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Overview of residential child care Journal abstracts

Changing Schools for the Deaf: Updating the Educational Setting for Our Deaf Children in the 21st Century, a Big Challenge.

Author: De Raeve, Leo; Baerts, Johan; Colleye, Evelyne; Croux, Edith.

Publication info: Deafness and Education International 14. 1 (March 2012): 48-59.

Abstract: In the last two decades the population of deaf children has changed dramatically in these countries where universal hearing screening, early intervention, digital hearing aids, and cochlear implants are available. Most of these children can now acquire intelligible spoken language and they go to mainstream school in larger proportions. But mainstream placement does not eliminate the need for services, which will vary depending upon the child's age, school curriculum, language, and other child-specific factors. This paper reports on the content of all these changes and will also show you how one of the schools for the deaf in Belgium, called KIDS (Royal Institute for the deaf) has adapted his educational setting to their changing population of deaf children. The special school for the deaf became a service centre for the deaf. Within this service centre, which has to deal with the whole, very heterogeneous group of deaf children, there are several departments: early intervention, daycare centre, pre-, primary and vocational training school, mainstreamed support service, audiological centre, and residential department. All this is a big challenge for the management of the service centre, who must ensure that their staff have the skills to meet these challenges.

Cyberbullying: Predicting Victimization and Perpetration.

Author: Walrave, Michel; Heirman, Wannes.

Publication info: Children and Society 25. 1 (January 2011): 59-72.

Abstract: The double-edged nature of modern technology, continuously balancing between risks and opportunities, manifests itself clearly in an emerging societal problem known as cyberbullying. To analyse the extent and nature of the issue in Belgium, 1318 adolescents were questioned explicitly about their involvement in cyberbullying, as well as implicitly about their experience with specific types of cyberbullying-related behaviour. This alternate questioning revealed higher victimisation and perpetration rates. The study also provides better insight into predictors associated with victimisation or perpetration in cyberbullying. Especially past involvement in cyberbullying and engaging in online risk behaviour increase the likelihood of victimisation; non-rejection of cyberbullying and online identity experimentation augment the likelihood of perpetration. Girls are more likely to become victims of cyberbullying, whereas boys are more inclined to engage in electronic bullying. Moreover, the incidence of cyberbullying increases slightly with age. Finally, teens spending much time on the Internet, reporting higher ICT expertise and owning a computer with privileged online access share an increased likelihood of online bullying behaviour.

Analysis of Daytime Activities for Children with Profound Intellectual and Multiple Disabilities in Specific Settings.

Author: Maes, Bea; Vos, Pieter; Penne, Anneleen.

Publication info: The British Journal of Developmental Disabilities 56. 2 (Jul 2010): 123-136.

Abstract: This study has been designed to analyse more in depth the amount and the nature of activities that are offered to children with PIMD in specific settings. In a recent registration in Flanders, a total number of 846 children with PIMD were identified (Maes et al., 2008). 50.7% (429/846) of them go to special schools for children with moderate to profound intellectual disabilities and/or motor disabilities. A second group (49.3%, 417/846) is dispensed from compulsory education. 54.7% of them (228/417) live at home and visit a child day care centre during the day. The other 45.3% (189/417) live in residential services during the week. Actually there is a policy debate in Flanders whether the dispensation from compulsory education should be abandoned, and all children with PIMD should be going to school. In this perspective, we were interested in the question if the amount and nature of activities differs between school-going and non-school-going children. We were also interested to know more about the goals and the principles that are put forward and about the difficulties that are encountered by the staff in offering daytime activities for children with PIMD.

Effects of the Combination of Life Space Crisis Interventions and a Level System at the Therapeutic Treatment Centre 'Heynsdaele' - A Special School and Home for Youth with Behavioural and Emotional Problems.

Author: Soenen, Bram; Goethals, Ilse; Spriet, Eline; D'Oosterlinck, Franky; Broekaert, Eric.

