

**DESIGN AND EVALUATION OF A PROGRAMME TO ASSIST CHILDREN
COPE WITH DIVORCE**

CICILY LEIBRANDT

**DESIGN AND EVALUATION OF A PROGRAMME TO ASSIST CHILDREN
COPE WITH DIVORCE.**

**A research report submitted to the Faculty of Education, University of the
Witwatersrand, in partial fulfilment of the requirements for the degree of
Master of Education (Educational Psychology).**

Johannesburg, 1998

**C. F. LEIBRANDT
B.A.Hons (UWC)**

DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the the degree of Master's Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.

Leibrandt

Cicily Leibrandt

1998

ABSTRACT

The primary purpose of the study was the design and assessment of an intervention programme that seeks to help children cope with the crisis of divorce. The intervention was named the Kids in Divorce (KID) programme and is a short-term, developmentally appropriate intervention, consisting of 10 sessions, aimed primarily at helping the pre-adolescent child.

The aim of the study was to evaluate whether children receiving the intervention showed significant improvements in their emotional and attitudinal coping responses to divorce, as measured by the Family Story Test (FST) and the Kids in Divorce (KID) questionnaire (a self-designed measure).

A pilot study was done on the KID questionnaire in order to make the necessary changes, before using the questionnaire for the study.

A total of 42 pupils, from schools in the Eldoradopark 'coloured' community participated in the study. A pre and post test experimental-control research design was used in the study. The experimental and control groups consisted of 21 children each.

Results of the study reflected significant improvements on both measures for the experimental group, which provides strong empirical evidence for the usefulness of a short-term, developmentally appropriate intervention programme aimed at helping children cope with parental divorce.

Keywords: divorce, children, age, emotional and attitudinal, intervention, coping reactions, children of divorce.

TABLE OF CONTENTS

	Page
CHAPTER 1: BACKGROUND TO STUDY	
1.1. Introduction	1
1.2. The Nature and Incidence of Divorce	1
1.3. The Effects of Divorce	2
1.4. Emotional and Attitudinal Coping Reactions of the Pre-adolescent Child	5
1.4.1. Divorce Related Feelings	6
1.4.2. Feelings about Self	8
1.4.3. Acceptance of the Divorce	9
1.4.4. Post-divorce issues	9
1.5. Intervention Approaches to Assist Children Cope with Divorce	10
1.5.1. Conclusion	15
 CHAPTER 2: THE STUDY	
2.1. Rational and Aims	16
2.2. Method	18
2.2.1. Pilot Study	18
2.2.2. Main Study	18
2.2.2.1. Subjects	18
2.2.2.2. Programme of Intervention	21
2.2.2.2.1. Overview	21
2.2.2.2.2. Goals of Intervention	22
2.2.2.2.3. Description of Sessions	23
2.2.2.3. Measures	25
2.2.2.4. Procedure	28
2.2.2.5. Research Design and Statistical Analysis	29

CHAPTER 3: RESULTS

3.1. Introduction	31
3.2. Comparison of Experimental and Control Subgroups	31
3.3. Post Test Results	31
3.4. Subtest Results	33
3.4.1. Subtest Results for the Family Story Test (FST)	33
3.4.2. Subtest Results for the	
Kids in Divorce (KID) Questionnaire	35
3.5. Conclusion of Results	37

CHAPTER 4: DISCUSSION OF RESULTS

4.1. Introduction	38
4.2. Interpretation of Findings	38
4.3. General Implications of Findings	40
4.4. Limitations of Study and Suggestions for	45
Future Research	

REFERENCES	49
-------------------	-----------

APPENDIX

Appendix i: Questionnaires:

Family Story Test (FST)

Kids in Divorce (KID) Questionnaire

Appendix ii: Statistical Analysis

CHAPTER 1:

BACKGROUND TO STUDY

1.1. Overview of Study

The purpose of this study was to design, implement and evaluate the effectiveness of a program of intervention, aimed at helping pre-adolescent children cope with divorce. The formulation of the intervention was prompted by the potential harmful effects of divorce on children and the increasing number of children involved in divorce. There is also a lack of intervention programmes of which the effectiveness has been empirically validated. This study aims at making a contribution to the existing need, in this area.

1.2. The Nature and Incidence of Divorce

Divorce is a painful experience for everyone concerned, including the children. Psychologists are unanimous that there are few events that are as disruptive to a child's life as that of divorce (Louw, 1991) and children react to the breakup of the parental marriage, even more strongly than they would react to the death of a parent (Rutter, 1979). Divorce is associated with lowered well-being among children with the divorce crisis having the potential to tax the child's coping capacity to the limit (Sandler, Wolchik, Braver & Fogas; 1986; Amato, 1993). Children of divorce can thus be seen as 'children at risk' (Hurley, 1987).

Divorce is not a single life event but a process consisting of a series of stressful events, before, during and after the divorce, that children have to cope with and which can extend over several years (Morrison & Cherlin, 1995; Hetherington, 1979, 1989; Adams, 1982; Drill, 1986; Block, Block & Gjerde, 1986). Children experience various behaviours and feelings associated with the stages in the divorce process. Conflict prior to the divorce, the trauma of divorce itself, followed by divorce related transitions (eg., diminished contact with one parent; changes in life style, entry into a step-family), all impact on the life-course of children. Their success in coping with the events in this complex psycho-social process has important implications for their adjustment to divorce (Sandler, et al, 1986; Sandler, Tein & West, 1994).

Similar to other Western countries, the number of divorces in South Africa has also increased during the twentieth century. In 1994 18 250 White, 5 190 Coloured, 4 754 Black and 1 684 Indian couples divorced (Central Statistical Services, 1996). It is also disturbing to note that South African statistics on divorce reflect a much higher rate than in America. Whereas there are 5,0 divorces per 1 000 married couples in America (Hayemann & Lehtinen, 1986, cited in Louw, 1986) the corresponding figures for South Africa are 15,7 for Whites, 11,8 for Coloureds and 7.0 for Indians (Central Statistical Service, 1989).

Not only does divorce affect the couple concerned but the children as well. The number of White, Coloured and Asian children involved in divorce escalated in the ten year period from 16, 001 in 1977 to 31,945 in 1987 (Dept. Statistics, 1991). In 1994 20 772 White children, 8 576 Coloured children, 6 352 Black children and 2 667 Indian children were affected by divorce (Central Statistical Services, 1996). Statistics also reflect an increasing incidence of children experiencing a second divorce of their parents (Wallerstein & Resnikoff, 1997; Brody, Neubaum, & Forehand, 1988).

The Effects of Divorce

Divorce is regarded as a **developmental interference** as it has the potential to interfere with the child's normal development (K. Kalter, 1977, 1987; Mendell, 1983; Wallerstein & Resnikoff, 1997; Gavshon, 1990; Stolberg, 1990; Wolter, 1996). Certain coping reactions to separation and divorce also emerge for children of different ages, and developmental stages, because of differences in levels of cognitive and emotional development (Morgan, 1985; Hetherington, 1979; McDermott, 1970; Kalter & Rembar, 1981; Schwartz, 1992; Nakhnikian, 1996; Sheets, Sandler & West, 1996).

Pre-schoolers become frightened, confused and clingy, regress in toilet training, speech and sleeping habits in the face of parental separation. Six to eight year-olds, experience pervasive sadness, grief, crying, and nightmares. The nine to twelve year-olds attempt to excel in one area of their lives so as to gain control over, at least one aspect of their lives.

Adolescents feel shocked but not surprised, sensing that the marriage was in trouble. Feelings of relief about the divorce were common. Anger and pain often manifested in delinquency and promiscuity with the divorce raising questions about their own ability as marriage partners (Wallerstein & Kelly, 1974; 1975; 1976; 1977; 1980; 1983; Kelly & Wallerstein, 1976; Zimiles & Lee, 1991).

Children may show a variety of **physical and behavioural** reactions in response to the divorce. Family disruption has been associated with minor stealing behaviour, truancy, disciplinary problems, rebelliousness, negative peer group (Van Wyk & La Cock, 1988); poor scholastic achievement (Bisnaire, 1990; Hines, 1997; Allison & Furstenberg, 1989); overaggressive behaviour, temper tantrums, daydreaming, regressive behaviours, frequent crying and withdrawal from relationships (Wallerstein & Kelly, 1980); low self-esteem, social competence and poor psychological well-being (Parish, 1987).

The effects of divorce may also be **long term** (Amato, 1996, 1993; Amato & Keith, 1991; Bonkowski, 1985; Westervelt & Vandenberg, 1997; Bumpass, Martin & Sweet, 1991).

The emotional scars that children experience may persist years after the divorce, and even right into their adult lives, subsequently interfering with the attainment of the developmental tasks of adulthood (Johnson, Wilkinson & Mcneil, 1995). Adult children of divorce show a higher incidence of emotional disturbance, somatic symptoms, unemployment, fear of betrayal, fear of making lasting commitments, problems in their intimate relationships (Johnson, et al., 1995; Aro & Palosaari, 1992), lower educational achievement, more likely the head of a single-parent family (McLanahan, 1988), more likely to get divorced (Amato, 1996; Glenn & Kramer, 1987; McLanahan & Bumpass, 1983) in comparison to adults from intact families.

A relationship between **gender** and age pertaining to the long term effects of divorce appears to exist. Frost and Pakiz (1990) and Kalter (1987) found that in teenage and adult female populations, where the parental divorce occurred when they were younger, parental divorce was associated with alcohol or drug abuse; lower self-esteem; precocious

sexual activity; delinquency; difficulties establishing lasting adult heterosexual relationships than girls from intact families. Comparing research findings, it seems that boys are more affected by the divorce in the short-term than girls (Rutter, 1980; Hodges & Bloom, 1983; Morgan, 1985; Hetherington, 1989; Morrison & Cherlin, 1995).

According to Drill (1986) early intervention is crucial to negate or minimize the long term effects of divorce. Those children who receive intervention at the time of the divorce, cope better as adults (Wallerstein & Blakeslee, 1989).

The **psychiatric sequelae** of divorce have also been investigated. Some studies find a greater incidence of psychiatric disorder in children from broken homes than those from intact, stable homes (Kalter & Rembar, 1981). In contrast, other studies have found a higher incidence of psychiatric disturbance in children from intact but unhappy homes in comparison to those from broken homes (Landis, 1960). According to Erasmus (1982) although children's anxiety becomes extreme, and neurotic behaviour may develop, few children become psychotic as a result of their parents' divorce.

While divorce is a disruptive and stressful experience for children, it is not the direct cause of pathology in children. According to Gardner (1976), divorce does not necessarily warrant an individual's being in therapy and those who reach hospitals and clinics are likely to be most disturbed. Divorce is, however, traumatic for all children.

Thus, even the most resilient children experience some emotional distress and adjustment problems following divorce (Wallerstein & Blakeslee, 1989), but the type, severity, persistence of problems and individual differences manifested, may depend on a number of factors (Kinard & Reinherz, 1984 in Kaslow & Schwartz, 1987). These factors can be construed as **stressors and resources** (Amato, 1993) and aids in explaining how disturbance will manifest and, and why some children are 'winners, losers or survivors' of parental divorce (Hetherington, 1989, p1; Hines, 1997).

These include factors such as: continued involvement of the non-custodial parent in the child's life as well as the relationship with the non-custodial parent, the psychological adjustment of the custodial parent and the ability of this parent to be supportive and emotionally available, the economic status of the family, conflict between parents before and after the divorce ; the constitutional strengths and resilience of the child, temperament of child, cumulative stress, age, coping resources and typical responses to stress, the appraisal of negative divorce-related events; absence of a role model, maturity of the parents and their ability to keep the child out of parental conflict, sibling relationships, social support systems within the family and community, religion and spiritual framework of the child, ((Amato, 1993; Weiss, 1984; Belsky, 1990; Kitson & Morgan, 1991; Emery, 1982; Mendell, 1982; Mendell, 1982; Morgan, 1985; Jaffe, Wolf & Wilson, 1990; Rutter, 1983; Kurdek, 1981; Hetherington, 1979; 1989; Johnson, 1988; Cornwall, 1990; Schwartz, 1992; Wallerstein & Resnikoff, 1997; Grych & Fincham, 1990, 1992; Brennan, 1996; Nakhnikian, 1996; Tschann, Johnston, Kline & Wallerstein, 1989; Takeuchi, Williams & Adair, 1991; Sheets, et al., 1996).

1.5. Emotional and attitudinal coping reactions of the Pre-adolescent child

Research into the coping reactions of children of divorce has focussed on both the emotional and behavioural areas. The two are interrelated as emotional damage can lead to behavioural problems. The main focus of this study is the emotional coping responses of the pre-adolescent with, 'emotional' referring to the affective and attitudinal components. No one age group is more or less affected by the divorce than another. The writer has, however, opted to narrow the focus of this study on the pre-adolescent (9-12 years).

Pre-adolescent children share many things in common. They are developing an ability to think abstractly and to reason, accumulating basic social skills, and increasing involvement with peers (Fullerton & Ursano, 1994; Zarbatany, Hartman & Rankin, 1990; Bonkowski, 1987). Freud refers to this phase as the 'latency period' and Erikson (1963)

calls it 'a sense of industry'. The critical issue is the acquisition of skills and that the child feels 'good enough' about mastering these skills. Not mastering these skills leads to feelings of self-doubt.

Developmental continuity is vital for the pre-adolescent who fears nothing more than the upsetting of his precarious equilibrium (Bornstein, 1951). Children at this age rely heavily on their parents for stability, while they are moving outside the home. The divorce has the potential to focus the child's energy into the family, restricting the growth of a newly acquired but unstable autonomy, moving the psychological and social functioning of the latency-age child into profound disequilibrium.

The child also develops maladaptive and defensive coping styles such as denial, repression, sublimation which are all useful in making the suffering tolerable, but does not overcome the hurt, which takes its toll (Bonkowski, 1987; Sandler, et. al, 1986; Creasey, Ottlinger, De Vico, Murray, Harvey, and McInnes, 1997). Further, the problematical emotional and attitudinal responses to divorce plays a significant role in the child's coping with divorce (Wolchik, Ramirez, Sandler, Fisher, Organista, & Brown, 1993). Following is a description of the emotional and attitudinal coping reactions of the pre-adolescent and the adaptive and defensive strategies that go along with these.

1.5.1. Divorce-related feelings

Anger is the single feeling that most clearly distinguishes the pre-adolescent from other age groups (Wallerstein & Kelly, 1976; Mitchell, 1985). The pre-adolescent experiences strong and intense feelings of anger which serves to protect the child or temporarily obliterate other even more painful feelings experienced by this group such as intense sadness (Bonkowski, 1987; Forehand, Thomas, Wierson, Brody & Fauber, 1990). The anger is strongly tied to who the child blames for the divorce; a sense of powerlessness at not having a say in influencing this major event in their lives and not seeing any justification for the divorce (Wallerstein, 1983; Grollman & Grollman, 1977 in Morgan, 1985; Wallerstein & Blakeslee, 1989; Caplan, 1989; Wallerstein & Resnikoff, 1997).

When the family begins to change, children become afraid, and may experience intense **fears of abandonment** which may be real or perceived, but nonetheless causing much anxiety for the child (Morgan, 1985; Caplan, 1989; Kelly & Wallerstein, 1975; Wallerstein & Resnikoff, 1997; Kurdek & Berg, 1987; Gavshon, 1990; Wolchik, et al., 1993). These fears also relate to being physically or emotionally abandoned. The child fears that if one parent can leave, so can the other or that if parents could stop loving each other, they may stop loving the child as well.

Children also have various **concerns and worries** which evolve mainly around a concern for themselves and their parents. They worry about things like where will they live, who will take care of them, whether their needs will be met, or whether they will have access to the other parent (Wallerstein & Kelly, 1980; 1976; Morgan, 1985; Farmer & Galaris, 1993). They worry about the welfare of their parents and whether they will be able to cope on their own (Bonkowski, Bequette, & Boomhower, 1984; Wallerstein & Blakeslee, 1989; Papalia & Olds, 1986; Farmer & Galaris, 1993).

Feelings of **confusion** are present and this has many sources: not only is divorce a confusing time for children, but parents often do not explain the divorce to their children; children don't understand the many 'whys' of divorce; they not sure what divorce really is and are confused about the complexity of human relationships as to how people can fall in love, and then hate each other again (Kelly, 1991; Bonkowski, et al., 1984; 1985; Bonkowski, 1987; Gavshon, 1990; Wolter, 1996).

Children feel intense **loneliness**, perceiving the divorce as a painful experience they must negotiate with the feeling that they are alone (Wallerstein & Blakeslee, 1989; Wallerstein, 1983; Morgan, 1985). Contributing to such feelings are: the loss of supports at the time of the divorce... they tend to become withdrawn into their own affairs, family and friends don't want to take sides, people feel divorce is contagious, extended family may feel stigmatized, embarrassed and thus withdraw (Kraar & Hall, 1995; Wallerstein & Kelly, 1976, 1980; Bonkowski, 1987; Amato, 1987).

Children of divorce experience an enormous sense of **sadness** related to the divorce (Morgan, 1985). The many changes result in children experiencing an enormous sense of loss, especially the loss of one parent from the home (Bonkowski, et al, 1984; Lohr, Legg, Mendell & Reimer, 1989; Parish, 1987; Kalter, 1987; Drill, 1986).

1.4.2. Feelings about Self

Children often experience feelings of **embarrassment** about the divorce, despite divorce becoming more common (Mitchell, 1985; Caplan, 1989). These feelings may stem from children perceiving their families as different from the 'normal' family as well as from how those close to them and in the community view and react to divorce (Bonkowski, et al, 1984; Morgan, 1985; Bonkowski, 1987; Kurdek & Berg, 1987; Wallerstein & Blakeslee, 1989; Keltner & Buswell, 1997; Kurdek, 1981; Huddleston & Hawkings, 1993).

There is also a sense of **family disintegration**. The child feels that they have lost their family identity with its family routines and rituals. There is often a ripping apart of attachments to the 'other half' of the family roots, with children often cut off from people who had played an important role in their lives, leaving a feeling that they no longer belong to a family (Bonkowski, 1987).

Children of divorce often wrongly believe that they are responsible for the divorce with such feelings of **self-blame** leading to acute emotional pain and guilt (Hurley, 1987; Wallerstein & Blakeslee, 1989; Wallerstein & Kelly, 1980; Kurdek & Berg, 1987; Mitchell, 1985; Morgan, 1985). Such feelings may be fueled by the child believing the divorce to be punishment for being naughty, parents arguing in front of the child, lack of authentic communication by the parents about the causes of the divorce and the child's real wish for the absence of one parent so as to be close to the other.

The pre-adolescent also experiences a **shaken sense of identity** as the child's identity is closely tied to the family structure and the physical presence of parental figures. It is organized around 'I am the son of John and Mary Smith' and is profoundly shaken by the

marital rupture. Lowered self-esteem is also related to feelings and attitudes such as self-blame or shame; not having immediate father and mother role models; and not being able to accept the divorce may make it difficult for the child to accept the self (Wallerstein & Kelly, 1976; Epstein, 1973; Raschke & Raschke, 1979; Bonkowi, et al, 1984; Swartberg, 1982; Elkin & Handel, 1987; Bynum & Durra, 1996; Studer, 1993; Parish, 1991; Grych & Fincham, 1990; Gavshon, 1990; Kurtz, 1994).

1.4.3. Acceptance of the divorce

Children also have strong **reunification fantasies**, wishing that their parents will be reunited to, not only each other but to the self as well. (Wallerstein & Kelly, 1976; Kurdek, 1981; Bonkowski, et al, 1984; Kurdek & Berg, 1987; Robinson, 1991). This may come from: a denial that the divorce has taken place and not accepting it; preferring the present painful reality to the divorce; a means of recreating the lost object; unresolved attachments by parents and the lack of finality present in divorce, as in death, thus believing it can be undone (Nagera in Mendell, 1983; Gardner, 1976; Wallerstein & Blakeslee, 1989). As long as children hold onto wishes for parental reunion they struggle to make progress.

1.4.5. Post-divorce issues

When parents divorce, children are often required to 'grow up a little faster', taking on additional roles and responsibilities beyond their capacities, leading to the child feeling **overburdened** (Weiss, 1979; Amato, 1987; Wallerstein & Blakeslee, 1989; Wolter, 1996). In addition, 'Parentification' of the child also includes the child having to take care of the parent's needs (Wallerstein & Resnikoff, 1997; Nakhnikian, 1996). The pressures of overburdening can lead to premature independence, the child missing out on developmentally appropriate experiences, depleting the child psychologically and stifling emotional and social progress (Kelly & Wallerstein, 1980; Kelly & Berg, 1978; Gardner, 1979).

Children often **feel caught in the middle** as they are drawn into parental conflict in a variety of ways; as message carriers; having to provide information about one parent to the other; as battling tools for parents to get back at each other; having to listen to parents badmouthing each other and being asked to choose one parent against the other (Hetherington, 1979; Kurkowski, Gordon & Arbuthnot, 1993; Gardner, 1990; Sandler et al., 1994; Turkatt, 1995). Children experience much pain and suffering by parents putting them in the middle of their conflict, presenting serious adaptation challenges for children of divorce (Emery, 1982; Mitchell, 1985; Kearnes, Gordon, Arbuthnot, 1993; Grych & Fincham, 1990; Buchanan, Maccoby, & Dornbusch, 1991; Brodie, 1994).

Children may also **react negatively to parental remarriage and step-families** as entering a step-family is a double-transition for children, bringing new changes and difficulties (Robinson, 1991; Wallerstein & Blakeslee, 1989; Baydar, 1988; Bonkowski, et al, 1984). Children are often still in the process of adjusting to the divorce when they have to accept new people in their lives and have a 'family feeling' for them. Children's reactions to step-families may centre around concerns such as: that the second marriage might also fail; that their position in the family will be threatened by a new step-parent or step-siblings; that they will be pushed aside or replaced; that the new parent will take the place of the parent not there or that they will be forced to call the new step-parent 'mommy' or 'daddy' (Bonkowski, 1987; Kurdek & Berg, 1987; Amato, 1987; Santrock & Sitterle, 1987, in Robinson, 1991; Zill, Morrison & Cairo in Hines, 1997).

