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**A GROUP RELATIONSHIP THERAPY
FOR PRE-ADOLESCENTS**

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A GROUP RELATIONSHIP THERAPY FOR PRE-ADOLESCENTS

BY

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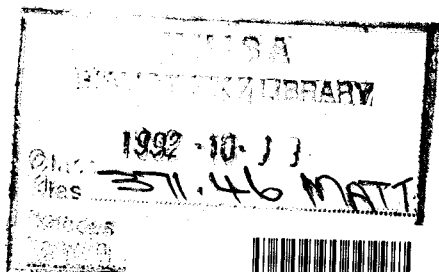
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I declare that A GROUP RELATIONSHIP THERAPY FOR
PRE-ADOLESCENTS is my own work and that all the
sources that I have used are quoted and have been
indicated and acknowledged by means of complete
references.



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This study is dedicated to

my mother and father

Jenny and Tommy Thomas

for their love and for being there for me.

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A GROUP RELATIONSHIP THERAPY FOR PRE-ADOLESCENTS

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SUMMARY

Research indicates that pre-adolescents' feelings as experienced in significant relationships with

- * parents
- * peers
- * teachers
- * objects and ideas and
- * self

indicate the extent to which the relationship is evaluated by children as being "good" or "bad". Relationships which result in negative emotional experiences may result in children adopting certain forms of negative or irrational thinking and behaviour in an attempt to satisfy basic needs.

This study was initiated as a result of an identified need for a form of therapy which would assist pre-adolescents with behaviour problems to become aware of their feelings and the resulting behaviour, to explore their feelings and so to attribute new personal meaning to significant relationships and to promote change-initiating strategies which will result in behaviour changes and more need-fulfilling relationships.

Evaluation of the therapy was effected through application of the relationship therapy to a group of standard three pupils.

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CHAPTER I. INTRODUCTORY ORIENTATION, PROBLEM ANALYSIS, STATEMENT OF PROBLEM, CONCEPT DEFINITION AND AIM.

1.1 INTRODUCTION.

"If the child is to orient himself in the world - as he must in order to survive and mature - he must form relationships with the world" Vrey (1979:21). It is in the formation of relationships that the child attributes meaning to his world.

A relationship involves interaction between the child and a significant other or object. It is in this interaction that the child assigns a certain quality of meaning and experiences certain emotions. Depending on how these emotions affect the self or how important they are to the self-concept, the child will either feel attraction, if the experience is pleasant and evokes positive feelings of self worth, or repulsion, if the experience evokes negative feelings of self worth.

"By attributing meaning, the child orients himself and constructs a meaningful life-world" Vrey (1979:33). "Attribution of meaning is based on the totality of an individual's experience. Such meaning is not only cognitive but also affective and conative and includes both experience and expectation. It is always the person in totality that assigns meaning" Vrey (1979:14). When ineffectual attribution of meaning takes place the child's subjective experience of the relationship is negative. If the child has several negative experiences, his expectations of future relationships is such that he may try to avoid them or will deal with them in an inappropriate way. The child perceives himself as a failure, his self-esteem is lowered and to protect his self-image, which is the very core of his personality, he will resort to inappropriate behaviour.

This investigation focuses on these children who are displaying inappropriate behaviour as a result of their feelings of failure in dealing with certain relationships and the resulting negative self-concept which they are protecting.

1.2 PROBLEM ANALYSIS

1.2.1 Awareness of the problem

This research was initiated as a result of the awareness of the difficulties experienced by Standard three, four and five children (the pre- and early adolescent) in recognising, accepting and working through the root cause of their problem. Why do they see the manifestations of their behaviour as the problem? Why do they see other people as causing their problem and as a result feel they are helpless and cannot alter their situation? Why do these children, even after they seem to have become aware of their problem, persevere in seeing their behaviour manifestations as their problem? Will a structured therapy, that focuses and investigates all significant relationships assist the child to recognise and deal with the root cause of his problem?

Two examples of children who experienced such difficulties follow.

a) R aged 11 Standard 4.

