy, painted him a bright red colour and fitted small seats in him. Then one day Uncle Chuck-chuck announced that he is now ready to go with them. They went on small rails on the most beautiful route Tommy had ever seen. They passed a waterfall, many trees, went pass the jolly swings that went all

around, pass a big wheel high up in the air and through a tunnel. At first Tommy was scared of the dark tunnel, but Aunty Coaly held his hand in hers, until he was used to the tunnel.

Tommy really enjoyed it when the children sat on his seats. He felt very proud when he saw how everybody wanted a ride in their train. Every day after they had finished their work, they got nice food and slept in a warm shed. Sometimes at night Tommy thought about his own family. Then he wondered if his dad is better and where his mom and sisters were. When he felt sad, he talked with Aunty Coaly. She always gave him a big hug and asked him to tell her about all the happy times he had with his family train. Tommy kept all the happy memories with a warm feeling in his heart, and fell asleep with his hand in Aunty Coaly's hand. Then at day time then the Play Land opened, he went happily around with his new train with a lot of excited children in his car.

# TOMMY THE LITTLE TRAIN CAR



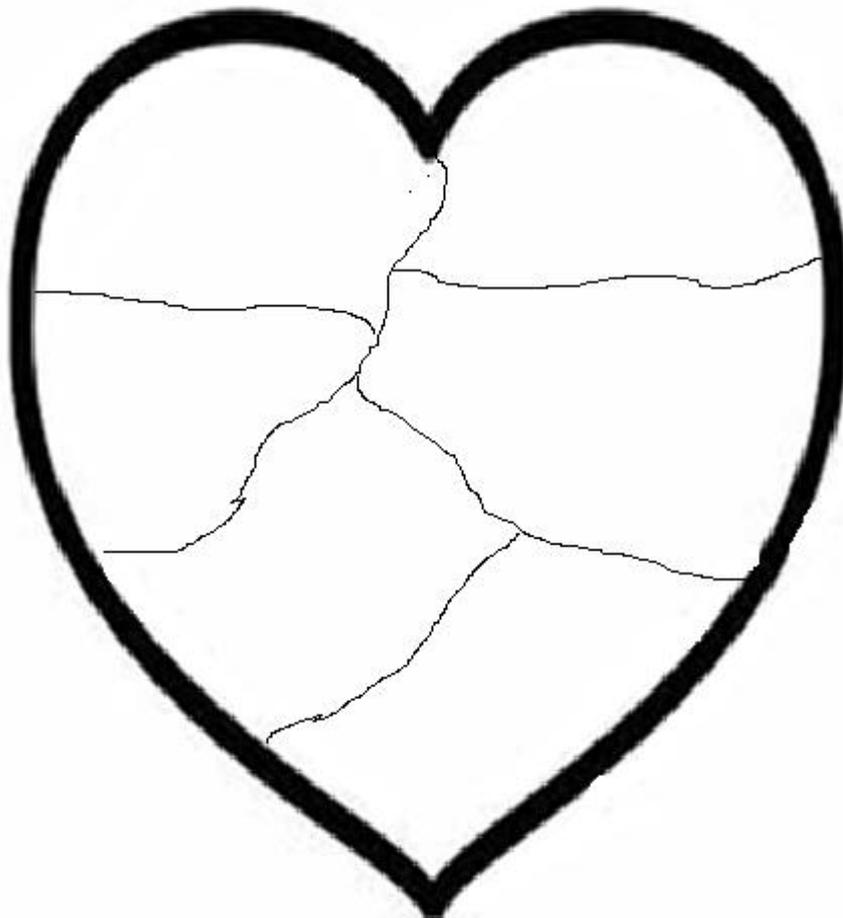
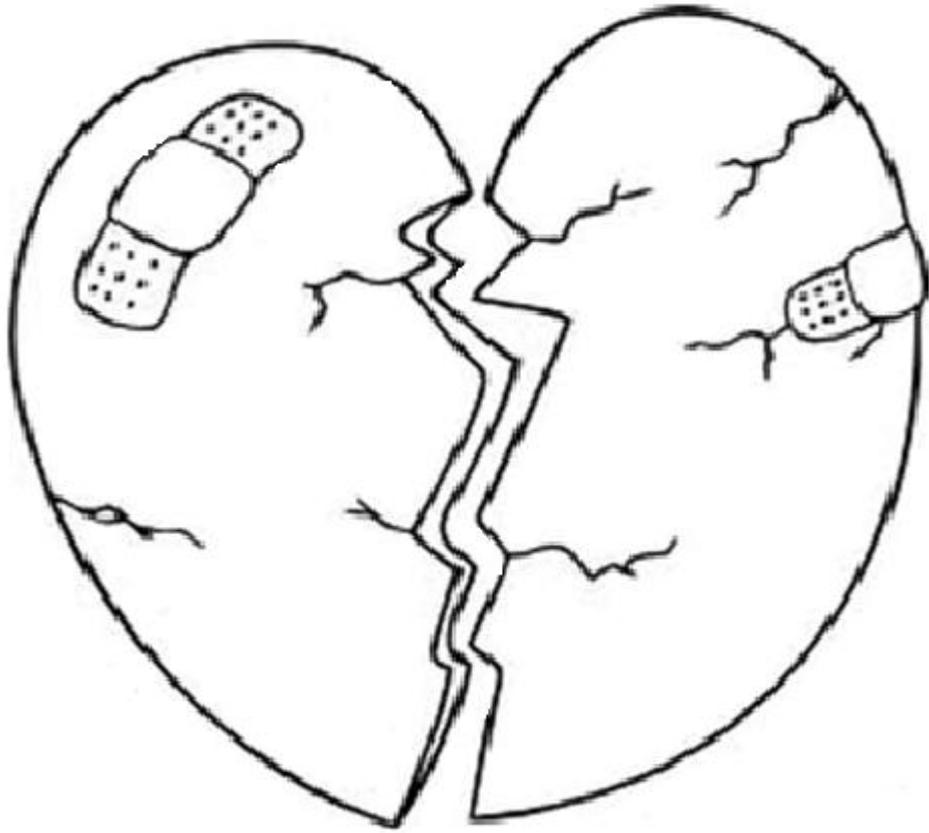
## **ACTIVITY 5: THE TWO HEARTS (9 – 12 years)**

### **Objectives:**

- To help the children to identify their emotions regarding their loss;
- To work through these emotions;
- To help the children to identify positive aspects regarding their new circumstances.

### **Method:**

- Use in combination with emotions card;
- Ask the child to explain what the heart looks like (broken);
- Ask if his/her own heart ever felt like this;
- Write down incidents that caused his/her heart to break;
- Discuss emotions caused by the abovementioned aspect;
- Use second heart: Identify people, situations that helped his/her heart to become whole again;
- Write it down on the second heart. Help the child to find enjoyable aspects, for example if he/she likes school, or feel safe when the caregiver tucks him/her in;
- Discuss what else he needs to make heart whole again;
- The child can colour and decorate the heart and put it in his/her Belonging file.



## **ACTIVITY 6: FAMILY TREE AND TREE OF BELONGING (6 – 12 years)**

### **Objectives:**

- To enhance the children's emotional security and identity by explaining who their families are, where they come from;
- To explain their past in a practical and understandable way to reinforce their own identity;
- To help the children to experience a sense of belonging in their new families.

**Method: NB: You will need input from the child's biological family. Try to get as much as possible information, photos, etc. before the session. The activity can be done in two or more sessions.**

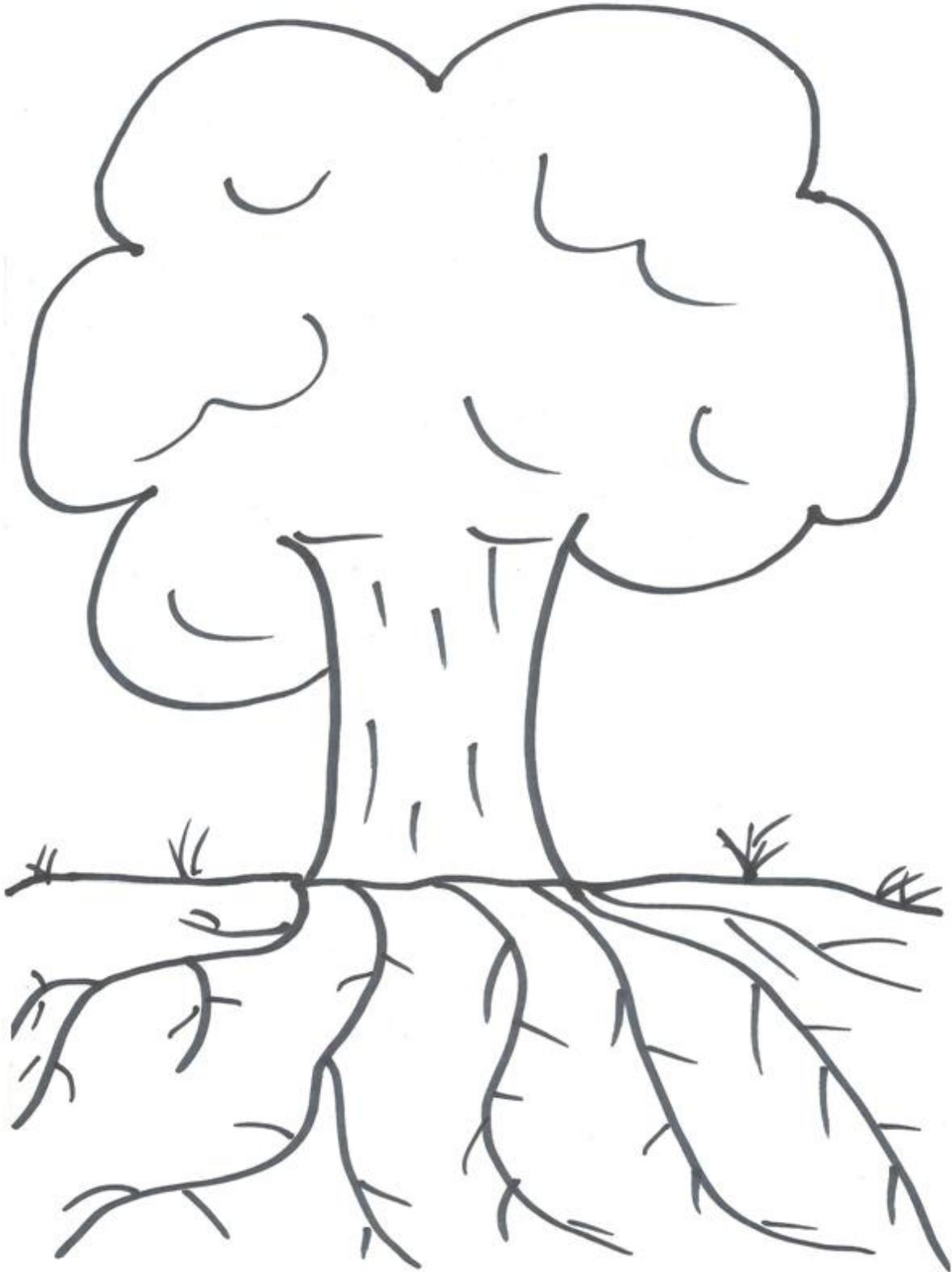
- **Roots of family tree:** Who were his/her ancestors, where did they live, what did they do for a living. Any folklore, songs, etc. they used;
- Write down the answers in spaces on the roots;
- **Tree trunk:** Write down grandparents' and parents' names on trunk;
- **Branches:** Write down children's names in open games. Stick photos on picture, if available. Otherwise child can draw pictures of siblings.

**NB: The family tree does not have to be technical correct, as long as it makes sense to the child and enhance his understanding about his past.**

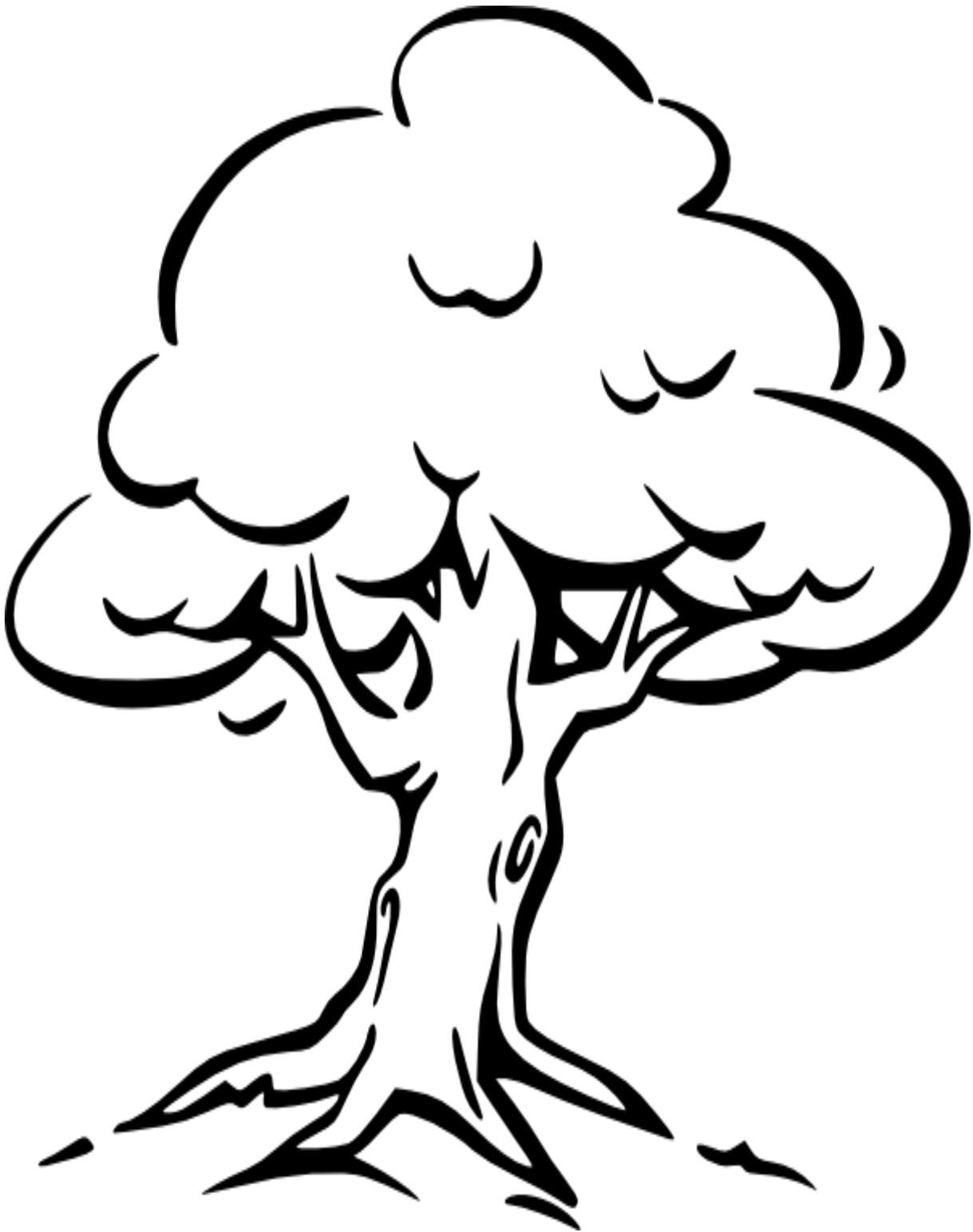
### **Tree of belonging:**

- Write the names of the people in his/her foster/current family on the tree;
- Discuss that although they might not be biological family, they are part of his/her new tree;
- Everyone has his/her own place in the tree and is connected because they live together;
- Identify together with the child activities/ aspects that will help to make him/her feel part of his/her new family, like partaking in chores, spending family time with the rest of the family, etc.
- Place both pictures in his/her Belonging file.