While marriage is an adult role in the future, the pre-adolescent's attitude toward marriage is already being shaped. Having witnessed the collapse of adult commitment, many children of divorce express **negative attitudes about marriage** in the future (Bonkowski, 1987; Wallerstein & Blakeslee, 1989) with such attitudes persisting into adulthood (Gabardi & Rosen, 1992; Amato, 1996; Fitzpatrick, 1997).

1.6. Intervention Approaches to Assist Children Cope with Divorce. While children may differ in terms of the amount and nature of intervention, all children are in need of

some form of support at the time of the divorce, or in the period following the divorce to limit the negative effects of divorce (Morgan, 1985).

Interventions can serve to help children find healthier ways of coping with the divorce by aiding in the mastery of the coping tasks needed to adjust to parental divorce. This includes: acknowledging the marital rupture; disengaging from parental conflict and resuming customary pursuits; resolution of loss; acceptance of the permanence of the divorce; and achievement of a realistic hope regarding relationships (Wallerstein, 1983).

Intervention strategies for children include individual therapy, family focused intervention, mediation, support networks and group intervention for children and parents (Cantor, 1982; Gardner, 1976; Wallerstein & Kelly, 1977; Brennan, 1996; Grych & Fincham, 1992). Formal support networks, however, seem to cater mainly for parents of divorce (Morgan, 1985; Farmer & Galaris, 1993). South Africa has a small number of self-help groups (e.g. The Single-Parent Association). There are few group interventions that focus on assisting parents in responding to the needs of their children in divorce and, very limited evaluation has been done in assessing their efficacy (Cantor, 1982; Benedek & Benedek, 1979; Grych & Fincham, 1992).

Group intervention for children of divorce commonly takes the form of psychoeducational intervention which makes use of a variety of techniques, imparting education and skills through carefully designed courses to facilitate growth (Ivey & Alschuler, 1973, 1977; Charping, et al., 1992; Evans & Shaw, 1993; Crosbie-Burnett & Newcomer, 1990; Grych & Fincham, 1992; Farmer & Galaris, 1993). Such interventions primarily use a time-limited, small group format, typically including four to ten children. Ultimately psychological education uses a dynamic interpersonal relationship for the modification of attitudes and behaviour, the expression of feelings and teaching more functional ways of understanding and dealing with stressful situations.

Group intervention is advocated for children of divorce for reasons such as: the large number of children involved in divorce makes group work a feasible way of supporting

them; children of divorce share a variety of common experiences, making group work a logical approach; children need safe ways to express their feelings and may not feel safe expressing anger and sadness to parents, thus benefiting from a group outside of the family; a group can provide support and reduce the social isolation associated with divorce (Cantor, 1982; Charping, Bell & Strecker, 1992; Grych & Fincham, 1992; Farmer & Galaris, 1993).

Various programs of intervention for children of divorce have been designed. Despite their popularity, there is little formal evaluation of the various programs (Grych & Fincham, 1992).

Following is description of interventions that have no empirical documentation.

Using a model of psychological education, Wilkinson and Bleck (1977) offered the 'Children's Divorce Group' using activities such as non-divorce and divorce related disclosure, filmstrips on divorce, role-playing problems of divorce, puppet-plays of coping behaviours and discussion on the positive aspects of divorce to help children deal with the divorce crisis. Kessler and Bostwick (1977) in their brief group counselling program, 'Beyond Divorce; Coping for Minors', helps children explore their own view on marriage and divorce; recognize, express and cope constructively with their own emotions; develop communication skills for handling difficult situations. Bonkowksi, et al (1984) conducted a group for latency aged children of divorce. Information obtained from the children indicate that the group was helpful.

McMahon (1992) describes a group run through court welfare services, which aims to help children realize that they are not alone in their experience of divorce, to give them an opportunity to talk about things that may be difficult, to empathize with others, and to learn that the divorce is not their fault. The intervention consist of various stages; getting to know each other and trust building activities; encouraging children to explain their present situations and how they feel; exploring and coping with feelings teaching children that they can make active choices and termination. Use is made of activities such as

'feeling faces', the 'empty chair', group stories, role-play, role-reversal. The writer has drawn from some of the activities described in the above models. While the above authors describe the productive growth they have seen in these groups, no information indicates that these models have been empirically tested.

Following is a description of interventions of which the effectiveness has been reported.

Kalter, Pickar and Lesowitzs (1984) implemented and evaluated an 8-session program, with white, middle-class children, which focused on normalizing the divorce experience, clarifying and working through upsetting and confusing issues related to divorce and developing coping strategies. Few significant differences emerged between ratings of children's adjustment before and after intervention, although positive feedback was given by parents and group leaders. Findings from the study was limited by the lack of a control group. The authors conducted another intervention which, except for a decrease in sad/insecure feelings, showed no significant improvement for those who received the intervention (Kalter, et. al., 1988 in Grych & Fincham, 1992).

Stolberg & Garrison (1985), evaluated the Divorce Adjustment Project (DAP), which focuses on the building of communication and relaxation skills and support systems. The intervention was implemented for a combined parent-child group. Results showed limited efficacy on self-concept and adjustment for the children in this group. The findings highlight that children's needs are better served when they are in a group, without their parents. The program was offered for 7-13-year-old children. These findings suggest that including more than one developmental age in a group, may interfere with the efficacy of the intervention as children of divorce, of different developmental stages, have different needs. The same applies to a study conducted by Bornstein, Bornstein and Walters (1988) who report a six-session intervention for 7-14-year-olds whose parents divorced. Children's attitudes about the divorce (e.g., hope of parental reunification), parent-child conflict, interparental conflict and child adjustment did not change.

significantly. These findings suggest that six sessions may not be sufficient to produce meaningful changes in children's functioning.

The Children of Divorce Intervention Project (CODIP), is a school-based intervention program which received extensive evaluation. The program aims at helping children understand and cope with divorce-related feelings and problems and enhancing children's perceptions of themselves and their families. Two of the studies were conducted with white-middle class children, measuring overall adjustment of children of divorce. The study showed a decrease in shy/anxious problems and an increase in adaptive assertiveness and frustration-tolerance (Pedro-Carroll & Cowen, 1985; Pedro-Carroll, Cowen, Hightower & Guare, 1986 in Grych & Fincham, 1992). Children also showed greater increases in peer sociability (Pedro-Carroll, 1985). Their self-perceptions and attitudes about the divorce, did not show significant changes in either study.

The CODIP program was also evaluated in a racially mixed population (Apert-Gillis, Pedro-Carroll & Cowen, 1989). Children participating showed more positive feelings about their parents, themselves, their families, greater assertiveness and peer social skills as well as improved coping skills.

Stolberg and Mahler (1994), found that a school-based intervention that teaches children skills to cope with divorce-related events, led to improvements in adjustive behaviour. The extent of these divorce-related events is, however, not given. The intervention also includes a 10-page home workbook to improve parent-child communication and to facilitate the transfer of therapeutic gains. The results of the study showed limited benefits for the use of the home workbooks. The findings suggest that having home workbooks for children, to which parents have access, might limit their efficacy.

Rosenby and Deutsch (1985 in Grych & Fincham, 1985) found that following intervention, children of divorce were less likely to blame themselves or either parent for the divorce, to fear parental abandonment, to deny negative feelings, and to maintain unrealistic hopes for reunification when compared with controls. While the above studies

are useful, they often do not address most of the aspects of divorce that children have to deal with.

A South-African study focusing on self-concept, yielded significant improvements in the self-concept of white-middle class children of divorce following intervention (Swartzberg 1992). Children were also less likely to: blame themselves for the divorce; feel ashamed; fear being abandoned; feel used by the mother for information; and view the mother negatively. However, the intervention program does not address all the issues children of divorce have to deal with. The writer has drawn from some of these activities in designing the programme implemented in this study.

Kurkowski, et al (1993) found that information about the problem reduced the number of times parents put their children in the middle, and Kearnes, et al (1991) and Arbuthnot, et al, (1993) found that a video-based intervention can teach children to respond effectively when caught in the middle of parental disputes. However, these studies also do not address all the issues children of divorce are confronted with.

Conclusion

Essentially, there is a lack of formal evaluations that assess the effectiveness of intervention programs for children of divorce. Evaluation research of intervention from divorced families is at an early stage (Grych & Fincham, 1992). In addition, while empirically tested programs exist, many of them focus only on one or more aspects of divorce. Others do not list the range of divorce-related events that have been included in the interventions. The design and evaluation of interventions also needs to be guided by research on children of divorce (Grych and Fincham (1992). Some interventions can be criticized for their structural characteristics, such as being too short to bring about change and including more than one developmental age in a group. A lack of detailed descriptions on structural components of programs, also exists in the literature (Farmer & Galaris, 1993). Research on children of divorce also tends to focus mainly on whites (Guidabaldi, in Hines 1997; Wolchick, et al, 1993).

CHAPTER 2

THE STUDY

2.1. Rationale and Aims

Similar to other Western countries, the number of children affected by divorce in South Africa has increased. Divorce is a stressful experience and it is well accepted that the crisis of divorce and aspects related to it, is associated with lowered well-being among children (Amato & Keith, 1991).

Divorce has the potential for the development of unhealthy reactions in children in response to the marital rupture. Children show a variety of physical and behavioural reactions to divorce. The effects of divorce may also be long term, persisting into the adult lives of children of divorce (Amato, 1996). Although divorce does not necessarily cause psychopathological reactions in children, the stresses caused by divorce are a potential source of difficulty (Erasmus, 1982; Gardner, 1976). There is no typical reaction to divorce, but rather a wide range of possible responses as multifaceted factors contribute towards explaining the type, severity, persistence of problems and individual variations in children's reactions to divorce (Amato, 1993).

To understand the impact of divorce on children, divorce should be viewed as a process with a series of stressful events before, during and after the divorce, that children have to cope with and which can tax their coping capacity to the limit (Morrison & Cherlin, 1995; Sandler, et al, 1994).

While there are individual differences in terms of how divorce affects children, children of different ages are differentially affected by the divorce and certain response patterns emerge for children of different ages and developmental phases (Morgan, 1985).

Pre-adolescents, in turn, are likely to manifest one or more of a range of emotional and attitudinal coping responses to divorce. The child may experience feelings of anger, sadness, loneliness, confusion, fears, concerns and worries related to the divorce. The child may also have difficulty accepting the divorce, wishing endlessly that their parents will reunite.

Children also hold wrong ideas related to divorce that serve to prolong their suffering: they may hold themselves responsible for the divorce; view divorce as something to be embarrassed about and wrongly believe that they no longer belong to a family. The feelings and attitudes children hold about the divorce, can also lead to a poor appraisal of self.

Circumstances in the post-divorce stage can lead to children feeling overburdened and pawns in the middle of ongoing parental conflict. Attitudes to remarriage may also make life in a step-family, a difficult transition. Parental divorce may also lead to negative attitudes towards marriage in the future.

Divorce is traumatic for all children and all children are in some way affected by the divorce. Support is thus needed to limit the damage caused by the divorce crisis.

Group intervention is a viable way of supporting children of divorce. While a number of time-limited, brief intervention groups have been designed for children of divorce, few of them have been empirically validated. Others in turn, deal with only one or more aspects of divorce. There is thus a need for the development of comprehensive intervention that takes account of all the aspects related to divorce with which children have to deal. There is also a need to provide interventions, the effectiveness of which has been evaluated. It is hoped that this research will contribute to that body of knowledge.

Based on the above, the aim of the study was to devise and evaluate an intervention strategy that seeks to improve the coping reactions of pre-adolescent children of divorce, in terms of their emotional and attitudinal reactions, not only to the divorce, but to post-divorce stressors.

The research was guided by the following hypothesis:

H1 1: Children of divorce attending the intervention programme will cope significantly better in terms of emotional and attitudinal responses to divorce, as measured by the Family Story Test (FST) and the Kids in Divorce (KID) Questionnaire, than children of divorce who have not attended the intervention programme.

2.2. Method

2.2.1 Pilot Study

An informal, self-designed measure, referred to as the Kids in Divorce (KID) questionnaire, was introduced. Its development was prompted by gaps in the available measure, i.e. the Family Story Test (FST) used in the study, and the need for a measure that relates closely to the designed intervention. The KID questionnaire measures all the aspects covered within the intervention programme which was named the Kids in Divorce (KID) program.

A Pilot study was done on the KID questionnaire with a sample of 24 children from divorced families. A statistical analysis was not available at the time the intervention started. However, qualitative information obtained from the children who participated in the Pilot study was used to make changes to the questionnaire, before it was implemented for the research. Children were asked to comment on: the length of the questionnaire; which questions and words were too long or difficult to read and understand. This information was used to change the necessary questions before using the questionnaire for the study.

2.2.2. Main Study

2.2.2.1. Subjects

The sample consisted of 42 children from divorced families, all in the pre-adolescent stage (9-12 years). The sample was obtained from schools in the Eldoradopark community, a traditionally 'coloured' community. Subjects participating were identified by the guidance teachers and the sample consisted of 'normal' rather than clinical sample.

of children. Children with a history of psychiatric or psychological illness, or those who were attending therapy, or who were severely emotionally disturbed as reported by teachers or parents, were excluded from the study. From the list of names of children of divorce given by the teachers, pupils were randomly assigned to either the Experimental (E) or the Control (C) group. Letters requesting parental permission were issued through the schools.

The Experimental and Control groups each consisted of a total of 21 children. Biodemographical information for the two groups is presented in the table below.

TABLE 1: Biodemographical Information for the Experimental and Control groups.

	Experimental group	Control Group
Average Age	10 years, 2 months	10 years, 7 months
Gender	11 boys; 10 girls	10 boys; 11 girls
Language	13 = English 8 = Afrikaans	12 = English 9 = Afrikaans
Number of years divorced	4	5.29
Educational Status of Mother	8 matriculated 1 college education 12 early school leavers (between std. 7 & 9)	5 matriculated 16 early school leavers (between std. 7 & 9)
Occupational Status of Mother	1 semi-professional 13 clerical workers 1 service worker 1 housewife 1 unemployed	12 clerical workers 2 service workers 1 manual worker 4 housewives 2 unemployed
Educational Status of Father	11 matriculated 10 early school leavers (between std 7 & 9)	6 matriculated 15 early school leavers (between std. 7 & 9)
Occupational Status of Father	11 clerical workers 7 manual workers 1 service worker 1 proprietor of small business 1 University student	8 clerical workers 8 manual workers 1 semi-professional 1 proprietor of small business 1 service provider 2 unemployed

The Warner, Meeker and Eelss (1960) Revised scale for Rating Occupation was used to determine the occupational status of the experimental and control groups. The categories 'unemployed' and 'housewife' did not form part of this scale.

Too many categories for access to the non-custodial parent existed and could not be included in the table. In general, most of the children in the Experimental sample did not have frequent access to the non-custodial parent, which consisted mainly of fathers. Only four children saw the non-custodial every second week and one on weekends. The rest varied from once a month, once in two or three months or during school holidays. A similar pattern emerged for the Control group.

2.2.2.2. Programme of Intervention

2.2.2.2.1. Overview

The Kids in Divorce (KID) intervention program was designed by the author in order to provide a comprehensive intervention program for children of divorce. Themes addressed in the intervention, relate closely to those found in the literature on children of divorce as well as the author's interaction with such children. The intervention consists largely of activities devised by the author as well as activities drawn from other sources, mainly that of Bonkowski (1987).

The program is a developmentally appropriate, brief intervention, run over 10 sessions, each lasting 90 minutes aimed at helping the pre-adolescent cope with the crisis of divorce. This is done by improving the emotional and attitudinal coping skills of children to divorce and the stressors encountered in the divorce process.

Aiding children in the attainment of effective coping skills, can buffer the negative effects of divorce and lead to better adjustment. Coping is broadly seen as a person's constantly changing efforts to manage (i.e., reduce, minimize, master, tolerate) the internal and external demands of a transaction that is appraised as stressful (Lazarus & Folkman, 1984). Children, in turn, develop various self-defeating adaptive and defensive coping responses to divorce that serves only to prolong suffering. Through the intervention, the

child's maladaptive emotional and attitudinal coping responses are changed by imparting effective coping strategies, thus increasing the child's efforts to cope better with a transaction appraised as stressful as divorce.

The intervention is not geared at providing therapy, but empowering children with information, education and skills to respond to the family disruption in a manner which maintains adaptive capacities and reduce suffering as much as possible.

The intervention is also offered within a group context as common themes and similar experiences are present and characteristic of children of divorce of different age groups. In addition to the benefits of the group previously mentioned, the group also facilitates children's understanding that they are not alone and that other children of divorce have similar feelings and experiences. The group can play a vital role in this regard for the pre-adolescent, who often feels that the divorce is an experience which they have to negotiate on their own (Wallerstein & Blakeslee, 1989).

It is the author's view, that the present intervention, offered within a group, is a powerful way of teaching children new ways of coping with self-defeating reactions to divorce. The activities and discussions involved in programs offering education and skill make such groups unique in effecting attitudinal changes (Borden, 1978).

2.2.2.2.2. Goals of intervention

The main purposes of the intervention can be described as follows:

To help children gain a better understanding and awareness of their feelings and attitudes related to the divorce;

To correct and clarify errors in thinking concerning issues related to the divorce thus helping children to gain a more realistic view of the divorce situation;

To facilitate the learning of new ways of coping with the feelings and attitudes associated with the divorce;

To facilitate the learning of skills to better cope and deal with problems relating to the divorce in the post-divorce stage.

2.2.2.2.3. Description of Sessions

Sessions are structured and goal directed, making use of a variety of techniques, activities and discussions in order to achieve the goals of each session. Group processes are also taken into account. The program is also implemented together with a workbook called the 'Kids in Divorce' (KID) workbook, devised by the author to include exercises that have to be done during the session as well as homework exercises.

Following is a brief description of each session:

Session 1 aims to provide group cohesion, orientation and an atmosphere for meaningful discussion. The group is orientated in terms of the purpose of the programme and the programme is put into context, laying the basis for future sessions.

Session 2 provides children with an understanding about what divorce is and what it is not as well as understanding the divorce process. Children begin to make sense of the divorce and the complexity of human relationships. The session helps to answer the many 'whys' of divorce for children and as they begin to understand, children become more accepting of the divorce (Bonkowski, 1987; Bonkowski, et al, 1984).

Session 3 deals with feelings related to the divorce. Children learn that feelings are 'OK' and are neither right nor wrong. They learn to not only find ways of expressing these feelings but also to cope with their feelings in more appropriate and healthier ways rather than using inappropriate strategies such as avoidance, substitute activities, displacement or denial.

Session 4 deals with the changes brought about by the divorce and the many losses experienced as a result of those changes in an attempt to help children deal more effectively with these changes and losses.

Session 5 tries to clarify distorted and wrong perceptions about the divorce. Wrongly believing that they caused the divorce, that divorce is something to feel embarrassed about or that they are not a family any longer causes children undue emotional pain. Children can change how they feel by thinking different thoughts (Sheets, et al, 1996). Misconceptions are thus corrected and children learn, for example, that they are still a family, but one with a different form and that they did not cause the divorce, dispelling feelings of guilt and responsibility. Coping theory refers to this as 'cognitive restructuring' (Sandier, et al., 1994).

Session 6 teaches children communication and conflict management skills. With these skills children are able to keep themselves out of the middle and disengage from parental conflict, reducing the stress and pain that goes along with this. Children also use these skills to make their needs known to their parents and ensure better parent-child relationships.

Session 7 deals with fears, concerns and worries experienced by children of divorce as well as the common problems children of divorce have to cope with in the post-divorce situation.

The aims of the session are achieved by way of a game called 'My Two Homes', devised by the author with the idea coming from a similar game for young children of divorce by Lewis and McKinnon (1985).

Essentially, children are faced with various problems to which they have to find solutions for in the form of 'Coping Cards' representing different ways to which children may attempt, or be taught to address their worries and concerns. Children learn for example to distinguish children's concerns and responsibilities from those of adults, to distinguish worries and concerns in terms of what is real and what is not, to carry on with positive developmental tasks, to seek comfort and reassurance or to distance themselves from adult problems.

In the same manner, children learn to find ways of dealing with problems such as maintaining an ongoing relationship with both parents, especially the absent parent; dealing with the transition of having two homes; dealing with reactions to visitations (as switching from one parent to the other can be a difficult transition, Curtner-Smith, 1995); dealing with issues related to parents dating or remarrying, dealing with problems related to step-families; and dealing with attitudes towards marriage in the future.

The game serves as a platform for meaningful discussion and through it children are able to acknowledge and express their concerns and problems of divorce, ultimately finding solutions for these.

Session 8 helps children to become more accepting of the divorce by recognizing the positive changes brought by the divorce, rather than just focussing on the negative aspects of divorce. This is vital as focussing on the benefits of divorce is important for coping with divorce (Gerdes, Moore, Ochse, & Van Ede, 1988; Arditti and Maddenderich, 1995). The session helps children become more accepting of the divorce and the ambivalent nature of divorce. When children have difficulties accepting the divorce, they may also hold on to fantasies that their parents will reunite. Children are encouraged to give up such fantasies, accept the reality of the marital rupture and get on with their lives.

Session 9 deals with the impact of the divorce on the self concept of the pre-adolescent. Children learn that they are still important and valuable even if their parents are divorced.

In **Session 10** the group is terminated. Children are also made aware of support systems as well as review what they have learnt. The session ends with each child receiving a 'Certificate of Completion' stating that they have completed the 'course' and this gives them a sense of achievement.

2.2.3. Measures

A **Biographical Questionnaire** was completed by parents, eliciting information on the child and the parents.

The **Family-Story Test (FST)** was devised by Berg and Kelly (1976, in Kelly & Berg, 1977) as a measure of children's emotional and attitudinal reactions to separation and divorce. Attitudinal and affective responses commonly cited by professionals working with children of divorce, guided the formulation of the FST.

The FST is a structured projective instrument consisting of five story-picture panels, representing various stages of a family experiencing disharmony and separation. Specific items and response alternatives are presented to the testee, making it a structured instrument.

Each question requires the testee to say how he or she thinks the child of the the picture-story is thinking or feeling, making the FST a projective instrument (Kelly & Berg, 1978).