R was referred because his performance at school was poor and he was aggressive towards his peers. He was sullen and unco-operative in the classroom situation. R felt that his behaviour was a result of no-one wanting to be friends with him. He could see no problems with any other relationships. Although his problem with peer relationships was dealt with within a group situation, there was little change in his

behaviour. It was only when other boys in the group started discussing their relationships with their parents that it became evident to R that his relationships at home were such that he had not learnt the social and communication skills he needed to form relationships. This incidental focussing on R's relationship with his parents, who presented as concerned and interested, made the researcher aware of the need to explore all the child's significant relationship areas. Also made clear was the fact that the problem was rooted in R's relationships.

J aged 12 Standard 4

J was referred as he showed no interest in his school work and was disruptive in class. His behaviour was such that he received negative attention from teachers. His homework was not done, he shouted out incorrect answers in class and paid little, if any attention to lessons. J felt that his problem was that the teachers did not like him. He reported good relationships with his peers. He was in fact very involved with a small group of fairly disruptive boys. J requested to be included in the therapy group, but continued his disruptive behaviour, in spite of experiencing criticism from his peers for his unacceptable behaviour in the group. An individual session was arranged with J. He immediately confronted the researcher saying that she did not like him because she had not given him a hiding when he had misbehaved. J insisted that it was the way adults treated him, that caused his response. He had difficulty accepting that he too evoked a response in adults. J came from a home that was ruled with an iron rod and experienced feelings of insecurity and rejection when non-physical forms of discipline were used.

In both these examples the children were unable to isolate the root cause of their behaviour manifestations and found difficulty in accepting that a specific relationship was in fact causing the problem. They were unaware that the

relationship could be different. In both these cases and in other pre- and early adolescent aged groups, the researcher found that a structured approach, whereby the child could become aware of the many facets of each relationship within his lifeworld, appeared to be of value. The child appeared to need a structured situation in which to explore his feelings, to test various actions and experience a variety of reactions in order to gain insight into various relationships. The peer group situation seemed to offer a world space where this awareness, exploration and personalisation of each dynamic relationship could take place.

The researcher thus felt it necessary to review the origins and development of group therapy and to undertake a literature study of current group therapy programmes which assist the pre-adolescent to become aware of the underlying causes of his problem, help him to accept the problem as his own and to enter into new and more meaningful relationships with himself and significant others.

1.2.2 Exploration of the problem

Group psychotherapy with children between the ages of eight and twelve was first used by Slavson in 1934. Since then, therapeutic groups have become increasingly widely used. Various types of groups have evolved and differ with respect to goals, composition, size, techniques involved and the length and number of sessions.

1.2.2.1 Activity Therapy

Activity Therapy is a form of group psychotherapy advocated by Slavson for use with children in the latency period. It is based on Freudian psychoanalytic theory. Small groups of five to eight children meet weekly for two-hour sessions in a simply furnished room. A variety of arts and crafts materials,

tools and group games are made available. Refreshments are served at each session. The children are allowed any expression of antisocial behaviour. Hostile and destructive feelings are met with neither criticism nor punishment; neither are they condoned. Rosenthal (Slavson 1971:216) explains that "this behaviour is understood and accepted as being an expression of the child's contemporary emotional stresses, needs and conflicts." He explains that through free acting out in the group, built up tension is released and the child is left free to use his emotional energies in the service of his current growth process and adjustment to family, school and peers. Group composition is considered to be very important. Frank (1968:449) states that a balance in the total composition in the range of ego strengths, coping capacities and problem areas create a balance which is necessary "to allow the children to activate and offset one another."

The role of the therapist is seen as neutral and passive in that he does not direct, interpret, intervene, assign tasks or mediate in disputes between members. Trust is shown by the non-intervention of the therapist. In the interaction with his peer group the child gains a sense of self worth from newly acquired skills. This is fortified by the spontaneous praise of fellow members, leads to improved social status and is responsible for the corrective effects on personality and character.

This form of therapy is unacceptable to the researcher as the two hour period required for therapy and the accommodation needed can not be arranged within the confines of the school environment. Activity group therapy continues for protracted periods and is suitable for only certain children as it involves a complex selection of clients. The children are left to work through their emotions and the researcher feels that as in the cases cited, some children will continue to

perseverate on the manifestations of the behaviour, rather than gaining insight into significant relationships.