MY FAMILY TREE



**MY NEW TREE OF BELONGING**



## **ACTIVITY 7: STORY: A NEW HOME FOR MIA (6-9 years)**

### **Objective:**

- To explain foster care with the aid of the story;
- To help the children to understand and accept their situations;
- To discuss emotions regarding their removal and foster placement.

### **Method:**

- Read the story to the child;
- Discuss the following questions:
  - What did Mia experience when she had to live under a bush?
  - Why was she scared of people?
  - What were the aspects she had to get used to in her new home?
  - What did she enjoy in her new home?
- Discuss the similarities between the child's situation and the story;
- Determine the aspects that will help the child to experience a sense of belonging in his/her new home;
- The child can colour picture of the kitten and place picture and story in his/her file.

## A NEW HOME FOR MIA

It was raining again and Mia was wet and cold. She tried to get deeper under the bush to lay closer to her brothers and sister, but it did not help. Everything was wet and big raindrops were falling from the bush onto her head. Mia was sad, cold and hungry. She wished that her mom will return. Maybe she would bring them something nice to eat. She had promised for days that she will bring them some food, but she never got any. Mia wished she was big enough to go and search for food. At night she dreamt of mice so big that all of them could fill their tummies with it. But as she and her siblings were only small kittens, she knew she would not be able to catch a mouse. To tell the truth, Mia did not even know where to search for mice. Her mom had promised to teach them to hunt when they are bigger, but Mia was thinking that their mom also did not know where to find mice, because she never brought them one.

Then she heard her mom mewed. “Did you bring us a mouse?” Mia asked excitedly. “O Mia, stop moaning about mice,” her mom replied angry. “The mice are hiding when it is raining. All I got are these few chicken bones from the dustbin. You have to eat this or go to bed hungry.” “Mommy, why can’t we live with the humans?” Stripes, Mia’s brother, asked. “Then they will feed us every day.” Their mom hit Stripes with her paw and he mewed loudly. “How many times did I have to tell you that humans are dangerous and evil,” she growled. “They lure cats into their homes with food, and then the cats can never escape again. They want the cats to do what they say. We don’t need them. Nobody will tell me what to do or not to do. If I want to wander around at night time and scratch in dustbins, then I shall do it. A human is not going to boss me around, and neither for my children. Do you hear me?” she spat at Stripes. “Yes, mom, I am sorry, mom,” he said softly. Mia felt sorry for him. She too wanted to sleep on a nice warm place with enough to eat. It was not nice to be always cold and hungry, but maybe her mom was right. They had to stay away from human. She looked at her mom where she sat and scratched herself. All of them had fleas, but her mom said they were old enough to clean themselves. Her mom was very thin and her body was full of scratch marks from previous fights with the old ginger cat that lived nearby.

The next day the sun was shining. When their mom left, Mia decided that she was going to try to find food all by herself. Just think how proud her mom would be when she came home with food and how jealous her brothers and sisters would be! She crept cautiously from under

the bush. She was unsure what to do next. Maybe she should try and find a dustbin, because sometimes her mom found some food in a bin. The only problem was that the dustbins were normally close to the humans' houses. Her tummy was growling from hunger and Mia decided to take the chance. She ran over the open field to the nearest house.

## **Part 2**

Mia could smell food when she came close to the house. It made her so hungry that she forgot to be careful. She slid underneath the fence and approached the house. Suddenly a huge dog came charging and barked loudly. Mia got such a fright that she could not move. She had completely forgotten about dogs! The dog again stormed her and just when she thought that he was going to kill her, she heard a human called, "Come here, Bruno! Why do you bark like this?" Now Mia was really scared, because one of the evil humans, against whom her mother always warned them, was fast approaching her. She tried to frighten him by raising her hair on her back and spitting at him, but he only laughed and picked her up. "Well I never, it's a small kitten. Leave it alone, Bruno," he scolded the dog. He carried Mia into the house and called out "Come and have a look at what I have found in the garden, Jane!" A small human girl came running. "O daddy, it's a kitten! Can we keep it? What is its name? Where did you get it? Can I give it something to eat?" "Slow down," the man replied and put Mia carefully in the girl's arms. "It is a little girl kitten, and it was actually Bruno who found her. I think she came from somewhere close by, because she is too small to have walked a long way. Her mother should also be close by. You can keep her if Mom says it is ok. Give her some milk. He took a saucer from the cupboard and poured some milk in it. Jane put Mia next to the saucer. Carefully she started to drink, but it tasted so nice that she polished the whole saucer. Jane stroked her back and picked her up when she finished the last few drops of milk. She carried Mia to a soft chair in the sun. Mia wanted to be angry and to scratch Jane's hand, but the chair is so soft, the sun so warm on her body and she enjoyed it when Jane scratched behind her ears, where she was always itching from the fleas that her eyes closed and she fell asleep.

When Mia awoke, the human mom was home. She heard Jane asking her if she could keep the kitten. Mia felt upset. She is nobody's possession! "Ok Jane, you may keep her, but then you are responsible for her care. We must try to find the mother cat. Maybe there are more kittens with her. I think they live in this open field across the street. No, you can only keep

this one. We must give the others cats to Animal Welfare that they can find them good homes. Mia was very frightened. She tried to get out of the house to warn her mom, but all the doors were closed. She was trapped!

Later that day the human mom picked Mia up and poured wet and cold stuff behind her neck. Mia mewed and scratched the woman's hand that it started bleeding. Her mom was right; humans are horrible, cruel beings! "Whaau, you are a vicious little thing. Don't be scared, these drops will kill all the fleas and then you will no longer itch," the lady said. Mia was so angry and indignant that she hid under the table.

That evening Mia sat on Jane's lap. She heard the human mom told the man that she and Jane found the other cats under the bush and took them to the Animal Welfare. They will look after them and found them good homes. "At least now I know where they are," Mia sadly thought.

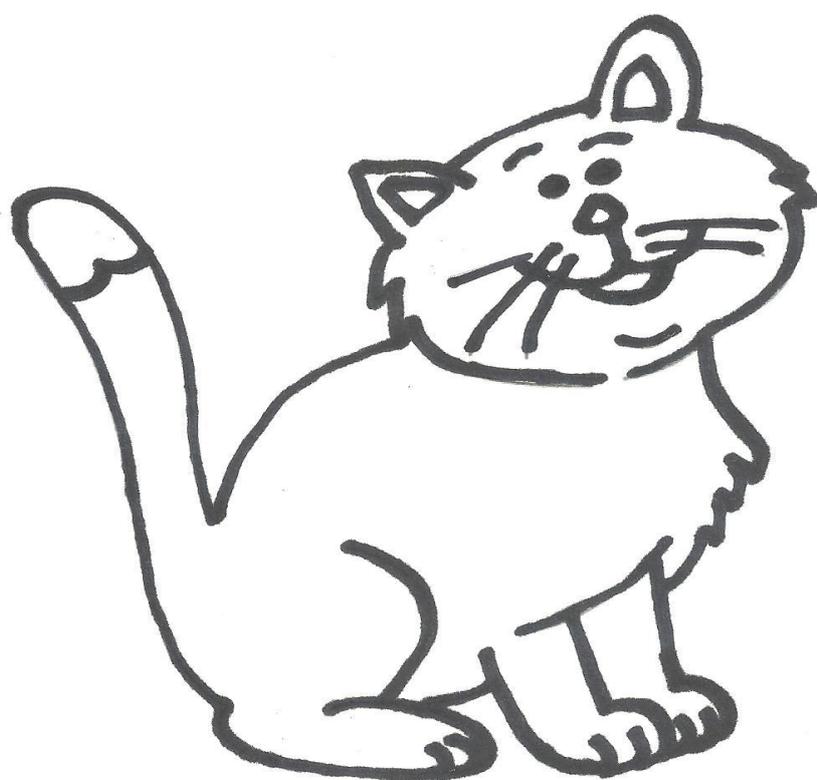
The human mom put a box with a soft blanket in Jane's room for Mia to sleep in, but as soon as she left the room, Jane picked Mia up and put her in her bed. Mia wondered whether her mom and siblings also had such nice food like she had tonight, and if they also had a warm bed to sleep in. She missed them and lay close to Jane and eventually fell asleep.

So Mia's live in her new house started. She had to get use to a lot of new rules. The house was very big and full of unknown stuff. She was not allowed on the tables. She could not eat from the humans' plates, only from her own. She was not allowed to scratch the furniture. She was not allowed to swing on the curtains. She could not chase the birds in the garden. All day long she heard "No, Mia! Get down, Mia! You are not allowed on the table!" When this angered her, she thought about what her mum had said that humans wanted to be boss over cats, and she felt like running away. She missed her mom and siblings. But every time she considered running away, she remembered how cold and hungry they were when they stayed under the bush, and how their mom never was able to provide enough food for all of them, and how scared they were when her mom and the ginger cat were fighting. In her new home there was always plenty of food. During daytime she slept on the soft chair in the sun, or in the garden. Bruno was now her friend, and they like to chase each other. In the afternoons when Jane came home from school, they played with a toy mouse or with a small ball. Mia could dribble the ball very fast. At night she lay in her box in Jane's room until the human

mother wished them a good night, then Mia jumped on Jane's bed, where she slept behind Jane's back. It was their secret. Mia knew Jane loved her and it was a comfort to her when she missed her family to jump on Jane's lap and Jane stroked her.

Then one day Mia realised that she no longer wanted to run away. Jane's house is now her house as well; she had a safe place where she belonged and where the people loved her. She now knew her mom was wrong, because she did not know any better. Humans are not always bad and dangerous. Actually, it was nice to belong to her human family!

MIA



## **ACTIVITY 8: CONNECT THE PICTURES (9 – 12 YEARS)**

### **Objectives:**

- To identify activities that create a sense of belonging in children;
- To identify activities that creates a feeling of fear and unsafety.

### **Method:**

- The child must first look at the picture on the left hand side;
- The child must decide what feeling the picture evokes;
- Find the picture on right hand side that portrays that feeling;
- Draw a line to that picture;
- Discuss the emotion and action that the picture causes;
- The right hand pictures can be used with more than one left hand pictures.

# Connect the pictures



## **ACTIVITY 9: STORY: WHAT DO YOU NEED, LITTLE RABBIT? (6-12 years)**

### **Objective:**

- To help the children to identify different aspects they need in order to be cared for;
- To explain sense of belonging and identify what is necessary in order to experience it.

### **Method:**

- Read the story to the child;
- Discuss the different elements (shelter, food, toys) the rabbit wanted;
- Discuss what else the rabbit needs to feel happy (family, other people);
- Discuss the child's situation;
- Determine what he/she needs in order to feel safe, happy and secure.

## WHAT DO YOU NEED, LITTLE RABBIT?

A kind little boy found under a tree  
a poor little rabbit, as sad as can be.

“What’s wrong, little rabbit?” he wanted to know.  
The rabbit said, “I’m all alone, with nowhere to go,  
no one cares if I’m still around.”  
“But why, little rabbit, are your ears on the ground?”

“You see, little boy,” the rabbit said,  
“Look at these ears, on top of my head.  
When I’m sad and all alone,  
It’s in my ears that it will shown.  
When they’re down, I’m in despair,  
But when I’m happy, they’re up in the air!”

So the kind little boy built the rabbit a hut.  
The rabbit can sleep there, out of the mud.  
“Are you happy now, little Rabbity-Roo,  
your ears are still down, what more can I do?”  
“I love my little hut, the rabbit said,  
but I’m so hungry, I can’t go to bed.”

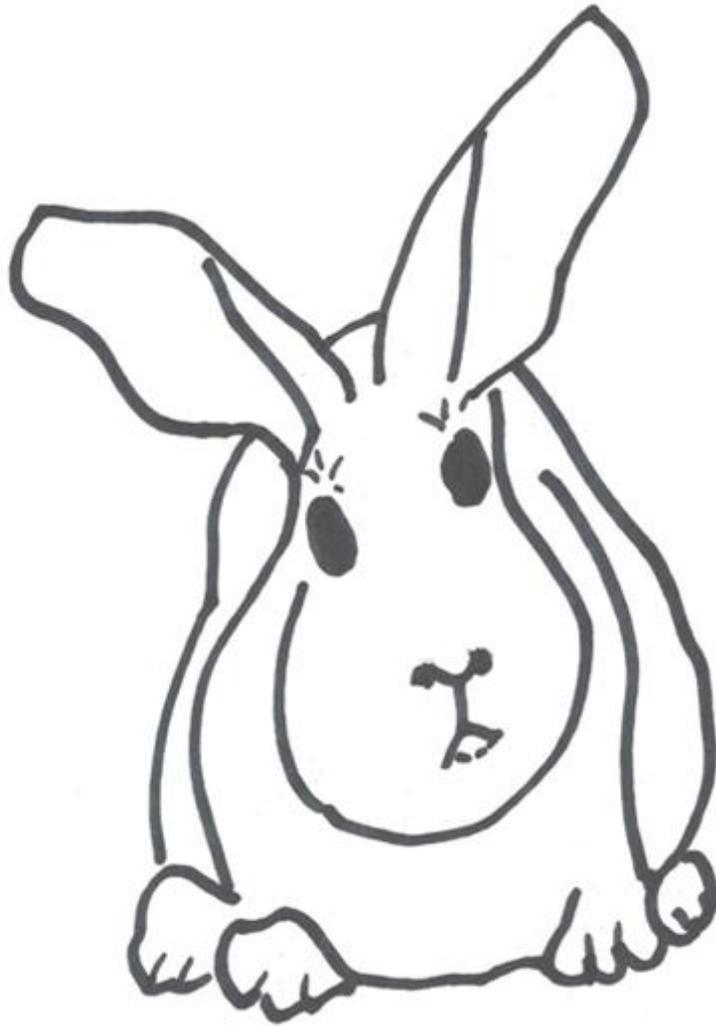
The kind little boy bought some carrots and grain,  
the rabbit ate, but down his ears remain.

“Little boy, I really must thank you,  
but I’m so bored, with nothing to do.  
My ears will lift and my heart will sing,  
if only some toys you will bring!”

The kind little boy found him some toys  
and hope it will bring the rabbit lots of joys.  
The rabbit played, but his ears were still down.  
The little boy sighed, and asked with a frown,  
“What more can I do to lift your ears from the ground?”  
“I think,” the rabbit said, “I need some other rabbits around!”

So the kind little boy found another rabbit or two,  
he told the little rabbit, “Here are some friends for you.”  
The three rabbits cuddled, and played all around,  
the little rabbit had his ears up from the ground.  
“Ah,” the little boy said, “What you needed all along,  
was a family, where you could belong!”

**LITTLE RABBIT**



## **ACTIVITY 10: MEMORY AND BELONGING BOXES (6-12 years)**

### **Objectives:**

- To help the children to work through their losses of the past;
- To offer comfort and acceptance by remembering the good aspects of the past;
- To help the children to create a sense of belonging in their new family.

