

## **OCTOBER 2010 NEWSLETTER**

Hi all,

Another month gone and how this year has flown. Three more months until Christmas, and what a year it's been, the Soccer World Cup being the highlight, especially the impact it seemed to have on all South Africans. Remember just after the 1994 elections when so many prophets of doom were giving South Africa two more years. These two more years just went on and on and even today you still get some folk giving the country two or so more years before it implodes. I was born during the 2<sup>nd</sup> World War and have had the privilege to experience some phenomenal achievements during my lifetime. I was also at college in the sixties which when the old apartheid government was at its peak. When I see where we are today and compare it to then, it is a kind of miracle that we are where we are.

### **CAPE TOWN**

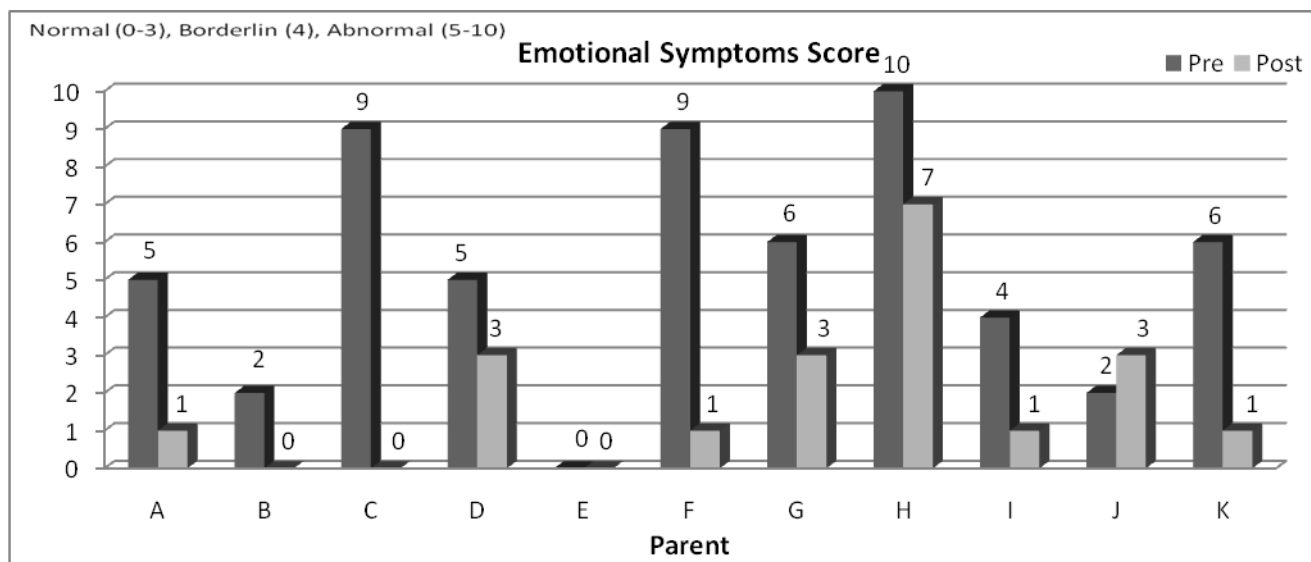
Cape Town has been very good to **Parenting 911**. We've been so well received there and I'm planning another visit in early November, so if any of you Capetonians would like to attend one of the workshops please get hold of Steph Maurel [steph@kensway.co.za](mailto:steph@kensway.co.za) and she will enlighten you with whatever information that you need. Any schools that are interested can also contact Steph. She is based in Cape Town and is doing some great work for me down there.

### **DOCTORAL RESULTS**

Some of you may know that I am in the process of completing a doctorate in order to scientifically validate **Parenting 911**. I am in the process of collecting all the data and the results make for interesting comparisons. All in all, 11 sets of parents participated voluntarily for the study. All in all there were 2x3 hour sessions one week apart from each other. Before the first session the parents were asked to complete various psychometric questionnaires concerning their perception of their parenting as well as their perception of their child's behaviour. One of the criteria laid down was that participants had to have had a child who had undergone a psychoeducational assessment by a professional, usually an educational psychologist or psychiatrist. All participating parents had a child diagnosed with ADD or ADHD. Four months after the implementation of the programme these same parents were asked to complete the same questionnaires in order to note if there had been any significant change in their child's behaviour and performance. I'm sure that you'll find the results very interesting