The FST has 13 categories of responses pertaining to: Feelings of Self-Blame; Blaming Mother; Blaming Father; Fears of Abandonment; Hopes for Reunification of parents; Father using child; Father degrading; Father seen as 'good'; Mother using child; Mother degrading; Mother seen as 'bad'; Hypermaturity; Feelings of ridicule from other children.

The FST consists of 52 questions distributed across the five picture panels, according to appropriateness for each picture, with no two consecutive questions reflecting the same issue. The FST consists of two forms, one for males and one for females.

In terms of reliability, the Hoyt estimate of reliability has yielded an internal consistency of .71, and a .73 test-retest reliability. In terms of validity, Kelly and Berg (1978) found that it was problematical to find an appropriate criterion against which to establish validity, as no comparable measures for children's attitudinal and emotional reactions to divorce was found at the time.

The FST was revised by Kurdek and Berg (1987) into an objective scale. However, it was the writer's opinion that the revised version included less of the aspects related to

divorce that children have to contend with, and which is important for their coping with divorce. The writer has thus chosen to use the earlier version (FST) as it included more of the divorce related events dealt with in the intervention.

In terms of interpretation of scores: a relatively high score on the FST represents problematical attitudes and emotional responses to the divorce situation. A relatively lower score represents better emotional adjustment to the situation.

The **Kids in Divorce (KID) Questionnaire** is an informal, self-report measure, designed by the writer, to assess the effectiveness of the intervention. The questionnaire measures the wide range of emotional and attitudinal coping responses of children of divorce in the various stages of the divorce process. The nature and type of questions was formulated from the information obtained from the literature review as well as observation of the writer on children of divorce.

The questionnaire consists of 63 true/false items spread across seven scales with each divided into three subscales:

1. Dealing with feelings - difficulties dealing with feelings; inappropriate dealing with feelings; confronting and expressing feelings.
2. Divorce related feelings - fear of abandonment, anger, feelings of confusion.
3. Divorce related concerns - concern for self, parents and relationships ending.
4. Misconceptions about Divorce - self-blame, feelings of family disintegration, embarrassment about the divorce.
5. Conflict in Divorce - children in the middle; mom putting child in the middle; dad putting child in the middle.
6. Acceptance of the Divorce - wish for parents to reunite, acknowledgment of the divorce, self-worth related to divorce.
7. Post-divorce issues - remarriage and step-families; reactions to visiting; attitude towards marriage in the future.

In terms of scoring: Problematical responses are given a score of '1'. Non-problematical responses are given a score of '0'. Higher scores reflect more problematical emotional and attitudinal coping responses to divorce.

Provided that the limitations of self-report measures are acknowledged (Huysamen, 1983), the value of a measure like the KID questionnaire, lies in the fact that children are able to report their own emotional and attitudinal responses to the divorce situation without the interference from other family members. This has immense value for the designed intervention programme, which seeks to improve the child's problematical emotional and attitudinal coping responses to divorce.

Although the KID questionnaire was designed separately from the FST, an overlap does exist. However, the FST, is essentially a projective assessment tool, while the KID questionnaire is essentially a self-report measure. The KID questionnaire also includes emotional and attitudinal responses to divorce that have been reported in the literature on children of divorce but which is not included in the FST. The writer, in attempting to develop a more comprehensive and pervasive questionnaire, has included aspects related to divorce not found in the FST, but which are important for the adjustment of children to parental divorce.

2.2.4. Procedure

The total sample consisted of 42 children. The Experimental (E) group of 21 children was subdivided into two groups consisting of 10 and 11 children each (N=10 for E1 and N=11 for E2). The same was done for the Control (C) group of 21 children (N=10 for C1 and N=11 for C2). To maximize the group experience and the effect of the intervention, smaller groups were regarded as more beneficial and easier to work with.

A pre-test was conducted and involved the administration of the FST and the KID questionnaire to both the E and the C groups. This was followed by the implementation of the Kids in Divorce (KID) intervention programme to the E group over a period of ten sessions.

The C group also received an intervention over the ten sessions. The intervention consisted of general, non-specific activities, unrelated to the divorce. The group could be described as a recreation group filled with a variety of activities to provide stimulation and interaction with children, challenge them intellectually and keep them occupied for the duration of the 90 minute session.

The intervention was run for each set of E and C children at two separate times, over two consecutive periods of ten sessions each.

The researcher implemented one intervention for the E group and one for C group. A community worker was recruited to assist in the implementation of the programme. The worker was required to also implement one E and one C intervention. This was to ensure unbiased results and to ensure that if positive effects were found for the intervention, these effects could be attributed to the intervention per se, and not to the influence of personality factors related to the programme presenter.

Following the implementation of the respective intervention programmes, the post-test was administered. This consisted of the administration of the FST and the KID questionnaires to both the E and C groups.

2.2.2.5. Research Design and Statistical Analysis

A pre-test-post-test experimental-control design was implemented to evaluate the KID programme.

The (E1) and (E2) subgroups were subjected to a Wilcoxon's rank sum test to determine if there were any significant differences between them, both in the pre and post test phases.

This would justify the analysis of the subgroups together, should no significant differences be found between them. For similar reasons, the same was done for the two Control subgroups (C1 and C2). A Wilcoxon's rank sum test was used in this analysis, instead of a t-test analysis or an ANOVA, because of the small size of the subgroups.

To determine the effects of the intervention on the E group, the pre and post test means and standard deviations were obtained and subjected to an analysis of covariance (ANCOVA). This was done for the results obtained on the Family Story Test (FST) and the Kids in Divorce (KID) measures, separately.

A Wilcoxon's rank sum test was conducted to compare the post-test, subtest scores, of the E and C for the FST and KID questionnaire, separately. This was to determine which subtests showed significant changes, following the intervention. A Wilcoxon rank sum test was used because of the small number of test items in each subtest.

CHAPTER 3:

RESULTS

3.1. Introduction

Following are the results obtained from the study. At the outset, a comparison of each of the pairs of Experimental (E1 and E2) and Control (C1 and C2) groups, respectively, is given. This is followed by the post-test results obtained and lastly, the results obtained from the analysis of the subtests of the questionnaires used in the study.

3.2. Comparison of Experimental and Control Subgroups

A Wilcoxon's Rank Sum Test was conducted on the two Experimental (E1 and E2) subgroups and the two Control (C1 and C2) subgroups separately, to determine if there were any significant difference between them.

The results revealed that there were no significant differences between the two Experimental subgroups (E1 and E2) on the pre-test or the post-test scores for both questionnaires, viz., the Family Story Test (FST) and the Kids in Divorce (KID) questionnaire. This means that the two groups were initially comparable in terms of the measures and after the interventions, each group achieved comparable results. Thus, there was no need to analyze the results separately for each of the subgroups.

Similarly, there were also not significant differences between the two Control subgroups (C1 and C2), with regard to both the pre-test and the post-test scores. The subgroups (C1 and C2) were thus comparable and were treated as one group (N=21), in both the pre-test and the post-test phases of the study.

3.3. Post Test Results

An analysis of covariance (ANCOVA) was conducted on the post-test results of the Experimental and Control groups with their pre-test scores as the covariate. Means, standard deviations and ANCOVA results are presented in Table 1.

TABLE 1: Means, Standard deviations and ANCOVA results for the Family Story Test (FST) and the Kids in Divorce (KID) Questionnaire.

	Experimental Group (N=21)		Control Group (N=21)		F
	Pretest Mean	Posttest Mean	Pretest Mean	Posttest Mean	
Family Story Test (FST)	28.86 (5.38)	13.29 (3.13)	26.81 (4.42)	26.57 (3.41)	204.65*
Kids in Divorce (KID) Quest.	43.86 (7.36)	13.76 (5.05)	42.29 (7.93)	43.33 (7.35)	205.31*

Note: Standard deviation in brackets below the mean.

Lower scores reflect improvements.

* $p < .001$

The results presented in the table above show highly significant differences in the mean post-test results, on both the FST and the KID questionnaire, of children who have received the intervention (E group) and those who have not (C group). Taking into account the respective pre-test scores as covariate, the post-test results showed that the Experimental group had improved significantly relative to the Control group.

These results suggest, that, as reflected on their post-test scores on the FST and the KID, children in the Experimental group benefited significantly from attending the Kids in Divorce Intervention Programme. Specifically, children who participated in the intervention programme appeared to experience a significant improvement in their

emotional and attitudinal coping responses to divorce, as measured by the FST and the KID questionnaire.

3.4. Subtest Results

Although an ANCOVA was used to compare the differences in the Total Scores for each questionnaire, the small number of test items in each subtest meant that an ANCOVA could not be used to determine whether significant changes had occurred on these subtests.

Therefore, a Wilcoxon rank sum test was initially conducted on the pre-test, subtest scores on each of the questionnaires, respectively, of the Experimental and Control groups to determine whether these groups differed significantly. The Wilcoxon was used because of the small number of test items, in the subtests of both measures.

3.4.1. Subtest Results for the Family Story Test (FST)

The Wilcoxon showed no significant differences between the Experimental and Control groups, in the pre-test, on all of the subtests of the FST, except for one. A comparison of the post-test scores of the Experimental and Control groups, for the FST, was thus justified.

A Wilcoxin's rank sum test was subsequently conducted to compare the post-test, subtest scores of the Experimental and Control groups, for the Family Story Test (FST). Results are presented in the table below.

TABLE 2: Subtest, post-test results of the Experimental (E) and Control (C) groups on the Family Story Test (FST).

FST Subtests	C Group (N=21)	E Group (N=21)
	Posttest Mean SD	Posttest Mean SD
Feelings of Self-Blame	2.00 (1.22)	0.47 (0.68)**
Blaming Mother	1.38 (0.97)	0.86 (1.01)
Blaming Father	2.67 (1.06)	1.71 (1.15)*
Fear of Abandonment	1.33 (0.79)	0.33 (0.73)**
Hopes of Reunification	2.90 (0.77)	1.38 (1.07)**
Father using child for Information	2.43 (1.36)	1.05 (1.53)*
Father Degrading	1.62 (1.43)	0.67 (0.79)*
Father Seen as Good	3.05 (0.86)	2.48 (1.21)
Mother Using child for Information	2.52 (0.81)	0.76 (0.99)**
Mother Degrading	1.57 (0.92)	0.71 (0.78)*
Mother Seen as Bad	0.95 (1.07)	0.76 (0.83)
Feelings of Maturity	1.86 (0.85)	1.57 (0.87)
Feelings of Ridicule from Others	2.71 (0.78)	0.57 (0.68)**

Note: Lower scores reflect improvements

** $p < .001$ * $p < .05$ "no star = non-significant

Results revealed that highly significant (.001 level) changes occurred, for the Experimental group, in the post-test, on five of the subtests. Less significant (.05 level)

changes occurred on the following subtests: Blaming Father; Father Using Child for Information; Father Degrading; and Mother Degrading. No significant changes occurred on the following subtests: Blaming mother; Father seen as good; Mother seen as bad; Feelings of maturity.

3.4.2. Subtest Results for the Kids in Divorce (KID) questionnaire

The Wilcoxon showed no significant differences between the pre-test, subtest scores of the Experimental (E) and Control (C) groups, on the KID questionnaire. This justified a comparison of the post-test subtest scores.

A Wilcoxon's rank sum test was subsequently conducted to compare the post-test, subtest scores for the E and C groups, on the KID questionnaire. Results are presented in the table below.

TABLE 3: Subtest, Post-test Results of the Experimental (E) and Control (C) groups on the Kids in Divorce (KID) Questionnaire.

KID Questionnaire Subtest	C Group (N=21) Posttest Mean SD	E Group (N=21) Posttest Mean SD
Difficulties dealing with feelings	2.86 (0.35)	0.67 (0.79)**
Inappropriate dealing with feelings	2.14 (0.91)	0.67 (0.79)**
Confronting feelings	2.67 (0.66)	0.67 (0.66)**
Fear of Abandonment	1.62 (1.16)	0.42 (0.68)**
Anger tied to Blame	1.62 (0.80)	1.14 (0.73)
Feelings of Confusion	2.57 (0.51)	0.67 (0.58)**
Concerns for Self	2.48 (0.68)	0.52 (0.60)**
Concerns for Parents	2.52 (0.75)	0.48 (0.87)**
Concerns for Relationships Ending	2.38 (0.86)	0.67 (0.86)**
Feelings of Self-blame	1.43 (1.02)	0.62 (0.67)*
Family Disintegration	2.24 (0.83)	0.71 (0.95)**
Feelings of Embarrassment	2.29 (0.73)	0.76 (0.70)**
Feeling in the Middle	1.48 (0.68)	0.95 (0.74)*
Mom putting Child in the Middle	2.05 (0.86)	0.67 (0.85)**
Dad putting Child in the Middle	1.52 (0.68)	0.57 (0.75)**
Wish for parents to Reunite	2.43 (0.75)	0.95 (0.67)**
Acknowledgment of the Divorce	1.95 (0.86)	0.57 (0.68)**
Feelings of Self-Worth	1.29 (1.19)	0.24 (0.54)*
Reactions to Step-families	2.10 (0.89)	0.71 (0.78)**
Reactions to Visiting	1.95 (0.80)	0.62 (0.59)**
Attitudes toward Marriage	1.76 (0.89)	0.48 (0.75)**

Note: Lower scores reflect improvements.

**p<.001 *p<.05 no star = non-significant

Results revealed that highly significant (.001 level) changes occurred for the Experimental group, in the post-test, on most of the subtests. Less significant (.05 level) changes occurred for the following subtests: Self-Blame; Feeling in the Middle; and Feelings of Self-Worth. No significant changes occurred on the subtest, 'Anger tied to Blame'.

3.5. Conclusion of Results

The results of the study suggest that there was a significant difference between the emotional and attitudinal coping responses of children of divorce who have received the intervention programme and those who did not. Children who received the intervention (Experimental group) showed a significant improvement in their emotional and attitudinal coping responses to divorce while those who did not undergo this programme (Control group), showed no change.

CHAPTER 4:

DISCUSSION OF RESULTS

4.1. Introduction

A discussion of the results as well as the shortcomings of this study, and recommendations for future research, are presented in this chapter.

4.2. Interpretation of Findings

An analysis of the results revealed that the Kids in Divorce intervention program was effective in helping children cope more effectively with divorce. The results of the study thus confirmed the hypothesis of the study, namely that, children of divorce attending the intervention programme cope better in terms of emotional and attitudinal responses to divorce, as measured by the Family Story Test (FST) and the Kids in Divorce (KID) Questionnaire, than children of divorce who did not attend the intervention programme. These results were obtained irrespective of which presenter was presenting the programme.

An analysis of the subtest results reveals that the intervention was least effective in bringing about change in the following areas: blaming mother; father seen as good; mother seen as good; feelings of maturity (FST); and anger tied to blame (KID). Following the intervention, children still felt negative towards both parents and still blamed the father figure for the divorce. These perceptions may be fueled by underlying feelings of anger. This is especially important when noting that feelings of anger tied to blame were still present following the intervention. Considering that the anger experienced by the pre-adolescent, in response to divorce, is powerful and lasting (Wallerstein & Kelly, 1976), it seems that not enough provision was made, in the intervention, to rid the child of these angry feelings.

Children also still experienced feelings of increased responsibility following the intervention. It is possible that children were unwilling to give up their feelings of maturity as this gave them a sense of confidence, especially since the pre-adolescent is at a stage where he is striving for a sense of competence. According to Weiss (1979) this

'hypermaturity' response might look good on the surface, but may in fact be a form of poor adjustment to divorce. It seems that insufficient emphasis was placed, within the intervention, in helping children see that appropriate responsibility is healthy, but that taking on responsibilities beyond their capacity is ultimately harmful.

Lack of change in these areas, perhaps, also suggests that interventions for children can only be truly effective if they include a parenting component that makes parents aware of the negative effects of divorce, and helps them respond to the needs of their children in divorce. It can, however, be concluded that the lack of change in the above areas was related to the shortcomings of the programme.

Moderately significant changes were achieved in the following areas: blaming father, father using child for information; father degrading; mother degrading (FST); feelings of self-blame; feeling in the middle; and feelings of self-worth (KID). These results suggest that the intervention was less effective in these areas and that more effective results could have been achieved if more time and emphasis was placed in these areas. It is also likely, that as children did not see the non-custodial parent very often, they had less chance of practising the skills that stops the father figure from using them for information.

The programme resulted in highly significant changes in a number of areas. Following the intervention children were less likely to: fear that they will be abandoned; allow parents, especially the mother figure, to put them in the middle of conflict; feel stigmatized by the divorce; hold onto fantasies about parental reunion. Children were also more likely to: achieve a realistic hope regarding relationships in the future; be more accepting of the divorce; show less concerns and worries related to the divorce; feel less confused about the divorce, having a better understanding about divorce and the many 'why' of divorce; regain a sense of belonging to a family; deal more effectively with entering a step-family; make an easier transition as they move from one parent's home to the other; and deal more effectively with their feelings about the divorce, rather than using maladaptive methods of dealing with feelings. The results suggest that children had

used the coping and problem-solving skills taught in the intervention and that this resulted in change in these areas.

There were general consistencies in the results obtained between the FST and the KID questionnaire, where overlaps in subtests existed. Differences in the results obtained pertained mainly to the degree of significance. For example, 'Feelings of self-blame' was highly significant on the FST, but moderately significant on the KID. Differences in the degree of significance was also found in the KID questionnaire. The subtests, tapping whether children feel in the middle of parental conflict was highly significant for 'Mom putting child in the middle' and 'Dad putting child in the middle' but moderately significant for the subtest, 'Feeling in the middle'. These differences in the degree of significance may have been related to the phrasing of questions in the KID questionnaire.

4.3. General Implications of Findings

There is a lack of empirically validated intervention programmes for children of divorce (Grych & Fincham, 1992). This study, in providing empirical evidence for the usefulness of an intervention programme to help children cope with divorce, has added to the body of knowledge of interventions which have been evaluated.

Contrary to certain other studies (Bornstein, et al, 1988; Pedro-Carroll et al., 1985, 1986), the present study has found significant improvements in children's attitudes to divorce. This may be attributed to the fact that the present intervention addressed as many of the aspects of divorce as possible that children of divorce have to deal with.

The study also shows the value of including only one developmental age in a group. Research has shown that certain reactions to separation and divorce emerge for children of different age groups and developmental stages (Hetherington, 1979; Sheets, et al, 1996). Including more than one developmental age in a group, may mean that the specific needs of the different age groups are not being met. This may result in the group being

less effective, as is the case in those interventions that have included more than one age group (Bornstein, et al., 1988; Stolberg & Garrison, 1985).

Similar to results reported by Roseby and Deutsch (1985), the present study also found that, following intervention, children were less likely to blame themselves for the divorce, deny negative feelings about the divorce, and maintain unrealistic hopes about parental reunification. In contrast to studies done by Pedro-Carroll & Chaffin, (1985), Pedro-Carroll, et al, (1986, in Grych & Fincham, (1992), the present study showed significant changes in children's perceptions of themselves, following intervention, as measured by the 'Feelings of Self-Worth' subtest of the Kids in Divorce (KID) questionnaire. Similar positive results in self-concept was obtained by Swartzberg (1982). Another similar feature to this study was that the present study also yielded less problematical reactions to divorce in the areas of: self-blame, fear of abandonment, feelings of shame and embarrassment, and feeling used by the mother for information.

In being highly significant, the results of the study support the usefulness of interventions that are closely guided by research on the impact of divorce on children. According to Grych and Fincham (1992), a need exists in this area.

The results of the study highlight the usefulness of an intervention program that focusses on the coping reactions of children, not only to the divorce, but also to post-divorce stressors. The study has thus taken into account that divorce is a process consisting of a series of stressful events that children have to cope with and which can tax their coping capacity to the limit (Morrison & Cherlin, 1995; Drill, 1986; Sandler, et al, 1986). Children thus received the necessary coping skills needed to deal with a wide variety of negative divorce related events encountered in the divorce process. How children adjust to these events is important for their adjustment to divorce (Welchik, et al., 1993).

Divorce is traumatic for all children and while children may differ in terms of the amount and nature of intervention required, all children are in need of some form of support at the time of the divorce or in the period following the divorce, to limit the damage it may have

caused (Morgan, 1985; Gardner, 1976). The present study has shown that a brief, time-limited, group intervention can be extremely beneficial as a form of support for children of divorce.

The study also supports the importance of providing a program that is appropriate to the developmental needs of the child, as certain response patterns to divorce emerge for children of different ages (Kalter, 1987). Developmentally, for example, the pre-adolescent is engaging in activities that enables him to feel good about himself. The child as such, is developing a sense of self-worth. With the onset of divorce, the self-defeating attitudes and emotional responses to divorce can lead to feelings of self-doubt and to not feeling good enough. Through the intervention the child is able to move developmentally and develop a sense of worth despite the divorce. It is further likely that the awarding of a 'Certificate of Completion' at the end of the programme, enhanced children's feelings of a sense of competence and achievement. This is especially important for the preadolescent who is striving for a sense of accomplishment and achievement.

The study also highlights the usefulness of an intervention offered within a group. Offering such a program within a group context is developmentally significant for the pre-adolescent. For the pre-adolescent who is beginning to establish autonomy outside the home, the peer group becomes very important (Bonkowski, 1987). While the child is moving outside the home, the divorce has the potential to focus the child's energy into the family. Feelings of embarrassment about the divorce may also cause the child to withdraw from peer relations. As a result, the child may thus become socially isolated (Kurdek & Berg, 1987). Group work with the pre-adolescent has the potential for developmental continuity. Within the group, the pre-adolescent is able to maintain his involvement and interact with members of his peer group according to his developmental needs. The group also rids the child of his sense of isolation and loneliness. As the group shares similar experiences, the child also feels less stigmatized by the divorce, thus normalizing the divorce experience.

The pre-adolescent develops a range of emotional and attitudinal coping responses that may be problematical and maladaptive. Through the intervention, children were able to replace problematical and self-defeating emotional and attitudinal responses with more positive and healthier ones. In helping children think about events in less threatening and distressful ways, the child's capacity to cope is increased (Sandler, et al., 1994; Grych & Fincham, 1990). The child is thus helped to adopt, for example, the more realistic attitude that he/she is not responsible for the parental divorce and thus reduce the guilt and pain that goes along with this. As coping modifies the effects of stress, it seems that the coping strategies that group members gained in the intervention programme was effective in buffering the effects of stress and led to healthier coping in response to the divorce crisis.

