

## CHAPTER 5

### PROVIDING PEDOTHERAPEUTIC ASSISTANCE TO AN AFFECTIVELY DISTURBED CHILD: AN EXAMPLE

#### 1. INTRODUCTION

The various pedagogical foundations of pedotherapy must converge to a unity in the orthopedagogic practice of giving assistance, and this assistance is set in motion via the different pedotherapeutic phases. Assistance always begins with an orthopedagogic diagnosis (evaluation) (5, 70). This diagnosis is directed to a search for the **origins of the problematic educative occurrence** within which the affectively disturbed child finds him/herself as someone restrained in his/her becoming. In addition, through this diagnosis, an image is obtained of the child's attained and attainable pedagogical levels, as well as of the nature of the discrepancy between them (Van Niekerk). This implies that diagnosis is an exploration of the **restraining aspects** of the problematic educating, as well as an exploration of the **sense and meaning given** to those aspects by the affectively disturbed child. This information is indispensable for the successful orthopedagogic practice of giving assistance. This is because it is in terms of this information that the disharmonious educative occurrence can be neutralized through parental guidance and changes in the child's meanings can be brought about through pedotherapy.

To explicate more fully the practice of pedotherapeutic assistance, the preceding theoretical account (presented in Chapter 4) is demonstrated practically with the example of a single person-image. However, the following must not be viewed as an attempt to empirically verify the theory; it should be seen only as an example or illustration of pedotherapeutic assistance given to a particular child.

## **2. PERSON IMAGE\* OF AN AFFECTIVELY DISTURBED CHILD**

### **2.1 Identifying particulars**

Name: Lorinda  
Age: 11 years 3 months  
Birth date: 16 September 1966  
Grade: 6

### **2.2 Statement of the problem**

Lorinda's problem is that she does not have a good relationship with any member of her family. Especially, she is very aggressive toward her father and brother, and she refuses any physical contact with them. Also, often she says she does not love them.

From the historicity interview with her mother, Lorinda continually compares herself with the other children in the family, and she believes that they enjoy more privileges than she does, and that her parents favor them. Because of this, she refuses to help her mother with household chores and obligations. She says the other children, who are favored, can do the chores.

Further, Lorinda is average in academic achievement, and she must often be prodded to do her homework. Also, she has withdrawn from all extramural activities at school and participates in no sports.

### **2.3 Summary of person-image**

#### **2.3.1 Historicity**

Lorinda is the second youngest in a family of four children, of which the oldest is a boy, and the rest are girls. The youngest child is seven years younger than Lorinda.

---

\* Attaining a person image rests on using orthopedagogic diagnostic media such as the pedagogic conversation, pedagogic observation and intuition, as well as exploratory media such as the historicity interview, intelligence media, thematic projective media, Rorschach ink blot medium, expressive (drawing)-projective techniques- and more. For complete details regarding these media and their use see Van Niekerk (4).

Her father holds a very high position in one of the state departments and, consequently, her parents have considerable social obligations. Because of his work, her father is often absent from home.

Lorinda's relationship with the rest of the family began to deteriorate shortly after the birth of her youngest sister. During this period, her father was working elsewhere, and this also coincided with her entry into elementary school. During this period, her brother (the oldest) was invested with somewhat of a position of authority. Since then, family relationships have been confused, and Lorinda's academic achievement has gradually declined.

### **2.3.2 Actualizing the psychic life**

#### **2.3.2.1 Intellectual ability**

On the full scale of the New South African Intelligence Scale, Lorinda obtained a score of 116, with a verbal score of 109 and a non-verbal score of 121. She achieved best on "Vocabulary" and poorest on "Problems".

From a qualitative analysis of her intelligence, it is above average. Viewed in the light of her scholastic achievement, she does not adequately actualize her intellectual potentiality. This can be attributed to the presence of anxiety and tension, which block her distancing herself from a concrete to a gnostic-cognitive attitude.

#### **2.3.2.2 Intentionality**

Lorinda is a nice girl who appears to be a little bashful and retiring. However, she chats spontaneously when addressed. She appears well cared for and is slightly overweight. She shows good insight, but her focus is of a short duration, and she works in nonchalant ways.

#### **2.3.2.3 The pathic-affective structure**

Lorinda shows a labile pathic-affective disposition of lived experience. This is noted in the fact that she shows a total uncertainty about life; and this is expressed additionally in her

unfavorable self-concept, as well as in her lived experiences of unhappiness, guilt, and loneliness.

She lived experiences her relationship with the other members of her family, and especially her father and brother, as unfavorable. Therefore, she feels that she is excluded from the family and feels lonely and rejected. However, she seeks favorable family relationships, and especially acceptance and recognition.

#### **2.3.2.4 The gnostic-cognitive structure**

Although quantitatively and qualitatively, Lorinda has good intellectual potential, it appears that she takes an unordered gnostic-cognitive attitude. Because of serious affective restraint, her sensing is labile, and her attending fluctuates to such a degree that she cannot adequately distance herself to a gnostic-cognitive level and, thus, she also cannot optimally actualize her intellectual potentialities.

#### **2.3.2.5 The normative meaning-giving structure**

The fact that Lorinda does not accept her parents' exercise of authority gives rise to an inadequate identification with the norms of her educating, and her moral-normative lived experiences are deficient. Her pathic-affective lability, and gnostic-cognitive disorder lead to her giving inadequate meaning to her situation. The labilizing aspects of her problematic educative situation, which give rise to feelings of anxiety, tension, and uncertainty, lead her to attribute unfavorable meanings to herself as well as to her situation. The following are a few of the most prominent meanings (mostly unfavorable) which figure in her life. She lived experiences:

- \*her relationship with the rest of the family, and especially with her father and brother, as unfavorable;
- \*herself as responsible for the poor relationships;
- \*herself as unacceptable;
- \*herself as excluded from the family;
- \*striving for better relationships;
- \*wanting to do things together with other family members.

The following responses obtained from the different media employed during the orthopedagogic investigation (i.e., diagnosis) confirm the above findings:

## \*Rorschach Inkblot Medium

Summary of interpretations

39 responses in 22 minutes

Location	Determinants	Content	Popular/Original
W=12 (8+)	Movement=1	Human=8	O=1
WSs=6	Form=33 (21+)	Animal=20	Popular=5
D=20	Light-dark	Animal part=6	P%=13% (5/39)
	Form=3		
Dd=1	Color=2	Objection	Reality Index
(RI):		(criticism)=2	
Modes of location:	F+%=21/33=64%	Nature=1	3:2
W-D	M:Color	Fire=1	5:1
	1:2	Blood+1	8:2
Succession:	Coartative	H>Hd	<u>10:1</u>
Loose		A>H	6
		H+Hd<A+Ad	
		A%=67%	

## Interpretation

### Gnostic-cognitive attitudes

The W-D mode of location indicates that Lorinda has good gnostic-cognitive potentialities at her disposal. The modes of location and the F% of 64 indicate that her intelligence is more theoretically directed and is of a good quality. The loose succession, on the contrary, is an indication of inadequate attending. The high A (Animal) % and the fact that A>H leave no doubt that pathic-affective problems are present. From the presence of Color and Light-dark Form responses, it appears that there is a general feeling of uncertainty, tension, and that labile anxiety is rampant which so overcome Lorinda that she cannot take an adequate gnostic-cognitive attitude.

### Affectivity

The color and shading responses indicate a serious pathic-affective problem, and this probably is what lies at the root of her scholastic and behavioral problems.

The coartative experience type is an indication of depression as well as of a negative lived experience of relationships with others and things.

Tendencies of opposition and aggression are clearly expressed by the presence of white-space (Ss) responses. Since these responses are paired with W (Whole), the indication is that communication in the family leaves much to be desired. It also serves as further evidence of a diminished stable affectivity.

In summary, Lorinda has at her disposal good intellectual potentialities. Because of serious affective problems, such as tension, anxiety, and problems of interpersonal relationships, she is so restrained that she cannot reach an adequate cognitive attitude and, thus, also an adequate lived experience of meaning.