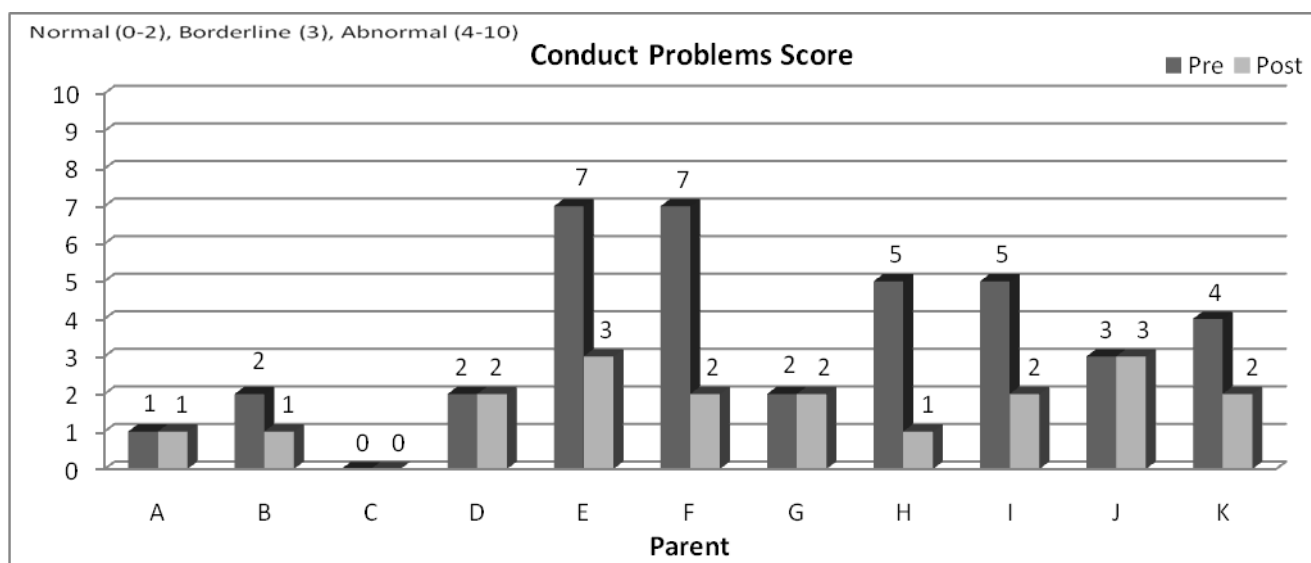
and I'm reproducing for you the results of the **Strengths and Difficulties Questionnaire** in graph format. A description of this questionnaire is given below:

**The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)** is a 25-item behavioural screening questionnaire measuring parents' perception of pro-social and difficult behaviours in children aged 3 to 16 years. Five scales are computed by summing the five items for each scale (emotional problems, conduct problems, inattention/hyperactivity problems, peer problems and pro-social behaviour). Scores from the SDQ have been found to discriminate well between low- and high- risk samples (Goodman & Scott, 1999).

