

## BIBLIOGRAPHY

About Attention Deficit Hyperactivity Disorder ADD/ADHD. 2004. [O] Available:

<http://www.childdevelopmentinfo.com/dosorders/adhd.shtml>

Accessed on 2004/12/13.

Age 4-5 Years: Emotional Development. 2000. [O]. Available:

[http://www.medem.com?medLB/article\\_detailb\\_for\\_printer.cfm?article\\_IDZZZ4S7](http://www.medem.com?medLB/article_detailb_for_printer.cfm?article_IDZZZ4S7)

Accessed on 2004/08/24.

Age 4-5 Years: Language Development. 2000. [O]. Available:

[http://www.medem.com/MedLB/article\\_detailb\\_for\\_printer.cfm?article-ID=ZZZZO](http://www.medem.com/MedLB/article_detailb_for_printer.cfm?article-ID=ZZZZO)

Accessed on 2004/12/22.

Age 4-5 Years: Social Development. 2000. [O]. Available:

[http://www.medem.com?medLB/article\\_detailb\\_for\\_printer.cfm?article\\_ID+ZZZ30](http://www.medem.com?medLB/article_detailb_for_printer.cfm?article_ID+ZZZ30)

Accessed on 2004/08/24.

Aldridge, M. & Wood, J. 1999. *Interviewing Children: A guide for child care and forensic practitioners*. London: John Wiley & Sons Ltd.

Alexander, L. 2004. Outcome Based Education. [O]. Available:

[http://www.nazarene.org/iboe/riie/Didache/didache\\_vol2\\_1/outcomes1.html](http://www.nazarene.org/iboe/riie/Didache/didache_vol2_1/outcomes1.html)

Accessed on 2005/04/08.

Alpert, J.L., Brown, L.S., & Courtois, C.A. 1998. Symptomatic Clients and memories of Childhood Abuse: What the Trauma and Child Sexual Abuse Literature Tell Us. *American Psychological Association, Inc.* 4(4): 941-995.

American Academy of Child and Adolescent Psychiatry. 2005. The Anxious Child.

No. 47. [O]. Available:

<http://www.aacap.org/publications/factsfam/anxious.htm>

Accessed on 2004/11/22.

University of Pretoria etd – Schoeman, U C W (2006)

American Speech-language-hearing association. 2004. What is language, what is speech? [O]. Available:

[http://www.asha.org/public/speech/development/language\\_speech.htm](http://www.asha.org/public/speech/development/language_speech.htm)

Accessed on 2004/11/21.

Anderson, S.C. 1989. Goal setting in Social Work Practice. In Compton, B.R & Galaway, B. *Social Work Process*. California: Wadsworth Publishing Co.

Arkava, M.L. & Lane, T.A. 1983. *Beginning of Social Work research*. Boston: Allyn & Bacon.

Ashcraft, M.H. 1989. *Human Memory and Cognition*. Glenview, I.L.: Scott, Foresman & Co.

Atherton, J.S. 2003a. *Learning and Teaching: Piaget's developmental psychology* [O]. Available:

<http://www.dme.ac.uk/~jamesa/learning/piaget.htm>

Accessed 2004/09/13.

Atherton, J.S. 2003b. *Learning and Teaching: Assimilation and Accommodation* [O]. Available:

<http://www.dme.ac.uk/~jamesa/learning/assiac.htm>

Accessed 2004/09/13.

Bailey, K.D. 1987. *Methods of social research*. 3<sup>rd</sup> Edition. London: Collier Macmillan.

Barger, R.N. 2000. A summary of Lawrence Kohlberg's stages of moral Development. [O]. Available:

<http://www.nd.edu/~rgarger/kohlberg.html>

Accessed 2004/11/23.

Barnes-September, R.L. 1998. *The development of a protocol for the management of child abuse and neglect*. Cape Town: University of the Western Cape. (Thesis).

University of Pretoria etd – Schoeman, U C W (2006)

Basson, A. & la Grange, B, 2004. Regtegroepe sê misdaadstatistieke is ore van seekoei: Kinders kry swaarder. *Beeld*, 23 September:4.

Berk, L.E. 2003. *Child Development*. 6<sup>th</sup> Edition. Illinois: State University.

Berliner, L. & Barbieri, M.K. 1984. The testimony of the child victim of sexual assault. *Journal of Social Issues*. 40(2):125.

Berndt, T.J. 1997. *Child Development*. Fort Worth: Harcourt Brace Jovanovich Publishers.

Better Health. 2001 Fear and Anxiety – Children. [O]. Available:

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Fear\\_and\\_anxiety\\_children?OpenDocument](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Fear_and_anxiety_children?OpenDocument)

Accessed 2004/12/04.

Bless, C & Higson-Smith, C. 1995. *Fundamentals of social research methods. An African perspective*. Second Ed. Cape Town: Juta.

Bless, C & Higson-Smith, C. 2000. *Fundamentals of Social Research*. Cape Town: Juta.

Blumrick, R. 2004. Respecting child witnesses and delivering justice. [O].

Available:

<http://www.childline.org.uk/pdfs/childwitnesses.pdf>

Accessed 2004/090/23.

Boat, B.W. & Everson, M.D. 1988. Interviewing Young Children with Anatomical Dolls. *Child Welfare*. LXVII, (4)337-352.

Boat, B.W. & Everson, M.D. 1990. Sexualized Doll play amongst young children: Implications of the use of anatomical dolls in sexual abuse evaluations. *American Academy of Child and Adolescent Psychiatry*. Vol. 29:736-742.

University of Pretoria etd – Schoeman, U C W (2006)

- Bostwick, G.J. & Kyte, N.S. 1981. Measurement. In Grinnell, R.M. (Ed.) *Social work research and evaluation*. Itasca, IL:Peacock.
- Bourg, W., Broderick, R., Flagor, R., Kelly, D.M.,Ervin, D.L. & Butler,J. 1999. *A Child Interviewer's Guidebook*. Thousand Oaks: Sage Publications.
- Boyse, R.N. 2004. *Developmental Milestones*. [O]. Available:  
<http://www.med.umich.edu/1libr/yourchild/devmile.htm>  
Accessed on 2004/12/13.
- Bremner, J.D. 1995. The lasting effects of Psychological Trauma on Memory and the Hippocampus. [O] Available:  
<http://www.lawandpsychiatry.com/html/hippocampus.htm>.  
Accessed on 2004/09/27.
- Brennan, M & Brennan, R. 1988. *Strange Language – Child Victims under Cross-examination*. Wagga Wagga.
- Brohl, K. 1996. *Working with Traumatized Children*. CWLA Press, Washington.
- Bukatko, D & Daehler, M.W. 1992. *Child development: A topical Approach*. Boston: Houghton Mifflin Co.
- Bukau, S.C. 2003. *Kinders as slagoffers van Seksuele Misdade*. Pretoria: University of South Africa. (Thesis).
- Bull, R. 2001. *Children and the Law: The essential Readings*. Oxford: Blackwell Publishers.
- Butler, K.G. 1993. Credibility of child witnesses: The role of communicative competence. *Topics in Language Disorders*, 13(4): 59-78.
- Carey, A. 1978. A Case Study: Face Recognition. In Walker, E. (Editor). *Explorations in the Biology of Language*. Hillsdale, N J: Erlbaum.

- Carson, R.C. & Butcher, J.N. 1992. *Abnormal Psychology and Modern Life*. 9<sup>th</sup> Edition. New York: Harper Collins Publishers.
- Carson, D. 1995. *Regulating the cross-examination of children*. BS&L Network Conference. 2 April 1995.
- Carter, B. 1993. Child sexual abuse: Impact on mothers. *Affilia*, 8:72-90.
- Castle, K. 1997. *A Phenomenological Exploration of the sexually abused child's experience of the Criminal Court in South Africa*. Port Elizabeth: University of Port Elizabeth. (Dissertation).
- Ceci, S.J. & Bruck, M. 1995. *Jeopardy in the Courtroom: A scientific analysis of Children's Testimony*. Washington: American Psychological Association.
- Cederborg, A., Orbach, Y., Sternberg, K.J., & Lamb, M.E. 2000. Investigative interviews of child witnesses in Sweden. *Child Abuse and Neglect*, 24 (10)1335-1361.
- Charlesworth, R. 2000. *Understanding Child Development*. 5<sup>th</sup> Edition. United States: Delmar Thompson Learning.
- Child Development. 2004 [O]. Available:  
<http://www.psychiacomp.com/didatic/development-piaget.php>.  
Accessed on 2004/08/23.
- Child Development Institute. 2004. Language development in Children. [O]. Available:  
[http://www.childdevelopmentinfo.com/development/language\\_development](http://www.childdevelopmentinfo.com/development/language_development)  
Accessed 2004/08/23.
- Children's Charter of South Africa. 2005. [O]. Available:  
<http://www.anc.org.za/misc/childcht.htm>

Accessed on 2004/07/24.

Childtraumaacademy. 2005. Plasticity, memory and cortical modulation in the Brain. [O]. Available:

[http://www.childtraumaacademy.com/amazing\\_brain/essons05/page02.html](http://www.childtraumaacademy.com/amazing_brain/essons05/page02.html).

Accessed on 2004/11/23.

Coetzee, M. 2002. *Getting and Keeping your Accreditation: The quality assurance and assessment guide for education, training and development providers*. Pretoria: Van Schaik Publishers.