### **\*The Columbus Series of Langeveld**

The following is one example of the stories Lorinda told in response to these projective pictures. The same theme also appeared with pictures #5, #20 and #22.

#### **Picture 19**

"One girl has a new dress on, and she looks in the mirror while the other one does homework. The older one is going out because she no longer lives at home. The other one is still in school and, therefore, must do her homework. The older one works in the city and the younger one is in grade 6. When she grows up, she wants to be a nurse or a housewife.

Perhaps she also has an older brother and a younger sister. Sometimes her brother fights with her. Then she becomes very angry and wants to hit him. Sometimes she fights with her mother because she doesn't get her way or if she doesn't do what her mother asks her to do. Afterwards, she is very sorry for this. When her sister still lived at home, they always liked to play together. She always waits for them to do something together. Sometimes she also fights with her sister. She is annoyed at her mother and father and

doesn't like them because they irritate her, and because she doesn't get her way. Her father works most of the time and doesn't have time to talk and play with her. She also fights with her father because he scolds her. She does bad things--she hurts her little sister, she shouts at her mother. She is unhappy because no one likes her. They will not talk and play with her, and they only fight with her. Some classmates at school also will not chat with her. They ridicule her because they don't like her. They say she is too fat to hurt her. They don't want anyone to play with her.

She will be happy if others play and talk with her, and if they don't tease and ridicule her. She must not scream at others, then they will like her. She should help her mother more in the house and not be so bad. She eagerly wishes to have more friends, and she will obligate them to play with her".

Lorinda shows surprisingly intelligent insight into her problem. She projects her own problematic family situation and repeatedly places her own contribution to the disturbed relationships opposite the contributions of the other family members. She lived experiences her contribution very intensely, and this gives rise to feelings of guilt. She lived experiences herself as in confrontation with the family and, therefore, as excluded from it. This leads to feelings of unhappiness, depression, and loneliness. She offers an intelligent solution to her problem but is **unable to act on it**. Her imprisonment in her problematic educative situation heightens her feelings of guilt, anxiety, and tension; all of this is expressed in aggression, disturbed relationships, and poor scholastic achievement.

### **\*Incomplete Sentence Medium**

The following sentences are indicative of Lorinda's lived experiences of her situation:

1. **I like** my big sister because I and she do things together and this is nice for me.
4. **At night in my bed** I feel like crying till I can't anymore.
5. **Even my best friend** doesn't like me much.
8. **I can't stand** my brother because he always teases me.
10. **I am sorry** after I have shouted at my ma and pa.
12. **People who don't understand me** do not listen or talk to me.

- 13. I **get angry** if my brother ridicules or teases me.
- 14. A **mother** is wonderful for me, but sometimes I become angry if I cannot get something I want to have.
- 16. I **could never** get my way I ask for something.
- 22. **My greatest worry is** that I have so few friends.
- 29. I **feel a need** sometimes to ask my brother's forgiveness, but then I don't.
- 30. I **enjoy** it when my brother plays with me.
- 31. I **hate** it when my friends don't play with me.
- 34. I **wish** I can one day run away.
- 35. **My father** almost never has a chance to play with me. I am always afraid when my father is angry.
- 37. **Most girls** are happy but I am always unhappy.
- 39. I **have definitely decided** to ask my mother and father to excuse me for what I have done to them.
- 40. **Nothing upsets me more** than if no one speaks to me.
- 42. **Most boys** don't speak with me but ridicule me.

From these sentences, the following possible deductions are made:

- \*a desire to do things with other members of the family ( 1, 30, 35);
- \*experiences herself as unacceptable (5, 13, 31, 40, 42);
- \*experiences ridicule and teasing from others very intensely (8, 13, 42);
- \*poor relationships with members of the family (8, 10, 13, 14, 29, 35, 39);
- \*desires friends (5, 22, 31, 42);
- \*unhappiness (4, 37);
- \*loneliness (12, 22, 31, 40, 42);
- \*strives for better relationships (10, 22, 29, 39);
- \*wishes to run away (34).

The above exposition offers a clear image of an affectively disturbed child. In order to eliminate or stabilize her affective lability, an image of the problematic educative situation which gives rise to this crisis is necessary.

## 2.4 The problematic educative event

Lorinda's affective lability should be viewed against the background of a family situation where her father is often absent. Also, the origin of her problem is possibly traced to the period, shortly after



the youngest daughter's birth, when she entered school, and during which her father was absent for a considerable time. When her father was home, and this is still the case, he gave his attention mainly to her brother, the only boy in the family, and played with him. This gave rise not only to the idea that her father had no time for her, but also to lived experience being excluded. Through her aggressive actions directed against her father and brother, she expressed her discontentment with this situation.

With the birth of her youngest sister, Lorinda had to give up the attention she enjoyed for seven years as the youngest child. Since this corresponds with her school entry, she also lived experienced herself as cast out by her mother. Now, she has a reasonably good relationship only with her older sister, who never competed with her for attention.

She lived experiences very intensely her poor relationship with the rest of the family, and she feels that she is partly responsible for these relationships. She lived experiences herself as excluded from the family, and this gives rise to feelings of unhappiness, and loneliness. However, she strongly seeks to join, and to be included in the family, as well as to be accepted and recognized.

### **3. PEDOTHERAPY WITH AN AFFECTIVELY DISTURBED CHILD**

The two-fold task of assisting this affectively disturbed child is clear from the above exposition. First, pedotherapy is indicated for her to change the unfavorable meanings she attributes to herself and to her situation, and to guide her to attribute favorable meanings. Second, parental guidance is necessary to neutralize the disharmonious educative event. This does not mean a weekly advising of the parents, but rather intensive parental guidance with respect to the entire spectrum of adequate educating. For this purpose, and especially in this case, use is made of the services of a social worker.

As far as pedotherapy with Lorinda is concerned, image therapy (1; 2, 86-93) in combination with the Guided Daydream technique of Robert Desoille (see 1, 46-47; 3, 212-243) are used. This form of therapy is chosen because, on the one hand, it is extremely suitable for a child from 10 to 14 years and, on the other hand, because Lorinda has the potential at her disposal for representing (imaging)

her problem. Since she readily projects, indirect procedures can be used in the therapy (see Chapter 4).

### 3.1 Planning the pedotherapy

From the orthopedagogic diagnosis, it is evident that Lorinda's affective lability, which is paired with symptoms of unfavorable relationships, aggression, and poor scholastic achievement, all lead to her disharmonious educative situation. Her father's faulty pedagogic intervention with her is at the core of the problem and, hence, her extremely aggressive behavior toward him. To correct this matter, both parents must become involved in intensive parental guidance (see below), and Lorinda's attributing sense and meaning to her family situation, and especially to her father, must be changed by means of pedotherapy.

Concerning the emotional labilizing aspects of her situation, identified by the diagnostic phase, the pedotherapist must search for orientational content, by which her lability can be stabilized. Considering her unfavorable meanings (see section 2.3.2.5 of this chapter), a situation must be created within which a father and daughter are able to do things together and, thus, to achieve an authentic pedagogical encounter. For Lorinda to be able to change meanings, the situation must be of such a nature that she can get her father's attention; also, she must be able to participate in establishing a favorable relationship with him. Since, in her case pedotherapy uses indirect procedures, the idea is that an imaginary situation be created within which Lorinda can **project** her feelings and, after their meaning is modified, with the pedotherapist's guidance, she can identify with them again; in this way, she can change their meaning herself.

This change in meaning will not happen unless pedotherapy is paired with parental guidance. That is, after each therapy session, the parents must be advised accordingly about how her real situation can be changed so that she can give a favorable meaning to it. Here, it is appropriate to mention that image therapy provides the opportunity for further diagnosis and, thus, for evaluating the therapeutic event.

Regarding the planning and the course of each therapy session, there is a close connection with the six phases of a lesson. Here it is emphasized that a therapy session cannot be planned in the same

detail as a lesson (see Chapter 4). This would result in an artificial and rigid situation within which changing meaning would be difficult to accomplish. With reference to a specific theme, the pedotherapist can only plan in broad strokes. In the therapeutic situation, however, he/she must be flexible and, for the most part, allow the child to "lead" him/her.