1.2.2.2 Activity-interview psychotherapy

This form of therapy is used for children between the ages of eight and twelve years. The same space for free movement and activity, as for activity therapy, is made available. Additional materials which will activate the children to reveal their sexual and non-sexual libidinal preoccupations and anxieties, which are seen as the core of their symptomatic and behavioural difficulties, are added. Slavson includes both individual and group therapy for the children. Children are selected for this form of therapy because of the severity of their problems.

The researcher finds this form of therapy unacceptable for her research as the length of the therapy, the weekly two hour sessions, the physical setting, and the cost involved are not viable in the present school situation.

1.2.2.3 Therapeutic groups for children.

These activity groups for primary school children aged 9 to 10, described by FitzHerbert (1983:22) have "the limited aim of giving the children happy experiences; stimulation; pride in making things and, above all, the opportunity to relate to other children in a setting which was neither school nor home and to relate to caring adults who are neither teachers nor parents." The groups meet after school for ten weekly sessions of one and a half hours. The activities include cooking, craftwork, games and outings. Individual time is spent with each child when they are taken home.

This form of therapy, aimed at moderately disturbed, unhappy and anti-social pre-adolescents, is found by the researcher

to be unsuitable due to physical arrangements and costs involved.

1.2.2.4 Group therapy involving psychodrama techniques.

This group commences as an activity-group and for several sessions the children make puppets. During this reasonably structured period, the therapist plays a directive role until the group stabilizes and patterns of communication become fairly clear. The puppets are then used for psychodrama where the children (all twelve year old boys) act out their emotions. Sculpturing and other psychodrama techniques are also used to let the boys experience various emotions and situations and to help them become aware of, and interpret both verbal and non-verbal communication. In the final stages of the therapy, which extends over the full academic year, the more traditional form of group therapy, concentrates on more acceptable verbal communication.

This group psychotherapy appears to focus on improving both verbal and non-verbal communication which DuPlessis and Lochner (1981:209) feel increased the boys' insight into both themselves and their peers and to some extent to relationships outside the group. The researcher rejects this form of therapy as there is insufficient focus on relationships.

1.2.2.5 An Experiential Group Treatment for Behavioural Disorders.

Richert (1986:249) describes group therapy used for children in the third- through to sixth grade age group, which was designed specifically to "raise self-esteem, to teach social skills designed to improve peer relationships, and to help develop increased self-control of behaviour." This group therapy is used to complement established behavioural programmes in the classroom. Richert (1986:249) states that

because aggression is "understood as an automatic response to frustrated goal attainment, with the specific expressions of aggression shaped by learning and particularly by peer reinforcement, a format that could teach interpersonal skills while it changed the pattern of peer reinforcement was sought." It was felt that success in the interpersonal area could lead to positive changes in self-esteem.

A group of 5 boys with behaviour disorders, ranging from 8 to 11 years of age was selected. Activities focused on current issues in the group for the eight sessions of therapy, each lasting an hour. As it was found that the children did not react well to formal instructions, these were kept to a minimum, but much brief cognitive structuring is done. Feedback is given by the leaders, but the children eventually begin to give constructive personal reactions to events in the group. The programme starts with sensory and feeling awareness exercises and progresses to structured competitive activities, involving winning and losing, and issues of rules and rule following. These competitions (games) allowed for an intensification of feelings about winning and losing which Richert feel is central to the self-esteem of the boys. The final stage involves "cooperative activities" during which "The attempt was made to capitalize on the salience of the issues of rules and fairness by teaching appropriate skills and providing continuing opportunities for their practice in immediate peer interactions by entering first into short-term and then longer-range cooperative activities that required increasing amounts of self direction" Richert (1986:251). The leaders of the group act as positive reinforcers of appropriate interpersonal behaviour by responding to it with attention and verbal praise, while inappropriate behaviour is ignored. Positive changes in classroom behaviour were observed. The boys' evaluation of self was more favourable and less anxious perception of self was noted.

As the exercises used are shaped heavily by the particular children and by the setting, the researcher finds this approach to therapy to be suitable for the use in school settings. The length of and number of sessions are appropriate for use in a school setting. The focus of the therapy is directed at peer relationships only and is designed as a complement to an ongoing behavioural programme. For these reasons the researcher finds this therapy unsuitable.