Cole, M. & Cole, S.R. 2001. *The Development of Children*. 4<sup>th</sup> Edition. New York: Worth Publishers.

Collins, K. 1993. *Enigste Studiegids vir MWK304-G*. Maatskaplikewerknavoring. Pretoria: Unisa.

Communication and your 6- to 12-year-old. 2004. [O]. Available:

[http://www.medem.com/search/article\\_display.cfm?path+n:&mstr+/ZZZ6HWYZ9C](http://www.medem.com/search/article_display.cfm?path+n:&mstr+/ZZZ6HWYZ9C)

Accessed on 2004/08/24.

Conradie, H. 2004. *Are we failing to deliver the best interest of the Child?* Pretoria: University of South Africa.

Copen, L.M. 2000. *Preparing Children for Court: A practitioner's Guide*. Thousand Oaks: Sage Publications.

Coughlan, F & Jarman, R. 2002. Can the intermediary system work for child victims of sexual abuse? *Families in Society: The journal of Contemporary Human Services*. 83 (5/6): 541-546.

Crain, W.C., 1985. *Theories of Development*. London: Prentice-Hall.

Creswell, J.W. 1994. *Research Design: Qualitative and Quantitative Approaches*.

Thousand Oaks: Sage Culture.

Davel, C.J. 2000. *Introduction to Child law in South Africa*. Lansdowne: Jut Publishers.

Davies, L.E. 1993. *Anatomy of Cross-examination*. Prentice Hall Law and Business.

Davies, M.G. 1995. Parental distress and ability to cope following disclosure of extra-familial sexual abuse. *Journal of Child Abuse and Neglect*. 19:399-408.

DeBord, K. 1996. *Childhood Years: Ages six through twelve*. [O]. Available:

[http://www.ces.ncsu.edu/depts/fcs/human/pubs/child6\\_12.html](http://www.ces.ncsu.edu/depts/fcs/human/pubs/child6_12.html)

Accessed on 2004/08/24.

DeLoache, 1995. The use of dolls in interviewing young children. In Zaragoza M.S., Graham, J.R., Hall, G.C.N., Hirschman R. & Ben-Porath Y.S. 1995. *Memory and Testimony in the child witness*. Thousand Oaks: Sage Publications.

Delpont, C.S.L. 2002. Quantitative data collection methods. In De Vos, A.S. (Ed). Strydom, H., Fouché, C.B. & Delpont, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services professions*. Pretoria: Van Schaik Publishers.

Delpont, C.S.L. & De Vos, A.S. 2002. Professional research and professional practice. In De Vos, A.S. (Ed). Strydom, H., Fouché, C.B. & Delpont, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services professions*. Pretoria: Van Schaik Publishers.

Dent, H. 1977. Stress as factor influencing person recognition in identification parades. *Bulletin of the British Psychological Society*. 30:339.

Dent, H. & Flin, R. 1992. *Children as witnesses*. Chichester: John Wiley and Co.

DeVoe, E.R. & Faller, K.C. 2002. Questioning Strategies in Interviews with Children Who May Have Been Sexually Abused. *Child Welfare*. 81:5-31.

- De Vos, A.S. 1998. Intervention research. In De Vos, A.S. (Ed) *Research at grassroots: A primer for the caring professions*. Pretoria: Van Schaik.
- De Vos, A.S. (Editor.) Strydom, H., Fouché, C.B. & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human services professions*. Pretoria: Van Schaik Publishers.
- De Vos, A.S., Fouché, C.B. & Venter, L. 2002. Quantitative data analysis and interpretation. In De Vos, A.S. (Editor), Strydom, H., Fouché, C.B. & Delpont, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services profession*. Pretoria: Van Schaik Publishers.
- DeYoung, M. 1986. A conceptual model of judging the truthfulness a young child's allegations of sexual abuse. *American Journal of Orthopsychiatry*. 56(4): 550.
- Dezwirek-Sas, L. 2004. *The interaction between children's developmental capabilities and the courtroom environment: The impact on testimonial Competency*. Chichester: John Wiley and Sons.
- Dezwirek-Sas, L., Wolfe, D.A. & Gowdey, K. 1996. Children in the Courts in Canada. *Criminal Justice and Behaviour*. 23 (2): 338-357.
- Don Wauchope, J. 2000. *Courtroom Testimony Experiences of Sexually Abused Children*. Johannesburg: Randse Afrikaanse University. (Dissertation).
- Dugard, J. 1977. *South African Criminal Law and Procedure*. Juta & Co: Kenwyn.
- Durrheim, K. 1999. Research Design. In Terre Blanche, M.E., Durrheim, K. (Eds.) *Research in Practice: Applied Methods for the Social Sciences*. 1999. Rondebosch: University of Cape Town Press.
- Dyb, G., Holen, A., Steinberg, A.M., Rodriguez, N. & Pynoos, R.S. 2003. Alleged sexual abuse at a day care centre: impact on parents. *Child abuse and neglect*. 27:939-950.

Dziech, B.W. and Schudson, C.B. 1989. *On trial: America's courts and their treatment of children*. Boston: Beacon Press.

Erikson's Eight Stages of Human Development. 2004. [O]. Available  
<http://psychology.about.com/library/weekly/aa091500a.htm>  
Accessed on 2004/11/27.

Erikson's Stages of Psychosocial Development. 2003. [O]. Available:  
[http://allpsych.com/psychology101/social\\_development.html](http://allpsych.com/psychology101/social_development.html)  
Accessed on 2004/11/27.

Fabes, R.A., Eisenberg, N., Nyman, M. & Michealieu, Q. 1991. Young children's appraisal of other's spontaneous emotional reactions. *Development Psychology*. 27: 858-866.

Faller, K.C. 1993. *Child sexual abuse: Intervention and treatment issues*. Washington: U.S. Department of Health and Human Services.

Fawcett, S.B., Suarez-Balcazar, Y., Balcazar, F.E., White, G.W., Paine, A.L., Blanchard, K.A. & Embre, M.G. 1994. Conducting intervention research: The design and development process. In Rothman, J. & Thomas, E.J. 1994. *Intervention Research: design and development for human service*. Itasca Peacock.

Fedler, J & Olckers, I. 2001. Ideological Virgins and other Myths: Six principles for legal revision. Pretoria: Justice College.

Ferreira, J. 2005. Interview with Regional Magistrate. 2 July. Pretoria.

Finkelhor, D. 1986. *A sourcebook of Child Sexual Maltreatment*. London: Sage Publications.

Finkelhor, D & Brown, A. 1985. The traumatic impact of child sexual abuse: a conceptualisation. *American Journal of Orthopsychiatry*. 55(4).

Finnegan, M.J. 2000. *Creating and Administering a Kids Court Program*. [O].

Available:

[http://www.ndaa-apri.org/publications/newsletters/update\\_volume\\_13\\_number\\_5](http://www.ndaa-apri.org/publications/newsletters/update_volume_13_number_5)

Accessed on 2004/09/13.

Fivush, R. 2002. The development of autobiographical memory. In Westcott, H.L., Davies, G.M. Bull, R. (Eds). *Children's Testimony: A Handbook of psychological Research and Forensic Practice*. Chichester: Wiley.

Fouchè, C.B. 2002. Research Strategies. In De Vos, A.S. (Editor), Strydom, H., Fouché, C.B. & Delport, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services profession*. Pretoria: Van Schaik Publishers.

Fouchè, C.B. & Delport, C.S.L. 2002. Introduction to the research process. In De Vos, A.S. (Editor), Strydom, H., Fouché, C.B. & Delport, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services profession*. Pretoria: Van Schaik Publishers.

Fouchè, C.B. & De Vos, A.S. 2002. Quantitative research designs. In De Vos, A.S. (Editor), Strydom, H., Fouché, C.B. & Delport, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human services profession*. Pretoria: Van Schaik Publishers.

Gattis, J. 1995. *Erikson's Psychosocial Stages of Development*. [O]. Available:

<http://www-students.biola.edu/~jay/erikson.html>

Accessed 2004/12/13.

General Information about speech and language disorders. 2004. [O]. available:

[http://www.Idonline.org/ld\\_indepth/speech-language/nichcy-fs11.html](http://www.Idonline.org/ld_indepth/speech-language/nichcy-fs11.html)

Accessed on 2004/11/23.

Genishi, C. 2004. *Young Children's Oral Language Development*. [O]. Available: [http://www.childdevelopmentinfo.com/development/oral\\_language\\_development.shtml](http://www.childdevelopmentinfo.com/development/oral_language_development.shtml)

Accessed on 2004/09/23.

Gersch, I.S., Gersch, A., Lockhart, R. & Moyse, S.A. 1999. The Child Witness Pack: An Evaluation. *Educational Psychology in Practice*. 15(1):45-50.

Ghetti, S., Alexander, K.W. & Goodman, G.S. 2002. Legal involvement in child sexual abuse cases: Consequences and interventions. *International Journal of Law and Psychiatry*. 25:233-251.

Giles, C. 1989. The child as witness. *Die Kinderversorger*. 7(5): 5.

Goldstein, A.S. 1974. Reflections of Two Models: Inquisitorial themes in American Criminal Procedures. *Stanford Law Review*. May 26:1009-1025.