### **Method:**

**The cooperation of someone in the child's biological family and the present caregiver is crucial for this activity. The activity must be done over two or more sessions.**

- Take two large envelopes that can be filed in the child's Book of Belonging. If some of the objects are too big for an envelope, an extra shoe box can be used.
- The child can decorate envelopes or boxes;
- **Memory box/envelope:**
  - Discuss with the child all the good aspects he/she can remember about his/her past;
  - Get objects that remind him/her about these aspects, for example photos, pictures, scrap of material, etc.
  - The child can write letters and place it in box/envelope;
  - Whenever he/she misses the people from his past, he/she can look at these objects;
  - It must be kept in a safe place.
- **Belonging box/envelope:**
  - The child can decorate box/envelope;
  - Box/envelope is initially empty;
  - Every time that something happens in his/her new family that the child enjoys and make him/her feel part of the family, he/she places something that will remind him/her of this aspect in the box/envelope, for example notes about an outing or a picture of a story that the caregiver reads to him/her;
  - This is an ongoing activity and young children will need constant assistance from the social worker and/or caregiver;

- Discuss the contents of box/envelope at least once a term in order to determine if the new family do enough to enhance his/her sense of belonging with them.
- Respect the child's choices and do not force him/her to place objects in the box.

## **ACTIVITY 11: STORY: TERRY AND THE GANG (9-12 years)**

### **Objectives:**

- To convey the message that a person can try to find a sense of belonging in the wrong places;
- To illustrate that one's choices have consequences for the future.

### **Method:**

- Read the story to the child;
- Ask the child to complete story (he/she must determine the outcome);
- Discuss the consequences of the outcome for Terry;
- Discuss the consequences of the alternative outcome for Terry;
- Apply on the child's life.

## TERRY AND THE GANG

Terry raised his ears when he heard Tiger barked in the next street. That bark only meant one thing; Tiger was calling his gang. Terry did not feel like going, but when Tiger barks, one is supposed to listen, especially when one is the youngest member of the gang, as Terry was. In human years Terry was only 11 years old, but he had many scars on his body to prove that he had survived many fights. Terry was proud to be part of the Street Fighters. They were the strongest gang in the neighbourhood and all the other gangs secretly feared them.

Terry was very lonely before he joined the gang. He could not even remember what happened before he ended up on the streets or where his mum was. He grew up between the shacks on the clearing and quickly learned to look after himself. Once, after he had bitten a human, Tiger invited him to become part of his gang. That meant only one thing – Tiger regarded Terry as brave and strong, because only the best dogs are part of the Street Fighters. After he joined the gang, it no longer mattered that nobody wanted him, that his one ear was lopsided or that his hair was thin and matted.

Tiger barked again and Terry stood up lazily and trotted to their meeting place in the park. Tiger gave them the commands. That afternoon, after the human school was out, they had to go and teach the boys, who were always throwing them with rocks, a serious lesson. They had to wait for the boys at the street corner, jumped on them and tried to bite as many boys as possible. Terry felt a bit uncomfortable with this assignment, as deep down in his heart he did not really like fighting. However, he knew better than objecting to Tiger. Tiger had a way of unexpectedly jumping on one and to grab his victim at the throat when he suspected disobedience. Only the previous week Tiger killed Tiny, Terry's best friend. Terry's tail went between his legs whenever he thought of Tiny. He really missed his pal, but a Street Fighter was not allowed to cry. Street Fighters were the best, the bravest and the most dangerous of all the dogs in the neighbourhood. It was an honour to be part of them, and he had to play his part.

Later that afternoon the gang lay quietly in the grass, waiting for the laities. The dogs could hear them approaching, but were waiting for Tiger's command to attack. At his short, loud bark, all the dogs jumped forward and grabbed the group of boys. The boys were taken by surprise and did not even try to run away. Terry grabbed the one closest to him by the leg

and bit hard. He could taste blood in his mouth. Aaa, nice! He felt so good that he jumped on another boy and grabbed him by the arm. It was chaotic. The dogs barked, the children shouted and cried. Terry was very excited by all the noise. It was so cool to show everyone who was boss and to see how scared the children were!

Suddenly Terry felt something grabbed him by the collar and before he could turn around, a string bag was over his body. No matter how hard he tried, he could not free himself. Terry was very frightened, because he realised what was happening. It's the Animal Welfare's people! He heard stories from the other dogs that when those people got you, you simply disappeared. No dog ever returned after he was caught. Terry could see that Tiger got away, but two other dogs were also caught.

The men loaded the dogs in a small trailer. None of them even tried to bark. Nobody wanted to admit it, but all of them were scared stiff. After they travelled for a while, the people put them in cages. Terry was furious. He barked until he was hoarse and run up and down the fence of his cage. Later he heard the old black dog next to him said, "Ok Dog, that's enough. I've got a headache form all your barking." This made Terry even angrier and he cursed the old dog on top of his voice, but the dog ignored him.

That evening Terry had his plans together. He was planning to dig a hole underneath the fence and run away, back to Tiger and the gang. That was where he belonged. He would not stay in a cage. Immediately he started to dig, and got very excited when he thought that soon he would be back at Tiger's, and how proud Tiger would be of him. He forgot to work silently and jumped with fright when the old dog next to him suddenly spoke. "I know what you are planning, Dog. You want to run away and to return where you come from. Perhaps back to the lot of gangsters who were just as thin and scruffy as you are. Look at you, full of scratches, dirty and probably with a thousand fleas. You are stupid to run away." "You do not understand," Terry said furiously. "I am a Street Fighter and everybody fears us. This is where I belong and everybody there knows me as Terry, the youngest and bravest fighter of the gang." "Whatever," the old dog said with a big yawn. "I still think you are stupid. There is another life than this, you know." "Where, in this cage?" Terry asked with scorn. "No, we do not stay here forever. The humans bath us, treat us for fleas and feed us. When we are ready, humans can adopt us. It is really nice to have your own human family to take care of you and to belong to." "If it is so wonderful, Terry asked with a snore, "Why are you still here?" "My

human was old and he passed away. There was nobody to look after me. I don't think I will get someone to adopt me," the old dog said with a heavy sigh. "But you, Dog, you are still young and you will look much better after a thorough bath and some proper food. If you behave and drop your street ways, you will find a good home." "I do not know whether I want a home," Terry said, but he was now in doubt. It sounds very tempting to have always food and someone who loves you. "Whatever," the old dog said and yawned again. "It's your choice. Just dig softly, I want to sleep."

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*How do you think, what did Terry choose? Tell the rest of the story.....*

## **ACTIVITY 12: PAPER DOLL (6-12 years)**

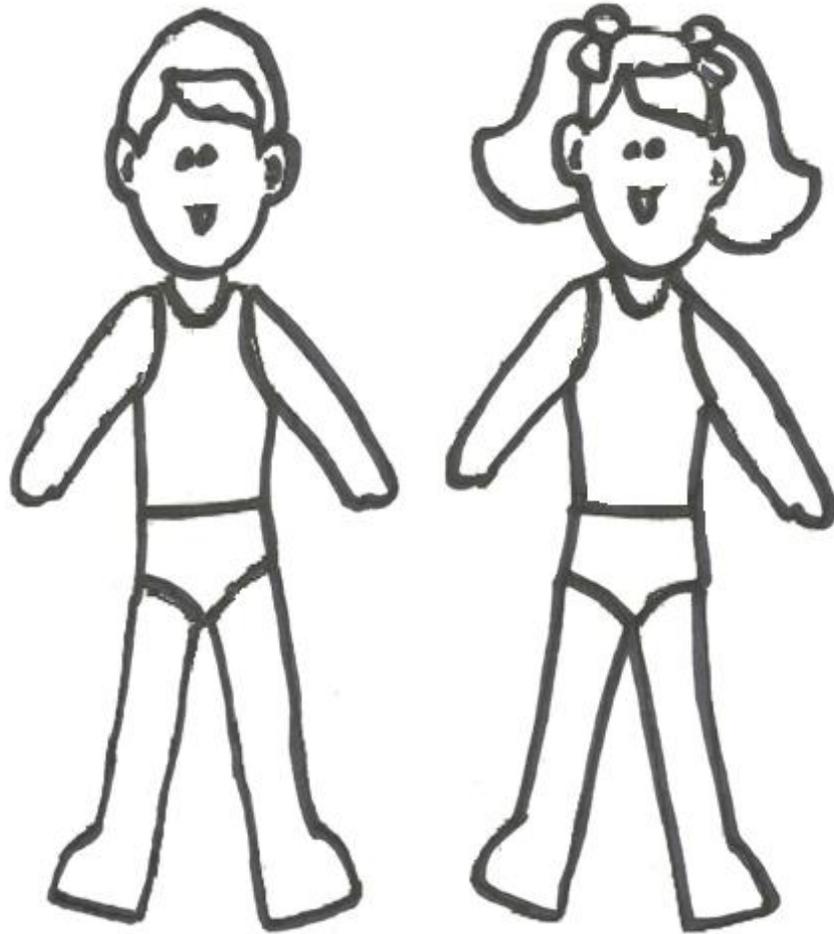
### **Objectives:**

- To explain on a visual way how aspects and emotions from the past can entangle a person and prevent one from moving on;
- To identify situations and emotions that entangled the children (loss of parent; anger, sadness);
- To help the children to work through the emotions;
- To identify aspects that will help them to experience a sense of belonging and security in their new family.

### **Method:**

- Ask the child to identify all the bad experiences from his/her past. (Help the child to identify aspects by asking questions and using the emotions card.);
- Each time the child mentions a bad experience, take a piece of string and wind it around the paper doll (do not tie it with a knot);
- Discuss the emotions that experience had created;
- Write down on separate piece of paper what each string represents;
- Asks the child to unwind one piece at a time. Discuss the situation that the string represents, what can be done to improve his/her feelings or the situation, for example loss of parent, use memory box to place memento from parent in box;
- When all the strings are unwind, ask what he/she needs to feel safe and happy. Find alternatives. Be realistic. If he/she cannot go back to his parents, what can his/her caregivers do to create a sense of belonging?
- He/she must colour a part of the paper doll for every aspect that is mentioned;
- In the end the doll is “clothed” by colouring, and safe and warm;
- Relate this to the child’s own life situation.

**NB: Do not hurry through this activity. It may take two or more sessions. Work at the child’s pace, and be sensitive towards the emotions.**



### **ACTIVITY 13: OWN STORY (6-12 years)**

#### **Objectives:**

- To give the children the opportunity to create their own story or collage;
- To use this projection to discuss their situations;
- To help the children work through problematic emotions or situations;
- To find alternatives to unresolved issues in their lives.

#### **Method:**

- Use an old magazine, scissors, a piece of paper and glue;
- Ask the child to cut a few pictures from the magazine that he/she likes;
- Explain that he/she can make a collage or hi/hers own picture story from the pictures;
- When the collage or picture story is completed, let him/her tell the story or explain the collage he/she has created;
- Draw similarities between story and the child's own situation;
- Discuss his/her emotions regarding the situation;
- Find alternatives for negative aspects.

## **ACTIVITY 14: STORY: THE LITTLE DUCKLING (6 – 12 years)**

### **Objectives:**

- To help the children to determine their sense of belonging and identity;
- To find alternatives and solutions in order to create their sense of belonging;

### **Method:**

- Read the story of Ugly Duckling to the child;
- Discuss the story;
- Discuss the emotions of ugly duckling;
- Ask the child if he/she has ever felt like the duckling in story;
- Work through emotions (use emotions card if necessary);
- Look at the picture of ducklings;
- Ask the child with which of the ducklings he/she identifies;
- Discuss the emotions that the duckling he identifies with, experiences;
- Find alternatives for negative situations;
- If the child is willing and able, let him/her tell his/her own story about the picture;
- Discuss his/her story; apply to the child's own situation.
- If possible, give the child the book with the story of the Ugly Duckling, or make a photocopy of the story to keep in his/her file.

**THE UGLY DUCKLING**  
**(HANS CHRISTIAN ANDERSEN)**

It was summertime. The fields were green and the wheat was golden. Mother Duck's six little ducklings were finally beginning to break through their eggs. The first five children popped right out of their shells. But the sixth duckling was taking a little longer to hatch. His was the biggest egg, and Mother Duck was starting to lose her patience.

At last, the sixth shell began to break. Inside was a duckling much bigger than the rest. His feathers were a dirty grey colour, and he was really quite ugly. "Oh! How horrible!" Mother Duck cried. She couldn't help being surprised at the sight of her sixth child. "Has someone played a trick on me, changing one of my eggs for a turkey's?"

But at that moment, Mother Duck didn't have time to worry about her ugly child. She had to give her ducklings their first swimming lesson. The ducklings learnt fast, and after a short while, Mother Duck decided to show her new family to the poultry yard. "Now, all of you, smooth down your feathers and walk straight," ordered Mother Duck as she led her family into the yard. "And you," she said to the ugly duckling, "stay behind and try to make sure that nobody can see you!"

This hurt the poor little duckling's feelings very much. But his problems had only just begun. Mrs. Hen saw at once how ugly he was, and she laughed so loudly, the whole barnyard heard. "What funny little legs! Did you ever see such a silly creature?" she cried as she pecked his head. "His feathers are as prickly as a porcupine's!" Everyone laughed at Mrs. Hen's cruel joke. The other birds all followed him about, teasing him. Even the little girl who brought the food kicked him out of the way.

The poor little duckling had no choice but to leave and go in search of a place where nobody could see his ugliness. He picked a moment when his mother wasn't looking and ran away from home. He walked and walked for two whole months, hiding from everybody. One morning he came upon a large marsh where he met two wild geese. "You are so ugly that we quite like you," they said. "Would you like to live with us in these marshes?" Before the ugly duckling could answer, there was a terrible sound of gunshots and the geese flew off in a

hurry. "Look out!" they cried. "The hunters are coming!" But the poor little duckling didn't know what hunters were. He stayed in the marsh, shaking with fear, and hid himself in the tall grass. Soon a huge dog came along with his tongue hanging out and his big eyes shining. He poked his head through the reeds and stared right at the ugly duckling. He sniffed the duckling up and down, and then went on his way. "I must really be very ugly," the duckling said to himself, "because even this monster didn't want to eat me."

And so the little duckling continued his way, feeling much worse than before. As night was beginning to fall, he saw a small house in a valley. Smoke was coming from its chimney, and there was a smell of food being cooked. The duckling was suddenly very hungry. He decided to try his luck and see if he could get a few breadcrumbs to eat. An old little woman lived in the house with a nasty hen and a cat that was full of fleas. "Well, what do we have here?" said the woman when she saw her visitor. "What a strange little fellow he is! Well, we'll give him a bit of porridge. He looks as if he hasn't eaten for quite a while." The little duckling gobbled down the porridge in the wink of an eye. But while he ate, the hen and the cat gave him mean looks. It wasn't long before they showed him he wasn't wanted. "It's time you were going, you ugly thing!" cried the cat. "You don't know how to purr as I do, and you can't lay eggs as the hen can. You're good for nothing, so be on your way!" The poor little duckling knew he could stay no longer, so he decided to leave the warm house.

Outside, the cold winds of fall were approaching. Several cold and lonely days passed. Then, one evening, the duckling was a group of large, beautiful birds taking flight. They had shiny white feathers and long curved necks, and they were going on their annual trip to warm places far away. The duckling felt something very strange in his heart. It was as if he had known these beautiful birds all his life. He raised his head to call out to them, and the sound that came from his throat was so high-pitched that he startled himself. He didn't know what these birds were called, but he wished with all his heart that he could follow them. If only his wings weren't so useless!

When winter came, the duckling's problems became worse. All by himself, he paddled around in a lonely pond until the cold turned the water into ice. One day, when he was very tired and hungry, he was almost caught by a farmer looking for dinner. The farmer had been hunting all day with no luck, so he was very happy to see the duckling in the icy pond. Just when the farmer was about to grab the duckling's neck, the little bird jumped away and

flapped his wings to escape. Again he surprised himself – he had never imagined that he could be so strong!