### **3.2 The course of therapy**

#### **3.2.1 The pedotherapeutic aim**

The overarching goal of pedotherapy with Lorinda is to guide her to affective stability and, in this way, to bridge the gap in her becoming. This implies that the underlying anxiety, tension, and uncertainty, which manifest themselves in several symptoms, must be eliminated. To accomplish this, an attempt is made, in an indirect way, to reestablish the relationship, and the communication between her and her father.

#### **3.2.2 The first four therapy sessions**

Since, at first, Lorinda appears to be very suspicious, distrustful, and even slightly aggressive, the first few sessions are primarily devoted to establishing a solid relationship of trust, which could serve as the work climate. First, an attempt is made to enter her lifeworld by asking her about her interests, hobbies, sports, etc. From this, it is evident that she likes to draw and make dress patterns.

During the second session, which is still devoted to establishing trust, she is asked about her relationships with friends and her teachers; there is a discussion about an approaching school holiday. She begins to talk more spontaneously and the opportunity arises for the pedotherapist to suggest the possibility of an imaginary space trip. This suggestion is met with enthusiasm.

For the sake of the "doing together", for which Lorinda has such a great need, and in connection with her interests, the following therapy sessions are filled with making a spaceship out of cardboard and space travelers out of clay.

#### **3.2.3 The fifth therapy session**

**3.2.3.1 Aim** The aim of this session is to introduce a symbol onto which Lorinda can project her feelings and, second, to create a space within which father and daughter are in each other's company so an encounter can occur. Lorinda must be guided to understand her father as a fellow traveler, as someone with whom she can talk, and who can protect her, and not merely as an adversary.

#### **3.2.3.2 Actualizing foreknowledge**

To actualize her foreknowledge, the person drawings she made during the orthopedagogic investigation are shown to her. The therapist suggests that "Marietjie" (little Marie), the girl drawn, is going on a space flight, and she is asked to draw Marietjie in her space suit (see Figure I). Thus, the symbol is provided onto which she can project her own feelings. From what Lorinda says about her, it is clearly evident that she identifies herself with this figure. According to her, Marie, just as is she, is 11 years old, in grade 6, and has a brother and two sisters. In addition, she says that Marie is very naughty and bad-tempered.

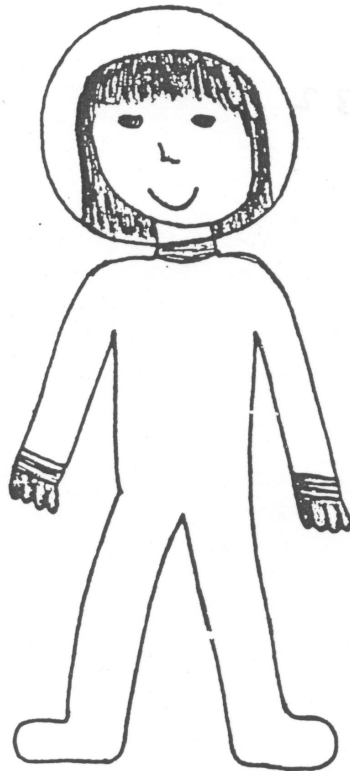
#### **3.2.3.3 Stating the problem**

To attain the therapeutic aim, it must be formulated as a question, and in such a way that the child lived experiences it as worthwhile answering. The pedotherapist poses the following question: "Marie cannot go alone on such a long trip because it would be too dangerous and lonely. Who do you think can go with her to keep her company and to protect her?"

To the surprise of the pedotherapist, Lorinda immediately suggests that Marie's father could go with her. From this, it is evident that she has a clear need for communication, and for a stronger relationship with her father.

#### **3.2.3.4 Exposing the orientational content**

In this part of the therapy session, special attention is given to the good qualities of a father to make Lorinda aware of why a father is the most suitable person to go on the trip. Here, it is especially indicated that a father loves his daughter, that he wants to go with her, that he will best protect her, and see that nothing happens to her, etc. By means of questions, Lorinda's participation



Marietjie  
11 jaar oud  
Std 4  
boetie en sussies  
(slout)  
Kwaai

MARIETJIE  
11 YEARS OLD  
GRADE 4  
BROTHER AND SISTERS  
(NAUGHTY)  
BAD - TEMPERED

Figuur I

is obtained, and she provides her own contributions regarding the suitability of a father. This amounts to the phase **actualizing the orientational content** being paired with the **exposition phase** (See chapter 4).

#### **3.2.3.5 Functionalizing**

Lorinda is asked to make a drawing of Marie and her father, who now are ready to travel (see figure II).

#### **3.2.3.6 Evaluating**

To conclude and to evaluate this session, Lorinda is asked to tell something about Marie's father. In her story, she clearly expresses her lived experiences of her own father:

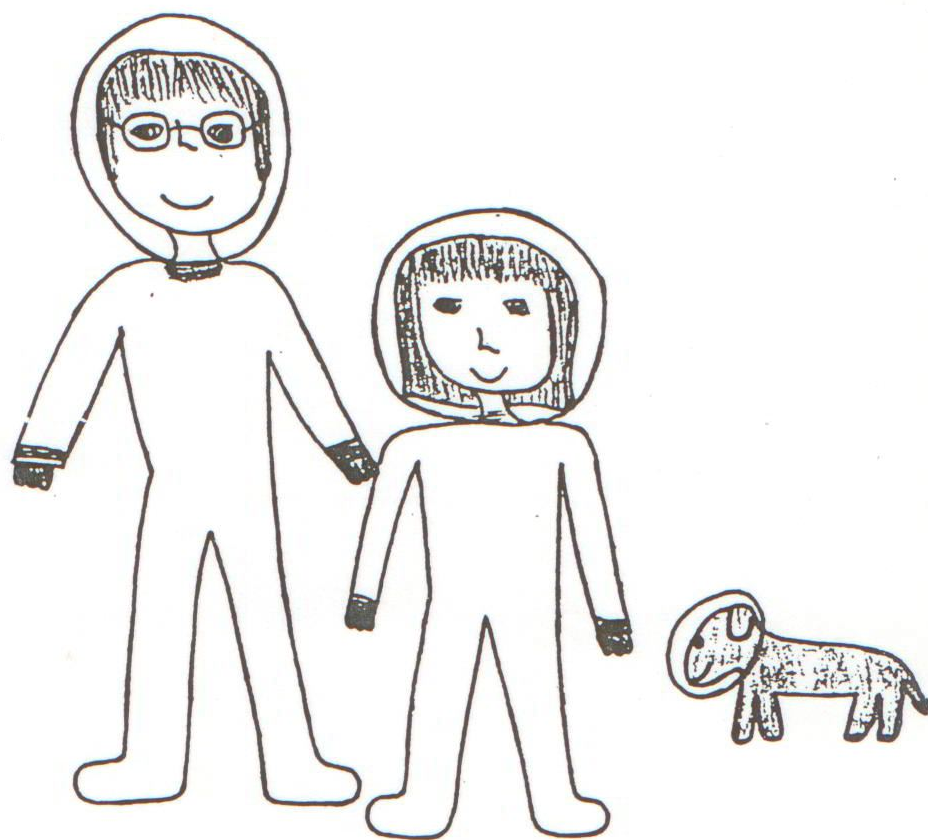
"Marie has a strict father. If she is naughty, he becomes very angry and scolds her. He continually gave her a thrashing. Most of the time he is busy. As soon as he comes home, he takes a bath, and eats. Sometimes he watches television, but then he goes back into his room and works. He doesn't have much time to talk with Marie. If he talks with her, he then scolds her for being naughty. Sometimes he wrestles with her brother, but he has no time to play or talk with her. She is angry and sad about this. Then she shouts and says she hates her father, and then immediately has the desire to run away".

From this projection, it is clear that Lorinda does not yet identify herself with the father, as presented to her by the therapist. Thus, this matter must still receive attention in the following sessions.