It is likely that additional programme benefits were obtained from the use of workbooks and homework exercises and, that this may have facilitated the transfer of skills (Stolberg & Mahler, 1994). Except for Stolberg & Mahler (1994) no studies were found that document the use of workbooks and homework exercises in child intervention programmes. The workbook and homework exercises provided opportunities to reinforce and practice the skills learned in the group. It also provided children with further opportunity to express their feelings and thoughts related to divorce. Children were also encouraged to use it as a reference for the future. Unlike, Stolberg & Mahler (1994), the writer did not design the workbook to encourage parent-child communication. Parent's thus had no access to the workbook (unless children wanted them to) and children could thus feel free to express themselves in their workbooks, without limiting their sense of privacy. The results of Stolberg and Mahler's study (1994), show limited benefits for the use of workbooks to which parents have access. This suggests that confidentiality is important, with children needing to feel safe, knowing that what they say, will not be told to parents (Bonkowski, et al., 1984). In addition, the present study made use of the workbook during the intervention and not just for homework exercises. It is likely that the above-mentioned study, in having a special 10-page home workbook may have

inhibited children's interest and assignment completion in that the workbook may have been too long (Stolberg & Mahler, 1994).

The kind of activities used in the intervention such as drawing, writing, colouring, role-play, puppet shows, cutting and pasting, and games developed for the intervention is likely to also have encouraged participation, interest and active involvement in the intervention. According to Stolberg and Mahler (1994) such game-like format of programs, maximizes children's interest in the group.

The structural characteristics of the intervention such as the length of time per session (1 1/2 hours), the number of sessions and the time lapse between sessions are also likely to have contributed toward the success of the intervention. Charping, et al., (1992) recommend that each session should be 1 1/2 to 2 hours in length, include 10 to 12 sessions and should be held weekly. Such conditions prevailed in the present intervention. According to these authors, the advantage of a time lapse between sessions is important in building on gains, as well as setbacks, experienced during the weeks between sessions.

The intervention is also a cost-effective program in that no expensive equipment or extensive training is needed. The programme is also simple to implement. Providing a cost-effective intervention means that no one group is excluded from receiving support, because of socio-economic status. This is important as divorce affects people of different socio-economic groups (Cherlin, 1992 in Amato & Rogers, 1997).

Interventions such as these could also be useful if implemented in the school system. Placing such programmes in schools, maximizes the number of children who can benefit, especially those from low socio-economic groups. The school is also a familiar setting and is a natural social support network (Drake, 1981; Fredericks, Rasinski & Ritty, 1991; Carlile, 1991; Cantor, 1982). School-based interventions appear to be common in Western countries (Alpert-Gillis et al., 1989; Bornstein, et al, 1988; Kalter, et al, 1984;

Crosbie-Burnett & Newcomer, 1990; Grych & Fincham, 1992). The school, however, seems to be underutilized as support system in South Africa (Graham, 1988).

A programme such as this can also prove useful if implemented within the court system. All divorcing families must pass through the legal system. Implementing such a programme to children of divorce as they pass through the legal system, may prove beneficial to ensuring that children do get the support needed to cope with the divorce more effectively. Families of divorce will thus receive intervention as soon as possible and the intervention will thus be more preventative in nature (Grych & Fincham, 1992).

The programme also has the potential to be implemented within communities through churches and community organizations.

4.4. Limitations of Study and Suggestions for Future Research

One limitation of the study is that one of the questionnaires that it used to assess the effectiveness of the intervention was not validated. No attempt was made to validate the measure in the study. The Kids in Divorce (KID) questionnaire, however, achieved comparable results with the validated measure, the Family Story Test (FST), thus pointing to the validity of the KID. The Kids in Divorce (KID) questionnaire, thus, shows potential for future use as a measuring instrument for children of divorce. Further research can thus be done to validate the Kids in Divorce (KID) questionnaire, as a measuring instrument.

The present study focussed on the pre-adolescent group. As children of all ages are affected by the divorce, a need, however, exists to recognize developmental changes in all age groups, and to formulate, implement and assess the effectiveness of such programmes for each of them. There is also a need for the development and assessment of similar programmes for parents where their needs are met and where they can also be assisted in maintaining a parental role throughout the divorce process. An integrative intervention programme for divorced families would thus be provided. While such interventions are beginning to take form in overseas countries (Grych & Fincham, 1992; Wolchik, West,

Westover, Sandler, Martin, Tein & Fisher, 1993; Stolberg & Mahler, 1994; Stolberg & Garrison, 1985) a lack exists in South Africa.

Existing research on children of divorce tends to focus mainly on whites (Guidabaldi in Hines, 1997; Wolchik, et al, 1993). The present research, in focusing on 'coloured' children of divorce, is thus an extension on existing research.

Caution should however be taken as the study, in being limited to one group, makes it difficult to generalize the findings to other communities. Future research needs to focus on, and compare, the effects of divorce in different ethnic and cross-cultural groups and the implementation of intervention programmes in these groups. The present intervention programme can also be further researched in terms of its applicability in other ethnic groups and thus improved where need be.

Although socio-economic status was not controlled for, the study's sample that formed came mainly from the lower socio-economic sector of the community and was thus not representative of the entire community. The coloured community is also made up of two main religious groups, Christians and Muslims. The sample consisted almost exclusively of Christian children. It is not certain why this was so. It is possibly due to the fact that different cultures, especially different religions, hold distinctive attitudes toward marriage, the family and divorce (Jones, 1996). The divorce rate within the Muslim community may thus be lower, with religion serving as a protective factor. Further, divorce may also still be regarded as 'taboo' within the Muslim community and as a result more families are embarrassed about being divorced.

Further research is thus needed with more representative samples within the 'coloured' community. It might also be useful to investigate, why the present sample did not include more children from the Muslim community.

The study relied mainly on the self-reports of children in order to assess the effectiveness of the intervention. Further, the long-term effects of the intervention programme has not

been measured to determine whether the positive changes achieved in the intervention were maintained over time. It is thus uncertain whether these reported changes reflected actual and pervasive changes in children's attitudes.

Future research can thus include a follow up assessment, to determine whether the changes and feelings of coping experienced by children of divorce, following an intervention, such as the present one, is lasting or only temporary. Ratings can also be obtained from parents, teachers, and others, who view children's behaviour in different settings in order to further assess the significance of intervention programmes. This can be used in addition to information from children about their own reactions to parental divorce.

Possible reasons for not obtaining equally good results in certain areas of the present intervention can be investigated. Information gained can be used for further improvement of the intervention.

According to Jones (1996) studies among ethnically heterogeneous couples are rare, and available information indicates that the divorce rate was higher among ethnically mixed marriages compared with ethnically homogeneous ones. Ethnically heterogeneous marriages are becoming more common with the changing nature of our South African climate. While it is still early days, future research can investigate whether similar patterns are emerging in South Africa and, more importantly, if the effects of the divorce and the needs of these children are comparable to children from ethnically homogenous parents. This may have implications for modifying intervention programmes.

The present study, only included children whose parents have been legally divorced. Research can also be done to determine whether children whose parents have separated, but not divorced have similar experiences to those whose parents have divorced. Again, this has implications for intervention models.

Generally, insufficient evaluated intervention services exist for children of divorce. There is a need for more research on children of divorce within the South African Community as well as the development of more intervention strategies of which the effectiveness has been validated.

4.6. Conclusion

The findings of this study provide strong support for the usefulness of a short-term, group intervention programme to help children cope with the divorce crisis. Following an intervention, the Kids in Divorce (KID) programme, children of divorce participating in the intervention showed a significant decline in problematical emotional and attitudinal coping responses to divorce, when compared with those who did not receive such an intervention.

The present study has contributed towards empirically demonstrating the value of such intervention programmes for children whose parents are divorced.

REFERENCES

- ADAMS, G. (1982) The effects of divorce on adolescents. *High School Journal*, 65, 205-211.
- ALLISON, P. D., & FURSTENBERG, F. F. (1989) How marital dissolution affects children: variations by age and sex. *Developmental Psychology*, 25, 540-549.
- ALPERT-GILLIS, L. J., PEDRO-CARROLL, J. L., & COWEN, E. L. (1989) The children of divorce intervention program: development, implementation, and evaluation of a program for young urban children. *Journal of Consulting and Clinical Psychology*, 57, 583-589.
- AMATO, A., & KEITH, B. (1991) Parental divorce and the well-being of children: a meta-analysis. *Psychological Bulletin*, 110, 1, 26-46.
- AMATO, A. (1993) Children's adjustment to divorce: theories, hypotheses, and empirical support. *Journal of Marriage and the Family*, 55, 23-38.
- AMATO, P. R. (1987). Family process in intact, one-parents, and step-parent families: the child's point of view. *Journal of Marriage and the Family*, 49, 327-337.
- AMATO, P. R. (1996) Explaining the intergenerational transmission of divorce. *Journal of Marriage and the Family*, 58, 3, 628-640.
- AMATO, P. & BOOTH, A. (1991) Consequences of parental divorce and marital unhappiness for adult well-being. *Social Forces*, 69, 89-914.
- AMATO, P.R. & ROGERS, S.J. (1997) A longitudinal study of marital problems and subsequent divorce. *Journal of Marriage and the Family*, 59, 3, 612-624.

ARBUTHNOT, J., GORDON, D. A., HARVEY, K., & VAUGHN, S. (1993) Children in the middle: developing a divorcing parent group. Paper presented at the *Child Welfare Conference*, PCSAO, Columbus, Ohio, September, 16, 1993.

ARDITTI, J. A., & MADDENDERDICH, D. (1995) No regrets - custodial mothers accounts of the difficulties and benefits of divorce. *Contemporary Family Therapy*, 17, 2, 229-248.

ARO, H. M., & PALOSAARI, U. K. (1992) Parental divorce, adolescence and transition to young adulthood: a follow-up study. *American Journal of Orthopsychiatry*, 62, 421-429.

BAYDAR, N. (1988) Effects of parental separation and reentry into union on the emotional well-being of children. *Journal of Marriage and the Family*, 50, 967-981.

BELSKY, (1990) Parental and non-parental child care and children's socioemotional development: a decade in review. *Journal of Marriage and the Family*, 52, 885-903.

BENEDEK, R. S. & BENEDEK, E. P. (1979) Children of divorce: can we meet their needs? *Journal of Social Issues*, 35, 4, 155-169.

BISNAIRE, L., FIRESTONE, P., & RYNHARD, D. (1990) Factors associated with academic achievement in children following parental separation. *American Journal of Orthopsychiatry*, 60, 1, 67-76.

BLOCK, J. H., BLOCK, J. & GJERDE, P. F. (1986) The personality of children prior to divorce: a prospective study. *Child Development*, 57, 827-840.

BONKOWSKI, S. (1987) *Kids are Non Divorceable: A Workbook for Divorced Parents and Their Children*. ACTA Publications, Chicago, Illinois.

BONKOWSKI, S. E., BOOMHOWER, S., & BEQUETTE, S. (1985) What you don't know can hurt you: unexpressed fears and feelings of children from divorcing families. *Journal of Divorce*, 9, 1, 33-45.

BONKOWSKI, S. E., BEQUETTE, S. Q., & BOOMHOWER, S. (1984) A group design to help children adjust to parental divorce. *Social Casework: The Journal of Contemporary Social Work*, 65, 131-137.

BORDEN, B. L. (1978) Children's discussion groups: a positive force in behavioural change. *Individual Psychologist*, 15, 53-61.

BORNSTEIN, B. (1951) On Latency. *Psycho-analytic Study of the Child*, 6, 279-285.

BORNSTEIN, M. T., BORNSTEIN, P. H., & WALTERS, H. A. (1988) Children of divorce: empirical evaluation of a group-treatment program. *Journal of Clinical Child Psychology*, 17, 248-254.

BRENNAN, K. A. (1996) How to have a happy divorce: negotiating in the best interest of the children. Book review: R. E. Emery, Renegotiating family relationships - divorce, child- custody, and mediation. *Contemporary Psychology*, 41, 8, 803-804.

BRODIE, K. (1994) Book review: C. B. Garrity, M. A. Baris, Caught in the middle - protecting the children of high-conflict divorce. *Library Journal*, 119, 7, 96-96.

BRODY, G. H., NEUBAUM, E., & FORHAND, R. (1988) Serial marriage: a heuristic analysis of an emerging family form. *Psychological Bulletin*, 103, 211-222.

BUCHANAN, C. M., MACOOBY, E. E., & DORNBUSCH, S. M. (1991) Caught between parents: Adolescents' experience in divorce homes. *Child Development*, 62, 1008-1029.

BUMPASS, L. L., MARTIN, T. C., & SWEET, J. A. (1991) The impact of family background and early marital factors on marital disruption. *Journal of Family Issues*, 12, 22-42.

BYNUM, M. K. & DURM, M. W. (1996) Children of divorce and its effect on their self-esteem. *Psychological Reports*, 79, 2, 447-450.

CANTOR, C. (1982) The psychologist as child advocate with divorcing families. *Therapists, Lawyers, and Divorcing Spouses*, 77-85.

CAPLAN, G. (1989) Prevention of psychopathology and maladjustment in children of divorce. In M. Brambring, F. Losel, & H. Skowronek (Eds.), *Children at risk: assessment, longitudinal research and intervention*, (367-393). Revised papers from a symposium of the Special Research Unit, University of Bielefeld, B. W. de Gruyter, New York.

CENTRAL STATISTICAL SERVICES (1989) Republic of South Africa.

CENTRAL STATISTICAL SERVICE (1996) Republic of South Africa.

CHARPING, J. W., BELL, W. J., & STRECKER, J. B. (1992) Issues related to the use of short-term groups for adjustment to divorce: a comparison of programs. *Social Work with Groups*, 15, 4, 15-39.

CREASEY, G., OTTLINGER, K., DE VICO, K., MURRAY, A., HARVEY, M., & HESSON-MC INNES, M. (1997) Children's affective responses, cognitive appraisals, and coping strategies in response to the negative affect of parents and peers. *Journal of Experimental Child Psychology*, 67, 39-56.

CROSBIE-BURNETT, M., & NEWCOMER, L. . (1990) Group counseling children of divorce: The effects of a multimodal intervention. *Journal of Divorce*, 13, 3, 69-78.

CURTNER-SMITH, M. E. (1995) Assessing children's visitation needs with divorced noncustodial fathers. *Families in Society: The Journal of Contemporary Human Services*, 76, 6, 341-349.

DEPARTMENT OF STATISTICS, SOUTH AFRICA (1991).

DRAKE, E. A. (1981) Helping children cope with divorce: the role of the school. In I. R. Stuart and L. F. Abt (Eds), *Children of separation and divorce: management and treatment*, Van Nostrand Reinhold, New York.

DRILL, R. (1986). Young adult children of divorced parents: depression and the perception of loss. *Journal of Divorce*, 10, 1, 169-197.

ELKIN, F. & HANDEL, G. (1987) *The Child and Society*. Random House, New York.

EMERY, E. (1982) Interparental conflict and the children of discord and divorce. *Psychological Bulletin*, 92, 2, 310-330.

EPSTEIN S. (1963) The self-concept revisited: on a theory of a theory. *American Psychologist*, 28, 404-416.

ERASMUS, J. (1982) *Egskeiding: 'n boek aan die kind*. Pretoria: HAUM Opvoedkundige Uitgewery.

ERIKSON, E. (1963) *Childhood and society*. New York: Norton.

EVANS, D. & SHAW, W. (1993) A social group work model for latency-aged children from violent homes. *Social Work with Groups*, 16, 1-2, 97-116

FARMER, S., & GALARIS, D. (1993) Support groups for children of divorce. *American Journal of Family Therapy*, 21, 1, 40-50.

FREDEKICKS, A. D., RASINSKI, T. V., & RITTY, J. (1991) Working with parents: single parent families: tips for educators. *The Reading Teacher*, 44, 8, 604-606.

FOREHAND, R., THOMAS, A. M., WIERSON, M., BRODY, G., & FAUBER, R. (1990) Role of maternal functioning and parenting skills in adolescent functioning following parental divorce. *Journal of Abnormal Psychology*, 99, 278-283.

FITZPATRICK, M.A. (1997). The causes and consequences of divorce: Book Review: Goode, W.J. (1993) World Changes in Divorce Patterns. *Contemporary Psychology*, 42, 3, 250-251.

FROST, A., & PAKIZ, B. (1990) The effects of marital disruption on adolescents: time as a dynamic. *American Journal of Orthopsychiaty*, 60, 4, 544-555.

FULLERTON, C. & URSANO, R. (1994) Pre-adolescent peer friendships: a critical contribution to adult social relatedness? *Journal of Youth and Adolescence*, 23, 1, 43-63.

GARBARDI, L., & ROSEN, L. A. (1992) Intimate relationships: college students from divorced and intact families. *Journal of Divorce and Remarriage*, 18, 29-36.

GARDNER, R. A. (1976) *Psychotherapy with children of divorce*. New York: Jason Aronson Inc..

GARDNER, R. (1979) *The parents' book about divorce*. New York: Bantam Books, Inc.

GARDNER, R. (1990) Custody disputes fueling "Parental Alienation Syndrome". *Family Practice News*, 20, 24, 15-31.

GAVSHON, A. (1990) The analysis of a latency boy - the developmental impact of separation, divorce, and remarriage. *Psychoanalytic Study of the Child*, 45, 217-233. 33.

GERDES, L. C., MOORE, C., OCHSE, R., & VAN EDE, D. (1988) *The developing adult* (2nd edition), Durban, Butterworths.

GLENN, N., & KRAMER, K. (1987) The marriages and divorces of the children of divorce. *Journal of Marriage and the Family*, 49, 811-825.

GORDON, D. A., ARB, HNOT, J., & POOLE, C. (1992) A psychoeducational package for divorced families in agencies, schools, and practice. A paper presented at the *Bilateral Conference of the American Counseling Association*, Edinburgh, Scotland, July, 1992.

GRAHAM, H. (1988) *Remarried family adjustment*, Unpublished Masters thesis, University of South Africa, Pretoria, South Africa.

GRYCH, J. H., & FINCHAM, F. D. (1992). Interventions for children of divorce: toward greater integration of research action. *Psychological Bulletin*, 111, 434-454.

GRYCH, J. H., & FINCHAM, F. D. (1990) Marital conflict and children's adjustment: a cognitive-contextual framework. *Psychological Bulletin*, 108, 267-290.

HESSON-MCINNIS, M. (1997) Children's affective responses, cognitive appraisals and coping strategies in response to the negative affect of parents and peer. *Journal of Experimental Child Psychology*, 67, 39-56.

HETHERINGTON, E. M. (1979) Divorce: a child's perspective. *American Psychologist*, 34, 851-858.

HETHERINGTON, E. M. (1989) Coping with family transitions: winners, losers, and survivors. *Child Development*, 60, 1-14.

HINES, A.M. (1997) Divorce-related transitions, Adolescent development and the role of the parent-child relationship- a review of the literature. *Journal of Marriage and the Family*, 59, 2, 375-388.

HODGES, W. & BLOOM, B. (1984) Parents reports of children's adjustment to marital separation: a longitudinal study. *Journal of Divorce*, 8, 1, 33-50.

HUDDLESTON, R. J., & HAWKINGS, L. (1993) The reaction of friends and family to divorce. *Journal of Divorce and Remarriage*, 19, 1-2, 195-207.

HURLEY, D. (1987) *Separation, Divorce, Re-marriage: Social Psychological and Legal Perspectives*. Ontario: King's College.

HUYSAMEN, G. K. (1983) Problems associated with self-report inventories. In *Psychological measurement - an introduction with South African examples*, (95-98), Academia, Pretoria.

IVEY, A. E. & ALSCHULER, A. S. (1973) Getting into psychological education is... *Personnel and Guidance Journal*, 51, 9, 585-591.

IVEY, A.E. & ALSHULER, A. S. (1977) Psychological education: A prime function of the counselor. *Personnel and Guidance Journal*, 51, 9, 585-691.

JAFFE, P., WOLFE, D., & WILSON, S. (1990). Understanding the impact of traumatic events. In *Children of Battered Women*, 67-75. International Pofessional Publishers, Newbury Park, London, New Delhi.

JOHNSON, C. L. (1988) Postdivorce reorganization of relationships between divorcing children and their parents. *Journal of Marriage and the Family*, 50, 221-231.

JOHNSON, P., WILKINSON, W., & MC NEIL, K. (1995) The impact of parental divorce on the attainment of the developmental tasks of young adulthood. *Contemporary Family Therapy*, 17, 2, 249-264.

JOHNSTON, J. R., KLINE, M., & TSCHANN, J. M. (1989) Ongoing postdivorce conflict: effects on children of joint custody and frequent access. *American Journal of Orthopsychiatry*, 59, 576-592.

JONES, F. L. (1996) Convergents and divergence in ethnic divorce patterns - a research note. *Journal of Marriage and the Family*, 58, 1, 213-218.

KALTER, N. (1977) Children of divorce in an outpatient psychiatric population. *American Journal of Orthopsychiatry*, 47, 1, 40-51.

KALTER, N. (1987) Long-term effects of divorce on children: a developmental vulnerability model. *American Journal of Orthopsychiatry*, 57, 4, 587-600.

KALTER, N., PICKAR, J., & LESOWITZ, M. (1984). School-based developmental facilitation groups for children of divorce: a preventive intervention. *American Journal of Orthopsychiatry*, 51, 85-100.

KALTER, N. & REMBAR, J. (1981) The significance of a child's age at the time of parental divorce. *American Journal of Orthopsychiatry*, 51, 85-100.

KASLOW, F. W., & SCHWARTZ, L. L. (1987) *The dynamics of divorce: A life cycle perspective*, New York, Brunner/Mazel.

KEARNES, V., GORDON, D. A., & ARBUTHNOT, J. (1991) Children in the middle: reducing the stress of divorce through videotape modeling. American Association of Applied and Preventive Psychology. Washington, D. C. Overview of an Outcome Study by the Centre for Divorce Education Athens, Ohio.