Publication info: *Therapeutic Communities* 30. 2 (Jul 2009): 200-216.

Abstract: In 2005, the Province of East-Flanders (Belgium) approved the project 'Heynsdaele'. The Provincial Institute Heynsdaele consists of a residential facility and a school for special education for boys aged 12 to 21 with emotional and behavioural disorders (EBD). It was the goal of this project to meet the needs of this target group by using appropriate strategies. In the process of the project the problem areas of the whole institute were identified, by performing interviews, observing classes and living groups, and by collecting documentation on the organization. Based on the data collected, three problem areas were identified: aggression, illicit drug abuse and non-attendance. In order to address these problem areas, two strategies were implemented. The first, Life Space Crisis Intervention (LSCI), is a therapeutic and verbal strategy used to intervene when children are in crisis. The other, a level system, was meant to set limits to severe disruptive behaviour, to reward positive behaviour in different levels and to identify non-responsive students. Regarding the population of this research, several questionnaires showed that the behaviour problems of these youngsters remained stable over the three years of the project, according to teachers, educators and youngsters. Next to that, LSCI and the level system have been proven to have a positive effect on the academic performances and on reducing the disruptive behaviour of the youngsters. During one month in both 2006 and 2008, pre-post measurements of school results, conflicts, signalization moments and the amount of non-attendance were registered by educators and teachers. Positive results were found on all of these themes. Because of the promising results of this project, the authors emphasise the value of coaching and supporting staff members in using these strategies in daily practice.

Intensive family preservation services in Flanders: an outcome study.

Author: Puyenbroeck, Hubert Van; Loots, Gerrit; Grietens, Hans; Jacquet, Wolfgang; Vanderfaillie, Johan; et al.

Publication info: *Child and Family Social Work* 14. 2 (May 2009): 222-232.

Abstract: Set up as a one-group pre-test-post-test follow-up design, this study examines the outcomes of intensive family preservation services (IFPS) in Flanders addressing the following research questions: Does IFPS make a significant difference concerning (1) the interaction between parent and child? (2) social support as experienced by the parent? (3) stress and empowerment of the parent? and (4) the strengths and difficulties of the minor? Families seem to indicate that their family situation is more manageable, although still, professional help is needed. Parents feel more resilient about the situation and indicate that they can get along with their child better than before the crisis intervention. Parents still feel uncertain about the future and about their role as a parent. There seems to be no indications that their level and quality of social contacts have changed. Further research is suggested to provide more in-depth information about the conditions associated with processes of change during an IFPS intervention.

The 'wanted' children. Experiences of Hungarian children living with Belgian foster families during the interwar period.

Author: Hajto, V.

Publication info: *History of the Family* 14. 2 (2009): 203-216.

Abstract: Transnational adoption and child migration are often regarded as recent phenomena, yet there is a long history of children travelling without their families, settling and integrating in a foreign culture and environment. In the 1920s, thousands of Hungarian children went to Belgium for a six-month holiday within the framework of a humanitarian project. Although they were supposed to return to Hungary after their vacation, some of them stayed indefinitely with their Belgian families. By analyzing oral testimonies of the now elderly 'children' about their migration and childhood experiences in Belgium, we explore how they construct and reconstruct concepts such as childhood, vulnerability, and loyalty commitments, and show the crucial importance of maintaining birth family ties for the future development of transnationally adopted children.

Child Well-being in Flanders: A Multidimensional Account.

Author: Ghysels, Joris; Van Vlasselaer, Evelien.

Publication info: *Social Indicators Research* 89. 2 (Nov 2008): 283-304.