The winter months were long, lonely and cold. But somehow, the duckling survived. Then, almost before he knew it, one morning it was spring. The duckling took a breath of lilac-scented air and smiled at the warm sun. Then, suddenly, he saw two of those white birds that he had seen at the beginning of winter. “Oh, they’re so beautiful,” the duckling said to himself. “How can there be such beautiful animals in the world when there are others as ugly as I am?”

He went closer to the birds. They saw him and raised their wings, as if to scare him away. “You can peck me if you want to!” said the duckling. “I’ve been all by myself for so long that I’d just like to have some company, even if it means I have to die!” But the white birds didn’t want to do him any harm. “Why should we want to peck you, little brother?” one of them asked. “Me, your brother?” said the duckling. “Please don’t make fun of me. I’m just a stupid, ugly, grey bird.” “What do you mean?” said the birds, surprised. “Have you seen yourself? Come here, take a look at your reflection in the water.”

The duckling looked down at the water and couldn’t believe his eyes. He wasn’t ugly anymore! His feathers weren’t dirty or crumpled! He was big, beautiful and white. And his neck was very long and shaped in a lovely curve, just like the birds that were looking at him! “B-b-but...” said the confused duckling. Before he could say more, the duckling heard happy cries from the other side of the lake. Some children were pointing at him. “Look! Look! There’s a new one!” a boy said. “Yes, it’s a new little swan! He is prettier than all the others. Look how the others are gathering around him!”

But the new swan had no desire to show off his beauty. Instead, he hid his head under his wing, for he was very shy. The children threw pieces of bread to him, because they wanted to see his beautiful face. The other swans wanted to take him with them to meet the rest of the group. The duckling finally understood. He was really a swan! The sad and lonely days were all over now. “I am a swan!” he cried. In fact, they began to stroke him gently with their beaks. “Can I fly with you when you take your winter trip?” asked the new swan. “Of course!” replied the others. “You are one of us!” Now the new swan felt as if he belonged. He thought of all the sad days and cruel jokes and loneliness. But he was not angry. Inside the

ugly duckling there had been a good heart, and it was still there after he became a beautiful swan.



**ADDENDUM B**

**PROGRAM FOR TRAINING OF CAREGIVERS TO ENHANCE THEIR  
CHILDREN'S SENSE OF BELONGING**

**MANUAL FOR SOCIAL WORKERS**

## GENERAL COMMENTS

Caregivers do not always realise the importance of a sense of belonging in children and how to establish and enhance this relationship. Some caregivers, especially those in disadvantaged communities, are more focussed on fulfilling the children's basic needs like food and shelter, and are unaware that the children have emotional needs that they have to fulfil. This training session aims to raise their awareness regarding the sense of belonging of their children and suggests ways in which to enhance this feeling. It is aimed on children in their middle childhood.

The activities suggested are simple and easy to complete, but proved to be effective, as the children who partook in the research expressed a need for playful interaction with their caregivers, that enhance their sense of belonging. It can be used with new foster parents, as well as with grannies or family members who act as the primary caregivers of the child.

It is important to keep the following aspects in mind:

- Everything that is needed for the activities must be provided to the caregivers (attached examples can be photocopied);
- In some cases it is necessary to provide transport for old and ailing caregivers;
- Be aware of the fact that some of the caregivers are illiterate and be careful not to expose or humiliate them;
- The group should not be bigger than 10 members, in order to pay close attention to each person;
- It is necessary that they realise that they are the social workers' partners in caring for the children;
- Give recognition for what they do for the children;
- Use simple language and explain concepts in such a way that everybody understands it;
- It is vital that the caregivers understand the reasoning behind the activities;
- Be enthusiastic about the program and activities and encourage them to complete it;
- Follow-up sessions are of utmost importance!

## **1. PROGRAM: INTRODUCTION**

- Welcome group members;
- Play short game to help them to relax and to be reminded that it is fun to play;
- Discuss that to raise children is very important, but difficult;
- Every parent wants the best for their children;
- Purpose of training is to empower caregivers to help their children to become emotionally stronger.

## **2. HUMAN NEEDS**

- Show Maslow's hierarchy of needs to group;
- First needs are food, shelter and safety;
- Then to belong, to be part of a family, group, community;
- Discuss what it implies to belong.

## **3. THE IMPORTANCE OF BELONGING**

- All other needs depend on the fulfilment of need to belong (Maslow);
- Children can only develop on emotional level if they feel emotionally safe;
- Belonging (or lack thereof) has important effect on all future relationships;
- Erikson – baby has to develop feeling of trust with mother/ primary caregiver, otherwise feelings of distrust develop.

## **4. CONSEQUENCES OF NON-BELONGING**

- Feelings of distrust, unsafety;
- Children will seek sense of belonging in other places, like gangs, sexual relationships;
- May use alcohol, drugs, to feel part of group;
- Poor school progress and attendance – nobody cares;
- Will eventually become parents who do not care and then the cycle continues;
- Almost all foster children lack sense of belonging with their mothers;
- Lack of sense of belonging makes them more vulnerable;
- Necessary to intervene before onset of teenage years;

- Children need to be accepted for who they are, warts and all;
- Discuss practical examples of behaviour where children lack sense of belonging.

## **5. TO ENHANCE SENSE OF BELONGING**

**It is of utmost importance that the caregivers understand that they have to do the activities WITH the children. The idea is not to keep the child occupied, but to enhance the relationship between the caregiver and child.**

### **5.1 Words**

- Explain that the way in which one communicates with your children is very important – avoid hurtful and humiliating words;
- Give each caregiver a bookmark with six things children need to hear (copy attached);
- Read and discuss it with group;
- Give everybody a ball of Prestick and ask them to stick bookmark somewhere in the house where everyone can see it;
- Ask them to try to say at least one of the six aspects once a day;
- Illiterate caregivers can ask the children or other family members to read it;
- Emphasize that it is easy to remember to tell children that they love them, that they are special. (Everybody is able to do it.)

### **5.2 Emotions**

- Discuss that it is necessary to be aware of the children's emotions in order to be close to them;
- Hand every person an emotions card (attached);
- Ask them to stick in somewhere on a wall in their houses;
- They must ask the children every day to show on the card which face they feel like;
- Ask how that face feels, if children also experiences this feeling;
- Discuss reasons for this emotion.

### **5.3 Deeds**

- Discuss that deeds speak louder than words – useless to tell children you love them, but your actions do not reflect it;
- All of us rather believe deeds than words;

- Ask them to do activities with children that will enhance sense of belonging;
- Reassure them that it is easy activities that everybody will be able to complete;
- Play is very important to children. When caregivers play with the children, it conveys message that children are important to them and it enhance sense of belonging.

### 5.3.1 Snakes and ladders

- Hand out laminated snakes and ladders board (attached);
- Provide each caregiver with a dice and tokens to play with (different colour buttons will do);
- Ask them to play it **with** the children;
- Whenever a person lands on a picture, he/she must describe the picture and emotion it reflects, as well as incidents where he/she also experience this emotion.

### 5.3.2 Play dough

- Hand out tub of play dough to every caregiver (see attached recipe);
- No rules to playing with dough, except that they must play **with** the children.
- Purpose is to have fun, to strengthen relationship.

### 5.3.3 Colouring books

- Hand out colouring books (use attached pictures) and crayons to every caregiver;
- They must colour the pictures **with** the children.

### 5.3.4 Magazines and books

- Hand out second hand books and/or magazines to caregivers;
- Try to select books according to the children's age and the abilities of the caregivers;
- Use picture books or magazines for illiterate caregivers;
- They must read the stories to the children (where applicable);
- They must page through the magazines with the children and discuss pictures, etc. with the children;
- Ask caregivers to return books and magazines when they meet again, that they can swap it, in order that every one gets "new" books.

### 5.3.5 Stories

- Encourage caregivers to tell the children stories;
- Children love old, classical stories like Red Riding Hood, Snow White, etc.
- If they do not know any stories, they must tell the children stories of their own childhood years- where they lived, how they lived, etc.

### 5.3.6 Games

- Encourage caregivers to play physical games **with** the children, for example hide and seek, touch, etc.
- They can teach the children games they played themselves as children (“blik aspaai, kennetjie, klip-klip”).
- Caregivers must try to do it at least once a week.
- Purpose is to have fun, to fulfil in children’s need for playful interaction with caregivers, which will enhance their sense of belonging.

### 5.3.7 Rituals

- Rituals (to do specific activities on specific times) create sense of safety and security for children;
- Think in group of examples, like to put the children to bed with stories, to read Bible and pray as a family every evening, to have a special meal for birthday children, to sing songs on Sunday evenings, etc.

### 5.3.8 Own space

- Every child should have a place or object in house that he/she can call his/her own;
- Acknowledge fact that it is not always possible to have own room/ bed, but it is possible to have at least one object that belongs to the child;
- Discuss in group how this can be achieved – examples are own rack in cupboard, own suitcase or bag where children can store their belongings;
- Teach children in house to have respect for each others belonging.

### **5.3.9 Nurturing deeds**

**This aspect must be handled with sensitivity and caution. Adapt according to caregivers' circumstances.**

- Children have a need to be cuddled and nurtured, possibly because some of them did not experience this as babies;
- Important to know children and their history;
- Be very careful to touch children if they had negative experiences in past;
- Know safe places to touch (hands, shoulders, etc);
- Hug children in non-threatening way;
- Ask children's permission to massage their backs (over clothes);
- Comb girls' hair;
- Rub arms and legs with body lotion;
- Bath younger children (only with their permission);
- Caregivers must realise the potential danger of sexual abuse in the above mentioned activities, and that they have to take care to do it in acceptable way, and only if children feel comfortable with it.

### **5.3.10 Community**

- Ask every caregiver to name one reliable person who lives close to them, to whom the children can go in an emergency if the caregivers are not at home;
- They must engage this person as a "safety net" for their children and get this person's permission and willingness to act as such;
- They have to teach the children to go to the appointed person whenever they feel threatened or scared and the caregiver is not at home;
- With the permission of the selected person, they must give their social workers the names and contact detail of person.

#### **5.4 Check lists for activities**

- Hand each caregiver a check list which they have to complete over the next two weeks;
- Explain check list;
- Decide on date for follow up session, when their experiences regarding the completion of the activities will be discussed;
- They have to bring the check list and books and/or magazines with to the next session.

#### **6. FOLLOW-UP SESSION**

The purpose of this session is to determine whether the caregivers completed the suggested activities and how they and the children experienced it. It is also an opportunity to exchange books and magazines.

The follow-up session can be structured as follows:

- Welcome all the caregivers;
- Ask each one about their activity sheets, whether they were able to complete it;
- Discuss the various activities, what they enjoyed most, what was less successful;
- Discuss how the children experienced the various activities;
- Discuss the purpose behind the activities – could they perceive that it strengthened the bond between them and the children;
- Ask them to persist with the activities;
- Swop books and magazines;
- Discuss the possibility to swop second hand clothes and toys among each other;
- Discuss the need for regular group meetings (for example once a term)
- Thank them for attending the training session;
- Hand out certificates to state that they completed the training on belonging (optional).

## MASLOW'S HIERARCHY OF NEEDS



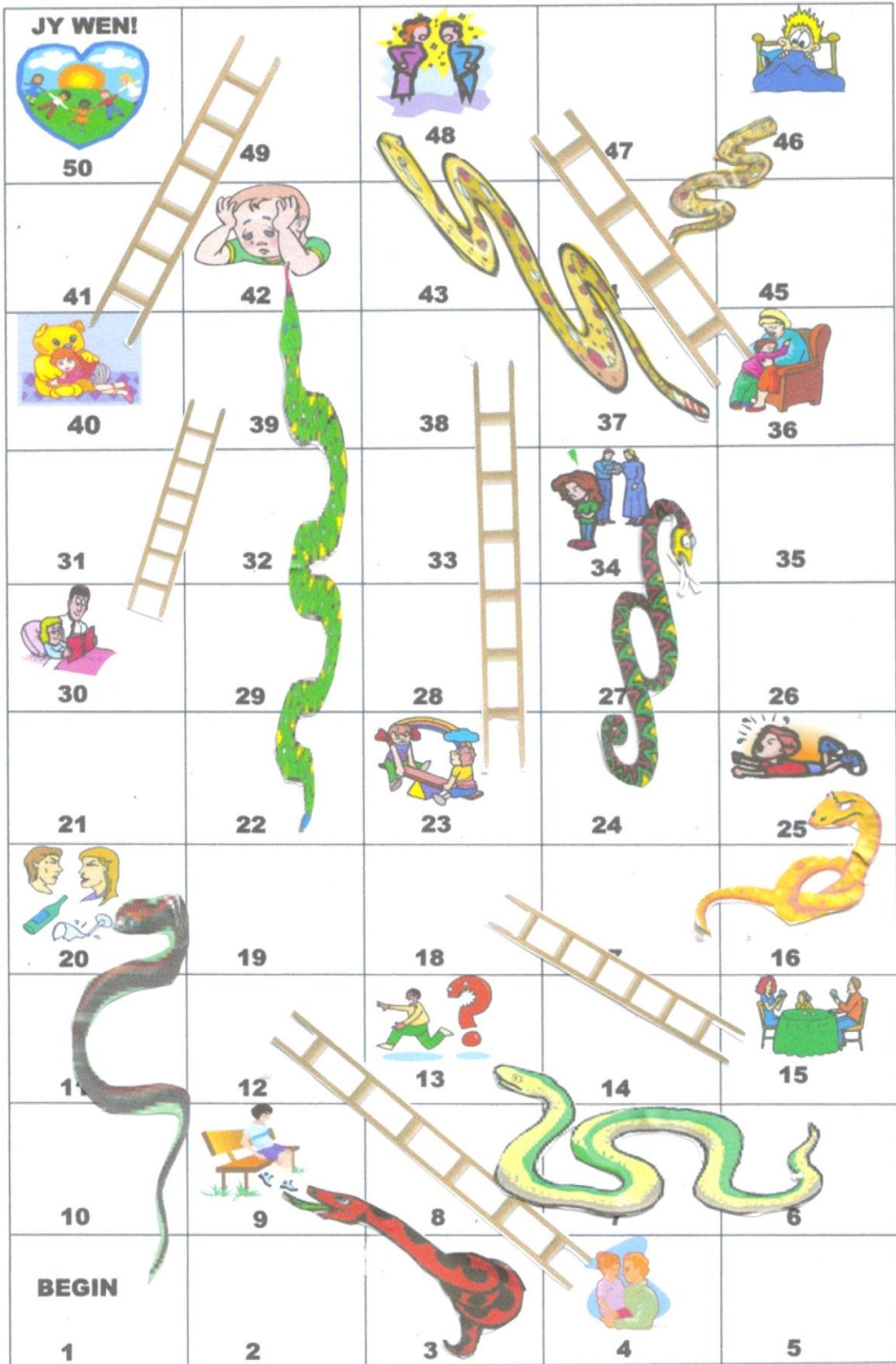
## **SIX THINGS A CHILD NEEDS TO HEAR**

- ❖ **I love you**
- ❖ **You're one in a million!**
- ❖ **You make me proud**
- ❖ **Great job – well done!**
- ❖ **You're very special**
- ❖ **I believe in you**

**(Girls and Boys Town, South Africa)**

**I feel...**





## RECIPE FOR PLAY DOUGH

2 cups of flour

1 cup of salt

1 cup of hot water

2 table spoons of cooking oil

20 ml cream of tartar

Food colouring

### **Method:**

Place all the ingredients into a medium sized pot. Put on stove on medium heat. Stir ingredients together until mixed. You will notice it will start to pull away from the sides.