KELLY, J. B. (1988) Longer-term adjustment in children of divorce: converging findings and implications for practice. *Journal of Family Psychology*, 2, 2, 119-140.

KELLY, J. B., & WALLERSTEIN, J. S. (1976) The effects of parental divorce: experiences of the child in early latency. *American Journal of Orthopsychiatry*, 46, 1, 20-32.

KELLY, R., & BERG, B. (1978) Measuring children's reactions to divorce. *Journal of Clinical Psychology*, 34, 215-221.

KELTNER, D. & BUSWELL, B. (1997) Embarrassment: it's distinct form and appeasement functions. *Psychological Bulletin*, 122, 3, 250-270.

KESSLER, S., & BOSTWICK, S. H. (1977). Beyond divorce: coping skills for children. *Journal of Clinical Child Psychology*, 6, 2, 38-41.

KITSON & MORGAN (1990) The multiple consequences of divorce: a decade review. *Journal of Marriage and the Family*, 52, 913-924.

KRUK, E., & HALL, B. L. (1995) The disengagement of paternal grandparents subsequent to divorce. *Journal of Divorce and Remarriage*, 23, 1-2, 131-147.

KURDEK, L. A. (1981) An integrative perspective on children's divorce adjustment. *American Psychologist*, 36, 856-866.

KURKOWSKI, K., GORDON, D. A., & ARBUTHNOT, J. (1993) Children caught in the middle: a brief educational intervention for divorced parents. *Journal of Divorce and Remarriage*, 20, 139-151.

KURDEK, L. A., & BERG, B. (1987) Children's beliefs about parental divorce scale: psychometric characteristics and concurrent validity. *Journal of Consulting and Clinical Psychology*, 55, 712-718.

KURTZ, L. (1994) Psychosocial coping resources in elementary school-age children of divorce. *American Journal of Orthopsychiatry*, 64, 4, 554-563.

LANDIS, J. T. (1960) The trauma of children when parents divorce. *Marriage and Family Living*, 22, 7-13.

LAZURUS, R. S. & FOLKMAN, S. (1984) *Stress, appraisal and coping*, New York: Springer.

LEWIS, J., & MC KINNON, R. (1985) *The Visiting Game*. Center for the Family in Transition, California.

LOUW, D. A. (1991) *Child Development*. Pretoria, HAUM Tertiary.

LOHR, R., LEGG, C., MENDELL, A., & RIEMER, B. (1989) Clinical observations of early father absence in the achievement of femininity. *Clinical Social Work Journal*, 17, 4, 351-365.

MC CORMICK, C. B., & KENNEDY, J. H. (1994) Parent-child attachment working models and self-esteem in adolescence. *Journal of Youth and Adolescence*, 23, 1, 1-18.

MC DERMOTT, J. (1970) Divorce and its psychiatric sequelae in children. *Archives of General Psychiatry*, 23, 421-427.

MC LANAHAN, S. (1988) Family structure and dependency: early transition to female household headship. *Demography*, 25, 1-15.

MC LANAHAN, S., & BOOTH, K. (1989) Mother-only families: Problems, prospects, and politics. *Journal of Marriage and the Family*, 51, 557-580.

MC LANAHAN, S., & DUMPASS, L. (1988) Intergenerational consequences of family disruption. *American Journal of Sociology*, 94, 130-152.

MC MAHON, L. (1992) Play for children in bereavement and divorce. In *The handbook of play therapy*, (pp 138-153), London, Routledge.

MENDELL, A. (1993) Play therapy with children of divorced parents. In , Schaefer, C. E., & O'Conner, K. J., *Handbook of Play Therapy*, (pp 320-354) New York, Wiley.

MITCHELL, A. (1985) *Children in the middle: living through divorce*. London: Tavisotck Publications.

MORGAN, S. R. (1985) Coping with separation and divorce. In *Children in crisis*, (pp. 13-59). College-Hill press, San Diego, California.

MORRISON, D. R. & CHERLIN, A. J. (1995) The divorce process and young children's well-being: a prospective analysis. *Journal of Marriage and the Family*, 57, 800-812.

NAKHNIKIAN, E. (1996) When parents divorce responsibly, children benefit. Book Review: Benedek, E. P. Brown, C. F. How to help your children overcome your divorce. *Contemporary Psychology*, 41, 10, 1057-1058.

PAPALIA, D. E., & OLDS, W. S. (1986) Children of divorce. In *Human Development*, (pp 291-294). McGraw-Hill, USA.

PARISH, T. (1987). Children's self-concepts: are they affected by parental divorce and remarriage. *Journal of Social Behaviour and Personality*, 2, 4, 559-562.

PARISH, T. S. (1991) Ratings of self and parents by your: are they affected by family status, gender and birth order? *Adolescence*, 26, 105-113.

PEDRO-CARROLL, J. L., COWEN, E. L., (1985) The Children of Divorce intervention program: an investigation of the efficacy of a school-based prevention program. *Journal of Consulting and Clinical Psychology*, 53, 603-611.

RASCHKE, H. J., & RASCHKE, V. J. (1979) Family conflict and children's self-concepts: a comparison of intact and single-parent families. *Journal of Marriage and the Family*, 41, 367-374.

ROBINSON, M. (1991) Children during divorce and remarriage. *Family transformation through divorce and remarriage: a systemic approach*, 8, 157-179. Tavistock & Routledge, London & New York.

RUTTER, M. (1979) Separation experiences: A new look at an old topic. *Pediatrics*, 95, 1, 147-154.

RUTTER, M. (1980) Parent-child separation. In S. Harrison & J. Mc Dermott (Eds.), *New directions in childhood psychopathology*. New York: University Press.

RUTTER, M. (1984) Resilient children. *Psychology Today*, 18, 3, 57-65.

SANDLER, I, TEIN, J., & WEST, G. (1994) Coping, stress and psychological symptoms of children of divorce: a cross-sectional and longitudinal study. *Child Development*, 65, 1744-1763.

SANDLER, I., WOLCHIK, S., BRAVER, S., & FOGAS, B. (1986) Significant events of children of divorce: toward the assessment of risky situations. In S.M. Auerbach & A. Stolberg (Eds.), *Crisis intervention with children and families* (pp. 65-83). New York: Hemisphere.

SCHWARTZ, L. L. (1992) Children's perceptions of divorce. *American Journal of Family Therapy*, 20, 4, 324-332.

SHEETS, V., SANDLER, I., & WEST, S.G. (1996) Appraisals of negative events by preadolescent children of divorce. *Child Development*, 67, 5, 2166-2182.

STOLBERG, A. L. (1991) Integrating research findings and clinical practice in divorce: conceptualizations and interventions. Book review: N. M. Kalter, Growing up with divorce - helping your child avoid immediate and later emotional-problems. *Contemporary Psychology*, 36, 11, 994-995.

STOLBERG, A. L., & GARRISON, K. M. (1985) Evaluating a primary prevention program for children of divorce: the divorce adjustment project. *American Journal of Community Psychology*, 13, 111-124.

STOLBERG, A. L., & MAHLER, J. (1994) Enhancing treatment gains in a school-based intervention for children of divorce through skill training, parental involvement, and transfer procedures. *Journal of Consulting and Clinical Psychology*, 62, 1, 147-156.

STUDER, J. (1993) A comparison of the self-concepts of adolescents from intact, maternal custodial, and paternal custodial families. *Journal of Divorce and Remarriage*, 19, 219-228.

SWARTZBERG, L. D. (1982) The effects of a psycho-educational intervention program on the self-concept of latency children of divorce. Unpublished thesis, University of the Witwatersrand, South Africa.

TAKEUCHI, D. T., WILLIAMS, D. R., & ADAIR, R. K. (1991) Economic stress in family and children's emotional and behavioural problems. *Journal of Marriage and the Family*, 53, 1031-1041.

THOMAS, D. L., & CORNWALL, M. (1990) Religion and families in the 1980's: discovery and development. *Journal of Marriage and the Family*, 52, 983-992.

TSCHANN, J. M., JOHNSTON, J. R., KLINE, M., & WALLERSTEIN, J. S. (1989) Family processes and children's functioning during divorce. *Journal of Marriage and the Family*, 51, 431-444.

TURKAT, I. D. (1995) Divorce related malicious mother syndrome. *Journal of Family Violence*, 10, 3, 253-264.

VAN WYK, G. & LA COCK, A. (1988) *Timmons Guide to Divorce in South Africa*. Cape Town, Timmons Publishers.

WALLERSTEIN, J. S. (1983) Children of divorce: Preliminary report of a ten year follow-up of young children. *American Journal of Orthopsychiatry*, 54, 3,

WALLERSTEIN, J. S. (1983) Children of divorce: The psychological tasks of the child. *American Journal of Orthopsychiatry*, 53, 230-243.

WALLERSTEIN, J. (1991) The long-term effects of divorce on children: a review. *Journal of the American Academy of Child and Adolescent Psychiatry*, 30, 3, 349-360.

WALLERSTEIN, J. & BLAKESLEE, S. (1989) *Second chances*. Corgi Books, Transworld Publishers, London.

WALLERSTEIN, J. S. & KELLY, J. (1974) The effects of parental divorce: the adolescent experience. In J. Anthony, & C. Koupernik (Eds), *The child in his family: Children at psychiatric risk*, (pp 470-505), John Wiley, New York.

WALLERSTEIN, J. S. & KELLY, J. (1975) The effects of the parental divorce: experiences of the pre-school child. *Journal of the American Academy of Child Psychiatry*, 14, 4, 600-616.

WALLERSTEIN, J. S. & KELLY, J. B. (1976) The effects of parental divorce: experiences of the child in later latency. *American Journal of Orthopsychiatry*, 46, 2, 256-269.

WALLERSTEIN, J. S. & KELLY, J. B. (1976) The effects of parental divorce: experiences of the child in early latency. *American Journal of Orthopsychiatry*, 46, 1, 20-32.

WALLERSTEIN, J. S. & KELLY, J. B. (1977) Divorce counseling: a community service for families in the midst of divorce. *American Journal of Orthopsychiatry*, 47, 1, 4-22.

WALLERSTEIN, J. S. & KELLY, J. (1980) *Surviving the Break Up: How Children Actually Cope with Divorce*. New York: Basic Books.

WALLERSTEIN, J. & RESNIKOFF, D. (1997) Parental divorce and developmental progression - an inquiry into their relationship. *International Journal of Psychoanalysis*, 78, 135-154.

WARNER, W. L., MEEKER, M., & EELSS, K. (1960) Measuring status characteristics. In *Social class in America*, (139-141). Harper Torchbooks, The Academy Library, Harper and Brothers, New York.

WARNER, W. L., MEEKER, M., & BELLS, K. (1960) *Social class in America: a manual of procedure for the measurement of social status*, Harper Torchbooks, New York.

WEISS, R. (1984) The impact of marital dissolution on income and consumption in single-parent households. *Journal of Marriage and the Family*, 115-127.

WEISS, R. (1979) Growing up a little faster: the experiences of growing up in a single-parent household. *The Journal of Social Issues*, 35, 97-111.

WESTERVELT, K. & VANDENBERG, B. (1997) Parental divorce and intimate-relationships of young-adults. *Psychological Reports*, 80, 3, 923-926.

WILKINSON, G. S., & BLECK, R. T. (1977) Children's divorce groups. *Elementary School Guidance and Counseling*, 11, 3, 205-213.

WILLIAMS, D. R. (1990) Socioeconomic differentials in health: a review and redirection. *Social Psychology Quarterly*, 52, 81-99.

WOLTER, W. H. (1996) Helping children cope with divorce. *Journal of Traumatic Stress*, 9, 2, 387-389.

WOLCHIK, S. A., RAMIREZ, R., SANDLER, I. N., FISHER, J. L., ORGANISTA, P. B., & BROWN, C. (1993) Inner-city, poor children of divorce - negative divorce-related events, problematic beliefs and adjustment problems. *Journal of Divorce and Remarriage*, 19, 1-2, 1-20.

WOLCHIK, S., SANDLER, I., BRAVER, S., & FOGAS, B. (1985) Events of parental divorce: stressfulness ratings by children, parents and clinicians. *American Journal of Community Psychology*, 14, 59-74.

WOLCHIK, S. A., WEST, S. G., WESTOVER, S., SANDLER, I. N., MARTIN, A., LUSTIG, J., TEIN, J. Y., & FISHER, J. (1993) The children of divorce parenting intervention - outcome evaluation of an empirically based program. *American Journal of Community Psychology*, 21, 3, 293-331.

ZARBATANY, L., HARTMANN, D. P., RANKIN, D. B. (1990) The psychological functions of pre-adolescent peer activities. *Child Development*, 61, 1067-1080.

ZILL, N., MORRISON, D. R., & COIRO, M. J. (1993) Long-term effects of parental divorce on parent-child relationships and achievement in young adulthood. *Journal of Family Psychology*, 7, 91-103.

ZIMILES, T. & LEE, V.E. (1991) Adolescent family structure and educational process. *Developmental Psychology*, 27, 314-320.

APPENDIX

Appendix i: Questionnaires:

Family Story Test (FST)

Kids in Divorce (KID) Questionnaire

Family Story Test (Form M)

Copyright Berthold Berg and Robert Kelly
1976

Directions

In this booklet are some pictures that tell a story. The words underneath the picture tell what is happening in the picture. On each page are some questions which you are to answer by circling either 'yes' or 'no'. There are no right or wrong answers to these questions. We just want to know what you guess the child in the story is thinking and feeling.

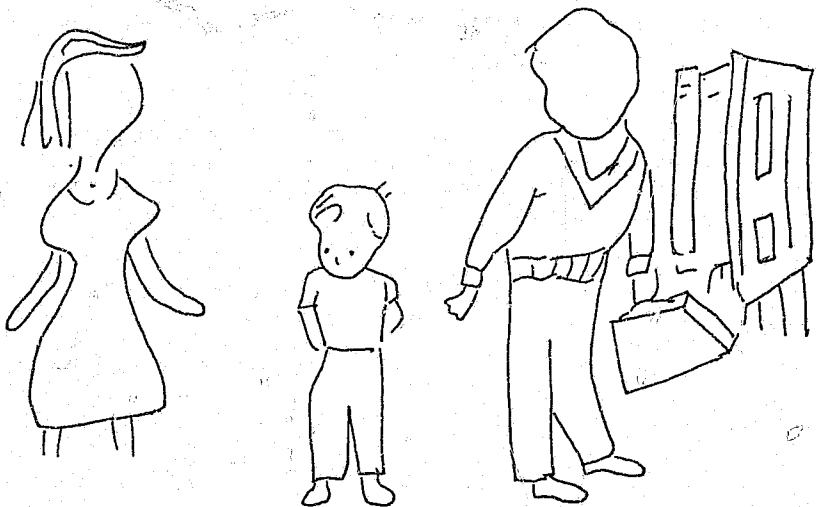


THIS MOTHER AND FATHER ARE HAVING
A FIGHT. THEY ARE ARGUING AND
YELLING REAL LOUD.

THE BOY IN THE PICTURE IS THINKING THAT...

- 1...his parents are arguing because of something he did....Yes No
- 2...it is his mother's fault that they are having a fight...Yes No
- 3...it is his fault that his parents are unhappy.....Yes No
- 4...when the family is unhappy it is because of something
the mother said or did.....Yes No
- 5...it's not his fault that his parents are arguing.....Yes No
- 6...it is his father's fault that they are having a fight...Yes No
- 7... even if he were always good his parents would still
argue.....Yes No
- 8...when the family is unhappy it is because of something
the father said or did.....Yes No

WHAT ELSE MIGHT THE BOY IN THIS STORY BE THINKING OR FEELING?

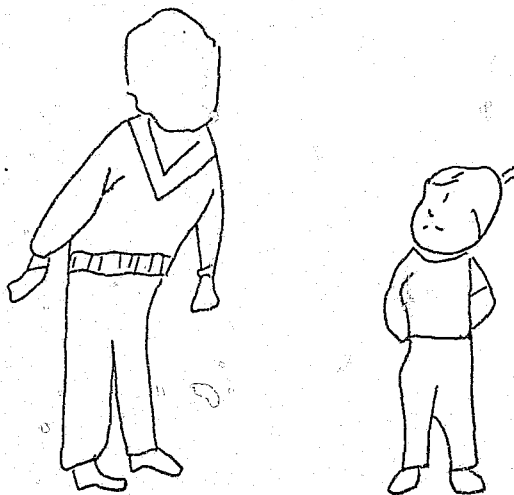


THIS MOTHER AND FATHER ARE HAVING
ANOTHER FIGHT. AGAIN THEY ARE YELLING
AND ARGUING REAL LOUD. FINALLY FATHER
LEAVES THE HOUSE AND FINDS A PLACE TO
LIVE BY HIMSELF.

THE BOY IN THE PICTURE IS THINKING THAT...

- 9...the father is leaving the house because the mother
wants him to leave.....Yes No
- 10...the boy might soon be left all alone with no one
to take care of him.....Yes No
- 11...someday the father will come back and the whole
family will live together again.....Yes No
- 12...the father is leaving the house even though the
mother wants him to stayYes No
- 13...even if his father left his mother would still stay
and take care of him.....Yes No
- 14...the father will always love the mother.....Yes No
- 15...the mother told the father to leave.....Yes No
- 16...his mother might also leave the house and live by
herself.....Yes No
- 17...the mother will always love the father.....Yes No
- 18...the father is leaving even though no one wants him to..Yes No
- 19...his mother will live with him until he is grown up.....Yes No
- 20...the family will do things together just like before.....Yes No

WHAT ELSE MIGHT THE BOY IN THIS STORY BE THINKING AND FEELING?



THE FATHER AND BOY ARE VISITING EACH OTHER AFTER FATHER MOVED OUT OF THE HOUSE. RIGHT NOW THEY ARE TALKING.

THE BOY IN THIS PICTURE IS THINKING THAT...

- | | | |
|---|-----|----|
| 21...his father is a nice person..... | Yes | No |
| 22...his father wants to know if his mother is being nice to him..... | Yes | No |
| 23...his father is talking about all the things he doesn't like about the mother... | Yes | No |
| 24...he doesn't have much fun when he's with his father..... | Yes | No |
| 25...his father wants him to tattletale on his mother..... | Yes | No |
| 26...his father is talking about what a nice mother the boy has..... | Yes | No |
| 27...he would rather not see his father..... | Yes | No |
| 28...his father wants to know what the mother talks about... | Yes | No |
| 29...the father is saying bad things about the mother..... | Yes | No |
| 30...his father is a friendly person and easy to get along with..... | Yes | No |
| 31...his father wants to know if the mother said anything bad about him..... | Yes | No |
| 32...the father is asking him to take sides against the mother..... | Yes | No |

WHAT ELSE MIGHT THE BOY IN THE STORY BE THINKING AND FEELING?

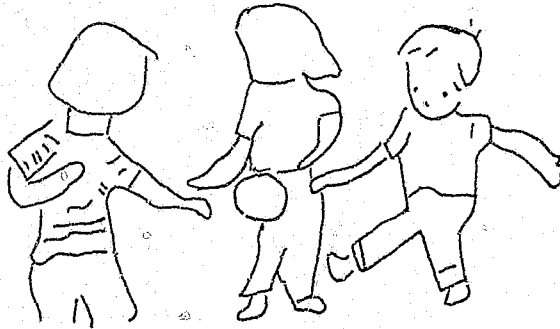


THE BOY HAS COME HOME AFTER VISITING
HIS FATHER. THE BOY AND HIS MOTHER
ARE NOW TALKING.

THE BOY IN THIS PICTURE IS THINKING THAT...

- | | | |
|---|-----|----|
| 33...his mother is a nice person..... | Yes | No |
| 34...his mother wants to know whether his father was nice
to him..... | Yes | No |
| 35...his mother is talking about all the things she doesn't
like about the father..... | Yes | No |
| 36...he doesn't have much fun when he's with his mother..... | Yes | No |
| 37...his mother wants him to tattle on his father..... | Yes | No |
| 38...his mother is talking about what a nice father the
child has..... | Yes | No |
| 39...he gets punished more now than when his father was
living at home..... | Yes | No |
| 40...his mother wants to know what the father talked about.. | Yes | No |
| 41...the mother is saying bad things about the father..... | Yes | No |
| 42...his mother does not really care about him..... | Yes | No |
| 43...his mother wants to know if the father said anything
bad about her..... | Yes | No |
| 44...the mother is asking him to take sides against the
father..... | Yes | No |

WHAT ELSE MIGHT THE BOY IN THE STORY BE THINKING OR FEELING?



THE BOY IS NOW PLAYING WITH
OTHER CHILDREN AFTER SCHOOL.

THE BOY IN THIS PICTURE IS THINKING THAT...

- 45...he acts older than the other children.....Yes No
- 46...he can't take any of his friends home because his
parents aren't living together anymore...Yes No
- 47...he can show the other children how to play games and
do things right.....Yes No
- 48...he shouldn't tell his friends that his parents aren't
living together anymore.....Yes No
- 49...he would rather be playing with older kids.....Yes No
- 50...he can't talk to his friends about how he feels that
his parents aren't living together anymore..Yes No
- 51...he should scold another child for doing something
wrong.....Yes No
- 52...he would get upset if the other kids asked about him
parents.....Yes No

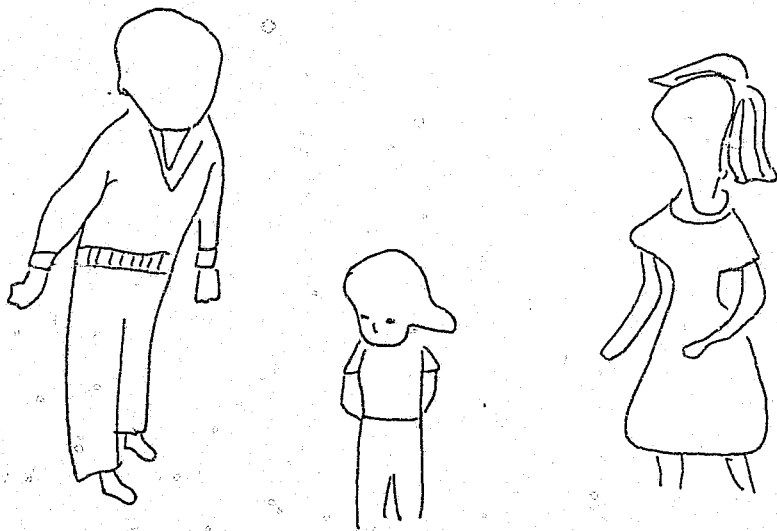
WHAT ELSE MIGHT THE BOY IN THIS STORY BE THINKING AND FEELING?