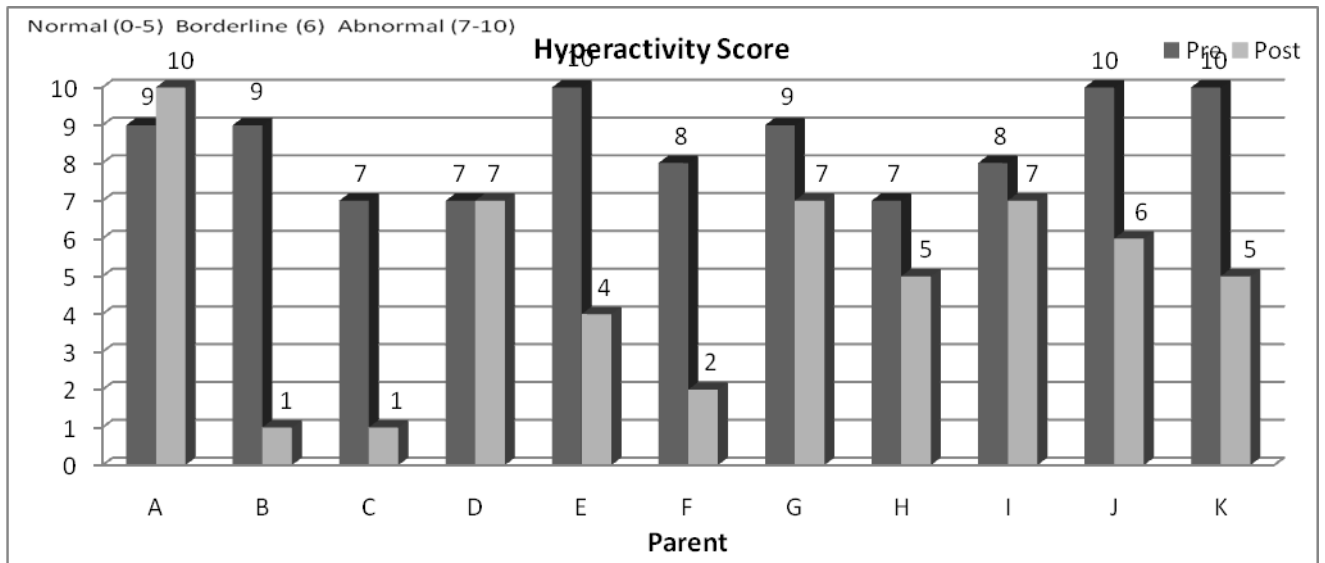


- Emotional Symptoms Score** is the rating that parents gave regarding emotional problems that their child was displaying and which was creating difficulties for them. An analysis of the above profile shows that the scores for seven sets of parents indicated that their child's emotional maturity fell in the abnormal range while one parent's score on this scale indicated borderline emotional problems. Only three sets of parents had scores that indicated that there emotional issues with their child fell in the normal range.

  - Post test scores of the seven sets of parents indicate that after administering the tools given in the programme, all except one showed significant changes in the emotional behaviour and all of these children's scores fell within normal limits. The one parent, whose child did not show significant change, still indicated some improvement.**

