

ready to go back to school; consequently, she began to worry about catching up with her overdue school work as quickly as possible. She even began to wonder how things were going with all of her friends, and she yearned to see all of them again. (Compare the essentials: understanding of future, of demands of propriety, of the demands of being human, of responsibility). While giving pedagogic support and during pedagogic approval (intervention), she was taught to take a new way so she could persist in doing the approvable without the presence of the pedotherapist.

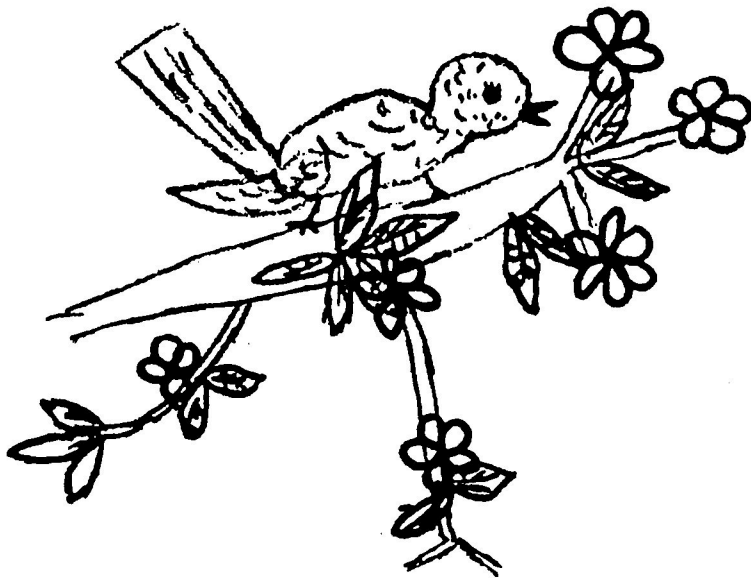


FIG. 26.
Deprojeksie: Singende voëltjie.

Figure 26. De-projection: singing bird.

Now that she has given notice in a letter to her sister that she wants to go to school and that she will walk along a new path, the pedotherapist knew that she must increasingly distance the girl from her so she can become free to respond independently. This means that the pedotherapist had to create opportunities for her to actualize the essentials of play in the absence of the pedotherapist. To this end, the pedotherapist had already taken care that after

each visit, she brought home assignments to be completed, e.g., writing letters to her sister, as well as sharing drawings.

After each parting salutation (saying good-bye), the invitation was given that she may come back the following day. This is because she must experience that even though after saying "good-bye", the pedotherapist is not **by** her, but she is still **with** her and all that an encounter implies continues to remain in force.

There also was care that the visits did not conclude suddenly and unexpectedly. During the course of pedotherapy, periodic breaking away was arranged by the pedotherapist more often and with increasing duration. A clear understanding of which obligations are consistent with living according to the demands of propriety during periodic breaking away had to be brought about. Then the pedotherapist could risk terminating the therapy and establishing a periodic breaking away of a very long duration, but the prospect was always presented to her that she may write, telephone, get in touch, and, when needed, she could visit with the pedotherapist. In this case, the breaking away has continued for more than a year. Thus, a very gradual distancing from bonding had to be accomplished which eventually would lead to morally independent choosing and acting (pedagogic aim structure).

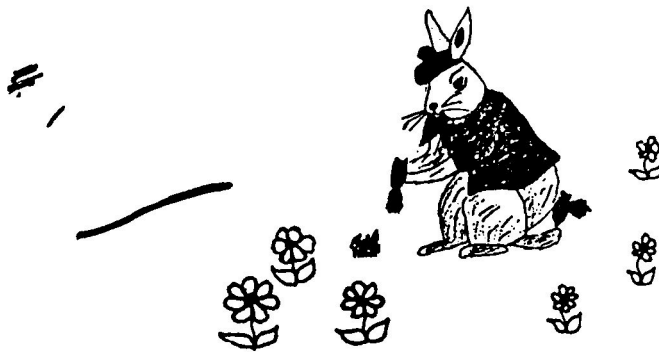


FIG. 27.
Deprojeksie: Vrolike hasie tussen blommetjies.

Figure 27. De-projection: Happy rabbit among flowers.

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