

**THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE PARENTS ARE
INCARCERATED**

MELANIE ELIZABETH KIVEDO

**Manuscript submitted in partial fulfillment of the requirements for the
degree**

MAGISTER ARTIUM (Social Work)

in the

FACULTY OF HEALTH SCIENCES

at the

**POTCHEFSTROOM CAMPUS OF THE
NORTH-WEST UNIVERSITY**

Supervisor: Prof H Strydom

Potchefstroom

April 2008

**THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE
PARENTS ARE INCARCERATED**

MELANIE ELIZABETH KIVEDO

2008

ACKNOWLEDGEMENTS

- All the honour and glory to the Lord, Jesus Christ for the privilege of successfully completing the research.
- To my husband, Cyril, and children, Jared, Taryn-Lee and Miche for their love, support and encouragement during the study.
- To my father, Fred, for his interest and continued motivation.
- To my family, colleagues and friends for their advice, support and encouragement.
- To my supervisor, Prof H Strydom, Head of Department of Social Work at the North-West University, Potchefstroom Campus, my sincere gratitude for your professional guidance and support.
- A word of special thanks to C van der Walt for her special gift of language editing.
- My appreciation to NICRO, National and Northern Cape for allowing me to conduct the empirical study.
- To all the parents, caregivers and children for their willingness to participate in the research.
- To AJ Hanekom and A Botha of Perspektief Training College for their assistance and guidance with the utilization and analysis of the standardized questionnaire.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	I
TABLE OF CONTENTS.....	II
ABSTRACT.....	IV
OPSOMMING	V
FOREWORD.....	VI
INSTRUCTIONS TO THE AUTHORS	VII
THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE PARENTS ARE INCARCERATED	1
1. INTRODUCTION.....	1
2. PROBLEM STATEMENT.....	1
3. AIM AND OBJECTIVES OF THE STUDY.....	2
4. RESEARCH METHODOLOGY	2
4.1 <i>The Design</i>	<i>2</i>
4.2 <i>Participants</i>	<i>3</i>
4.3 <i>Data Collection Methods.....</i>	<i>3</i>
4.4 <i>Procedure.....</i>	<i>4</i>
4.5 <i>Ethical aspects.....</i>	<i>4</i>
4.5.1 <i>Avoidance of harm</i>	<i>4</i>
4.5.2 <i>Informed consent.....</i>	<i>5</i>
4.5.3 <i>The right to privacy, anonymity and confidentiality.....</i>	<i>5</i>
4.6 <i>Data analysis.....</i>	<i>5</i>
5. TERMINOLOGY	5
5.1 <i>Psychosocial needs.....</i>	<i>5</i>
5.2 <i>Incarceration.....</i>	<i>6</i>
6. THEORETICAL PERSPECTIVES	6
6.1 <i>Developmental theory.....</i>	<i>6</i>
6.2 <i>Life-span theory.....</i>	<i>7</i>
6.3 <i>Systems theory</i>	<i>7</i>
6.4 <i>The ecological theory.....</i>	<i>7</i>
6.5 <i>Risk and resilience theory</i>	<i>8</i>
6.6 <i>Cumulative risk theory</i>	<i>8</i>
7. THE IMPACT OF INCARCERATION ON CHILDREN AND FAMILIES.....	8
7.1 <i>Development and mental and emotional state.....</i>	<i>9</i>
7.2 <i>Social isolation.....</i>	<i>9</i>
7.3 <i>Educational and behavioural problems</i>	<i>9</i>
7.4 <i>Structural changes.....</i>	<i>10</i>
7.5 <i>Loss of financial support.....</i>	<i>10</i>
7.6 <i>Maintaining contact with the family.....</i>	<i>10</i>
7.7 <i>Trauma within the family</i>	<i>11</i>
8. FINDINGS	11
8.1 <i>Findings of the semi-structured one-on-one interviews:</i>	<i>11</i>
8.1.1 <i>Demographic information.....</i>	<i>11</i>
8.1.2 <i>Feelings on incarceration</i>	<i>12</i>
8.1.3 <i>Parental contact and experiences</i>	<i>12</i>
8.1.4 <i>Friends' knowledge of and reaction to the parent's incarceration.....</i>	<i>13</i>
8.1.5 <i>Needs.....</i>	<i>13</i>
8.1.6 <i>Services</i>	<i>15</i>
8.2 <i>Findings of the standardised questionnaire</i>	<i>16</i>
8.2.1 <i>Positive functioning areas.....</i>	<i>16</i>

8.2.2	<i>Self-perception</i>	16
8.2.3	<i>Trauma dynamics</i>	17
8.2.4	<i>Relationships</i>	18
8.2.5	<i>Decision-making abilities</i>	18
9.	DISCUSSION	19
9.1	<i>The children's experience of the incarceration of their parent</i>	19
9.2	<i>The needs of children due to the absence of the parent</i>	19
9.3	<i>Specific services rendered and the quality of the services</i>	20
10.	RECOMMENDATIONS	20
10.1	<i>Trauma debriefing</i>	20
10.2	<i>Group therapy</i>	20
10.3	<i>Promoting family preservation and support services</i>	20
10.4	<i>Integrated services</i>	21
10.5	<i>Promoting further research</i>	21
11.	CONCLUSION	21
	ANNEXURE 1	26
	ANNEXURE 2	29

ABSTRACT

Title: The psychosocial needs of children whose parents are incarcerated.

Key words: Psychosocial needs, children, parents, incarceration.

The goal of the research is to explore how children experience the incarceration of a parent, describe the psychosocial needs of children due to the absence of the parent and determine whether any specific services are rendered to them.

The study was conducted within the qualitative research approach and an exploratory research design was utilized. Ten participants in Kimberley between 14 and 18 years participated in the study. The data was collected by means of a semi-structured one-on-one interview and a standardized questionnaire which measured different aspects of a child's social functioning.

The main findings of the study were as follows:

- The children experienced the incarceration of their parent as traumatic and they expressed feelings of loss, anxiety, confusion and unhappiness.
- The financial, emotional and educational needs of the children are not being met due to the absence of the parent.
- Most of the participants received no professional or support services and expressed the need for a variety of services.

Based on the research findings, recommendations have been made on various interventions and services which could be implemented for children of whom the parent is incarcerated.

OPSOMMING

Titel: Die psigo-sosiale behoeftes van kinders wie se ouers gevangenisstraf uitdien.

Sleutelwoorde: Psigo-sosiale behoeftes, kinders, ouers, gevangenisstraf.

Die doel van die navorsing is om die ervaring van kinders wie se ouer in die gevangenis is, te ondersoek, die psigososiale behoeftes van die kinders as gevolg van die ouer se afwesigheid te bepaal en vas te stel of enige spesifieke dienste aan die kinders gelewer is.

Die kwalitatiewe navorsingsmetode wat 'n ondersoekende navorsingsontwerp insluit, is benut. Tien deelnemers van Kimberley in die ouderdomsgroep 14 tot 18 jaar het aan die studie deelgeneem. Die data is ingesamel deur gebruik te maak van semi-gestruktureerde individuele onderhoude en 'n gestandaardiseerde vraelys wat verskeie aspekte van 'n kind se sosiale funksionering meet.

Die hoofbevindinge van die studie was soos volg:

- Die kinders ervaar die gevangenisstraf van die ouer as traumaties en hulle ervaar sterk gevoelens van verlies, angstigheid, onsekerheid en ongelukkigheid.
- Die fisiese, emosionele en opvoedkundige behoeftes van die kinders word as gevolg van die afwesigheid van die ouer nie bevredig nie.
- Die meeste deelnemers het geen professionele of ondersteunende dienste ontvang nie en het die behoefte aan dienste aangedui.

Na aanleiding van die bevindinge is aanbevelings gemaak rakende die nodige dienste wat aan kinders wie se ouer in die gevangenis verkeer, gelewer kan word.

FOREWORD

The article format has been chosen in accordance with Regulation A.13.4.3 (General Academic Rules, Year Book 2008) for the degree Magister Artium (Social Work). The article will comply with the requirements of an accredited journal entitled Acta Criminologica. This article comprises 30% of the total credits of the programme.

INSTRUCTIONS TO THE AUTHORS

ACTA CRIMINOLOGICA

Acta Criminologica, the Southern African Journal of Criminology, is a peer-reviewed academic journal which promotes academic and professional discourse and the publishing of research results on the subject of crime, criminal victimisation, reaction to crime and other crime-related phenomena.

Acta Criminologica is an accredited journal approved by the South African Department of Education and is published regularly by the CRIMINOLOGICAL AND VICTIMOLOGICAL SOCIETY OF SOUTHERN AFRICA (CRIMSA).

Members of CRIMSA will automatically be subscribed to *Acta Criminologica*.

Articles that are submitted for consideration should adhere to the following minimum standards:

1. A typewritten manuscript plus an electronic copy (computer disk or document sent by E-mail in MS Word or Word compatible software programmes) may be submitted. If not e-mailed, the file name of the manuscript must be specified on the accompanying computer disk.
2. An executive summary of approximately 300 words on a separate page must also be included.
3. The document should be typed in A4 format using double spacing on one side of the *paper* only.
4. The title of the article and the author's name and address should appear on the first page.
5. Contributions must be submitted in English and should preferably not exceed 25 typed A4 pages.
6. The **abridged Harvard method** of referencing **must** be applied without any foot notes. If necessary, content references in the form of end notes may be used to provide additional explanation. References in the text are indicated by the surname(s) of the author(s), the year of publication and page number(s) in parentheses, for example (Nkosi

2005:24) or Nkosi (2005: 14). A complete bibliography in the Harvard style must be provided, giving all relevant details. All sources must be listed alphabetically by authors' surnames, according to the following examples:

Schmallegger, F. 2003. *Criminal justice today*. 7th edition. Upper Saddle River: Prentice Hall.

McGuire J. 2001. What works in correctional intervention? Evidence and practical implications, in *Offender rehabilitation in practice: implementing and evaluating effective programmes*, edited by GA Bernfeld, DP Farrington & A W Leschied. New York: Wiley.

Republic of South Africa. 1996. *Constitution of the Republic of South Africa, Act 108 011996*. Pretoria: Government Printer.

South African Police Service. 2004. *Annual Report 2002/3*. Available: <http://www.saps.gov.za/areport03/part6.htm>. Accessed on 19 November 2004.

Del Frate, AA. 2002. The future of the international (victim) survey (ICVS). *International Journal of Comparative Criminology* 2(1): 151-161.

Byleveld, P. 2003. Superintendent and Commander of the Serious Violent Crime Unit, Johannesburg, The South African Police Service, Johannesburg. Personal interview, 26 March 2003.

Eastern Province Herald. 2005. 'Worry over training in key police units'. 26 August.

7. Citations should preferably form part of sentences and paragraphs; longer quotes should be blocked, using single spacing and no quotation marks.
8. A contribution will be considered provided it has been edited and is **ready for processing**: finally edited, stylistically polished and carefully proofread.

