

# APPLICATION FORM: Nelson Mandela University ENGAGEMENT EXCELLENCE AWARDS

(CONSULT THE ENGAGEMENT EXCELLENCE AWARDS POLICY AND READ THE APPLICATION FORM BEFORE COMPLETING THE TEMPLATE IN ORDER AVOID A DUPLICATION OF INFORMATION.)  
COMPLETE THIS FORM IN TYPESCRIPT. PROVIDE ONLY THE INFORMATION REQUESTED.

SECTION A: Application category					
<ul style="list-style-type: none"> <li>Indicate with an X in the appropriate box the award you are applying for.</li> <li>Your application will only be considered for the award you have applied for</li> </ul>	<div style="margin-bottom: 10px;"><input type="checkbox"/> Engagement Excellence Award – Science, Technology and Engineering</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Engagement Excellence Award – Social Sciences and Humanities</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Engagement Excellence Team Award</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Engagement Excellence Project Award – Science, Technology and Engineering</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> Engagement Excellence Project Award – Social Sciences and Humanities</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Emerging Engagement Excellence Awards <i>(note that Professors and Associate Professors are not eligible for this category)</i></div>				
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<b>Faculty</b>	Health				
<b>Department</b>	Social Development Professions				
<b>Division</b>	N/A				
<b>Immediate line-manager</b>	Dr Zoleka Soji				
<b>Eligibility: Are you permanently employed and/or on a long term (3 years or more) fixed contract? (indicate with an X)</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>Permanent</b></td> <td style="width: 50%; text-align: center; border: none;"><b>Fixed term contract</b></td> </tr> <tr> <td style="text-align: center; border: none;"><b>X</b></td> <td style="border: none;"></td> </tr> </table>	<b>Permanent</b>	<b>Fixed term contract</b>	<b>X</b>	
<b>Permanent</b>	<b>Fixed term contract</b>				
<b>X</b>					
<b>If this is an application for one of the <u>Engagement Excellence Project Awards</u>, provide a brief title and description of the project (250 words maximum)</b>	<p><b>Title:</b> A co-constructed practice model for supporting parents of children in conflict with the law</p> <p><b>Description:</b> Over 80% of children in conflict with the law are released into parental care and despite parents</p>				

	<p>expressing the need for support in fulfilling their parental responsibility in respect of their children who have clashed with the law, the Child Justice Act 75 of 2008 fails to make provision for parents to access support services or where necessary, mandate parents to participate in parenting programmes or to impose any sanction on parents for failure to participate in such programmes. This research project sought to facilitate the participation of parents of children in conflict with the law and child justice officials, in the design and development of a practice model for supporting parents of children in conflict with the law. The research study integrated applied research, in particular intervention design and development with participatory action research as it allowed for a step-by-step process to be followed during the research process to ensure rigour. The researcher employed a purposive, non-probability sampling method to identify the 33 research participants. Qualitative methods were used to explore, co-construct, describe and design solutions to problems experienced by practitioners and participants during the child justice process to support parents of children in conflict with the law. The findings revealed an integrated, multi-disciplinary, multi-phase practice model that would enable parents of children in conflict with the law to access various types of support during the child justice process.</p>
<p><b>If this is an application for either the <u>Excellence Awards</u> or the <u>Emerging Award</u>, provide a brief description of your engagement activities and initiatives (250 words maximum)</b></p>	<p><b>Description:</b> During a two year research project engagements with child justice officials and parents in conflict with the law was facilitated by the project leader. The engagement involved meetings and briefing sessions with management and staff members of various departments involved in the child justice system. Joint sessions with parents and child justice</p>

	<p>officials including 12 focus groups and 2 information workshops facilitated the achievement of the project aim namely to design and develop a practice model for supporting parents of children in conflict with the law. Through engagement with the local radio stations child protection agencies and spiritual leaders offered their services to support parents whose children have entered the child justice system. Engagement with the law clinic, community schools unit and the psychology clinic at the Nelson Mandela University facilitated access to information and counselling services for parents.</p>
<p><b>If this is an application for the <u>Engagement Excellence Team Award</u>, provide</b></p> <ul style="list-style-type: none"> <li>• the names of all staff members and students participating</li> <li>• the nature of their involvement</li> <li>• a brief description of the team's engagement initiatives and activities (250 words maximum)</li> </ul>	<p><b><u>Staff:</u></b> 1. 2.</p> <p><b><u>Students:</u></b> 1. 2.</p> <p><b><u>Description:</u></b></p>
<p><b>Are your Engagement activities/projects/initiatives registered on the Engagement Management Information System (E-MIS) on SharePoint?</b> If not, please ensure that they are before you submit this application. Applications that are not registered and updated on the E-MIS will not be considered for Awards. The most recent date on E-MIS for each project update (achieved when 'submit' is clicked) must be in 2015. Provide the exact titles (as featured on the E-MIS) for all of the Engagement activities/ projects/ initiatives with which you are involved. Visit <a href="http://caec.mandela.ac.za/Engagement-Information-and-Development/Engagement-Management-Information-System">http://caec.mandela.ac.za/Engagement-Information-and-Development/Engagement-Management-Information-System</a></p>	<p><b><u>Titles:</u></b> 1 A co-constructed practice model for supporting parents of children in conflict with the law. 2.</p>
<p><b>SECTION B: Engagement categories</b></p>	
<ul style="list-style-type: none"> <li>• You are required to describe and report in detail on a minimum of <u>two engagement categories (these are 1, 2, 3 and 4 below) in order to be considered for an award.</u></li> <li>• If you or your team are involved in three or four of the engagement categories, report in detail on all of these categories.</li> <li>• Applications that describe and can provide evidence of engagement activities across all four categories are encouraged.</li> <li>• Refer to section 5 of the attached Engagement Excellence Awards policy which provides a guideline on the specific activities you should report on under each of the categories you have chosen.</li> </ul>	
<p><b>Report on your:</b></p> <p><b>1. Engagement through Community Interaction, Service and Outreach:</b></p> <p>During the course of the project the researcher engaged with various non-governmental organisations, religious leaders and presented information talks on two local radio stations to publicise the preliminary findings and managed to facilitate access for parents of children in conflict with the law to the support services offered by various non-governmental organisations/faith based organisations who previously did not provide their services to parents involved in the child justice system. The information on the various organisations' services and contact details were designed into a colourful poster and placed at various police stations, courts and community centres to educate parents about the available services for parents in the Nelson Mandela Bay district. The parents who participated in the research study were all educated on these services and accessed the services as well as referred other parents to these services.</p>	
<p><b>Report on your:</b></p>	