#### **3.2.3.7 Parental guidance**

After the end of this fifth session, the parents are informed of the positive trend which came to the fore, i.e., that a father figure is involved in the space journey. From this, it appears that Lorinda is ready to enter a relationship with her father. However, this also shows her need for such a relationship, and an inclination to isolate him for herself. Therefore, especially the father is advised purposefully to create and to avail himself to real opportunities for communicating.

### **3.2.4 The sixth and seventh therapy sessions**



Figuur II

These two sessions are devoted, first, to drawing a spaceship (see figure III), which serves as the area within which father and

daughter can have an encounter. Second, the stages of the journey are drawn (see figures IV and V), and from these, there again is an indication that she draws her own family situation, i.e., a mother with a son and two daughters waving at the travelers. From the obvious horizon line, which remains within the boundaries of the picture (figure V), it appears that the space trip is risked with a degree of fear.

Of diagnostic importance is her description of the spaceship (figure III) and the journey which lies ahead. She says, "they are going to sit in the center part in leather seats. As they prepare to take off, they must remain seated; they cannot stand up because they will be tossed around. The higher you go, the lighter you become".

Even though she needs her father's attention, from the above projection, it appears as if there is still uncertainty about her conduct in his presence. She tries to overcome this problem by confining father and daughter to their seats because of weightlessness. Since this uncertainty also appears in the following therapy session, the pedotherapist has the task of getting them out of their seats, so that contact can take place.

### **3.2.5 The eighth therapy session**

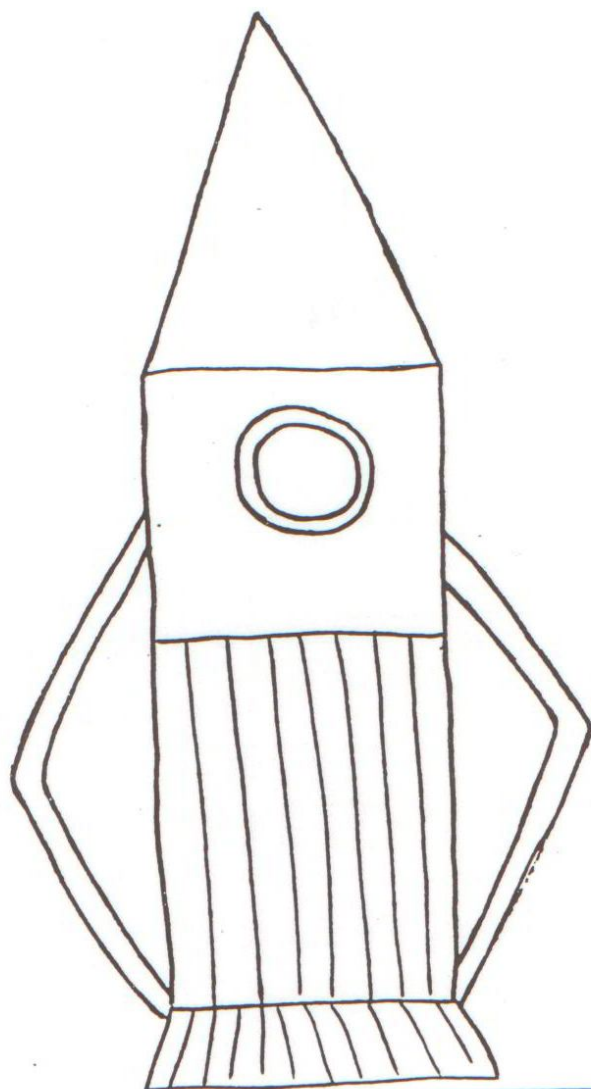
#### **3.2.5.1 Aim**

Because of Lorinda's uncertainty about her conduct in her father's presence, the aim of this session is to establish ways of facilitating the association between father and daughter so that communication could occur. In this way, her need to do something with her father also is fulfilled.

#### **3.2.5.2 Actualizing foreknowledge**

From the beginning of this session, the pedotherapist indicates that Marie and her father are already in space. Also, Lorinda was asked to draw a picture of the two travelers in the spaceship. From the drawing (see figure VI) of the seats with high sides, it seems that facial contact and communication between father and daughter are still not easy. However, the following account is seen in a





Figuur III

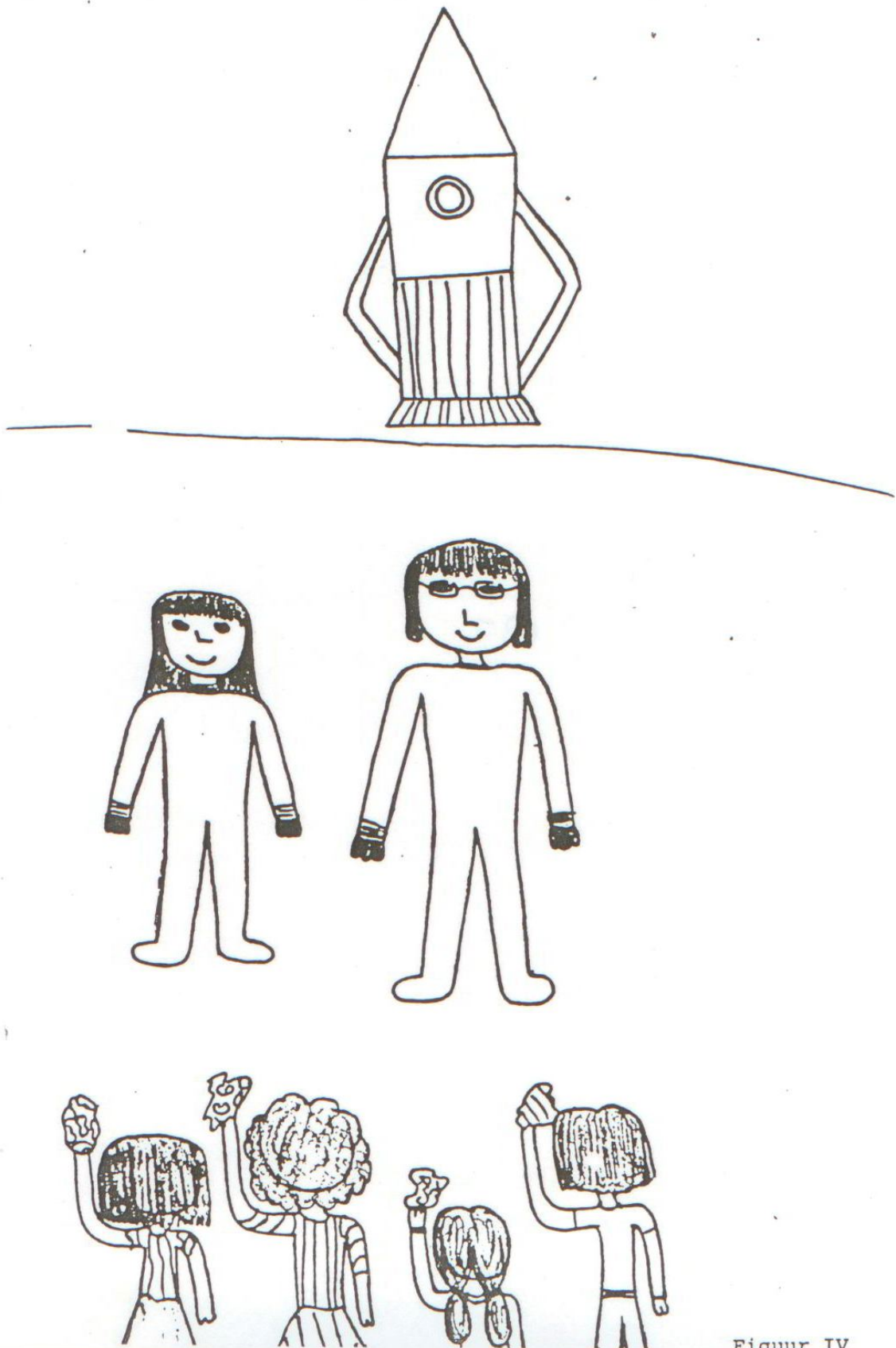
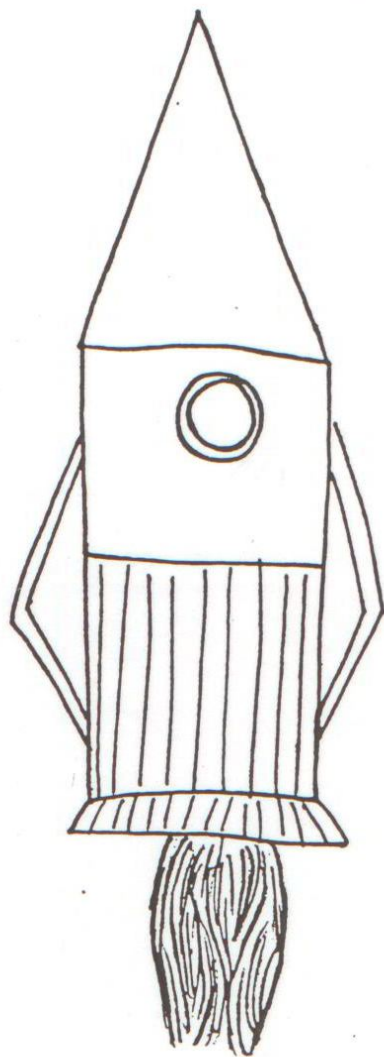