9. Tables and diagrams make the layout difficult and should be use sparingly. All diagrams and tables must be numbered and referred to in the text.
10. The Editorial Committee will submit such a contribution to referees for evaluation and may alter or amend the manuscript in the interests of stylistic consistency, grammatical correctness or coherence. Refereeing is always anonymous. It remains the prerogative of the editors to publish any submission and their decisions are final. They will not enter into any debate or correspondence regarding any decision made.
11. The authors bear full responsibility for the accuracy of the factual content of their contributions and indemnify CRIMSA or its agent against any loss, damage, cost, liability or expense, including legal and professional fees arising out of legal action against CRIMSA or its agent with regard to actual or alleged infringement of copyright or the intellectual property rights of any natural or legal person. Copyright of all published material is vested in the Criminological and Victimological Society of Southern Africa (CRIMSA).
12. Please note that the views and opinions expressed by the authors are not necessarily those of the editor or CRIMSA and do not necessarily reflect the policies or views of CRIMSA Authors are solely responsible for the content of their articles.
13. A publication fee will be levied at the discretion of the editors for every article published in the Journal. NGOs, unaffiliated authors, international scholars, etc., who do not have access to research grants to fund expenses of this nature may be exempted. The publication fees are the following:
 - a. Paid-up CRIMSA members: RI 250,00
 - b. Non-members: RI 650,00
14. Where substantial changes are deemed necessary, contributions may be referred back to the authors for finalisation. Alternatively, where articles exceeding the prescribed length are accepted for publication.,

an additional fee of R200,00 per page may be levied. In the instances where submissions are not satisfactory (i.e. ready for processing) and require additional attention from the editors, a fee of R 650,00 may also be levied, notwithstanding the authors' status as members.

15. Manuscripts for publication or enquiries pertaining to *Acta Criminologica* should be directed to:

The Editor or E-mail: naserjj@unisa.ac.za
Acta Criminologica
PO Box 28936
Sunny side
0132
Tel: +27+12 429-6430
Fax: +27+12429-6609/6766

Peer review

According to the Policy for Measurement of Research Output of Public Higher Education Institutions (Department of

Education., South Africa), research output is defined as "textual output where research is understood as original, systematic investigation undertaken in order to gain new knowledge and understanding." Therefore, an uncritical synthesis of literature without contributing any new insight to existing knowledge falls outside the scope of this definition. Furthermore, "peer evaluation of the research is considered a fundamental prerequisite of all recognised output and is the mechanism of ensuring and thus enhancing quality."

The refereeing process is anonymous and the identity of referees will remain confidential.

Evaluators agreeing to referee articles are requested to provide, where possible, critical and constructive feedback on the work of their peers. They are requested to make a recommendation based on the following:

- ☐ Accept for publication in its present form
- ☐ Accept with minor revisions as indicated

- ☐ Resubmit with major revisions in accordance with critical and constructive feedback provided
- ☐ Reject (unlikely to be accepted even after revision). In this instance it would be senseless to provide feedback and the decision of the editors would be final.

Apart from scientific shortcomings or inconsistencies, the following evaluative criteria are considered:

- The theme is academically significant (timely, important, in need of addressing)
- The theme contributes to an existing (professional) body of knowledge (knowledge useful)
- Author's goals and objectives are clearly stated
- The article addresses (unpacks) themes logically, consistently and convincingly
- The paper demonstrates an adequate understanding of the literature in the field
- The research design is built on adequate understanding, evidence, informational input
- The interpretative potential of the data has been realised
- The paper demonstrates a critical self-awareness of the author's own perspectives and interests Holistically, the paper is properly integrated and clearly expresses its case measured against the technical language of the field (theory, data and critical perspectives are well structured and the presentation is clear) Conclusions are clearly stated and adequately tie together the elements of the paper
- The standard of writing (including spelling and grammar) is satisfactory
- The augmented Harvard reference technique is consistently applied throughout the article
- Sources consulted are sufficiently acknowledged (including the

bibliography) and consistently cited to:

- supply academically sound **evidence** on which the author's observations, statements, and/or conclusions are based
- enable readers to **consult** original sources themselves (precisely stating where and/or under which circumstances)
- **acknowledge** the authors from whom information was taken.

THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE PARENTS ARE INCARCERATED

1. INTRODUCTION

The escalating crime rate is of serious concern to all sectors in South Africa. Children often become unintended secondary victims of their parent's crime, and are negatively affected by their parent's imprisonment. Research on children with imprisoned parents is methodologically limited and the studies used relatively small samples and inadequate comparison groups. Certain theoretical perspectives, the impact of incarceration on children and families and the appropriate findings of the study will be discussed in this article.

2. PROBLEM STATEMENT

The National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) has been rendering offender reintegration services for the past 90 years, which is a crucial component of NICRO's crime prevention strategy. The Offender Reintegration Programme is geared towards facilitating the successful reintegration with society of offenders released from prison while simultaneously assisting incarcerated persons and families of all clients by providing an integrated, comprehensive developmental and social service (NICRO, 2005:9).

In the Northern Cape Province the programme is implemented in Kimberley and Springbok. Even though family intervention is done and support is given, there is very limited focus on the specific needs of the children in those families. Therefore the need for research was identified to explore the needs of children to assist the organisation to implement social work services.

Hibbert (2005:4) maintains that the increasing number of prisoners across the world has stimulated much research and work regarding the issues facing prisoners and their families. An area, which has not received adequate attention, relates to the children's experience of their parents' imprisonment which is particularly common in the South African context. They experience feelings of loss, confusion and distress. Cunningham (2001:36) mentions that children become secondary and forgotten victims of their parent's crime. In addition to these feelings and impact of parental incarceration, the separation can lead to disciplinary problems, withdrawal, low school performance and

health problems (Boswell & Wedge, 2002:13; Komorosky, 2004:14; Seymour & Hairston, 2001:2). In view of the afore-mentioned challenges, the following research questions need to be addressed:

What are the children's experiences of their parent's incarceration?

What are the children's psychosocial needs?

What services are rendered to these children?

3. AIM AND OBJECTIVES OF THE STUDY

The general aim of the research was:

To conduct a study in Kimberley on the children's experiences of the incarceration of their parents, the various needs of children aged 12-18 years and whether any social work is done or any other services are rendered to these children.

The specific objectives of the research were:

- To explore how children experience the incarceration of a parent.
- To describe the child's psychosocial needs due to the absence of the parent.
- To determine whether any specific services are rendered to them and their experience of the quality of the services.

4. RESEARCH METHODOLOGY

4.1 The Design

A detailed literature study was conducted on the needs of children of incarcerated parents as well as on the influence the absence of the parents has on them. The study mainly was of a qualitative nature (Creswell, 2003: 179-183), although the standardised instrument could be regarded as quantitative by nature (Monette et al., 2005: 234-239). The qualitative study allowed the researcher to gain insight into the nature of the particular phenomenon and discover the problems of children whose parents have been incarcerated. The study attempted to understand people's perspectives, perceptions and understanding of a particular situation (Leedy & Ormrod, 2001:153). The study was exploratory by nature (Royse, 2004:25). According

to Rubin and Babbie (2005:123) and Glicken (2003: 14) social work research is considered exploratory when a researcher explores a topic with the purpose of examining a relatively new area of interest and of gaining new ideas.

4.2 Participants

Initially the sample was 10 children between 12-18 years from Kimberley in the Northern Cape Province whose parents have been incarcerated. However, all those who participated in the study were between 14-18 years, which indicates that they are in their adolescent stage. Adolescence is a time of rapid physical maturation, intellectual growth and the development of skills to meet new social demands. The noted psychoanalyst, Erikson, characterised adolescence as the time of "Identity versus Role Confusion". Some of the developmental needs include the physical changes associated with puberty, the increasing ability to think abstractly, to look at multiple dimensions of the same situation and reflecting on them, the development of friendships based on perceived compatibility of personal characteristics and the importance of social acceptance (Bender, 2000:39).

4.3 Data Collection Methods

Two data collection instruments were used:

- Semi-structured face-to-face interviews were used (Alston & Bowles, 2003: 116). According to De Vos et al. (2005:296) these types of interviews provide the researcher with a detailed picture of the participants' perceptions or account of a particular topic, and provide more flexibility.
- A standardised questionnaire was also utilised which is available from Perspective Training College, called the Multidimensional Assessment Scale, which relate to child functioning and measures different aspects of a child's social functioning (Perspective Training College, 2008).

The two data collection instruments were used to gain data from the qualitative and quantitative approaches and to gain triangulation (Costello, 2004: 45).

4.4 Procedure

A pilot study was conducted in which the data collection instruments were pre-tested and adapted (Alston & Bowles, 2003: 109-110; Mitchell & Jolley, 2001: 127). The present services of NICRO, which are rendered to the children whose parents are in prison, were evaluated, the research questions and the hypothesis formulated and the research proposal finalised. It was discovered that, because there is limited research available on the topic, qualitative research would mainly be appropriate for this study. Qualitative research involves an interpretive, naturalistic approach to its subject matter where observations, conversations and impressions are recorded during the process (Grinnell, 2001:106).

The literature study focused on information regarding the needs, problems, experiences and services rendered to children whose parents have been incarcerated. Children between 12-18 years who have a parent in prison were randomly selected from the database of NICRO Northern Cape. The relevant consent was obtained from the parents or adults caring for the children. All participants were interviewed in preparation for the proposed study. A pilot study was conducted with three children to test the questionnaires before conducting the main study. Thereafter, in semi-structured interviews were conducted over a period of two months.

4.5 Ethical aspects

Permission to conduct the research in the Northern Cape Province has been requested and granted from NICRO National Office. Ethical permission was also obtained from the Ethics Committee of the North-West University (Potchefstroom Campus) with the number: 07K06. The following ethical aspects were important for the study:

4.5.1 Avoidance of harm

It is important to avoid causing physical or emotional harm to the respondents (De Vos et al., 2005:58; Neuman, 2003:122). Obtaining the consent of the parents, guardians and children minimized the possibility of harm. Children were debriefed after they had become emotional. Four participants were referred for therapy and the rest were referred for support services.

4.5.2 Informed consent

The potential participants were informed regarding all aspects of the research. This includes the purpose, procedure, duration, possible risks, a statement that participation is voluntary and can be terminated, and an offer to provide a summary of the findings (De Vos et al., 2005:59; Monette et al., 2005:55; Neuman, 2003:124). All these aspects formed an integral part of the preparation of the parents, guardian and children and their permission was obtained before they were included in the sample.

4.5.3 The right to privacy, anonymity and confidentiality

It is important that researchers take precautions to protect the privacy of subjects, because they study the beliefs, background and social behaviour of participants (Neuman, 2003:126). Monette et al. (2005:61) advises that data collected should not be made public in a manner that it can be linked to an individual. The participants were informed that only the researcher and supervisor will have access to the data, their identities will be concealed and the data will be safely stored and destroyed after it has been analyzed in order to protect their right to confidentiality (Marlow, 2005: 26).

4.6 Data analysis

The processing and interpretation of the qualitative data was done by hand and themes and sub-themes were identified. The data was processed and analysed, the narratives completed and the final research report compiled. The standardised measuring instrument was delineated by way of a statistical package of Perspective Training College.