Goldstein, S. 2000. *Thinking with Language, Images, and Strategies*. [O]. Available: [http://www.Idonline.org/ld\\_indeptth/speech-language/thinking\\_with\\_language.html](http://www.Idonline.org/ld_indeptth/speech-language/thinking_with_language.html)

Accessed on 2004/08/24.

Goodman, G.S. & Bottoms, B.L. 1993. *Child Victims, Child Witnesses: Understanding and improving Testimony*. New York: The Guilford Press.

Goodman, G.S., Jones, D.P.H., Pyle, E.A., Prado-Estradea, L., Port, L.K., England, P., Mason, R. and Rudy, L. 1998. The emotional effects of criminal court testimony on child sexual assault victims: A preliminary report. In Davies, G. and Drinkwater, J. 1998. *The Child Witness – Do the courts Abuse Children: Issues in Criminological and Legal Psychology*. Leicester: The British Psychological Society.

Greenstock, J. & Pipe, M. 1996. Interviewing Children about past Events: The influence of Peer Support and Misleading Questions. *Child abuse and neglect*. 20(1): 69-80.

University of Pretoria etd – Schoeman, U C W (2006)

Grinnell, R.M. (Ed). 1988. *Social work research and evaluation*. 4<sup>th</sup> Ed. Itasca: Peacock.

Hall, E., Lamb, M.E. & Perlmutter, M. 1986. *Child Psychology*. 2<sup>nd</sup> Edition. New York: Random House.

Hallahan, D.P., Daniel, P. & Kauffman, J.M. 2004. *ABC's of Learning Disabilities and Attention Deficit Disorder*. [O]. Available:

[http://www.Idonline.org/abcs\\_info/articles-info.html](http://www.Idonline.org/abcs_info/articles-info.html)

Accessed on 2005/01/20.

Hammond, J.C. & Hammond, E.J. 1987. *Justice and the child witness*.

SACC/SASK. 11(1):3-20.

Health Topics. 2004. Child and Youth Care. [O]. Available:

<http://www.cyh.com/HealthTopicsDetails.aspx?p=114&np=122&id=1867>

Accessed on 2004/11/23.

Henderson, E. 2002. Persuading and Controlling: The theory of Cross-examination in Relation to Children. In Westcott, H.L., Davies, GM. & Bull, R.H.C. 2002. *Children's Testimony: A Handbook of Psychological Research and Forensic Practice*. Chichester: John Wiley & Sons, Ltd.

Hendricks, J. H., Black, D. & Kaplan, T. 1993. *When father kills mother: Guiding children through trauma and grief*. London: Routledge.

Heron, J. 1999. *The complete Facilitator's Handbook*. Virginia: Sterling, Kogan Page Publishers.

Hewitt, S.K. 1999. *Assessing Allegations of Sexual Abuse in Preschool Children: Understanding Small Voices*. Thousand Oaks: Sage Publications Inc.

University of Pretoria etd – Schoeman, U C W (2006)

Hiebert-Murphy, D. 1999. Emotional Distress among Mothers whose Children have been sexually abused: The role of a history of child sexual abuse, social support, and coping. *Child Abuse and Neglect*. 22(5):423-435.

Hill, P.E & Hill, S.M. 1987. Videotaping children's testimony: An empirical view. *Michigan Law Review*. 85:809-833.

Holmes, L.S. & Finnegan, M.J. 2002. The use of anatomical diagrams in child sexual abuse forensic interviews. *American Prosecutors Research Institute Update*. 15(5).

How does your child hear and talk. 2004. [O]. Available:

[http://www.asha.org/public/speech/development/child\\_hear\\_talk.htm](http://www.asha.org/public/speech/development/child_hear_talk.htm)

Accessed on 2004/09/13.

Hudson, W.W. 1981. Development and use of indexes and scales. In Grinnell, R.M. (Ed). *Social work Research and Evaluation*. Itasca, IL:Peacock.

Huitt, W. & Hummel, J. 2003. Piaget's theory of cognitive development. [O].

Available:

<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>

Accessed on 2004/09/13.

Hurley, R. 2004. Child Witness Project. [O]. Available:

<http://www.lfcc.on.ca/cwp.htm>

Accessed: 2004/09/23.

Huxley, R. 2004. *Moral Development of Children: Knowing right from wrong*. [O].

Available:

[http://www.selfhelpmagazine.com/articles/child\\_behavior/moraldevchild.html](http://www.selfhelpmagazine.com/articles/child_behavior/moraldevchild.html)

Accessed on 2004/12/13.

Huysamen, G.K. 1993. *Metodologie vir die sosiale en gedragwetenskappe*. Pretoria: Southern.

University of Pretoria etd – Schoeman, U C W (2006)

Hyman, I.E., Thomas, A. & Fritgerald, M. 2003. *Children's memory for trauma and positive experiences*. New York:Macmillan.

Jarman, R. 1998. *Exploring the Needs and Experiences of the Social Worker as an Intermediary*. East London: Rhodes University. (Dissertation).

Juvenile Services – Child Witness Testimony in Court: Protocol for using closed-circuit Equipment. 2004. [O]. Available:

<http://www.dcjs.virginia.gov/juvenile/cja/protocol.cfm>

Accessed on 2004/10/19.

Kalat, J.W. 2004. *Biological Psychology*. US: Thomson Wadsworth.

Katz-Levin, L.J. 2000. A Preparatory Program for the Child Witness. In Van Niekerk, J., Skelton, A., Muntingh, L., Katz-Levin, L., Le Roux, C., Els, T., Saayman., Du Plessis, K., Scholtz, J., Potgieter, R., Van Nieker, J., Mellis, V., Schutte, J., Meintjes, R., King,B., Govender, J. 2000. *Child Law Manual for Prosecutors..* Pretoria: Justice College.

Kenyon, R. 2004. *Stages of Moral development*. [O]. Available:

<http://www.xenodochy.org/ex/lists/moraldev.html>

Accessed on 2004/12/13.

Kerlinger, F.N. 1986. *Foundations of behavioural research*, 3<sup>rd</sup> edition. Fort Worth: Harcourt.

Key, J.J.A. 1988. The child witness: the battle for justice. *De Rebus*. January: 54-58.

King, M. & Piper, C. 1995. *How the Law thinks about Children*. England: Arena: Hants.

Kirkpatrick, E.M. (Ed.) 1985. *Chambers Concise 20<sup>th</sup> Century Dictionary*. Bath: Pittman Press.

University of Pretoria etd – Schoeman, U C W (2006)

Kleyn, D & Viljoen, F. 2002. *Beginner's guide for Law Students*. 3<sup>rd</sup> Edition. Lansdowne: Juta Law.

Koss, M.P., Tromp, S and Tharon, M. 1995. Traumatic memories: Empirical foundations, forensic and clinical implications. *Clinical psychology: Science and Practice*. 2:111-132.

Kriegler, J. & Kruger, A. 2002. *Hiemstra Suid-Afrikaanse Strafproses*. 6<sup>th</sup> Edition. Durban: Butterworths.

Kübler-Ross, E. 1981. *Living with death and dying*. New York:Macmillan.

Language development in children. 2004. [O]. Available:

[http://www.childdevelopmentinfo.com/development/language\\_development.shtml](http://www.childdevelopmentinfo.com/development/language_development.shtml)

Accessed on 2004/09/23.

Law Society of South Africa. 2004. *Learning Outcomes*. Pretoria: Legal Education & Development.

LSSA. 2004. *Learning Outcomes*. Pretoria: Legal Education & Development.

Learning disabilities. 2004. LDOnline. [O]. Available:

[http://www.Idonline.org/ld\\_indepth/speech-language/lda\\_milestones.htm](http://www.Idonline.org/ld_indepth/speech-language/lda_milestones.htm)

Accessed on 2004/11/04.

Learning matters. 2004. [O]. Available:

[http://sn.curtin.edu.au/LEARNING\\_matter/04august/research.htm](http://sn.curtin.edu.au/LEARNING_matter/04august/research.htm)

Accessed on 2004/11/04.

Le Roux C. 2000. The appointment and the role of the intermediary. In Van Niekerk, J., Skelton, A., Muntingh, L., Katz-Levin, L., Le Roux, C., Els, T., Saayman., Du Plessis, K., Scholtz, J., Potgieter, R., Van Nieker, J., Mellis, V., Schutte, J., Meintjes, R., King, B., Govender, J. 2000. *Child Law Manual for Prosecutors*. Pretoria: Justice College.

- Lewis, S. 1999. *Childhood Trauma: Understanding traumatized children in South Africa*. Cape Town: David Phillips Publishers.
- Lipovsky, J.A. & Stern, P. 1997. Preparing children for court: An interdisciplinary view. *Child Maltreatment*, 2: 150-163.
- Louw, A.E. 2004. Die bevoegdheid van kinders as getuies 1: Die rol van ouderdom en ontwikkelingsvlak in geheue. *CARSA*, 5(2): 3-15.
- Louw, D.A., Van Ede, D.M., & Louw, A.E. 2004. *Human Development*. 2<sup>nd</sup> Edition. Cape Town: Kagiso.
- Lyon, T.D. 2002a. Assessing children's competence to take the oath: Research and recommendations. *APSAC Advisor*, 9(1), 1-6.
- Lyon, T.D. 2002b. Child Witnesses and the Oath. In *Children's Testimony: A Handbook of Psychological Research and Forensic Practice*. Westcott, H.L., Davies, G.M. & Bull, R.H.C. 2002. Chichester: John Wiley & Sons Ltd.
- Lyon, T.D. & Saywitz, K.J. 1999. Young maltreated children's competence to take the oath. *Applied Developmental Science*, 3:16-27.
- Mader, S. 2004. *Biology*. 8<sup>th</sup> Edition. New York: McGraw Publishing Company.
- Manion, I.G., McIntyre, J., Firestone, P., Ligezonska, M., Ensom, R. & Wells, G. 1996. Secondary traumatization in parents following the disclosure of extrafamilial sexual abuse: initial effects. *Child Abuse and Neglect*, 20(11): 1095-1109.
- Mark, R. 1996. *Research made simple: A handbook for Social Workers*. London: SAGE.