## **2. Engagement through Teaching and Learning:**

### **Report on your:**

**3. Engagement through Profession/Discipline-Based Service Provision:** During the course of the research project the researcher shared the preliminary findings with 55 child justice officials directly involved in the child justice system/courts in Port Elizabeth and Uitenhage. The child justice officials participated in two separate days of training focused on sensitizing them on parents support needs, how to engage parents during the child justice process and their respective roles in supporting parents during the child justice process. Each child justice official involved in the training workshops had an opportunity to contribute to the refinement of the practice model and all the officials pledged their support of the implementation of the model. Observation findings during the piloting of the practice model indicated positive attitudinal, behavioural and procedural changes have been made as a result of the training with child justice officials. These positive changes were also attested to by parents who participated in focus groups during the pilot phase.

### **Report on your:**

**4. Engagement through Research: In co-constructing a practice model for supporting parents of children in conflict with the law the following engagement activities were facilitated by the researcher/applicant.**

To ensure the development and design of a practice model the researcher secured permission from the Departments' of Social Development, Justice & Constitutional Development, Police services, National Prosecuting authority, Legal Aid South Africa and the National Institute for crime prevention and the reintegration of offenders for their child justice officials to be approached for voluntary participation in the research process. A total of 14 Child justice officials consisting of probation officers, social workers, attorneys, prosecutors, police officers and magistrates consented to participate in the two year project from May 2016 to end November 2017.

To recruit participants and inform child justice officials of the research project four stakeholder information briefing sessions were facilitated with twenty five child justice officials at the two research sites during May and June 2016. Participants were recruited from the child justice officials who attended these briefing sessions. Names of parents who met the sampling criteria were secured from the Department of Social Development and NICRO (NGO). The researcher met with parents individually to brief them on the research and recruited nineteen parents as participants.

Various focus groups with child justice officials and parents were facilitated over the two year period to develop and design the practice model. A focus group was facilitated on 22 July 2016 where the concerns of child justice stakeholders were discussed and their views on parents' support needs during the child justice process were explored. The focus groups with parents took place on 26 August 2016 in Port Elizabeth and 8 September in Uitenhage to discuss their concerns and support needs during the child justice process. A joint focus group with parents and child justice officials was held on 30 September 2016 to explore potential sources of support for parents of children in conflict with the law and identifying existing practice models for supporting parents.

A Joint focus group with parents and child justice officials was held on 3 November 2016 focusing on identifying the extent of the problems raised by participants during the first focus group within its context, specifying the behaviours, conditions or procedures that need to be addressed through the intervention the research is aiming to develop and; describing the outcomes that should be observed following the intervention. A reflection session was held with participants on 23 February 2017 aimed at reflecting on the data collected during the preceding focus groups and the progress of the research process as well as planning the implementation of the observation sessions.



Three field observers (3 NMU unemployed Social work graduates) were recruited in consultation with participants and appointed during March 2017. A training session was conducted with the field observers on 8 March 2017 in preparation for the field observations which commenced on 20 March 2017 and concluded on 3 May 2017.

Two reflection and design sessions were held on 11 and 25 May 2017 respectively to reflect on the outcome of the observations sessions, the identified functional and procedural elements with the view to integration during the design of a preliminary practice model. The early development of the practice model was finalised and presented to the Child Justice expert panel on 21 June 2017 consisting of the various district heads of departments to review and give input on the procedural specifications of the practice model. Their feedback was integrated into the early development of the practice model for pilot testing.

The researcher and participants finalised the early development of a practice model for supporting parents of children in conflict with the law during the child justice process on 28 July 2017. The researcher facilitated an information workshop with 40 participants consisting of Child Justice officials to share the preliminary intervention and contract the date, duration, roles, responsibilities, activities and reporting procedures for the pilot test which commenced by end August 2017 and ended November 2017.

The intervention model was tested at both research sites during pre-trial stage of the child justice process and 12 observation sessions was done during the pilot testing phase from September to October 2017. A focus group at each research site was facilitated by the researcher during September and October 2017 to gather information on parents' experience of the implementation of the preliminary intervention and to gain feedback on how the intervention can be refined or improved. The researcher refined the practice model and then facilitated an information workshop on 23 November 2017 with 40 participants consisting of Child Justice officials and parents to share the refined practice model for supporting parents of children in conflict with the law during the child justice process.

The researcher is currently busy with the write up of the research thesis and Presentation of the preliminary findings of the research project have been confirmed for the Provincial Child Justice Forum (20 March 2018), the Inter-ministerial committee on Child Justice (November 2018) and at the symposium on "Strengthening families" (15 March 2018).

### SECTION C: Descriptions


<b>1. Describe the impact your Engagement activities have made on stakeholders/beneficiaries/communities and provide details on how these activities are acknowledged/recognized by:</b>	
<b>1.1. External communities/stakeholders/beneficiaries:</b> (not staff and students)	The engagement with child justice stakeholders resulted in the training of SAPS officers, Prosecutors, Probation officers, Social workers, Magistrates and Attorneys on the practice model and support strategies that needs to be employed with parents during the child justice process. A direct result of this project has been the appointment/allocation of court preparation officers to the two child justice courts in Port Elizabeth and Uitenhage. Various NGO's have also availed their services for parents of children in conflict with the law and their services have been marketed through printed posters at 30 police stations for parents to be informed of these support services. Parents engaged in the