Abstract: In this article we characterise the well-being of young children in the Belgian region of Flanders. We focus on three commonly used indicators: educational attainment, the existence of special needs and the occurrence of problematic behaviour. The former derives from a relatively impartial source, the schooling system, while the latter two originate from parental assessment. Somewhat surprisingly, the different measures are only weakly associated with each other. Moreover, negative outcomes tend to correlate with different characteristics of the child and the household, depending on the well-being indicator used. Only a low level of education of the mother and the fact the child is living in a single parent family is consistently associated with negative outcomes. This is not true, however, for a whole range of other characteristics, like the work schedule of the parents, the sex of the child, the child's rank in the line of siblings or the number of children in the household. Consequently, policy makers should be wary of quick conclusions when presented with results from single indicator research. Educational lagging, for example, may seem a very objective measure of problems, yet it does not necessarily coincide with problematic behaviour nor a parental perception of special needs. Hence, political action is not self-evident and may require additional justification. For future research, a more thorough investigation about the links between the various indicators of child well-being seems indicated.

Unaccompanied refugee children and adolescents: The glaring contrast between a legal and a psychological perspective.

Author: Derluyn, Ilse; Broekaert, Eric.

Publication info: *International Journal of Law and Psychiatry* 31. 4 (Aug 2008): 319-330.

Abstract: Unaccompanied refugee children and adolescents are a vulnerable group: they live not only in a relatively difficult situation as minor refugees staying in another country, but also face other risks due to the absence of their parents, such as traumatic experiences, exploitation or abuse. The difficult living situation of these unaccompanied refugee children and adolescents might therefore threaten their emotional well-being, resulting in important emotional and behavioural problems. This 'psychological' perspective shows the necessity of a strongly elaborated reception and care system for these children and adolescents in order to meet their specific situation and needs. Nevertheless, the case study of unaccompanied refugee minors living in Belgium, as explored in this paper, shows that the legal perspective on these youths - considering them as 'refugees' and 'migrants', not as 'children' - is predominantly the starting point to build the care system on. Moreover, this legal perspective contrasts sharply with the psychological perspective, as such that these children and adolescents do not receive appropriate support and care as they need.

Why do foster care placements break down? A study on factors influencing foster care placement breakdown in Flanders.

Author: Vanderfaeillie, Johan; Van Holen, Frank; Coussens, Sofie.

Publication info: *International Journal of Child and Family Welfare* 11. 2-3 (Jun 2008): 77-87.

Abstract: Foster care placements frequently break down. Breakdown is associated with several undesirable outcomes for the foster child, the foster parents and the child welfare system. Little is known about breakdown in Flanders. This article presents the results of a study into the prevalence of breakdown and related factors. Data on 100 foster care case files from all over Flanders were analysed. Over a period of 6 to 7 years 57% of the foster placements broke down. Older children with behavioural problems were more at risk for breakdown.

Emotional and behavioural problems in migrant adolescents in Belgium.

Author: Derluyn, Ilse; Broekaert, Eric; Schuyten, Gilberte.

Publication info: *European Child and Adolescent Psychiatry* 17. 1 (Feb 2008): 54-62.

Abstract: Refugee and migrant adolescents may be at increased risk for the development of emotional and behavioural problems. Since studies on this topic are rather scarce and results inconsistent, this large-scale screening study aims at investigating the prevalence of emotional and behavioural problems in recently arrived migrant adolescents in Belgium, compared to Belgian peers. About 1,249 migrant adolescents and 602 Belgian adolescents filled in four self-report questionnaires on the prevalence of emotional and behavioural problems, traumatic experiences, and symptoms of post-traumatic stress. Migrant adolescents experienced more traumatic events than their Belgian peers, and show higher levels of peer problems and avoidance symptoms. On the contrary, non-migrant adolescents reveal more symptoms of anxiety, externalizing problems, and hyperactivity. Factors influencing the prevalence of emotional and behavioural problems are the number of traumatic events experienced, gender, and the living situation. Although migrant and non-migrant adolescents don't differ much in the prevalence of emotional and behavioural symptoms, attention should be given to the screening and support of risk groups within the population of migrant adolescents, such as girls, those who experienced a lot of traumatic events and unaccompanied refugee children and adolescents. [Author Abstract] KEY WORDS: refugee adolescents; migrant adolescents; emotional problems; prevalence study

Usefulness of Cognitive Intervention Programmes for Socio-Emotional and Behaviour Problems in Children with Learning Disabilities.