University of Pretoria etd – Schoeman, U C W (2006)

Massengale, J.D. 2001a. *Child Development: A Primer for Child Abuse Professionals*. [O]. Available:  
[http://www.ndaa-apri.org/publications/newsletters/update\\_volume\\_14\\_number\\_5\\_200](http://www.ndaa-apri.org/publications/newsletters/update_volume_14_number_5_200)  
Accessed 2004/07/09.

Massengale, J.D. 2001b. *Facilitating Children's Testimony*. [O]. Available:  
[http://www.ndaa-apri.org/publications/newsletters/update\\_volume\\_14\\_number\\_6\\_200](http://www.ndaa-apri.org/publications/newsletters/update_volume_14_number_6_200)  
Accessed 2004/07/09.

Mayne & Levett , 1997. The Traumas of Rape – Some Considerations. *SACJ*. Vol. 163:163.

McCaul, P. 2000. Look who's Talking. [O]. Available:  
<http://www.med.nyu.edu/cgi-bin/it/web/printable.cgi?url=http%3A//www.aboutourki>  
Accessed on 2005/01/13.

McFarlane, K. 1989. *Helping parents cope with extrafamilial molestation in sexual abuse of young children*. New York: Guilford.

McGough, L. 1994. *Child witnesses: Fragile voices in the America legal system*. New Haven: Yale University Press.

Meintjes, R. 2000a. A call for a cautionary approach to commonsense. *CARSA*.1(1):40.

Meintjes, R. 2000b. *Experts testifying in matters of child abuse: The need for a code of ethics*. *CARSA*, 3(2), October: 24-33.

Meintjes, R. 2000c. Competence, Compellability, Leading the Child Witness and evaluation of the Child's Testimony. In Van Niekerk, J., Skelton, A., Muntingh, L., Katz-Levin, L., Le Roux, C., Els, T., Saayman., Du Plessis, K., Scholtz, J.,

Meintjes-van der Walt, I. 2002. *Child Law Manual for Prosecutors*. Pretoria: Justice College.

University of Pretoria etd – Schoeman, U C W (2006)

Miller, K. 2005. Facilitation Guidelines. *Social Context Workshop for Gauteng Regional Court Magistrates. Contextualising Sexual Offences.* 3-6 March, Sandton.

Mitnick, M. 1998. The use of Language in interviewing children in American Prosecutors Research Institute (ed). *Finding Words.* Conference proceedings, Savannah: USA.

Morgan, J. & Williams, J. 1993. A role for a Support Person for Child Witnesses in Criminal Proceedings. *British Journal of Social Work.* 23:113-121.

Mouton, J. 1996. *Understanding social research.* Pretoria: Van Schaik.

Mouton, J & Marais, H.C. 1990. *Basic Concepts in the methodology of social sciences.* Pretoria: Human Science Research Council.

Muller, K. 1997. A prosecutor is a person who cuts off your head: Children's perceptions of the legal process. *SALJ.* 114 (3): 593-603.

Muller, K. 2000. The effect of the accusatorial system on the child witness. *Carsa.* 1(2): 13.

Muller, K. 2001. Clinical and forensic interviews and the child. *CARSA.* 2 (2): 8-13.

Muller, K. 2002a. The effect of the accusatorial system on the child. *CARSA.* 1 (2).

Muller, K. 2002b. *The Judicial Officer and the Child Witness.* Port Elizabeth: Printrite.

Muller, K. 2003. *An inquisitorial approach to the evidence of children.* [O].

Available:

<http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=1390>

Accessed on 2004/11/09.

Muller, K. 2004. *Preparing Children for Courts: A Handbook for Practitioners*. Port Elizabeth: Printrite.

Muller, K. 2005. Author of various books on the child witness. Personal interview. Cape Town. March 6.

Muller, K.D. & Hollely, K.A. 2000. *Introducing the Child Witness*. Printrite:Port Elizabeth.

Muller, K.D. & Hollely, K.A. 2001. Empowering child witnesses against the legal system. *De Jure*. 34(2): 330.

Muller, K.D. & Hollely, K.A. 2003. *Preparing Children for Court. Part 2*. Port Elizabeth: Printrite.

Muller, K.D. & Tait, A.M. 1997. The child witness and the accused' right to cross-examination. *TSAR*. 3:519.

Muller, K.D. & Tait, A.M. 1999a. Little witnesses: A suggestion for improving the lot of children in court. *THRHR*. 62:241-258.

Muller, K.D. & Tait, A.M. 1999b. Section 158 of the Criminal Procedure Act 51 of 1977: A potential weapon in the battle to protect child witnesses. *South African Journal for Criminal Law*. 12: 57-62.

Murray, K. 1997. *Preparing Child Witnesses for Court: a Review of Literature and Research*. Central Research Unit: Scottish home Office.

Murray, M.E. [Sa]. *Moral Development and Moral Education: An Overview*. [O]. Available:

<http://tiger.uic.edu/~Inucci/MoralEd/overviewtext.html>

Accessed on 2004/11/09.

University of Pretoria etd – Schoeman, U C W (2006)

Mussen, P.H., Conger, J.J., Kagan, J. & Huston, A.C. 1990. *Child development and personality*. 7<sup>th</sup> Edition. New York: Parper & Row Publishers.

Myers, J.E.B., Berliner, L., Briere, J., Hendrix, C.T., Jenny, C., & Reid, T.A. 2003. *The APSAC Handbook on Child Maltreatment*. 2<sup>nd</sup> Edition. Thousand Oaks: Sage Publications.

Myers, J.E.B., Goodman, G.S., & Saywitz, K.J. 1996. Psychological research on children as witnesses: Practical implications for forensic interviews and courtroom testimony. *Pacific Law Journal*, 28(1): 3-91.

Myers, J.E.B. & Perry, N.W. 1987. *Child Witness: Law and Practice*. John Wiley & Sons: United States.

Naude, H., Du Preez, C.S. & Pretorius, E. 2003. The impact of child abuse as traumatic environmental stressor on the plasticity of intelligence. *CARSA*. 4 (2): 10-21.

New dictionary of social work. 1995. Revised edition. Pretoria: State Printers.

Neuman, W.L. 2000. *Social research methods: Qualitative and quantitative approaches*. 4<sup>th</sup> ed. Boston: Allyn & Bacon.

Newman, P.R & Newman, B.M. 1997. *Childhood and Adolescence*. Pacific Grove: Brooks/Cole Publishing Company.

Nuttall, P. 2002. *Primary Child Development*. [O]. Available:

<http://www.nccc.org/Child.Dev/prim.dev.html>

Accessed on 2004/9/21.

Oates, R.K. 2001. The reliability of the Child as a Witness. AIJA Magistrates Conference. *Victim Involvement in Criminal Matters*. 20-21 July, Melbourne.

Oesterreich, L.(a) 2004. *Ages and Stages- Four-year-olds*. [O]. Available:  
<http://www.nccc.org/org/Child.Dev/ages.stages.4y.html>  
Accessed 2004/09/21.

Oesterreich, L.(b) 2004. *Ages and Stages-Six through eight-year-olds*. [O].  
Available:  
<http://www.nccc.org/org/Child.Dev/ages.stages.6y.8y.html>  
Accessed 2004/09/21.

Oesterreich, L. 2004c. *Ages and Stages-Nine- through eleven-year-olds*. [O].  
Available:  
<http://www.nccc.org/org/Child.Dev/ages.stages.9y.11y.html>  
Accessed 2004/09/21.

O'Hagan, K. 1993. *Emotional and Psychological abuse of Children*. Toronto:  
University of Toronto Press.

Ovens, M., Lambrecht, D & Prinsloo, J. 2001. Child witnesses in the Criminal  
System. *Acta Criminologica*. 14(2): 25-40.

Oyen, A. & Bebkco, J.M. 1996. The effects of computer games and lesson context on  
children's mnemonics strategies. *Journal of experimental Child Psychology*, 62:173-  
189.

Perry, N.W., McAuliff, B.D., Tam, P., Claycomb, L. Dostal, C. & Flanagan, C.  
1995. When lawyers Question Children. *Law and Human Behavior*. 19 (6): 609-629.

Perry, N.W., McAuliff, B.D., Tam, P., Claycomb, L. Dostal, C. & Flanagan, C.  
2001. When lawyers question children: is justice served? In Bull, R. 2001. *Children  
and the Law*. Oxford: Blackwell Publishers.