5. TERMINOLOGY

5.1 Psychosocial needs

The needs of children and adults are to a large extent similar and include physical, financial, emotional, physiological, spiritual and social needs (Aucamp, 2005:7). Du Bois and Miley (2005:13) explain that human needs are the substance of the social work profession and the impetus for social work activities. Human strengths are the building blocks of social work practice and the source of energy for developing solutions. In view of the aforementioned statements psychosocial needs can be defined as physical, emotional, social,

mental and spiritual needs, which need to be met satisfactory to enable a person to function optimally.

5.2 Incarceration

Refers to the detention or confinement of a person in prison. People are most commonly incarcerated upon suspicion or conviction of committing a crime (Anon, 2006:1). The opinion is that incarceration refers to a case of a person being found guilty of an offence (thus for punishment) or the protection of society from the individual and sentenced to imprisonment for a specific period (Barker, 2003: 211). There has always been conflict between the punitive approach and the treatment (correctional) approach in the penal system (Zastrow, 2008: 313). The rehabilitation of the offender and the support of the victim, by way of a multi-disciplinary approach and the presentation of a variety of programmes, should always be the main aim of incarceration (Cilliers & Smit, 2007: 83; Steyn, 2003: 282) in order to re-integrate the offender with society (Bezuidenhout, 2002: 150) and the family so that they can once again function as a proper unit.

6. THEORETICAL PERSPECTIVES

The following theoretical perspectives are relevant to parental incarceration and guide the design of research, intervention and policy (Travis & Waul, 2003: 193).

6.1 Developmental theory

Bowlby's (1973) attachment theory, as quoted by Travis and Waul (2003:193), and Manganyi (2007:29) serves as a framework to understand the development of the parent-child relationship. The lack of regular and sustained contact will prevent the development of the attachment between the child and parent and will have a long-term impact on children (Parke & Clarke-Stewart, 2001: 4). If an attachment has developed, separation from the parent can generate various emotions ranging from sadness to anger, which will influence the child's development. The child can build a secure attachment with another caregiver if the parent is in prison and social work attention must be given to this attachment. It is therefore important to assess the quality of

the child's attachment relationship with alternative caregivers, such as the grandparents or extended family, when the parent is in prison.

6.2 Life-span theory

According to this theory, development is a process that continues throughout the life cycle into adulthood. Change over time can be traced to the following three sets of causes: normative events and experiences most children and adults undergo at approximately the same ages, for example starting school; unexpected events that push development into a new direction, for example death and imprisonment; and historical time periods and social trends which influence individual development, for example increase in crime (Heckhausen & Schulz, 1995:289). In South Africa the HIV/AIDS phenomenon can significantly shape the developmental outcomes of children in view of children being orphaned, caring for ailing parents and not attending school and child-headed households.

6.3 Systems theory

From the perspective of the systems theory it can be stated that adolescents often develop behavioural problems because of the difficulties they experience within either immediate family circles or the broader social environment (Manganyi, 2007: 28). When a parent is in prison, this loss has an impact not only on the children, but all family members in the subsystem. Children who live in homes with only one parent or in which marital relationships have been disrupted by either divorce or separation, are more likely to display a range of emotional and behavioural problems than children from two-parent families (Cashwell & Vacc, 1996: 57; Kumpfer, 1999: 607). This perspective is helpful in understanding how families adapt to the imprisonment of a parent.

6.4 The ecological theory

The ecological theory is based on the fact that the individual daily comes into contact with the community comprising of individuals, groups and organisations. The conditions, circumstances and cultural historical context of these interactions play a role in the daily functioning of the individual, whether positive or negative. The focus of the ecological theory is the reciprocal

influence between the individual and the community. In this theory the attention is shifted away from cause-effect relationships to mutual influence of these systems (Manganyi, 2007: 25; Young & Smith, 2000: 132).

6.5 Risk and resilience theory

The child's successful adjustment, in the case of parental imprisonment, varies as a function of two components, namely the form and frequency of the risks and the protective or resilience factors that buffer the child from unfavourable events. Individual children respond to risks in various ways. Some suffer permanent developmental problems, while others appear to cope well but experience problems later in their development. Others show resilience under the most difficult circumstances, which may be strengthened by unfavourable events (Kumpfer & Summerhays, 2006:152).

6.6 Cumulative risk theory

According to this perspective, risks often occur and are best understood not as single events but as sets or combination of events. Children are most likely to suffer when multiple risks co-occur (Evans, 2003:927). Children who suffer the loss of a parent through imprisonment, for instance, may also be at risk due to family violence and poverty. Realising the multiple risks the children of imprisoned parents experience is critical in having a better understanding of the multiple factors that contribute to the child's adjustment. It is thus important that a risk assessment of each child be done to determine which risks prevail in the family in order to intervene appropriately.

In summarising the various theories, all six theories are relevant to the research because there are elements that can be related to the incarceration of parents and the subsequent effects it has on the children. However, the developmental and systems theory are the most appropriate to the study due to the effects the parent's absence has on children and the impact the parent's incarceration has on the family as a whole.

7. THE IMPACT OF INCARCERATION ON CHILDREN AND FAMILIES

Seymour and Hairston (2001:4) argue that children whose parents have been incarcerated experience a variety of negative consequences, mostly related to emotional health and well-being, contact with parents and physical care and

custody. The extent to which the child will be affected depends on the age at which separation had occurred, parent's gender, length of separation, strength of the parent-child relationship, nature of the parent's crime, and availability of family or community support. The impact can be related to the following areas of the children and family's lives.

7.1 Development and mental and emotional state

Children may suffer from negative self-image and show symptoms of emotional distress such as fear, anger, anxiety, sadness, resentment and social stigma. They could feel embarrassed or ashamed due to the reaction of friends or people. Bender (2000:44) further elaborates that the adolescents' self-esteem and self-worth largely influence his emotional development. The physiological changes in the life of an adolescent are often traumatic and emotional, and parents need to be sensitive and not exert too much pressure on them. The opinion is that the adolescent's level of emotional functioning could be worsened by the fact that he/she to additionally also has to deal with a parent who is incarcerated.

7.2 Social isolation

Children may withdraw from friends and family and show signs of mental illness such as depression, eating and sleeping disorders, attention disorders and developmental regression (Evans, 2003:234). The child may also suffer from posttraumatic stress disorder, particularly if he/she was directly exposed to the parent's criminal behaviour or subsequent arrest.

7.3 Educational and behavioural problems

Children may suffer from poor academic performance, classroom behaviour difficulties and truancy. They are also likely to display physical aggression and disruptive behaviour in their interactions in the environment. The possibility of suspension and dropout rates for these children is also higher than for other children of the same age group (Jose-Kampfner, 1995: 38). Some evidence suggests that children are at high risk of future delinquency and/or criminal behaviour (Komorosky, 2004:14; Travis & Waul, 2003:15).

7.4 Structural changes

These are changes in the family composition and living arrangements. Family caregivers who had not had much contact with the children prior to the parent's imprisonment, need to work at developing a relationship with the children. Contributing to the trauma of this changing family structure is that the children may occasionally be separated from their siblings because caregivers might not be able to care for the entire sibling group. The caregiver-parent relationship is important during imprisonment and has implications for reunification efforts, especially if there is no regular contact and communication between the two parties (Travis & Waul, 2003:17).

7.5 Loss of financial support

Imprisonment affects families living in poverty and can place additional strain on the family and caregivers. Travis and Waul (2003:19) point out that when an employed parent is incarcerated, the family must adjust to the loss of that income during the prison term. Many caregivers find it difficult to make ends meet and need to rely on social security grants. The opinion is that this aspect places a huge burden on the parent who has to provide for the family and meet their physical needs. Maslow maintains that people must fulfil their fundamental basic needs before they can pursue higher-level growth needs (Du Bois & Miley, 2005:13).

7.6 Maintaining contact with the family

Maintaining contact with the family can be difficult. Obstacles identified are inadequate information on visiting procedures, little help from correctional facilities regarding visiting arrangements, the time involved in travelling long distances, visiting procedures which are uncomfortable and humiliating, and concern about children's reactions to in-prison visits. Due to all these issues, children might exhibit anti-social or delinquent behaviour (Bloom & Steinhart, 1995: 35; Dressel & Barnhill, 1994: 48; Pollack, 1998: 47). Communication via phone or mail is highly regulated with the primary concern focused on security issues (Komorosky, 2004:14).

7.7 Trauma within the family

Cunningham (2001:36) mentions that families may be traumatized by the arrest and imprisonment of a loved one and feel helpless and confused, especially if there is media coverage. Families need information to understand what will happen to their loved one and so that they can know what to expect. For the family, imprisonment may also necessitate relocation and a loss of support networks. The stigma and feelings of isolation are central to the many difficulties families are faced with.

In summary, Travis and Waul (2003:2) mention that the impact of parental incarceration on children is complex because these outcomes may be related to the parent-child separation, crime and arrest, general instability, poverty and inadequate care at home. It can be stated that intensive family support services are necessary to assist them during parental incarceration and to avoid problems with the parent's adjustment after release. In order to successfully assist families, it can be helpful if services are rendered on a continuous basis to all members within the family.

8. FINDINGS

The findings reflect the outcome of the two data collection instruments used in the study.

8.1 Findings of the semi-structured one-on-one interviews:

8.1.1 Demographic information

The sample consisted of 5 females and 5 males, of which the majority's age ranged from 14-17 years. This is an indication that there was a balance in the sample in terms of reflecting the needs and experiences of both genders. Nine of the ten respondents had a father in prison, while only one had a mother who was in prison. This is an indication that fathers are mainly the parent who is incarcerated for criminal behaviour. Patel (2005:182) confirms this finding that the majority of offenders are male with women comprising a very small percentage of offenders.

In this respect, seven of the respondents were being cared for by their mothers, two were in the care of grandparents and one was being cared for by an aunt and uncle. The length of incarceration was mostly between 4-5 years,

while one parent was sentenced for longer than 5 years, followed by 3-4 years. It can be stated that the parents of the respondents had committed serious crimes or had been second or third offenders due to the length of incarceration. In terms of the national perspective, South Africa is rated as the ninth largest country with the most dense prison population in the world (Judicial Inspectorate of Prisons, 2006:20).

8.1.2 Feelings on incarceration

Eight of the respondents reported that they missed their parents very much. One indicated the following: "My world has fallen apart, no one understand me and I cannot trust my family. I wish my mother was at home and things could be normal. Everything seems so confusing and I am not living, but only breathing." This verbatim statement of the respondent is confirmed in the literature as stated by Travis and Waul (2003:18) that the incarceration of a mother will have an enormous effect on the functioning of the family if she is the primary caregiver of her child. One respondent indicated that he had never lived with his parents and had no relationship with them, while the other mentioned that their father was hardly at home and was often away or in prison.

8.1.3 Parental contact and experiences

According to Travis and Waul (2003:273) communication between prisoners and their families is the best strategy for managing separation and maintaining connections. However, visits to a prison can also lead to anxiety, frustration and humility. Six of the respondents indicated that they paid weekly or bi-monthly visits to their parents and spoke regularly on the phone. Two of the respondents indicated that their parents were in prison in another town and contact was limited to phone calls and letters and that they only visited more or less every three or four months if their mother had money to pay family to transport them to visit their father. The other two respondents reported as follows:

- "I do not know in which prison my father is, he never makes contact with us. I think he do not care for his children and family."