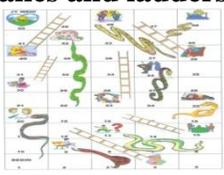
Keep mixing until it forms a ball. Take out of pot and let it cool.

The play dough should be soft and easy to handle. If it is too sticky, add more flour, or add more water if it is not supple enough.

Store in an air-tight container or plastic bag.

## CHECK LIST: BELONGING ACTIVITIES

Name of caregiver:..... Child:..... Age:.....

Activities	28/06	29/06	30/6	1/07	2/07	3/07	4/07	5/07	6/07	7/07	8/07	9/07	10/07	11/07
<b>Use emotions card</b> 														
<b>Play snakes and ladders</b> 														
<b>Play other games</b> 														
<b>Reading or telling stories</b> 														

Activities	28/06	29/06	30/06	1/07	2/07	3/07	4/07	5/07	6/07	7/07	8/07	9/07	10/07	11/07
<b>6 Things a child needs to hear</b> 														
<b>Nurturing activities</b> 														
<b>Give hugs</b> 														
<b>Rituals</b> 														
<b>Any other activities</b> 														

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## **ADDENDUM C**

### **CONSENT FORMS FOR PARTICIPANTS**

## **CONSENT TO PARTICIPATE IN RESEARCH**

### **Facilitating sense of belonging of children in fractured families from disadvantaged communities, utilising bibliotherapeutic techniques.**

You are asked to participate in a research study conducted by Iralda Oelofsen, Ph.D student in social work from the North-West University. The results of the study will be discussed in a dissertation.

#### **1. PURPOSE OF THE STUDY**

The purpose of the study is to determine what the needs of children, between the ages of six and twelve, are in terms of their sense of belonging with their caregivers and community. This information will be used to compile a set of bibliotherapeutic techniques which can be used by social workers and caregivers to enhance the sense of belonging of children in fractured families from disadvantaged communities.

#### **2. PROCEDURES**

If you volunteer to participate in this study, we would ask you to do the following:

- You will be involved in a focus group/interview with other caregivers/social workers where you will discuss your views regarding the children in your care, your community, the children's sense of belonging, and your own needs and problems in this regard;
- Your child will be involved in a focus group with other children where their needs and problems regarding their sense of belonging in the family and community will be discussed by means of various activities;
- You will be asked to evaluate the bibliotherapeutic techniques that will be compiled after the abovementioned information are processed;
- Your identity will not be revealed and participation is voluntary;
- The semi-structured interviews will be more or less one hour, and the focus groups will be approximately 90 minutes;
- The focus groups will take place at the UCC church, Chatty, and the semi-structured interviews in your office/home.

### **3. POTENTIAL RISKS AND DISCOMFORTS**

There is no risk involved for you or your child. No names, addresses or any other identifying details will be revealed. The researcher will put your child at ease and will explain the nature and reason for the research. Participation is voluntary.

### **4. POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY**

You and/or your child will benefit from this study as the proposed bibliotherapeutic techniques will enable you as caregiver/social worker to enhance the children's sense of belonging. This will result in improving the children's emotional well-being, strengthening the family relationships and involving people from the community.

### **5. PAYMENT FOR PARTICIPATION**

There will be no payment for participation.

### **6. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission, or as required by law. Confidentiality will be maintained by means of codes, for example numbers will be used to indicate participants. No identifying details like names and addresses will be revealed.

All semi-structured interviews and focus groups will be video taped. This information will only be handled by the researcher and will be processed in the dissertation without identifying any participants.

### **7. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you volunteer to partake, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer, and still remain in this study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If your child is uncomfortable in the focus group and does not want to participate, he will be excused.

## 8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns regarding the research, please feel free to contact Mrs. I. Oelofsen, (researcher) tel 041 4843554, or Dr. H. Grobler, (study leader) tel 021 8643593.

### SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described by Mrs. I. Oelofsen in Afrikaans/English. I am fluent in the language/ it was satisfactory translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntary to participate in this study/ I hereby consent that the subject/participant may participate in this study.

\_\_\_\_\_

Name of subject/participant

\_\_\_\_\_

Name of legal representative (if applicable)

\_\_\_\_\_

Signature of subject/ participant or legal representative

\_\_\_\_\_

Date

### SIGNATURE OF INVESTIGATOR

I declare that I explained the information in this document to \_\_\_\_\_  
(name of participant) and/or his/her legal representative \_\_\_\_\_  
(name of legal representative). He/she was encouraged and given time to ask me any questions. This conversation was conducted in Afrikaans/English/Xhosa and no translator was used/ the conversation was translated into \_\_\_\_\_ by

\_\_\_\_\_

Signature of investigator

\_\_\_\_\_

Date

## **ADDENDUM D**

### **REQUIREMENTS FOR JOURNALS**

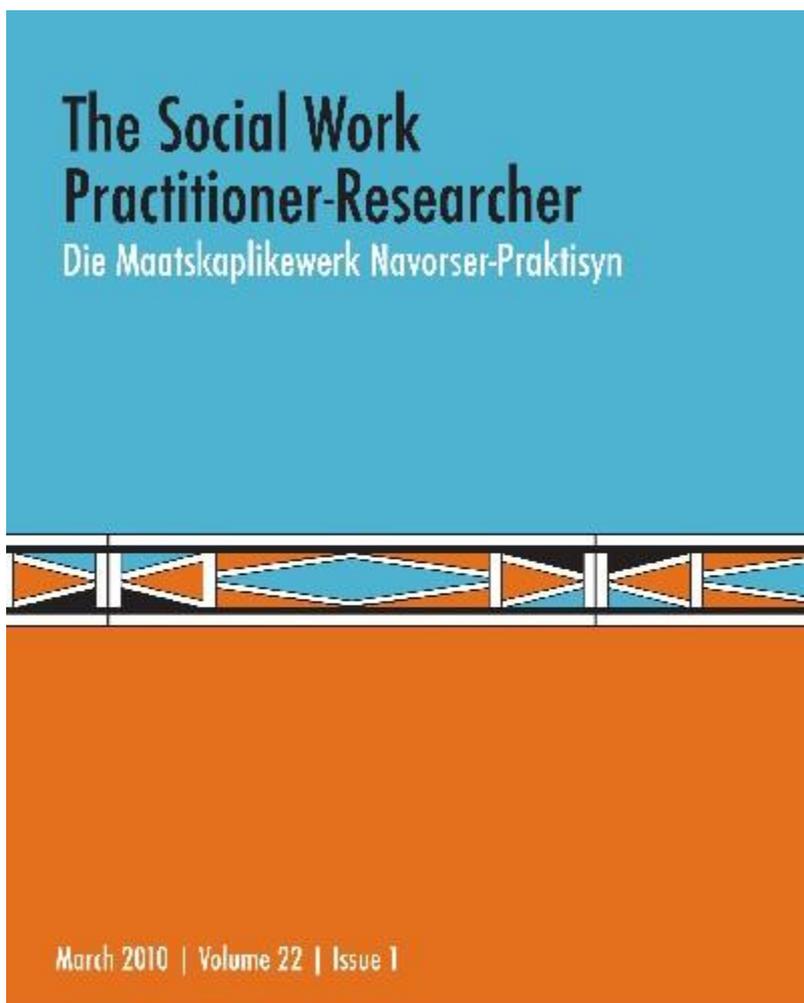
**SOCIAL WORK. A PROFESSIONAL JOURNAL FOR THE SOCIAL WORKER!  
MAA TSKAPLIKE WERK. 'n V AKTYDSKRIF VIR DIE MAATSKAPLIKE WERKER**

**EDITORIAL POLICY/REDAKSIONELE BELEID**

<p>The Journal publishes articles, book reviews and commentary on articles already published from any field of social work. Contributions may be written in English or Afrikaans. All articles should include an abstract in English of not more than 100 words. All contributions will</p> <ul style="list-style-type: none"> <li>- be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Articles of fewer than 2,000 words or more than 10,000 words are normally not considered for publication. Two copies of the manuscript as well as a diskette with the text, preferably in MS Windows should be submitted. Manuscripts should be typed in 12 point Times Roman double-spaced on one side of A4 paper only. If possible the manuscript should be sent electronically to <a href="mailto:hsu@sun.ac.za">hsu@sun.ac.za</a>. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... Berger, 1967: 12). More details about sources referred to in the text should appear the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.</li> </ul>	<p>Die Tydskrif publiseer artikels, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk. Bydraes mag in Afrikaans of Engels geskryf word. Alle artikels moet vergesel wees van 'n Engelse opsomming van nie meer as 100 woorde nie. Alle bydraes moet krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na outeurs teruggestuur word indien ingrypende hersiening vereis word, of indien die styl nie ooreenstem met die tydskrif se standaard nie. Artikels van minder as 2,000 woorde of meer as 10,000 woorde sal normaalweg nie oorweeg word vir publikasie. 'n Disket met die teks, verkieslik in MS Windows, moet twee kopieë van die manuskrip vergesel. Manuskripte moet in 12 pt "Times Roman" dubbelspasiëring slegs op een kant van 'n A4 bladsy getik word. Indien enigsins moontlik moet die manuskrip ook per e-pos versend word aan <a href="mailto:hsu@sun.ac.za">hsu@sun.ac.za</a>. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelikse sitate, feite of argumente uit ander bronne gesitater word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. "... (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde</p>
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TWO AUTHORS/TWEE OUTEURS: SHEAFOR, B.W. & JENKINS, L.E. 1982. **Quality field instruction in social work.** Program development and Maintenance. New York: Longman.

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**The Social  
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Hosted by the  
Department of  
Social Work,  
University of  
Johannesburg

Published by  
Unisa Press

ISSN: 1011-2324



## Author Guidelines

### Editorial Scope

The *Social Work Practitioner-Researcher* is a refereed interdisciplinary journal for social workers and social service professionals concerned with the advancement of the theory and practice of social work and social development in Africa and in a changing global world. The purpose of the journal is to promote research and innovation in the practice of helping individuals, families, groups, organisations and communities to promote development and human well-being in society. The journal is committed to the creation of empowered, humane, just and democratic societies.

Manuscripts that would be appropriate are: (1) conceptual analyses and theoretical presentations, (2) literature reviews that provide new insights or new research questions, (3) manuscripts that report empirical work. Topics that will be considered include, but are not limited to, the following: lifespan, populations at risk, poverty, livelihoods, anti-discriminatory practice, welfare systems, development management, social security, social policy, human rights, community-based development, social development, comparative health, mental health, education, urban and rural development, civic service, voluntarism, civil society,

# Journal of Community Psychology

**Edited by:**

Raymond P. Lorion

**Print ISSN:** 0090-4392

**Online ISSN:** 1520-6629

**Frequency:** Eight times a year

**Current Volume:** 40 / 2012

**ISI Journal Citation Reports® Ranking:** 2010: Public, Environmental & Occupational Health (Social Science): 87 / 114; Psychology, Multidisciplinary: 75 / 120; Social Work: 17 / 36

**Impact Factor:** 0.985

## Top Author Guidelines

### Instructions to Authors

The *Journal of Community Psychology* is a peer-reviewed journal devoted to research, evaluation, assessment, and intervention. Although review articles that deal with human behavior in community settings are occasionally accepted, the journal's primary emphasis is on empirical work that is based in or informs studies to understand community factors that influence, positively and negatively, human development, interaction, and functioning. Articles of interest include descriptions and evaluations of service programs and projects; studies of youth, parenting, and family development; methodological studies for the identification and systematic alteration of risks; and protective factors for emotional and behavioral disorders and for positive development. The journal also publishes the results of projects that inform processes relevant to the design of community-based interventions including strategies for gaining entry, engaging a community in participatory action research, and creating sustainable interventions that remain after project development and empirical work are completed.

**Types of manuscripts:** Three types of contributions are considered for publication: full-length articles, brief reports of preliminary and pilot studies that have particular heuristic importance and, occasionally, commentaries on conceptual or practical issues related to the discipline's theoretical and methodological foundations. Typically, empirical articles are approximately 30 pages including tables, references, etc; brief reports cannot exceed 12 pages; and commentaries should not, in general, exceed 20 pages. All material submitted will be acknowledged on receipt, assigned a manuscript number, and subject to peer review. Copies of the referees' comments will be forwarded to the author along with the editor's decision. The review process ranges from 12 to 16 weeks, and the journal makes every effort to publish accepted material within 12 months.

**Manuscript submission:** *The Journal of Community Psychology* has adopted an online submission process, available at [mc.manuscriptcentral.com/jcop](http://mc.manuscriptcentral.com/jcop)

**Format of submitted material:** All copy, including references and captions, must be typed double-spaced. An abstract of 150 words or less is required for articles and brief reports.

**Style:** Authors should follow the stylistic guidelines detailed in the *Publication Manual of the American Psychological Association, Sixth Edition*, available from the American Psychological Association, Washington, DC. References should also follow APA style.

**Title Page:** The title page should contain the complete title of the manuscript, names and affiliations of all authors, institution(s) at which the work was performed, and name, address (including e-mail address), telephone and telefax numbers of the author responsible for correspondence. Authors should also provide a short title of not more than 45 characters (including spaces), and five to ten key words, that will highlight the subject matter of the article. Please submit the title page as a separate document within the attachment to facilitate the anonymous peer review process.

**Figures:** Figures should be professionally prepared and submitted in electronic TIFF or EPS format (if possible) along with high-quality printed hard copies. Good glossy black and white photographs are required for halftone reproduction. Figures should appear at the end of the manuscript, after the text.

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**Reprints:** Reprints of articles may be ordered from the publisher when the corrected proofs are returned. Authors should return the Reprint Order Forms with the proofs.

#### **Guidelines for Electronic Submission**

**Software and format:** Microsoft Word 6.0 is preferred, although manuscripts prepared with any other microcomputer word processor are acceptable. Refrain from complex formatting; the Publisher will style your manuscript according to the Journal design specifications. Do not use desktop publishing software such as Adobe PageMaker or Quark XPress. If you prepared your manuscript with one of these programs, export the text to a word processing format. Please make sure your word processing program's "fast save" feature is turned off. Please do not deliver files that contain hidden text: for example, do not use your word processor's automated features to create footnotes or reference lists.

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**Production Questions:**

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**ADDENDUM E**

**SUBMISSION TO JOURNALS**

**Herman Grobler - RE: Oelofsen and Grobler article submission**

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**From:** "Silvey, Pat" <swjournal@uj.ac.za>  
**To:** 23376600@nwu.ac.za  
**Date:** 09/28/12 11:35  
**Subject:** RE: Oelofsen and Grobler article submission

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Dear Herman

I have had a reply back from Jean. We will be sending your article out on review.

Have a good weekend as well.

Kind regards

Pat

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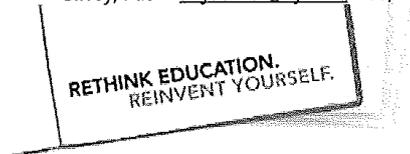
**From:** Herman Grobler [mailto:23376600@nwu.ac.za]  
**Sent:** 28 September 2012 09:43 AM  
**To:** Silvey, Pat  
**Subject:** RE: Oelofsen and Grobler article submission

Thank you.  
Have a good weekend

Herman

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>>> "Silvey, Pat" <swjournal@uj.ac.za> 09/28/12 09:27 >>>



Dear Dr Grobler

I have received your email and will forward it to Prof Triegaardt.