1.2.2.6 Therapeutic discussion groups.

The therapeutic discussion groups of Anderson and Marrone (1979:1) were devised to meet the needs of children in public schools for emotionally disturbed children. A team approach is used and the teachers, a social worker and a therapist are all involved with the therapy of the group. Therapy continues for protracted periods of a year or more. The groups consist of children within a three year age range but no other criteria are used for the selection of groups. Groups have a maximum of twelve pupils and group sessions are held on a daily basis in order that therapy is experienced as part of the total school schedule. No special accommodation or equipment is required. Children are seated in chairs in a circle throughout the sessions. The children are told that they may talk on any non-threatening topic. After several weeks certain clear pictures of the individual children become apparent to the team. A step-by-step progression, from the child's perspective then follows:

- a. The children are made aware of their actual behaviours and the detrimental effect they had on themselves and others.
- b. Exploration and recognition of the feelings behind the behaviour then takes place.
- c. The children are then encouraged to identify the real source of the feeling.

- d. In this step the connection of the feelings and the consequences of their actions are made.
- e. A decision is made to change, in order to avoid the painful feelings.
- f. The therapist and other adults in the group are involved in suggesting alternative behaviours to alleviate the pressure of feelings.
- g. The group then effectively supports change in a positive direction through verbal and emotional warmth.
- h. Anderson and Morrone (1979:14) describe the final stage as "Recognition by the child that the new, changed behaviour accompanied by a better feeling about himself or herself in the environment, results in a better functioning, happier life for the child and those in his or her environment."

The researcher finds that the exploration of feelings and the relation of feelings to behaviour is in accord with relationship theory. On the grounds of the impracticalities of implementing it in the school setting due to the frequency, protracted periods of therapy, the total lack of structure, and the team approach required for this therapy, the researcher rejects this form of therapy.

1.2.2.7 Corey's groups for children.

Corey (1982:219) finds groups of three to five children of the same sex to be most successful. The children range in age between 6 and 11. He combines withdrawn and aggressive children in the group. Therapy is given twice a week and sessions last for half an hour to an hour. The groups are open and new members can join at any time. The therapy lasts for a period of eight months. The therapy is unstructured in that Corey (1982:218) let the children "lead the way, and listened to what they had to say, directly or through various symbolic means". The use of puppets, role-playing, acting out social

situation, painting and finishing stories are used to allow the children to express themselves. Corey (1982:219) sees the group as "an excellent means for them (the children) to learn and practice relational skills." This unstructured form of therapy focuses on problem relationships of which the child becomes aware during the activities. Corey holds individual sessions with each child in addition to the group sessions. He feels that parent involvement in the therapeutic process is important.

Although the researcher finds this form of therapy acceptable in that it focuses on the relationships of the child, she finds it too activity orientated for the older child (10 to 13) and the significant relationships explored are limited to only those which become evident during the activities.

1.2.2.8 Peer group therapy.

Herbert (1987:102-104) describes three behavioural methods which use group modality for therapy.

- (a) Tailormade peer therapy, as suggested by Clement (Herbert 1987:102) involves the use of peers from the child's class or neighbourhood, who are not receiving therapy but who are asked to attend, to assist the child. The group meets for an hour a week in a playroom. One child is chosen at random to be "chief" and to wear the headdress which contains a bug-in-the-ear device. The therapist, observing through a one-way mirror, then tells the "chief" when to reward a child with a token. Tokens are awarded whenever the children play co-operatively with one another. The tokens are redeemed at the end of each session with material rewards. The "chief" receives the same rewards as the child with the most tokens for that day. Videotape feedback, live modelling, and behavioural rehearsal are common techniques used in group sessions.

Teachers and parents are given homework prescriptions. The rationale of using peers and siblings as therapeutic agents is to enhance the generalization of treatment effects from the treatment setting to the home and/or classroom environment.

