

SUMMARY
FAMILY THERAPY: AN ORTHOPEDAGOGIC PERSPECTIVE

By

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In this study it is shown that family therapy can be implemented in orthopedagogic practice in pedagogically accountable ways.

A convergence of a family therapeutic approach and an orthopedagogic one is attained, and serves as a diagnostic and therapeutic model. In family diagnostics, a relationship between a family's dynamic and the disharmonious dynamic of educating is disclosed.

Family dynamic essences, i.e., hierarchy and distance, are related to the pedagogical essences of trust, authority and understanding. This relationship is realized within the life phase of a specific family.

Observing family interactions is a means for disclosing family dynamics, structure, and organization. In this way, the relationship between the inadequate actualization of the essences of educating and a specific family dynamic is determined.

Restructuring the family structure involves a change in meaning by both parent and child.

A practical example is given of how the disharmonious dynamic of educating is corrected through family therapy.