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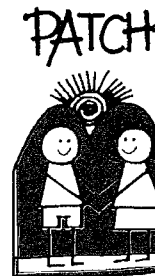
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Bylaag 1: Die navorsingsprosedure en werkswyse - Die ses fases van intervensienavorsing

FASE 1: Probleemanalise en projekbeplanning	FASE 2: Inligting insameling en samevatting	FASE 3: Ontwerp	FASE 4: Vroeë ontwikkeling van program en die voortoets	FASE 5: Evaluasie en gevorderde ontwikkeling	FASE 6: Verspreiding
<ul style="list-style-type: none"> • Identifisering en betrekking van kliënte 	<ul style="list-style-type: none"> • Gebruik bestaande inligtingsbronne 	<ul style="list-style-type: none"> • Ontwerp 'n waarneembare sisteem 	<ul style="list-style-type: none"> • Ontwikkel 'n prototipe of inleidende intervensie 	SELEKTERING <ul style="list-style-type: none"> • Selekteer 'n eksperimentele ontwerp 	<ul style="list-style-type: none"> • Selekteer 'n naam vir die produk
<ul style="list-style-type: none"> • Verkry toegang en die samewerking van instellings 	<ul style="list-style-type: none"> • Bestudeer natuurlike voorbeelde 	<ul style="list-style-type: none"> • Spesifiseer prosedure-elemente van die navorsing 	<ul style="list-style-type: none"> • Uitvoer van voortoets 	<ul style="list-style-type: none"> • Versamel en analiseer data 	<ul style="list-style-type: none"> • Stel 'n prys vas
<ul style="list-style-type: none"> • Identifiseer die bekommernisse van die gemeenskap 	<ul style="list-style-type: none"> • Identifiseer funksionele elemente van suksesvolle modelle 		<ul style="list-style-type: none"> • Pas die ontwerp kriteria op die inleidende intervensiekonsep toe 	IMPLEMENTERING <ul style="list-style-type: none"> • Herhaal die intervensie onder veldomstandighede 	<ul style="list-style-type: none"> • Stel standarde vir gebruik
<ul style="list-style-type: none"> • Analiseer geïdentifiseerde probleem 				<ul style="list-style-type: none"> • Verfyn die intervensie 	
<ul style="list-style-type: none"> • Doelstellings en doelwitte 				EVALUERING	

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HELDERBERG CHILD ABUSE CENTRE
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8 Mei 2003

HEIL DIE LESER

Hiermee bevestig PATCH dat ons maatskaplike werker,
Etna Mentz, tans besig is met haar doktorale tesis getiteld:

“'N SPELTERAPIEPROGRAM VIR DIE ADOLESSENT WAT
SEKSUEEL MISBRUIK IS.”

Me Mentz geniet ons volle goedkeuring en ondersteuning vir
die waardevolle werk wat sy lewer, ook op die gebied van
navorsing.

Ons is oortuig daarvan dat hierdie navorsing en die
voortspruitende program net tot voordeel sal strek van die
groot aantal adolessente slagoffers van seksuele misbruik.

PATCH se direksie wens haar alle sterkte toe met haar
navorsing.

MONICA FÖLSCHER
EENHEIDSBESTUURDER

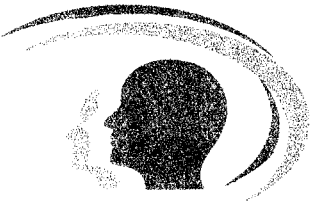
BYLAAG 3: DIE NAVORSINGSONTWERP University of Pretoria etd – Kotze, E (2006)

DOELWIT	ONTWERP / STRATEGIE	PROSEDURE	RESPONDENT	DATA-INSAMELING	BENADERING
<ul style="list-style-type: none"> Om 'n teoretiese raamwerk op te bou 		<ul style="list-style-type: none"> Onderneem 'n literatuurstudie 		<ul style="list-style-type: none"> Bestudeer boeke, tydskrifte, tesisse, internet, databasisse, biblioteek 	<ul style="list-style-type: none"> Kwalitatief en kwantitatief
<ul style="list-style-type: none"> Om 'n speltherapie-program te ontwikkel 					
<ul style="list-style-type: none"> Om die enkelstelsel-ontwerp te benut om: 					
<ul style="list-style-type: none"> ✓ Om sistematies data in te samel oor die probleem voor intervensie begin (basislynfase) 	<ul style="list-style-type: none"> ✓ A-B-A-A ontwerp ✓ Gevallestudie-strategie 	<ul style="list-style-type: none"> ✓ Meet die funksionering (selfbeeld en trauma dinamika) van die respondente met gestandaardiseerde metingskaal ✓ Voer 'n semi-gestruktureerde onderhoud aan die hand van 'n onderhoudske-dule met die ouers van die 	<ul style="list-style-type: none"> ✓ Nie-waarskynlikheid seleksie: doelgerigte steekproeftrekking volgens die volgende kriteria: seksueel misbruikte adolessente meisies, tussen 13 en 17 jaar oud, wat nie met meer as 4 jaar van mekaar verskil nie, vanuit 	<ul style="list-style-type: none"> ✓ Gestandaardiseerde metingskaal: Die Kinder-funksione-rings Inventaris Hoërskool ✓ Semi-gestruktureerde onderhoud aan die hand van 'n onderhoudske-dule 	<ul style="list-style-type: none"> ✓ Kwantitatief en kwalitatief