	<p>research were able to access support services, contribute to the design of the practice model and also co-facilitated focus groups with parents. Presentation of the practice model will be made at the Provincial Child Justice forum during March 2018 and the Interministerial committee on child justice in November 2018.</p>
<p><b>1.2. Internal communities/stakeholders/beneficiaries:</b> (staff and students)</p>	<p>Four final year social work students were trained on the practice model as part of their practicum and 4 unemployed NMU graduates were trained as research observers and moderator during the research process.</p>
<p><b>2. Describe how your Engagement activities contribute towards faculty/department/entity engagement goals and objectives. (Refer to your Department/Faculty/Entity's strategic plan here)</b></p>	
<p>In line with the national research strategies the research aims to innovate a practice model for supporting parents of children in conflict with the law. Through this innovation the quality of life for parents and their children can be improved through their access to appropriate crisis, short term and long-term intervention and support through the child justice system. The practice model is responsive to the needs of the beneficiaries and co-constructed by the beneficiaries thereby increasing its sustainability in bringing about the desired change in the child justice system. Further framed by the government's legal obligation to ensure the comprehensive implementation of the Child Justice Act 75 of 2008, the Integrated Social Crime Prevention Strategy and the National Crime Prevention Strategy; this innovation will contribute to facilitating an integrated response to children in conflict with the law and their families. South Africa currently has no practice model for supporting parents of children in conflict with the law and has a legal obligation to provide such support to parents as a signatory to the United Nations Convention on the Rights of the Child (1990), The United Nations Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules) (1985), United Nations Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines) (1990), The United Nations Rules for the Protection of Juveniles Deprived of their Liberty (1990) and the African Charter on the Rights and Welfare of the Child (1990). These documents emphasise that the family and community have a pivotal role to play in addressing youth offending and that governments have an obligation to provide parenting programmes and support to ensure that parents can fulfil their parental role and prevent re-offending.</p> <p>In line with the Nelson Mandela University research theme "Health and Wellness"; particularly the Faculty of Health's focus area "Psychological and Educational Development and Assessment" this research will contribute to the capacity building and practice in the child justice system. Through the participation and training of child justice officials during the research project; practitioners will be empowered to better understand their respective roles and responsibilities when engaging with parents of children in conflict with the law during the child justice process. Probation officers' practice will be improved to include a focussed effort to explore, assess and intervene when engaging with parents', their needs and concerns during the child justice process. Parents will benefit from participation in the project as they will gain agency to influence practice and services rendered to parents of children in conflict with the law. Parents participating in the pilot testing phase of the research will also benefit through access to a variety of support and information made available as part of the practice model for supporting parents of children in conflict with the law. The research findings will also aim to influence current child justice policy and regulations.</p>	
<p><b>3. Describe how your Engagement activities contribute towards the achievement of Vision 2020 Engagement Strategic Goals and Objectives.</b></p>	
<p>In line with the Vision 2020 vision and mission this project provided leadership in the advocacy of parents' need for support during the child justice process and engagement facilitated local, provincial and national awareness and dialogue on the issue of supporting parents.</p>	
<p><b>4. Describe how your Engagement activities contribute towards: (Refer to any relevant media coverage, representation on boards or committees, scholarly publications, conference presentations etc.)</b></p>	

<p><b>4.1. Addressing the needs of society and various external communities served by the university:</b> Two radio talks were presented during the course of the project to present the preliminary findings and engage the local community on these issues. The Preliminary findings have been presented to parents, child justice officials and management to facilitate dialogue on the feasibility of the practice model. The findings will be presented at a symposium on Strengthening families in March 2018, at the Provincial Child Justice Forum in March 2018 and the Interministerial committee on child justice in November 2018. An article along with the completed thesis will be submitted on 3 December 2018 with the intention to submit for publication. It is important to note that through this project the Department of Justice allocated court preparation officers to the two child justice courts and child justice officials and parents have already reported positive changes experienced in supporting parents during the child justice process.</p>
<p><b>4.2. Profiling and promoting the university's as an engaged university:</b> The project leader/researcher's role as a DPhil candidate and staff member of the university facilitated the identification of the project as part of the university's efforts to engage meaningfully with practitioners and service users on an issue that affects people entering the child justice system. All printed documents and presentations reflected the university's name and logo (<b>see attached evidence</b>). The project only contracted research assistants and field observers who are Nelson Mandela University graduates and this further helped in participants recognizing the university as an engage university</p>
<p><b>5. Describe how you have successfully integrated engagement into the Teaching and Learning and Research functions of the university.</b> <i>(Refer to sections 5.1, 5.2 and 5.3 of the Engagement Excellence Awards Policy as a guideline)</i></p>
<p>The project leader is responsible for teaching the modules SWX422 (The Child Justice System) and SWJ311 (Crime in Society). Various topics related to the Child Justice Act including support for parents and Risk Factors precipitating offending behaviours were incorporated into class discussions and in assessments.</p>
<p><b>6. Provide details of scholarly outputs/contributions made to a body of knowledge as a result of your engagement activities.</b> <i>(Refer to publications, new teaching programmes, technical reports, conference proceedings, etc.)</i></p>
<p>This PhD project is a continuation of the project leader's master's treatise, and is focused on the co-construction of a practice model for parents whose children have been in conflict with the law. The findings from her master's treatise was published in a South African journal (<a href="http://socialwork.journals.ac.za/pub/article/view/443">link:http://socialwork.journals.ac.za/pub/article/view/443</a>). A conference/symposium presentation will be delivered on 15 March 2018.</p>
<p><b>7. Describe the important role performed by you or the team in:</b></p>
<p><b>7.1. The leadership and management of the engagement activities and initiatives:</b> The researcher/project leader was responsible for preparing the project proposal and securing the necessary faculty and ethics approvals. The researcher/project leader had to negotiate entry into the two research sites and secure permission to proceed with the research project from the respective government departments. The researcher/project leader developed, managed and ensured implementation as well as evaluation of the project plan. The researcher/project leader had to secure external funding and negotiate allocation of resources from respective government departments for the pilot testing of the project. The researcher had to recruit, train and supervise field observers for the project. The researcher had to plan, coordinate and facilitate 12 focus groups during the course of the project. The Researcher developed and maintained all project related documentation and project management processes throughout the project duration.</p>
<p><b>7.2. The level and extent of partnerships/collaborations/networks/linkages formed internally and externally:</b></p>