Kind regards,

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Pat

[www.uj.ac.za](http://www.uj.ac.za)

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**From:** Herman Grobler [<mailto:23376600@nwu.ac.za>]  
**Sent:** 28 September 2012 09:20 AM  
**To:** Silvey, Pat  
**Subject:** Oelofsen and Grobler article submission

Prof Triegaardt,

We trust you are well. We would like to know whether this article can be submitted for review in the light of possible publication. I include the abstract below.

Thank you for your time  
Herman Grobler

**SENSE OF BELONGING IN CHILDREN FROM FRACTURED FAMILIES IN  
DISADVANTAGED COMMUNITIES**

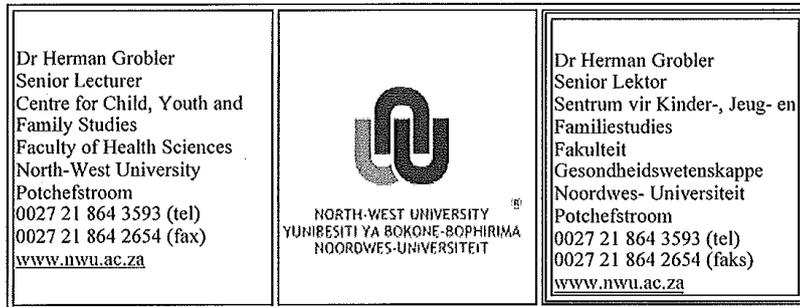
**ABSTRACT**

A sense of belonging is important in order to form and maintain meaningful relationships later in life. This article focuses on the perceptions of children in their middle childhood from fractured families in disadvantaged communities regarding a sense of belonging, as well as the perceptions of their caregivers and social workers who work in the area. An exploratory qualitative approach, utilising the Design and Develop Model of intervention research, was followed. The population was

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restricted to the northern city areas of Port Elizabeth. Non-probability, purposive sampling was done. The results suggest that there is a need for a sense of belonging with the children and that the caregivers are not always able to support this need. Social workers realise this need, but need guidelines in order to support the children and caregivers.

*Keywords: sense of belonging; fractured families; disadvantaged communities; intervention research; children*



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## **ADDENDUM F**

### **INTERVIEW GUIDES FOR FOCUS GROUPS**

## **INTERVIEW GUIDE FOR FOCUS GROUPS WITH CHILDREN**

### **1. INTRODUCTION**

- Introduce researcher and children to each other
- Explain purpose and nature of research
- Ask permission to use video camera
- Explain that there are no right or wrong answers, it is everybody's opinion that counts
- Play "I spy" to put them at ease

### **2. HOME CIRCUMSTANCES**

- Select a picture from envelope 1 that represents your home
- Tell me about your home: who's house is it; how many people live in it; where do you sleep; how many rooms are in the house

### **3. RELATIONSHIP WITH PEOPLE IN THE HOME**

- Select pictures from envelope 2 that represent the people who live in your house, and place in on poster of house
- Explain who they are
- Is there someone that you wish was not in the house?
- Is there someone who is not there that you wish could be in the house?
- To whom do you go if you are scared?
- To whom do you go if you want to share a secret?
- Who do you love best?

### **4. SCHOOL**

- Show on emotions card how do you feel about your school
- Do you feel safe/ unsafe at school?
- Describe reason for answer
- Is there someone you can go to at school if you are scared or have a problem?

## **5. COMMUNITY**

- Select all the pictures from envelope 3 that represents your street and neighbourhood and place it on the outline of the streets
- Describe your pictures
- Is there someone you can go to if you have a problem/ are scared and your caregivers are not at home?
- What do you like about your street?
- What do you dislike about your street?
- Where do you go to when there is shootings in the street?
- Is there somewhere outside where you can play?

## **6. IDENTITY**

- Show picture of space ship, ask children what it is
- If this space ship lands in your street, how will you describe yourself, your home, the neighbourhood to them?
- Will you tell them it is a nice / bad/ safe/ unsafe place to stay? Why?
- Show group of people to children, ask them to describe what they see, what they think happens in the picture

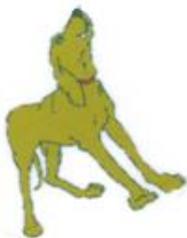
## **7. BELONGING**

- Select 4 favourite pictures from envelope 4.
- Discuss the pictures
- How does each picture make you feel?
- Is there someone who can do with you what is represented in the picture?
- Regarding the pictures, what would you like best for yourself?

## **8. STORIES**

- Do you like stories?
- What kind of stories do you like?
- Is there someone who read/ tells you stories?
- Do you or your family belong to a library?
- Do you have any books in your home?
- Select 3 favourite pictures from envelope 5.
- Discuss the pictures, why do you like them?
- How would you feel if you were the child in the picture
- Would you like to be the child in the picture
- Tell me a story of this picture (ducklings)

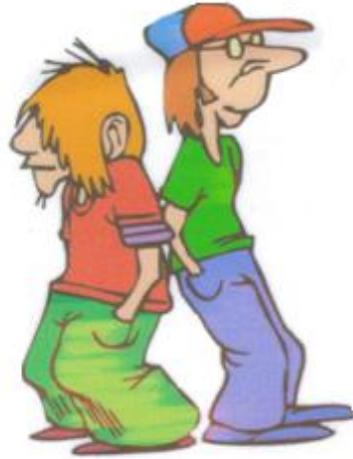
**ENVELOPE 1: My home**



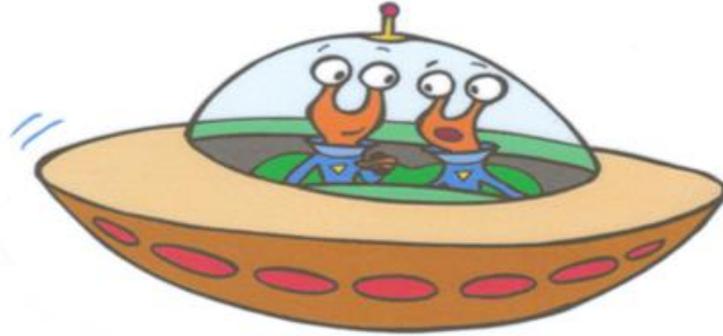


### ENVELOPE 3: My neighbourhood





**PICTURES: Identity**



## ENVELOPE 4: Belonging



## ENVELOPE 5: Stories



**PICTURE: BELONGING**



# **INTERVIEW GUIDE FOR FOCUS GROUPS AND SEMI-STRUCTURED INTERVIEWS WITH SOCIAL WORKERS**

## **1. INTRODUCTION**

- Introduce researcher and each other
- Explain reason for and nature of research and get written permission
- Obtain permission for use of video camera
- Get information regarding amount of years work experience, service area

## **2. SOCIAL PROBLEMS IN THE COMMUNITY**

- What do you regard as the social problems in the area?
- What causes these problems?

## **3. FAMILY PROFILE IN AREA**

- Are there many single parents in the area?
- Are there any happily married couples and “normal” (mom, dad and child) families?

## **4. GANGSTER ACTIVITIES**

- Are there gangs in the community?
- What are the consequences of the gangster activities?

## **5. SERVICE RENDERING**

- What kind of services do you render in the community?
- Do you get any results?

## **6. SOCIAL CAPITAL**

- Can schools be used to the advantage of the community?
- Are there any positive aspects in the community?

## **7. SENSE OF BELONGING**

- How important is a sense of belonging for a child?
- What creates a sense of belonging?
- What are the results if children do not experience a sense of belonging?
- In general, do you think the children you encounter feel a sense of belonging?

## **8. BIBLIOTHERAPY**

- What do you understand under the term bibliotherapy
- Do you think stories are important to a child? Motivate
- Will you use a bibliotherapeutic strategy if it is readily available?
- What would you require from a strategy with bibliotherapeutic techniques?
- Do you think it can be used to enhance a sense of belonging in children?

## **INTERVIEW GUIDE FOR FOCUS GROUPS WITH CAREGIVERS**

### **1. INTRODUCTION**

- Introduce researcher and each other
- Explain nature of and reason for research
- Ask permission for use of video camera
- Ask each one to tell something about herself and children

### **2. PERCEPTION OF COMMUNITY**

- What kind of problems do you experience here in the community?
- Who are the most affected by it?
- What cause these problems?
- Are there any resources in the community?
- Are there any recreational facilities for the children?
- Which resources would you like to have in the community?
- Are there any positive aspects in the community?

### **3. GANGS AND VIOLENCE**

- Are you and your family exposed to gangs/violence/drug abuse?
- Where and when does it happen?
- What is the influence of this on the children?
- How do you ensure your children's safety?

### **4. BELONGING**

- What does belonging mean?
- What do you do to ensure that your children feel that they belong?
- Do you assist the children (younger ones) to bath and dress?
- Do you sometimes take the children on your lap and cuddle them?
- What do you do to let the foster child feel that he is part of the family?

### **5. STORIES**

- Do you ever read stories to the children?
- What kind of stories do you read?
- Do you sometimes tell them stories?
- Do you or the children belong to a library?
- If you could get a manual to help you with your children, would you use it?
- What must this manual consist of?

## **ADDENDUM G**

### **EVALUATION FORMS**

### EVALUATION OF BIBLIOTHERAPEUTIC TECHNIQUES: SOCIAL WORKERS

ACTIVITIES	INSTRUCTIONS CLEAR?	ACTIVITY WORKABLE?	WILL YOU USE IT IN THERAPY?	COMMENTS
ACTIVITY 1				
ACTIVITY 2				
ACTIVITY 3				
ACTIVITY 4				
ACTIVITY 5				
ACTIVITY 6				
ACTIVITY 7				

<b>ACTIVITY 8</b>				
<b>ACTIVITY 9</b>				
<b>ACTIVITY 10</b>				
<b>ACTIVITY 11</b>				
<b>ACTIVITY 12</b>				
<b>ACTIVITY 13</b>				
<b>ACTIVITY 14</b>				

**ADDENDUM H**

**DATA ANALYSIS**

## EXAMPLE OF DATA ANALYSIS: SOCIAL WORKER

### CMR 2

**Doel 1: Om inligting in te samel oor die probleme wat in die kinders se veld teenwoordig is**

**Vraag: Wat beskou jy as die maatskaplike probleme in die area?**

<b>DATA</b>	<b>TEMAS (KODES)</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKING</b>
<p>Die geweldige armoede Gebrek aan ouervaardighede, mense het nie die vaardigheid om te deel met hulle kinders nie Geweldige werkloosheid Gebrekkige fassiliteite Onderwysstelsel gee min aandag aan kinders met leerprobleme Biblioteke...ek weet net nie of dit behoorlik benut wod nie Gebrek aan ordentlike speelruimte Gebrek aan sportgeriewe Gebrek aan plekke waar kinders gesonde vryetydsbesteding kan geniet. As mens net dink aan daai straatjies, die klippe...daar is net niks. Jong werklose mans wat in die strate rondloop Vandalisme...dis nie die kinders nie, dis die jong mans</p>	<p>Finansiële probleme  Gebrekkige hulpbronne  Onvermoë van ouers  Min fassiliteite in omgewing  Frustrasie agv werkloosheid lei tot misdaad  Middelmisbruik</p>	<p>Gebreke in omgewing agv min fassiliteite en hulpbronne  Gebreke in kliëntesisteem agv finansiële, emosionele en intellektuele agterstand  Gevoel van hopeloosheid en wanhoop by klientesisteem agv omstandighede?</p>	<p>Kinders woon in armoedige omstandighede  Agtergeblewe gemeenskap met min fassiliteite  Onvermoë van ouers om situasie te verbeter</p>

Dagga, mandrax, oor die toonbank middels Die gewone huisvrou, pille is haar dwelm. Grandpa's stopain, hoesmedisyne			
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**Vraag: Wat is die oorsaak van die maatskaplike probleme in die area?**

<b>DATA</b>	<b>TEMAS (KODES)</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
<p>Bose kringloop van ouer wat self gebrekkige opleiding het, Self nie positiewe rolmodel gehad nie Ouers was self early dropouts en die gesukkel gaan net aan Oorafhanklikheid van staatshulp...enersyds help dit, maar andersyds kweek dit afhanklikheid Die Oos-Kaap en PE met sy gebrekkige werkgeleenthede....ouens wat probeer om iets te doen....sal vandag 'n werkie hê, 'n los joppie...maar more weer niks Die afhanklikheid van ouma se pensioen en almal teer daarop Hoe mense saambondel in een huis, hoe hulle saam slaap, die gebrek aan privaatheid As onderwysstelsel net beter gerat word As daar net 'n groter mate</p>	<p>Ouers was aan soortgelyke omstandighede blootgestel</p> <p>Magteloosheid by kinders en ouers om iets aan situasie te doen</p> <p>Lae opvoedingspeil agv gebrekkige onderwysstelsel</p> <p>Gebrekkige hulpverlening</p> <p>Lae skoolstiese peil lei tot misdaad en dwelmgebruik</p> <p>Staatshulp lei tot afhanklikheid</p> <p>Leemtes in onderwysstelsel</p> <p>Gebrek aan privaatheid</p>	<p>Gevoelens van hulpeloosheid en magteloosheid by kliente</p> <p>Onvermoe om situasie te verbeter agv lae skoolstiese peil</p> <p>Werkloosheid, afhanklikheid word versterk deur staatshulp</p> <p>Min hulp beskikbaar</p> <p>Maatskaplike werker beleef ook magteloosheid en moedeloosheid om verandering te weeg te bring</p>	<p>Kliente is nie in staat om self hul omstandighede te verbeter nie</p> <p>Verval in kringloop van lae skoolstiese peil, armoede, misdaad</p> <p>Staatshulp (CSG) kan lei tot meer maatskaplike probleme</p> <p>Die huidige vlak van professionele hulp is onvoldoende</p> <p>Huidige onderwysstelsel is onsuksesvol</p>

<p>van spanbenadering kan wees  As kinders vroegtydig gered kan word uit daardie situasie. Kinders verlaat skool en hulle voel hulpeloos en hopeloos, want hulle kan nie lees of skryf nie  Dan is hulle weer terug op straat....begin in misdaad opgaan, dagga en dit. As dit net by onderwyssisteem kon begin Kinders word van die een fase na die volgende deurgesit  Hulle ken nie die basiese nie Groot onding was die afskaffing van remediering en spesiale klasse  As hulle armoede wil oplos,moet hulle begin om die skoolstelsel te verander Die pille...mense drink soveel daarvan dat hulle verdof.  Daar is baie gevoel in hierdie mense. Onverwerkte gevoelens. Hulle gaan maar net aan, want niemand kom ooit daarby uit om te vra hoe hulle voel nie.  Die ma skel en skree en sy skree eintlik haar eie pyn weg  Daar is 'n ontsaglike behoefte aan sielkundiges  Daar is soveel kinders wat wees is en dit word nie</p>	<p>Emosionele probleme en onverwerkte gevoelens</p>	<p>Onvermoe om pyn te verwerk   Gebrek aan hulpbronne mbt emosionele probleme</p>	<p>Mense ervaar emosionele probleme, onvermoë om dit te hanteer lei tot negatiewe hanteringsmeganismes, soos misbruik van medikasie</p>
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aangespreek nie. Die seer kry nie aandag nie			
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**Doel 2: Om vas te stel wat die tipiese gesinsprofiel in die area is**