Figure IV



Figuur V

favorable light: "For the first jolt, they must be belted in, and after that, they can move around in the spaceship. In front of them are the controls, and completely to the front is a screen indicating how close to Mars they are. Because now they can move around, the possibility for contact and a stronger relationship is promoted.

This positive change since the previous therapy session, where Lorinda insists that they not get up from their seats, possibly is attributed to the change in her real situation, which occurred after parental guidance.

#### **3.2.5.3 Stating the problem**

The pedotherapist mentions that a space trip can last for a very long time, and to sit and do nothing can be very boring. In this phase, the following question is asked: "What can Marie and her father do together while they are on this long trip?"

#### **3.2.5.4 Exposing the orientational content**

In response to this question, Lorinda suggests that Marie and her father play games together. The pedotherapist points out that Marie's father is in control of the spaceship, and that this is a difficult and responsible job; therefore, he cannot just play games the entire time. To a suggestion from the pedotherapist that she could help her father control the spaceship, Lorinda responds that Marie would rather read a storybook when her father is busy. From this, it appears that Lorinda is directed more to "playing together" than to "working together" with her father.

#### **3.2.5.5 Actualizing the orientational content**

To check on (monitor) Lorinda's insight into and her making sense of the changed meanings, she is asked to tell about what happens in the spaceship. She relates the following: "Marie and her father play games, but most of the time, her father must see to it that the spaceship does not get out of control. Marie enjoys the trip very much. She enjoys it the most when she and her father play games. She reads storybooks when her father controls the spaceship. She becomes a little angry if her father can't play with her". After a few thoughtful moments, she continues: "I think Marie understands that her father cannot just play with her the entire time". Thus, it seems that Lorinda has given positive meaning

to the orientational content, and that now she has better insight into her situation, and her father's work circumstances.

#### **3.2.5.6 Functionalizing**

Lorinda is asked to draw a picture of Marie and her father doing something together (see figure VII).

#### **3.2.5.7 Evaluating**

From this drawing, it is evident that facial contact is made. Marie and her father, however, are still belted in their seats, and a little table creates a barrier between them. The fact that they only play "chutes and ladders" also might be indicative of their way of communicating.

She relates the following: "Marie and her father play chutes and ladders". She enjoys the trip because it is interesting to her, and because she likes to be there with her father. She looks forward to the day they are going to land on Mars, and to the things they are going to see there.

She has brought some storybooks with her which she reads. If her father doesn't stand at the controls, they play games and chat, just for the enjoyment. They have a lot of time to chat and play. She feels alone and lonely when her father doesn't chat with her. She is still angry sometimes, but no longer as much as previously. She is glad that her father now plays more with her. He still becomes bad-tempered if she doesn't understand that he is busy. If she is not angry at her father, he also will not be angry at her. She also needs to learn to better understand her father and to understand that he has important work, and doesn't always have time to play".

Her growing insight and attribution of new meaning is clearly expressed in the above, and it seems that she is beginning to accept responsibility for her part in the relationship.

#### **3.2.5.8 Parental guidance**

The parents are advised to make time and space for playing games. This not only offers the opportunity for "doing together", but also is a means which can help set into motion again the communication between father and daughter.