<p><b>a. Internally</b> (<i>inter-departmental, inter-faculty and interdisciplinary</i>):</p>	<p>The project leader engaged with the NMU psychology clinic and secured approval to refer parents of children in conflict with the law to counselling services. The NMU Law clinic was consulted on aspects related to legal advice for parents in relation to their treatment in the child justice system and children's access to school after they have entered the child justice system. Two of the Law clinic staff members attended the workshop on 23 November 2018. The NMU Community schools unit was consulted with in terms of possible support for parents whose children had been expelled or suspended due to their engagement in the child justice system. Four final year Social work students was provided a learning opportunity to participate in the research focus group and the child justice information workshop held in August 2018.</p>
<p><b>b. Externally</b> (<i>at local, national and international level</i>):</p>	<p>The researcher/project leader engaged with various local and national child protection organizations to lobby for parents of children in conflict with the law to access support services. Ten NGO's agreed to accept referrals and provide support services to parents of children in conflict with the law. The support of six religious leaders from the Northern Areas was also secured through meetings where the researcher presented the findings and lobbied for their support and provision of spiritual guidance where parents requested religious support.</p>

**SECTION D: Signature**

<p>Applicant Signature</p> 	<p>Date</p>	<p>20 February 2018</p>
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**SECTION E: FOR OFFICE USE**

*(Administered by the Engagement Office)*

<p>Resolution regarding application from Awards Committee:</p>	
<p>Feedback to applicant:</p>	

**SECTION F: Portfolio of Evidence**

Attach any relevant documents as a portfolio of evidence to support your application. **Limit this portfolio of evidence to a maximum of 20 pages.** This can include photographs, promotional material, commendations from stakeholders/beneficiaries etc., publication references, (extracts from) annual or project reports to funders/sponsors etc., or any other relevant materials that may serve as evidence.



**List of supporting documents submitted along with this application as addendums:**

Please ensure that the documentary evidence below is clearly cross-referenced with the relevant section and number in the application template, for example Section B1 or Section C4.

1. Section C 4.2- Information workshop manual

**CHILD JUSTICE  
STAKEHOLDER  
INFORMATION  
SESSION -**

**PRELIMINARY  
FINDINGS**

23 NOVEMBER 2017

**A CO-CONSTRUCTED  
PRACTICE MODEL  
FOR SUPPORTING  
PARENTS OF  
CHILDREN IN  
CONFLICT WITH THE  
LAW**

**NELSON MANDELA  
UNIVERSITY**

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## PROJECT OVERVIEW

In the Children's Act 38 of 2005 it is recognised that parents have a legal responsibility towards their children and that in fulfilling this responsibility parents also have a responsibility to access support services which can assist them when they face challenges in fulfilling this responsibility. By contrast, despite 80% of children in conflict with the law being released into parental care and parents expressing the need for support in fulfilling their parental responsibility in respect of their children who have clashed with the law, the Child Justice Act 75 of 2008 fails to make provision for parents to access support services or where necessary, mandate parents to participate in parenting programmes or to impose any sanction on parents for failure to participate in such programmes. This research seek to facilitate the participation of parents of children in conflict with the law and child justice officials, in the design and development of a practice model for supporting parents of children in conflict with the law. The research study integrate applied research, in particular intervention design and development with participatory action research as it allows for a step-by-step process to be followed during the research process to ensure rigour. The researcher employed a purposive, non-probability sampling method to identify potential research participants. Qualitative methods were used to explore, co-construct, describe and design solutions to problems experienced by practitioners and participants during the child justice process to support parents of children in conflict with the law.

**Research aim and objectives: To co-construct a practice model for supporting parents of children in conflict with the law during the child justice process.**

- To explore and identify the types of support needed by parents of children in conflict with the law during the child justice process.
- To explore and describe existing practice models and potential sources of support for parents of children in conflict with the law.
- To identify functional elements from existing practice models and potential sources of support and match the functional elements with the identified support needs of parents of children in conflict with the law.
- To design and develop a practice model for supporting parents of children in conflict with the law during the child justice process.

## Definition of key terms

**Child** – A child is someone between the ages of 0-18 as referred to in Chapter 2 (4) (1) (b) of the Children’s Act 38 of 2005 (South Africa, 2006), particularly children as described in Chapter 2 (4) of the Child Justice Act 75 of 2008 (South Africa, 2009) for the purpose of the study.

**Child Justice System** – The child justice system refers to the statutory process through which children in conflict with the law are dealt with in terms of the Child Justice Act 75 of 2008 (South Africa, 2009). The child justice process as depicted by Gallinetti (2009:65) includes the pre-trial, trial, pre-sentencing and sentencing stages of the child justice process

**Parent, guardian or caregiver** – A parent or guardian is someone as defined in Section 1 of the Children’s Act 38 of 2005 (South Africa, 2006), denotes *“a parent or other person who has guardianship of a child”* and a person who *“has parental rights and responsibilities in respect of the child”*. A parent is a person regarded by children as a parental figure that provides for their physical needs, protect them from harm and impart skills and cultural values until they reach legal adulthood (Draft Integrated Parenting Framework, 2011:35).

**Practice model** – The term practice refers to *“‘know how’ or knowledge of how to do things and how to act”* based on theory (Zuber-Skerritt, 2011:63). A model is *“the representation of a concept or system in a two- or three dimensional diagram... whether in language and/or graphics”* (Zuber-Skerritt, 2011:40-41). A practice model can therefore be understood as a model that describes how to practically implement an activity and is grounded in theory.



## SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW

(Excerpt from: Abdulla, Z. 2016. PhD Research proposal: *A co-constructed practice model for supporting parents of children in conflict with the law*. Port Elizabeth: Nelson Mandela Metropolitan University.