**Vraag: Is daar baie enkelouers?**

**Is daar min wat gelukkig getroud is en gewone normale gesinne het?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
Dis baie min van hierdie generasie wat trou Dis toevallige verhoudings, neweverhoudings Groot gros pa's wat nie hulle verantwoordelikhede nakom nie Dikwels grootouers wat instaan Bitter min gewone normale gesinne Lewenstyl van geweld, naweekdrinkery Hulle bly bymekaar, maar daar is die goor opset van geweld en naweekdrinkery.	Ongehude ouers is eerder die norm as tradisionele gesin  Afwesige vaders  Grootouers neem rol van ouers oor  Gesinsgeweld algemeen  Drankmisbruik	Kinders word sonder pa's groot  Tradisionele gesinne in minderheid  Gesinsgeweld  Derde geslag gesinne	Die meerderheid van die kinders kom uit gebroke gesinne  Pa, en in sommige gevalle ook ma, is afwesig en kinders word by grootouers groot  Gesinsgeweld en drankmisbruik kom algemeen voor  Grootouers vervul die ouerrolle

**Doel 3: Bepaal die voorkoms en invloed van bendes in die gebied**

**Vraag: Is daar bendes in die gebied?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
Ek verstaan daar is... In sekere dele is daar meer bendes Nie so opsigtelik soos in ander dele	Onseker Skynbaar wel bendes	Onseker oor voorkoms van bendes Onkunde?	M w nie ten volle bewus van voorkoms en invloed van bendes

**Doel 4: Stel vas wat die aard van maatskaplikewerk-dienslewering is**

**Vraag: Watter dienste word gelewer?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
<p>Individuele dienste Was al in die verlede 'n poging tot ouerleiding Jy sit daar met onwillige klient Nie gemotiveerd om by program in te skakel nie Vrees vir blootstelling Dalk by skool iets kan reel Pleegouers tree nie altyd reg op teenoor die kinders nie Kinders ervaar verwerping Ons is soms in hoek gedruk om kind in veilige opset te plaas Ons beste is dalk derde beste Ons is maar te dankbaar as iemand bereid is om kind te neem en daar is 'n dak oor die kop Daar is nie tyd nie Probleem in PE is gebrek aan fassiliteite</p>	<p>Ongemotiveerdheid van kliente om van programme gebruik te maak  Skool kan dalk hulpbron wees in die aanbieding van die dienste  Pleegouers nie altyd opgelei, bevoeg om na kinders om te sien nie  M w onder druk om kinders te plaas  Gebrekkige fassiliteite in PE om kinders te plaas</p>	<p>Weerstand by kliente  Onkunde/onvermoe om hulp mbt verbetering van ouerskapvaardighede te aanvaar  Ondoeltreffende pleegouers lei tot verkeerde hantering van kinders  M werkers kan nie die beste vir die kinders bied nie agv gebrek aan tyd en geskikte pleegouers  Gebrekkige hulpbronne in PE benadeel kinders</p>	<p>M werkers voel magteloos agv onwilligheid van kliente om by programme in te skakel, die gebrek aan bevoegde pleegouers en gebrekkige hulpbronne in die stad  Dit lei daartoe dat die kinders benadeel word aangesien hulle by pleegouers geplaas word wat hulle verkeerd hanteer</p>

**Doel 5: Bepaal of dienslewering resultate lewer**

**Vraag: Is daar enige resultate?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
<p>Ek is soms aangenaam verras om te sien wat gebeur tog met die kinders ...hoe kinders tog binne skoolverband gedy en tog vordering maak Die gemotiveerdheid by daardie kinders om te sê ek wil my skoolloopbaan voltooi, ek wil verder studier. Iewers is daar iemand of 'n insident wat jou pad kruis wat maak dat 'n kind sê kom wat wil, ek sal Onderwysers kan 'n geweldige impak op 'n kind hê</p>	<p>Tog enkele suksesse</p> <p>Sommige kinders is gemotiveerd</p> <p>'n Persoon of insident kan 'n kind se lewe ten goede verander</p> <p>Onderwysers kan groot invloed op kind se lewe hê</p>	<p>Aansporing en motivering het by sommige kinders 'n positiewe invloed</p> <p>Behoeftte om onderwysers bewus te maak van NB rol wat hulle speel</p>	<p>Ten spyte van die oorweldigende negatiewe faktore is daar enkele kinders wat sukses van hulle lewe maak.</p> <p>Die rol van onderwyser of m w wat kinders inspireer en aanmoedig, behoort verder ontwikkel te word.</p>

**Doel 6: Stel vas watter maatskaplike kapitaal daar binne die gemeenskap is**

**Vraag: Kan die skool tot voordeel van die gemeenskap gebruik word?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
<p>Onderwysers kan 'n geweldige impak op 'n kind hê</p> <p>Daar is 'n groot taak om die skole en onderwysers rondom hierdie generasie by die hand te vat</p> <p>Die skole probeer</p>	<p>Skole en onderwysers NB in kind se lewe</p> <p>Skole kom ouers tegemoet</p> <p>Skole is vir ouers 'n primere hulpbron</p>	<p>Skole op hoogte van huislike situasie van kinders</p> <p>Ouers het toegang tot skole en sien op na hulle</p>	<p>Skole kan gebruik word om maatskaplike kapitaal uit te bou</p>

<p>gewillige ouers help- kom doen 'n taak by die skool in ruil vir betaling van skoolgeld Die onderwysers ken die ouers Ouers neem maar hul toevlug tot die skole Hulle (skole) kan soveel beteken</p>			
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**Vraag: Watter positiewe aspekte is daar in die gemeenskap?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
<p>Dis daardie omgee binne die gemeenskap Mense ken mekaar, weet van mekaar se besigheid Vreeslik baie kerke...daar is 'n kerklikheid, 'n godsdienstigheid Ek sing in die koor, speel in die band, is sekr in die vroueaksie Dit skep 'n gevoel van behoort Kerke probeer met ander aktiwiteite jongmense trek Dit skep 'n gevoel van geborgenheid en identiteit Soms kan daar ander familie wees wat dit doen (gevoel van geborgenheid skep)</p>	<p>Omgee tussen mense van gemeenskap</p> <p>Gemeenskap skep gevoel van belonging</p> <p>Kerke dra by tot geborgenheid en eie identiteit</p> <p>Onderlinge hulp en bystand tussen familieledede</p>	<p>Ubuntu gevoel teenwoordig</p> <p>Gemeenskap het eie identiteit</p> <p>Rol van kerke en godsdiensoefening NB</p> <p>Sterk onderlinge verantwoordelikeitsgevoel by families</p>	<p>Die kerke, gemeenskap en familiebande dra by tot die maatskaplike kapitaal in die omgewing, en moet benut word in dienslewering met kinders wat 'n behoefte aan geborgenheid het.</p>

Gelukkig in die noordelike areas is die familie bereid om in te staan. Dis meestal familie wat gewillig is om die kinders te versorg			
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**Doel 7: Om te bepaal hoe belangrik geborgenheid is en wat dit tot stand bring**

**Vraag: Hoe belangrik is geborgenheid?**

**Wat skep 'n gevoel van geborgenheid?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
Vir 'n kind is dit baie belangrik om geborge en veilig te voel Ek dink dis die hoeksteen,alles vloei daaruit Liefde, aanvaarding, 'n plekkie wat ek my eie kan noem Kind word aanvaar, kry liefde in die huis Kerkaktiwiteite skep gevoel van behoort Dit skep 'n gevoel van geborgenheid en identiteit Kind word aanvaar vir wie hy is, waar hy vandaan kom Word met respek behandel	Geborgenheid NB  Grondslag vir ander aspekte  Liefde en aanvaarding  Eie plek/ruimte  Inskakeling by kerklike aktiwiteite  Respek	Geborgenheid is noodsaaklik  Kinders moet ervaar dat hulle aanvaar en gerespekteer word	Geborgenheid word as noodsaaklik beskou  Geborgenheid word geskep deur liefde, aanvaarding, eie plek, respek  Kerke kan benut word om gevoel van geborgenheid te versterk

**Doel 8: Stel vas wat die gevolge is indien 'n gevoel van geborgenheid ontbreek**

**Vraag: Wat is die gevolge as 'n kind nie geborge voel nie?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
He hit out Raak ongeskik, steur my nie aan huisreels nie, maak en breek soos ek wil, want ek voel nie veilig nie Daarsonder kan jy nie iets bemeester nie, want jy gaan nie gelukkig wees nie Jy kan regresseer	Onaanvaarbare gedrag  Onveilige gevoel  Gebrekkige bemeestering van ander take  Ongelukkigheid	Lei tot negatiewe gedrag  Onseker van self en eiewaarde?	Gebrekkige geborgenheid het tot gevolg dat kinders onseker en onveilig voel en negatiewe gedrag kan openbaar

**Doel 9: Stel van wat die maatskaplike werkers se siening van biblioterapie is en die waarde daarvan vir kinders**

**Vraag: Wat is biblioterapie?**

**Is stories belangrik vir kinders?**

**Sal maatskaplike werker van biblioterapie gebruik maak?**

<b>DATA</b>	<b>TEMAS</b>	<b>SUBTEMAS</b>	<b>OPSOMMING/GEVOLGTREKKING</b>
Jy kan dmv literatuur mense help om hulself te ontwikkel en te bemagtig Waar jy 'n probleem sien, verplaas jy dit weg van die storie, dan leer die kind daaruit Uit 'n boek kry jy ongelooflike rolmodelle Kinders in die area... hul leesvaardighede is swak Hulle het nie toegang tot boeke nie Daar is nie 'n lees kultuur	Bemagtig mense  Leersituasie  Rolmodelle  Probleem: swak leesvaardighede; nie toegang tot boeke  Onsekerheid oor bekikbaarheid en beskikbaarheid van boeke	Bewus van waarde van biblioterapie  Word as nuttige hulpmiddel beskou  Klientesisteem nie in staat om dit self te bekom  Verkies dat dit beskikbaar gestel word eerder as om	M w beskou biblioterapie as 'n waardevolle hulpmiddel in terapie met kinders  Leemte by klientesisteem agv gebrekkige leesvaardighede en gebrekkige hulpbronne  Is bereid om biblioterapie te benut as dit beskikbaar gestel word.

<p>nie, net 'n TV kultuur          Ek aanvaar mens kry          sulke boeke (oor          geborgenheid) ...miskien          by biblioteek          Ek weet nie...miskien          moet jy jou eie storie          skryf?          Ek sou dit gebruik as dit          beskikbaar is- ek kan nie          my eie stories opmaak nie          Stories en liedjies met          lewenslessies kan goed          aanklank vind by die          kinder swat nie kan lees          nie</p>	<p>Gewilligheid om          biblioterapie te gebruik          indien beskikbaar</p>	<p>self dit te soek/ ontwikkel</p>	
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# **OPSOMMING VAN MAATSKAPLIKE WERKERS SE SIENING VAN DIE KINDERS SE OMSTANDIGHEDE EN BELEWENIS VAN GEBORGENHEID**

## **1. PROBLEME IN DIE KINDERS SE VELD**

Die gemeenskap gaan gebuk onder erge finansiële probleme agv werkloosheid. Dit lei tot misdaad, gesinsgeweld

Die kinders toon probleemgedrag, maar die ouers kan nie die hulpdienste in ander gebiede bekostig nie of het nie toegang daartoe nie

Vaders kom nie hulle verpligtinge na nie

Kinders woon in armoedige omstandighede

Agtergeblewe gemeenskap met min fasiliteite

Onvermoë van ouers om situasie te verbeter

Enkelouers en ouers met swak ouerskapvaardighede het tot gevolg dat kinders gedragsprobleme toon. Daar is min hulpbronne in gemeenskap, wat tot gevolg het dat die kinders nie hulp ontvang nie.

Gebrekkige ontspanningsgeriewe, tesame met bg, het tot gevolg dat kinders hulle tot negatiewe gedrag wend, soos bedelary en dwelmgebruik.

Die gemeenskap gaan gebuk onder armoede, werkloosheid en onvoldoende hulpbronne. Dit dra by tot destruktiewe gedrag, soos gesinsgeweld, middelmisbruik, en bendebedrywighede.

Onvoldoende ouerskapvaardighede dra by tot gemeenskapsprobleme.

Swak gesinsbeplanning lei tot te groot gesinne en het misbruik van CSG tot gevolg.

Armoede het tot gevolg dat die ouers nie altyd die geld he tom skoolfonds te betaal nie, gevolglik haal sommige ouers hul kinders uit die skool uit en gebruik hulle om te bedel of om as prostitute te werk.

Die ouers se eie lae skolastiese vlak en gebrekkige ouerskapvaardighede bring mee dat hulle nie in staat is om hul kinders te motiveer om beter te vaar nie. Hulle moedig nie hul kinders aan om aan gesonde ontspanningsaktiwiteite deel te neem nie.

Middelmisbruik kom algemeen voor.

Tienerswangerskappe en HIV kom voor.

Daar is 'n gebrek aan bekostigbare hulpbronne in die gebied.

Voortdurende verhuisings veroorsaak dat kinders ontwrig word en die nodige dienste nie gelewer kan word nie.

## **2. OORSAKE VAN PROBLEME**

Ouers is nie in staat om hul verantwoordelikhede tov kinders n ate kom nie. Dit lei tot swak skoolbywoning en kinder swat dwelms gebruik

Ouers het nie die vaardighede om kinders te hanteer nie

Ouers beleef magteloosheid en moedeloosheid wat weer tot drankmisbruik lei

Skoolsisteem laat kinders in die steek

Kliente is nie in staat om self hul omstandighede te verbeter nie

Verval in kringloop van lae skolastiese peil, armoede, misdaad

Staatshulp (CSG) kan lei tot meer maatskaplike probleme

Die huidige vlak van professionele hulp is onvoldoende

Huidige onderwysstelsel is onsuksesvol

Mense ervaar emosionele probleme, onvermoë om dit te hanteer lei tot negatiewe hanteringsmeganismes, soos misbruik van medikasie

Ouers se gebrekkige ouerskapvaardighede het tot gevolg dat die kinders nie van jongs af die korrekte waardes en norme aanleer nie. Dit, tesame met die feit dat beide ouers vir die grootste deel van die dag afwesig is, het tot gevolg dat kinders hulle maklik tot negatiewe gedrag soos dwelmmisbruik kan wend.

Ledigheid agv gebrekkige ontspanningsgeriewe en onvoldoende toesig veroorsaak dat kinders maklik 'n prooi van dwelms en bendes raak

Die gebrek aan voldoende werkgeleenthede in area het groter armoede tot gevolg.

Buite-egtelike kinder swat deur hul grootouers grootgemaak word, is die norm. Die grootouers moet egter dikwels meer as een kleinkind versorg, en het nie altyd die fisieke vermoë daartoe nie. Grootouers is

waarskynlik ook nie altyd in staat om die kinders voorskools te stimuleer nie, wat daartoe lei dat die kinders 'n agterstand op skool het.

Vanwee veelvuldige buite-egtelike verhoudings is die vaderfiguur dikwels afwesig

Ouers se drankmisbruik het nie net sosiale en emosionele impak op kinders nie, maar kan hulle ook intellektueel strem.

Die huidige onderwysstelsel met groot klasse, geen remediering of skool mw dienste nie, het tot gevolg dat kinders nie vorder nie.

Kinders wie se ouers nalaat om hul geboortes te registreer, kan nie by skole ingeskryf word nie. Die ouers is so oorweldig deur hul probleme en hul eie onvermoens dat hulle nie in staat is om hul kinders die regte opvoeding te gee of om hulle te motiveer nie.