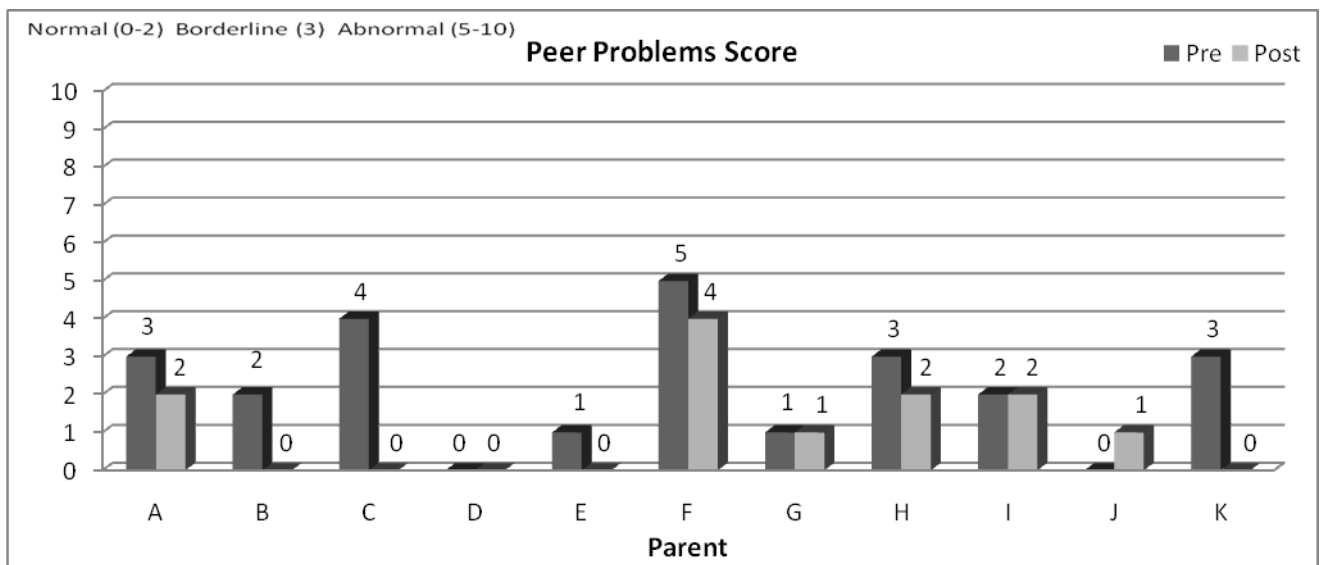


- **Conduct Problems Score** gives an indication as to whether or not a child's conduct is acceptable as perceived by the parent. Of the eleven sets of parents, five indicated that their child's conduct was of major concern and scored in the abnormal range.
  - **The post-course evaluation indicated that these five parents had experienced a significant improvement in their child's behaviour and their scores all fell in the normal range.**



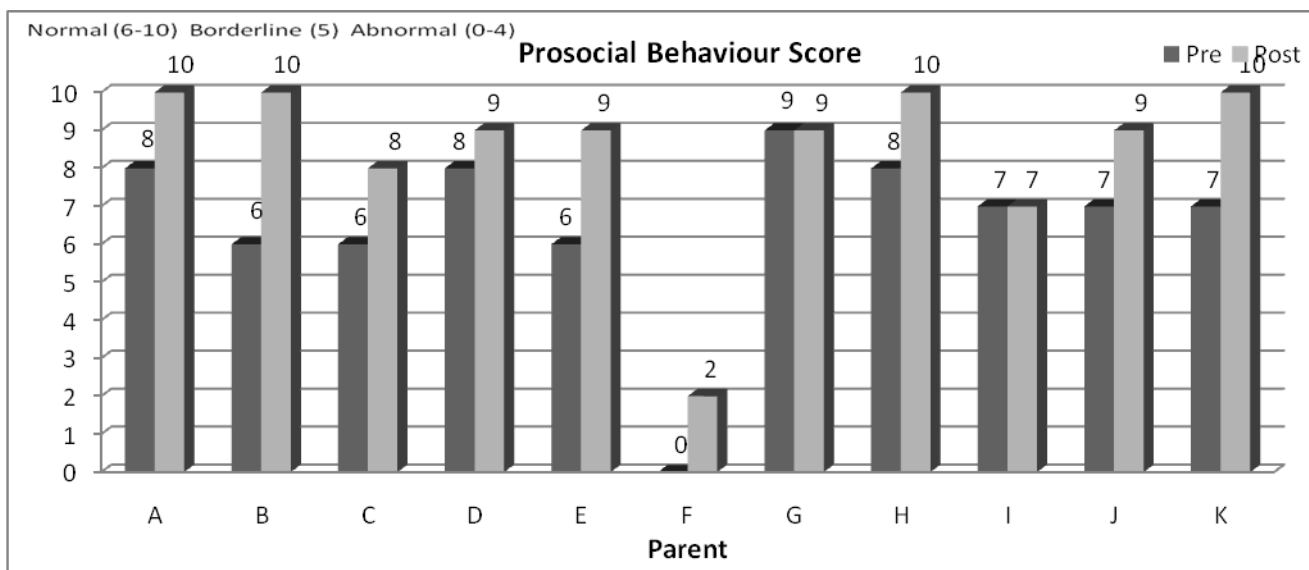
**Hyperactivity Score** gives an indication of the extent of a child's hyperactivity. All children who scored in the abnormal range had been diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD) by a professional (educational psychologist, psychiatrist etc.) All eleven sets of parent scored their child in the abnormal range pre-course.