Family Story Test (Form F)

Copyright Berthold Berg and Robert Kelly
1976

Directions

In this booklet are some pictures that tell a story. The words underneath the picture tell what is happening in the picture. On each page are some questions which you are to answer by circling either 'yes' or 'no'. There are no right or wrong answers to these questions. We just want to know what you guess the child in the story is thinking and feeling.

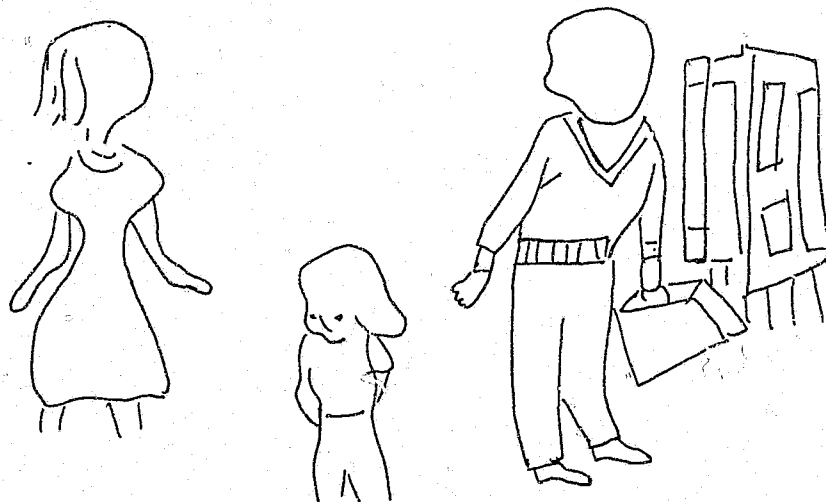


THIS MOTHER AND FATHER ARE HAVING
A FIGHT. THEY ARE ARGUING AND
YELLING REAL LOUD.

THE GIRL IN THE PICTURE IS THINKING THAT...

- 1...her parents are arguing because of something she did....Yes No
- 2...it is her mother's fault that they are having a fight...Yes No
- 3...it is her fault that her parents are unhappy.....Yes No
- 4...when the family is unhappy it is because of something
the mother said or did.....Yes No
- 5...it's not her fault that her parents are arguing.....Yes No
- 6...it is her father's fault that they are having a fight...Yes No
- 7... even if she were always good her parents would still
argue.....Yes No
- 8...when the family is unhappy it is because of something
the father said of did.....Yes No

WHAT ELSE MIGHT THE GIRL IN THIS STORY BE THINKING OR FEELIN?

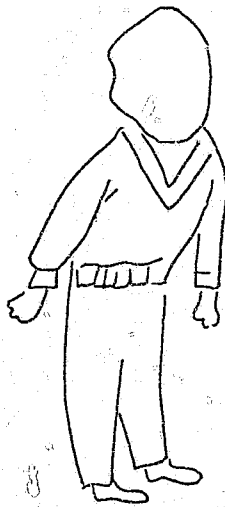


THIS MOTHER AND FATHER ARE HAVING ANOTHER FIGHT. AGAIN THEY ARE YELLING AND ARGUING REAL LOUD. FINALLY FATHER LEAVES THE HOUSE AND FINDS A PLACE TO LIVE BY HIMSELF.

THE GIRL IN THE PICTURE IS THINKING THAT...

- 9...the father is leaving the house because the mother wants him to leave.....Yes No
- 10...the girl might soon be left all alone with no one to take care of her.....Yes No
- 11...someday the father will come back and the whole family will live together again....Yes No
- 12...the father is leaving the house even though the mother wants him to stayYes No
- 13...even if her father left her mother would still stay and take care of her.....Yes No
- 14...the father will always love the mother.....Yes No
- 15...the mother told the father to leave.....Yes No
- 16...her mother might also leave the house and live by herself.....Yes No
- 17...the mother will always love the father.....Yes No
- 18...the father is leaving even though no one wants him to..Yes No
- 19...her mother will live with her until she is grown up....Yes No
- 20...the Family will do things together just like before...Yes No

WHAT ELSE MIGHT THE GIRL IN THIS STORY BE THINKING AND FEELING?

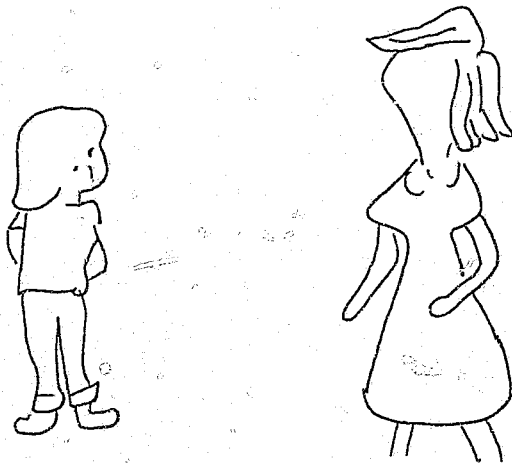


THE FATHER AND GIRL ARE VISITING EACH OTHER AFTER FATHER MOVED OUT OF THE HOUSE. RIGHT NOW THEY ARE TALKING.

THE GIRL IN THIS PICTURE IS THINKING THAT

- | | | |
|---|-----|----|
| 21...her father is a nice person..... | Yes | No |
| 22...her father wants to know if her mother is being
nice to her..... | Yes | No |
| 23...her father is talking about all the things he
doesn't like about the mother...Yes | No | |
| 24...she doesn't have much fun when she's with her father...Yes | No | |
| 25...her father wants her to tattletale on her mother.....Yes | No | |
| 26...her father is talking about what a nice mother the
girl has..... | Yes | No |
| 27...she would rather not see her father.....Yes | No | |
| 28...her father wants to know what the mother talks about...Yes | No | |
| 29...the father is saying bad things about the mother.....Yes | No | |
| 30...her father is a friendly person and easy to get
along with..... | Yes | No |
| 31...her father wants to know if the mother said
anything bad about him..... | Yes | No |
| 32...the father is asking her to take sides against
the mother..... | Yes | No |

WHAT ELSE MIGHT THE GIRL IN THE STORY BE THINKING AND FEELING?

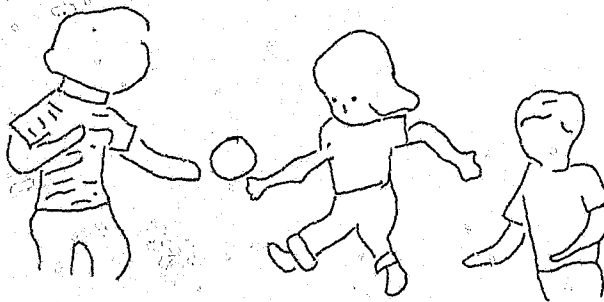


THE GIRL HAS COME HOME AFTER VISITING
HER FATHER. THE GIRL AND HER MOTHER
ARE NOW TALKING.

THE GIRL IN THIS PICTURE IS THINKING THAT...

- | | | |
|---|-----|----|
| 33...her mother is a nice person..... | Yes | No |
| 34...her mother wants to know whether her father was nice
to her..... | Yes | No |
| 35...her mother is talking about all the things she doesn't
like about the father..... | Yes | No |
| 36...she doesn't have much fun when she's with her mother... | Yes | No |
| 37...her mother wants her to tatttle on her father..... | Yes | No |
| 38...her mother is talking about what a nice father the
child has..... | Yes | No |
| 39...she gets punished more now than when her father was
living at home..... | Yes | No |
| 40...her mother wants to know what the father talked about.. | Yes | No |
| 41...the mother is saying bad things about the father..... | Yes | No |
| 42...her mother does not really care about her..... | Yes | No |
| 43...her mother wants to know if the father said anything
bad about her..... | Yes | No |
| 44...the mother is asking her to take sides against the
father..... | Yes | No |

WHAT ELSE MIGHT THE GIRL IN THE STORY BE THINKING OR FEELING?



THE GIRL IS NOW PLAYING WITH
OTHER CHILDREN AFTER SCHOOL.

THE GIRL IN THIS PICTURE IS THINKING THAT...

- 45...she acts older than the other children.....Yes No
- 46...she can't take any of her friends home because her
parents aren't living together anymore...Yes No
- 47...she can show the other children how to play games and
do things right.....Yes No
- 48...she shouldn't tell her friends that her parents aren't
living together anymore.....Yes No
- 49...she would rather be playing with older kids.....Yes No
- 50...she can't talk to her friends about how she feels that
her parents aren't living together anymore...Yes No
- 51...she should scold another child for doing something
wrong.....Yes No
- 52...she would get upset if the other kids asked about her
parents.....Yes No

WHAT ELSE MIGHT THE GIRL IN THIS STORY BE THINKING AND FEELING?

FAMILY STORY TEST (FST)
SUBSECTION NAME

ITEM NO.

PROBLEM RESPONSE

1. Feelings of Self-Blame

1	Y
3	Y
5	N
7	N

2. Blaming Mother

2	Y
4	Y
9	Y
15	Y

3. Blaming Father

6	Y
8	Y
12	Y
18	Y

4. Fear of Abandonment

10	Y
13	N
16	Y
19	N

5. Hopes of Reunification

11	Y
14	Y
17	Y
20	Y

6. Father Using Child for Information	22	Y
	25	Y
	28	Y
	31	Y

7. Father Degrading	23	Y
	26	N
	29	Y
	32	Y

8. Father Seen as Good	21	Y
	24	N
	27	N
	30	Y

9. Mother Using Child for Information	34	Y
	37	Y
	40	Y
	43	Y

10. Mother Degrading	35	Y
	38	N
	41	Y
	44	Y

11. Mother Seen as Bad	33	N
	36	Y
	39	Y
	42	Y

12. Feelings of Maturity

45	Y
47	Y
49	Y
51	Y

13. Feelings of Ridicule
from Others

46	Y
48	Y
50	Y
52	Y

KIDS IN DIVORCE (KID) QUESTIONNAIRE

INSTRUCTIONS:

- * This questionnaire contains 63 statements about divorce.
- * Read each statement carefully and decide whether the statement is *TRUE* or *FALSE* about you.
- * If you think the statement is *TRUE* or *MOSTLY TRUE* about you, then make a cross over the T that stands for *TRUE*.
If you think the statement is *FALSE* or *MOSTLY FALSE* about you, then make a cross over the F that stands for *FALSE*.
- * Here is an **EXAMPLE** - taken from the questionnaire, statement 27.

27. Some things are better since the divorce.

If you can think of a few things that are better since the divorce - then this statement is true about you. You will thus mark the *ANSWER SHEET* as follows:

T	F
---	---

If you cannot think of a few things that are better since the divorce - then this statement is not true about you and therefore false. You will thus mark the *ANSWER SHEET* as follows:

T	F
---	---

- * Make sure that you only write on the separate *ANSWER SHEET*
- * There are no right of wrong answers - it is just what you think or feel about your situation now that your parents are divorced.
- * You are not required to give your name, so please be as honest as you can when answering the questions.

1. I feel very upset about the divorce but I don't really know what to do with those feelings.
2. Since the divorce, I worry that if my parents could stop loving each other, they may stop loving me as well.
3. Since the divorce, I worry about who will take care of me.
4. I often think it is my fault that my parents got divorced.
5. It is much better for children not to know what their parents are fighting about.
6. Since the divorce, I often wish that my parents will get back together again.
7. Since the divorce, I worry that I may have to share my mom or dad with a new step-dad, step-mom, step-brothers and sisters.
8. I find it very hard to talk about my feelings about the divorce.
9. Since the divorce, I worry that one of my parents will stop taking an interest in me.
10. Since the divorce, I often worry about whether there is enough money to take care of things in the home.
11. No matter how good I was, my parents would still have divorced.
12. It often feels as if my parents are putting me in the middle of their fights.
13. My parents should never have divorced, no matter how bad things were between them.
14. I don't mind having a step-mom trying to take my mom's place or a step-dad trying to take my dad's place.
15. I feel very upset about the divorce, but tend to keep my feelings to myself rather than talk about it.
16. Since the divorce, I worry that if my parents can leave each other, they can leave me as well.
17. Since the divorce, I worry about what will happen to me should something happen to the parent I live with.
18. My parents divorced because I behaved badly.

19. My parents often talk to me about the problems they are having with each other.
20. When I think of how my parents used to fight, I really think that they were better off divorcing.
21. I worry that should dad or mom marry again, I may have to say 'mommy' or 'daddy' to the new person.
22. Since the divorce, I feel so mad that I often slam doors, break toys, pick fights with friends, sulk or throw things.
23. I'm mad at my mom because, if she was nicer to my dad, they would still have been together.
24. I feel very worried about my parents since they got divorced.
25. A family must have a mother, a father and children all living in the same home.
26. My mom often gives me messages to pass on to my dad for her.
27. Some things are better since the divorce.
28. I'm usually upset when I have to return home from my visits to my other parent.
29. I feel very sad about the divorce, but I tend to hide my feelings from others and act like everything is fine.
30. I'm mad at my dad because, if he was nicer to my mom, they would still have been together.
31. Since the divorce, I often worry about whether the parent I visit will be able to look after themselves.
32. A family is not a real family if the parents are divorced.
33. I often have to listen to my mom say bad things about my dad.
34. In some ways the divorce was a good thing.
35. I'm usually upset when I have to leave home to go and visit my other parent.
36. I feel very upset about the divorce so I try not to think about the divorce.

37. I'm not really mad at mom and dad for not trying harder to keep the family together.

38. Since the divorce, I often worry whether the parent I live with will be able to cope on their own.

39. We are no longer a family because our family is not like other families with a mother and a father.

40. My mom never asks me questions about what is happening at my dad's house.

41. Divorce is bad and there is nothing good that comes from it.

42. It's hard having to move from one parent's home to the other as things work different at each parent's home.

43. I talk about how I feel that my parents are divorced.

44. I don't really know why my parents got divorced.

45. Since the divorce, I worry whether I will visit my other parent as much as I'd like to.

46. I try not to tell the other children at school that my parents are divorced.

47. My dad often gives me messages to pass on to my mom for him.

48. Even though my parents are divorced, I can still feel good about myself.

49. When I grow up, I'm never getting married because it's too awful to get divorced.

50. You shouldn't tell other people how you feel that your parents are divorced.

51. I'm not really sure what divorce is all about.

52. Since the divorce, I worry that, should my parents fight, I might not be able to see my other parent for my visits.

53. I have told all my friends that my parents are divorced.

54. I often have to listen to my dad say bad things about my mom.

55. I can still be a happy person even though my parents are divorced.

56. I'm afraid I might also get divorced one day, just like my parents did.
57. When I feel upset about the divorce, I usually tell someone how I feel.
58. I don't understand how people can fall in love and then hate each other again.
59. Since the divorce, I worry that I might lose contact with people I love like grandparents, aunts, uncles and cousins.
60. My friends at school might see me as different to them, if they knew that my parents are divorced.
61. My dad never asks me questions about what is happening at my mom's house.
62. I still mean alot as a person even though my parents are divorced.
63. Even though my parents had a bad marriage, I can have a good marriage one day.

KID QUESTIONNAIRE

SUBTESTS

ITEM NO.

PROBLEM RESPONSE

1. DEALING WITH FEELINGS

1.1 Difficulties dealing with feelings

1	T
8	T
15	T

1.2 Difficulties dealing with feelings (eg., avoidance, deflection)

22	T
29	T
36	T

1.3 Confronting and Expressing

43	F
50	T
57	F

2. DIVORCE RELATED FEELINGS

2.1 Fear of Abandonment

2	T
9	T
16	T

2.1 Anger tied to blame

23	T
30	T
37	F

2.3 Feelings of Confusion

44	T
51	T
58	T

3. CONCERNS RELATED TO DIVORCE

3.1 Concern for self

3	T
10	T
17	T

3.2 Concern for parents	24	T
	31	T
	38	T

3.3 Concern about relationships ending	45	T
	52	T
	59	T

4. MISCONCEPTIONS ABOUT DIVORCE

4.1 Self Blame	4	T
	11	F
	18	T

4.2 Family disintegration	25	T
	32	T
	39	T

4.3 Embarrassment about the divorce	46	T
	53	F
	60	T

5. CONFLICT IN DIVORCE

5.1 Children in the middle	5	F
	12	T
	19	T

5.2 Mom using child	26	T
	33	T
	40	F

5.3 Dad using child	47	T
	54	T
	61	F

6. ACCEPTANCE OF THE DIVORCE

6.1 Wish for parents to reunite

6	T
13	T
20	F

6.2 Acknowledgement of the divorce

27	F
34	F
41	T

6.3 Self-worth after divorce

48	F
55	F
62	F

7. POST-DIVORCE LIFE

7.1 Step-families

7	T
14	F
21	T

7.2 Reactions to visiting

28	T
35	T
42	T

7.3 Attitude towards marriage

49	T
56	T
63	F

Appendix ii: Statistical Analysis

GP=21

Variable	N	Mean	Std Dev	Minimum	Maximum
KIDPRTOT	10	42.2000000	7.2234187	29.0000000	52.0000000
KIDPSTOT	10	14.0000000	5.1207638	6.0000000	23.0000000
FSTPRTOT	10	29.6000000	5.232778	22.0000000	37.0000000
FSTPSTOT	10	13.3000000	2.8303906	10.0000000	18.0000000

GP=22

Variable	N	Mean	Std Dev	Minimum	Maximum
KIDPRTOT	11	45.3636364	7.4869584	29.0000000	55.0000000
KIDPSTOT	11	13.5454545	5.223297	6.0000000	25.0000000
FSTPRTOT	11	28.1818182	5.6712994	18.0000000	39.0000000
FSTPSTOT	11	13.2727273	3.5239441	8.0000000	21.0000000

NPARTWAY PROCEDURE

Wilcoxon Scores (Rank Sums) for Variable KIDPRTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
21	10	96.0	110.0	14.1455024	9.6000000
22	11	135.0	121.0	14.1455024	12.2727273

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 96.0000 Z = -.954367 Prob > |Z| = 0.3399

T-Test Approx. Significance = 0.3513

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.97953 DF = 1 Prob > CHISQ = 0.3223

N P A R T I W A Y P R O C E D U R E

Wilcoxon Scores (Rank Sums) for Variable, KIDPSTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
21	10	116.0	110.0	14.0012755	11.6000000
22	11	115.0	121.0	14.0012755	10.4545455

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 116.000 Z = 0.392821 Prob > |Z| = 0.6945

T-Test Approx. Significance = 0.6986

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.18364 DF = 1

Prob > CHISQ = 0.6683

N P A R 1 W A Y P R O C E D U R E

Wilcoxon Scores (Rank Sums) for Variable FSTPTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
21	10	119.0	110.0	14.1778667	11.9000000
22	11	112.0	121.0	14.1778667	10.1818182

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 119.000 Z = 0.599526 Prob > |Z| = 0.5488

T-Test Approx. Significance = 0.5556

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.40296 DF = 1 Prob > CHISQ = 0.5256

NPARTWAY PROCEDURE

Wilcoxon Scores (Rank Sums) for Variable FSIPSTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
21	10	110.500000	110.0	14.1316093	11.0500000
22	11	120.500000	121.0	14.1316093	10.9545455
Average Scores Were Used for Ties					

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 110.500 Z = 0 Prob > |Z| = 1.0000

T-Test Approx. Significance = 1.0000

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.00125 DF = 1 Prob > CHISQ = 0.9718

Control groups - differences between subgroups on pre and post tests

33

09:31 Monday, March 30, 1998

GP=31

Variable	N	Mean	Std Dev	Minimum	Maximum
KIDPRTOT	10	42.7000000	5.9076222	30.0000000	49.0000000
KIDPSTOT	10	44.3000000	5.2715168	32.0000000	50.0000000
FSTPRTOT	10	27.2000000	4.0770360	22.0000000	32.0000000
FSTPSTOT	10	26.6000000	2.5908812	22.0000000	29.0000000

GP=32

Variable	N	Mean	Std Dev	Minimum	Maximum
KIDPRTOT	11	41.9090909	9.7000469	21.0000000	56.0000000
KIDPSTOT	11	42.4545455	9.0151388	24.0000000	54.0000000
FSTPRTOT	11	26.4545455	4.8859725	18.0000000	33.0000000
FSTPSTOT	11	26.5454545	4.1560471	20.0000000	32.0000000

NONPARAMETRIC PROCEDURE

Wilcoxon Scores (Rank Sums) for Variable KIDPHTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
31	10	112.500000	110.0	14.1686273	11.2500000
32	11	118.500000	121.0	14.1686273	10.7727273

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 112.500 Z = 0.141157 Prob > |Z| = 0.8877

T-Test Approx. Significance = 0.8892

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.03113 DF = 1

Prob > CHISQ = 0.8599

N P A R T I W A Y P R O C E D U R E

Wilcoxon Scores (Rank Sums) for Variable KIDPSTOT
 Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
31	10	114.0	110.0	14.1037820	11.4000000
32	11	117.0	121.0	14.1037820	10.6363636

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
 (with Continuity Correction of .5)

$$S = 114.000 \quad Z = 0.248160 \quad \text{Prob} > |Z| = 0.8040$$

T-Test Approx. Significance = 0.8065

Kruskal-Wallis Test (Chi-Square Approximation)
 CHISQ = 0.08044

$$\text{Prob} > \text{CHISQ} = 0.7767$$

N P A R 1 W A Y P R O C E D U R E

Wilcoxon Scores (Rank Sums) for Variable FSTPSTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
31	10	107.500000	110.0	14.1177025	10.7500000
32	11	123.500000	121.0	14.1177025	11.2272727
Average Scores Were Used for Ties					

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 107.500 Z = -.141666 Prob > |Z| = 0.8873

T-Test Approx. Significance = 0.8888

Kruskal-Wallis Test (Chi-Square Approximation)
CHISQ = 0.03136 DF = 1 Prob > CHISQ = 0.8594

NPARTWAY PROCEDURE

Wilcoxon Scores (Rank Sums) for Variable FSTPRTOT
Classified by Variable GP

GP	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
31	10	110.0	110.0	14.0944940	11.0
32	11	121.0	121.0	14.0944940	11.0

Average Scores Were Used for Ties

Wilcoxon 2-Sample Test (Normal Approximation)
(with Continuity Correction of .5)

S = 110.000 Z = 0 Prob > |Z| = 1.0000

T-Test Approx. Significance = 1.0000

Kruskal-Wallis Test (Chi-Square Approximation)

CHISQ = 0 DF = 1 Prob > CHISQ = 1.0000

Fiona's Data : Investigating 21 Kids from divorced homes
Is Kids' Q. PostTest signif. diff. btwn Expt & Control Groups? 05:41 Monday, March 30, 1998

General Linear Models Procedure
Class Level Information

Class	Levels	Values
GP	2	Control Experimental

Number of observations in data set = 42

General Linear Models Procedure

Dependent Variable: KIDPSTOT

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	9838.02545727	4919.01272864	205.31	0.0001
Error	39	934.37930463	23.95844371		
Corrected Total	41	10772.40476190			

R-Square	C.V.	Root MSE	KIDPSTOT Mean
0.913262	17.14587	4.89473633	28.54761905

Source	DF	Type I SS	Mean Square	F Value	Pr > F
GP	1	9181.92857143	9181.92857143	383.24	0.0001
KIDPRTOT	1	656.09688584	656.09688584	27.38	0.0001

Source	DF	Type III SS	Mean Square	F Value	Pr > F
GP	1	9599.50045997	9599.50045997	400.67	0.0001
KIDPRTOT	1	656.09688584	656.09688584	27.38	0.0001

Fiona's Data : Investigating 21 Kids from divorced homes
Is FST PostTest significantly diff. btwn Expt & Control Groups?

