

DECLARATION

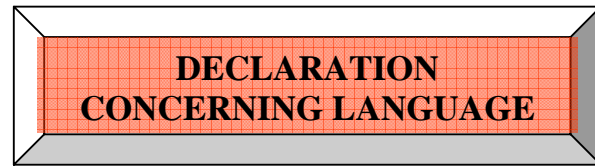
Student number: **3500-796-6**

I declare that A CULTURAL SENSITIVE THERAPEUTIC APPROACH TO ENHANCE EMOTIONAL INTELLIGENCE IN PRIMARY SCHOOL CHILDREN is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed

(Ms M.G. Calitz)

Date



**DECLARATION
CONCERNING LANGUAGE**

The language used in this research report addresses all referrals to people in the male form. This is done to increase simplicity and easy reading. This form is not used in relation to any sexual bias.

The researcher used the past tense in all referrals to the research process because the research report was finalised after the research process was completed. Referrals to other authors or research studies were generally done in the present tense, depending on the context of the statement, because these statements were seen as still applicable.

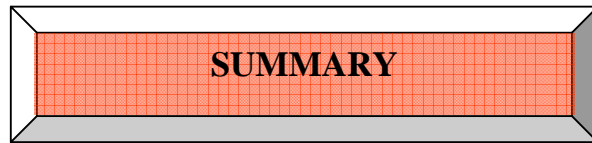
The author of this study was referred to as the researcher and as the researcher as therapist depending on the context of the text.



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SUMMARY

The difficulties experienced by children in their middle school age resemble problems with emotional intelligence. It is increased by cultural differences between the child, therapist and social environment.

This research problem led to a culturally sensitive Gestalt play therapy intervention programme, to enhance primary school children's emotional intelligence.

An intervention was developed, applied and the outcomes thereof studied. The outcomes relate to play therapy techniques, emotional intelligence and cultural sensitivity.

The researcher made use of applied research, and thus focused on solving the social problem as stated above, and making a contribution to real life issues.

A literature study, related to the concepts of the unit of analysis showed the following: The primary school child has high energy levels and presents concrete reasoning abilities. His self-esteem is based on good interpersonal relationships and achieving tasks.

Emotions and other physical and cognitive systems are interdependent. Emotional intelligence is the awareness, management and control of emotions, relate to the functions of the frontal lobes and also to the requirements of a healthy individual according to Gestalt therapy.

Culture is connected to the field in Gestalt theory. Cultural sensitivity in this research study meant an attitude of acceptance of cultural differences.

Gestalt therapy is based on holism, which includes the environment or field. Gestalt play therapy in a group context was found to be an effective way to teach emotional intelligence skills in a culturally sensitive way to primary school children.

The intervention programme was applied to pilot- and research groups, compiled from children who were assessed with the Das-Naglieri Cognitive Assessment System

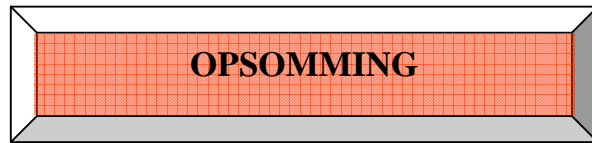
(Naglieri and Das, 1997a) and who presented weaker frontal lobe processes in relation to their other cognitive skills.

The outcomes of the research study identified the most effective Gestalt play therapy techniques, which are:

- The healing therapeutic relationship
- The use of experiential learning
- The Gestalt principle of “biding one’s time”

The study also delivered some unsuspected outcomes namely a relation between right-hemisphere processes and emotional intelligence.

This study is still open for further research relating to the concepts discussed above, the intervention programme as well as the unsuspected outcomes.



OPSOMMING

Die probleme wat ondervind word deur kinders in hulle middel skooljare stem ooreen met probleme met emosionele intelligensie. Dit word vererger deur kulturele verskille tussen die kind, terapeut en sosiale omgewing.

Hierdie navorsingsprobleem het gelei na 'n kultuur sensitiewe Gestalt speel-terapeutiese intervensie program, om laerskool kinders se emosionele intelligensie te verbeter.

'n Intervensie is ontwikkel, toegepas en die uitkomste daarvan is bestudeer. Die uitkomste hou verband met speel terapie tegnieke, emosionele intelligensie en kultuur sensitiwiteit.

Die navorser het toegepaste navorsing gebruik en dus gefokus op bogenoemde sosiale probleem en 'n bydrae gelewer tot ware lewenskwesties.

'n Literatuurstudie wat verband hou met die konsepte van die eenheid van analise het die volgende gewys:

Die laerskool kind het hoë energievlakke en konkrete redeneringsvermoëns. Sy selfbeeld is gebaseer op goeie interpersoonlike verhoudings en die vermoë om te presteer met take.

Emosies en ander fisiese en kognitiewe sisteme is interafhanklik. Emosionele intelligensie is die bewussyn, bestuur en beheer van emosies, hou verband met funksies van die frontale lobbe en ook met die vereistes van 'n gesonde individu volgens Gestaltherapie.

Kultuur is in verband gebring met die veld of konteks van Gestaltteorie. Kultuursensitiwiteit in hierdie studie beteken 'n houding van aanvaarding van kulturele verskille.