respondente
 verskillende
 etniese
 agtergronde en
 terapeutiese
 dienste by
 PATCH ontvang

<p>✓ Om die beplande intervensie, die onafhanklike veranderlike, te implementeer</p>	<p>✓ Gevallestudie ✓ A-B-A-A ontwerp</p>	<p>✓ Implementeer die speltherapieprogram</p>	<p>✓ Elke respondent word vir ongeveer 9 tot 12 maande gesien, een keer 'n week of elke tweede week vir 'n sessie van 'n uur lank, in die speelkamer by PATCH se kantoor</p>	<p>✓ Respondent waarneming, neem van veldnota's en beskrywing van sessie in verslag</p>	<p>✓ Kwalitatief</p>
<p>✓ Om die data te analiseer om te bepaal of daar verandering in die afhanklike veranderlike plaasgevind het, om verhoudings tussen veranderlikes te probeer bepaal en of dit die onafhanklike veranderlike was wat die afhanklike</p>	<p>✓ A-B-A-A ontwerp ✓ Gevallestudie</p>	<p>✓ Meet die funksionering (selfbeeld en trauma dinamika) van die respondente met gestandaardiseerde metingskaal ✓ Voer 'n semi-gestruktureerde onderhoud aan die hand van 'n onderhoudskedule met die ouers van die respondente</p>		<p>✓ Gestandaardiseerde metingskaal: Die Kinder-Funksionerings Inventaris Hoërskool ✓ Semi-gestruktureerde onderhoud aan die hand van 'n onderhoudskedule</p>	<p>✓ Kwalitatief en kwantitatief</p>

veranderlike geaffekteer het					
<ul style="list-style-type: none"> • Om die speltherapieprogram te evalueer 	<ul style="list-style-type: none"> • Gevallestudie-strategie • A-B-A-A ontwerp 	<ul style="list-style-type: none"> • Vergelykings tussen data van voormeting en nameting. Opvolg onderhoud drie maande na terminering ten einde langtermyn-effektiwiteit te bepaal 		<ul style="list-style-type: none"> • Data ingesamel tydens voormeting en nameting met behulp van gestandaardiseerde metingskaal en semi-gestruktureerde onderhoude 	<ul style="list-style-type: none"> • Kwantitatief en kwalitatief
<ul style="list-style-type: none"> • Om die bevindinge van die 3 verskillende etniese groepe met mekaar te vergelyk en om aanbevelings te maak ten opsigte van dienslewering aan die verskillende etniese groepe 	<ul style="list-style-type: none"> • Gevallestudie-strategie • A-B-A-A ontwerp 	<ul style="list-style-type: none"> • Vergelykings van data van die verskillende etniese groepe 			<ul style="list-style-type: none"> • Kwalitatief en kwantitatief



Child Functioning Inventory High School (CFI-HIGH)

University of Pretoria etd – Kotze, E (2006)

Kinderfunksionering Inventaris Hoërskool (CFI-HOëR)

Perspektief

**Potchefstroom,
South Africa:**

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Potchefstroom, 2522

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Dassierand,
Potchefstroom, 2531

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

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

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CK 92/29890/23

Lede / Members:

AC Faul &
AJ Hanekom

BYLAAG 5: ONDERHOUDSKEDULE

AFDELING A:

1. IDENTIFISERENDE INLIGTING

- Naam, van, geboortedatum en telefoonnommers van die betrokke kind
- Name, vanne en telefoonnommers van die ouers en ander kinders
- Naam van die skool en graad van die kind
- Name en vanne van ander belangrike persone in die kind se lewe
- Naam van betrokke polisiestase en saaknommer
- Besonderhede van persoon deur wie kind verwys is

2. AGTERGRONDINLIGTING

- Vorige en huidige wonings van die kind
- Enige vorige terapeutiese dienste wat die kind ontvang het
- Aanmeldingsprobleem / Doel van die verwysing na PATCH
- Wat word verwag van PATCH en die maatskaplike werker?