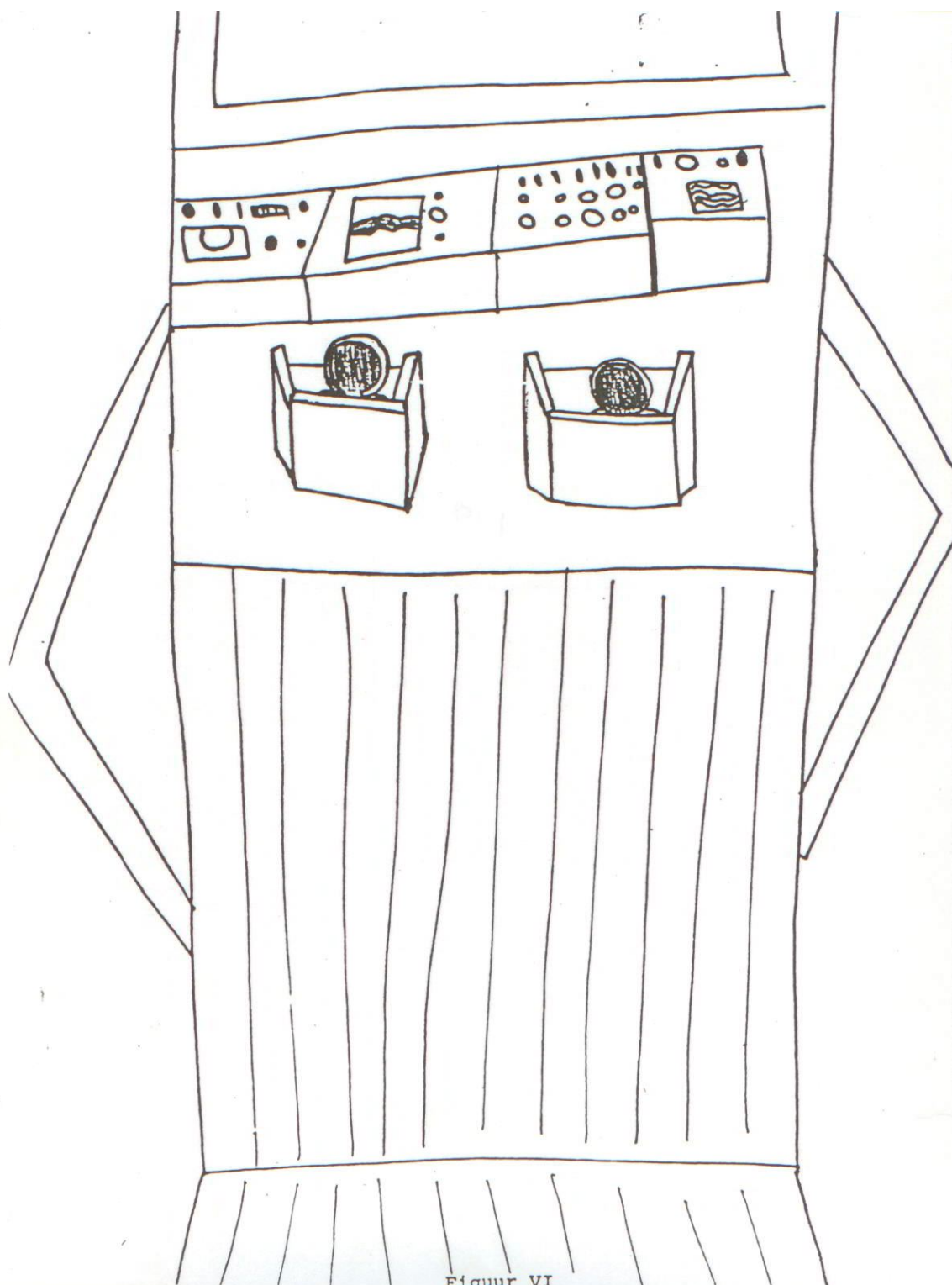


Figure VI

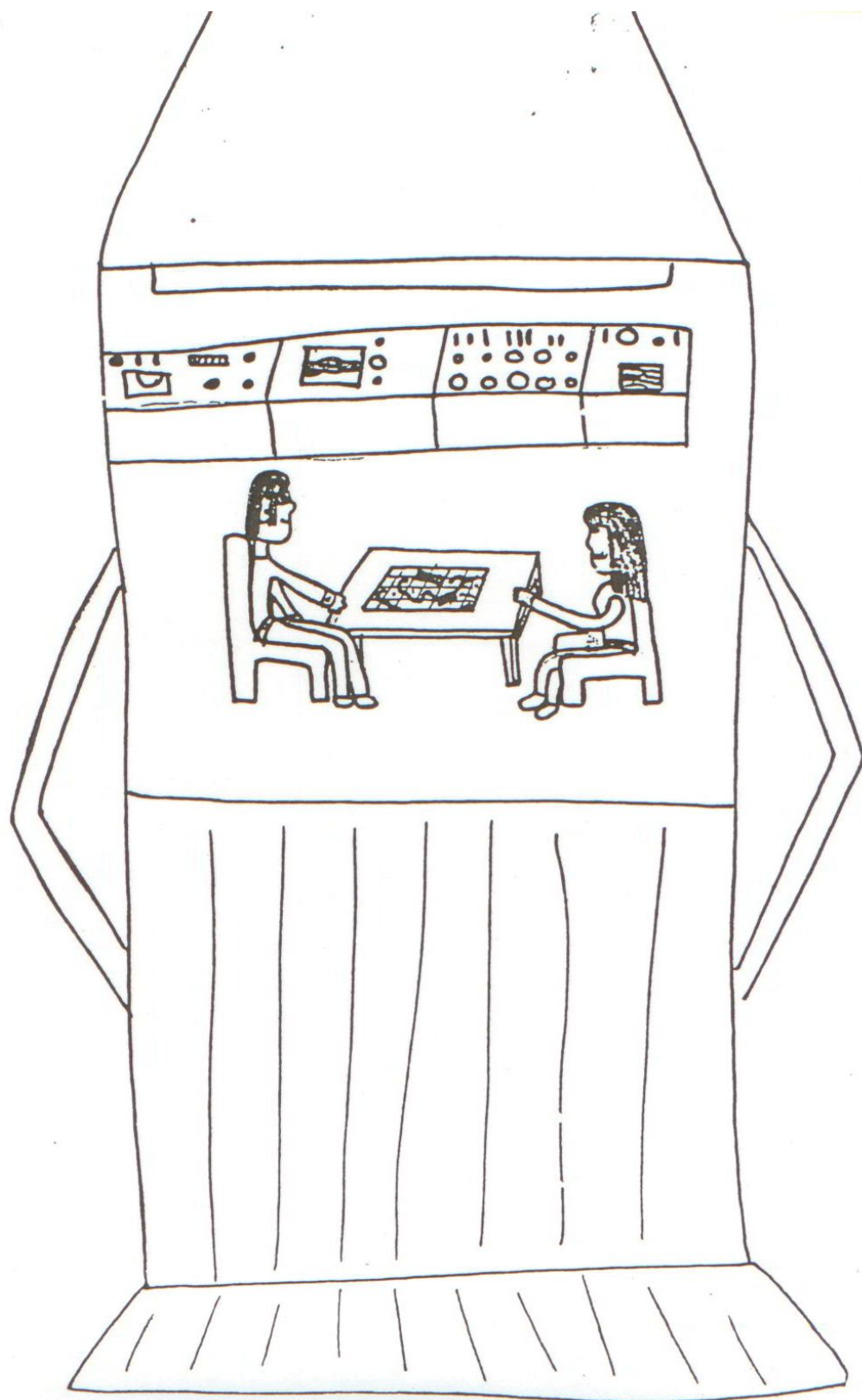


FIGURE VII

### **3.2.6 The ninth therapy session**

#### **3.2.6.1 Aim**

Lorinda needs to discover that "doing together" doesn't just mean "playing together", but also "working together". Therefore, the aim of this therapy session is to get her to realize that she can be of service to her father and to the other members of her family and, in this way, lighten their burden.

#### **3.2.6.2 Actualizing foreknowledge**

Connected with the previous session, Lorinda is asked to relate what Marie and her father are doing in the spaceship. She says: "Marie plays with her dolls while her father controls the spaceship. She received the doll she is playing with for Christmas. She feels happy because she has something to do. Consequently, she is playing with the doll very lovingly. Her father is glad she is happy in the spaceship. She doesn't nag him, and he can proceed with his work".

This story expresses a pleasurable and happy atmosphere which prevails between father and daughter, and it indicates the degree of emotional stability which has already occurred in Lorinda. Also, the drawing (figure VIII) which goes with this story is very positive. Father and daughter are no longer belted in, and the distance between them has become greatly diminished.

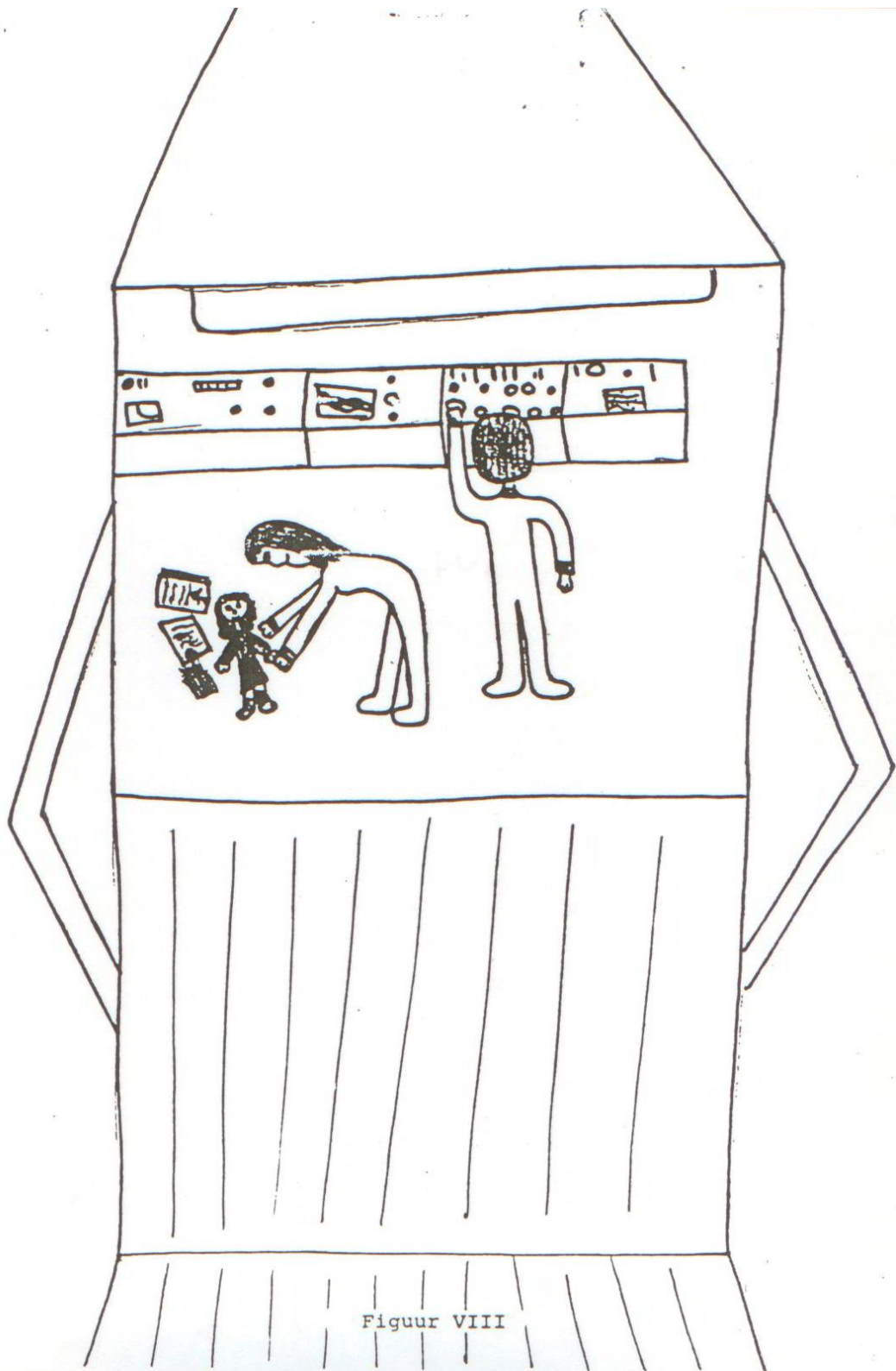
#### **3.2.6.3 Stating the problem**

The following question serves as the statement of the problem for this therapy session: "What can Marie do to help her father so he doesn't need to do all the work and, therefore, will have more time to devote to her?"