Author: Schnitzer, Gila; Andries, Caroline; Lebeer, Jo.

Publication info: *Journal of Research in Special Educational Needs* 7. 3 (Nov 2007): 161-171.

Abstract: Behavioral and emotional problems occur more frequently in children with learning problems than in a cross-section of the general population, both at home and at school. While behavior problems reportedly are a key obstructive factor impeding inclusive education, children with both behavioral and learning disabilities carry a high risk of social exclusion and school dropout when they are in mainstream environments. Meta-analyses indicated only a moderate impact of social skills training. To see what kind of intervention program would be effective in modifying cognitive as well as socio-emotional behavior and at the same time focusing on contextual interaction and intervention, a pilot study has been carried out in Belgium with 113-year-old students with learning disability and behavior problems in special schools. A total of 24 children in the experimental group were matched against a control group of 24. Children in the experimental group, after having received 14 lessons of FIE (Feuerstein's Instrumental Enrichment Program), showed a marked increase in some cognitive functions (hypothetical thinking, perception and understanding of humor) but not in others. A significant effect on socio-emotional behavior could not be shown quantitatively, but was evident from qualitative interviewing. The mediating attitude of the teachers was a key influencing factor in producing lasting changes. Programs such as FIE, provided they address children as well as teachers in a comprehensive way, focusing on cognitive as well as socio-emotional behavioral changes, may become powerful instruments to help children as well as teachers in a highly differentiated inclusive school environment.

Different perspectives on emotional and behavioural problems in unaccompanied refugee children and adolescents.

Author: Derluyn, Ilse; Broekaert, Eric.

Publication info: *Ethnicity and Health* 12. 2 (Apr 2007): 141-162.

Abstract: Objective. This study aims, firstly, to investigate the prevalence of emotional and behavioural problems in unaccompanied refugee children and adolescents living in Belgium. Secondly, this study compares the perspectives of the adolescents with those of social workers on the adolescents' emotional well-being. Design. A total of 166 unaccompanied refugee children and adolescents, living in different large- and small-scale centres, in foster care or alone, participated in the study. Of them, 142 completed self-report questionnaires on emotional and behavioural problems (HSCL-37A, SDQ-self and RATS) and traumatic experiences (SLE), and for 124 refugee youths, social workers filled in two questionnaires on emotional and behavioural problems (CBCL/6-18 and SDQ-parent). Results. Between 37 and 47% of the unaccompanied refugee youths have severe or very severe symptoms of anxiety, depression and post-traumatic stress. Girls and those having experienced many traumatic events are at even higher risk for the development of these emotional problems. Social workers also report a high prevalence of internalising problems in this population and they also report important externalising problems in unaccompanied refugee youths. Conclusion. Being unaccompanied is an important risk factor for the emotional well-being of refugee children and adolescents. Therefore, appropriate measures on reception and care should be taken in order to support these youths.

Characteristics and Profile of Boys and Girls with Emotional and Behavioural Disorders in Flanders Mental Health Institutes: A Quantitative Study.

Author: D'Oosterlinck, F; Broekaert, E; De Wilde, J; Bockaert, L F; Goethals, I.

Publication info: *Child: Care, Health and Development* 32. 2 (Mar 2006): 213-224.