3. ONTWIKKELINGSGESKIEDENIS

- Beplande of onbeplande swangerskap / Geskiedenis van die moeder se swangerskap met die betrokke kind / Ouers se houding oor swangerskap
- Geboorteprosedures
- Neonatale periode / Babajare / Kleutertydperk / Middelkinderjare / Adollessensie
- Het die kind ontwikkelingsmylpale bereik?
- Enige ongelukke / traumagebeure wat ontwikkeling gestrem het?

AFDELING B:

4. GESONDHEIDGESKIEDENIS

- Algehele gesondheid en onlangse siektes
- Hospitalisasie / Gestremdheid
- Eetafwykings / Slaapafwykings
- Enkorporese / Enurese / Verandering in blaasgewoontes of ontlasting
- Herhalende blaasinfeksies
- Seksueel oordraagbare siektes / Infeksies / Swangerskap / Pyn van geslagsorgane
- Psigosomatiese klagtes / Hoofpyn / Maagpyn / Hiperventilasie
- Motoriese sisteem (hiperaktief, onderaktief of rusteloos)

5. EMOSIONELE FUNKSIONERING

- Algemene gemoedstoestand, bekommernisse, vrese en belangstellings

- **Selfbeeld / Oormatige preokkupasie met liggaamsbeeld**
- **Aandagspan en konsentrasie van die kind**
- **Depressie / Skuldgevoelens / Angs / Aggressie of woede-uitbarstings / selfmoordgedagtes**

6. INTERPERSOONLIKE VERHOUDINGS

- **Regressie / Isolasië / Vervreemd raak / Onttrekking / Vrees vir intimiteit**
- **Verhoudings met portuurgroep / Vermoë om vriende te maak**
- **Verhouding met ouers / broers of susters / familieledede**
- **Verhouding met onderwyser(s) of afrigters**
- **Stigmatisasie**
- **Tekort aan vertroue**
- **Verwakte verhouding(e) met enige spesifieke persoon(e)**
- **Risiko om weer 'n slagoffer van seksuele geweld te wees**

7. GEDRAGSPROBLEME

- **Gehoorsaam / Ongehoorsaam**
- **Oormatige skeidingsang / Geseksualiseerde gedrag**
- **Selfmoordpogings / Selfdestruktiewe gedrag**
- **Steel die kind / Byt kind sy of haar naels / Vertel die kind leuens**
- **Aggressiewe gedrag**
- **Eetversteurings of slaapafwykings / Middelmisbruik (alkohol of dwelms)**
- **Suig sy haar duim / Regressiewe gedrag**
- **Hardloop kind weg van die huis af?**

8. KOGNISIE

- **Kognitiewe verdraaiing / Dissosieer / Amnesie / Persoonlikheidsversteuring**
- **Ontkenning / Projeksie / Perseptuele versteurings**
- **Verplasing / Verdraaiing / Hallusinasies / Nagmerries**
- **Konsentrasie / Kontakverbreking**

9. SEKSUALITEIT

- **Vermoë om seks van affeksie te skei**
- **Oorseksualisering / Promiskuïteit / Prostitusie**
- **Verwarring oor seksuele oriëntasie**
- **Masturbeer die kind / Kom seksuele spel of gedrag voor / Houding van die kind teenoor seksualiteit**
- **Kind se rol-identiteit**

10. SKOOLPRESTASIE

- **Vorige skole, huidige skool, skoolverslae en skoolvordering**
- **Skoolbywoning / Konsentrasie by die skool**
- **Het die voorval die kind se gedrag by die skool en skoolprestasie beïnvloed**
- **Verhouding /begrip / ondersteuning van onderwyser(s)**

11. DISSIPLINE

- **Metode van dissipline, gereeldheid, konsekwentheid en effektiwiteit**

12. GESINSLEWE

- **Enige geskiedenis van seksuele misbruik in die gesin of familie**
- **Indien wel, hoe affekteer dit hierdie voorval**
- **Kwaliteit van die ouer-kind verhouding**
- **Versorging van die kind / kontak met ander belangrike persone**
- **Gesinsroetine / sosiale lewe / huwelikstabieleit**