- “My father writes letters at least once a month but we never respond. My mother is not interested in having contact with my father. I sometimes want to write a letter to him, but I do not want to make my mother angry.”

Most of the respondents indicated that they were happy to see their incarcerated parents and that they were granted the opportunity to talk to them did not wish the visits to end. One respondent mentioned that he did not like seeing his father in prison, felt uncomfortable and did not know what to say to him. Regarding the question as to whether the contact met their needs, there were different responses which ranged from “yes” to “I don’t know” and “I wish I can see my parent more often and for a longer time.”

8.1.4 Friends’ knowledge of and reaction to the parent’s incarceration

Most of the respondents’ friends knew about the incarceration of their parents, while only two reported that their friends were unaware because they grew up with their grandparents and aunt and uncle. Most of the respondents indicated that their friends were never judgemental and supported them, while only one mentioned that his friends used to tease him and he consequently made other friends. Another respondent indicated that he never talks about his father’s incarceration because he is too ashamed. This experience of stigma often results in feelings of shame and low self-esteem as cited by Travis and Waul (2003:16).

8.1.5 Needs

Du Bois and Miley (2005:13) state that all people have physical, intellectual, emotional, social and spiritual needs. Experts assume that all people need security and dependence, as well as growth and independence and that no single aspect of growth occurs in isolation from others. However, the respondents mostly mentioned the following needs:

➤ Physical Needs

Three of the respondents indicated that their physical needs are being met. The rest of the respondents reported that their caregivers and mothers were finding it difficult to meet their needs. To illustrate it, one respondent reported as follows: “My mother struggles to care for all three children and my aunt and grandmother sometimes help her. She also cries a lot because she does not

always have money to buy us clothes". Some of the respondents also reported that this has an effect on the relationship in the family and that it causes conflict during visits to their father. One respondent mentioned that his mother is under immense pressure because they are living with other family members. Northern (1995:166) mentions that the lack of material resources may lead to stress in personal and family functioning which influences the social and emotional functioning.

➤ **Emotional Needs**

Komorosky (2004:14) states that the emotional trauma experienced by the family due to incarceration has been compared to the pain of losing a loved one to death. Aucamp (2005:10) lists the emotional needs, which include the need for love, security, new experiences, recognition and responsibility. These emotional needs are the same for toddlers, children and adolescents. It is in adolescence that the original pain of unmet emotional childhood needs is acted out.

All the respondents indicated that their emotional needs of love, security and recognition are not being met. They reported that they missed their parents and that things were not the same at home due to the absence of the parent. One respondent mentioned that she couldn't tell the family how she was feeling because they do not understand and tell her to try and make the best of the situation. Two of the respondents indicated that they could confide in their friends who listen to them. One respondent mentioned that he felt the need to know his father better and found his mother to be selfish by not allowing them to contact him. Chapman and Campbell (2005:140) emphasise that emotional development can make a huge difference in the child's learning readiness and process and parents have an important role in meeting these needs.

➤ **Scholastic Needs**

Half of the respondents indicated that they were happy at school and wanted to complete their matriculation certificate. According to one respondent her teacher often asked about her mother who is incarcerated and what the

situation is at home. She experienced this interest as positive and could also speak to her teacher when feeling sad or unhappy.

The rest of the respondents reported that they found it difficult to concentrate at school and were generally unhappy, while two indicated that they preferred to find employment to supplement the income of the family. These findings are confirmed by Travis and Waul (2003:271) who state that children experience difficulties at school due to the incarceration of a parent.

8.1.6 Services

Most children of incarcerated parents receive little support for dealing with their feelings of anger, loss, anxiety and fear (Komorosky, 2004:14). Eight of the respondents indicated that they had never received any professional or support services since the incarceration of their parents. According to one respondent, the social worker interviewed her in preparation for the foster care placement, but never asked about her feelings or the relationship with her father. Only one respondent reported positively on services the family received from the social worker who had conducted numerous interviews with them because his father applied to be transferred to a prison in Kimberley. The respondent indicated that the social worker asked about the relationship and contact with their father and about their opinion regarding his possible transfer nearer to home.

The respondents indicated that they would like to receive services to deal with the incarceration of their parent, both individually and as a family, to be supported and to share with others who are in a similar situation. Two respondents indicated that some financial support would also assist their mother in being in a position to meet their needs appropriately and not being under such immense pressure. Two respondents mentioned that visiting periods should be extended to allow them to spend more time with their incarcerated parent.

Brenner (1984:72) states that, in order to help children cope with parental incarceration, services should be rendered during the arrest process, pre-trial period, imprisonment and during the release phase. The opinion is that

children and families also require support after release to deal with the reintegration and to avoid re-offending.

8.2 Findings of the standardised questionnaire

The standardised questionnaire measured positive functioning areas, self-perception, trauma dynamics, relationships and decision-making abilities. Scores range from 0 to 100 and the specific information regarding the score of each of the areas will be discussed individually.

8.2.1 Positive functioning areas

A score of less than 64% on this scale shows need for improvement, a score between 64% and 70% indicates a warning area that needs attention and a score above 70% is in the recommended range

AREA	SCORE
Perseverance	35
Satisfaction	37
Future perspective	55
Overall score	42%

The respondents lack the skill of goal-setting, self-motivation, desire to grow and improve, perseverance to complete difficult tasks and taking responsibility for their own behaviour and success. These scores indicate that they lack satisfaction, happiness, friendliness and peace of mind. Despite their future perspective being the best area, the respondents have lost hope and are therefore pessimistic about the future. Brenner (1984:70) reminds us that children of incarcerated parents undergo a series of major stresses, which they cope with entirely on their own.

8.2.2 Self-perception

A score above 36% shows need for improvement, a score between 30% and 36% indicates a warning area that calls for attention and a score of less than 30% is in the recommended range for the self-perception category.

AREA	SCORE
Lack of self worth	53
Anxiety	44
Lack of assertiveness	35
Isolation	34
Overall score	34%

The respondents experience a lack of security in their relationships and fear being hurt emotionally. Occasionally they find it difficult to be assertive; hence they isolate themselves. Most of the respondents thus have a poor self-esteem. Northern (1995:167) states that a poor self-esteem may prevent people from entering into and maintaining healthy relationships.

8.2.3 Trauma dynamics

For this category, a score above 36% shows need for improvement, a score between 30% and 36% indicates a warning area that demands attention and a score of less than 30% is in the recommended range.

AREA	SCORE
Attitude towards adults	45
Mistrust	43
School problems	43
Stigma	39
Frustration	37
Overall score	33%

The respondents' attitude towards adults is negative and they find it difficult to trust others. School is unpleasant to a number of the respondents and they easily get into trouble. They experience themselves as different from other children, which indicates the link with their poor self-esteem. They experience feelings of anger, frustration, irritation, impatience, bitterness and suspicion. Chapman and Campbell (2005:140) points out that a child's emotional maturation affects his/her emotional security, ability to cope with stress and change, ability to socialise and to learn.

8.2.4 Relationships

For relationships a score of less than 64% shows need for improvement, a score between 64% and 70% indicates a warning area that needs attention and a score above 70% is in the recommended range.

AREA	SCORE
Relationship with father	25
Relationship with mother	40
Relationship with family	45
Relationship with friends	56
Overall score	41%

The respondents have a better relationship with their mother than with their father, and there is an indication that the relationship lacks the elements of love, respect and pride. The relationships with family members need improvement. Despite their relationship with friends being the best in this category, the respondents indicated that there is a lack of openness, respect, a spirit of cooperation and support.

8.2.5 Decision-making abilities

For this category, a score of less than 67% shows need for improvement, a score between 67% and 73% indicates a warning area that calls for attention and a score above 73% is in the recommended range.

AREA	SCORE
Independency	38
Responsibility	49
Overall score	43%

Most of the respondents indicated that they are generally not allowed to make decisions in life for themselves. They prefer situations in which they can depend on someone else and have low levels of responsibility. Their ability to handle difficult situations is poor and they avoid learning new things, which are too difficult for them.

In summary, a large number of the respondents functioning as related to the areas measured by the standardised questionnaire is ineffective and needs improvement.

9. DISCUSSION

The following are the main findings of the study and need to be discussed in more depth:

9.1 The children's experience of the incarceration of their parent

The study revealed that there is a strong traumatic component to the children's experiences of their parent's incarceration. The respondents expressed strong feelings of loss, anxiety, confusion and unhappiness. It is clear that they have lost hope and motivation and are negative about their future. This trauma is also cited by Cunningham (2001:37), namely that the impact of parental imprisonment on children can result in behavioural and emotional responses. The contact the respondents have with their incarcerated parent was generally experienced as positive. It is clear that where contact is non-existent or not encouraged by the custodial parent, the respondents verbally expressed the need thereof.

The findings indicated that most of the respondents' friends knew about the incarceration of their parents and were supportive. Only one indicated that his friends mocked him and the other was ashamed of his parent's incarceration and never discussed it with them. An interesting phenomenon is the interest and support one respondent received from her schoolteacher and which she experienced as positive.

9.2 The needs of children due to the absence of the parent

The findings clearly indicate that the various needs of the children are not being met due to the absence of the parent. Most families experienced financial difficulties due to the incarceration of the parent, which directly affects the custodial parent's ability to meet the physical needs of the children and this inability also had other negative effects on the family such as poor relationships. The respondents revealed that they suffered severe emotional trauma. Most of them have a poor self-esteem, are distrustful towards others, avoid difficult situations and learning new things, and are dependant on

others. Even though half of the respondents have no serious problems at school, the rest reported that their needs are not being met and that they experienced school as negative.

9.3 Specific services rendered and the quality of the services

The findings revealed that the majority of the respondents received no professional or support services. The respondents clearly expressed the need for services, which range from financial assistance, increased visiting times, dealing with parental incarceration as an individual and the family, and support services.

10. RECOMMENDATIONS

The following recommendations are made, based on these findings:

10.1 Trauma debriefing

With reference to the experiences the children shared and the feelings revealed in the standardised questionnaire, there is a need to design and implement trauma debriefing programmes for children of incarcerated parents. These programmes could be presented on an individual basis or in group context, depending on the specific needs of the children and available resources. By affording these children the opportunity to identify and deal with their trauma could enable them to effectively cope with the difficulties and challenges they face due to the incarceration of their parents.

10.2 Group therapy

It is clear that children have unique therapeutic needs, and because friends and belonging to a group is important to adolescents it is recommended that a group approach will be more effective. Group work will address the need for social support and provide a structured setting for children to express their concerns, children can learn from other group members with similar experiences and they can be assisted in making positive choices, setting goals and developing support systems.

10.3 Promoting family preservation and support services

Family support services should include regular contact between the children and the parent who is incarcerated. The environment should be conducive to

provide meaningful interaction among the members of the family. These visits should also include an intervention programme focusing on preparation and debriefing. The involvement of the incarcerated parent in decisions affecting the children and family should be promoted. The parent will be empowered and it can also assist with the reintegration process after the parent's release. In order to successfully meet the needs of the children, comprehensive economic support programmes should exist as well as social and emotional support, and parenting guidance to both the custodial parent and caregiver and the incarcerated parent.

