

TITLE: *Responses to violent behaviour: Narratives from a child youth care practitioner and a young person in Kwa-Zulu Natal.*

## INTRODUCTION

Study describes violence with regards to on young people awaiting trial in residential settings. **[Swearing, kicking, punching, breaking objects (etc.)]**, Barter (2003).

Violence directed **towards other young people or child and youth care workers.**

Presentation covers (Background, objectives, literature review, theories and research work plan)

# BACKGROUND/CONTEXT

This topic has recently been part of **extensive discourse** in the International Child and Youth Care Network (CYC-Net, 2010, 2011, 2014). South African child and youth care practitioners also participated in these discussions.

Particular focus on **child and youth care workers' response**.

Efforts to inspire appropriate responses in residential treatment centres **have existed for two centuries**. (Brendtro:2004).

# BACKGROUND/CONTEXT

Studies reveal that this phenomenon has been widely **researched and documented in European countries.**

**Very few** studies have been conducted in **Africa** while in South Africa Basson et al (2011) reports that according to statistics research has focussed on the **causes of violence** involving youth in trouble with the law **rather than their subjective experience** of violent situations.

# BACKGROUND/CONTEXT (Statistics)

In Europe, Khouri-Kassabri (659:2014) examined physical violence involving **1,324** Jewish and Arab **adolescents** in **32 residential settings** in Israel.

This study revealed that **56% of adolescence** experienced **physical violence** in residential care.

# BACKGROUND/CONTEXT (Statistics)

A retrospective study conducted in **England and The United Kingdom** discovered that **12 out of 158** young people experienced physically violence in a residential setting, **boys twice as much as girls** (Hobbs, Hobbs and Wayne: 1239).

# BACKGROUND/CONTEXT (Statistics)

According to this study **56 percent of adolescents with adjustment difficulties** experienced violence in the care of violent staff.

In Malawi, the findings of the study conducted by the African Child Policy Forum (ACPF) were that **33 percent of young people in residential care** reported being beaten by **caretakers** and **heads of institutions** (The African Policy Forum 2014: 45).

# RESEARCH PROBLEM, QUESTIONS AND OBJECTIVES

- **PROBLEM:** Violent situations involving young people awaiting trial in residential settings is a **long standing challenge** in child and youth care and the status quo remains regardless of **training** and **legislative** requirements.
- **QUESTIONS:** **Which strategies** do child and youth care workers use to respond to violent behavior when it occurs?

# RESEARCH PROBLEM, QUESTIONS AND OBJECTIVES

- Are the strategies used informed by **intuition**, child and youth care **theory and knowledge** base ?
- Do these responses **conform** to SA child and youth care **legislation and organizational policy**?
- How do Child and youth care workers and young people experience **interpretation and make meaning of** responses of the workers during young people's violent fights? The **similarities and differences.**

# Objectives

- **Document** the experiences of young people awaiting trial And child and youth care workers.
- During violent situations.
- **Action research** - go through the process of creating new knowledge (Develop a model for dealing with youth violence in residential settings in SA to be included in training child and youth care workers).

# PRELIMINARY LITERATURE REVIEW

- Long *et al* (2008), young people at risk present with **highly intense and complicated forms of conflict** which they have experienced in the **past**.
- These conflicts manifests as **violence incidences** which staff in residential child and youth care workers have to manage.
- Often young people and staff attach meaning to staff responses.
- Garfat *et al* (2012) articulated “**attention to meaning-making**” as the core characteristics of a child and youth care approach.

# PRINCIPAL THEORIES / CONCEPTUAL FRAMEWORK

## Core models

- **Stress model** – Recognise **escalation** stages and know how to respond effectively at each stage.
- **Life Space Crisis Intervention (LSCI) model** – Immediate cognitive intervention **once violent behaviour has subsided.** (et al (2008))
- **Conflict cycle** – **Self awareness** and ability to avoid being in a power struggle with a young person. (Long et al (2008))

# PRINCIPAL THEORIES / CONCEPTUAL FRAMEWORK

## Techniques

**40 intervention techniques - general behaviour management**

# RESEARCH DESIGN/METHODOLOGY,ANALYSIS

## Design

**Qualitative research** method will be used in this study.  
**Narrative inquiry** .

# RESEARCH DESIGN/METHODOLOGY, ANALYSIS

## Methodology

- **Stories** of **two** specific child and youth care workers and two young people awaiting trial will be individually collected .
- A workshop/focus group will be conducted to find out the views of other child and youth care workers in the same setting
- **Documents** such as incident reports, log books, hand-over books will be examined.

# RESEARCH DESIGN/METHODOLOGY,ANALYSIS

- **Action Research will be utilised** to generate more data.
- **Workshops** will include all staff in the facility.
- **Department of Social Development in kwa-Zulu Natal (KZN).**  
[permission has already been sought]

# RESEARCH DESIGN/METHODOLOGY, ANALYSIS

## Analysis

**Participative** analysis with participants.

Sequencing and progression of **themes** as interviews take place.  
(Molly *et al*, 2013), Continuous

Use **colour coding** and abbreviations to classify experiences

**Categorise the experiences** and select those relevant to the research question. Clandinin and Connelly (2000)

**THE END**

**THANK YOU**