# [CHAPTER 10] TECHNIQUES FOR GIVING ASSISTANCE: AN ORTHOPEDAGOGIC PERSPECTIVE

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- 2. FAMILY THERAPY
  - 2.1 Introduction
  - 2.2 The structural approach of Salvador Minuchin in pedagogic perspective
  - 2.3 Characteristics of a healthy family
  - 2.4 Family phases
  - 2.5 Factors that need family restructuring
  - 2.6 Mapping the family structure (Family diagnostication
  - 2.7 Intervention
    - \* Investigating the symptoms
    - \* Investigating the family structure
    - \* Investigating family reality
  - 2.8 Concluding considerations
- 3. PLAY THERAPY
  - 3.1 Introduction
  - 3.2 Classification of child play
    - 3.2.1 Introduction
    - 3.2.2 Functional play
    - 3.2.3 Illusive play and role playing
    - 3.2.4 Constructive play
    - 3.2.5 Competitive play
  - 3.3 Direct play therapy
    - 3.3.1 Introduction
    - 3.3.2 \*Orientation
      - \* Questioning
      - \* Exposition
      - \* Functionalizing
    - 3.3.3 Indications for direct play therapy
  - 3.4 Indirect play therapy
    - 3.4.1 Introduction
    - 3.4.2 Method
      - \* Introduction
      - \* Choice of room and play material
      - \* Orientation
      - \* Questioning
      - \* Exposition
      - \* Functionalizing

# 4. IMAGINARY JOURNEY

- 4.1 Introduction
- 4.2 Indications and counter-indications
- 4.3 Method
- \* Orientation

- \* Questioning
- \* Exposition
- \* Functionalizing

#### 5. BEHAVIOR MODIFICATION

- 5.1 Introduction
- 5.2 Recommendations for use
- 5.3 Designing a program
  - 5.3.1 Identifying the target behavior
  - 5.3.2 Exploring the child's experiential world
  - 5.3.3 Planning the base-line period
  - 5.3.4 Choice of consequences of desired and

#### undesired behaviors

- \* Introduction
- \* Reinforcing desired behavior
- \* Teaching new behavior
- \* Eliminating undesired behavior
- 5.3.5 Selecting criteria for success

#### 6. HUMAN MODELING

- 6.1 Introduction
- 6.2 Indications and counter-indications for use
- 6.3 Pedotherapeutic application of human modeling
  - 6.3.1 Preparation
  - 6.3.2 Method
    - \* Create a person
    - \* Situation-analysis
    - \* Problem solution

# 7. LOGOTHERAPY

- 7.1 Introduction
- 7.2 Some essentials of the pedagogic aim structure
  - \* Meaningful existence (ways of living)
  - \* Self-judgment and self-understanding
- \* Respect for human dignity
  - \* Morally independent choosing and responsible acting
  - \* Norm identification
  - \* Outlook on life (philosophy of life)

# 7.3 Frankl's view of being human in connection with pedotherapy

- \* The person is Dasein
- \* The person is totality-in-function in communication with the world
  - \* A person is a meaning giving being
  - \* Each person is unique and unrepeatable
  - \* A person is possibility of choice
- 7.4 Concluding considerations

## 8. BIBLIOTHERAPY

- 8.1 Introduction
- 8.2 Possible applications of bibliotherapy
  - 8.2.1 Introduction
  - 8.2.2 The parent
  - 8.2.3 The child

# 8.3 Choice of materials for indirect bibliotherapy

## 9. THERAPY TO PROMOTE SCHOOL READINESS

- 9.1 Introduction
- 9.2 School maturity and school readiness
- 9.3 Play as preparation for school
  - 9.3.1 The nature of child play
  - 9.3.2 The use of child play

# 9.4 Language as preparation for school

- 9.4.1 Introduction
- 9.4.2 Spoken language
- 9.4.3 Written language

# 9.5 Drawing as a means of preparation for school

- 9.5.1 Introduction
- 9.5.2 Free graphic expression
- 9.5.3 Preparatory writing exercises
- 9.6 Synthesis

# 10. THERAPLAY

- 10.1 Introduction
- 10.2 Application of different forms of child play
- 10.3 The relationship between the therapist and the child
- 10.4 Parental involvement
- 10.5 Indications and counter indications
- 10.6 Procedures
- 10.7 Final considerations

# 11. OTHER TECHNIQUES

- 11.1 Introduction
- 11.2 Recommended literature

# 12. PROGNOSTICATION

- 12.1 What is prognostication?
- 12.2 Factors to consider in prognostication
- 12.3 Final considerations

## 13. REFERENCES