10.4 Integrated services

In view of the fact that parental incarceration impacts on children and families in various dimensions, and due to each family's diverse needs and circumstances, it is vital for services to be integrated. Social workers need to advocate for the involvement of all departments, non-governmental organisations, faith-based organisations, churches and business to form partnerships in promoting accessible services and the availability of resources to children and families. The roles of these stakeholders could include providing direct material relief, rendering services and supporting the families.

10.5 Promoting further research

It is recommended that further research, both locally and internationally, be undertaken in order to broaden the understanding of children's experiences of their parent's incarceration. Such research will impact on policy development, increased allocation of resources and the implementation of effective and efficient services, and promote more coordinated efforts to assist these children and their families.

11. CONCLUSION

The research methodology and design, which formed the basis of the study, were appropriate and enabled the researcher to explore and gain insight into the needs and experiences of children whose parents have been incarcerated. Most of the children experienced intense emotions and the absence of their parent has a negative influence on most of their needs. These findings are consistent with the findings of research that has been

documented in the relevant literature and indicated in this article. It was clear that a range of programmes and social work services need to be implemented in order to empower children and families to deal with all the challenges related to parental incarceration.

12. BIBLIOGRAPHY

ALSTON, M. & BOWLES, W. 2003. Research for social workers. London: Routledge Press.

ANON. 2006. Incarceration. <http://en.wikipedia.org/wiki/Incarceration> [Date of access: 25 March 2008.]

AUCAMP, L. 2005. RAPHA Training and Therapy Institute. General child assessment training course. Pretoria. 102 p.

BARKER, R.L. 2003. The social work dictionary. Washington: NASW Press.

BENDER, G. 2000. Child development from an educational perspective. Pretoria: University of Pretoria. (Dissertation - MA (SW)). 161p.

BEZUIDENHOUT, F.J. 2002. A reader on selected social issues. Pretoria: Van Schaik Publishers.

BLOOM, B. & STEINHART, D. 1995. Why punish the children? A re-appraisal of the children of incarcerated mothers in America. San Francisco: National Council on Crime and Delinquency.

BOSWELL, G. & WEDGE, P. 2002. Imprisoned fathers and their children. London: Jessica Kingsley Publishers.

BRENNER, A. 1984. Helping children cope with stress. New York: D.C. Heath and Company.

CASHWELL, C.S. & VACC, N.A. 1996. Familial influences on adolescent delinquent behavior. *Family Journal*, (4) : 217-226.

CHAPMAN, G. & CAMPBELL, R. 2005. The five love languages of children. Chicago: Northfield Publishing.

CILLIERS, C. & SMIT, J. 2007. Offender rehabilitation in the South African correctional system: myth or reality? *Acta Criminologica*, 20(2): 83-101.

- COSTELLO, P.J.M. 2004. Action research. London: Continuum Press.
- CRESWELL, J.W. 2003. Research design: qualitative, quantitative and mixed methods approaches. London: SAGE Publications.
- CUNNINGHAM, A. 2001. Forgotten families: the impact of imprisonment. *Australian Institute of Family Matters*, 59: 35-38, Winter.
- DE VOS, A.S., STRYDOM, H., FOUCHÉ, C.B. & DELPORT, C.S.L. 2005. Research at Grassroots for the social sciences and human service professions. Pretoria: Van Schaik Publishers.
- DRESSEL, P. & BARNHILL, S. 1994. Reframing gerontological thought and practice: the case of grandmothers with daughters in prison. *The Gerontologist*, 34(5): 685-691.
- DU BOIS, B. & MILEY, K.K. 2005. Social work an empowering profession. Boston: Allyn and Bacon.
- EVANS, S.A. 2003. A multimethodological analysis of cumulative risk and allostatic load among rural children. *Developmental Psychology*, 39:924-933.
- GLICKEN, M.D. 2003. Social research: a simple guide. Boston: Allyn and Bacon.
- GRINNELL, R.M. 2001. Social work research and evaluation. New York: F.E. Peacock Publishers.
- HECKHAUSEN, J & SCHULZ, R. A Life-Span Theory of Control. *Psychological Review*, 102 (2): 284- 304.
- HIBBERT, J.A. 2005. Primary school children's experiences of a parent's imprisonment. Port Elizabeth: Nelson Mandela Metropolitan University. (Dissertation - MA (SW)). 132p.
- JOSE-KAMPFNER, C. 1995. Michigan program makes children's visits meaningful. *Corrections Today*, (5): 130-134, Aug.
- JUDICIAL INSPECTORATE OF PRISONS. 2006. Annual Report, 1 April 2005 to 31 March 2006. Cape Town.
- KOMOROSKY, D. 2004. The impact of jail visitation on the parent-child bond. *American Jails*, 13-16, March/April.

KUMPFER, K.L. 1999. Strengthening America's families: exemplary parenting and family strategies for delinquent prevention: user's guide. Washington: Department of Justice.

KUMPFER, K.L. & SUMMERHAYS, J.F. 2006. Prevention approaches to enhance resilience among high-risk youth. New York Academy of Sciences, 1094:151-163.

LEEDY, P.D. & ORMROD, J.E. 2001. Practical Research. Planning and Design. New Jersey: Prentice-Hall.

MANGANYI, M.R. 2007. The impact of parental incarceration on the children of the Limpopo Province. Polokwane: University of Limpopo. (Dissertation – MA (SW)). 135p.

MARLOW, C.R. 2005. Research methods for generalist social work. London: Thomson Brooks/Cole.

MITCHELL, M. & JOLLEY, J. 2001. Research design explained. New York: Harcourt College Publishers.

MONETTE, D.R., SULLIVAN, T.J. & DE JONG, C.R. 2005. Applied social research: tool for the human sciences. New York: Thomson Learning, Inc.

NATIONAL INSTITUTE FOR CRIME PREVENTION AND REHABILITATION OF OFFENDERS (NICRO). 2005. Annual report, 1 April 2004 to 31 March 2005. Cape Town.

NEUMAN, W.L. 2003. Social research methods: qualitative and quantitative approaches. New York: Pearson Education, Inc.

NORTHERN, H. 1995. Clinical social work knowledge and skills. New York: Columbia University Press.

PARKE, R.D. & CLARKE-STEWART, K.A. 2001. Effects of parental incarceration on young children. <http://aspe.hhs.gov/hsp/priso2home02/Parke-Stewart.htm> [Date of access: 12 Feb. 2008.]

PATEL, L. 2005. Social welfare and social development in South Africa. Johannesburg: Oxford University Press Southern Africa.

- PERSPECTIVE TRAINING COLLEGE. 2008. Perspective & Walmyr Assessment Scales: Potchefstroom: Perspective Training College.
- POLLACK, J. 1998. Counseling women offenders. New York: SAGE Publications.
- ROYSE, D. 2004. Research methods in social work. London: Thomson Brooks/Cole.
- RUBIN, A. & BABBIE, E.R. 2005. Research methods for social work. New York: Thomson Learning, Inc.
- SEYMOUR, C. & HAIRSTON, C.F. 2001. Children with parents in prison: child welfare policy, program and practice issues. New York: Transaction Publishers.
- STEYN, F. 2003. Exploring the probation officer's role in victim support and empowerment. *Social Work/Maatskaplike Werk*, 39(3): 282-289.
- TRAVIS, J. & WAUL, M. 2003. Prisoners once removed: the impact of incarceration and re-entry on children, families and communities. Washington: The Urban Institute Press.
- YOUNG, D.S. & SMITH, C.J. 2000. When moms are incarcerated: the needs of children, mothers, and caregivers. *The Journal of Contemporary Human Services*, 81(2): 130-151, March.
- ZASTROW, C. 2008. Introduction to social work and social welfare: empowering people. London: Thomson Brooks/Cole.

ANNEXURE 1

QUESTIONNAIRE TO ASCERTAIN THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE PARENTS ARE INCARCERATED

SECTION A: Identifying Particulars

1. Age.....
2. School Standard.....
3. Gender.....
4. Which parent is in prison? Mother..... Father.....
5. Who is caring for you?

Mother	
Father	
Grandparent	
Aunt	
Other	

6. How long has your parent been incarcerated?

6-12 months	
1-2 years	
2-3 years	
3-4 years	
4-5 years	
5 years and longer	

SECTION B: Feelings on Incarceration.

1. How do you feel about your parent's incarceration?

2. Do you have regular contact with your parent? Visits, telephonic or correspondence.

3. How do you experience the contact?

4. Does the contact meet your needs?

5. Do your friends know about your parent's incarceration?

6. How do your friends react towards you and how do you feel about their reaction?

SECTION C: Needs

1. Are your physical needs being met? Motivate

2. Are your emotional needs being met? Motivate

3. Are your needs being met in the school? Motivate

SECTION D: Services

1. What type of services have you received since the incarceration of your parents?

2. Are you happy with the services rendered? Motivate

3. What type of services would you have liked to receive?

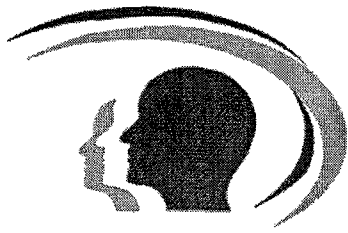
SECTION E: General

1. Remarks by social worker.

2. Any other comments by interviewee.

ANNEXURE 2

STANDARDISED MEASURING INSTRUMENT TO DETERMINE THE PSYCHOSOCIAL NEEDS OF CHILDREN WHOSE PARENTS ARE INCARCERATED



Child Functioning Inventory High School (CFI-HIGH)

Perspektief

Kinderfunksionering Inventaris Hoërskool (CFI-HOëR)

Potchefstroom,
South Africa:

PO Box 20842 Posbus
Noordbrug, Potchefstroom, 2522

7 Grietjie Street / Straat 7
Dassierand, Potchefstroom, 2531

Tel +27 18 297 3716
Faks +27 18 297 4775

E-mail / E-pos:
perspektief@lantic.net

Besoek ons webwerf:
Visit our website:

www.perspektief.co.za

Comprehensive Children Assessment Omvattende Kinderassessering Questionnaire / Vraelys

Maatskappy
(ingelyf kragtens artikel
21)

2005/013629/08

Comprehensive Children Assessment Omvattende Kinderassessering

Child Functioning Inventory - High School (CFI-HIGH) Kinderfunksioneringsinventaris - Hoërskool (CFI-HOëR)

About your Personal Functioning Profile Oor u Persoonlike Funksioneringsprofiel

Confidentiality / Vertroulikheid

We want you to know that the personal information you share will remain just that, personal. Your confidentiality will be respected.

Ons wil hê jy moet weet dat die persoonlike inligting wat jy met ons deel persoonlik bly. Jou vertroulikheid sal beskerm word.

Purpose / Doel

The CFI is designed to improve the quality of your life by evaluating your present functioning and making recommendations for the future. For the report to be accurate, all questions need to be answered to the best of your ability.