Die ouers stel 'n swak voorbeeld en laat toe dat kinders dwelms gebruik en bedel.

Oorafhanklikheid van staatstoelaes lei tot armoede en werkloosheid.

Daar is geen hulpbronne wat bekostigbaar en bereikbaar vir die ouers is nie

Kinders met probleemgedrag kan nie langer by nywerheidskole geakkomodeer word nie. Dit lei daartoe dat tieners sonder die nodige skolasities opvoeding skool verlaat en moedig tienerswangerskappe aan.

Die probleme moet reeds vanaf voorskoolse vlak aangespreek word, want dit het geen impak as die kind klaar op straat is nie.

Die nodige dienste word nie binne bereik van die kliente aangebied nie, wat tot gevolg het dat hulle nie regtig daarvan gebruik kan maak nie.

Lae opvoedingsvlak van ouers lei tot swak werksgeleenthede en finasiele probleme.

Ouers nie in staat om hul kinders te motiveer of gereelde skoolbywoning aan te moedig nie.

### **3. BEPAAL DIE GESINSPROFIEL IN DIE GEMEENSKAP**

Baie enkelouers

Hulle weet nie waarheen om te gaan nie (om hulp te kry nie)

Hulle het nie skills nie

Bose kringloop – baie van hulle kom ook uit enkelouergesinne

Die meerderheid van die kinders kom uit gebroke gesinne

Pa, en in sommige gevalle ook ma, is afwesig en kinders word by grootouers groot

Gesinsgeweld en drankmisbruik kom algemeen voor

Grootouers vervul die ouerrolle

Enkelouers kom so algemeen voor dat dit as die norm in die samelewing aanvaar word.

Ma's ver wag net finasiele bydrae van vaders en het nie insig dat vaders 'n belangrike rolmodel vir hul kinders moet wees nie.

Kinders ly onder die twis tussen ouers.

Die behoefte aan 'n vaderlike identifikasiefiguur by veral seuns word nie vervul nie. Hulle leer gevolglik nie die regte gedrag aan nie, wat weer daartoe kan lei dat hulle eie ouerskapvaardighede eendag ontoereikend gaan wees.

Enkelouergesinne is die norm in die gemeenskap. Moeders het buite-egtelike kinders by verskillende vaders, en kinders word sonder sonder vaderfiguur groot.

Grootouers neem dikwels die rolle van ouers oor, maar ook hulle beskik nie altyd oor die nodige vermoë om in kinders se behoefte te voorsien nie

Buite-egtelike swangerskappe is die norm. Dit word versterk deur die feit dat baie mense kinders het ten einde die CSG te ontvang.

Kinders in 'n gesin het verskillende vaders, en gevolglik is daar nie 'n manlike identifikasiefiguur nie.

Wanverhoudings tussen ma's en hul dogters word op die volgende geslag oorgedra.

Die buite-egtelike vaders is afwesig, gevolglik word die seuns sonder 'n vaderfiguur groot.

Die enkelma's sukkel om hul kinders te versorg en dra die verantwoordelikheid op haar ouers oor, al is die grootouers nie finasieel en andersins in staat om die kinders te versorg nie.

#### **4. BEPAAL DIE VOORKOMS EN INVLOED VAN BENDES**

Kinders word aanvanklik deur geld na bendes gelok

Dieper behoeftes soos behoefte aan geborgenheid word deur die bendes vervul en die kinders ervaar sekuriteit en omgee

Betrokkenheid het later misdaad en blootstelling aan gevaar tot gevolg

Ouers swyg soms oor hul kinders se betrokkenheid omdat daar finansiële gewin vir hulle is.

M w nie ten volle bewus van voorkoms en invloed van bendes

Finansiële probleme en behoefte aan besittings wat aansien verleen maak kinders vatbaar vir bendebedrywighede.

Kinders word na bendes aangelok omdat benedeledes vir hulle aansien, mag en besittings simboliseer- dinge wat hulle nie het nie.

As hulle eers betrokke is, word hulle gebruik om misdade te pleeg.

Kinders word reeds van jong ouderdom by bendebedrywighede betrek.

Behoeftes aan aanvaarding lok kinders na bendes

Kinders word na die bendes gelok deur geld, en hoewel hulle dikwels gevang word, dien dit nie as

afskrikmiddel nie, omdat die programme en stelsel ondoeltreffend is en nie werklik enige gevolge vir die kinders inhou nie.

Die kinders word deur die bendes se beeld van besittings, aansien en mag gelok. Hul eie armoede en groepdruk maak hulle vatbaar vir die versoeking van ontwerpersklere wat hulle met die bendes assosieer.

Die swak omstandighede tuis, gebrek aan aanvaarding en privaatheid is 'n bydraende faktor wat kinders na bendes toe dryf.

#### **5. AARD VAN MW DIENSLEWERING**

Daar word wel programme vir die kliente aangebied, maar hoewel die ouers gebrekkige ouerskapvaardighede het, is hulle ook nie bereid om die groepe by te woon nie (waarskynlik omdat hulle hul leefwyse as die norm aanvaar en nie besef dat daar leemtes is nie).

M werkers voel magteloos agv onwilligheid van kliente om by programme in te skakel, die gebrek aan bevoegde pleegouers en gebrekkige hulpbronne in die stad

Dit lei daartoe dat die kinders benadeel word aangesien hulle by pleegouers geplaas word wat hulle verkeerd hanteer

Daar word nie werklik voorkomende dienste gelewer nie, aangesien krisisingryping al die tyd in beslag neem.

Meer hulpbronne in omgewing sou probleem verminder.

Hoewel dienste gelewer word, is dit tydrowend en uitputtend. Kan lei tot gevoel van moedeloosheid by m Daar word verskillende tipes dienste aangebied, waarvan heelwat op kinders gerig is. w

#### **6. SUKSES VAN DIENSLEWERING**

Die huidige tipe en wyse van dienslewering is ondoeltreffend, omdat die probleme nie gelyktydig op alle vlakke aangespreek kan word nie.

Dienslewering is nie werklik suksesvol nie, omdat die klientesisteem nie insig in hul eie leemtes het nie.

Enkele kinders toon vermoede om tsv omstandighede sukses van lewe te maak

Ten spyte van die oorweldigende negatiewe faktore is daar enkele kinders wat sukses van hulle lewe maak.

Die rol van onderwyser of m w wat kinders inspireer en aanmoedig, behoort verder ontwikkel te word.

Dit is noodsaaklik dat ouers met laerskoolkinders die nodige vaardighede aanleer om hul kinders te hanteer,

want dit is amper te laat as 'n kind reeds in sy tienerjare is. Dienslewering aan tieners fokus op die gevolge van die probleem ipv die oorsake.

Dienslewering is ondoeltreffend vanwee die gebrek aan 'n multi-dissiplinere span en hulpbronne. Kinders moet reeds op 'n vroeë ouderdom by dienslewering betrek word.

Hoewel enkele dienste goeie resultate lewer, wil dit voorkom asof die meerderheid dienste nie die gewenste uitwerking het nie. Dit kan toegeskryf word aan die ongemotiveerdheid en swak discipline van die kinders, asook die feit dat die kliente voortdurend verhuis.

Die huidige tipe en wyse van dienslewering is ondoeltreffend, omdat die probleme nie gelyktydig op alle vlakke aangespreek kan word nie.

'n Multi-dissiplinere spanbenadering is nodig, maar die ander disciplines is nie beskikbaar nie. Kinders moet reeds vanaf 'n vroeë ouderdom by dienslewering betrek word, anders is dit te laat. Ander metodes van dienslewering moet ondersoek word. Mw beskik nie oor die tyd om aan alles aandag te gee nie.

Mw dienste word belemmer deur 'n gebrek aan finansies en leemtes in die ander staatsdepartemente, bv die onderwysstelsel. Daar is baie min hulpbronne binne die onderwys en die probleme word terugverwys na die mw, wat niks daaraan kan doen nie.

Die gebrekkige skoolstelsel het 'n geslag kinders tot gevolg wat nie die nodige lees en skryfvaardighede het nie, wat weer hulle kanse op werk en 'n inkomste benadeel.

Omdat die ouers self 'n lae skolastiese peil het, kan hulle nie hul kinders motiveer nie.

## **7. MAATSKAPLIKE KAPITAAL**

Daar is wel mense in die gemeenskap wat bereid en in staat is om uit te reik na die kinders en iets vir hulle te beteken. Hierdie mense moet geïdentifiseer en opgelei word.

Onderwysers kan 'n geweldige impak op 'n kind hê

Daar is 'n groot taak om die skole en onderwysers rondom hierdie generasie by die hand te vat

Die skole probeer gewillige ouers help- kom doen 'n taak by die skool in ruil vir betaling van skoolgeld

Die onderwysers ken die ouers

Ouers neem maar hul toevlug tot die skole

Hoewel daar 'n gebrek aan hulpbronne is, is daar tog 'n mate van m kapitaal teenwoordig. Dit is veral die kerke en die skole wat hier 'n groot bydrae lewer.

Dit moet egter verder uitgebrei word en aandag moet geskenk word aan o.a. die ontwikkeling van sportgeriewe en -beoefening.

Sommige kinders styg uit

Talent onder kinders

Bejaardes het diepte en is gelowig

Kerke is betrokke in gemeenskap

Bied aktiwiteite aan waarby kinders kan inskakel

Skole hou aan ter wille van kinders, al het hulle baie probleme

2010 sokker het bewys dat sport gebruik kan word om mense te motiveer en op te hef.

Daar is enkele mense en instansies in die gemeenskap wat benut kan word om kinders by te staan, bv

gemeenskapspolisering, neighbourhood friends, kerke en skole

Gemeenskapsleiers moet geïdentifiseer word ten einde verandering vanuit die gemeenskap te begin.

Skole en kerke is belangrike bronne van maatskaplike kapitaal.

Persone vanuit die gemeenskap, soos afgetrede onderwysers, kan benut word.

## **8. DIE BELANGRIKHEID VAN GEBORGENHEID**

Dis noodsaaklik dat kinders geborge voel.

Geborgenheid beteken om erens te hoort, te ervaar dat iemand omgee, waar jy jouself kan wees, iemand stel belang

Die ouers en ook in sommige gevalle die pleegouers, is nie in staat om die behoefte te identifiseer en daarin te voorsien nie.

Vir 'n kind is dit baie belangrik om geborge en veilig te voel

Ek dink dis die hoeksteen, alles vloei daaruit  
Liefde, aanvaarding, 'n plekkie wat ek my eie kan noem  
Kind word aanvaar, kry liefde in die huis  
Kerkaktiwiteite skep gevoel van behoort  
Dit skep 'n gevoel van geborgenheid en identiteit  
Kind word aanvaar vir wie hy is, waar hy vandaan kom  
Word met respek behandel

'n Gevoel van geborgenheid is onontbeerlik vir 'n kind, aangesien dit die grondslag vorm vir die ander aspekte in die circle of courage.

Geborgenheid laat 'n kind veilig en geliefd voel, wat sy selfbeeld versterk.

Finansiële situasie is irrelevant om 'n gevoel van geborgenheid te skep. Die ouer/versorger kan 'n gevoel van geborgenheid skep deur belang te stel in die kind se lewe, beskikbaar te wees vir hom, struktuur en roetine te skep.

Betrokkenheid by kerklike aktiwiteite kan ook 'n gevoel van geborgenheid by kinders skep

Gevoel van geborgenheid moet teenwoordig wees, anders kan kind nie ander aspekte van circle of courage bemeester nie

Voorspelbaarheid, roetine en daarwees van ouer nodig om gevoel van geborgenheid te skep.

Kinders ervaar geborgenheid as hulle tuis voel en belangrik geag word. Ander familieledes kan ook hierdie gevoel by kinders skep.

Geborgenheid is baie belangrik, maar die kinders kry dit nie altyd tuis nie.

## **9. GEVOLGE INDIEN BELONGING ONTBREEK**

Indien behoefte aan geborgenheid nie tuis vervul word nie, kan dit daartoe lei dat kinders dit op ander plekke, soos by bendes, gaan soek

Gebrekkige geborgenheid het tot gevolg dat kinders onseker en onveilig voel en negatiewe gedrag kan openbaar

Indien kind nie geborgenheid beleef nie, het dit 'n invloed op alle ander aspekte van sy lewe.

Enkelouers slaag nie altyd daarin om hulle gevoel te skep nie, vanweë hul onkunde en omstandighede.

Het tot gevolg dat kinders hulle na ander plekke, bv strate, wend om die gevoel van behoort aan te Vervul.

Sonder 'n gevoel van geborgenheid kan kinders nie ander vaardighede bemeester nie, en leer hulle nie om hul gevoelens reg te hanteer nie.

Hulle soek geborgenheid om ander plekke, soos by bendes as hulle dit nie tuis kry nie.

Dis noodsaaklik dat kinders geborgenheid by hul huise ervaar, anders wend hulle hul na bendes, waar hulle eel van die groep voel en hulle eiewaarde verhoog word.

Ouers besef skynbaar nie die noodsaaklikheid dat hulle betrokke moet wees by hul kinders se lewens nie.

Sommige pleegouers voorsien nie in die behoefte nie, weens onvermoe of onderskeid wat hulle tussen pleegkind en eie kind maak

Kinders se behoefte aan geborgenheid word nie tuis vervul nie agv ouers se onvermoe, gebrek aan 'n eie ruimte besittings en lae eiewaarde. Dit dryf hulle na bendes, waar hierdie behoeftes vervul word.

## **10. MAATSKAPLIKE WERKERS SE SIENING VAN BIBLIOTERAPIE**

M w is van mening dat die lees van stories terapeutiese waarde het

Die ouers en kinders lees nie self nie en he took nie toegang tot boeke nie

Ander in die gemeenskap kan gebruik word om stories vir die kinders te lees

M w bereid om strategie te gebruik indien dit beskikbaar gestel word.

M w beskou biblioterapie as 'n waardevolle hulpmiddel in terapie met kinders

Leemte by klientesisteem agv gebrekkige leesvaardighede en gebrekkige hulpbronne

Is bereid om biblioterapie te benut as dit beskikbaar gestel word.

Hoewel die m w self min kennis het van biblioterapie, besef sy die terapeutiese waarde daarvan.

Sy is bereid om biblioterapie te doen mits dit makliker beskikbaar en bekombaar is.

Die ouers moet eers opgelei word in die gebruik daarvan.

Biblioterapie kan gebruik word om 'n gevoel van geborgenheid te skep.

Hoewel mw nie kennis oor biblioterapie as terapeutiese hulpmiddel het nie, is sy entoesiasies oor die waarde wat stories en boeke inhou.

Die klientesisteem het nie werklik toegang tot boeke nie.

Kinders se leesvaardighede is swak.

Klassieke stories moet aan kinders oorgedra word.

Hoewel die mw onseker is oor die aard en gebruik van biblioterapie, is hulle gewillig om dit te gebruik en besef hulle die terapeutiese waarde daarvan.

Mw het nie die tyd om geskikte boeke vir biblioterapie te soek nie, en het nie tans boeke tot hulle beskikking

nie,

Hoewel die mw nie eintlik kennis van biblioterapie het nie, besef hulle die waarde van stories en is bereid om dit te gebruik, mits dit eenvoudig en prakties is.

Kinders geniet klassieke stories en hou daarvan as iemand vir hulle voorlees.

Vanwee die ouers se eie gebrekkige leesvermoe is hulle nie in staat om vir die kinders stories voor te lees nie.

Ander persone in die gemeenskap moet dus gebruik en opgelei word om te te doen.