Gestaltherapie is gebaseer op holisme, wat die invloed van die omgewing of konteks insluit. Gestaltherapie in 'n groeps konteks is geïdentifiseer as 'n goeie wyse om emosionele intelligensie vaardighede op 'n kultuursensitiewe wyse aan laerskool kinders te leer.

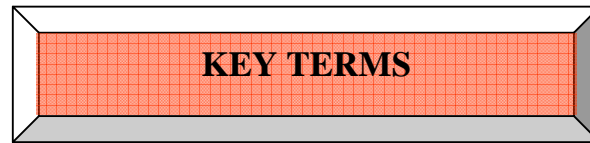
'n Intervensieprogram is toegepas op loods- en navorsingsgroepe, saamgestel uit . kinders wat geassesseer is met die Das-Naglieri Cognitive Assessment System (Naglieri & Das, 1997a) wat swakker frontale lob prosesse het in vergelyking met hulle ander kognitiewe vaardighede.

Die uitkomste van die navorsingstudie het die effektiwste Gestalt speel terapie tegnieke uitgewys, naamlik:

- Die helende terapeutiese verhouding
- Die gebruik van leer deur ervaring
- Die Gestaltbeginsel van “offer jou tyd”

Die studie het ook onvoorspelde uitkomste gelewer, naamlik die verhouding tussen regter-brein prosesse en emosionele intelligensie.

Hierdie studie is steeds oop vir verdere navorsing in verband met bogenoemde konsepte sowel as die onvoorspelde uitkomste.

**Awareness**

Awareness in Gestalt therapy means to know what is going on and also understanding it in such a way that one can adapt to a healthier pattern if necessary. It is the ability to be in touch with one's present situation and existence.

Culture

It is the way people perceive their reality, the filter in their minds through which they see the world around them.

Emotional intelligence

It is the control of the power of emotions and the ability to deal with feelings appropriately. It includes a variety of categories including, emotional awareness, emotional literacy, emotional control, empathy, communication on emotional level and a motivated, goal-oriented lifestyle

Emotions

Emotions are the carriers of information in the human being. It connects and influences all the different systems and levels of being and is equally connected and influenced by all the other systems.

Exercises

These are techniques, which are planned for and executed as planned. The application does not depend on the situation or the client's changed needs. It can be used to teach something.

Experiments

This is an experiential way of learning. Exercises are used according to the needs of the client or the situation. Exercises are adapted to the needs of the moment. These techniques are not planned for, the Gestalt therapist makes use of creative thinking to know what type of technique to apply.

Field

The field is the emotional, cognitive and physical environment in which humans exist – it is their context.

Gestalt play therapy

It is “healing through meeting”. The therapist and child engage in a relationship in which they make use of play. The healing that takes place is a restoring of wholeness. The engagement in therapy takes place in the here and now where present difficulties are handled.

Holism

Holism runs throughout gestalt thinking. It means that mind, body and emotions function as a whole process. The human being’s body, emotions, thoughts and perceptions function interrelatedly as one complex relational whole. This interrelatedness of the whole makes up for the whole to be more than the sum of its parts.

Middle school age

This is the developmental phase of children approximately between seven and twelve years. This phase includes characteristics like high energy levels and the importance of developing skills, which are important in adult life like good interpersonal relationships and the ability to succeed in tasks.

Primary school children

These children are usually in primary school and in the middle school age developmental phase.

Techniques

These are all actions and approaches used in gestalt therapy to heighten awareness of present functioning. These actions include creative acts like painting, drawing and working with clay, sensory exploration using for example touch or taste, dramatic play, stories, fantasy, dialogue etcetera.

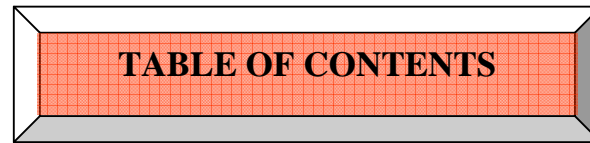


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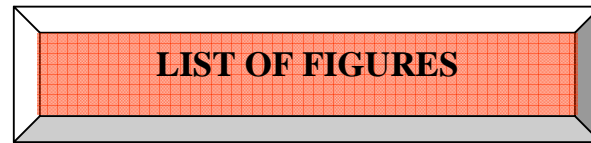
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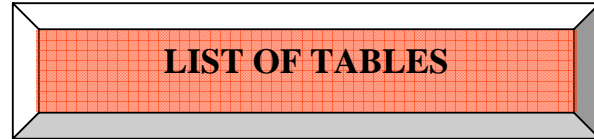


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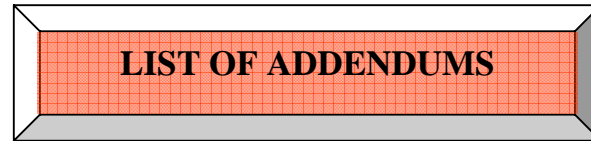
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Addendum C: Information letter and reminder slips of time and date of sessions

Addendum D: Information concerning training and purchasing of tests used in the intervention programme