#### **3.2.6.4 Exposing the orientational content**

To the above question, Lorinda answers that Marie is still too small to help her father with his work and controlling the spaceship. However, the therapist points out to her that there are other tasks, above and beyond controlling the spaceship, which also must be done, and in which Marie can participate. To this, Lorinda suggests that Marie can tidy up the spaceship, and prepare their meals. The





Figuur VIII

therapist also uses this opportunity to indicate tasks she could carry out at home and, thus, not only help her father, but the whole family.

#### **3.2.6.5 Functionalizing**

The pedotherapist proposes that Lorinda make a drawing of Marie helping her father (figure IX).

#### **3.2.6.6 Evaluating**

To evaluate the insights she has arrived, Lorinda is asked to relate what Marie will help her father with. From her account, once again, a favorable father-daughter relationship is expressed: "Marie has made food for her father. Now, he need not do this. She is glad she can help him. He isn't such a good cook. He lets the food burn. He is glad he is going to eat Marie's delicious food. Now, for pleasure, they are going to sit and chat, and perhaps play a game".

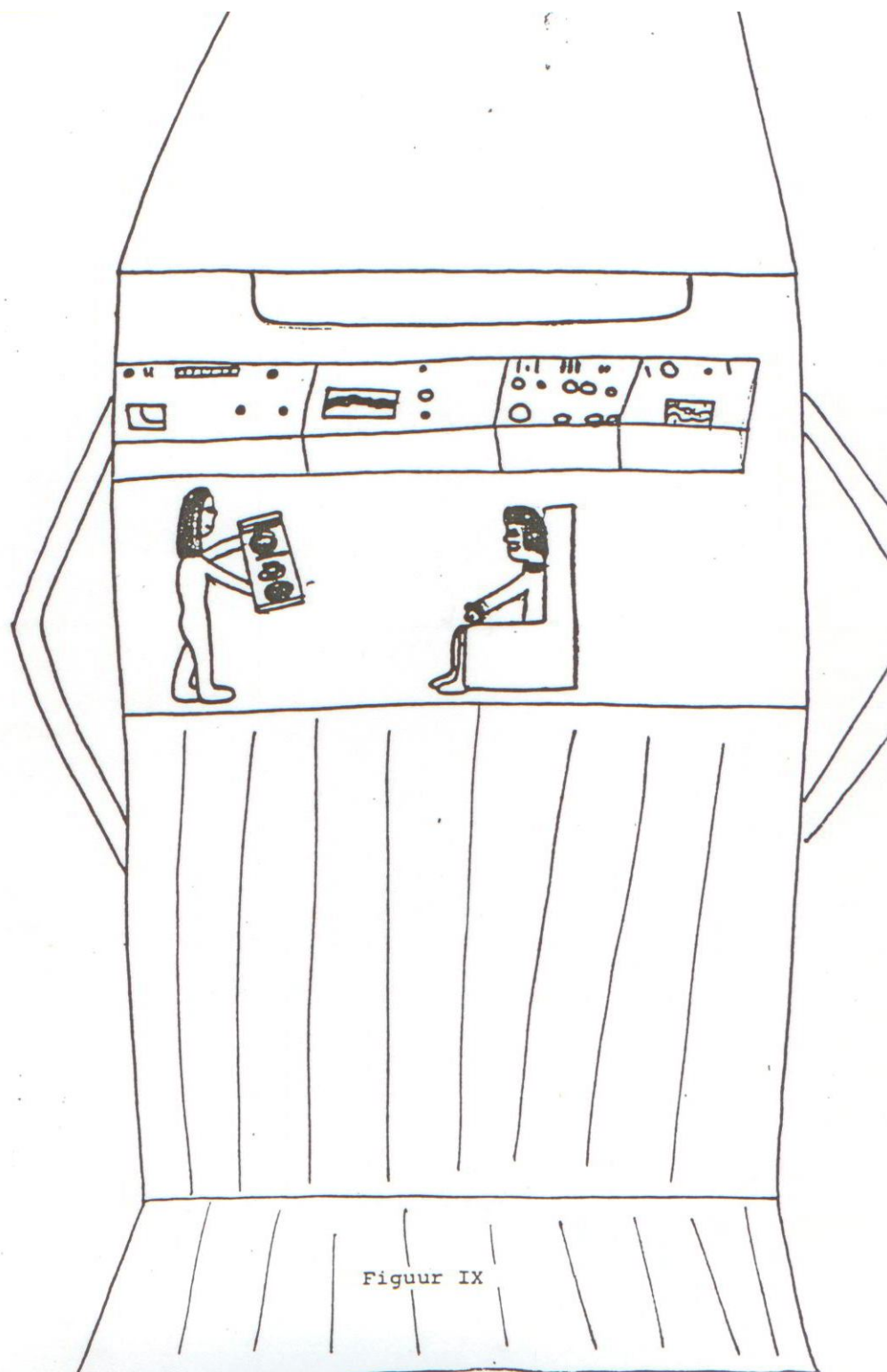
#### **3.2.6.7 Parental guidance**

After the above therapy session, the parents are advised to involve Lorinda, in tactful ways, with tasks in and around the house. Initially, she must be involved with what she likes a lot and, gradually, this must be extended until she accepts responsibility for all her obligations.