A child's entry into the Child Justice system could be viewed as a crisis for the parent or guardian and the family as a whole. They are often in a state of shock when they are notified by the Police that the child has committed a crime (Abdulla & Goliath, 2015:210; Baumeister, De Wall, Vohs, & Alquist, 2010:6). During this time of shock and possibly anger towards the child, parents are expected to support the child during the Child Justice process and support their child's efforts to desist from crime. When experiencing stressful events people tend to increase their support seeking efforts and may access formal or informal support from their family, their friends and the various systems they are linked to (Uchino, 2009:242). Perceived and received social support have been found to buffer individuals against various stressors. Perceived support refers to the person's subjective view of potential support being available to them should they need it while received support refers to actual support received in assisting the person cope with a particular stressful incident (Cohen, Underwood, & Gottlieb, 2000 cited in Allemand, Schaffhuser & Martin, 2015:421, Uchino, 2009:239). Perceived and received support from informal sources of support have been closely linked to helping individuals feel a sense of competence in facing the stressor while prolonged support received from formal sources of support have been linked to a sense of dependence on professionals or lack of competence to cope with the stressors (Byrne, Salmela-Aro, Read, & Jose Rodrigo, 2013; Taylor, 2011; Kaul & Lakey, 2003; Lin, Ye, & Ensel, 1999).

The support perspective of helping, also referred to as "an expanded concept of helping" explains helping children, parents and families as the provision of various types of assistance and support to address the multitude of problems and crisis faced by families (Cameron & Vanderwoerd, 1997:3). This perspective promotes understanding of an individual's needs, determining the type of support they need and identifying possible formal as well as informal sources of support that can be integrated to provide the necessary support. In addressing the needs of parents; support programs generally aim to achieve at least one of three goals firstly, to effect change in the functioning or environment of the parent secondly, to establish and strengthen the support available to the parent during times of crisis or thirdly, integrating the parent into existing social networks to sustain ongoing social support (Cameron & Vanderwoerd, 1997:84-85). The majority of parents of children in conflict with the law, expressed the need for "*counselling, support, information and guidance*" throughout the child justice process (Abdulla & Goliath, 2015:215). Poduthase (2012:61,68) states that parents of

children in conflict with the law find it difficult to deal with their child's offending behaviour and recommends that a "*systemic family assessment must be conducted to assess the overall environment*" and functioning of the family inclusive of the parent-child dyad.

A comprehensive study commissioned by the South African Department of Social Development on departmental programmes for young people in conflict with the law (South Africa, Department of Social Development, 2008:104) emphasised that empowering parents through parenting skills programmes is critical in ensuring that parents are able to support their children who have been in conflict with the law. The study found that while parents expressed the need for skills to be able to cope with their child's clash with the law and their rehabilitation, the majority of parents failed to participate in available programmes such as the Partners in Parenting programme, Family Foundations programme and the Gender Based Violence programme offered by non-governmental organisations (South Africa, Department of Social Development, 2008:48, 80). Parents' failure to participate in parenting programmes, even in cases where they were mandated by court, have been linked to the absence of intensive family therapy with a focus on parent-child relationships (Brank, Lane, Fain, & Sehgal, 2008:213, 214; Rimkus, 2008:77). Considering that the majority of children in conflict with the law seek guidance, advice and support from their parents (South Africa, Department of Social Development, 2008:84) it was critical for the research study to take lessons from the findings made by Brank *et al.*, (2008:213) about the mandatory involvement of parents of children in conflict with the law in intensive interventions. Furthermore, the recommendations made by Child Justice officials (Department of Social Development, 2008:85,104) that legislative measures similar to Section 4 (46) (g) (i), (ii) and (iii) of the Children's Act 38 of 2005 (South Africa, 2006) should be advocated to order parents to participate in parenting programmes may not necessarily encourage parents to participate in support programmes. Hence the emphasis of the research was to actively facilitate the participation of parents of children in conflict with the law in the co-construction of a practice model to support them during the child justice process. The involvement of the parents as a reference group throughout the research process strengthened ownership and ensured that the co-constructed practice model responds to the support needs expressed by parents whose children have been involved in the child justice process.

*\*Full reference list can be viewed at the end of this document*

## ROLES PARENTS ASSUME DURING THE CHILD JUSTICE PROCESS

	<b>ABSENT</b>	<b>PASSIVE</b>	<b>INVOLVED</b>	<b>COLLUDING</b>
<b>Physical</b>	Absence-disinterest finances, work responsibilities	Present  Non- participative	Present  Interested  Participative	Present  Over-interest  Become "lawyer"
<b>Emotional</b>	Disengaged, self- preservation, self interest	Uninvolved  Apathetic	Invested- experiencing turmoil & self- blame	Over-invested  Over-protective  Adversarial/anger/fear
<b>Behavioural</b>	No communication  During CJ process	Views CJ officials as in charge	Views self as responsible and in charge	Covering up  Speaking for child  Preparing child
<b>Role</b>	Role abandonment/ transfer	Role abandonment/ Role transfer	Fulfil role  Seeks support to fulfil role	Role confusion

## **CHILD JUSTICE OFFICIAL'S VIEWS ON WHAT THEY EXPECT FROM PARENTS DURING THE CHILD JUSTICE PROCESS**

### **1. During Charge/Arrest**

- Parents must be available to support their child, ask questions and seek assistance from family, religious leaders, social workers, their child's school and the court to help them cope during the child justice process.
- Parents are expected to provide SAPS with correct information and documentation such as the child and parents' correct name, surname, age, identity number and physical address.
- Parents should ask for legal representation and ask the police to provide them with legal aid contact details.

### **2. During the Probation officer's Assessment**

- Parents should provide support to child throughout the child justice process.
- Parents should ask questions and understand the child justice process.
- Parents are expected to be honest and cooperate with the Probation officer.
- Parents should provide all necessary information about their child (including the child's behaviour) and their family.
- Parents should access and obtain the Probation officer's details and contact number.
- Parents should enquire about the diversion programs that are available.
- Parents should enquire about counselling and support services to address concerns, needs and problems they are experiencing during the child justice process and thereafter.

### **3. Diversion**

- Parents have the responsibility to monitor and evaluate their child's attendance at the diversion programme sessions.
- Parents should ask for the Diversion social worker's contact details
- Parents should also take ownership of programs by attending the required diversion sessions.
- Parents are expected to follow up on their child's progress in the diversion programs.
- Parents should report any positive or negative change with their child to the Social worker.
- Parents should also make preparations for taxi fare for their child and themselves to attend the diversion programme.
- Parents must seek support and assistance from the social worker should they struggle to cope during their child's involvement in the diversion programme.