3

05:41 Monday, March 30, 1998

General Linear Models Procedure
Class Level Information

Class	Levels	Values
-------	--------	--------

GP	2	Control Experimental
----	---	----------------------

Number of observations in data set = 42

Fiona's Data : Investigating 21 Kids from divorced homes
Is FST PostTest significantly diff. btwn Expt & Control Groups?

4

05:41 Monday, March 30, 1998

General Linear Models Procedure

Dependent Variable: FSTPSTOT

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	2084.19026809	1042.09513405	204.65	0.0001
Error	39	198.59544619	5.09219093		
Corrected Total	41	2282.78571429			

R-Square	C.V.	Root MSE	FSTPSTOT Mean
0.913003	11.32338	2.25658834	19.92857143

Source	DF	Type I SS	Mean Square	F Value	Pr > F
GP	1	1853.35714286	1853.35714286	363.96	0.0001
FSTPSTOT	1	230.83312524	230.83312524	45.33	0.0001

Source	DF	Type III SS	Mean Square	F Value	Pr > F
GP	1	2049.51371047	2049.51371047	402.48	0.0001
FSTPSTOT	1	230.83312524	230.83312524	45.33	0.0001

Wilcoxon Scores (Rank Sum) for Post-test - Family Story Test

Subtests	Z-value	Significance
Feelings of Self-Blame	-3.84278	0.0001
Blaming Mother	-1.73090	0.0835
Blaming Father	-2.49165	0.0127
Fears of Abandonment	-3.65023	0.0003
Hopes of Reunification	-4.21685	0.0001
Father Using Child for Information	-2.70084	0.0069
Father Degrading	-2.11409	0.0345
Father Seen as Good	-1.53417	0.1250
Mother Using Child for Information	-4.53610	0.0001
Mother Degrading	-3.11945	0.0018
Mother Seen as Bad	-0.419139	0.6751
Feelings of Maturity	-1.17511	0.2400
Feelings of Ridicule from Others	-5.42897	0.0001

Wilcoxon Scores (Rank Sums) - Post-test - Kids in Divorce (KID) Questionnaire

Subtest	Z-value	Significance
Difficulties dealing with Feelings	-5.68629	0.0001
Inappropriate dealing with Feelings	-4.24620	0.0001
Confronting Feelings	-5.35207	0.0001
Fear of Abandonment	-3.36309	0.0008
Anger tied to Blame	-1.93562	0.0529
Feelings of Confusion	-5.61091	0.0001
Concerns for Self	-5.34799	0.0001
Concerns for Parents	-5.06785	0.0001
Concerns of Relationships Ending	-4.58840	0.0001
Feelings of Self-Blame	-2.63246	0.0085
Family Disintegration	-4.23593	0.0001
Feelings of Embarrassment	-4.63117	0.0001
Feeling in the Middle	-2.16813	0.0301
Dad Putting Child in the Middle	-4.08581	0.0001
Mom Putting Child in the Middle	-3.61502	0.0003
Wishing parents to reunite	-4.67736	0.0001
Acknowledgement of the Divorce	-4.33059	0.0001
Feelings of Self-Worth	-3.11665	0.0018
Reactions to Step-families	-4.15990	0.0001
Attitude toward Marriage	-4.51970	0.0001

Wilcoxon Scores (Rank Sums) for Pre-test- Family StoryTest (FST)

Subtests	Z-value	Significance
Feelings of Self-Blame	0.621251	0.5344
Blaming Mother	0.209894	0.8338
Blaming Father	0.739303	0.4597
Fears of Abandonment	0.147727	0.8826
Hopes of Reunification	1.26707	0.2051
Father Using Child for Information	0.116560	0.9072
Father Degrading	0.905367	0.3653
Father Seen as Good	-1.00337	0.3157
Mother Using Child for Information	1.42567	0.1540
Mother Degrading	0.676106	0.4990
Mother Seen as Bad	0.492039	0.6227
Feelings of Maturity	0.38562	0.6996
Feelings of Ridicule from Others	0.944731	0.3448

Wilcoxon Scores (Rank Sums) for Pre-test- KID questionnaire

Subtests	Z-value	Significance
Difficulties Dealing with Feelings	-2.30698	0.0211
Inappropriate Dealing with Feeling	0.939009	0.3477
Confronting Feelings	-0.63879	0.5228
Fear of Abandonment	0.788469	0.4304
Anger tied to Blame	0.173493	0.8623
Feelings of Confusion	0.267579	0.7890
Concern for Self	-1.10834	0.2677
Concern for Parents	-0.505095	0.6135
Concerns for Relationships Ending	0.120974	0.9037
Feelings of Self-Blame	0.862323	0.3885
Family Disintegration	0.912697	0.3614
Feelings of Embarrassment	-0.415422	0.6778
Feeling in the Middle	0.887143	0.3750
Dad Putting Child in the Middle	0.578946	0.5626
Mom Putting Child in the Middle	0.500388	0.6164
Wishing Parents to Reunite	-0.238975	0.8111
Acknowledgment of the Divorce	0.201011	0.8407
Feelings of Self-Worth	1.02536	0.3052
Reactions to Step-Families	0.644122	0.5195
Reactions to Visiting	0.532658	0.5943
Attitude toward Marriage	0.199372	0.8420

GP=Experimental

Variable	N	Mean	Std Dev	Minimum	Maximum
FSTPR1	21	2.5238095	1.3645163	0	4.0000000
FSTPR2	21	1.9523810	1.2835961	0	4.0000000
FSTPR3	21	2.7619048	0.9436505	1.0000000	4.0000000
FSTPR4	21	1.5714286	0.8106435	0	3.0000000
FSTPR5	21	2.9523810	0.8047478	1.0000000	4.0000000
FSTPR6	21	2.4761905	1.5039630	0	4.0000000
FSTPR7	21	2.1428571	1.0623424	0	4.0000000
FSTPR8	21	2.4285714	1.2478553	1.0000000	4.0000000
FSTPR9	21	2.7619048	1.2611408	0	4.0000000
FSTPR10	21	1.8095238	1.0304876	0	3.0000000
FSTPR11	21	1.0952381	0.9952267	0	3.0000000
FSTPR12	21	2.0000000	1.0488088	1.0000000	4.0000000
FSTPR13	21	2.5714286	1.2478553	0	4.0000000
KIDPR1	21	2.3809524	0.6690434	1.0000000	3.0000000
KIDPR2	21	2.3333333	0.7958224	0	3.0000000
KIDPR3	21	2.1428571	0.9102590	0	3.0000000
KIDPR4	21	2.0000000	1.2649111	0	3.0000000
KIDPR5	21	1.7142857	0.9572099	0	3.0000000
KIDPR6	21	2.5714286	0.6761234	1.0000000	3.0000000
KIDPR7	21	2.4285714	0.6761234	1.0000000	3.0000000
KIDPR8	21	2.3333333	0.7958224	1.0000000	3.0000000
KIDPR9	21	2.1428571	0.9102590	0	3.0000000
KIDPR10	21	1.7142857	0.9561829	0	3.0000000
KIDPR11	21	2.6190476	0.8646497	0	3.0000000
KIDPR12	21	2.0476190	0.9734573	0	3.0000000
KIDPR13	21	1.7142857	0.9561829	0	3.0000000
KIDPR14	21	1.9523810	0.9734573	0	3.0000000
KIDPR15	21	1.6666667	1.0165300	0	3.0000000
KIDPR16	21	2.4285714	0.5976143	1.0000000	3.0000000
KIDPR17	21	2.0476190	0.8646497	0	3.0000000
KIDPR18	21	1.6190476	1.0235326	0	3.0000000
KIDPR19	21	2.1428571	0.7270292	1.0000000	3.0000000
KIDPR20	21	1.9523810	0.9206623	0	3.0000000

Variable	N	Mean	Std Dev	Minimum	Maximum
KIDPR21	21	1.9047619	0.8309490	0	3.0000000
FSTPT1	21	0.4761905	0.6796358	0	2.0000000
FSTPT2	21	0.8571429	1.0141851	0	3.0000000
FSTPT3	21	1.7142857	1.1464230	0	4.0000000
FSTPT4	21	0.3333333	0.7302967	0	2.0000000
FSTPT5	21	1.3809524	1.0712698	0	4.0000000
FSTPT6	21	1.0476190	1.5321942	0	4.0000000
FSTPT7	21	0.6666667	0.7958224	0	3.0000000
FSTPT8	21	2.4761905	1.2090925	0	4.0000000
FSTPT9	21	0.7619048	0.9952267	0	3.0000000
FSTPT10	21	0.7142857	0.7837638	0	3.0000000
FSTPT11	21	0.7619048	0.8309490	0	2.0000000
FSTPT12	21	1.5714286	0.8701396	0	3.0000000
FSTPT13	21	0.5714286	0.6761234	0	2.0000000
KIDPT1	21	0.6666667	0.7958224	0	2.0000000
KIDPT2	21	0.6666667	0.7958224	0	3.0000000
KIDPT3	21	0.6666667	0.6582806	0	2.0000000
KIDPT4	21	0.4285714	0.6761234	0	2.0000000
KIDPT5	21	1.1428571	0.7270292	0	2.0000000
KIDPT6	21	0.6666667	0.5773503	0	2.0000000
KIDPT7	21	0.5238095	0.6015852	0	2.0000000
KIDPT8	21	0.4761905	0.8728716	0	3.0000000
KIDPT9	21	0.6666667	0.8567388	0	3.0000000
KIDPT10	21	0.6190476	0.6690434	0	2.0000000
KIDPT11	21	0.7142857	0.9561829	0	3.0000000
KIDPT12	21	0.7619048	0.7003401	0	2.0000000
KIDPT13	21	0.9523810	0.7400129	0	2.0000000
KIDPT14	21	0.6666667	0.8563488	0	3.0000000
KIDPT15	21	0.5714286	0.7464209	0	2.0000000
KIDPT16	21	0.9523810	0.6690434	0	2.0000000
KIDPT17	21	0.5714286	0.6761234	0	2.0000000
KIDPT18	21	0.2380952	0.5389584	0	2.0000000
KIDPT19	21	0.7142857	0.7837638	0	3.0000000
KIDPT20	21	0.6190476	0.5895923	0	2.0000000
KIDPT21	21	0.4761905	0.7496031	0	2.0000000

GP=Control

FSTPR1	21	2.2380952	1.480257	0	4.0000000
FSTPR2	21	1.8571429	1.2363541	0	4.0000000
FSTPR3	21	2.5238095	1.0304876	0	4.0000000
FSTPR4	21	1.5238095	0.9807674	0	4.0000000
FSTPR5	21	2.6666667	0.7302967	1.0000000	4.0000000
FSTPR6	21	2.5238095	1.1670068	0	4.0000000
FSTPR7	21	1.8571429	1.1084094	0	4.0000000
FSTPR8	21	2.8095238	1.0304876	0	4.0000000
FSTPR9	21	2.4761905	0.7496031	1.0000000	4.0000000
FSTPR10	21	1.6666667	0.7958224	0	3.0000000
FSTPR11	21	0.9047619	0.7684245	0	2.0000000
FSTPR12	21	1.8571429	1.0623424	0	4.0000000
FSTPR13	21	2.3809524	0.8646497	1.0000000	4.0000000
KIDPR1	21	2.8095238	0.4023739	2.0000000	3.0000000
KIDPR2	21	2.0476190	0.9734573	0	3.0000000
KIDPR3	21	2.3333333	0.7958224	1.0000000	3.0000000
KIDPR4	21	1.7142857	1.2305632	0	3.0000000
KIDPR5	21	1.6666667	0.9660918	0	3.0000000
KIDPR6	21	2.5238095	0.6796358	1.0000000	3.0000000
KIDPR7	21	2.6666667	0.4830459	2.0000000	3.0000000
KIDPR8	21	2.4761905	0.6796358	1.0000000	3.0000000
KIDPR9	21	2.0952381	0.9436505	0	3.0000000
KIDPR10	21	1.4285714	1.0757057	0	3.0000000
KIDPR11	21	2.4285714	0.9258201	0	3.0000000
KIDPR12	21	2.1428571	1.0141851	0	3.0000000
KIDPR13	21	1.4761905	0.6796358	0	3.0000000
KIDPR14	21	1.7619048	1.0442587	0	3.0000000
KIDPR15	21	1.5238095	1.0304876	0	3.0000000
KIDPR16	21	2.4285714	0.7464200	1.0000000	3.0000000
KIDPR17	21	1.9523810	1.0235326	0	3.0000000
KIDPR18	21	1.2380952	1.2208506	0	3.0000000
KIDPR19	21	2.0000000	0.7071068	1.0000000	3.0000000
KIDPR20	21	1.7142857	1.1464230	0	3.0000000
KIDPR21	21	1.8571429	0.8535640	0	3.0000000
FSTPT1	21	2.0000000	1.2247449	0	4.0000000
FSTPT2	21	1.3809524	0.9734573	0	3.0000000
FSTPT3	21	2.6666667	1.0645813	1.0000000	4.0000000
FSTPT4	21	1.3333333	0.7958224	0	2.0000000
FSTPT5	21	2.9047619	0.7684245	2.0000000	4.0000000
FSTPT6	21	2.4285714	1.3627703	0	4.0000000

FSTPT7	21	1.6190476	1.4309504	0	4.0000000
FSTPT8	21	3.0476190	0.8646497	1.0000000	4.0000000
FSTPT9	21	2.5236095	0.8135753	1.0000000	4.0000000
FSTPT10	21	1.5714286	0.9256201	0	4.0000000
FSTPT11	21	0.9523810	1.0712698	0	3.0000000
FSTPT12	21	1.8571429	0.8535640	0	3.0000000
FSTPT13	21	2.7142857	0.7837638	2.0000000	4.0000000
KIDPT1	21	2.8571429	0.385686	2.0000000	3.0000000
KIDPT2	21	2.1428571	0.9102590	0	3.0000000
KIDPT3	21	2.6666667	0.6582806	1.0000000	3.0000000
KIDPT4	21	1.6190476	1.1608700	0	3.0000000
KIDPT5	21	1.6190476	0.8047478	0	3.0000000
KIDPT6	21	2.5714286	0.5070926	2.0000000	3.0000000
KIDPT7	21	2.4761905	0.6796359	1.0000000	3.0000000
KIDPT8	21	2.5238095	0.7496031	1.0000000	3.0000000
KIDPT9	21	2.3809524	0.8646497	1.0000000	3.0000000
KIDPT10	21	1.4285714	1.0281745	0	3.0000000
KIDPT11	21	2.2380952	0.8309490	1.0000000	3.0000000
KIDPT12	21	2.2857143	0.7837638	1.0000000	3.0000000
KIDPT13	21	1.4761905	0.6796358	0	3.0000000
KIDPT14	21	2.0476190	0.8646497	0	3.0000000
KIDPT15	21	1.5238095	0.6796358	0	3.0000000
KIDPT16	21	2.4285714	0.7464200	1.0000000	3.0000000
KIDPT17	21	1.9523810	0.8646497	0	3.0000000
KIDPT18	21	1.2857143	1.1892375	0	3.0000000
KIDPT19	21	2.0952381	0.8890873	0	3.0000000
KIDPT20	21	1.9523810	0.8047478	0	3.0000000
KIDPT21	21	1.7619048	0.8890873	0	3.0000000

**DESIGN AND EVALUATION OF A PROGRAMME TO ASSIST CHILDREN
COPE WITH DIVORCE**

CICILY LEIBRANDT

CHAPTER 1:

BACKGROUND TO STUDY

1.1. Overview of Study

The purpose of this study was to design, implement and evaluate the effectiveness of a program of intervention, aimed at helping pre-adolescent children cope with divorce. The formulation of the intervention was prompted by the potential harmful effects of divorce on children and the increasing number of children involved in divorce. There is also a lack of intervention programmes of which the effectiveness has been empirically validated. This study aims at making a contribution to the existing need, in this area. *

1.2. The Nature and Incidence of Divorce

Divorce is a painful experience for everyone concerned, including the children. Psychologists are unanimous that there are few events that are as disruptive to a child's life as that of divorce (Louw, 1991) and children react to the breakup of the parental marriage, even more strongly than they would react to the death of a parent (Rutter, 1979). Divorce is associated with lowered well-being among children with the divorce crisis having the potential to tax the child's coping capacity to the limit (Sandler, Wolchik, Braver & Fogas, 1986; Amato, 1993). Children of divorce can thus be seen as 'children at risk' (Hurley, 1987).

Divorce is not a single life event but a **process** consisting of a series of stressful events, before, during and after the divorce, that children have to cope with and which can extend over several years (Morrison & Cherlin, 1995; Hetherington, 1979, 1989; Adams, 1982; Drill, 1986; Block, Block & Gjerde, 1986). Children experience various behaviours and feelings associated with the stages in the divorce process. Conflict prior to the divorce, the trauma of divorce itself, followed by divorce related transitions (eg., diminished contact with one parent; changes in life style, entry into a step-family), all impact on the life-course of children. Their success in coping with the events in this complex psycho-social process has important implications for their adjustment to divorce (Sandler, et al, 1986; Sandler, Tein & West, 1994).

Adolescents feel shocked but not surprised, sensing that the marriage was in trouble. Feelings of relief about the divorce were common. Anger and pain often manifested in delinquency and promiscuity with the divorce raising questions about their own ability as marriage partners (Wallerstein & Kelly, 1974; 1975; 1976; 1977; 1980; 1983; Kelly & Wallerstein, 1976; Zimiles & Lee, 1991).

Children may show a variety of **physical and behavioural** reactions in response to the divorce. Family disruption has been associated with minor stealing behaviour, truancy, disciplinary problems, rebelliousness, negative peer group (Van Wyk & La Cock, 1988); poor scholastic achievement (Bisnaire, 1990; Hines, 1997; Allison & Furstenberg, 1989); overaggressive behaviour, temper tantrums, daydreaming, regressive behaviours, frequent crying and withdrawal from relationships (Wallerstein & Kelly, 1980); low self-esteem, social competence and poor psychological well-being (Parish, 1987).

The effects of divorce may also be **long term** (Amato, 1996, 1993; Amato & Keith, 1991; Bonkowski, 1985; Westervelt & Vandenberg, 1997; Dumpass, Martin & Sweet, 1991).

The emotional scars that children experience may persist years after the divorce, and even right into their adult lives, subsequently interfering with the attainment of the developmental tasks of adulthood (Johnson, Wilkinson & Mcneil, 1995). Adult children of divorce show a higher incidence of emotional disturbance, somatic symptoms, unemployment, fear of betrayal, fear of making lasting commitments, problems in their intimate relationships (Johnson, et al., 1995; Aro & Palosaari, 1992), lower educational achievement, more likely the head of a single-parent family (McLanahan, 1988), more likely to get divorced (Amato, 1996; Glenn & Kramer, 1987; McLanahan & Dumpass, 1988) in comparison to adults from intact families.

A relationship between **gender** and age pertaining to the long term effects of divorce appears to exist. Frost and Pakiz (1990) and Kalter (1987) found that in teenage and adult female populations where the parental divorce occurred when they were younger, parental divorce was associated with alcohol or drug abuse; lower self-esteem; precocious

These include factors such as: continued involvement of the non-custodial parent in the child's life as well as the relationship with the non-custodial parent, the psychological adjustment of the custodial parent and the ability of this parent to be supportive and emotionally available, the economic status of the family, conflict between parents before and after the divorce; the constitutional strengths and resilience of the child, temperament of child, cumulative stress, age, coping resources and typical responses to stress, the appraisal of negative divorce-related events; absence of a role model, maturity of the parents and their ability to keep the child out of parental conflict, sibling relationships, social support systems within the family and community, religion and spiritual framework of the child, ((Amato, 1993; Weiss, 1984; Belsky, 1990; Kitson & Morgan, 1991; Emery, 1982; Mendell, 1982; Mendell, 1982; Morgan, 1985; Jaffe, Wolf & Wilson, 1990; Rutter, 1983; Kurdek, 1981; Hetherington, 1979; 1989; Johnson, 1988; Cornwall, 1990; Schwartz, 1992; Wallerstein & Resnikoff, 1997; Grych & Fincham, 1990, 1992; Brennan, 1996; Nakhnikian, 1996; Tschann, Johnston, Kline & Wallerstein, 1989; Takeuchi, Williams & Adair, 1991; Sheets, et al., 1996).