Abstract: Background In this article, we search for gender differences and outline a detailed gender profile for children and youngsters with emotional and behavioural disorders who are placed in Flemish residential care institutes. Methods Data were collected of all placements (517 children) in six residential and semi-residential mental health care centres for children and youngsters with emotional and behavioural disorders in East Flanders, Belgium. File data (gender, age, retention, current treatment, type of referral, education, intelligence, Diagnostic and Statistical Manual IV-diagnoses and medication use) were gathered. The Child Behaviour Check List (CBCL) was implemented and completed for each child. On the basis of the CBCL, a behaviour profile was developed by means of correlation tables (Pearson correlation coefficient) and cross tabulations. Finally, the profile was compared with the file data of the boys and the girls. Results Significant gender differences were found for type of referral, intelligence and diagnoses. The same profile was developed for both genders separately, based on variables Externalizing and Social Problems. The file data associated with the profile groups differ for boys and girls. Conclusions The results of our study show the complexity and diversity of the needs of boys and girls with disruptive behaviour in Flemish residential care institutes. Flemish government has to be aware of the fact that the current referral system selects the children with outspoken externalizing and problematic behaviour towards special health care and special schools. They are relegated because the mainstream system is not equipped well enough to cope with their disruptive, aggressive behaviour. Even if governments are in favour of inclusive education, it seems that in practice a rest group is created, in which girls are selected through the same mechanisms as boys, in this case for the same reasons of negative externalizing behaviour and social problems. For this it seems appropriate that school and (semi)-residential institutes apply a specific and adapted methodology.

Conversations with Youth in Conflict.

Author: D'Oosterlinck, Franky; Broekaert, Eric; Denoo, Inge.

Publication info: *Reclaiming Children and Youth: The Journal of Strength-based Interventions* 15. 1 (2006): 47-51.

Abstract: Seventeen children and youth in a treatment program in Belgium were interviewed about their experiences in conflict. They shared their theories of behaviour and perceptions of Life Space Crisis Intervention (LSCI) being employed by staff in their setting.

Students with autism spectrum disorder in special and general education schools in Flanders.

Author: Renty, Jo; Roeyers, Herbert.

Publication info: *British Journal of Developmental Disabilities* 51. 1 (Jan 2005): 27-39.

Abstract: Considers the issue of inclusive education for students with autism spectrum disorder (ASD), a term which in this context is used to describe autism, Asperger syndrome and pervasive developmental disorder - not otherwise specified. Despite the fact that researchers, parents and practitioners have doubts about the beneficial outcome of general education for children with ASD, argues that it is not the single classroom model that is most important in choosing the best educational option for these students, but the quality of the instruction delivered in that classroom. Investigates (1) to what extent special and general education schools in Flanders (the Dutch speaking part of Belgium) make an effort to deliver high-quality education to students with ASD and adapt the learning environment to the unique needs of these students, and (2) the accessibility of these schools for students with ASD.

On the way to a better future: Belgium as transit country for trafficking and smuggling of unaccompanied minors.

Author: Derluyn, Ilse; Broekaert, Eric.

Publication info: *International Migration* 43. 4 (2005): 31-56.

Abstract: ABSTRACT IN ENGLISH: During the last decade, irregular border crossings emerged as a new element in international migratory flows, with smuggling and trafficking networks being an essential part. Many people are compelled to use these networks to realize their dream of a better living, and for many this 'promised land' is the United Kingdom (UK). Belgium has important sea connections with the UK, and is, therefore, an important migration transit zone, although many migrants are intercepted on Belgian territory during their attempt to reach the UK. Some are unaccompanied or separated children and adolescents, minors travelling without parent(s) or a legal caregiver. This study aims to gain insight about this population of unaccompanied minors travelling to the UK. We use the situation in Zeebrugge, one of Belgium's main ports, as a case study. We analysed 1,093 data files of unaccompanied minors intercepted in Zeebrugge, and carried out participatory observation at the shipping police station. The intercepted unaccompanied minors are mainly male, between 15 and 18 years of age, and from an Asian or Eastern European country. Of the 899 unique persons found in the data files, 113 were intercepted several times. After the interception, the Aliens Office gives the majority (82.9%) an identity document without a requirement to leave Belgium, while 15.3 per cent must leave Belgium immediately or within five days. In 82.9 per cent of the cases, a child protection officer is contacted to make a decision about the situation. In 67.2 per cent of these cases, no child protection measure is taken, and the minor may leave the police station; in 32 per cent of the cases, the minor is transferred to a centre, mostly crisis reception. Almost all unaccompanied minors are convinced they want to reach the UK to create a better livelihood, join a family member, or escape a difficult political situation. Nevertheless, most travel in difficult circumstances; are scared; and lack essential information about life in the UK, their possibilities in Belgium, what will happen if they are transferred to a centre, and so forth. Most minors also do not want to be transferred to a centre, and many - although not all - disappear again from the centres. This study has several implications concerning the kind of decisions taken by the legal authorities, the necessary physical and psycho-social care and the availability of an interpreter and social worker during the interception, the number of reception places and the care in these centres, and the tasks of the legal guardian. Finally, some limitations of the study are mentioned.