Die CFI is ontwerp om kwaliteit van jou lewe te verhoog deur jou huidige funksionering te evalueer en aanbevelings vir die toekoms te maak. Vir die verslae om akkuraat te wees moet al die vrae na die beste van jou vermoë beantwoord word.

A few Suggestions / 'n Paar Voorstelle

Grade yourself as quickly and as honestly possible. Do not speculate too long before you answer. This is not a test and there are no right or wrong answers. The first answer that comes to mind is usually the correct one.

Gradeer jouself so vinnig en eerlik moontlik. Moenie te lank oor 'n antwoord dink nie. Dit is nie 'n toets nie en daar is geen regte of verkeerde antwoorde nie. Die eerste antwoord wat in jou gedagtes opkom, is normaalweg die korrekte een.

Procedure / Prosedure

A Mark the relevant number on the answer sheet, by filling in the oval.

A Merk die relevante nommer op die antwoordblad, deur die ovaal in te kleur.

B Check to be sure you have answered every question.

B Maak seker jy het elke vraag geantwoord.

Perspektief Training College, PO Box 20842, Noordbrug 2522

Tel +27 18 297 3716 Fax +27 18 297 4775

E-mail perspektief@lantic.net

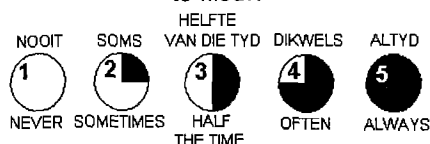
Child Functioning Inventory - High School

Kinderfunksioneringsinventaris - Hoërskool

Questionnaire / Vraelys

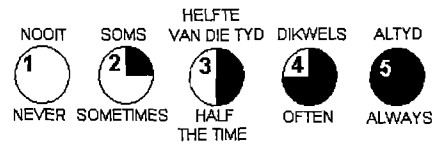
Met hierdie vrae wil ons jou graag beter leer ken. Beantwoord die vrae so vinnig as wat jy kan. Moenie te lank dink oor 'n vraag nie. Die eerste antwoord wat by jou opkom, is gewoonlik die beste een. Onthou daar is nie regte of verkeerde antwoorde nie. Antwoord elke item deur net die regte sirkel met 'n pen / potlood op die antwoordblad in

te kleur.

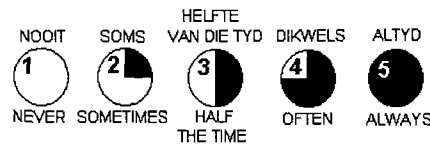


With this questionnaire we would like to get acquainted with you. Grade yourself as quickly and as honestly as possible. Do not speculate too long before you answer. The first answer that comes to mind is usually the correct one. There are no wrong or correct answers. Mark the relevant number on the answer sheet, by using a pencil. Print clearly in the boxes and fill in the corresponding ovals.

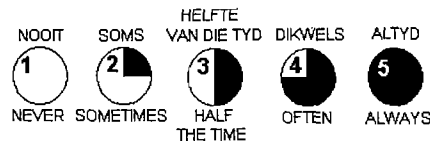
Ek hou aan probeer totdat ek iets regkry.	1.	I keep on trying until I succeed.
Ek doen my huiswerk tot ek klaar is.	2.	I keep on doing my homework until it is done.
Dit is vir my belangrik om my skoolwerk te verstaan.	3.	It is important to me to understand my school work.
Ek maak my skoolwerk klaar al is dit moeilik.	4.	I complete my school work, even if it is difficult.
Dit is vir my belangrik om beter en beter te doen.	5.	It is important to me to do better and better.
Ek werk hard by die skool.	6.	I work hard at school.
Dit is belangrik vir my om my skoolwerk reg te doen	7.	It is important to me to do my school work correctly.
Dit is belangrik vir my om goed te doen.	8.	It is important to me to do well.
Dit is vir my lekker om hard te werk.	9.	I enjoy working hard.
Ek is tevrede.	10.	I am satisfied.
Ek voel vrolik.	11.	I feel cheerful.
Ek voel gelukkig.	12.	I feel happy.
Dit is vir my lekker om te lewe.	13.	I enjoy living.
Ek doen dinge wat vir my lekker is.	14.	I do the things that I enjoy.
Ek hou van my lewe soos dit is.	15.	I like my life the way it is.
Ek wens dat my lewe anders was.	16.	I wish my life was different.
Ek wens dat ek na 'n ander plek kon gaan.	17.	I wish that I could go somewhere else.
Ek dink ek sal gelukkig wees as ek groot is.	18.	I think I will be happy when I am a grown-up.
Ek dink aan wanneer ek groot sal wees.	19.	I think of the time when I will be a grown-up.



Ek dink dit sal goed gaan met my as ek groot is.	20.	Things will go well for me when I am a grown-up.
Ek dink dit sal lekker wees as ek groot is.	21.	I think it will be fun when I am a grown-up.
Ek wens ek was al groot.	22.	I wish I was a grown-up already.
Ek dink my planne sal uitwerk as ek groot is.	23.	I think my plans will work out when I am a grown-up.
Ek dink dit sal vir my sleg wees wanneer ek groot is.	24.	I think things will be bad when I am a grown-up.
Ek dink dit is beter om eerder 'n grootmens as 'n kind te wees.	25.	I think it is better to be a grown-up, rather than being a child.
Ek is bang ek maak foute.	26.	I am afraid to make mistakes.
Ek voel lus om weg te hardloop van die dinge wat my bang maak.	27.	I feel like running away from the things that scare me.
Goed wat ek nie ken nie laat my bang voel.	28.	Things I don't know, scare me.
Ek kry maagpyn van spanning.	29.	I get stomach pains from stress.
Ek is bang iets gaan verkeerd.	30.	I am afraid that things may go wrong.
Daar is plekke waar ek bang voel.	31.	There are places where I feel scared.
Daar is mense wat my bang maak.	32.	There are people who scare me.
Ek voel bang.	33.	I feel afraid.
Ek voel ek moet raas kry.	34.	I feel I deserve getting shouted at.
Dit is my skuld as dinge verkeerd gaan.	35.	I am to blame when things go wrong.
As daar fout is, is dit my skuld.	36.	When something is wrong, I am to blame.
Ek voel ek doen te veel goed verkeerd.	37.	I feel I do too many things wrongly.
Ek veroorsaak probleme.	38.	I cause problems.
Ek voel ek moet gestraf word.	39.	I feel I should be punished.
Dis vir my moeilik om myself te gedra.	40.	I find it difficult to behave myself.
Ek kom maklik in die moeilikheid.	41.	I easily get into trouble.
Baie goed is my skuld	42.	I am to blame for many things.
Mense hou van my.	43.	People like me.
Ek hou van myself.	44.	I like myself.
Ek is belangrik.	45.	I am important.
Ek is skaam.	46.	I feel shy.
Mense is lief vir my.	47.	People love me.
Ek voel goed oor myself.	48.	I feel good about myself.



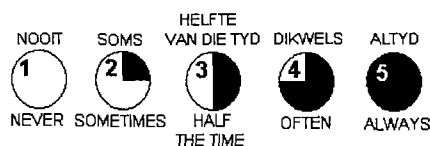
Mense luister na my.	49.	People listen to me.
Ek voel nikswerd.	50.	I feel worthless.
Ek voel minder bang wanneer ek op my eie is.	51.	When I am on my own, I feel less afraid.
Ek hou van mense om my.	52.	I enjoy having people around me.
Ek is bang om vriende te maak.	53.	I am scared to make new friends.
Ek hou daarvan om dinge op my eie te doen.	54.	I like to do things on my own.
Ek is bang vir ander kinders.	55.	I am afraid of other children.
Ek hou daarvan om alleen te wees.	56.	I like to be alone.
Ek vertel maklik vir ander mense hoe ek voel.	57.	I easily tell other people how I feel.
Ek doen dinge alleen.	58.	I do things alone.
Ek moet keer dat ander hartseer word.	59.	I must prevent others from becoming sad.
Ek moet keer dat slegte goed met ander mense gebeur.	60.	I must prevent bad things from happening to other people.
Ek is bekommerd oor ander mense.	61.	I am worried about other people.
Ek moet sorg dat ander mense gelukkig is.	62.	I must make sure that other people are happy.
Ek moet ander mense uit die moeilikheid uit hou.	63.	I must keep other people out of trouble.
Ander se probleme is belangriker as my eie.	64.	Other people's problems are more important than mine.
Ek mag jok om ander mense uit die moeilikheid te hou.	65.	I may tell a lie to keep other people out of trouble.
Ek beskerm ander deur die skuld te vat as iets verkeerd gaan.	66.	I protect others by taking the blame when things go wrong.
Ek sê nee vir goed wat vir my sleg is.	67.	I say no to things that are bad for me.
Ek wys as iets vir my sleg is.	68.	I show it when I dislike something.
Ek sê ja, wanneer ek eintlik nee bedoel.	69.	I say yes when I actually mean to say no.
Ek sal vir iemand sê as ek dink hy/sy is verkeerd.	70.	I will tell someone when I think he/she is wrong.
Ek is bang om te sê wat ek dink.	71.	I am scared to say what I think.
Ek maak asof ek tevrede is.	72.	I pretend to be satisfied.
Ek bly stil, al dink ek ander is verkeerd.	73.	I keep quiet even when I think others are wrong.
Ek doen dinge wat ander wil doen.	74.	I do things that others want to do.
Ek vergeet waar ek goed bêre.	75.	I forget where I put things.
Wanneer ek boodskappe moet oordra, onthou ek presies wat om te sê.	76.	When I have to give a message, I remember exactly what to say.



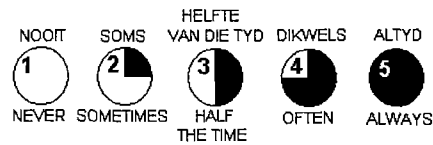
Ek vergeet watter dag dit is.	77.	I forget which day it is.
Ek sukkel om belangrike goed te onthou.	78.	I find it hard to remember important things.
Ek vergeet die dinge wat ek elke dag moet doen.	79.	I forget to do my daily tasks.
Ek vergeet om briewe van die skool af vir my ouers te gee.	80.	I forget to give my parents letters from school.
Ek vergeet belangrike dinge.	81.	I forget important things.
Ek vergeet watter huiswerk ek het.	82.	I forget which homework I have to do.
Ek voel gou kwaad.	83.	I easily feel angry.
Ek is afknouereg teenoor my vriende as hulle my kwaad maak.	84.	I bully my friends when they make me angry.
Ek kry wat ek wil hê deur my vriende bang te maak.	85.	I get what I want by scaring my friends.
Ek sê lelike goed vir my vriende as hulle my kwaad maak.	86.	I say nasty things to my friends when they make me angry.
Ek voel lus om te vloek as my vriende my kwaad maak.	87.	I feel like swearing when my friends make me angry.
Ek voel lus om iets te breek wanneer ek kwaad is.	88.	When I'm angry, I feel like breaking something.
Ek voel lus om te skree wanneer ek kwaad is.	89.	I feel like shouting when I'm angry.
Ek sukkel om dinge reg te doen.	90.	I find it hard to do things right.
Ek het opgehou om te lag.	91.	I have stopped laughing.
Ek huil maklik.	92.	I cry easily.
Ek voel moeg.	93.	I feel tired.
Ek is hartseer.	94.	I feel sad.
Daar is min dinge wat vir my lekker is om te doen.	95.	There are only a few things I enjoy doing.
Ek voel soos 'n mislukking.	96.	I feel like a failure.
Ek voel alleen.	97.	I feel alone.
Grootmense is simpel.	98.	Grown-ups are stupid.
Grootmense maak my kwaad.	99.	Grown-ups make me angry.
Ek haat dit om saam met grootmense te wees.	100.	I hate being with grown-ups.
Ek is bang vir grootmense.	101.	I am afraid of grown-ups.
Grootmense moet my uitlos.	102.	Grown-ups must leave me alone.
Ek hou van grootmense.	103.	I like grown-ups.
Grootmense hou van my.	104.	Grown-ups like me.
Ek hou daarvan om saam met grootmense te wees.	105.	I enjoy being with grown-ups.