- (b) An open-ended group as used by Henderson and Silber (Herbert 1987:101) includes a group of 5 to 8 pre-adolescents who meet for one and a half hours a week. The children spend three quarters of an hour drawing up and discussing contracts which they will work on at home during the week. Parents and/or teachers are given copies of the contract and the child is rewarded for both setting up and fulfilling their contract. During the activity phase of the session involving games and refreshments, any disruptive behaviour is ignored and focus is directed on the acceptable behaviour of another child. Excessive aggressiveness is dealt with by placing the child in the corner for 5 minutes quiet time. If this is unsuccessful the child is sent into an isolated room for a similar period. The parents of the children attend bimonthly groups for instruction in behavioural and child management principles.
- (c) Dannefer, Brown and Epstein (Herbert 1987:102) combine both activities and verbal interactions in one session. The group assigns specific tasks related to each child's behavioural problem. Whenever a child forgets the given task he not only is not rewarded but is rebuked by the group. If a child lies or his report is incoherent, the group plays a "detective" game in which they look for the missing facts in the boy's story. Once a month the child's parents are invited to watch the group through a one-way mirror.

These three behavioural forms of therapy place much focus on

behaviour changes enforced by group pressure and by external rewards. For this reason they are not considered suitable.

1.2.3 Formulation of the problem.

The researcher, for reasons stated in the previous paragraphs, finds none of the described group therapies entirely suitable. It is therefore necessary to investigate the possibilities of designing a structured group therapy which is focused on the relationships the child has formed with significant others and objects.

It was decided to investigate a group therapy directed at pre-adolescents from approximately 10 to 13 years of age because of the difficulty they manifest in

- accepting that they have a problem;
- understanding that their behaviour is a manifestation of their feelings;
- expressing their emotions verbally, and
- identifying the connection between their behaviour and their feelings in each significant relationship.

1.3 STATEMENT OF THE PROBLEM

Will a structured peer group therapy which focuses on each significant relationship of the pre-adolescent child, assist the child to

- * attain awareness of his problem,
- * explore the problem and
- * adopt new ways of dealing with his problem so that he may become self-actualising in order to reach his full

potential?

1.4 AIM OF THE RESEARCH

1.4.1 Specific aim.

The aim of this research is to devise a form of group therapy directed at the pre-adolescent and suitable for use in the school environment, which promotes awareness and exploration of the nature and quality of all significant relationships.

This entails providing:

- * opportunities for each child to discuss and become aware of problems that are experienced in significant relationships;
- * constructive experiences, which will assist him to become aware of, and to allow him to express his feelings about himself and others;
- * opportunities for the individual to examine and analyse his impact on others in the group;
- * constructive experiences, which will assist the child to feel differently about himself and others;
- * support and encouragement of each child's attempts to behave differently;
- * activating interpersonal interactions and group cohesion to evolve a sense of group belonging and friendly attitude of support.

1.4.2 General aim

This structured peer group therapy is aimed at aiding the

individual child experiencing problems in his educational situatedness to achieve understanding of his relational world.

1.5 DEFINITION OF CONCEPTS

1.5.1 The pre-adolescent

The physical, emotional and social development of each child is unique and it is therefore difficult to define the age limits for the pre-adolescent phase. Hjelle & Ziegler (1976:69) state that Erickson's latency psychosocial period, "The school age : Industry versus Inferiority" occurs from about six to eleven years of age. The pre-adolescent falls in the later age group of this period. Sullivan (Buhrmester and Furman 1986:43) categorises the pre-adolescent as the age group of 9 to 12 years.

The "middle" years include children from their commencement of school to adolescence. The pre-adolescent would then be the child in his late "middle" school years. For the purposes of this study the pre-adolescent will include children of 10 to 13 years of age who are pupils at primary school.

1.5.2 Relationships

Constant interaction takes place between each individual and his life-world. Relationships are formed as a result of this interaction between the individual and all the people, (including himself,) objects and ideas that make up his world. The individual who develops and maintains healthy relationships with himself and his life-world, achieves a state, of being well adjusted. Conversely, the individual who is unable to form or maintain efficient, sound relationships, is maladjusted.

1.5.3 Life-world

Vrey (1979:15) describes a person's life-world as the Gestalt of the individual's meaningful relationships. Vrey (1979:15) states further that a life-world is inconceivable apart from a person as it is the totality of meanings discovered by that person, and is unique to that person. "One's life-world includes all the people, objects, ideas, systems, forces, attitudes, self - everything to which one has attributed meaning and which one therefore understands" Vrey (1979:15).

1.5.4 Attribution of meaning, involvement and experience.

Vrey (1979:28) explains that these are core categories of Empirical Education. These three interrelated concepts are the means by which the child forms relationships and in so doing learns to understand himself and his world.