ABSTRACT IN FRENCH: Au cours de la dernière décennie, le franchissement irrégulier des frontières est apparu comme un nouvel élément des flux migratoires internationaux, dont les réseaux de traite et d'introduction clandestine sont un aspect essentiel. Beaucoup de gens sont forcés d'utiliser ces réseaux pour réaliser leur rêve d'une vie meilleure et pour beaucoup, cette « terre promise », c'est le Royaume-Uni. La Belgique ayant d'importantes liaisons maritimes avec le Royaume-Uni constitue de ce fait une importante zone de transit pour les migrations, bien que de nombreux migrants soient interceptés sur le territoire belge alors qu'ils tentent d'atteindre le Royaume-Uni. Certains d'entre eux sont des enfants et des adolescents non accompagnés, séparés, des mineurs qui voyagent sans parent(s), sans personne qui en ait la garde juridique. Cette étude vise à mieux connaître cette population de mineurs non accompagnés voyageant en direction du Royaume-Uni. Nous prenons comme cas concret la situation à Zeebrugge, l'un des principaux ports belges. Nous avons analysé 1 093 fichiers de données concernant des mineurs non accompagnés interceptés à Zeebrugge, et nous sommes livrés à une observation participative au poste de police du port. Les mineurs non accompagnés interceptés sont pour la plupart des garçons âgés de quinze à dix-huit ans originaires d'un pays d'Asie ou d'Europe orientale. Sur les 899 personnes trouvées dans les fichiers, 113 ont été interceptées plusieurs fois. Après l'interception, les Services de l'immigration donnent à la majorité de ces garçons un document d'identité sans obligation de quitter la Belgique, alors que 15,3 pour cent d'entre eux doivent quitter le pays, soit immédiatement soit dans les cinq jours. Dans 82,9 pour cent des cas, un agent de protection de l'enfance est contacté pour prendre une décision quant à la situation. Dans 67,2 pour cent de ces cas, aucune mesure de protection de l'enfant n'est prise et le mineur peut quitter le poste de police. Dans 32 pour cent des cas, le mineur est transféré dans un centre, un lieu d'accueil pour les situations de crise. Presque tous les mineurs non accompagnés sont convaincus de vouloir se rendre au Royaume-Uni pour y gagner leur vie, retrouver un membre de leur famille ou échapper à une situation politique difficile. Pourtant, la plupart de ces mineurs voyagent dans des circonstances difficiles. Ils ont peur. Ils n'ont pas les informations essentielles sur la vie au Royaume-Uni, sur les possibilités qui existent pour eux en Belgique, sur ce qui se passera s'ils sont transférés dans un centre. Beaucoup - mais pas tous - disparaissent de ces centres. Cette étude a diverses implications concernant le genre de décisions que prennent les autorités juridiques, les nécessaires soins physiques et psychosociaux pendant l'interception ainsi que la présence d'un interprète et d'un travailleur social, le nombre de places et les soins dans les centres d'accueil, les tâches de la personne qui a la responsabilité légale du mineur. Enfin, certaines limites de cette étude sont évoquées. Reprinted by permission of the International Organization for Migration

Rights and duties of underage parents: a comparative approach.

Author: Willekens, Harry.

Publication info: *International Journal of Law, Policy, and the Family* 18. 3 (Dec 2004): 355-370.

Abstract: Underage parents are caught in a legal contradiction between their status as parents and their status as minors. As parents, they are responsible for protecting, rearing and representing their children; as minors, they lack the rights required to fulfil parental duties. This paper takes a look at the different ways in which legal systems deal with the contradiction. The position of underage parents in Belgium, Germany, and the Netherlands is studied. In Belgium, there is no explicit statutory solution for the problem, and a reconciliation of the two roles has to be looked for in re-interpretations of general rules of legal capability and contractual liability. In Germany and the Netherlands, quite different statutory solutions have been developed, the German one generating legal contradictions of its own, the Dutch one probably in violation of the right to respect of family life guaranteed by the European Convention on Human Rights. On the basis of the analysis of these laws, the contradiction in the position of underage parents looks unresolvable. Reprinted by permission of Oxford University Press

Mental Health of Children in Counselling Institutions: Empirical Findings from Flanders (Belgium).

Author: Grietens, Hans; Hellinckx, Walter.

Publication info: International Journal of Child and Family Welfare 7. 2-3 (Sep 2004): 116-133.

Abstract: We examined the prevalence and correlates of mental health problems in a representative sample of children six years or older living in counseling institutions in Flanders (Belgium), using the Child Behavior Checklist (Achenbach and Rescorla, 2001) and a self-developed questionnaire. Data were gathered from 256 children. The findings showed that seriously deviant problem behaviors and psychopathology were highly prevalent in this group, that children's problems were complex and only marginally to moderately affected by institution, educator, and child characteristics. Further, children's problems tended to increase across time. Most children received professional help for their problems, either inside or outside the institution.

Reflexivity and the Research Interview: Habitus and Social Class in Parents' Accounts of Children in Public Care.

Author: Slembrouck, Stef.

Publication info: Critical Discourse Studies 1. 1 (Apr 2004): 91-112.

Abstract: This paper engages with "researcher reflexivity" in terms of a set of discourse analytical imperatives which derive from the work of Pierre Bourdieu and as a set of epistemological implications which follow from my ethnographic-interventionist engagement with a specific field of (institutionalized) practice (broadly, child protection in Flanders). The focus of the paper is on a reflexive discourse analysis of two data events (qualitative interviews with a lone parent who had/has an adolescent in public care). My key claim is that a reflexive discourse analysis which succeeds in revealing the role of social class as an interpretative filter on data events and their histories, can result in a deepened research design which also sets a specific agenda for relevant social-theoretical understandings of Late Modernity (I engage with Bourdieu, Bernstein, and Giddens). 29 References. Adapted from the source document

Street Children in Belgium -- An Investigation on Their Numbers, Their Situation, and Their Living Conditions.

Author: Gillebeert, Dominique; Claes, Tom.

Publication info: Ethiek en Maatschappij 5. 4 (Dec 2002): 56-90.

Abstract: This article provides a systematic overview of the available quantitative and qualitative information on 'street children' in Belgian society. Questions asked are (1) How many street children are there in Belgium and its big cities? (2) Who are the street children? (3) Which organizations try to do something for these children? (4) What are the conditions in which these children live? In answering these questions, the concept of 'street child' is explored, deconstructed, and reconstructed again, as it is very important to know exactly what and who are investigated. The quantitative data are complemented with the results of an exploratory qualitative research conducted by Gillebeert. The authors strongly urge further research.

Residential Care: Last Resort or Vital Link in Child Welfare?

Author: Hellinckx, Walter.

Publication info: International Journal of Child and Family Welfare 5. 3 (Sep 2002): 75-83.

Abstract: This paper defends the position that 'rethought' residential care should be an integral part of a continuum of child and family services, so that the nature, intensity, and duration of the support given is tailored to the specific needs and potentialities of each family. The paper provides an outline of what 'rethought' residential care might look like, and explores the need for a continuum of care. The current status of residential care in Belgium is discussed together with alternatives to residential care, focusing particularly on family preservation programs.

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