#### **4. Preliminary Inquiry/Court**

- Parents are expected to show up and be present at court proceedings.
- Parents are expected to get involved and ask questions during the proceedings.
- Parents must ask adequate information and explanations from child justice officials to understand what is happening during the proceedings.
- Parents are expected to listen and be attentive in court.
- Parents should inform the court officials about their needs and concerns.
- Parents are expected to request support or assistance to cope during the child justice process.
- Parents can ask and use attorneys to speak for them to ask for support.

#### **5. During the child's Detention/Sentence**

- Parents are expected to support and visit their child regularly to maintain contact with their child.
- Parents should not feed the child's bad habits such as providing illegal/prohibited substances or large sums of money.
- Parents are expected to request and participate in family meetings with the Probation officer/Social worker to facilitate family reunification/reintegration.
- Parents are expected to reform, revive and restore their parenthood by participating in counselling services and available support programmes.
- Parents are expected to show love and understanding toward their child.
- Parents are expected to maintain contact with their social worker and give updates about the child's behaviour and progress.
- Parents must seek support and assistance from family, religious leaders, social workers, their child's school and the court to help them cope during the child justice process.

#### **6. During aftercare to prevent reoffending**

- Parents are expected to show interest in their child's life and be involved.
- Parents are expected to know the whereabouts of their child and the child's friends.
- Parents are expected to encourage open communication with their children.
- Parents are expected to educate their children on their responsibilities and rights.
- Parents are expected to provide for their child's basic needs and ensure the child attends school.
- Parents should emphasise to their child the consequences of negative/anti-social behaviour at home and be open with their child.
- Parents must seek support and assistance from family, religious leaders, social workers, their child's school and the court to help them cope with their parental responsibilities.



**PARENTS OF CHILDREN IN CONFLICT WITH THE LAW CAN BE SUPPORTED DURING THE FOLLOWING CHILD JUSTICE PHASES:**

- ❖ **Prior to child's clash with the law (Prevention)**
- ❖ **Charge/Arrest phase**
- ❖ **Assessment phase**
- ❖ **Preliminary/Court phase**
- ❖ **Detention/sentence phase**
- ❖ **Aftercare phase**

**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

PREVENTION PHASE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<ol style="list-style-type: none"> <li>1. C J Awareness must include parents being informed of their role, responsibilities &amp; CJ process.</li> <li>2. Community education focused on educating parents about available resources &amp; support services.</li> <li>3. Linking parents with appropriate resources &amp; support services.</li> <li>4. CJ officials to ensure parents referred to &amp; assisted adequately.</li> <li>5. Social workers being based at police station for parents in high risk communities so that parents have access to professional support and guidance with their at-risk children including school access.</li> <li>6. Weekly support groups being facilitated at police stations in high risk communities by Social workers or psychologists for parents of children at risk and children already involved in the child justice system.</li> <li>7. Substance abuse support groups and aftercare treatment being offered at SAPS stations in high risk communities for substance abusing children and their parents to prevent relapse and recidivism.</li> </ol>	<ul style="list-style-type: none"> <li>- SAPS must listen to and assist all parents in accessing support and professional help for themselves and their at-risk child.</li> <li>- DSD Social workers and Probation officers must provide professional assistance/intervention that is responsive to parents' needs including the provision of aftercare support to assist parents regain control over child's behaviour and ensure regular school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- SAPS must engage with parents and DSD to address community issues- substance abuse &amp; violence.</li> <li>- SAPS, DSD and DoJ must ensure that all their awareness campaigns include parents being informed of their role, responsibilities &amp; the CJ process.</li> <li>- DSD Community education must focus on educating parents about available resources &amp; support services.</li> <li>- DSD to allocate a Probation officer/Social worker to SAPS stations in high risk communities to provide services and facilitate support groups for parents of children at risk and children already involved in the child justice system.</li> <li>- Training all officials on their role in supporting parents of at-risk children.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues and plan, implement and coordinate parent support services at a prevention level.</p> <p>Advocating and agreeing for all Departments to be trained on their role in supporting parents of at-risk children.</p>

**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

CHARGE & ARREST PHASE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<ol style="list-style-type: none"> <li>1. Provide parents with information on the CJ process &amp; Legal Aid SA.</li> <li>2. Provide parents with information on parents' rights and responsibilities during charge/arrest phase.</li> <li>3. Link parent to appropriate services for crisis counselling and support (including spiritual support).</li> <li>4. Provide 24 hour access to crisis counselling by Probation officer based at the SAPS station or DSD office.</li> <li>5. Inform the Probation officer of services parent has been linked with.</li> </ol>	<ul style="list-style-type: none"> <li>- SAPS must respectfully assist all parents in accessing support and professional help for themselves and their child in conflict with the law.</li> <li>- DSD Probation officers must provide professional assistance/intervention that is responsive to parents' needs to assist parents' whose child is detained or is placed into their care prior to the preliminary inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- SAPS must ensure that all stations have posters on the child justice process and information on local support services for parents, parents' rights, role &amp; responsibilities during the CJ process.</li> <li>- DSD to allocate or link Probation officers to SAPS stations in their district to enable SAPS to contact a Probation officer when a parent needs crisis counselling when their child is charged or arrested.</li> <li>- SAPS to educate parents on their complaints process to submit grievances/complaints about SAPS services to parents and their children during the CJ process.</li> <li>- SAPS must ensure all their officers are trained on how to treat and support parents of children in conflict with the law.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues identified during the charge/arrest phase and implement responsive strategies to support parents during this phase.</p> <p>The Child justice forum must play an oversight and monitoring role in ensuring that parents are located by SAPS, parents are treated professionally and referred for support services by SAPS during the charge/arrest phase.</p>