"Attribution of meaning refers to the cognitive component of relationships and implies activities such as recognising, knowing and understanding which enables the child to orientate himself in the world and progress along the way to adulthood" Kokot (1988:13).

"Involvement is characterised by purposeful effort in order to achieve, to overcome obstacles and to solve problems" Vrey (1979:28). It therefore necessitates the child's willingness to become involved in a situation. The conative dimension of the child is evident in this category. Wilful, active exploration will be evident in the secure child, and withdrawal and avoidance, in the insecure child.

Experience defines the child's evaluation of a situation. Since each child's evaluation of a situation will be unique, the experience will determine, because of its emotional

nature, the quality of the relationship.

1.6 METHOD OF RESEARCH

1.6.1 Group study

Empirical Education has as a pre-supposition that each individual is unique. Each child lives in his own unique life-world. No two children can have the same life-world, as each child constitutes his own through experience, involvement and the unique meaning he attributes which "is based on the totality of an individual's experience" Vrey (1979:14). The meaning which each child assigns to each particular relationship within his life-world is therefore also unique and it is evident that the becoming of each particular child must be studied in terms of his own unique life-situatedness. The child however cannot function in isolation, he forms relationships to satisfy his basic needs, and the emotions experienced and behaviour manifested as a result of the interaction within significant relationships, indicate the satisfaction or frustration the child is experiencing in his relationships.

In consideration of these pre-suppositions, this study will be an empirical investigation into the life-world of the child within a group of children who are experiencing relationship difficulties, so that he may, in a peer group situation, come to a better understanding of the relationships comprising his unique life-world.

1.6.2. Use of relationships research model.

The research and diagnosis model, as presented by Jacobs (1981), is based on the theory that a child's experience of involvement in and the resulting relationships he forms, determines his self-concept and ultimately his self-

actualisation. This model includes a basic framework for investigating relationship areas.

1.7. RESEARCH PROGRAMME

- * Chapter one has given an overview of the various forms of group therapy that are currently used for the pre-adolescent and the importance of significant relationships, have been discussed. The aims of the investigation have been stated, relevant concepts defined, and the research programme has been planned.
- * Chapter two investigates the significance of relationships for the pre-adolescent child and the implications of relationship therapy with pre-adolescents.
- * Chapter three concerns the research design.
- * Chapter four records the group therapy.
- * Chapter five offers the conclusions, recommendations and the implications of this investigation, and takes into account such defects as could be noted by the researcher.

CHAPTER 2 : THE SIGNIFICANCE OF RELATIONSHIPS FOR GROUP THERAPY.

2.1 INTRODUCTION

The significance of relationships for the healthy development (or self-actualisation) of the child is well documented in both theoretical and research studies from various disciplines. Sullivan (1953), La Gaipa (1981) and Vrey (1979) from the related fields of psychology, sociology and education, have formulated theories showing that the child's needs are met within the network of relationships that make up his life-world. Psychotherapists recognise that sound relationships are essential for mental health. Strupp (Firestone 1990:628) writes that it is the culminative effect of interpersonal relationships, typically in childhood, that makes a client "ill".

Empirical studies from Educational Psychology, supporting these theoretical views include Jacobs (1980) who found that relationship problems

- resulted in the development of various psychic problems, such as behaviour problems, poor adjustment to school, emotional disturbances, etc. (Jacobs 1980 : 268)
- negatively influenced the scholastic life of the child (Jacobs 1980 : 269)
- negatively influenced the self-concept of the child (Jacobs 1980 : 269)
- adversely affected the self-actualisation of the child (Jacobs 1980 : 269)

Jacobs (1980) and Kokot (1988) concluded that certain relationships have particular significance for the pre-adolescent.

2.2 SIGNIFICANT RELATIONSHIPS FOR THE PRE-ADOLESCENT

Those relationships which have been found to be most significant to the pre-adolescent child are (Kokot 1988, Jacobs 1980) :

- * relationship with parents
- * relationships with teachers
- * relationship with peers
- * relationship with objects and ideas
- * relationship with self.

2.2.1 Relationship with parents.

Hinde (1981:4) states that psychologists with diverse theoretical views, (e.g. Freud, Sullivan, Mead, Cooley, Bowlby, Laing) "have long held that the child's developing personality is markedly influenced by the relationships with others, and especially by his relationships with the members of his nuclear family."