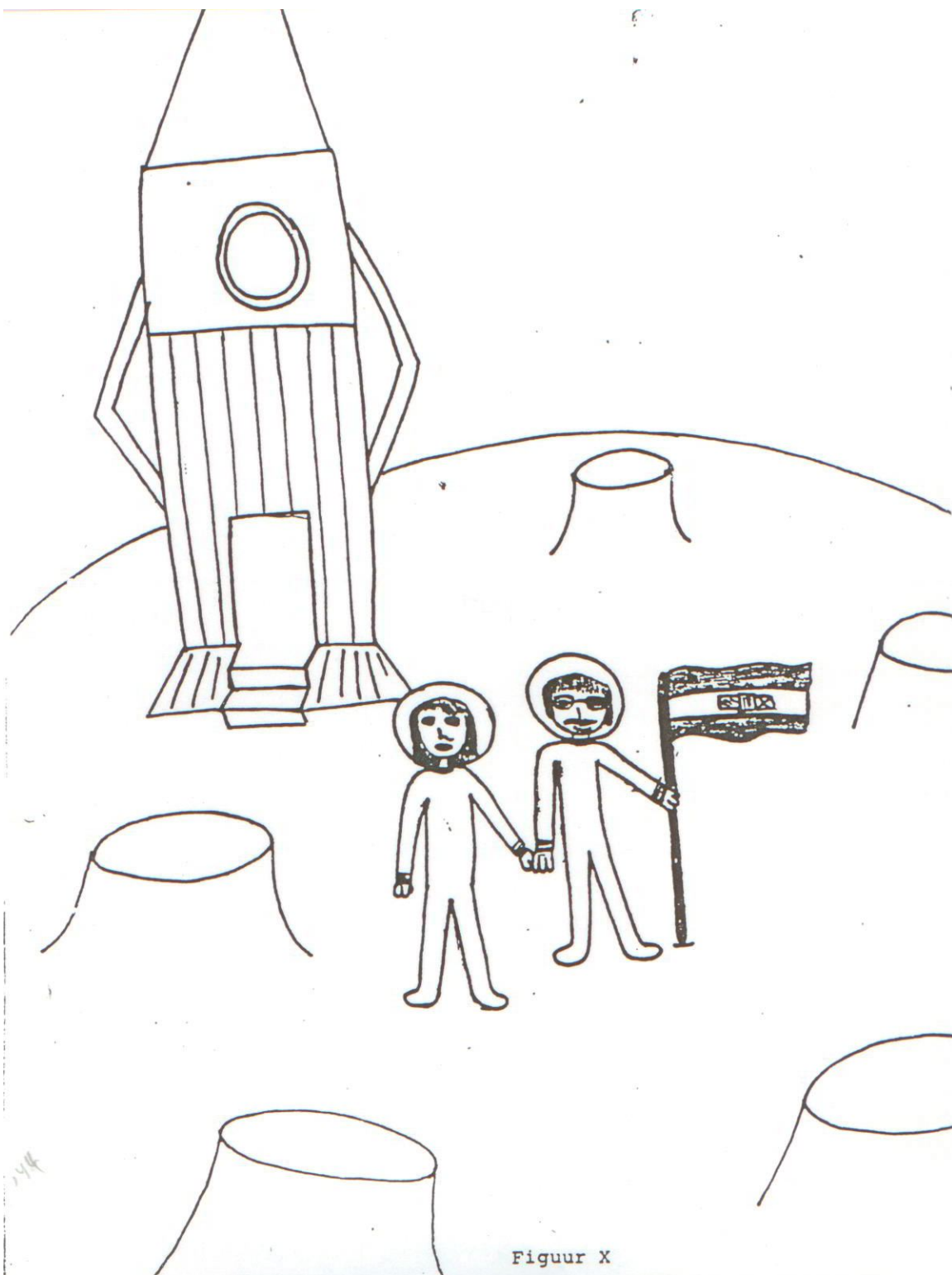
#### **3.2.7 The last therapy session**

From the previous therapy sessions, and from conversations with her parents, it is evident that a favorable change has occurred in her conduct, and therapy could be ended. To conclude the therapy, the last session is devoted to the landing on Mars (see figure X), and then a quick return to earth.

Figure X reflects the good relationship which now prevails between father and daughter. Where previously Lorinda rejected all physical contact (section 2.2), now father and daughter hold each other's hand. Thus, in an indirect way, Lorinda has changed the significance of and given a different meaning to her relationship with her father.



Figuur IX



#### 4. PROVIDING ASSISTANCE TO THE PARENTS OF AN AFFECTIVELY DISTURBED CHILD

As is evident from the above, change in the child can be brought about only when the course of pedotherapy goes hand in hand with the course of parental guidance. In Lorinda's case, intensive parental guidance is provided by a social worker. She wrote the following report after assistance had been given:

The first phase of parental guidance was directed to the following:

- (i) to enlighten the parents about the entrenched patterns of relationships and communication established between them and their "naughty" child by increasing their insight into and awakening their understanding of the distressful lived experiences of their child;
- (ii) to explore other ways of establishing a relationship, of exercising authority, etc. and meaningfully implementing them in handling difficult situations with Lorinda;
- (iii) to decrease the anxiety and other negative experiences in the relationship between Lorinda and her father through exploring practical matters such as her father's job situation, trust and her lived experiences of them, and to guide her parents in activities that will help her redefine these situations;
- (iv) to considerably strengthen her mother-daughter relationship as a basic relationship of security and identification;
- (v) by changing the above aspects of her family relationships so that they will be supportive of her pedotherapy.

The further course of parental guidance proceeded hand in hand with the pedotherapy, both in nature and tempo. After each pedotherapy session, the preceding week's observable progressions, reversions, difficult situations, etc. were explored with the parents. They also were guided regarding changes in conduct, attitudes, communication, etc. The relationship of understanding was continually used as a means for this. Also, the relationship between Lorinda and her mother was often used as a lead for the father-daughter relationship to follow.

## Evaluation

- (i) From the very beginning, the mother's understanding of and availability for Lorinda's distress were of great importance. She also showed better insight into the deficiencies of the relationship between her husband and Lorinda than what the father himself had shown. Although she spoke to him in depth about his relationship with Lorinda, and her lived experiencing it, and about his role in its positive and negative course, initially, he dealt with it entirely intellectually. Rationalizations and philosophical generalities were his mode of defense, and only seldom did he stammer in discussing very sensitive situations.
- (ii) Lorinda's mother enthusiastically began to change the patterns of communication between her and Lorinda, and to replace them with consistent actions directed at reestablishing a relationship of trust--even in difficult situations where Lorinda would test her. Very quickly, Lorinda responded by making friendly overtures and by responding much better to the exercise of authority. Her violent outbursts against her mother also decreased considerably.
- (iii) Initially, her father's involvement remained a problem. He believed that Lorinda's problem behavior was a passing stage and, on one occasion, he said that he did not view her distress as serious enough yet for him to make changes in his relationship with her. This matter was followed up in depth with him, and eventually he began to play more with Lorinda. In addition, he was urged to create opportunities for communicating and for establishing relationships. Difficult situations were those in which physical contact arose. Lorinda violently rejected any touching of her by her father, and he experienced this as rejection. Guidance was directed to understanding that Lorinda, because of her insecurity in her relationship, cannot yet respond to any physical contact. Touching must first occur playfully, and without expectations. She lived experienced this as play, and responded by playing together. Lorinda's response to his unconditional involvement

gradually  
more

convinced him that he should become even  
involved.

(iv) An important aspect which had to be taken into consideration, especially in the demand for personal change in the parents, was the fact that both are quiet, introverted persons (as are their older children). Each can entertain themselves, and they place minimum demands on each other for verbal or loud involvement. From their early childhoods, the parents had stood out as reserved persons who especially do not express feelings easily. This characteristic attracted them to each other, and the older children apparently "fit in" well with this. Then, however, Lorinda arrived, and early on, she appealed for a different style of communicating, for demonstrating affection, etc. However, her parents believed she should "outgrow" this; but the aggression, frustration, and meaningless communicating have a common source. Lorinda continually wished to be reassured of her place in the family, and of their love for her. The changes which needed to occur in this family could only take place through pedotherapy and parental guidance.

## 5. SYNTHESIS

The above is an example of a pedagogically accountable practice of giving assistance to an affectively disturbed child. By means of parental guidance and pedotherapy, on the one hand, the parents are guided to change the problematic educative event, and on the other hand, the child is indirectly guided to redefine her changed educative situation and, in this way, she also is guided to affective stability.

From this exposition, it is evident that the orthopedagogue, as pedotherapist, must have at his/her disposal the necessary knowledge, means, and skills for stabilizing the child affectively and, in doing so, to eliminate the behavior problems, as symptoms, of a discrepancy in her becoming.

## 6. REFERENCES

1. LUBBERS, R.: **Voortgang en nieuw begin in de opvoeding**, Van Gorcum & Comp, Assen, 1966.
2. PRETORIUS, J. W. M.: **Grondslae van die pedoterapie**, McGraw-Hill, Johannesburg, 1972. **English translation:** [georgeyonge.net/node/81](http://georgeyonge.net/node/81)
3. VAN DEN BERG, J. J.: De Reve Eveille van Robert Desoille, in: VAN DEN BER, J. J. and LINSCHOTEN, J.: **Persoon en wereld**, Bijleveld, Utrecht, 1969.
4. VAN NIEKERK, P. A.: **Ortopedagogiese diagnostiek**, University Publishers and Booksellers, Stellenbosch, 1978. **English Translation:** [georgeyonge.net/node/96](http://georgeyonge.net/node/96)
5. VAN NIEKERK, P. A.: **Die problematiese opvoedingsgebeure**, University Publishers and Bookseller, Stellenbosch, 1976. **English translation:** [georgeyonge.net](http://georgeyonge.net)