Grootmense irriteer my.	106.	Grown-ups irritate me.
Mense jok vir my.	107.	People lie to me.
Ek is bang ander mense maak my seer.	108.	I am afraid other people will hurt me.
Ek weet ander mense sal my help.	109.	I know other people will help me.
Mense maak asof hulle van my hou.	110.	People pretend to like me.
Ek kan ander mense glo.	111.	I can believe other people.
Mense bedoel wat hulle sê.	112.	People mean what they say.
Ek is versigtig om alleen saam met ander te wees.	113.	I am cautious being alone with others.
Ander mense steek goed vir my weg.	114.	People hide things from me.
Ek hou my geheime vir myself.	115.	I keep my secrets to myself.
Ander mense wil my net seermaak.	116.	Other people only want to hurt me
Ek is anders as ander kinders.	117.	I am different from other children.
Ek wens ek was soos ander kinders.	118.	I wish I was more like other children.
Ander kinders het minder probleme as ek.	119.	Other children have less problems than I do.
Slegte goed gebeur net met my.	120.	Bad things only happen to me.
Dit gaan beter met ander kinders as met my.	121.	Other children are getting on better than I do.
Ander kinders is gelukkiger as ek.	122.	Other children are happier than I am.
My vriende dink dat ek anders is.	123.	My friends think I am different.
My vriende sê lelike goed vir my.	124.	My friends say rude things to me.
Ek hou van my liggaam.	125.	I like my body.
Ek wens ek het anders gelyk.	126.	I wish I looked different.
Ek voel goed oor myself as ek in die spieël kyk.	127.	I feel good about myself when I look in the mirror.
Ek voel lus om my liggaam weg te steek.	128.	I feel like hiding my body.
Ek is skaam vir my liggaam.	129.	I feel ashamed of my body.
My liggaam voel vuil.	130.	My body feels dirty.
Ek dink mense lag vir my liggaam.	131.	I think people laugh at my body.
Ek wens ek kan my liggaam verander.	132.	I wish I could change my body.
Ek gril vir my eie liggaam.	133.	<i>My body gives me the horrors.</i>
Ek kyk in ander kinders se tasse.	134.	I look into other children's bags.
Ek kyk in die onderwysers se laaie.	135.	I look into my teachers' drawers.
Ek klop voor ek in 'n kamer ingaan.	136.	I knock before I enter a room.



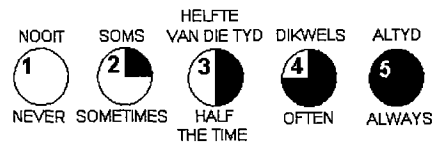
Ek hou daarvan om teenaan mense te staan.	137.	I like standing close to people.
Ek soek na goed wat ander mense wegsteek.	138.	I search for things other people hide.
Ek loer in ander mense se goed.	139.	I peep at other people's belongings.
Ek soek maklik in ander mense se goed rond.	140.	I easily snoop around other people's stuff.
Voltooi 141 - 147 met betrekking tot alkoholgebruik. Indien jy geen alkohol gebruik nie, los dit uit en begin weer by nommer 148 invul. Complete 141 - 147 with regard to the use of alcohol. If you do not use any alcohol at all, leave this blank and start at number 148.		
Ek drink wanneer ek saam met my vriende is.	141.	I drink when I am with my friends.
Ek en my vriende drink in die geheim.	142.	My friends and I drink in secrecy.
Dit is OK om te drink.	143.	It's OK to drink.
Ek drink so baie dat ek opgooi.	144.	I drink so much that I vomit.
Ek drink om gewild te wees by my vriende.	145.	I drink to be popular.
Ek kom in die moeilikheid omdat ek drink.	146.	I get into trouble because of my drinking.
Dit is lekker om te drink.	147.	It is fun to drink.
Voltooi 148 - 154 met betrekking tot dwelmgebruik (dagga, gom, hoesstroop, ens.). Indien jy geen dwelms gebruik nie, los dit uit en begin weer by nommer 155 invul. Complete 148 - 154 with regard to the use of drugs (dagga, glue, cough medicine, etc). If you do not use any drugs at all, leave this blank and start at number 155.		
Ek gebruik dwelms wanneer ek saam met my vriende is.	148.	I use drugs when I am with my friends.
Ek en my vriende gebruik dwelms in die geheim.	149.	My friends and I use drugs in secrecy.
Dit is OK om dwelms te gebruik.	150.	It is OK to use drugs.
Ek moet dwelms gebruik.	151.	I must use drugs.
Ek gebruik dwelms om gewild te wees by my vriende.	152.	I use drugs to be popular.
Ek kom in die moeilikheid omdat ek dwelms gebruik.	153.	I get into trouble because I use drugs.
Dit is lekker om dwelms te gebruik.	154.	It is fun to use drugs.
Ek hou van skool.	155.	I like school.
Dit is vir my lekker by die skool.	156.	I enjoy being at school.
Ek haat skool.	157.	I hate school.
Ek is verveeld by die skool.	158.	I am bored at school.
Skool is vir my sleg.	159.	School is unpleasant to me.
Ek hou van my onderwysers.	160.	I like my teachers.



Ek kom maklik in die moeilikheid by die skool.	161.	I easily get into trouble at school.
Ek hou van my vriende.	162.	I like my friends.
Ek en my vriende doen dinge saam.	163.	My friends and I do things together.
Ek wens ek het ander vriende gehad.	164.	I wish I had other friends.
Ek kan eerlik wees met my vriende.	165.	I can be honest with my friends.
Ek haat my vriende.	166.	I hate my friends.
My vriende deel hul geheime met my.	167.	My friends share their secrets with me.
Ek en my vriende het 'n lekker tyd saam.	168.	My friends and I have fun together.
Ek deel my geheime met my vriende.	169.	I share my secrets with my friends.
Ek deel my geheime met my ma.	170.	I share my secrets with my mother.
Ek en my ma doen dinge saam.	171.	My mother and I do things together.
Ek bring tyd saam met my ma deur.	172.	I spend time with my mother.
Ek en my ma het 'n lekker tyd saam.	173.	My mother and I have fun together.
Ek deel my gevoelens met my ma.	174.	I share my feelings with my mother.
Ek voel kwaad as ek aan my ma dink.	175.	I feel angry when I think of my mother.
My ma verstaan my.	176.	My mother understands me.
My ma is kwaad vir my.	177.	My mother is angry with me.
Ek en my pa doen dinge saam.	178.	My father and I do things together.
Ek bring tyd saam met my pa deur.	179.	I spend time with my father.
Ek deel my geheime met my pa.	180.	I share my secrets with my father.
Ek deel my gevoelens met my pa.	181.	I share my feelings with my father.
Ek en my pa het 'n lekker tyd saam.	182.	My father and I have fun together.
Ek voel kwaad as ek aan my pa dink.	183.	I feel angry when I think of my father.
My pa verstaan my.	184.	My father understands me.
My pa is kwaad vir my.	185.	My father is angry with me.
As jy 'n stiefma het, voltooi 186 - 193 soos dit op haar van toepassing is. Complete 186 - 193 if you have a stepmother.		
Ek deel my geheime met my stiefma.	186.	I share my secrets with my stepmother.
Ek en my stiefma doen dinge saam.	187.	My stepmother and I do things together.
Ek bring tyd saam met my stiefma deur.	188.	I spend time with my stepmother.
Ek en my stiefma het 'n lekker tyd saam.	189.	My stepmother and I have fun together.



Ek deel my gevoelens met my stiefma.	190.	I share my feelings with my stepmother.
Ek voel kwaad as ek aan my stiefma dink.	191.	I feel angry when I think of my stepmother.
My stiefma verstaan my.	192.	My stepmother understands me.
My stiefma is kwaad vir my.	193.	My stepmother is angry with me.
As jy 'n stiefpa het, voltooi 194 - 201 soos dit op hom van toepassing is. Complete 194 - 201 if you have a stepfather.		
Ek en my stiefpa doen dinge saam.	194.	My stepfather and I do things together.
Ek bring tyd saam met my stiefpa deur.	195.	I spend time with my stepfather.
Ek deel my geheime met my stiefpa.	196.	I share my secrets with my stepfather.
Ek deel my gevoelens met my stiefpa.	197.	I share my feelings with my stepfather.
Ek en my stiefpa het 'n lekker tyd saam.	198.	My stepfather and I have fun together.
Ek voel kwaad as ek aan my stiefpa dink.	199.	I feel angry when I think of my stepfather.
My stiefpa verstaan my.	200.	My stepfather understands me.
My stiefpa is kwaad vir my.	201.	My stepfather is angry with me.
Voltooi 202 - 216 soos dit op die gesin waar jy die meeste bly, van toepassing is. Complete 202 - 216 with regard to the family where you stay most of the time.		
Ek deel my gevoelens met my gesinslede.	202.	I share my feelings with my family members.
My gesin help my wanneer ek in die moeilikheid is.	203.	My family bails me out of trouble.
Ons gesin bring saam tyd deur.	204.	Our family spends time together.
Ek voel alleen by die huis.	205.	I feel alone at home.
Ek kan eerlik wees met my gesinslede.	206.	I can be honest with my family members.
Ek deel my geheime met my gesinslede.	207.	I share my secrets with my family members.
Ek kan vir my gesin vertel wat met my gebeur.	208.	I can share what happens to me with my family.
Ek voel ongelukkig as ek by my gesin is.	209.	I feel sad when I am with my family.
In my gesin word ek toegelaat om vir myself te besluit.	210.	In my family I am allowed to decide for myself.
In my gesin word ek toegelaat om die dinge te doen waarvan ek hou.	211.	In my family I am allowed to do the things I like doing.
My ouers probeer beheer uitoefen oor met wie ek meng.	212.	My parents try to control whom I mix with.
My ouers hou daarvan dat ek my eie besluite neem.	213.	My parents like me to make my own decisions.
My ouers respekteer my privaatheid.	214.	My parent/s respect my privacy.
My gesin gun my soveel vryheid as wat ek wil hê.	215.	I am given as much freedom as I want in my family.



