

A DESIGN FOR A PEDOTHERAPEUTICAL PRACTICE

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SUMMARY

The purpose of this investigation is to reveal the structure of the pedotherapeutical event in order to indicate a possible way in which an orthopedagogue can plan pedotherapy and establish a goal-directed practice.

Three aspects are covered in the investigation. Firstly, the literature is studied to determine current viewpoints on deviant behavior in children and intervention strategies for alleviating the problem. This information is found in Chapter I. The literature study has been supplemented by research related to the assistance given to children who are conspicuous because of their unacceptable behavior. All universities in the R.S.A. involved in assisting such children and in training therapists have been included in this research. The outcome of the research is recorded in Chapter II.

Even though all of these institutions indicated that they considered the child's dependence on parental support and guidance to be sufficiently important to warrant the involvement of the parent in the assistance given, their planning shows a noticeable lack of integrating existing pedagogical knowledge.

The second part of the investigation is concerned with a penetrating theoretical survey of pedotherapy as a phenomenon in order to expose its constituents. Existing pedagogical categories are used in this investigation. Chapter III comprises a theoretical foundation for pedotherapy. On the basis of the structure revealed in this chapter,

it is possible to establish a design for a pedotherapeutical practice in Chapter IV in which a convergence of pedagogical knowledge is evident.

The third part of the study also is directed to practice and is a verification of the usefulness of the design. In Chapter V an example is used to illustrate pedotherapy as an orthopedagogical practice. The value of this structure for long term planning as well as preparing for individual sessions is demonstrated in practice. Assistance to the parents and the child is coordinated to overcome the discrepancy between the child's potential and his level of achievement, to guide the child in his becoming and to restore the natural educative channels between parent and child.

In Chapter VI the findings and conclusions are presented. Also recommendations are made that have implications for the orthopedagogue in practice as well as for training students.