1.5. Emotional and attitudinal coping reactions of the Pre-adolescent child

Research into the coping reactions of children of divorce has focussed on both the emotional and behavioural areas. The two are interrelated as emotional damage can lead to behavioural problems. The main focus of this study is the emotional coping responses of the pre-adolescent with, 'emotional' referring to the affective and attitudinal components. No one age group is more or less affected by the divorce than another. The writer has, however, opted to narrow the focus of this study on the pre-adolescent (9-12 years).

Pre-adolescent children share many things in common. They are developing an ability to think abstractly and to reason, accumulating basic social skills, and increasing involvement with peers (Fullerton & Ursano, 1994; Zarbatany, Hartman & Rankin, 1990; Bonkowski, 1987). Freud refers to this phase as the 'latency period' and Erikson (1963)

calls it 'a sense of industry'. The critical issue is the acquisition of skills and that the child feels 'good enough' about mastering these skills. Not mastering these skills leads to feelings of self-doubt.

Developmental continuity is vital for the pre-adolescent who fears nothing more than the upsetting of his precarious equilibrium (Bornstein, 1951). Children at this age rely heavily on their parents for stability, while they are moving outside the home. The divorce has the potential to focus the child's energy into the family, restricting the growth of a newly acquired but unstable autonomy, moving the psychological and social functioning of the latency-age child into profound disequilibrium.

The child also develops maladaptive and defensive coping styles such as denial, repression, sublimation which are all useful in making the suffering tolerable, but does not overcome the hurt, which takes its toll (Bonkowski, 1987; Sandler, et. al, 1986; Creasey, Ottlinger, De Vico, Murray, Harvey, and McInnes, 1997). Further, the problematical emotional and attitudinal responses to divorce plays a significant role in the child's coping with divorce (Wolchik, Ramirez, Sandler, Fisher, Organista, & Brown, 1993). Following is a description of the emotional and attitudinal coping reactions of the pre-adolescent and the adaptive and defensive strategies that go along with these.

1.5.1. Divorce-related feelings

Anger is the single feeling that most clearly distinguishes the pre-adolescent from other age groups (Wallerstein & Kelly, 1976; Mitchell, 1985). The pre-adolescent experiences strong and intense feelings of anger which serves to protect the child or temporarily obliterate other even more painful feelings experienced by this group such as intense sadness (Bonkowski, 1987; Forehand, Thomas, Wiersen, Brody & Fauber, 1990). The anger is strongly tied to who the child blames for the divorce; a sense of powerlessness at not having a say in influencing this major event in their lives and not seeing any justification for the divorce (Wallerstein, 1983; Grollman & Grollman, 1977 in Morgan, 1985; Wallerstein & Blakeslee, 1989; Caplan, 1989; Wallerstein & Resnikoff, 1997).

some form of support at the time of the divorce, or in the period following the divorce to limit the negative effects of divorce (Morgan, 1985).

Interventions can serve to help children find healthier ways of coping with the divorce by aiding in the mastery of the coping tasks needed to adjust to parental divorce. This includes: acknowledging the marital rupture; disengaging from parental conflict and resuming customary pursuits; resolution of loss; acceptance of the permanence of the divorce; and achievement of a realistic hope regarding relationships (Wallerstein, 1983).

Intervention strategies for children include individual therapy, family focused intervention, mediation, support networks and group intervention for children and parents (Cantor, 1982; Gardner, 1976; Wallerstein & Kelly, 1977; Brennan, 1996; Grych & Fincham, 1992). Formal support networks, however, seem to cater mainly for parents of divorce (Morgan, 1985; Farmer & Galaris, 1993). South Africa has a small number of self-help groups (e.g. The Single-Parent Association). There are few group interventions that focus on assisting parents in responding to the needs of their children in divorce and, very limited evaluation has been done in assessing their efficacy (Cantor, 1982; Benedek & Benedek, 1979; Grych & Fincham, 1992).

Group intervention for children of divorce commonly takes the form of psychoeducational intervention which makes use of a variety of techniques, imparting education and skills through carefully designed courses to facilitate growth (Ivey & Alschuler, 1973, 1977; Charping, et al., 1992; Evans & Shaw, 1993; Crosbie-Burnet & Newcomer, 1990; Grych & Fincham, 1992; Farmer & Galaris, 1993). Such interventions primarily use a time-limited, small group format, typically including four to ten children. Ultimately psychological education uses a dynamic interpersonal relationship for the modification of attitudes and behaviour, the expression of feelings and teaching more functional ways of understanding and dealing with stressful situations.

Group intervention is advocated for children of divorce for reasons such as: the large number of children involved in divorce makes group work a feasible way of supporting

significantly. These findings suggest that six sessions may not be sufficient to produce meaningful changes in children's functioning.

The Children of Divorce Intervention Project (CODIP), is a school-based intervention program which received extensive evaluation. The program aims at helping children understand and cope with divorce-related feelings and problems and enhancing children's perceptions of themselves and their families. Two of the studies were conducted with white-middle class children, measuring overall adjustment of children of divorce. The study showed a decrease in shy/anxious problems and an increase in adaptive assertiveness and frustration-tolerance (Pedro-Carroll & Cowen, 1985; Pedro-Carroll, Cowen, Hightower & Guare, 1986 in Grych & Fincham, 1992). Children also showed greater increases in peer sociability (Pedro-Carroll, 1985). Their self-perceptions and attitudes about the divorce, did not show significant changes in either study.

The CODIP program was also evaluated in a racially mixed population (Apert-Gillis, Pedro-Carroll & Cowen, 1989). Children participating showed more positive feelings about their parents, themselves, their families, greater assertiveness and peer social skills as well as improved coping skills.

Stolberg and Mahler (1994), found that a school-based intervention that teaches children skills to cope with divorce-related events, led to improvements in adjustive behaviour. The extent of these divorce-related events is, however, not clear. The intervention also includes a 10-page home workbook to improve parent-child communication and to facilitate the transfer of therapeutic gains. The results of the study showed limited benefits for the use of the home workbooks. The findings suggest that having home workbooks for children, to which parents have access, might limit their efficacy.

Rosenby and Deutsch (1985 in Grych & Fincham, 1985) found that following intervention, children of divorce were less likely to blame themselves or either parent for the divorce, to fear parental abandonment, to deny negative feelings, and to maintain unrealistic hopes for reunification when compared with controls. While the above studies

To facilitate the learning of skills to better cope and deal with problems relating to the divorce in the post-divorce stage.

2.2.2.2.3. Description of Sessions

Sessions are structured and goal directed, making use of a variety of techniques, activities and discussions in order to achieve the goals of each session. Group processes are also taken into account. The program is also implemented together with a workbook called the 'Kids in Divorce' (KID) workbook, devised by the author to include exercises that have to be done during the session as well as homework exercises.

Following is a brief description of each session:

Session 1 aims to provide group cohesion, orientation and an atmosphere for meaningful discussion. The group is orientated in terms of the purpose of the programme and the programme is put into context, laying the basis for future sessions.

Session 2 provides children with an understanding about what divorce is and what it is not as well as understanding the divorce process. Children begin to make sense of the divorce and the complexity of human relationships. The session helps to answer the many 'whys' of divorce for children and as they begin to understand, children become more accepting of the divorce (Bonkowski, 1987; Bonkowski, et al, 1984).

Session 3 deals with feelings related to the divorce. Children learn that feelings are 'OK' and are neither right nor wrong. They learn to not only find ways of expressing these feelings but also to cope with their feelings in more appropriate and healthier ways rather than using inappropriate strategies such as avoidance, substitute activities, displacement or denial

Session 4 deals with the changes brought about by the divorce and the many lossess experienced as a result of those changes in an attempt to help children deal more effectively with these changes and lossess.

In the same manner, children learn to find ways of dealing with problems such as maintaining an ongoing relationship with both parents, especially the absent parent; dealing with the transition of having two homes; dealing with reactions to visitations (as switching from one parent to the other can be a difficult transition, Curtner-Smith, 1995); dealing with issues related to parents dating or remarrying; dealing with problems related to step-families; and dealing with attitudes towards marriage in the future.

The game serves as a platform for meaningful discussion and through it children are able to acknowledge and express their concerns and problems of divorce, ultimately finding solutions for these.

Session 8 helps children to become more accepting of the divorce by recognizing the positive changes brought by the divorce, rather than just focussing on the negative aspects of divorce. This is vital as focussing on the benefits of divorce is important for coping with divorce (Gerdes, Moore, Ochse, & Van Ede, 1988; Ardititi and Maddenderdich, 1995). The session helps children become more accepting of the divorce and the ambivalent nature of divorce. When children have difficulties accepting the divorce, they may also hold on to fantasies that their parents will reunite. Children are encouraged to give up such fantasies, accept the reality of the marital rupture and get on with their lives.

Session 9 deals with the impact of the divorce on the self concept of the pre-adolescent. Children learn that they are still important and valuable even if their parents are divorced.

In **Session 10** the group is terminated. Children are also made aware of support systems as well as review what they have learnt. The session ends with each child receiving a 'Certificate of Completion' stating that they have completed the 'course' and this gives them a sense of achievement.

2.2.3. Measures

A **Biographical Questionnaire** was completed by parents, eliciting information on the child and the parents.

divorce that children have to contend with, and which is important for their coping with divorce. The writer has thus chosen to use the earlier version (FST) as it included more of the divorce related events dealt with in the intervention.

In terms of interpretation of scores: a relatively high score on the FST represents problematical attitudes and emotional responses to the divorce situation. A relatively lower score represents better emotional adjustment to the situation.

The **Kids in Divorce (KID) Questionnaire** is an informal, self-report measure, designed by the writer, to assess the effectiveness of the intervention. The questionnaire measures the wide range of emotional and attitudinal coping responses of children of divorce in the various stages of the divorce process. The nature and type of questions was formulated from the information obtained from the literature review as well as observation of the writer on children of divorce.

The questionnaire consists of 63 true/false items spread across seven scales with each divided into three subscales:

1. Dealing with feelings - difficulties dealing with feelings; inappropriate dealing with feelings; confronting and expressing feelings.
2. Divorce related feelings - fear of abandonment, anger, feelings of confusion.
3. Divorce related concerns - concern for self, parents and relationships ending.
4. Misconceptions about Divorce - self-blame, feelings of family disintegration, embarrassment about the divorce.
5. Conflict in Divorce - children in the middle; mom putting child in the middle; dad putting child in the middle.
6. Acceptance of the Divorce - wish for parents to reunite, acknowledgment of the divorce, self-worth related to divorce.
7. Post-divorce issues - remarriage and step-families; reactions to visiting; attitude towards marriage in the future.

CHAPTER 3:

RESULTS

3.1. Introduction

Following are the results obtained from the study. At the outset, a comparison of each of the pairs of Experimental (E1 and E2) and Control (C1 and C2) groups, respectively, is given. This is followed by the post-test results obtained and lastly, the results obtained from the analysis of the subtests of the questionnaires used in the study.

3.2. Comparison of Experimental and Control Subgroups

A Wilcoxon's Rank Sum Test was conducted on the two Experimental (E1 and E2) subgroups and the two Control (C1 and C2) subgroups separately, to determine if there were any significant difference between them.

The results revealed that there were no significant differences between the two Experimental subgroups (E1 and E2) on the pre-test or the post-test scores for both questionnaires, viz., the Family Story Test (FST) and the Kids in Divorce (KID) questionnaire. This means that the two groups were initially comparable in terms of the measures and after the interventions, each group achieved comparable results. Thus, there was no need to analyse the results separately for each of the subgroups.

Similarly, there were also not significant differences between the two Control subgroups (C1 and C2), with regard to both the pre-test and the post-test scores. The subgroups (C1 and C2) were thus comparable and were treated as one group ($N=21$), in both the pre-test and the post-test phases of the study.

3.3. Post Test Results

An analysis of covariance (ANCOVA) was conducted on the post-test results of the Experimental and Control groups with their pre-test scores as the covariate. Means, standard deviations and ANCOVA results are presented in Table 1.

TABLE 1: Means, Standard deviations and ANCOVA results for the Family Story Test (FST) and the Kids in Divorce (KID) Questionnaire.

	Experimental Group (N=21)		Control Group (N=21)		F
	Pretest Mean	Posttest Mean	Pretest Mean	Posttest Mean	
Family Story Test (FST)	28.86 (5.38)	13.29 (3.13)	26.81 (4.42)	26.57 (3.41)	204.65*
Kids in Divorce (KID) Quesf.	43.86 (7.36)	13.76 (5.05)	42.29 (7.93)	43.33 (7.35)	205.31*

Note: Standard deviation in brackets below the mean.

Lower scores reflect improvements.

* $p < .001$

The results presented in the table above show highly significant differences in the mean post-test results, on both the FST and the KID questionnaire, of children who have received the intervention (E group) and those who have not (C group). Taking into account the respective pre-test scores as covariate, the post-test results showed that the Experimental group had improved significantly relative to the Control group.

These results suggest, that, as reflected on their post-test scores on the FST and the KID, children in the Experimental group benefited significantly from attending the Kids in Divorce Intervention Programme. Specifically, children who participated in the intervention programme appeared to experience a significant improvement in their

CHAPTER 4:

DISCUSSION OF RESULTS

4.1. Introduction

A discussion of the results as well as the shortcomings of this study, and recommendations for future research, are presented in this chapter.

4.2. Interpretation of Findings

An analysis of the results revealed that the Kids in Divorce intervention program was effective in helping children cope more effectively with divorce. The results of the study thus confirmed the hypothesis of the study, namely that, children of divorce attending the intervention programme cope better in terms of emotional and attitudinal responses to divorce, as measured by the Family Story Test (FST) and the Kids in Divorce (KID) Questionnaire, than children of divorce who did not attend the intervention programme. These results were obtained irrespective of which presenter was presenting the programme.

An analysis of the subtest results reveals that the intervention was least effective in bringing about change in the following areas: blaming mother; father seen as good; mother seen as good; feelings of maturity (FST); and anger tied to blame (KID). Following the intervention, children still felt negative towards both parents and still blamed the father figure for the divorce. These perceptions may be fueled by underlying feelings of anger. This is especially important when noting that feelings of anger tied to blame were still present following the intervention. Considering that the anger experienced by the pre-adolescent, in response to divorce, is powerful and lasting (Wallerstein & Kelly, 1976), it seems that not enough provision was made, in the intervention, to rid the child of these angry feelings.

Children also still experienced feelings of increased responsibility following the intervention. It is possible that children were unwilling to give up their feelings of maturity as this gave them a sense of confidence, especially since the pre-adolescent is at a stage where he is striving for a sense of competence. According to Weiss (1979) this

caused (Morgan, 1985; Gardner, 1976). The present study has shown that a brief, time-limited, group intervention can be extremely beneficial as a form of support for children of divorce.

The study also supports the importance of providing a program that is appropriate to the developmental needs of the child, as certain response patterns to divorce emerge for children of different ages (Kalter, 1987). Developmentally, for example, the pre-adolescent is engaging in activities that enables him to feel good about himself. The child as such, is developing a sense of self-worth. With the onset of divorce, the self-defeating attitudes and emotional responses to divorce can lead to feelings of self-doubt and to not feeling good enough. Through the intervention the child is able to move developmentally and develop a sense of worth despite the divorce. It is further likely that the awarding of a 'Certificate of Completion' at the end of the programme, enhanced children's feelings of a sense of competence and achievement. This is especially important for the preadolescent who is striving for a sense of accomplishment and achievement.

The study also highlights the usefulness of an intervention offered within a group. Offering such a program within a group context is developmentally significant for the pre-adolescent. For the pre-adolescent who is beginning to establish autonomy outside the home, the peer group becomes very important (Bonkowski, 1987). While the child is moving outside the home, the divorce has the potential to focus the child's energy into the family. Feelings of embarrassment about the divorce may also cause the child to withdraw from peer relations. As a result, the child may thus become socially isolated (Kurdek & Berg, 1987). Group work with the pre-adolescent has the potential for developmental continuity. Within the group, the pre-adolescent is able to maintain his involvement and interact with members of his peer group according to his developmental needs. The group also rids the child of his sense of isolation and loneliness. As the group shares similar experiences, the child also feels less stigmatized by the divorce, thus normalizing the divorce experience.

inhibited children's interest and assignment completion in that the workbook may have been too long (Stolberg & Mahler, 1994).

The kind of activities used in the intervention such as drawing, writing, colouring, role-play, puppet shows, cutting and pasting, and games developed for the intervention is likely to also have encouraged participation, interest and active involvement in the intervention. According to Stolberg and Mahler (1994) such game-like format of programs, maximizes children's interest in the group.

The structural characteristics of the intervention such as the length of time per session (1 1/2 hours), the number of sessions and the time lapse between sessions are also likely to have contributed toward the success of the intervention. Charping, et al., (1992) recommend that each session should be 1 1/2 to 2 hours in length, include 10 to 12 sessions and should be held weekly. Such conditions prevailed in the present intervention. According to these authors, the advantage of a time lapse between sessions is important in building on gains, as well as setbacks, experienced during the weeks between sessions.

The intervention is also a cost-effective program in that no expensive equipment or extensive training is needed. The programme is also simple to implement. Providing a cost-effective intervention means that no one group is excluded from receiving support, because of socio-economic status. This is important as divorce affects people of different socio-economic groups (Cherlin, 1992 in Amato & Rogers, 1997).

Interventions such as these could also be useful if implemented in the school system. Placing such programmes in schools, maximizes the number of children who can benefit, especially those from low socio-economic groups. The school is also a familiar setting and is a natural social support network (Drake, 1981; Fredericks, Rasinski & Ritty, 1991; Carlile, 1991; Cantor, 1982). School-based interventions appear to be common in Western countries (Alpert-Gillis et al., 1989; Bornstein, et al, 1988; Kalter, et al, 1984;

Crosbie-Burnett & Newcomer, 1990; Grych & Fincham, 1992). The school, however, seems to be underutilized as support system in South Africa (Graham, 1988).

A programme such as this can also prove useful if implemented within the court system. All divorcing families must pass through the legal system. Implementing such a programme to children of divorce as they pass through the legal system, may prove beneficial to ensuring that children do get the support needed to cope with the divorce more effectively. Families of divorce will thus receive intervention as soon as possible and the intervention will thus be more preventative in nature (Grych & Fincham, 1992).

The programme also has the potential to be implemented within communities through churches and community organizations.

4.4. Limitations of Study and Suggestions for Future Research

One limitation of the study is that one of the questionnaires that it used to assess the effectiveness of the intervention was not validated. No attempt was made to validate the measure in the study. The Kids in Divorce (KID) questionnaire, however, achieved comparable results with the validated measure, the Family Story Test (FST), thus pointing to the validity of the KID. The Kids in Divorce (KID) questionnaire, thus, shows potential for future use as a measuring instrument for children of divorce. Further research can thus be done to validate the Kids in Divorce (KID) questionnaire, as a measuring instrument.

The present study focussed on the pre-adolescent group. As children of all ages are affected by the divorce, a need, however, exists to recognize developmental changes in all age groups, and to formulate, implement and assess the effectiveness of such programmes for each of them. There is also a need for the development and assessment of similar programmes for parents where their needs are met and where they can also be assisted in maintaining a parental role throughout the divorce process. An integrative intervention programme for divorced families would thus be provided. While such interventions are beginning to take form in overseas countries (Grych & Fincham, 1992;

been measured to determine whether the positive changes achieved in the intervention were maintained over time. It is thus uncertain whether these reported changes reflected actual and pervasive changes in children's attitudes.

Future research can thus include a follow up assessment, to determine whether the changes and feelings of coping experienced by children of divorce, following an intervention, such as the present one, is lasting or only temporary. Ratings can also be obtained from parents, teachers, and others, who view children's behaviour in different settings in order to further assess the significance of intervention programmes. This can be used in addition to information from children about their own reactions to parental divorce.

Possible reasons for not obtaining equally good results in certain areas of the present intervention can be investigated. Information gained can be used for further improvement of the intervention.

According to Jones (1996) studies among ethnically heterogeneous couples are rare, and available information indicates that the divorce rate was higher among ethnically mixed marriages compared with ethnically homogeneous ones. Ethnically heterogeneous marriages are becoming more common with the changing nature of our South African climate. While it is still early days, future research can investigate whether similar patterns are emerging in South Africa and, more importantly, if the effects of the divorce and the needs of these children are comparable to children from ethnically homogeneous parents. This may have implications for modifying intervention programmes.

The present study, only included children whose parents have been legally divorced. Research can also be done to determine whether children whose parents have separated, but not divorced have similar experiences to those whose parents have divorced. Again, this has implications for intervention models.

REFERENCES

- ADAMS, G. (1982) The effects of divorce on adolescents. *High School Journal*, 65, 205-211.
- ALLISON, P. D., & FURSTENBERG, F. F. (1989) How marital dissolution affects children: variations by age and sex. *Developmental Psychology*, 25, 540-549.
- ALPERT-GILLIS, L. J., PEDRO-CARROLL, J. L., & COWEN, E. L. (1989) The children of divorce intervention program: development, implementation, and evaluation of a program for young urban children. *Journal of Consulting and Clinical Psychology*, 57, 583-589.
- AMATO, A., & KEITH, B. (1991) Parental divorce and the well-being of children: a meta-analysis. *Psychological Bulletin*, 110, 1, 26-46.
- AMATO, A. (1993) Children's adjustment to divorce: theories, hypotheses, and empirical support. *Journal of Marriage and the Family*, 55, 23-38.
- AMATO, P. R. (1987) Family process in intact, one-parents, and step-parent families: the child's point of view. *Journal of Marriage and the Family*, 49, 327-337.
- AMATO, P. R. (1996) Explaining the intergenerational transmission of divorce. *Journal of Marriage and the Family*, 58, 3, 628-640.
- AMATO, P. & BOOTH, A. (1991) Consequences of parental divorce and marital unhappiness for adult well-being. *Social Forces*, 69, 89-914.
- AMATO, P. R. & ROGERS, S. J. (1997) A longitudinal study of marital problems and subsequent divorce. *Journal of Marriage and the Family*, 59, 3, 612-624.

Author Leibrant C F

Name of thesis Design And Evaluation Of A Programme To Assist Children Cope With Divorce Leibrant C F 1997

PUBLISHER:

University of the Witwatersrand, Johannesburg

©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.