

The child care worker



LEANNE ROSE ON WHAT IT IS TO BE A CHILD CARE WORKER	3
HELEN STARKE LOOKS BACK AT CHILD ABUSE	5
A PEEK AT THE OCTOBER 1986 ISSUE	6
MICHAEL NISS WRITES ON ACHIEVEMENT BEHAVIOUR	7
MORE INCOMPARABLE COCKBURN VIGNETTES ON STREET CHILDREN	8
SALARY SCALES AND WORKING CONDITIONS FOR CHILD CARE WORKERS	9
VISITING BOYS' TOWN IN THE USA	10
THE NACCW: PRICE TAGS FOR 1992	12
MORE ABOUT JONTIN	13
KAREN VANDERVEN ON THE UNIQUENESS OF CHILD & YOUTH CARE WORK	15

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Three Men in a Boat

Keeping afloat through the economic storms is the small staff complement of the NACCW, certainly maintaining all task obligations, along with morale and hope! Well, two-and-a-half 'men in a boat' actually, and most of them in fact women, but we are talking about manpower — or is it person power?

Whatever, two-and-a-half is the present total of professional staff posts in the NACCW. Having a 'lean and mean' staff structure has been NACCW policy, since we have from the beginning tried to be a facilitating and enabling force (in accordance with sound child development principles!) rather than building a large organisation on which people might become over-dependent.

One of our major donors paid us the compliment of saying to us once that the NACCW has the uncanny ability to *look* five hundred times its real size! This has had its funny sides. A Wits University professor telephoned the old Cape Town national office number one day in 1988, and being the only person there anyway, I answered the call. "Good Lord!" said the lady. "I am so sorry. Your switchboard has put me straight through to your office, and I really wanted only your journal subscription department." Seriously, to keep our small boat battling on, we have had to raise all of our fees and charges to more realistic levels. The Biennial General Meeting in Durban earlier this year voted new membership fees; we will increase all subscriptions to the journal by R10.00 in 1992, and on page 12 this month you will see the new price tags for some of

our courses and other services. What is important is that we are, as always, a non-profit organisation. We are not, therefore, even interested in 'market-related' charges, merely with balancing our budget. And by world standards, the NACCW's budget and cost structure is remarkably lightweight. It is not generally realised, but an institution in the US would, for example, have to pay over \$110.00 (more than R300.00) for a one-year (four issues) subscription to *Child & Youth Care Quarterly*. NACCW services remain of a very high (and improving) standard — and cheap at the price.

Canadian child and youth care

Tributes due to those engaged in the current renaissance in Canadian child care. In last month's issue we printed Jerry Beker's appreciation of Gerry Fewster's new book *Being in Child Care* (Haworth Press) which is required reading for all in the field. In his review of this book, Thom Garfat advises "if you're interested in quality child care, buy it and don't lend it to anyone ... they may not return it." This month we publish two short pieces from the *Canadian Journal of Child and Youth Care*, the first, by Leanne Rose, being a moving personal account of her voyage of discovery into child care work.

New book

... and alongside is an advertisement for the NACCW's latest book based on presentations at the 1991 Biennial Conference — important and valuable material for all child care people at this time in South Africa.

PUBLISHED OCTOBER 1991

The presentations based on the theme of the NACCW 1991 Biennial Conference held in Durban

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On Being a Child and Youth Care Worker

Leanne Rose received her Bachelors and Masters degrees from the University of Victoria's School of Child and Youth Care. She has eight years' experience in this work, and this is the story of her personal quest to discover what is meant by 'the therapeutic care of children and youth in their life space'. Names have been changed to respect the right to privacy of those children central to this exploration. *(Reprinted from the Journal of Child Care, Canada)*

My immediate task is to define exactly what it is that I do in my profession as a child and youth care worker. A working definition could be that I provide "therapeutic care for children and adolescents within their life space." Although this definition is perhaps rather vague in terms of my actual duties, it seems to capture the essence of my day-to-day job. Also, I sense that it reflects the core of who I am. In what follows, I will attempt to track my development as a professional through my encounters with the children with whom I have worked, for it is they who have taught me the truth of being a child and youth care worker. "Therapeutic care-giving" has not always been the way that I would describe my work with children. I began working with this impressionable age group when I was still only an adolescent myself. Employed as a playground leader in a small northern British Columbia town, my duty was to provide recreation and summer activities to children in the community. I know that I was not aware of how important and huge this task was — nor were those in charge of the programmes aware. My first experience was with Andrew.

Andrew was a boy of seven years who was full of energy, somewhat defiant, and very vocal. He derived pleasure from ruining other children's art work, physically overpowering the younger children, and driving the playground leaders almost to the point of insanity (or at least that's how we viewed it at the time). On one particular day, in our wisdom, we decided that in order to maintain control of the playground, Andrew had to be "dealt with"! That day Andrew spent approximately two hours gagged and tied up in the corner of the gymnasium while the other children participated in the fun activities. He didn't cry, struggle, or display anger; he only sat there until we untied him, and then he went home without a word spoken.

The next day Andrew arrived at the playground in a large blue car which poured out black smoke from its exhaust. The man behind the wheel was rough and unclean looking and my immediate thought was to go to the washroom and let my co-worker deal with any confrontation which might arise. To my amazement, the car drove

away leaving Andrew standing on the sidewalk looking boldly at me. It was only when he approached me that I noticed the bruises on his face, and it was only later that day, when we all went swimming, that I noticed the welts on his back.

I won't begin to make excuses for the abhorrent act for which I was responsible that summer. I can only recognise the shift that I made after my experience with Andrew. My passion became to understand children; those who came from difficult homes, those who lacked love, and those who needed more than a "summer playground." It was through this experience that I knew I was a child and youth care worker.

Despite this knowledge, I find it very difficult to explain what it means to be a child care worker. To me, it is the core of my being. It is reflected in how I live my life and how I value those human beings with whom I share the world. This notion of being a child and youth care worker is now integrated into my very existence; but it did not enter my consciousness overnight.

Throughout my university days, I was fairly unaware of myself. My life was coloured by the struggle to mould myself into the academic structure, and pump out information in a way that would lead to receiving good grades and, eventually, my Bachelor of Arts degree. Although the information was of interest, I was struggling at some level with what the "real" world of child and youth care looked like. With the attainment of that formal 'bop on the head' and the ceremonial shifting of the tassel on my mortar board, I was ready to hit the world as a "qualified" child and youth care worker.

My first job was in a compulsory care unit for adolescents in a small southern Alberta town. "Compulsory care" was a component of the Juvenile Delinquents Act in existence at that time, which allowed for the confinement of children and youth. Children under these compulsory care orders were often quite emotionally disturbed and violent. The combination of these two elements, in addition to there being locks on every door and window to prevent children going outdoors, was deadly. Quickly, I began to see that textbook child and youth care was very different from the real McCoy!

Enter Darren. Darren was the most violent and distressed child that I have worked with in my career. He was assigned to me, with the mandate that I was to complete a behavioural/social assessment and make recommendations as to a placement which would be appropriate for him at the end of his "locked" period. I set out to perform the proper "core" component of good child and youth care: establish a relationship. The first two weeks, often referred to as the 'honeymoon' period, saw a successful "relationship building" venture. Darren and I became real friends and he began to open up and share with me the hardships of his life.

Through our discussions, it became apparent that he wanted to be loved unconditionally by someone in his life. Wanting desperately to prove my dedication as a child and youth care worker, I vowed silently to be the one.

Over the course of the next five months Darren ran the gamut of behaviour, from running away from our "secure" unit, physically assaulting staff with a curtain rod he had ripped off the wall, and punching the walls till the blood flowed from his hands, through to being a wonderful, fun-loving child who sought out affection from the staff and contributed actively in what seemed to be his progress towards becoming emotionally healthy. Despite all these setbacks in my attempt to "cure" this child, I still vowed to be the one that didn't give up, the one professional that didn't desert this lonely boy.



The recommendations I made to the Department were well investigated and thought out, and represented many months of first-hand exploration into the life events and personal struggles of Darren. None of the recommendations were acted on. Darren was moved into another region of the province where he knew no one, and I was discouraged by his social worker from staying in contact with him. I ignored this request and diligently wrote to Darren to let him know (and to prove to myself) that I was going to be a "true" child and youth care worker.

I soon learned the reality of the child welfare system, as well as the way in which the system hinders the therapeutic nature of child and youth care. Darren did not receive the treatment that he needed; he had never been able to form a meaningful and lasting bond with someone, nor did he receive the unconditional love he yearned for. It was

“... how we devise a curriculum which is behaviourally-oriented and expect that it will deal with the root of our humanness: our emotions and spirit”

through Darren that I realised that my position as a child and youth care worker is dependent upon a bureaucratic system. I also came to understand that the therapeutic nature of child and youth care has to exist primarily in the here-and-now, and that somewhere the consistency of care for our children, and our responsibility as a society to our youth, was lost in the political system.

My passion changed. No longer was I committed to just one child; I began to understand my need to be clear about who I was and what child and youth care was for me, so that I could effect change for all children in care. It was through Darren that I began to understand that child and youth care is not just what I do, it is who I am. I'll have to thank him someday. My movement within my career from this point became very calculated. I began to check out my perception of myself as a child and youth care worker in other settings and alongside my fellow co-workers.

My next professional experience in Alberta can be summed up in one word: Kenny. Kenny was nine years old, a skinny kid with thick glasses and a wonderful warm smile. Kenny's mother and father had both died in a car accident and he had been placed in our receiving and assessment home until an appropriate placement could be found. The "system" immediately took over his care, deciding that he should have no contact with his older sister and should not be allowed to attend his parents' funeral. We, the lowly child and youth care workers, obeyed and promptly set up a case management plan for Kenny. Kenny was the first younger child that I worked with in a residential care setting, and his innocence about life and his need for a different level of caring was immediately apparent. Much time was spent reading bed-time stories to Kenny, helping him wash his hands and face at night, and running bubble baths for him. The flipside of caring for Kenny was exhaustive and troubling. Over the next three months he was physically restrained at least once every day. On some days the staff would be "holding" him for a greater part of the eight-hour shift. All our professionally-designed case plans, the intervention plans and behaviour management plans, etc., were destroyed by Kenny within a few days, leaving

us with an immense feeling of being unable properly to meet this child's emotional needs.

I could write a novel about the lessons that I learned from Kenny. He taught me how afraid we are to deal with loss, how we devise a curriculum which is behaviourally oriented and expect that it will deal with the root of our humanness: our emotions and spirit. He also taught me how resourceful we become when we need to have our physical and emotional needs met. You see, I know that Kenny did not need to be restrained physically every day; he was in total control. What he *did* need (which he got) was someone to hold him and spend time with him while he grieved. Unfortunately for Kenny and for all the other kids in our facility at that time, few of us had an understanding of what it meant to be providing therapeutic caring for children and adolescents in their life space.

My work with Kenny also heightened my awareness of the true value of child and youth care. The psychological assessment of Kenny was completed by a psychologist who spent two hours administering psychological tests. From those two hours came a report which made statements about the "functioning level" of this young man. They pegged him as 'emotionally disturbed', 'attention seeking', 'lacking in self esteem', and so on. When I read the report I began to realise the critical nature of my work in the "life space" of the child or youth. I was the one who ate with him; I was the one who played games with him; I was the one who held him; I was the one who read him stories at night; I was the one who disciplined him; I was the one who dealt with the school when there were problems; I was the one that took him shopping for new clothes. Yet the psychologist had all the impact, all the status, to affect this child's life. It was somewhere in the midst of this realisation that I made the decision to be a true therapeutic caregiver; I made the decision to understand the child or youth, not as a "case" to be solved, but as a victim of circumstance who needed some human understanding and support to overcome the barriers that lay before him or her. I began to see the children and youth I worked with as possessing power, and as being fortunate to have child and youth care workers to help guide them. I don't mean that they should be grateful that child and youth care workers are a part of their lives, but rather that we should begin to view our role as the most important and essential role for children in care.

With this new outlook on my own worth as a child and youth care worker, I ventured out to find a workplace that held the same philosophy as I did. I moved to a large city and began my directorship of a community programme — where I met Heather. As with Kenny, the lessons I learned from her were numerous. This particular encounter was to add to my understanding of "therapeutic caring of children and youth in their life space."

Heather was a young lady who had lived most of her pre- and early adolescence on the street, a victim of female oppression, selling her body as a means to survive and to belong somewhere. Heather had been described in all previous reports as being 'sexually promiscuous' and 'emotionally disturbed,' and 'displaying inappropriate sexual behaviour' and so on. Heather and I quickly developed a relationship and spent long hours just talking as two human beings, rather than as professional and client. We discussed the various sexual acts that she had been forced to perform in her job as a prostitute (such as dressing up in strange garments, or being with clients who wanted to urinate on her); we discussed the money that was paid to her and the percentage that she got after it was turned over to her pimp; and we discussed the physical and mental abuse she received from her pimp. All this was done with little or no emotion displayed by Heather.

Heather met Mathew through our programme. The attraction was instant, and within a week Mathew had asked her out for a date. She was excited but we all assumed that his sort of thing would be "old hat" to Heather given her past occupation. The day after the date Heather came into my office and closed the door. She didn't take my chair this time, which had become a ritual of ours, but rather sat in what we had termed the "client chair." She looked at me sheepishly, blushing and avoiding eye contact, and then said in an innocent child-like voice: "He kissed me." I hugged her.

I have paused a long while since writing his account with Heather, and it has brought tears to my eyes again. To me, that is what being a child and youth care worker is. That is "therapeutic caring of the child and youth in their life space." That is what no other human service profession appears able to do: understand the child or youth as a person, as another human being, by sharing with them their living space, developing relationship and providing therapeutic caregiving.

When I look at what I have just written, I realise that it is only through this process of identifying and exchanging experiences that I have come to an understanding of whom I have truly learned from: the children and youth. They are the ones who have fostered my growth; they are what being a therapeutic care-giver is all about. And because of that, I want to end this with a poem which was written by a young girl, and shared with me in order to help me understand her as a person just a little bit better:

Mannequin

Natasha dances upon her toes;
for every heart but her own.

She cries tears of snow;
for everybody's pain but hers.

At night as she lays down to sleep
She wipes the smile off her face ...

And soon begins to weep.

Looking back at Child Abuse

Director of Cape Town's Child Welfare Society, **Helen Starke** looks back on the last decade and a half during which we have moved from simple definitions of 'baby-battering' and built new conceptions of child abuse

As I prepare to depart from Child Welfare Society, Cape Town after fourteen years as Director it seems a good time to reflect on the developments in child abuse.

Today we take for granted that there is considerable concern about child abuse and numerous organisations in Cape Town providing a wide range of services.

February 1978 the only organisations involved with child abuse in Cape Town were the welfare organisations undertaking Children's Court work — Child Welfare Society, A.C.V.V., C.M.R., Communicare, Diakonale Dienste — plus the State welfare departments.

Battered child syndrome

We were aware of physical abuse, but it was not considered a major problem. If a social worker dealt with a physical abuse case, all her colleagues knew about it. That is how "unusual" it was. The concept of child abuse was largely limited to the battered child syndrome and lack of co-operation from the medical profession made investigation extremely difficult. We could get medical reports only from District Surgeons, who would describe the injuries, but would give no professional opinion regarding the cause of the injuries. Virtually no referrals were received from the medical profession. The few refer-

als we did receive came from neighbours, clinic sisters and schools. Although the latter were generally reluctant to refer. The 1960 Children's Act definition of a "child in need of care" did not specifically acknowledge child abuse, which was seen rather as a criminal offence. Sexual abuse was generally not acknowledged as a problem for the helping professions. Practitioners realised that incest occurred, but either didn't know how to handle it except as a criminal offence, or felt that it wasn't really harmful to a child. Other forms of sexual abuse centred on the "stranger danger" concept and were seen as crimes of violence. Child neglect, which was included in the Children's Act definition of a "child in need of care", was major problem, but something seen as entirely apart from child abuse.

In April 1980 the White welfare department introduced the Register of Battered Children. The relevant circular stated that: *For the purposes of registration, the following meaning is attached to the terms battered child: Infant who displays symptoms of serious physical injuries (such as fractures, haematomas, bruises which arise from repeated serious injuries or gross abuse received over a period of time. An infant is, according to the Children's Act, 1960, a person under the age of 7.*

Other than the "infant" concept, this definition was not inconsistent with child abuse practice at the time.

Of course, those of us in the child welfare field were being confronted with overseas literature on child abuse, but even that portrayed a narrow concept of child abuse — the battered child plus incest plus a bit on emotional abuse.

World Congress

At the Third International Congress on Child Abuse and Neglect in Amsterdam in 1981, the opening address included the following remarks:

With regard to the physical abuse of children, we have opted to emphasise the treatment of the emotional consequences for the child, and we have also concentrated attention on the identification and the origins of emotional abuse. With regard to sexual abuse, we will draw attention to the identification of the problem.

During this Congress there was an emotional address by Henry Kempe (the "father" of child abuse) pleading for the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) to acknowledge the problem of child neglect and to move away from the "battered child" concept.

At this same Congress I was inspired by Giarretto and his treatment programme for incestuous families.

Seeking co-operation

Back in Cape Town we were treating physically abusive families — and staying as far away as possible from the criminal problem.

In our efforts to treat physically abusive families we were fighting for a multi-disciplinary approach. But with difficulty. Medical practitioners wouldn't give reports, psychiatrists and psychologists would deal only with motivated, sophisticated, articulate families. Child neglect we accepted as a welfare problem and separate from abuse. In Black communities physical abuse was not even acknowledged.

During the 1980's things got moving. Red Cross Children's Hospital started identifying physical abuse and referring cases to us — with medical reports. The Southern African Society for the Prevention of Child Abuse and Neglect (SASPCAN) was formed, with the involvement of various professions. At Child Welfare Society, Cape Town — and other welfare organisations — we became more and more sophisticated in dealing with both physical abuse and incest. The handling of other forms of sexual abuse, and particularly sexual abuse by persons known to the child, did not develop at the same pace. December 1986 saw the implementation of the Child Care Act, 1983. Although this new Act was not without its problems, it did acknowledge physical abuse, sexual abuse and neglect and made provision for the reporting of physical abuse. Child neglect became acknowledged as part of child abuse, but received little attention. The SA Police Child Protection Unit was formed. Sexual abuse/molestation received widespread publicity with the Glynn Day case in 1988. This case, together with a number of subsequent well-publicised cases, led to increased public awareness and the incorporation of sexual abuse/molestation into the child abuse arena.

24-hour telephone services were established. Child abuse became the "in thing" and everybody who was anybody wanted to be part of the child abuse scene. This led to much needed expansion in service provision. But it also led to confusion regarding who was doing what, to the more established organisations feeling threatened and criticised by the newcomers, to the newcomers having difficul-



Helen Starke, retiring as Director of Cape Town Child Welfare Society after 14 years

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ty finding their "place" in the field. These problems have been resolved to a large extent, but there are still residual feelings. What we see now in Cape Town is more sexual than physical abuse. The question I ask myself is "Is this because it is more prevalent, or because it is more fashionable?"

Neglect prevalent

But child neglect remains the most prevalent form of child abuse. Despite most practitioners acknowledging that neglect is included in child abuse, when we say "child abuse" most of us think "sexual and physical abuse", with a few of us including emotional abuse.

A question I pose is "Has it advanced the cause of the neglected child to include neglect together with emotionally charged and sensational physical and sexual abuse?"

A more recent development has been a recognition that as there is physical, sexual and emotional abuse there are also categories of neglect — individual neglect and community (communal) neglect or deprivation. But has this recognition assisted the thousands of neglected children in Cape Town?

I am reminded of a discussion which I had a decade ago with an American social worker working in a totally Black community in Philadelphia. He felt that Black communities as a whole, and not individual families, are at risk and that those in which abuse and neglect occurs is the luck of the draw. That those children who are actually identified and treated is also the luck of the draw. He believed that a total strategy is necessary. We agree, but what are we doing? Is it possible to develop such a total (community development) strategy within our current framework of child abuse intervention? We have also acknowledged institutional abuse — with its various categories. But the strategies to address the problem are in their infancy.

Looking back I realise that we have come a long way in 14 years. And without detracting in any way from the progress which has been made and the contributions of the numerous organisations and individuals, I question whether it is not now time for us to consolidate and rationalise our services in Cape Town. □

Five Years Ago

For those who weren't around then, a look at our October 1986 issue

October 1986 was a very full issue, beginning with some strong talk in the Editorial — while there is the desire for the status of child care work to be elevated, there is also the expectation that someone else must do something about it ... for there to be any forward movement in the profession, the impetus must come from the enthusiasms of the workers themselves.

The issue was full of news of the NACCW's recent National Seminar on Middle Management in Child Care which had been held during that month in Port Elizabeth. **Mr S.D. Theron** of the Department of Health and Welfare had kicked off with the statement that children's homes should develop their staff structures and programmes so that they offer effective care and treatment services to all children, and not simply pass their problems on to industrial schools.

Putting her finger on the principle of middle management, **Jacqui Michael** reminded delegates that just as one appointed one staff member for a certain number of children, so one needed to appoint a staff member for a certain number of *staff members*.

Formal papers are commented on elsewhere, but the high point of the Seminar was a role-play led by **Lesley du Toit** with the whole group which demonstrated the need for on-line skills for child care workers, and on-line supervision as contrasted with the social work model.

Two of the presentations were printed in this issue. Well worth re-reading was a model paper on case management which challenged all teams to ensure systematic treatment programming by **Peter Harper** who offered twenty principles of case management, concluding with "The case manager ensures that no child is mismanaged". One sound middle management appointment, he claimed, can turn a whole programme around.

Di Levine went on to deal with staff development and evaluation, redressing some common misconceptions about staff management: "Careful review might show that the workers are not failing the organisation, but instead that the organisation is failing the workers", and, more penetratingly: "The accent of our work is on staff behaviour towards children — and not on children's behaviour towards staff". The paper concluded with a draft

proposal for a staff evaluation format, which was characterised by objective skills descriptors rather than vague qualitative judgements.

A unique co-operative programme between child care agencies and the Department of Paediatrics at the Witwatersrand University Medical School was described by **Debra Danilowitz** and **Avis Schreier**. Medical students were twinned with children in care with these goals: to monitor development; to assess effects of institutionalisation; to recognise effects of separation; to learn to communicate with children; to observe the child's interaction with significant others; and to understand the function of the various professionals working with the child. Students had to have contact at least fortnightly with their child, and many helpful relationships were established. The students also monitored health problems, everything from upper respiratory tract infections and enuresis to lice and boils!

In a practice hint **Selma Wastell** suggested that jealousy was related to a youngster's affronted sense of fair play — and the very existence of this sense of justice was a handle with which to help. Often, just reflecting back to the child how he or she is feeling will be the first inroad to helping them ... "It really seems unfair to you that James always wins his races and you don't".

In the final article **Dina Hatchuel** asked "What about the Family?" One cannot work with the child in isolation from the parents, who often interpret the removal as meaning that they have been of no value to their child. She quotes van den Heever: "It is a fact that parents whose children have been removed experience a lack of vision of the future, which causes an emotional collapse. Numerous fresh problems can manifest themselves because of this retrogression, resulting in serious hindrance of assistance ... In spite of the fact that parents have neglected their children, they find it difficult to account to society, neighbours, the school, etc. as to why the children have been removed."

Reprints of articles may be ordered. A nominal charge to cover xeroxing and mailing is made. A regularly updated Bibliography of all articles and books published by the NACCW is available at a cost of R1.00

Michael Niss is Consultant Psychologist at the Arcadia Children's Home in Johannesburg

Achievement Behaviour

Achievement behaviour is an important part of a child's development that leads to a child learning to be effective and developing a sense of mastery over his environment. Through achievement one develops a positive self-esteem, feeling of acceptance, adequacy and self worth. There are many factors that affect a child's motivation and achievement behaviour. The key players are parents, school and friends.

Early Experience

Achievement motivated behaviour develops early in childhood. Early experiences have a tremendous impact on a child's later achievement behaviour. Therefore early experiences may inhibit or facilitate achievement when the child reaches school going age. Psychologists generally agree that early experience and mastery of tasks effect achievement motivation. Self-esteem similarly commences development early in life and becomes more set as the child matures. The youngster brings with them to pre-adolescence and adolescence a fairly framed self-concept and achievement motivation. In the early years, achievement is mainly through sensory-motor activities. The behaviour is mainly concrete and specific in nature. As the child develops his behaviour becomes more complex and abstract. During this stage mastery of tasks requires concentration and more frequent attempts are needed to overcome tasks. The sense of defeat and inability to accomplish tasks on hand are a sure way to learn defeat, but perhaps the more lasting message is the feelings that accompany the failure. Not only is the child's personal perception important, but also the reaction to experiences from others around him.

A child learns from the responses he gets from parents, teachers and peers. How he is doing and in fact, the expectations of these significant others can also affect his achievement motivation. When explaining this to parents I use the example of a plant that we water in the hope that it grows flowers. Similarly one should expect that a child will bear the fruits of their attempts. There can be nothing more demoralising for a youngster to feel that a parent or peer doesn't think that he is able to master a task.

Parents, teachers and significant others

A 16 year old boy referred by his school, for underachieving told me in therapy that

he remembers from a young age that no one ever expected him to achieve. He was allowed to do what ever he wanted to, and what ever he did, didn't matter to anyone. On further examination of his circumstances he reported that he was always told that he was average. This message was passed on by his parents and teachers.

He later said that he wished that how he did at school mattered to someone. Parents and parent surrogates are the most significant individuals determining the self-esteem and achievement motivation of the child. Research is showing that a child's perception of themselves is tied up with the messages he receives from parents and teachers. Achievement behaviour is fostered through interaction with the child, so that the child learns that he can master tasks. Parents need to give children the message of positive regard and belief. A wonderful card received from a 10 year old boy at termination of therapy read as follows: *Thanks for believing in me even when I was unbelievable.* This humorous card drives home the importance of positive regard. The boy started to improve his behaviour in many areas, especially at school.

Never has questioning a child as to why he has not brought home good grades, achieved anything. This kind of question only isolates the child and makes him feel worse, as the truth is, he does not know.

Peer Grouping and Pressure

The influence of peers, is also a factor that influences achievement behaviour. In group therapy at a children's home the children verbalised that they are known as "children from the home" and that implied some thing to them. It was a form of identification and also dictated a way of behaving. The group went on to discuss what it meant to be from the home and it became clear from what they were saying, that achievement behaviour was not part of their repertoire.

Many researchers have shown that the school environment is also significant in the development of achievement. In fact, the environment a child is exposed too affects his motivational level. In a study conducted in this regard, results showed that children with similar IQ's and similar backgrounds, performed differently in schools which were middle class than did those children that were in predominantly lower class schools. The conclusion from this study as well as from various others sug-

gest that underachievers generally come from lower socio-economic groups while high achievers generally come from upper to higher socio-economic groups. In many cases it's the exposure that makes the difference.

Developing achievement behaviour

To develop achievement behaviour is a difficult task because one is working against a fairly well developed pattern from early years.

Psychologists generally agree that poor achievement behaviour and low self-esteem is associated with, and in fact may be the cause of maladjustment. Support for this is found in my own observations. I find that children who have learning problems and adjust poorly to the demands at school, have low self-esteem and poor achievement behaviour.

As the problem is one of developing a lack of achievement and poor self-esteem the remedy may be in setting a course of developing achievement behaviour. The child must start over and be given tasks that are on his achievement level. That is, to start from the level that the child is functioning on, rather than on his ability level. Allow the child to master that level and feel good about it. Once he feels secure and developed a sense of mastery, one can progress to another level. This requires a thorough assessment of achievement level. The child should be able to catch up to his ability once he is on more solid ground. This is a slow process and one must have specific treatment plans.

Activities to motivate achievement

1. Create experiences to ensure success.
2. One should only help when needed, but a child should be encouraged to do things on their own.
3. Assignments should be achievement orientated rather than at the ability level.
4. Tasks should be well structured.
5. Capitalise on the child's interests by enabling him to compete in the area he is interested in.
6. Verbalise encouragement by using "success talk" without using pressure.



It's Annette Cockburn and those street kids of hers again!



"The words to say it ..."

"What?" we asked, "have you learned at the Homestead?" (this was a serious research question!). One child said "I learned to go to bed early", another said, "I learned to 'find God', another declared that he had learned "not to make a noise when big shots come to visit The Homestead". The most poignant response was: "At The Homestead I learned, for the first time, how it is to be happy."

It is nearly dark, a winter's evening. I'm walking through a deserted subway in the suburbs. A group of large youths are coming towards me. Are they menacing? We draw level, the tallest sticks out his hand, "Hello Prinsipaal!" — I no longer recognise him, but respond effusively! An unexpected "perk" in this job — protection!

Most of our appliances are pretty old, and rattle, roar and splutter. The washing machine at Patrick's House was packing up. Every day, our new domestic worker (who happens to be a man) did battle with it. First the pump and then the gears! We got a new one, he appeared in the office, "There's something terribly wrong with the new machine— it makes only a very quiet noise!"

Edmond is difficult, 16 years old, in adaptation class, and often has to be cajoled to go to school. Suddenly he was leaving Patrick's House happily; rushing off to the bus stop. He'd fallen in love with the bus drivers' daughter! He asks me one afternoon if he could phone his old social worker at Child Welfare Society. "Yes," I say distractedly. After a while I become aware of whispering and murmuring and the overuse of the word 'lief' — "Edmond!" I say, "you are *not* talking to your social worker!" He puts the phone down, smiles beatifically at me — "It's true Prinsipaal," he says, "I got the wrong number!"

The story of Desmond is part of the oral tradition in our culture, and I think it deserves a wider audience. Called "Hoppy", for obvious reasons, he is a one-legged child who lives "in" and "out" of the Homestead. Beautiful and cheerful, he flies around the city on his crutches. After much red tape, Archie arranges for him to get a prosthesis from Red Cross Hospital. Repeated attempts to persuade him to wear it are unsuccessful — finally he explains: "It's bad for business!" he says!

THE PROFESSION

Rational salary scales and service packages

Earlier in 1991 the NACCW undertook a survey into salaries and service conditions of child and youth care staff. There were three reasons for this: firstly two of the child care worker forums asked us to collect this information for them; secondly the Association is frequently asked by employers for guidance regarding salaries; and thirdly we were asked by the state to report on the current situation with a view to the possibility of uniform employment conditions being established in the field. The research was disappointing in that only 168 completed questionnaires were received, probably not even 5% of those employed in the child care services in this country. The results therefore gave us only very sketchy information.

A glimpse at survey results

A copy of the research report is available upon request from your Regional Office or the Publications Department of the NACCW. To look at one category, 68 replies relating to the post of **child care worker** were received. Of these 16 were male and 51 female. Length of service was between two and three years. Most earned between R750 and R1000 per month, only ten earning between R1000 and R1500 while nine earned less than R500. The average child care worker worked 55 to 60 hours per week and with a group of 13 to 18 children. Very few children were seen as easy to work with and undemanding; about two thirds were seen as moderately difficult and demanding while one-third were very difficult and highly demanding. Nearly all received supervision and felt reasonably or very well supported.

Replying to the state

In reporting to the state department we were of course hampered by the small number of replies to our research. However, there was a more serious problem, and that was that state salary scales in child

I am at a meeting at the Bonnytown Place of Safety. A big group of boys are playing outside.

Suddenly, one of our old boys sees me; waves and shouts "Hello Prinsipaal!" A dozen ex-Homesteaders crowd around the window.

I leave the meeting, the children are obviously wanting to talk to me, perhaps they are unhappy, or missing us.

I open the window, Waldo is the first to speak "Gimme 20 cents Prinsipaal!"

and youth care institutions were as much as three times those paid in many private institutions. We would like simply to have recommended that state scales should apply to all institutions, state and private, but we realise that given present subsidy levels, private institutions cannot compete with state scales.

Accordingly the NACCW has not simply offered guidelines; it has coupled these with a strong statement regarding the disparity between state scales and those which can be afforded by private welfare organisations: "That the state should pay a trainee child and youth care worker who has a standard 8 certificate and no experience R18447 per annum is extremely fair from a financial point of view. That they should have no expectation in terms of qualification, training and experience indicates a disregard for the special needs of troubled children as well as for the profession of child and youth care." Referring to the state's 'double standards' the reply continues: "Children's homes, given the existing subsidy levels, cannot even begin to match such a salary, but are expected both by the profession and the state to produce quality programmes — which in fact depend on finance and quality staff."

Advising employers

The NACCW, in the light of the above circumstances, has found it impossible to offer *recommended scales*, and has therefore issued only "Guidelines for minimum salaries". These guidelines include six levels in terms of training and qualifications. In order to promote reasonable working conditions within the constraints of these guidelines, clear alternative service 'packages' have been defined. For example, the basic package (Package A) includes a 40-hour week, medical aid, sick leave, pension, a minimum of 20 working days annual leave and a 13th cheque. Should the working hours be extended, alternative packages are substituted in which stated benefits in extra time-off and/or overtime pay are applied.

The Guidelines

The guidelines for the three positions of Child and Youth Care Workers, Senior Workers and Administrators, together with the recommended service packages, are printed on the opposite page for general information.

Guidelines for Minimum Salaries

<p>Child and Youth Care Workers Work directly with troubled children and youth in children's homes, places of safety, child care schools, reform schools, detention centres, street children's shelters, residential facilities for the disabled, community centres, on the street and in communities</p>	<p>Senior Child/Youth Care Workers Programme managers, unit managers, on-line supervisors</p>	<p>Child & Youth Care Administrators Principals, superintendents, directors, administrators</p>
<p>LEVEL 1 Child and youth care trainee. No qualification in child and youth care Scale: 8400 x 420 — 9660 — 10819 x 540 — 12439</p>	<p>LEVEL 1 Not applicable. No practitioner should be appointed to a senior position without a minimum qualification in child and youthcare + at least 2 years' experience</p>	<p>LEVEL 1 Not applicable. No administrator should be appointed without a qualification in child and youth care</p>
<p>LEVEL 2 Child and youth care worker with a non-matric qualification in child and youth care Scale: 9000 x 450 — 10350 — 11592 x 579 — 13329</p>	<p>LEVEL 2 Senior child and youth care worker with a non-matric qualification in child and youth care (NACCW) Scale: 9450 x 472 — 10866 — 12169 x 608 — 13893</p>	<p>LEVEL 2 Non-matric qualification in child and youth care (NACCW) Scale: 12000 x 600 — 13800 — 15456 x 773 — 17775</p>
<p>LEVEL 3 Child and youth care worker with the National Higher Certificate in Residential Child Care (Technikon) Scale: 9600 x 480 — 11040 — 12364 x 618 — 14218</p>	<p>LEVEL 3 Senior child and youth care worker with the National Higher Certificate in Residential Child Care (Technikon) Scale: 10080 x 504 — 11592 — 12983 x 649 — 14930</p>	<p>LEVEL 3 Post-matric qualification in child and youth care from Ethelbert Training Centre, UNISA-NACCW, Technikon Scale: 24000 x 1200 — 27600 — 30912 x 1546 — 35550</p>
<p>LEVEL 4 Child and youth care worker with the UNISA/NACCW certificate (from 1993) Scale: 12000 x 600 — 13800 — 15456 x 773 — 17775</p>	<p>LEVEL 4 Senior child and youth care worker with the UNISA-NACCW certificate (from 1993) Scale: 12600 x 630 — 14490 — 16228 x 811 — 18661</p>	<p>LEVEL 4 Post-matric qualification in child and youth care plus the Diploma in Child Care Administration Scale: 27600 x 1380 — 31740 — 35548 x 1777 — 40879</p>
<p>LEVEL 5 Child and youth care worker with the Ethelbert Training Centre certificate Scale: 14400 x 720 — 16560 — 18547 x 927 — 21328</p>	<p>LEVEL 5 Senior child and youth care worker with the Ethelbert Training Centre certificate and/or the Diploma in Child Care Administration (together with a qualification in child and youth care) Scale: 15160 x 758 — 17434 — 19526 x 976 — 22450</p>	<p>LEVEL 5 Graduate in one of the helping professions plus a qualification in child and youth care Scale: 33600 x 1680 — 38640 — 43276 x 2163 — 49765</p>
<p>LEVEL 6 A Graduate in one of the helping professions who also holds a post-matric certificate in child and youth care Scale: 16800 x 840 — 19320 — 21638 x 1081 — 24881</p>	<p>LEVEL 6 Senior child and youth care worker holding a degree in one of the helping professions plus a certificate in child & youth care Scale: 17640 x 882 — 20286 — 22720 x 1136 — 26128</p>	<p>LEVEL 6 Graduate in one of the helping professions plus the Diploma in Child Care Administration Scale: 36000 x 1800 — 41400 — 46368 x 2318 — 53322</p>

It should be understood that these recommendations represent minimum requirements for employees and that employers should aim to offer better salaries. Present state scales for the Levels 1 to 3 above are given for comparison below:

Level 1 (Standard 8 certificate, no training, no experience): 18447 x 922 — 21213 — 23758 x 1187 — 27319
Level 2: 19047 x 952 — 21903 — 24531 x 1226 — 28209
Level 3: 19647 x 982 — 22593 — 25304 x 1265 — 29099

Recommended Service Conditions

The following packages apply to all levels and posts in the above table:

Package A: 40 hours/week, medical aid, sick leave, pension, minimum 20 working days annual leave, annual bonus (13th cheque)
Package B: 45 hours/week, all Package A benefits plus time off for in direct proportion to overtime worked (e.g. morning/evening off)
Package C: 50 hours/week, all Package A benefits plus a minimum of 24 hours off duty
Package D: 55 hours/week, all Package A benefits plus a minimum of 48 hours off duty
Package E: 60 hours/week, all Package D benefits plus half day per month accumulated as additional annual leave
Package F: 65 or more hours per week, all Package E benefits plus overtime paid at 1.5 x employee's hourly salary rate.
(Example: a child care worker on level 4 working 65 hours will earn a minimum of R234 extra per month plus Package E)

Visit to Boys' Town USA



Vice-Principal of Boys' Town at Macassar, near Cape Town, **Leon Rodrigues** reports on his recent visit to America — including the original Boys' Town campus in Omaha, Nebraska

On a recent trip to Montreal, Canada to attend the Third International Conference on Child and Youth Care, I had the privilege to visit the world renowned Boys' Town in Omaha, Nebraska USA.

If I had only been able to visit Boys' Town my trip abroad would have been worthwhile. The official name for Boys' Town Nebraska is still 'Father Flanagans Boys' home' and was founded by him in 1917. The original farm, called Overlook Farm, acquired by Father Edward Flanagan covers 1300 acres and is situated in Omaha in the state of Nebraska. As you leave Omaha's Eppley airport and drive down highway 6, a tall building with the name 'Boys' Town' on it catches your eye. I later learned that this building houses the National Health and Research Hospital which serves over 12,000 children a year. Overhead direction signs clearly mark the way to Boys' Town, and bring you right to the Dodge Street entrance of the campus. The campus was incorporated as a village in 1936 and it is a complete community with three schools, two churches, farmland, a post office, police station and fire department, as well as other auxiliary services. There are 75 individual Family Homes which can accommodate more than 500 boys and girls. Boys' Town is a home to hundreds of abused, neglected and abandoned children from all over the United States. The children live in Family Homes with 5 to 8 other youths and a married couple who are called Family Teachers.

The Family Teachers are fully trained by Boys' Town at their training centre, which is based on the campus.

The cottages are divided into different communities and are spread across the campus. Each community comprises approximately ten cottages. There is a full-time community director and assistant director for each community. Boys and girls live separately in different cottages. Mini campuses or communities have been built in other parts of the United States. There are campuses in Orlando, and Tallahassee, Florida, South Antonio, Texas, New Orleans and Louisiana.

Other sites in Brooklyn, New York, Rhode Island, Las Vegas, Nevada and Southern California are still under development. A further 17 campuses are still being planned.

The Boys' Town National Research Hospital

The Boys' Town National Research hospital serves children with speech, hearing and language disorders. The hospital is staffed by numerous professionals who form a multi-disciplinary team. These include psychiatrists, psychologists, medical practitioners and specialists, social workers, therapists and mental health counsellors. The hospital also focuses on the handicapped and the abused child. An educational facility called TEACH (Therapeutic Education for Abused Children with Handicaps) provides on-going schooling for the hospitalised children.

Parents or Care givers also receive tuition in the following areas:

- Learn appropriate methods of care and discipline
- Learn skills to intervene in the above cycle and stop it before it starts.
- Develop a better understanding of their own frustrations and anger in relationships with their child.
- Learn to cope with the emotional and behavioural problems of the child
- Learn to gain control over their lives.

Therapeutic Services

There are no social workers at Boys' Town Nebraska, but they have various counsellors. Other professionals include psychologists and therapists, as well as medical practitioners. Counselling services are specialised and various therapeutic groups are held, e.g. calm groups, self-expression groups and others. It is compulsory for youth to attend these groups which are held mostly in the evenings. Religion plays a contributory part to the treatment process. There are two churches on the campus and attendance on Sundays is compulsory.

The teaching family model, in conjunction with other interventions, forms the total treatment programme. The counselling section is housed in the vocational career buildings and youth can go there without fear of stigma.

Education

Boys' Town operates three schools and a vocational career centre. There are two high schools, Boys' Town High School

and Flanagan High School, and a Middle School, the Monsignor Wegner Middle School. Flanagan High School is based in Northern Omaha and caters for youth who have dropped out of the school for girls who are teenage mothers. All teaching staff are trained to deal with problem youth. School is compulsory for all the youth in care and an annual graduation ceremony is held for those who graduate at the end of 12th grade (standard 10). During the summer vacation the youth have to get a job on the campus. Special supervisors are hired to teach the youngsters and they are paid for the work. There is a compulsory summer school which offers between 8 and 12 special courses. Each youngster must do five courses of his own choice, though sometimes teachers or counsellors make recommendations. Boys' Town has a resort in Iowa at Lake Okibodji where four families at a time spend five days on vacation.