Perry, N.W. & Teply, L.L. 1984. Interviewing, counselling, and in-court examination  
of children: Practical approaches for attorneys. *Creighton Law review*. 18: 1369.

University of Pretoria etd – Schoeman, U C W (2006)

Perry, N.W. & Wrightsman, L.S. 1991. *The Child Witness: Legal Issues and Dilemmas*. Newbury Park: Sage Publications.

Peters, W.W. & Nunez, N. 1999. Complex language and Comprehensive Monitoring: Teaching Child Witnesses to Recognise Linguistic Confusion. *Journal of Applied Psychology*. 84 (5):664-669.

Piaget. 2001. [O]. Available:

<http://www.funderstanding.com/piaget.cfm>

Accessed on 2004/12/13.

Pillay, L. 2005. Interview with regional magistrate. Sexual offences court. 12 May. Pretoria.

Plotnikoff, J & Woolfson, R. 1998. *Preparing young witnesses for court: A handbook for child witness supporters*. London: NSPCC.

Poole, D.A. & Lamb, M.E. 1998. *Investigative interviews of children: A guide for helping professionals*. Washington: American Psychological Association.

Post, B.B. 2004. *Education and the Child*. [O]. Available:

<http://library.adoption.com/print.php?articleid=839>

Accessed on 2004/09/12.

Potgieter, R. 2000. The internal trauma of the sexually abused child. *CARSA*. 1 (1): 33-39.

Potgieter, R. 2000. Other problems encountered with the child witness. In Van Niekerk, J., Skelton, A., Muntingh, L., Katz-Levin, L., Le Roux, C., Els, T., Saayman., Du Plessis, K., Scholtz, J., Potgieter, R., Van Nieker, J., Mellis, V., Schutte, J., Meintjes, R., King, B., Govender, J. 2000. *Child Law Manual for Prosecutors*. Pretoria: Justice College.

University of Pretoria etd – Schoeman, U C W (2006)

Powell, J. 1997. Developmental Milestones: A guide for Parents. [O] Available: <http://www.nmcc.org/Child.Dev/mile4.html>

Accessed 2004/09/13.

Powell, M.B. 2004. Improving the reliability of child witness testimony in court: The importance of focusing on questioning techniques. *Child witnesses – Best practice for courts Seminar*. 30<sup>th</sup> July, District Court of New South Wales.

Powell, M.B. & Thompson, D.M. 1994. Children's eyewitness-memory research: Implications for Practice. *Families in Society: The Journal of Contemporary Human Services*. 41:204-215.

Pretorius, R. 2005. Personal account with professor. Department of Criminology. University of Pretoria. 10<sup>th</sup> June.

Pynoos, R. and Eth, S. 1984. The child witness to homicide. *Journal of Social Issues*. 40: 98.

Raubenheimer, J.R., Louw, A.E., van Ede, D.M and Louw, D.A,. 2004. Late Adulthood. In Louw, D.A., Van Ede, D.M., Liouw, A E. 2004. *Human Development*. 2<sup>nd</sup> edition. Cape Town: Kagiso.

Richardson, C.T. 2003. *Children as witnesses in child abuse cases: Protecting against claims that children are unreliable witnesses because of memory and suggestibility*. LGA Conference, Virginia. Spring 2003.

Rothman, J. & Thomas, E.J. 1994. *Intervention Research: design and development for human services*. Itasca Peacock.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT. 1965. Civil Proceedings Evidence Act of 1965. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT. 1977. Criminal Procedure Act 51 of 1977. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1991. Criminal Law Amendment Act of 135 of 1991. Pretoria: Government Printer.

RSA. 1993. Interim Constitution of the Republic of South Africa, Act 200 of 1993.  
Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1993. Categories or classes of persons that can be appointed as intermediaries.  
*Government Gazette No. 15024*. 30 July 1993. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1996. The Constitution of the Republic of South Africa, Act 108 of 1996. As  
adopted on 8 May 1996 and amended on 11 October 1996 by the Constitutional  
Assembly. (B34B-96) (ISBN: 0-620-20214-8).

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1996. *Criminal Law Amendment Act 86 of 1996*. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1996. Constitution of the Republic of South Africa (*Act 108 of 1996*). Pretoria:  
Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
1997. Categories or classes of persons that can be appointed as intermediaries.  
*Government Gazette No. 17822*, 28 February 1997. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
2001. Categories or classes of persons that can be appointed as intermediaries.  
*Government Gazette No. 22435*, 2 July 2001. Pretoria: Government Printer.

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
2003. The Criminal Law (Sexual Offences) Amendment Bill, 2003. Pretoria:  
Government Printer

RSA. MINISTRY OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT.  
2005.

Service Charter for Victims of Crime in South Africa. Pretoria. Government Printer.

Rubin, H.J & Babbie, E. 1993. *Research methods for social work*. Third Ed. Belmont, CA: Wadsworth.

Santrock, J.W. 1995. *Children*. 4<sup>th</sup> edition. Madison: Brown & Benchmark.

Sas, L. 1992. Empowering Child Witnesses for Sexual Abuse Prosecution. In Dent, H. & Flin, R. *Children as Witnesses*. Chichester: John Wiley & Sons.

Sas, L. 2002. *The interaction between Children's development capabilities and the Courtroom Environment: The impact of Testimonial Competency*. [O]. Available: [http://canada.justice.gc.ca/en/ps/rs/rep/interaction/inter3\\_5.html](http://canada.justice.gc.ca/en/ps/rs/rep/interaction/inter3_5.html)

Accessed on 2004/11/23.

Saywitz, K. 1989. Children's conceptions of the legal system: "Court is a place to play basketball." In Ceci, S.J., Ross, D.F., & Toglia (Eds). *Perspectives on children's testimony*. New York: Springer Verlag.

Saywitz, K. 1990. The child witness: experimental and clinical considerations. In La Greca, A.M. *Through the Eyes of the Child*. Boston: Allyn and Bacon.

Saywitz, K.J. 1995. Improving children's testimony: the question, the answer and the environment. In Zaragoza, M., Graham, J.R., Hall, G.C.BN., Hirschman, R., and Ben-Porata, Y.S. 1995. *Memory and Testimony in the Child Witness*. Sage:113.

Saywitz, K. & Camparo, L. 1998. Interviewing child witnesses:a developmental perspective. *Child Abuse and Neglect*. 22 (8):825-8543.

University of Pretoria etd – Schoeman, U C W (2006)

- Saywitz, K., Jaenicke, C. & Camparo, L. 1990. Children's knowledge of legal terminology. *Law and Human Behaviour*. 14(6): 523-535.
- Saywitz, K.J 2002. Developmental Underpinnings of Children's Testimony. In Westcott, H.L., Davies, GM. & Bull, R.H.C. 2002. *Children's Testimony: A Handbook of Psychological Research and Forensic Practice*. Chichester: John Wiley & Sons, Ltd.
- Saywitz, K.J. & Nathanson, R. 1993. Children's testimony and their perceptions of stress in and out of the courtroom. *Child Abuse and neglect*. 17:613.
- Saywitz, K.J. & Snyder, L. 1996. *Children's story: Sexually molested children in criminal work*. Walnut Creek: Launch Press.
- Schoeman, U.C.W. 2000. *Speltherapeutiese Tegnieke met die Aggressiewe Spesifieke Leergestremde Kind*. Pretoria: University of Pretoria. (Mini-Dissertation).
- Schoeman, U.C.W. 2005. **Language difficulties children experience in court.** *Sexual Offences Bulletin*. 1 (6):38-41. Pretoria: National Prosecuting Authority of South Africa.
- Schwikkard, P.J. 1991. The child witness: assessment of a practical proposal. *South African Law Journal*. 4(1):44-49.
- Schwikkard, P.J. 2004. The testimonial competence of the child offender. *Article 40*. 6(2):1-4.
- Schwikkard, P.J. & Jagwanth, s. 1996. K v The Regional Court Magistrate NO 1996 (1) SACR 434 (E): the constitutionality of s170A of the Criminal Procedure Act. *South African Law Journal*, 9 :215-220.
- Schwikkard, P.J., Skeen, & van der Merwe. 1996. *Principles of Evidence*. Lansdowne: Juta

University of Pretoria etd – Schoeman, U C W (2006)

Scudds, J. 1988. Sensitising the Court Players and Protecting the Child. *Discussion group*. Perth: Department of Community Services.

Shiple, D. 1995. *Outcomes based Education*. [O] Available:

[http://www.nazarene.org/iboe/riie/Didache/didache\\_vol12\\_outcomes1.html](http://www.nazarene.org/iboe/riie/Didache/didache_vol12_outcomes1.html)

Accessed on 2004/09/23.

Snyman, C.R. 1975. *The accusatorial and inquisitorial approaches to criminal procedure: some points of comparison between the South African and Continental systems*. CILSA. 8:100.

Snyman, C.R. 2002. *Criminal Law*. 4<sup>th</sup> Edition. Durban: Butterworths Publishers Pty. Ltd.

Social and Emotional Development. 2004. [O]. Available:

<http://www.merck.com/mmhe/sec23/ch268/ch268d/html>

Accessed on 2004/08/24.

Social-Emotional Development in Young Children. 2003. [O]. Available:

<http://csefel.uiuc.edu>

Accessed on 2004/09/24.

Social and Emotional Milestones. 2004. [O]. Available:

<http://www.pbs.org/wholechild/abc/social.html>

Accessed on 2004/12/13.

Social skills milestones. 2004. [O]. Available:

[http://www.Idonline.org/ld\\_indepth/early\\_identification/social\\_milestones.html](http://www.Idonline.org/ld_indepth/early_identification/social_milestones.html)

Accessed on 2004/08/24.

South African Human Rights Commission. 2002. *Report on the Enquiry into sexual violence against children*. Pretoria:[Sn].

University of Pretoria etd – Schoeman, U C W (2006)

South African Law Commission, 1989. Working Paper 28, project 71. *Protection of the Child Witness*. Pretoria: SALC

South African Law Commission. 2001. *Sexual Offences: Process and Procedure*. Discussion Paper 102. Project 107. Pretoria: SALC

Speech and Language: Developmental Milestones. 2001. [O]. Available: <http://www.nidcd.nih.gov/tools.printer.asp?ref=http://www.nidcd.nih.gov/health/voic> Accessed 2004/12/13.

Spencer, J.R. & Flin, R.H. 1990. *The Evidence of Children: The Law and the Psychology*. London: Blackstone Press.

Stages of Social-Emotional Development in Children and Teenagers. 2004. [O]. Available: <http://childdevelopmentinfo.com/development/erikson.shtml> Accessed 2004/12/13.

Stander, M. 2001. *Intermediary Certificate Course*. Johannesburg: Teddy Bear Clinic.

Struwig, P.J.D. 2001. Evaluating the evidence of the child witness – a common-sense approach. *THRHR*. 64:596-604.

Strydom, H. 2002a. Ethical Aspects of research in the social sciences and human service professions. In De Vos, A.S. 2002. *Research at Grass Roots. For the social sciences and human service professions*. Pretoria: Van Schaik Publishers.

Strydom, H. 2002b. The pilot study. In De Vos, A.S. 2002. *Research at Grass Roots. For the social sciences and human service professions*. Pretoria: Van Schaik Publishers.

Strydom, H & Delpont, C.S.L. 2002. Sampling and pilot study in qualitative research. In De Vos, A.S. (Ed.) Strydom, H., Fouché, C.B. & Delpont, C.S.L. 2002. *Research*

University of Pretoria etd – Schoeman, U C W (2006)

*at Grass Roots. For the social sciences and human service professions.* Pretoria: Van Schaik Publishers.

Strydom, H. & Venter, L. 2002. Sampling and sampling methods. In De Vos, A.S.(Ed.) Strydom, H., Fouché, C.B. & Delpport, C.S.L. 2002. *Research at Grass Roots. For the social sciences and human service professions.* Pretoria: Van Schaik Publishers.

Swanepoel, H. 1991. Bloedskande en seksuele molestering binne gesinsverband met spesifieke verwysing na kindergetuienis. *Die Landdros.* 26 (2): 55-60.

Swart, N. 2004. *Legal Education and Development.* Pretoria: Law Society of South Africa.

Terr, L. 1991. Childhood traumas: An outline and overview. *American Journal of Psychiatry.* No 148:10-20.

Terr, L. 2004. *Working with Children Traumatized by Homicide handbook.* [Sl.sn].

The Amazing Human Brain and Human Development. 2002. [O]. Available: [http://www.childtraumaacademy.com/amazing\\_brain/lesson01/printing.html](http://www.childtraumaacademy.com/amazing_brain/lesson01/printing.html)  
Accessed on 2004/11/27.

The Constitution of South Africa. 2005: [O]. Available: [http://www.southafrica.info/ess\\_info/sa\\_glance/constitution](http://www.southafrica.info/ess_info/sa_glance/constitution)  
Accessed 2004/08/24.

The Rights of the Child. [Sa]. [O]. Available: <http://www.unicef.org/crc/introduction.htm>  
Accessed on 2004/11/28.

The Merck Manual. 2004. Social and Emotional Development. [O]. Available: <http://www.merck.com/mmhe/sec23/ch2687/ch268d.html>  
Accessed 2004/09/23.

University of Pretoria etd – Schoeman, U C W (2006)

The Whole Child – Social and Emotional development. [O]. Available:  
<http://www.pbs.org/wholechild/abc/social.html>.

Accessed: 2004/12/13.

Thinking Skills. 2004. [O]. Available:

<http://www.pbs.org/wholechild/abc/cognitive.html>

Accessed on 2004/09/15.

Thomas, E.J. Development research. In Grinnell, R.M. (Ed.) 1981. *Social work research and evaluation*. Illinois: Peacock.

Thyer, B A. 1993. Single-system research designs. In Grinnell, R.M. (Ed). *Social work research and evaluation*. 4<sup>th</sup> ed. Itasca, IL:Peacock.

Tipton, D. 2002. *Child Development: stages and how child learn*. [O]. Available:

[http://ksks.essortment.com/stagechilddeve\\_retg.htm](http://ksks.essortment.com/stagechilddeve_retg.htm)

Accessed on 2005/08/25.

Travers, G. (gtravers@icon.co.za)2004/05/18. *Child Abuse rife in Pretoria*. E-mail to U Schoeman ([uschoeman@justice.gov.za](mailto:uschoeman@justice.gov.za)).

Accessed 2004/05/28.

Van der Horst, H. & & Mc Donald, R. 1997. *Outcomes-based Education: A teacher's manual*. Pretoria: Kagiso Publishers.

Van der Merwe, S.E. 1995. "Cross-examination of the (sexually abused) child witness in a constitutionalised adversarial trial system: is the South African intermedairy the solution?" *The orbiter*, 194-215.

Van Niekerk, J. 2000a. *Protection – who will pay for the promise?*[O]. Available:

<http://www.childrenfirst.org.za/shownews?mode=content&id=18513&ref=2828>

Accessed on 2004/11/19.

University of Pretoria etd – Schoeman, U C W (2006)

Van Niekerk, J. 2000. Child Development. In Skelton, A., Muntingh, L., Katz-Levin, L., Le Roux, C., Els, T., Saayman., Du Plessis, K., Scholtz, J., Potgieter, R., Van Nieker, J., Mellis, V., Schutte, J., Meintjes, R., King, B., Govender, J. 2000. *Child Law Manual for Prosecutors*. Pretoria: Justice College.

Van Niekerk, D. 2004. *Instructor's Workshop*. 15 June. Pretoria.

Vermeulen, M.L. 1999. *Practical Study guide for students and researchers*. Van der Bijl Park: PU for CHE.

Victims' Charter Approved. 2005. *News and Views for Magistrates*. March:2.

Viljoen, F. 1992. Look who's talking in the courtroom, too! *South African Law Journal*. Vol. 109(1): 64.

Walker, A.G. 1993. Questioning Young Children in Court: A linguistic Case Study. *Law and Human Behaviour*. Vol. 17, No. 1: 59-81.

Walker, A.G. 1999. *Handbook on questioning children: A linguistic perspective*. 2<sup>nd</sup> Edition. Washington: American Bar Association.

Watney, M. 1998. Aspekte van getuienisaflegging deur kindergetuies deur bemiddeling van tussengangers. *THRHR*, (61): 423-442.

What many children do in Language. 2004. [O]. Available:

<http://www.kidsource.com/kidsource/content4/growth.chart/page.1.html>

Accessed on 2004/06/13.

Wessels, J. 2005. Interview with Regional Magistrate, Pretoria regional Court. 20<sup>th</sup> May. Pretoria.

Westcott, H. L. 1989. Research and Practice in child sexual abuse. *Child Abuse Review*.

University of Pretoria etd – Schoeman, U C W (2006)

Westcott, H.L., Davies, G.M. & Bull, R.H.C. 2002. *Children's Testimony: A Handbook of Psychological Research and Forensic Practice*. Chichester: John Wiley & Sons Ltd.

Westcott, H.L. & Page, M. 2002. Cross-Examination, Sexual Abuse and Child Witness Identity. *Child Abuse Review*. 11:137-152.

Williams, L.M. & Banyards, V.L. (eds). 1999. *Traumas and Memory*. Thousand Oakes: Sage Publications.

Wilson, A. 1999. *Outcome Based Education- Questions demanding Answer*. [O]. Available: [http://www.sntp.net/education/OBE\\_1.htm](http://www.sntp.net/education/OBE_1.htm)  
Accessed on 2005/04/08.

Yates, P. & Vizard, E. 2003. Child Defendants and the Law. In Carson, D. & Bull, R. *Handbook of Psychology in Legal Contexts*. 2<sup>nd</sup> Edition. United States: John Wiley & Sons, Ltd.

Zaragoza, M.S., Graham, J.R., Hall, G.C.N., Hirschman R. & Ben-Porath Y.S. 1995. *Memory and Testimony in the child witness*. Thousand Oaks: Sage Publications.

Zeffert, D.J., Paizes, A.P. & Skeen, A. St Q. 2003. *The South African Law of Evidence*. Durban: LexisNexis Butterworths.

Zieff, P. 1991. The child victim as witness in sexual abuse cases – A comparative analysis of the law of evidence and procedure. *South African Journal of Criminal Justice*. 4(1): 21-43.

**TABLE OF CASES**

K v The Regional Court NO and Others 1996 (1) SACR 434 (E)

Klink v Regional Court Magistrate NO and others 1996 (3) BCLR 402 (SE)

R v Manda 1951 (3) SA 158 (A)

S v Abraham 2002(1) SACR 116 (SCA)

University of Pretoria etd – Schoeman, U C W (2006)

S v F 1999(1) SACR 571(C)

S v Gidid and Another, 1984 (4) S A 537 (C)

S v Jurgens RC 653/90, 23 November 1990 (unreported)

S v K 1973 (1) SA 344 (C) at 348G-H

S v L 1973(1) SA 344(C)

S v Mathebula 1996(2) SACR 231 (T)

S v S 1995(1) SACR 50 (ZS) S v Staggie and Another 2003 (1) SACR 232 (CPD)

S v Stefaans 1999 (1) SACR 182 (E)

S v T 1973 (3) SA 794 (A)

Woji v Santam Insurance company Co Ltd 1981 (1) SA 1020 (A)

**APPENDIX 1: QUESTIONNAIRE FOR MAGISTRATES WITH REFERENCE TO THE INTERMEDIARY**

RESPONDENT NUMBER:

Number.....

Questionnaire: **1**

DATE.....

NAME OF MAGISTRATE COURT.....

**SECTION A: WORKING EXPERIENCE**

1. Does the Magistrate court named above have a Sexual Offences Unit?

Yes	No
-----	----

2. Have you ever acted as Presiding Officer in a sexual offences case?

Yes	No
-----	----

3. If yes, in approximately how many cases?

.....

4. How often or in how many of the cases that you have heard, was an intermediary used to assist the child witness during testimony (Article 170A)?

.....

5. What was the occupational background of the intermediaries? Mainly:

Social worker	Educator	Child Care worker	Other (Stipulate)
---------------	----------	-------------------	-------------------

6. How often is an application for Article 170A for children under 18 years made?

.....

7. Was a desirability report for an intermediary usually drawn up?

Yes	No
-----	----

8. What was the quality of most of the reports?

.....

9. What should be in this report?

.....  
.....

**SECTION B: EXPERIENCE AND TRAINING OF INTERMEDIARIES**

10. What level of experience did the intermediaries used mainly have?

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

11. Did most of the intermediaries used have previous training as an intermediary?

Yes	No
-----	----

**SECTION C: SKILLS ASSESSMENT OF INTERMEDIARIES**

12. In cases where intermediaries were used, how would you rate them according to:

**a) Child communication skills**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**b) Child friendly**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**c) Awareness of the child's needs, example when child was tired, sad or needed to go to toilet**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**d) Awareness of the child’s developmental level**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**e) Awareness of the child’s linguistic level**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**f) Knowledge of criminal court proceedings and etiquette**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

13. Did the intermediary usually stay with the child during breaks and lunch?

Yes	No
-----	----

14. In your opinion should the intermediary:

a. Receive training before acting as an intermediary?

Yes	No
-----	----

b. Assess the child concerning communications skills?

Yes	No
-----	----

c. Assess the child concerning developmental level?

Yes	No
-----	----

d. Do court preparation with the child witness before the court case?

Yes	No
-----	----

e. Have knowledge of the details of the case before the trial?

Yes	No
-----	----

f. Should the intermediary also do Article 170A assessments/desirability reports or should somebody else do the report?

.....  
.....

15. In your opinion, is the quality of the child witness's testimony dependant on/influenced by the competence/lack of competence of the intermediary?

Yes	No
-----	----

16. In your opinion, can the competence of the intermediary influence the rate of convictions?

Yes	No
-----	----

17. When intermediaries are being trained, what aspects do you consider important and feel should be included in the training program?

.....  
.....  
.....  
.....

18. Do you have any other needs or expectations concerning the intermediary?

.....  
.....  
.....

19. Other perceptions of the roles and duties of an intermediary?

.....  
.....  
.....  
.....  
.....

**THANK YOU FOR YOUR TIME AND ASSISTANCE**

**APPENDIX 2: QUESTIONNAIRE FOR PROSECUTORS WITH  
REFERENCE TO INTERMEDIARIES**

RESPONDENT NUMBER:

Number.....

Questionnaire version        **2**

**DATE:**.....

**SECTION A: WORKING EXPERIENCE**

**POSITION (EG. PROSECUTOR, SENIOR PROSECUTOR, CHIEF  
PROSECUTOR):**

.....

1. Have you ever acted as a prosecutor in a sexual offences case?

Yes	No
-----	----

2. If yes, in approximately how many cases?

.....

3. How often is an application for Sect. 170A for children under 18 years made?

.....

.....

4. How often or in how many cases that you have acted as prosecutor, was an intermediary used to assist the child witness when testifying?

.....

5. What was the occupational background of the intermediaries? Mainly:

Social worker	Educator	Child care workers	Other
---------------	----------	--------------------	-------

**SECTION B: EXPERIENCE AND TRAINING OF INTERMEDIARIES**

6. What level of experience did the intermediaries have?

.....  
 .....  
 .....

7. Did the intermediary have previous training as an intermediary?

Yes	No
-----	----

**SECTION C: SKILLS ASSESSMENT OF INTERMEDIARIES**

8. In cases where intermediaries were used, how would you rate them according to:

**a) Child communication skills?**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**b) Child friendly and empathic?**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**c) Awareness of the child’s needs, example when child is tired, sad, or needed to go to the toilet?**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**d) Awareness of the child’s developmental level?**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**e) Awareness of the child’s linguistic development?**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

f) **Knowledge of criminal proceedings and court etiquette?**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

9. Have you ever used an intermediary to assist you with the following:

- a) Advice on how to ask questions in a language that the child can understand?

Yes	No
-----	----

- If yes, was it of any value to you?

Yes	No
-----	----

- b) Advice on the developmental phase of a child?

Yes	No
-----	----

- c) Advice on the linguistic development phase of the child

Yes	No
-----	----

10. In your opinion, is it important for the intermediary to have knowledge of the above?

Yes	No
-----	----

11. In your opinion, should all children under the age of 18 years testify with an intermediary?

Yes	No
-----	----

12. If no, why?

.....  
.....  
.....

13. Did the intermediary stay with the child during lunch and tea breaks?

Yes	No
-----	----

14. Do you think that that the intermediary should remain with the child during breaks and lunch?

Yes	No
-----	----

15. In your opinion, should the intermediary:

a) Receive training before acting as an intermediary?

Yes	No
-----	----

If yes, what should the training consist of?

.....  
.....  
.....  
.....  
.....

b) Assess the child to establish his/her developmental level?

Yes	No
-----	----

c) Do court preparation with the child witness before the court case?

Yes	No
-----	----

d) Have knowledge of the details/merits of the case before the trial?

Yes	No
-----	----

e) Should the intermediary do Desirability reports for a Sect. 170A application?

Yes	No
-----	----

University of Pretoria etd – Schoeman, U C W (2006)

16. In your opinion, does the quality of the child witness's testimony depend on/is influenced by the competence of the intermediary?

Yes	No
-----	----

17. When intermediaries are being trained, what aspects do you consider important and feel should be included in the training program?

.....  
.....  
.....  
.....  
.....  
.....

18. Any other comments

.....  
.....  
.....  
.....  
.....  
.....  
.....

**THANK YOU FOR YOUR TIME AND ASSISTANCE**

<b>RESPONDENT NUMBER</b> .....
--------------------------------

**APPENDIX 3: QUESTIONNAIRE FOR THE INTERMEDIARY TRAINING  
COURSE *BEFORE* TRAINING COMMENCES**

QUESTIONNAIRE: <b>3</b>
-------------------------

NAME OF TRAINEE (OPTIONAL)

.....  
.....

HIGHEST ACADEMIC QUALIFICATION

.....  
.....

CURRENT OCCUPATION

.....  
.....

YEARS OF EXPERIENCE

.....  
.....

DATE OF THIS COURSE

.....  
.....

**SECTION A: PREVIOUS EXPERIENCE**

1. Main reason for attending this course?

.....  
.....  
.....  
.....

2. Have you previously received training as an intermediary?

Yes	No
-----	----

**3. INFORMATION ON TRAINING COURSE/S ATTENDED**

<b>COURSE TYPE</b>	<b>PRESENTED BY:</b>	<b>DATE</b> (Month/year)	<b>DURATION</b>	<b>MAIN TOPICS</b>
ATTENDANCE COURSE				
IN DUTY TRAINING				
OTHER (SPECIFY)				

**4. Have you ever acted as an intermediary in a sexual offences court?**

Yes	No
-----	----

If yes, in how many cases?

.....

5. What are your expectations of this course?

.....  
.....  
.....  
.....

**SECTION B: KNOWLEDGE ABOUT BEING AN INTERMEDIARY**

1. What is an intermediary?

.....  
.....  
.....  
.....  
.....

2. What are the duties of an Intermediary?

.....  
.....  
.....  
.....  
.....

3. Who qualifies to be an Intermediary?

.....  
.....  
.....  
.....  
.....

4. When is an Intermediary appointed?

.....  
.....  
.....  
.....  
.....

5. In your opinion, is it important to attend a training course?

Yes	No	Depending on course
-----	----	------------------------

6. Give a reason for your answer to Question 5.

.....

.....

.....

7. Do you feel sufficiently prepared to act as an intermediary at present?

Yes	No
-----	----

8. How would you rate your knowledge of the following:

**SECTION C: SKILL SASSEMENT**

**a. CHILD DEVELOPMENTAL PHASES**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**b. CHILD LINGUISTIC DEVELOPMENT**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**c. CHILD CENTERED APPROACH**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**d. CHILD COMMUNICATION SKILLS**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**e. CHILD ASSESSMENT TECHNIQUES**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**f. DISABILITIES IN CHILDREN e.g. ADHD, VISUAL  
IMPAIRMENT, ETC.**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**g. DRAWING UP A DESIRIBILITY REPORT**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**h. COURT PROCEEDINGS AND COURT ETIQUETTE**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**i. TRAUMA COUNCELLING AND DEBRIEFING**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**j. ANATOMICAL DOLLS**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**k. SEXUAL ABUSE**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**l. DUTIES AND ROLE OF INTERMEDIARY**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**m. TESTIFYING IN-CAMERA**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**n. COURT PREPARATION**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**o. FAMILY DYNAMICS**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**p. PLAY THERAPY TECHNIQUES**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**q. PRACTICAL EXPERIENCE AS INTERMEDIARY**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**r. LANGUAGE USED DURING EXAMINATION  
AND CROSS EXAMINATION**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

9. What topics do you feel unsure about?

.....  
.....  
.....  
.....  
.....

10. Any other comments?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**THANK YOU FOR YOUR TIME AND ASSISTANCE**

**RESPONDENT NUMBER** .....

**APPENDIX 4: QUESTIONNAIRE FOR THE INTERMEDIARY  
TRAINING COURSE AFTER TRAINING COURSE WAS  
COMPLETED**

**QUESTIONNAIRE: 4**

NAME OF TRAINEE (OPTIONAL)

.....

HIGHEST ACADEMIC QUALIFICATION

.....

PRESENT OCCUPATION

.....

YEARS OF EXPERIENCE

.....

DATE OF THIS COURSE

.....

**SECTION A: HOW WAS COURSE EXPERIENCED?**

1. Was the course easily understood?

Very easy	Easy	Average	Difficult	Very difficult
-----------	------	---------	-----------	----------------

2. Was the course practical?

University of Pretoria etd – Schoeman, U C W (2006)

Very practical	Practical	Average	Impractical	Very impractical
----------------	-----------	---------	-------------	------------------

3. Was the duration of the course long enough? 

Yes	No
-----	----

4. Did you benefit from this course? 

Yes	No
-----	----

5. If yes, how much?

A little	Average	A lot
----------	---------	-------

6. Which topics (if any) could less time be devoted to?

SA LEGAL SYSTEM	THE INTERMEDIARY	THE TRIAL	RELAYING QUESTIONS	CHILD COMMUNICATION	COURT PREPARATION
TRAUMA DEBRIEFING	ROLE OF PARENT	QUESTIONS IN COURT	CHILD DEVELOPMENT	ANATOMICAL DOLLS	DESIRIBILITY REPORT

7. According to your opinion, which topic not dealt with in this course, should be included?

.....

.....

.....

8. Evaluate the course presenter:

Knowledgeable	Well prepared	Friendly	Clear	Professional
---------------	---------------	----------	-------	--------------

9. Were your expectations met?

Totally disagree	Disagree	Impartial	Agree	Definitely agree
------------------	----------	-----------	-------	------------------

**SECTION B: KNOWLEDGE ON BEING AN INTERMEDIARY**

1. What is an Intermediary?

.....  
.....  
.....  
.....  
.....

2. What are the duties of an Intermediary?

.....  
.....  
.....  
.....  
.....

3. Who qualifies to be an Intermediary?

.....  
.....  
.....  
.....  
.....

4. When is an Intermediary appointed?

.....  
.....  
.....  
.....  
.....

5. In your opinion, is it important to attend a training course for intermediaries?

Yes	No
-----	----

6. Give a reason for your answer to Question 5.

.....  
.....  
.....

7. Do you feel sufficiently prepared to act as Intermediary at present?

Yes	No
-----	----

**SECTION C: SKILLS ASSESSMENT**

8..How would you rate your knowledge of the following:

**a. CHILD DEVELOPMENTAL PHASES**

Very Poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**b. CHILD LINGUISTIC DEVELOPMENT**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**c. CHILD CENTERED APPROACH**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**d. CHILD COMMUNICATION SKILLS**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**e. CHILD ASSESSMENT TECHNIQUES**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**f. DISABILITIES IN CHILDREN, E.G. ADHD,  
VISUAL, IMPAIRMENT, ETC.**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**g. DRAWING UP A DESIRIBLITY REPORT**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**h. COURT PROCEEDINGS AND COURT  
ETIQUETTE**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**i. TRAUMA COUNCELLING AND  
DEBRIEFING**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**j. ANATOMICAL DOLLS**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**k. SEXUAL ABUSE**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**l. DUTIES AND ROLE OF INTERMEDIARY**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**m. TESTIFYING IN-CAMERA**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**n. COURT PREPARATION**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**o. FAMILY DYNAMICS**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**p. PLAY THERAPY TECHNIQUES**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**q. PRACTICAL EXPERIENCE AS INTERMEDIARY**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

**r. LANGUAGE USED DURING EXAMINATION AND CROSS EXAMINATION**

Very poor	Poor	Average	Good	Excellent
-----------	------	---------	------	-----------

What topics presented in this course do you feel unsure about?

ABUSE	SA LEGAL SYSTEM	THE INTERMEDIARY	THE TRIAL	RELAYING QUESTIONS
BUILDING RAPPORT WITH CHILD	CHILD COMMUNICATION SKILLS	COURT PREPARATION	ANATOMICAL DOLLS	ROLE OF PARENT
TRAUMA DEBRIEFING	CHILD CEVELOPMENT	DESIRIBILITY REPORT	PRACTICAL QUESTIONS	PRACTICAL COURT EXPERIENCE

9. Any other comments:

.....

.....

.....

.....

University of Pretoria etd – Schoeman, U C W (2006)

.....  
.....  
.....

**THANK YOU FOR YOUR TIME AND ASSISTANCE**

APPENDIX 5

INFORMED CONSENT FORM

**DATE:** .....

**PARTICIPANT NAME:** .....

**RESEARCHER:** Riekie Schoeman, D. Phil (Social Work) student at the University of Pretoria.

**PROMOTOR:** Dr. J.M.C. Joubert, Department of Social Work, University of Pretoria, 0002.

**INFORMED CONSENT:**

1. **TITLE OF STUDY:** A Training Program for Intermediaries for the Child Witness in South African Courts.
2. **PURPOSE OF THE STUDY:** The purpose of this study is to develop, implement and evaluate a standardized training program for prospective and existing intermediaries in South African Courts.
3. **PRODEDURES:** I will be asked to complete a questionnaire on my experiences feelings, knowledge, and needs with reference to an intermediary training program before I start the training program and another questionnaire after I have completed the training program. The duration of the training program will be five days.
4. **RISKS AND DISCOMFORTS:** There are no known risks or discomforts associated with this study.
5. **BENEFITS:** I understand that there are no benefits to me for participating in this study. However, the results may help the researcher to produce a standardized training program for intermediaries in South Africa.
6. **PARTICIPANTS RIGHTS:** I may withdraw from participating at any time.

7. **CONFIDENTIALITY:** I understand that the answers to the questions will be kept confidential and will only be used to analyze all the findings, without names being mentioned. The results of the entire questionnaire may be published in the dissertation of the study and in professional journals but my records or identity will not be revealed unless required by law.

I can obtain any further information by phoning 012-3194175, Cell No. 0828826688 or  
e-mail: [uschoeman@justice.gov.za](mailto:uschoeman@justice.gov.za).

I understand my rights as research subject , and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

.....  
.....

Subject's signature

Date

.....  
Researcher's signature

INFORMED CONSENT FORM

**DATE:** .....

**PARTICIPANT NAME:** .....

**RESEARCHER:** Riekie Schoeman, D. Phil (Social Work) student at the University of Pretoria.

**PROMOTOR:** Dr. J.M.C. Joubert, Department of Social Work, University of Pretoria, 0002.

**INFORMED CONSENT:**

1. **TITLE OF STUDY:** A Training Program for Intermediaries for the Child  
Witness in South African Courts.
2. **PURPOSE OF THE STUDY:** The purpose of this study is to develop, implement and evaluate a standardized training program for prospective and existing intermediaries in South African Courts.
3. **PRODEDURES:** I will be asked to complete a questionnaire on my experiences, feelings, knowledge, and needs with reference to intermediaries.
4. **RISKS AND DISCOMFORTS:** There are no known risks or discomforts associated with this study.
5. **BENEFITS:** I understand that there are no benefits to me for participating in this study. However, the results may help the researcher to produce a standardized training program for intermediaries in South Africa.
6. **PARTICIPANTS RIGHTS:** I may withdraw from participating at any time.

7. **CONFIDENTIALITY:** I understand that the answers to the questions will be kept confidential and will only be used to analyze all the findings in this study, without names being mentioned. The results of the entire questionnaire may be published in the dissertation of the study and in professional journals but my records or identity will not be revealed unless required by law.

I can obtain any further information by phoning 012-3194175, Cell No. 0828826688 or  
e-mail: [uschoeman@justice.gov.za](mailto:uschoeman@justice.gov.za).

I understand my rights as research subject, and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

.....  
.....

Subject's signature

Date

.....  
Researcher's signature