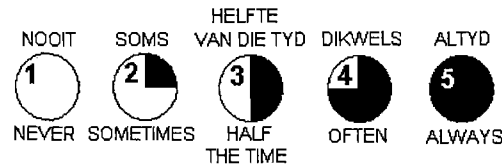
My ouers oorbeskerm my.	216.	My parents are overprotective of me.
Ek neem goeie besluite.	217.	I make good decisions.
Ek is seker van my opinies.	218.	I am sure of my opinions.
Mislukkings veroorsaak dat ek harder probeer.	219.	Failure makes me try harder.
Ek verkies situasies waar ek op iemand anders se vermoëns kan staatmaak.	220.	I prefer situations where I can depend on someone else's ability.
Ek voel my vermoë om moeilike situasies te hanteer is swak.	221.	I feel that my ability to handle difficult situations is poor.
Ek is daartoe in staat om probleme in my lewe te hanteer.	222.	I am capable of dealing with problems that come up in my life.
Ek vermy die aanleer van nuwe dinge wanneer dit vir my te moeilik lyk.	223.	I avoid trying to learn new things when they seem too hard for me.
Ek glo ek kan 'n sukses van my lewe maak.	224.	I believe I can make a success of my life.
Ek voel in beheer van my lewe.	225.	I feel in control of my life.
Wat ek werklik in die lewe wil hê, is buite my bereik.	226.	What I really want in life is beyond my reach.

Child Functioning Inventory - High School (CFI-HIGH)

Kinderfunksioneringsinventaris - Hoërskool (CFI-HOër)

Naam / Name: Datum / Date:

Ouderdom / Age: Geslag / Gender:



1.	① ② ③ ④ ⑤	47.	① ② ③ ④ ⑤	92.	① ② ③ ④ ⑤	137.	① ② ③ ④ ⑤	182.	① ② ③ ④ ⑤
2.	① ② ③ ④ ⑤	48.	① ② ③ ④ ⑤	93.	① ② ③ ④ ⑤	138.	① ② ③ ④ ⑤	183.	① ② ③ ④ ⑤
3.	① ② ③ ④ ⑤	49.	① ② ③ ④ ⑤	94.	① ② ③ ④ ⑤	139.	① ② ③ ④ ⑤	184.	① ② ③ ④ ⑤
4.	① ② ③ ④ ⑤	50.	① ② ③ ④ ⑤	95.	① ② ③ ④ ⑤	140.	① ② ③ ④ ⑤	185.	① ② ③ ④ ⑤
5.	① ② ③ ④ ⑤	51.	① ② ③ ④ ⑤	96.	① ② ③ ④ ⑤	141.	① ② ③ ④ ⑤	186.	① ② ③ ④ ⑤
6.	① ② ③ ④ ⑤	52.	① ② ③ ④ ⑤	97.	① ② ③ ④ ⑤	142.	① ② ③ ④ ⑤	187.	① ② ③ ④ ⑤
7.	① ② ③ ④ ⑤	53.	① ② ③ ④ ⑤	98.	① ② ③ ④ ⑤	143.	① ② ③ ④ ⑤	188.	① ② ③ ④ ⑤
8.	① ② ③ ④ ⑤	54.	① ② ③ ④ ⑤	99.	① ② ③ ④ ⑤	144.	① ② ③ ④ ⑤	189.	① ② ③ ④ ⑤
9.	① ② ③ ④ ⑤	55.	① ② ③ ④ ⑤	100.	① ② ③ ④ ⑤	145.	① ② ③ ④ ⑤	190.	① ② ③ ④ ⑤
10.	① ② ③ ④ ⑤	56.	① ② ③ ④ ⑤	101.	① ② ③ ④ ⑤	146.	① ② ③ ④ ⑤	191.	① ② ③ ④ ⑤
11.	① ② ③ ④ ⑤	57.	① ② ③ ④ ⑤	102.	① ② ③ ④ ⑤	147.	① ② ③ ④ ⑤	192.	① ② ③ ④ ⑤
12.	① ② ③ ④ ⑤	58.	① ② ③ ④ ⑤	103.	① ② ③ ④ ⑤	148.	① ② ③ ④ ⑤	193.	① ② ③ ④ ⑤
13.	① ② ③ ④ ⑤	59.	① ② ③ ④ ⑤	104.	① ② ③ ④ ⑤	149.	① ② ③ ④ ⑤	194.	① ② ③ ④ ⑤
14.	① ② ③ ④ ⑤	60.	① ② ③ ④ ⑤	105.	① ② ③ ④ ⑤	150.	① ② ③ ④ ⑤	195.	① ② ③ ④ ⑤
15.	① ② ③ ④ ⑤	61.	① ② ③ ④ ⑤	106.	① ② ③ ④ ⑤	151.	① ② ③ ④ ⑤	196.	① ② ③ ④ ⑤
16.	① ② ③ ④ ⑤	62.	① ② ③ ④ ⑤	107.	① ② ③ ④ ⑤	152.	① ② ③ ④ ⑤	197.	① ② ③ ④ ⑤
17.	① ② ③ ④ ⑤	63.	① ② ③ ④ ⑤	108.	① ② ③ ④ ⑤	153.	① ② ③ ④ ⑤	198.	① ② ③ ④ ⑤
18.	① ② ③ ④ ⑤	64.	① ② ③ ④ ⑤	109.	① ② ③ ④ ⑤	154.	① ② ③ ④ ⑤	199.	① ② ③ ④ ⑤
19.	① ② ③ ④ ⑤	65.	① ② ③ ④ ⑤	110.	① ② ③ ④ ⑤	155.	① ② ③ ④ ⑤	200.	① ② ③ ④ ⑤
20.	① ② ③ ④ ⑤	66.	① ② ③ ④ ⑤	111.	① ② ③ ④ ⑤	156.	① ② ③ ④ ⑤	201.	① ② ③ ④ ⑤
21.	① ② ③ ④ ⑤	67.	① ② ③ ④ ⑤	112.	① ② ③ ④ ⑤	157.	① ② ③ ④ ⑤	202.	① ② ③ ④ ⑤
22.	① ② ③ ④ ⑤	68.	① ② ③ ④ ⑤	113.	① ② ③ ④ ⑤	158.	① ② ③ ④ ⑤	203.	① ② ③ ④ ⑤
23.	① ② ③ ④ ⑤	69.	① ② ③ ④ ⑤	114.	① ② ③ ④ ⑤	159.	① ② ③ ④ ⑤	204.	① ② ③ ④ ⑤
24.	① ② ③ ④ ⑤	70.	① ② ③ ④ ⑤	115.	① ② ③ ④ ⑤	160.	① ② ③ ④ ⑤	205.	① ② ③ ④ ⑤
25.	① ② ③ ④ ⑤	71.	① ② ③ ④ ⑤	116.	① ② ③ ④ ⑤	161.	① ② ③ ④ ⑤	206.	① ② ③ ④ ⑤
26.	① ② ③ ④ ⑤	72.	① ② ③ ④ ⑤	117.	① ② ③ ④ ⑤	162.	① ② ③ ④ ⑤	207.	① ② ③ ④ ⑤
27.	① ② ③ ④ ⑤	73.	① ② ③ ④ ⑤	118.	① ② ③ ④ ⑤	163.	① ② ③ ④ ⑤	208.	① ② ③ ④ ⑤
28.	① ② ③ ④ ⑤	74.	① ② ③ ④ ⑤	119.	① ② ③ ④ ⑤	164.	① ② ③ ④ ⑤	209.	① ② ③ ④ ⑤
29.	① ② ③ ④ ⑤	75.	① ② ③ ④ ⑤	120.	① ② ③ ④ ⑤	165.	① ② ③ ④ ⑤	210.	① ② ③ ④ ⑤
30.	① ② ③ ④ ⑤	76.	① ② ③ ④ ⑤	121.	① ② ③ ④ ⑤	166.	① ② ③ ④ ⑤	211.	① ② ③ ④ ⑤
31.	① ② ③ ④ ⑤	77.	① ② ③ ④ ⑤	122.	① ② ③ ④ ⑤	167.	① ② ③ ④ ⑤	212.	① ② ③ ④ ⑤
32.	① ② ③ ④ ⑤	78.	① ② ③ ④ ⑤	123.	① ② ③ ④ ⑤	168.	① ② ③ ④ ⑤	213.	① ② ③ ④ ⑤
33.	① ② ③ ④ ⑤	79.	① ② ③ ④ ⑤	124.	① ② ③ ④ ⑤	169.	① ② ③ ④ ⑤	214.	① ② ③ ④ ⑤
34.	① ② ③ ④ ⑤	80.	① ② ③ ④ ⑤	125.	① ② ③ ④ ⑤	170.	① ② ③ ④ ⑤	215.	① ② ③ ④ ⑤
35.	① ② ③ ④ ⑤	81.	① ② ③ ④ ⑤	126.	① ② ③ ④ ⑤	171.	① ② ③ ④ ⑤	216.	① ② ③ ④ ⑤
36.	① ② ③ ④ ⑤	82.	① ② ③ ④ ⑤	127.	① ② ③ ④ ⑤	172.	① ② ③ ④ ⑤	217.	① ② ③ ④ ⑤
37.	① ② ③ ④ ⑤	83.	① ② ③ ④ ⑤	128.	① ② ③ ④ ⑤	173.	① ② ③ ④ ⑤	218.	① ② ③ ④ ⑤
38.	① ② ③ ④ ⑤	84.	① ② ③ ④ ⑤	129.	① ② ③ ④ ⑤	174.	① ② ③ ④ ⑤	219.	① ② ③ ④ ⑤
39.	① ② ③ ④ ⑤	85.	① ② ③ ④ ⑤	130.	① ② ③ ④ ⑤	175.	① ② ③ ④ ⑤	220.	① ② ③ ④ ⑤
40.	① ② ③ ④ ⑤	86.	① ② ③ ④ ⑤	131.	① ② ③ ④ ⑤	176.	① ② ③ ④ ⑤	221.	① ② ③ ④ ⑤
41.	① ② ③ ④ ⑤	87.	① ② ③ ④ ⑤	132.	① ② ③ ④ ⑤	177.	① ② ③ ④ ⑤	222.	① ② ③ ④ ⑤
42.	① ② ③ ④ ⑤	88.	① ② ③ ④ ⑤	133.	① ② ③ ④ ⑤	178.	① ② ③ ④ ⑤	223.	① ② ③ ④ ⑤
43.	① ② ③ ④ ⑤	89.	① ② ③ ④ ⑤	134.	① ② ③ ④ ⑤	179.	① ② ③ ④ ⑤	224.	① ② ③ ④ ⑤
44.	① ② ③ ④ ⑤	90.	① ② ③ ④ ⑤	135.	① ② ③ ④ ⑤	180.	① ② ③ ④ ⑤	225.	① ② ③ ④ ⑤
45.	① ② ③ ④ ⑤	91.	① ② ③ ④ ⑤	136.	① ② ③ ④ ⑤	181.	① ② ③ ④ ⑤	226.	① ② ③ ④ ⑤
46.	① ② ③ ④ ⑤								