The Vocational Career Centre

This centre aims to teach all pupils employability skills in order to assist them when they enter the labour market. Training in various directions is offered by well-qualified staff.

When a new child enrolls, an assessment of his employment skills is done. They use the 'Discover' program which is an interest inventory, and the ACT (Assessment for Career Training) to screen the child. The youngsters do these tests, which are computer-based, on their own. Based on the test results, a recommendation is made on the child's suitability for certain career directions. Some courses such as keyboard skills (computers) are compulsory.

Courses offered are Home Maintenance, which includes electrical work, some plumbing, tiling and lawnmower repairs, Keyboard (computer) Skills, Business Services which is like secretarial training, Graphic Art, Motor Car repairs and Panel Beating, Ceramics where many of the articles sold in their novelty shop are made. Other things made are cups, mugs, statues and plaques. Food Services where cookery and baking are taught, also Culinary Arts, and Driver Training. They have a complete driving school to help youngsters to develop safe driving skills. Many of the boys come for advice on purchasing a used car and also ask for assistance and advice when buying their first car. Boys Town has its own magazine for teens who are drivers or intending to become drivers.

The building also houses a counselling centre, careers department, student council and youth department. In this department the youth arrange various activities and assist others with their problems.

They also have a shop which sells various articles of clothing and other items. Other facilities like swapping of articles and advertising spare time jobs.

The Teaching Family Model

The Teaching Family Model is applied at each cottage at Boys' Town. This is a community-based, family style, behaviour modification programme. The goals of the program are:

- Appropriate social skills, such as manners, etc.
- Academic skills such as study and homework behaviours
- Self help skills such as meal preparation and personal hygiene, and
- Pre-vocational skills, which are taught to help the youths to be competent in the community. A point system is used to mark a youth's progress while emphasis is placed on helping to motivate them to learn new, and appropriate behaviours. Points are exchanged for privileges daily. The youth can progress from a daily system to a weekly system and eventually to a merit system where no points are given or taken away and all privileges are free. The houseparents are married couples with their own children, who are called 'teaching parents' and are intensively trained. A programme auditor does an 'audit' to check whether the programme is appropriately applied, and periodic evaluation and retraining of staff occurs. According to research the Teaching Family Model has been demonstrated to be a practical and effective method of dealing with children who have a learning problem in the skill areas necessary to live and work in a free society, and prevents them from suffering social and career limitations that would result in unhappiness and unproductiveness.

The Boys' Town Parent Training Programme

This programme is for parents of the children or youth at Boys' Town as well as parents who want to build on what they know or those who want to decrease problems with their child or teen. The programme consists of eight weekly sessions and includes lectures, group discussions, video tapes, role-play and individual meetings with parents and trainers. Support groups and follow up services are also arranged. Parents experiencing problems throughout the country can call trained counsellors 24 hours a day on the toll-free telephone line.

After Care and Independent Living Skills

The Department for Continuing Care is responsible for after care services. It is under the guidance of a director and various staff. After care starts a year prior to the child's final year at Boys' Town. Almost like a relay race, the programme leads up to the point where the youth finally leaves Boys' Town. There is a special ceremony which is called "step-up" where the juniors become seniors and then enter a discharge or pre-release programme. The independent living skills (ILS) programme is a comprehensive and sys-

tematic approach to preparing youth for responsible adulthood. The programme takes approximately 18 months to complete. A computerised assessment is done and an intervention of skills learning plan is generated. Six-monthly reassessment is done to review progress. Skills meetings are weekly 90-minute sessions for teaching the seven ILS areas: cooking, health care, career development, drug and alcohol information, household maintenance and other civic issues. The youth work with the staff to find affordable accommodation, negotiate with prospective landlords and they sign a contract agreeing to abide by the ILS programme rules. Some of the rules include: no overnight guests, no alcohol or drug use in the apartment and also abide by the rules of the landlord while showing respect to neighbours and roommates. The youth must have a full-time job or attend a college. They must operate a budget and save a portion of their earnings. Boys' Town Nebraska has a continuing care programme which works only with those youth who have graduated from Boys' Town or have not left in a negative way. They keep contact with graduates and have a national convention every two years. Various forms of assistance is provided, e.g. scholarships, information, professional consultation, etc. Youth who leave Boys' Town are provided with an extensive list of resources, and can use the 24-hour hotline if they require any other information. Other services are a credit union for youth and courses which young people will need.

The Boys' Town National Hotline

This is a toll-free telephone facility which is operated on a 24-hour basis. The aim is to be in touch with youngsters and parents who have problems. It is a confidential system and is operated by trained counsellors. Counsellors are in contact with various other agencies and each has a computer terminal which can call up resources anywhere in the United States. They can also put the caller in touch with any service and act as a mediator while on the call.

If the child or parent does not wish to state their location, the first three digits of their telephone number will tell the counsellor which services are closest to the caller. The system also caters for the hearing impaired persons. Staff recruitment is also another benefit of this system and information on Boys' Town programmes are provided to those who require such information.

Conclusion

A three-day visit to Boys' Town Nebraska is nowhere near enough. I would have liked to have spent more time with the families and talk to more of the youth, the training centre and at the vocational career centre. I would certainly have liked to have seen more of the Teaching Family

model in practice.

Boys' Town Nebraska is very "big", and very professionally run. It probably costs a great amount of money to run. There exists an absolute commitment to provision of quality care and treatment of youth in care, while great emphasis placed on research and evaluation. They have earned the respect of many in the field of child and youth care in America and throughout the world.

Children's Foundation Commune is closing!

We would like to inform you of the closure of TCF Commune, Halfway House Programme in Kensington, Johannesburg. Our programme was oriented around adolescents no longer in care. We found that youth leaving child care institutions were not equipped to deal with the demands of the outside world. Our Programme ran successfully for a period of four years, and as you can imagine, the learning and development in that time was tremendous.

Due to the time and effort put into this pilot project, we feel that we are now in a position to share the valuable information that we have. We would like to invite you to a workshop on our Independent Living Skills Programme. We will include our Exit Programme, Policies, Procedures and recommendations for future programmes.

Date: Thursday 14 Nov 1991
Time: 9h00 – 16h00
Venue: The Johannesburg Children's Home
Fee: R100.00 per person (incl Tea and Lunch)

Registration is not limited to child care workers, and if you have an interest or use for our programme, we would welcome your participation.

Please telephone M. Chesno on 482-2259, or D. Exley 622-6221 before November 1st, 1991. We look forward to seeing you.



NACCW November Diary

Western Cape

- 06 11h00 Regional Executive Meeting
Regional Office
12 09h30 Forum *Leliebloem*
27 08h30 PPA *Regional Office*
29 09h00 End-of-Year-Breakfast
Holiday Inn Woodstock

Office closes for annual vacation on the 6th December

Natal

- 13 09h00 Regional Executive Meeting
St Philomenas
15 09h00 Child Care Workers Group
St Philomenas
15 09h00 Social Workers Group
Wylie House
22 09h00 Regional Meeting (Last of the year)

Housemaster

St Anthony's Roman Catholic Home in Newcastle, Natal, requires a housemaster. For further information and Application Forms please telephone: (03431) 66-1312

Situation Wanted

Young man with 3 year diploma in Bible Study seeks position as Child Care Worker in Western Cape Region. Please phone Michael Watson on (021) 33-1006.



"Provided I am granted immunity, Father, I cannot tell a lie."



In common with most organisations, the NACCW attempts to provide a professional service to its members while at the same time keeping to realistic financial planning. The Association remains, however, strictly a non-profit organisation, and we seek to do no more than balance our budget — not to make any gain at members' expense! To help members and member organisations with their own planning, the following is a summary of the cost structure of our services in 1992:

TRAINING COURSES

Basic Qualification In Child Care (BQCC)

This is the most widely used child care training course in South Africa, being taught now in twelve centres throughout the Republic. It is a two-year course with no entrance requirements, and consists of two 10-week modules each year (that is, four modules in all). The fee includes tuition, course notes and certification.

R100.00 per Module for Individual members (R125 for non-members)

Problem Profile Approach (PPA)

This is a specialist course, helping to build systematic and accountable practice models for staff teams working with difficult and challenging client groups. The course is open to teams (not individuals) and lasts one year. The fee includes initial orientation and selection, all workshops, course notes and certification.

R1000.00 per team for Corporate members (R1250.00 for non-members)

Diploma in Child Care Administration (DCCA)

This is a two-year tertiary (post-matric) diploma course for principals and senior staff of children's institutions, covering both the organisational and professional leadership tasks. Distance-teaching course over four modules. Fees include extensive tutorial matter, reading material, teletuition, supervision and certification.

R750.00 per module for Individual members (R940.00 for non-members)

Consultative Supervision in Child and Youth Care

A three-phase programme for effective formal supervision of child care staff. Fee includes pre-training consultation and assessment, six-workshop training course and follow-up evaluation. Emphasis on self-development and skills building.

R200.00 for Individual members (R250.00 for non-members)

Consultancy services*

Professional staff of the NACCW are available to organisations and individuals for consultancy on any issues related to child and youth care.

Individual/corporate members R35.00 per hour (Non-members R40.00)

MEMBERSHIP FEES: 1992

Corporate membership (metropolitan)

For children's organisations in metropolitan areas/within reach of NACCW services such as training courses. Includes free corporate subscription (up to 5 copies) to the NACCW's monthly journal *The Child Care Worker*

R140.00 p.a.

Corporate membership (rural)

For children's organisations in rural areas or out of reach of NACCW services such as training courses. Includes free corporate subscription (up to 5 copies) to the NACCW's monthly journal *The Child Care Worker*

R75.00 p.a.

Individual membership

Open to all who are involved in or interested in residential child and youth care work. Includes a free personal subscription to the NACCW's monthly journal *The Child Care Worker*.

R60.00 p.a.

For subscription rates of *The Child Care Worker*, see front cover of the journal.

* The NACCW's policy is in principle to recover costs for services rendered, but not to refuse help to organisations and individuals who honestly cannot afford these costs.

Jontin

PETER SLINGSBY

WEDNESDAY

Wings

(Part Two)

"Where's Jontin?" I whispered to Bertram. He looked around and shrugged. I guess I hated him then, even though I hadn't always liked Jontin so much. Bertram had dark skin and really black eyes. The flames reflected in his eyes and he shrugged, then pointed into the fire. I thought I was going to be sick.

Elrico suddenly made a hell of a funny noise. I mean, I'd never seen him cry before. It reminded me of the noise the cat made, the cat Wesley once caught in a box and drowned in a dam. Elrico made that sort of noise — like a cat being drowned. He sort of collapsed on the road and wriggled around, moaning like a drowning cat. That was a bad moment, and I was just wondering how to handle it when Glezenti clapped and pointed.

"Where he is!" Glezenti said, with his face all swollen up with bee stings. We looked back up the road to the stop street. There was Jontin, limping towards us. He was smiling like anything. He'd gone out the other side of the plot to the next street. Nothing wrong with him, except for his foot!

Well, we watched for a while until they had the fire out and there were just smoking sticks left. All the honey was burned, and my saw was lost, too. I knew there'd be a lot of trouble over that. The street was full of people, mostly whiteys from the houses across the road and a few other guys on their way home from work.

We'd just decided to move off when an old whitey Auntie asked Jontin what was wrong with his foot. He pulled a face at her. She just looked at him and told him he should go to the doctor. He looked straight at her and told her to f*** off and a couple of other worse things.

We all just stood there — I mean there were whiteys everywhere, what could we do? Then this big, young-looking guy shouted at him and started to move towards him. That's when we ran. We ran like hell, all the way to the stop street. Hansie's father was there, on his way home from work. He grabbed at Jontin, but he missed.

You'll never guess what that crazy Jontin did next. He ran back towards the fire — towards the whiteys with his bloody sock and all, and shouted to the auntie again. She turned round. Right there, in the road, he dropped his pants and showed her his tassel. Not that he had much to show, as I've told you before. When he'd done that he turned round and showed her his bum. Just like a baboon. He probably farted too, though I couldn't tell from that distance. Then he pulled up his shorts and ran, straight past us, up the road, shouting swear words at everyone he passed.

It wasn't a good evening. I got the hosepipe for losing the saw and not bringing any wood, and then my granny came home drunk as a skunk and threw up all over the kitchen — I don't know where she'd been, probably some church meeting. My stepdad beat her up and that was enough for me. I went off and found Winston's hut in the bush and slept there, feeling sorry for myself. At least it didn't rain.

Funny thing about sleeping in Winston's hut — it left you with a strange smell about you the next day. You didn't smell it when you went into the hut — only when you got up the next morning. Then you got reminded of Winston all day, and his ugly, flat face, because he used to smell like that all the time, even when he hadn't been in the hut.

There was no one else there that night — Wednesdays were pretty 'safe' for most kids, not enough money for booze for their parents but at least a couple of potatoes left in the kitchen for some sort of supper.

I never figured out what was wrong with that guy — Winston, I mean. His brother Saul was a big guy in Sancho's gang, but Saul and his sisters always seemed happy enough at home even though their mother and father were serious boozers. One day Winston just took off and built this hut of his, and after that he stayed in it every night until a couple of months later the Welfare came and took him off to a children's home. I never knew before just what it was that made them take him away — I mean, Winston used to get enough food and stuff from his house even if he didn't sleep there.

As it turned out I guess there must have been more to it, I suppose. Anyway, Winston's hut was pretty classy, I must say. You wouldn't have thought that a thick guy like Winston could have built a hut like that. Then on the other hand I sup-

pose if you don't have anything else to think about, maybe you could do a good job on a hut.

I was just thinking about Tony Smith's hut. Tony doesn't live in our town any more — they took him away to find his mother. Before that he was supposed to live with his uncle and aunt. Trouble was, he never stayed with them for more than a few hours at a time. In between he slept in other people's henhouses or in his hut. Tony's hut was made of a sheet of plastic hung over an old broomstick, with a mattress made of newspaper. It was always wet and it always smelled of cat pee. Tony hardly ever slept in it but I remember once, just before they took him away. He was nearly nine then, and he'd been not staying with his aunt off and on for nearly four years.

I was quite small myself, probably about six or seven I guess, but there'd been one hell of a row at home so I'd run off — I think I'd had a hiding, I can't remember too well. I wandered about a bit in the dark and got cold, so I went off into the bush to Tony's hut. I found it easily enough and lay inside. It smelled of cat pee. I hadn't been there long when I heard someone coming — humming to himself. It was Tony. He was most surprised to see me.

Anyway, it turned out that he wasn't going to sleep there — he had a more comfortable place in the toilets at the church — but he always checked up on his hut every night before he went to bed.

"I built it when I was seven," he told me then. "I slept there so many times that I like to know that it's still all O.K. I like to know it's being used!" He'd smiled at me then, a funny sort of smile, and I remember thinking that the poor guy was nuts really, quite off his trolley.

Winston's hut was a proper house — I mean, it was completely sealed from the rain. A flood could have washed you away in that thing and you'd have just floated. It was all made of plastic sheets and this plastic sticky-tape stuff the builders use. Winston's cousin worked for one, that's how he'd got the tape. It just gave you this funny smell the next morning — a sort of smell of plastic sheets and old blankets, if you know what I mean. I noticed the smell as soon as I woke.

I walked around the block, away from my house, to get to school. I was sort of half-early because I hadn't had to get dressed or eat or anything. I felt a bit dirty, actually, and I smelled like Winston's hut. I walked past Mr Klopper at the gate and I could see his nose twitch.

I met Jontin. He had wet himself in the night as usual and he smelled of pee and his dirty sock was still leaving marks on the ground. His eyes were wild. "S-sis you s-stink!" he exclaimed to me. "Where've you b-been?"

I told him about Winston's hut and he got

all excited and swore that that same afternoon he was going to tear it down, but I got bored with him and wandered off. Simple guys are funny just so far — and then that's it, I thought. I was feeling pretty depressed when the hooter went.

WEDNESDAY

Hansie

Miss Marsha hit me again at school. I dropped my writing book on the floor and somebody stood on it with their muddy feet, so it had this big footprint on it. I had to go up to the front of the class and hold out my hand. She hit me three times with a ruler. Well, I couldn't help crying because it was very sore.

Later on Marc got the ruler too. Miss Marsha was in a tough mood because she hit him so hard that she made *him* cry. Marc hardly ever cried for anything and the funny thing was, at break instead of laughing at me he was quite friendly again. I like him really. I once slept in an empty house with him. It's a pity our mothers don't like each other.

I looked for Elrico after school but Elroy told me that he'd gone with Jontin. I can't stand Jontin so I didn't go and look for them. I went to look for Marc instead, even though my Ma didn't want me to play with him, but his sister Christine told me that he'd gone to get firewood.

I went to Auntie Rosa's house and played with Robert. Auntie Rosa made us some coffee with milk in, and she also gave us some biscuits. She's very kind, Auntie Rosa. She put some ointment on my hand where Miss Maria had hit me.

Robert's my cousin and he's OK, but he gets cross when I beat him at kerrim or any other games so I went home quite early.

Pa had got back from work when I got home. He was sitting in the front room with Joey and I could tell there was something wrong because I could hear Ma in the kitchen and she was crying. Well, I just walked in and said, "Hi, Pa," but the next thing was he'd put Joey down and stood up.

"Where've you been?" he started. Before I could tell him I'd been at Auntie Rosa's place he went off about Jontin and Elrico, some stuff about a fire and swearing at the white people. He grabbed my arm and I could see he wanted to hit me but Ma came out of the kitchen and told him to leave me alone.

Ma was like that. She was much bigger than Pa and she would never let him hit me if she was around. I remember once when he hit me for something. Ma came home and found me crying and when I told her that Pa had hit me she started swearing and screaming at him in a way that really made me scared. Something about him and my step-sister that I didn't really understand.

Well, I told Ma that I had been at Auntie

Rosa's place and that I hadn't seen Elrico all afternoon, but Pa went on and on about these guys swearing at the white people, and in the end he told me that I was not to play with Elrico any more. He got so cross that he told me that the next day I was not to go out at all and that if I wanted to play then the other kids could come and play in our yard.

I didn't mind that but Ma fought with him about it the whole evening and eventually he just got up and went out. I don't know when he came back because I was already asleep.

WEDNESDAY

Jontin

My foot was sore. I cut it on a broken bottle. It wouldn't stop bleeding. I found this

old sock to wear, but it wouldn't stop bleeding.

Ha ha! I played a good joke on them at the fire. They didn't know I ran around the other way. They thought I was in the fire! I could see Elrico was blubbing.

The white auntie asked me, 'What is wrong with your foot?'

Why did she want to know? She didn't know how sore it was. She made me angry.

Everyone used to make me angry when my foot was sore. They did not care. My mother cared. She asked me, 'What is wrong with your foot?'

She cared. My step-father didn't care. He never asked me.

Lungs slept in Winston's hut. He was nuts. That hut stank. I swore I would tear it down one day. I would tear it down when my foot was not sore any more. □

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"The doctrine of space and time ..."
— Albert Einstein

"Space — time ... a structural quality of the field."
— Albert Einstein

ABSTRACT: Einstein's Theory of Relativity (Einstein, 1961, 1954) encompasses the notions of time and space, and how they operate when their field or context is taken into consideration. There seem to be intriguing parallels between child and youth care work and Einstein's theory, which thus serves as a metaphor for defining the essence of the field, its unique distinction, and ways of advancing it in the future.

The nature of child care work

Child and youth care work is different from other fields; it focuses on children and youth in their life space, improving quality of life in that space, and ensuring that the space is developmentally and holistically growth-producing. It is the way we organise the space of these interactions that connotes how well we care, and inexorably influences the significance of the caring message being given. There is no other field that embraces the nature of the spaces that contain its clients, works to adapt these spaces to the clients' needs, and uses the spaces as a context to empower its other services. Child and youth care workers must respond to the on-going shifts in these contexts and in the spaces that comprise them, which include other children and youth, adults, families, schools, and communities. Child and youth care workers are the ones on hand at times of joy and crisis, of growth and setback, where and when they happen: on streets, in living rooms, school rooms, and bedrooms, in homes, and on playing fields. Child and youth care workers communicate when and where children experience these real events of their lives — hence the term "life space interview."

Unlike practitioners in other fields which deliver services in prescribed spaces (such as offices) and prescribed times (usually by appointment) child and youth care workers interact with their clients on an on-going basis, and so spend the most time with the children in their care. Paradoxically, spending a great amount of time with children does not dilute the impact that child and youth care workers have on their charges.

In child and youth care, every moment is highly significant and has the potential to contribute cumulatively to the growth of its young clients. Child care workers, like parents, spend a proportionately large amount of time with children, taking on similar significance as influences of their charges. Here the old analogy between child care and parenting is appropriate, for research shows that it is the micro-interactions between child and caregiver (either parent or substitute) that set the



How is child and youth care work unique — and different from other fields

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tone for the quality, and hence the impact of the interaction.

The ultimate task of the practitioner is to weave these fundamental elements — time and space — together in a cohesive integration that is meaningful to children in the shifting contexts of their lives. Dana Lewis (1981) puts it well: "Time, space and movement for the practitioner." He describes how "Sequential analysis of child care situations enables ... to take all

elements into account, seeing them holistically ... seeing parts as they relate to the whole" (p.101). Thus the notion of 'field' or context, comes in. Child and youth care work is predicated on the premise that ecological or contextual influences on development, ranging all the way from family and neighbourhood to the broadest values of society, are specifically utilised, and intervened in when necessary, to promote therapeutic and developmental growth.

Professionalisation of child and youth care work

Despite the compelling significance of the unique work of child care, and its symbolic compatibility with the most powerful theory of modern science, the field is not yet a profession. Here again the time-space-context concept provides a conceptual framework for examining the status of the field.

The length of time deemed necessary for preparation of practitioners is a factor that differentiates child and youth care — negatively, unfortunately — from other related human service disciplines. There is no profession that relies on brief, poorly co-ordinated, non-standardised training to prepare its personnel. Until child and youth care work insists on a professional level of preparation for initial practice, it will continue to be a subsidiary of other fields that deal with children and families. There is simply no substitute for time spent in specifically acquiring the knowledge, skill and attitudinal base of the field.

Time, space and context have further implications for the training and education of practitioners. From these notions the field gets its content or distinct knowledge base which deals with the nature of children, relationships, and the environment. Consider the following book titles: *Children of Time and Space* (Ekstein, 1966), *Time and Mind* (Fraser, 1990), *Spaces for Children* (Weinstein and David, 1987), and consider common language in the field, such as "inner spaces" and "sense of timing."

The fact that the effective child and youth care worker must be able to deal with contexts is compellingly stated by Demers. He makes a powerful case, showing that competency-based, linear educational models used by other disciplines are not adequate to enable child and youth care. Citing Beker and Maier, he calls for a systemic, "holistic perspective emphasising pattern of thought and skills which would allow workers to connect their ongoing experiences" (Demers, 1988, p.221).

The variable of time relates also to the issue of professionalism when considering the amount of time the clients of child and youth care — youthful by definition — have lived. All other human service professions deliver their specialty to persons throughout the life span. Until child and youth care recognises that it has a unique

Until child and youth care work insists on a professional level of preparation for initial practice, it will continue to be a subsidiary of other fields that deal with children and families

configuration of knowledge and skills to meet the developmental needs for caregiving and intervention of human beings of all ages, it will not be a profession. One day — in time — it will be. Developmentally oriented care in the life space will be provided to people throughout the life span, with child and youth care work a major sub-specialty.

Even though child and youth care work is the major human service discipline practising *in situ*, it has been further restricted in its development by its own limited view of the contexts in which it works. Many have thought that residential settings, day care centres, hospitals, or schools are the exclusive sites for practising child and youth care. In fact, all of these, and more, are appropriate arenas or contexts for this work. The field of child and youth care work is particularly exciting because of the fact that it is not totally organised. Its boundaries are fluid, allowing for further extension and growth. We can look at space as reflecting the fact that there are ever-increasing opportunities today for child and youth care practitioners to expand into new roles in practice, and new locations or contexts to apply these roles.

A Time for Action; a Space to be Filled

Like the planets lining up in favourable synergism, the forces supportive of the advancement of child and youth care are in alignment now and we should take advantage of this positioning. It is time the growing number of those committed to the value of child and youth care gather together and work proactively to advance their field as a profession; there is a space in the array of human services that can and must be filled by informed child care workers, with their unique approach of practising in the context of children's lives. Perhaps the greatest implications of the metaphor of Einstein's Theory of Relativity deal with relationships among the bodies of the universe, for the nature, status, and future of child and youth care work's profound connection to daily life, the field is indeed the sun, the moon, and the stars. Utilising the energy of the critical mass of those who believe in it, child and youth care has the great promise for making a positive impact on many lives in the future.

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PROBLEM PROFILE APPROACH

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