**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

ASSESSMENT PHASE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<ol style="list-style-type: none"> <li>1. Provide parents with information on the purpose of the Assessment, the CJ process, the CJ role players, parents' rights and responsibilities.</li> <li>2. Provide parents with the contact details of the case manager, APO and probation officer verbally and in writing.</li> <li>3. Assess and identify parents' needs, concerns and ability to cope with their child and the CJ process.</li> <li>4. Provide emotional support, individual and family intervention and link parent to appropriate resources/services based on assessment outcome</li> <li>5. Assist parents' with their child's school attendance or school enrolment issues.</li> <li>6. Enlist the services of an APO (family finder) to locate absent parents, engage with parent and ensure their participation in the assessment and appropriate intervention.</li> </ol>	<ul style="list-style-type: none"> <li>- The Probation officer must engage in and comply with DSD prescribed case management activities to ensure comprehensive assessment, intervention and aftercare with all parents of children in conflict with the law.</li> <li>- DSD Probation officers must assist parents regain control over child's behaviour and ensure regular school attendance.</li> <li>- DSD Probation officers must ensure that all parents are involved in and participate actively in the assessment and understand the recommendations to court.</li> <li>- Probation officers must have knowledge of all local support services for parents.</li> </ul>	<ul style="list-style-type: none"> <li>- DSD to ensure that all Probation officers are trained on how to guide and counsel parents to cope during the child justice process.</li> <li>- DSD to ensure that all Probation officers are trained on how to guide and counsel parents to cope with their child's behaviour and facilitate behaviour change to prevent recidivism or substance abuse relapse.</li> <li>- DSD to ensure that their Social work supervisors conduct quarterly quality assurance on all case management processes and cases to evaluate as well as monitor support services to parents.</li> <li>- DSD to ensure that non-compliance to their case management standards and process is addressed through supervision and performance management.</li> <li>- DSD must formalize working agreements with all local support service organizations to accept referred parents.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues and monitor the referral of parents for support services through Probation officer recommendations.</p> <p>The Child justice forum must play an oversight and monitoring role in ensuring that parents are located by APO's, parents are treated professionally and receive professional intervention from DSD throughout and after the child justice process.</p>

**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

PRELIMINARY INQUIRY/COURT PHASE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<ol style="list-style-type: none"> <li>1. Inform parent of and provide practical support-taxi fare, letters of att.</li> <li>2. Court preparation officers to explain to parents the CJ court procedure/etiquette, court role-players, parents' role and responsibility during the PI/Court proceedings.</li> <li>3. Permanent interpreters to be placed at CJ court.</li> <li>4. Flexible PI/court hours- school children, elderly, employed parents.</li> <li>5. Informal setting/face to face court setting to encourage parent participation and provide opportunity for parent to ask questions</li> </ol>	<ul style="list-style-type: none"> <li>- Presiding officer must engage with the parent so parent can ask questions, raise concerns or needs and ask for help.</li> <li>- Presiding officer explaining court processes and introducing role players to parent.</li> <li>- PI being held in informal setting.</li> <li>- Court preparation officer explaining the CJ court process and role players.</li> <li>- CJ officials demonstrating sensitivity to parent's needs, concerns and feelings during court proceedings.</li> <li>- Parents' role and responsibilities explained by the Presiding officer.</li> <li>- Legal guidance given to parents by CJ officials.</li> <li>- Parent being acknowledged in court/PI.</li> <li>- CJ official having respectful tone, approachable, and, having an interactive style.</li> <li>- CJ official treating the parent as equal.</li> <li>- CJ official providing parent with concrete advice, guidance and assistance to assume/resume parental responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>- DoJ, NPA, DSD, Legal Aid SA and Diversion service provider to ensure that all court officials are trained on how to treat and work with parents of children in conflict with the law during PI/Court process.</li> <li>- DoJ, NPA, DSD, Legal Aid SA and Diversion service provider to ensure that all court officials are trained on how to guide, advise and provide concrete support to parents during the PI/Court.</li> <li>- DoJ to ensure that all Preliminary inquiries are held in an informal setting as prescribed by CJA 75/2008</li> <li>- DOJ to ensure that the monthly CJ forum discuss and address identified parent issues/needs to ensure speedy resolution/response by all departments.</li> <li>- DoJ and NPA to allocate court preparation officers and interpreters to all CJ courts with relevant training.</li> <li>- DOJ have flexible court hours at CJ courts to accommodate parents.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues and plan, implement and coordinate parent support services to parents throughout the CJ process.</p> <p>The Child justice forum must play an oversight and monitoring role in ensuring that parents or suitable guardians attend the PI/court, parents are treated professionally, are engaged during the proceedings and receive support services.</p>



**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

DIVERSION PHASE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<ol style="list-style-type: none"> <li>1. Provide information - diversion programme content, directions to venue, parents role/responsibilities during diversion.</li> <li>2. Provide parent with regular feedback on child's progress/home-visits.</li> <li>3. Provide taxi-fare to diversion sessions for child and parent.</li> <li>4. Provide emotional support and parenting advice at support groups for parents of diverted children to help them cope with their child's behaviour during and after the diversion programme.</li> </ol>	<ul style="list-style-type: none"> <li>- The Diversion social worker/facilitator informing and referring parents to support services/resources.</li> <li>- Diversion social worker/facilitator providing the parent with regular feedback on their child's progress during the diversion programme.</li> <li>- Diversion social worker/facilitator providing aftercare services (for more than 3 months with home visits twice a month) to monitor the child's progress and support the parent where needed.</li> <li>- Diversion social worker/facilitator to link parent to or facilitate support group to parents of diverted children.</li> </ul>	<ul style="list-style-type: none"> <li>- Diversion service provider to ensure that all social workers are trained on how to guide and counsel parents to cope during the child justice process.</li> <li>- Diversion service provider to ensure that all social workers are trained on how to guide and counsel parents to cope with their child's behaviour and facilitate behaviour change to prevent recidivism or substance abuse relapse.</li> <li>- Diversion service provider to provide parents and their children taxi-fare to diversion programmes that are far from parents' residence.</li> <li>- Diversion service provider to ensure that their Social work supervisors conduct quarterly quality assurance on all case management processes to monitor support services/aftercare to parents.</li> <li>- Diversion service provider to allocate staff to facilitate or link parent to support groups while their child is attending the diversion programme.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues and monitor the referral of parents for support services diversion service provider recommendations. The Child justice forum must play an oversight and monitoring role in ensuring that parents do attend required diversion session and receive professional intervention from the diversion service provider during and after the diversion programme.</p>