- **The post-course scores indicate that six of the parents experienced highly significant improvements in their child's hyperactivity with all their scores dropping to within normal limits. Except for two sets of parents, all the rest indicated some improvement in their child's hyperactivity, with one's child's score falling to borderline. These scores strongly suggest that when parents are given the tools there is generally a marked improvement in their child's hyperactivity disorder.**



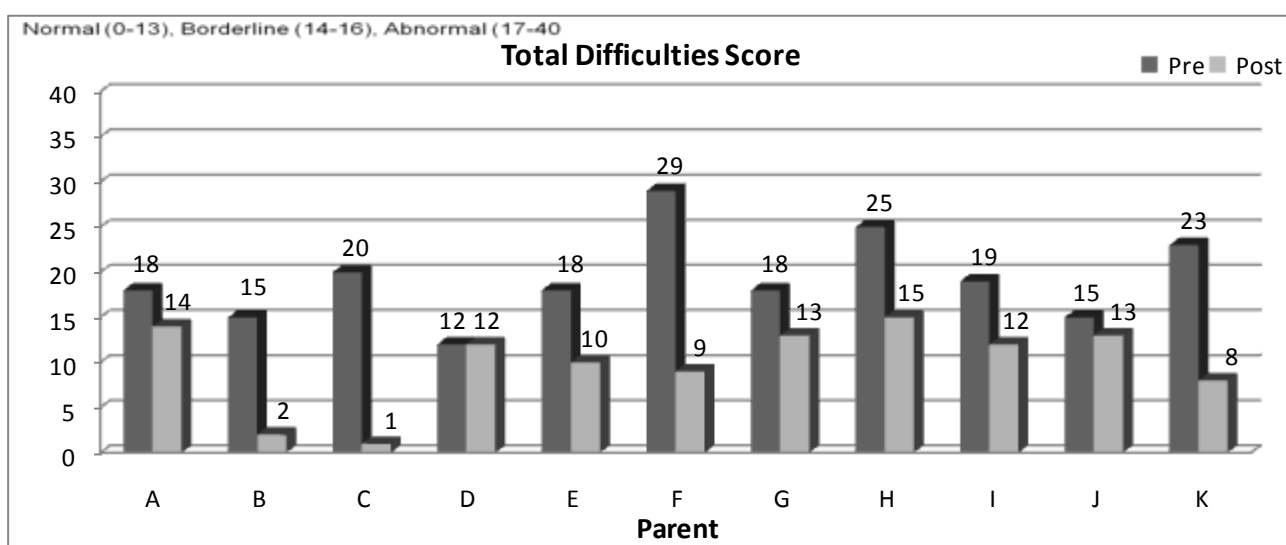
**Peer Problems Score** indicates the parent's perception as to their child's ability to relate and cooperate to its peers. Of the eleven sets of parents, only one indicated that their child's ability to relate effectively to its peers was in the abnormal range.

- After completion of the workshop they indicated a slight improvement in this regard. A closer analysis of these profiles does indicate improvement across the board regarding the child's ability to relate to its peers effectively.



Prosocial Behaviour Score gives an indication as to a parent's perception regarding the effective socialisation of their child. Only one set of parents indicated that their child had abnormal socialisation skills and this improved slightly on completion of the workshop.

- In eight out of the remaining ten sets of parents, they perceived their child's socialisation as having improved. The socialisation levels of the children of the remaining two sets of parents showed no change but these children were perceived as well socialised to begin with.



The Total Difficulties Score is a summary of the scores taken from all the other sub-tests in the questionnaire.

- The profile indicates that every parent participating in the study experienced a reduction in difficulties which they were experiencing with their children. Eight parents indicated before participating in the programme to have abnormal difficulties with their children. After the programme six of these parents found that difficulties that were abnormally high before the programme had been reduced to a manageable normal level. The other two parents found that their difficulties in dealing with their children had been reduced to borderline. All parents indicated that after participating in the programme, their children were more manageable than before, in most cases significantly so.

## **Manual**

I had a good response to my **Parenting 911 Manual** and for those of you interested, they are available electronically at R70 each. The manual gives all the practical structures needed in order to implement the **Parenting 911 program**. If you would like a copy, e-mail me at [ken@kensway.co.za](mailto:ken@kensway.co.za) together with proof of payment.

## **Workshops in JHB in October**

Workshops are run on an ongoing basis usually on a Sunday morning or Thursday evening. Parents who are having problems with their children's behaviour are urged to attend. As you can see from the results of my study most parents will experience quite a dramatic change in their children who display defiant, non-cooperative and aggressive behaviour. Each workshop consists of 2x3 hour sessions held one week apart. All the tools needed are given during the first session. The second session is mainly focused on reinforcing your mindset as well as feedback.

That's about it for now, so...

'Til next time, enjoy your parenting!

Ken