13. VOORVAL-INLIGTING

- **Wanneer is die kind seksueel misbruik?**
- **Deur wie is die kind seksueel misbruik? / Ouderdomsverskil tussen kind en slagoffer?**
- **Rol (mag) wat die oortreder in die kind se lewe speel / ook vanuit kind se perspektief / rol wat die kind in die oortreder se lewe speel**
- **Hoe gereeld het die voorval (le) plaasgevind?**
- **Wie was die beweerde oortreder, het die persoon steeds toegang tot die kind?**
- **Is die kind geforseer / was daar van geweld gebruik gemaak tydens die seksuele misbruik?**
- **Was daar fisiese beserings?**
- **Vrees die kind 'n spesifieke geslag of 'n spesifieke persoon?**
- **Hoe het die ouers / voogde van die betrokke kind reageer toe die seksuele misbruik bekend gemaak is**
- **Watter aksies het die ouers geneem om die kind te beveilig of te troos**
- **Mediese prosedures**
- **Saak gerapporteer by polisie of nie?**

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HELDERBERG CHILD ABUSE CENTRE
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Bylaag 6

NAVORSER: Etna Mentz

INGELIGTE TOESTEMMINGSBRIEF

Hiermee gee ek,, moeder van, toestemming aan Etna Mentz dat my kind mag deelneem aan die navorsingsprojek wat geloods word deur haar ter vervulling van die graad DPhil (MW) Speltherapie aan die Universiteit van Pretoria.

Ek is daarvan ingelig dat:

- 1. Titel van die studie:** 'n Speltherapieprogram vir die adolessente dogter wat seksueel misbruik is.
- 2. Doel van die studie:** Om 'n speltherapieprogram vir dienslewering aan die adolessente dogter wat seksueel misbruik is te ontwikkel, te implementeer en te evalueer.
- 3. Risiko's en ongemak:** Daar is geen bekende risiko's of ongemak wat met die projek geassosieer kan word, waarvan die navorser bewus is nie.
- 4. Deelnemer se regte:** My kind kan te eniger tyd van die studie onttrek.
- 5. Konfidensialiteit:** Ek verstaan dat alle inligting konfidensieel hanteer sal word, en dat dit onder 'n skuilnaam bekend gemaak sal word. Die resultate van die studie kan gepubliseer word in 'n navorsingsverslag en 'n wetenskaplike artikel, maar my kind se identiteit sal nie bekend gemaak word nie, tensy dit vereis word deur die wet. Ek verstaan ook dat die navorser bandopnames van die sessies sal maak ten einde die navorser in staat te stel om kwalitatiewe data beter te verwerk en dat die bandopnames na afloop van die studie voor my en my kind vernietig sal word.

Ek verstaan my kind se regte as deelnemer in die projek en ek gee vrywilliglik toestemming vir haar deelname in die studie. Ek verstaan waaroor, waarom en hoekom die studie gedoen word. Ek het 'n getekende kopie van hierdie toestemmingsbrief ontvang.

GETEKEN:

DATUM:

(021) 852-6110 (24 hrs) (021) 852-7599
P O Box 2454 SOMERSET WEST 7129
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Bylaag 7

NAVORSER: Etna Mentz

INGELIGTE TOESTEMMINGSBRIEF

Hiermee stem ek,, dogter van, in om deel te neem aan die navorsingsprojek wat geloods word deur Etna Mentz ter vervulling van die graad DPhil (MW) Speltherapie aan die Universiteit van Pretoria.

Ek is daarvan ingelig dat:

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- 4. Deelnemer se regte:** Ek kan te eniger tyd van die studie onttrek.
- 5. Konfidensialiteit:** Ek verstaan dat alle inligting konfidensieël hanteer sal word, en dat dit onder 'n skuilnaam bekend gemaak sal word. Die resultate van die studie kan gepubliseer word in 'n navorsingsverslag en 'n wetenskaplike artikel, maar my identiteit sal nie bekend gemaak word nie, tensy dit vereis word deur die wet. Ek verstaan ook dat die navorser bandopnames van die sessies sal maak ten einde die navorser in staat te stel om kwalitatiewe data beter te verwerk en dat die bandopnames na afloop van die studie voor my en my ouer(s) vernietig sal word.

Ek verstaan my regte as deelnemer in die projek en ek gee vrywilliglik toestemming vir my deelname in die studie. Ek verstaan waaroor, waarom en hoekom die studie gedoen word. Ek het 'n getekende kopie van hierdie toestemmingsbrief ontvang.

GETEKEN:

DATUM: