CONTENT

CHAPTER I: STATING THE PROBLEM, PROGRAM OF STUDY AND METHODOLOGY

- 1. INTRODUCTION
- 2. STATING THE PROBLEM
- 2.1 Introduction
- 2.2 The "deviant" child
- 2.2.1 Introduction
- 2.2.2 Reasons for deviancy
- 2.3 Some current theories of the origin of deviancy
- 2.3.1 Introduction
- 2.3.2 Applying the models
- 2.3.3 The behavior theoretical model
- 2.3.4 The psychodynamic model
- 2.3.5 The biophysical model
- 2.3.6 The sociological model
- 2.3.7 The ecological model
- 2.3.8 The anti-theories
- 2.4 The pedagogical explanation of deviancy
- 2.4.1 Introduction
- 2.4.2 Deviancy as inadequately becoming adult
- 2.5 The current practice of providing help
- 2.6 The orthopedagogical
- 3. PROGRAM OF STUDY
- 4. DISCUSSION OF METHOD
- 5. FINALLY

CHAPTER II: PROVIDING HELP

- 1. INTRODUCTION
- 2. LAWS AND THEORIES AS FOUNDATIONS FOR THERAPY
- 3. WHAT IS THERAPY?
- 3.1 The difference between therapy and therapeutic
- 3.2 Psychotherapy
- 3.3 Intervention
- 3.4 Conclusion
- 4. METHOD FOR EXPLORING THERAPEUTIC PRACTICE

- 4.1 Introduction
- 4.2 Choice of sources of information
- 4.3 The compilation of a questionnaire
- 4.4 Ordering the research data
- 5. THE PREVAILING THERAPEUTIC PRACTICE IN THE R.S.A.
- 5.1 Explanation for reasons for derailment
- 5.1.1 The behavioral theoretical view
- 5.1.2 The psychodynamic view
- 5.1.3 The biophysical view
- 5.1.4 The sociological and ecological views
- 5.1.5 The anti-theoretical view
- 5.1.6 The pedagogical view
- 5.2 Therapeutic aim
- 5.2.1 Aim formulation as a result of a demarcated, clearly denotable beginning diagnostic phase
- 5.2.2 Acceptance conversation
- 5.2.3 Statement of the announced problem
- 5.2.4 Deliming problem areas
- 5.3 Preparation
- 5.3.1 No specific planning
- 5.3.2 Planning the total therapeutic course
- 5.3.3 Short-term planning
- 5.3.4 Overall planning in combination with planning from session to session
- 5.3.5 Delimiting aims for the therapist
- 5.3.6 Making a contract
- 5.4 Therapeutic content
- 5.4.1 Free choice of the child
- 5.4.2 Therapist and child choose together
- 5.4.3 Symbolic treatment of the problem
- 5.4.4 Selection by the therapist
- 5.5 The therapeutic relationship
- 5.5.1 Confidentiality
- 5.5.2 Sincerity
- 5.5.3 Empathy
- 5.5.4 Respect for human dignity
- 5.5.5 Helpfulness
- 5.5.6 Acceptance
- 5.5.7 Purposefully establishing a relationship
- 5.6 The course of therapy

- 5.6.1 The diagnostic phase
- 5.6.2 Verification
- 5.6.3 Intervening
- 5.6.4 Evaluating
- 5.7 Methods and techniques
- 5.7.1 Methods generally applied
 - 5.7.1.1 Behavior modification
 - *5.7.1.2 Directive play therapy*
 - 5.7.1.3 Parental guidance
 - 5.7.1.4 The guidance conversation
- 5.7.2 Supplementary methods
 - 5.7.2.1 Language enrichment therapy
 - 5.7.2.2 Psychomotor therapy
 - 5.7.2.3 Orthodidactical help
 - 5.7.2.4 Art therapy
 - 5.7.2.5 Drama therapy
 - 5.7.2.6 Family therapy
 - 5.7.2.7 Environmental change
- 5.7.3 Methods used less generally
 - 5.7.3.1 Rogerian non-directive client-centered therapy
 - 5.7.3.2 Audio-psycho-phonological therapy
 - 5.7.3.3 Ellis' rational-emotive therapy (RET)
 - 5.7.3.4 Gestalt therapy
 - 5.7.3.5 Group play therapy
 - 5.7.3.6 Final considerations
- 5.8 Parental accompaniment
- 5.8.1 Help with [personal] adulthood problems
- 5.8.2 Training in parenting
- 5.9 Findings

CHAPTER III: THE THEORETICAL FOUNDATION OF PEDOTHERAPY

- 1. INTRODUCTION
- 2. CHILD-ANTHROPOLOGICAL GROUNDING
- 2.1 Introduction
- 2.2 Being-a-child implies a being-who-is-becoming-adult
- 2.3 A child is the educator's conversational partner
- 2.4 A child yearns for security
- 2.5 A child is an existing person

- 2.6 A child as person is totality-in-function
- 3. THE NECESSITY FOR A CRITERIAL STRUCTURE
- 3.1 Introduction
- 3.2 The event of educating and designing criteria
- 4. THE PEDAGOGICAL NATURE OF PARENTAL ACCOMPANIMENT
- 5. PEDOTHERAPY AS PROVIDING PEDAGOGICAL HELP
- 5.1 Introduction
- 5.2 The appearance of essences of educating from a fundamental pedagogical perspective
- 5.2.1 Introduction
- 5.2.2 The pedagogical relationship structures
 - 5.2.2.1 Understanding
 - 5.2.2.2 Trust
 - 5.2.2.3 Authority
- 5.2.3 The pedagogical sequence structures
- 5.2.4 The pedagogical activity structures
- 5.2.5 The pedagogical aim structures
- 5.3 The appearance of fundamental pedagogical categories in the pedotherapeutic event
- 5.3.1 Introduction
- 5.3.2 The relationship structures
- 5.3.3 The sequence structures
- 5.3.4 The aim structures
- 5.3.5 The activity structures
- 5.3.6 Conclusions
- 5.4 The appearance of educative essences from a psychopedagogical perspective
- 5.5 The appearance of psychopedagogical categories in the pedotherapeutic event
- 5.5.1 Introduction
- 5.5.2 Affective accompaniment to affective actualization
- 5.5.3 Cognitive accompaniment to cognitive actualization
- 5.5.4 Normative accompaniment to normative actualization
- 5.5.5 Final viewing
- 5.6 The appearance of essences of educating from a didactic-pedagogical perspective
- 5.7 The appearance of didactic-pedagogical categories in the pedotherapeutic event
- 5.7.1 Introduction

- 5.7.2 Implementing didactic categories
 - 5.7.2.1 Unlocking reality
 - 5.7.2.2 Learning
 - *5.7.2.3 Forming*
 - 5.7.2.4 Orienting
 - 5.7.2.5 Accompanying (guiding)
 - 5.7.2.6 Objectifying or distancing
 - 5.7.2.7 Imperativity
 - 5.7.2.8 Anticipation
 - 5.7.2.9 Formalizing
 - 5.7.2.10 Socializing
 - 5.7.2.11 Delimiting
 - *5.7.2.12* Achieving
 - 5.7.2.13 Progressing
 - 5.7.2.14 Reducing
- 5.7.3 Concluding comment
- 6. THE RELATIONSHIP PEDAGOGY: ORTHOPEDAGOGY

CHAPTER IV: DESIGNING A PEDOTHERAPEUTIC PRACTICE

- 1. INTRODUCTION
- 2. THE PEDOTHERAPEUTIC SEQUENCE STRUCTURE
- 2.1 Introduction
- 2.2 Stating the problem
- 2.2.1 Taking stock
- 2.2.2 Formulating
- 2.2.3 Evaluating
- 2.2.4 Classifying
- 2.3 Content
- 2.3.1 Introduction
- 2.3.2 Choice of content
- 2.3.3 Reducing the content
- 2.3.4 Asking questions
- **2.4 Form**
- 2.4.1 Introduction
- 2.4.2 Choice of ground forms
- 2.4.3 Choice of methodological principle
 - 2.4.3.1 The directive principle
 - 2.4.3.2 The indirective principle
 - 2.4.3.3 The choice of principles of ordering

2.5 Strategies

- 2.5.1 Introduction
- 2.5.2 The locale
- 2.5.3 Aids
- 2.5.4 Techniques
 - 2.5.4.1 The information conversation
 - 2.5.4.2 Play therapy
 - 2.5.4.3 The imaginary journey
 - 2.5.4.4 Art therapy
 - 2.5.4.5 Human modeling
 - 2.5.4.6 Concluding view
- 2.6 Evaluating
- 3. SCHEMA FOR PLANNING A PEDOTHERAPEUTIC PRACTICE
- 4. CONCLUSIONS

CHAPTER V: AN EXAMPLE OF PROVIDING PEDOTHERAPEUTIC HELP TO A CHILD

IN EDUCATIVE DISTRESS

- 1. INTRODUCTION
- 2. THE ANNOUNCED PROBLEM
- 3. HISTORICITY
- 4. SUMMARIZED PERSON IMAGE
- 4.1 Psychic life actualization
- 4.2 Problematic educative event
- 5. LONG-TERM PLANNING
- 5.1 Introduction
- 5.2 Problematic meanings
- 5.3 Reduction of the problematic
- 5.3.1 The relationship child: self
- 5.3.2 The relationship child: other
- 5.3.3 The relationship child: things
- 5.3.4 The relationship child: God
- 5.4 Aims
- 5.4.1 Overarching aim
- 5.4.2 Implicit aim
- 5.4.3 Explicit aim
- 5.5 Choice of principle of ordering
- 5.6 Choice of methodological principle

6. THE PEDOTHERAPEUTIC SEQUENCE

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- 7. SYNTHESIS
- 7.1 The relationship child: self
- 7.2 The relationship child: other
- 7.3 The relationship child: things
- 7.4 the raltionship child: God
- 7.5 Conclusions

CHAPTER VI: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

- 1. FINDINGS
- 2. CONCLUSIONS
- 3. RECOMMENDATIONS
- 4. IN CONCLUSION

BIBLIOGRAPHY

- APPENDIX 1: EXPLORATORY QUESTIONNAIRE
- APPENDIX 2: LIST OF UNIVERSITY INSTITUTES IN

THE REPUBLIC OF SOUTH AFRICA, 1979

APPENDIX 3: METHODS FOLLOWED BY THE THIRTEEN UNIVERSITY CLINICS

- **APPENDIX 4(a):** Illustration i
 - **4(b):** Illustration ii
 - **4(c):** Illustration iii
 - **4(d)**: Illustration iv
 - **4(e):** Illustration v
 - **4(f):** Illustration vi
 - 4(g): Illustration vii

4(h): Illustration viii **4(i):** Illustration ix

SUMMARY