**A CO-CONSTRUCTED PRACTICE MODEL FOR SUPPORTING PARENTS OF CHILDREN IN CONFLICT WITH THE LAW**

DETENTION/SENTENCING & AFTERCARE	CHILD JUSTICE OFFICIALS' ROLE	DEPARTMENTAL ROLE	CHILD JUSTICE FORUM
<p>1. Assess and provide parent/family intervention and access to resources for parent to cope during the child's detention/sentence/aftercare.</p> <p>2. Provide parent information on detention Centre rules, activities, and case manager contact details.</p> <p>3. Plan jointly with and support the parent during detention, sentence &amp; after care.</p>	<ul style="list-style-type: none"> <li>- The Detention Centre Social worker/Probation officer must ensure comprehensive assessment, intervention and aftercare with all parents of detained/sentenced children.</li> <li>- The Detention Centre Social worker/Probation officer must assist parents regain control over child's behaviour and ensure regular school attendance or skills training.</li> <li>- The Detention Centre Social worker/Probation officer must ensure that parents participate in the assessment and understand the detention/sentencing order.</li> <li>- The Detention Centre Social worker/Probation officer must have knowledge of all local support services for parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide parent verbal and written information on detention Centre rules, activities, and case manager contact details.</li> <li>- DSD to ensure that all Detention Centre Social workers/Probation officers are trained on how to guide and counsel parents to cope during the child justice process.</li> <li>- DSD to ensure that all social workers/Probation officers are trained on how to guide and counsel parents to cope with their child's behaviour and facilitate behaviour change to prevent recidivism or substance abuse relapse.</li> <li>- DSD to ensure that their Social work supervisors conduct quarterly quality assurance on all case management processes to evaluate as well as monitor support services to parents.</li> </ul>	<p>SAPS, Judiciary, NPA, Legal Aid and DSD must work together through their monthly forum to address parent issues and monitor the referral of parents for support services through Detention Centre Social worker/Probation officer recommendations.</p> <p>The Child justice forum must play an oversight and monitoring role in ensuring that parents are located by APO's and parents receive professional intervention from DSD throughout and after the child justice process.</p>

## Supporting parents involve:

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- ☐ Establishing rapport & make personal connection
- ☐ Speaking in their preferred language
- ☐ Exploring parents' concerns/needs
- ☐ Acknowledging parents' concerns and needs
- ☐ Acknowledging parents' efforts
- ☐ Motivating or encouraging parents
- ☐ Building an alliance with the parent
- ☐ Providing concrete & practical support (actual link to support service and even follow up)
- ☐ Immediacy-assisting the parent with what they experience as most problematic

# SUPPORT FOR PARENTS

ONDERSTEUNING VIR OUBERS

UKUNGEDISANA NABAZALI

**Revive** Tel: 041 3738882

- Counselling for parents and couples
- Parenting programmes
- Crisis & trauma

**NICRO** Tel: 041 5822555

- Counselling for parents and teenagers
- Only court referred cases

**Missionvale care centre**  
Tel: 041 8117525

- Drug testing
- Referral to community resources

**FAD** Tel: 0824932204

- Counselling and support for substance abuse & addiction
- Support groups for

**FAMSA** Tel: 041 5859393

- Counselling for parents and couples
- Personal growth programmes

**Pastor Rossouw** Tel: 0824141070

- Christian spiritual support
- Spiritual counselling

**Girls & Boys Town**

Tel: 0861 58 58 58

- Telephonic counselling for parents with teenagers

**Al Fidaa** Tel: 041 4531222

- Counselling for parents and couples
- Islamic spiritual support

**Department of Social Development** Toll free number: 0800 428 428

- To speak to a Social Worker for assistance & counselling

Callers can also request a social worker from the Command Centre to contact them by dialling \*120\*7867# (free) from any cell phone

## ASK A PROBATION OFFICER IF YOU NEED INFORMATION OR SUPPORT WITH:

- Coping during your child's arrest, trial or detention.
- Your child's case.
- Your rights and role during the Child Justice process.
- Your child's care or behaviour.

**Port Elizabeth Probation Officers**

Nerina OSYJC Centre, Cnr of Phyllis & Gumpert Street, Schauderville, Port Elizabeth

**Tel: 041 4074900**

**Uitenhage Probation Officers**

RAR Centre, 12 Church Street, Uitenhage

**Tel: 041 9959404**

Type of support	Functional component	Source of support	Buffering effect
Inoculation	Emotional	Children, spouse/partner, extended family, friends, and community members.	The person experiencing supportive interactions during a crisis gains increased identity or confidence in their ability to face the crisis.
Primary appraisal guidance	Educational	Spouse/partner, extended family, friends, social workers.	Meaning and supportive guidance may help the person gain an alternative perspective on how to assess and perceive a crisis.
Supportive direct guidance	Concrete	Spouse/partner, extended family, friends, social workers.	Direct assistance with resolving stressors within the person's environment where they may have struggled to resolve a problem on their own.
Secondary direct guidance	Educational	Community organisations, religious organisations, social workers.	Guidance may help the person explore and identify existing coping resources which they might not have been aware of without guidance or advice.
Reappraisal guidance	Educational	Spouse/partner, extended family, friends Community organisations, religious organisations, social workers.	Through advice or guidance the person may gain a more realistic view of the stressor and feel less threatened in facing the stressor.
Palliative emotional support	Emotional	Spouse/partner, extended family, friends Community workers, religious care workers, social workers.	Listening to the person's concerns in an empathic and caring manner may help the person better manage their emotional responses to the stressor.
Redirection	Social integration	Spouse/partner, extended family, friends Community workers, religious care workers, social workers.	Involving the person in various activities to redirect their focus away from the stressful event.

Table 1: Types of support (Adapted from Vaux, 1988:137-141 in Cameron & Vanderwoerd, 1997:36 -41).

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