Kokot (1988:170) states that "The primary school child's network of relationships allow him to satisfy various needs." Bercheid and Peplau (1983:3) describe family relationships as being "central to human existence, health and happiness - a fact that is almost universally recognized." Vrey (1979:24) explains that the relationship the child forms with his mother forms a vital anchorage point for his relationships with other people and objects. The child who attributes positive meaning to the relationship with his parents and experiences unconditional acceptance in his relationship with his parents will be venturesome and expand his network of relationships

and so satisfy his needs. Inadequate relationships with parents will result in feelings of rejection, failure and insecurity as the child has no anchorage point for the formation of relationships with other people and objects. The negative emotions that the child experiences as a result of the inadequate relationship with his parents are manifested in negative behaviour. Vrey contends that "The parent-child relationship can lead to deviant behaviour in the child." According to Sommers (Vrey 1979:26) "maladjustment among children is preceded by unsatisfactory relations between the parents at home."

Hamachek (1978:183) emphasises the role of the family in saying that, "Indeed, how any of us feel about ourselves and others is linked to the relationship we had with our mothers and fathers." Mussen et al. (1974:472) states that during the middle-childhood years, "relationships with parents remain, for most children, the most important factor in determining the kind of person the child will become and the kinds of problems he will face in the quest for maturity."

Douvan (1977:21) says that from research done by Hess and Shipman, it can be generalised concerning the effects of different styles of parent-child interaction that: "the more interpersonal the relationship between mother and child, the greater the child's cognitive development will be."

Kokot (1988:73) states that "It is important to note that some evidence exists that the presence of a stable parent with whom the child has a good relationship will moderate or even cancel out the otherwise negative effect of a pathological or highly distressed parent. This implies the value of investigating not only those relationships which cause the child distress, but also giving attention to other, positive relationships in the child's support system which may be used to compensate for irreversibly negative relationships."

2.2.2. Relationship with peers.

Peer relationships play an ever-increasing role in the child's development in the pre-adolescent stage. Vrey (1979:24) explains that the small child identifies himself with his playmates and evaluates his achievements against theirs. Vrey (1979:24) states further that "These relationships with peers grow more and more intense until in adolescence they are stronger than the relationship with the parents." Hamachek (1979:123) states that "Although a child's transition from "family centredness" to "peer centredness" is a slow, gradual process, it is, nonetheless, an inevitable process." The importance of peer relationships is illustrated in a research cited by Hamachek (1979:126) which "showed that among adults that were considered behaviour problems in their childhood one of the best predictors of adult adjustment was acceptance by peers. It was found that if a child is judged to be a problem child by adults but is accepted by peers, his chances of achieving a normal adjustment are good. However, if the peer group also consider him a problem, his chances for later adult adjustment fall drastically."

Bierman (1988:263) reports that in a review of available research, Hymel and Franke concluded that "poor peer relations are associated with a set of negative self-perceptions which may contribute to future difficulties in peer relations."

Kokot (1988:72) found from research into peer relationships that:

- * peer relationships appear to contribute to the child's social development
- * peer relationships provide the child with the experience of interacting with others who are on an equal level, but who are different enough to be a source of enrichment of

experience

- * the peer group provides a unique social context in the development stage of the pre-adolescent
- * through the peer group the child learns to form and maintain friendships
- * these mutual relationships provide opportunities for more intense socialisation while allowing the child to express his own individualities.

Negative peer relationships can then be seen to have serious implications for the emotional adjustment of the child.

2.2.3 Relationships with school and teachers.

Mussen et al. (1974:525) comments that, "The child whose school experiences and interactions with peers are constructive and rewarding and whose relationships with parents are favourable will develop a clearer self-image, increased competencies, and enhanced self-esteem. Unfavourable experiences in any of these areas are likely to limit the child's development and to foster crippling conflicts, anxieties, and an impaired self-image." Mussen et al. (1974:491) states that, "among the situational factors affecting the child's adjustment and progress within the school setting, probably none is as important as the teacher-pupil relationship."

Vrey (1979:116) believes that teachers contribute to the concept a child has of himself. This applies particularly to the junior primary school child. Vrey (1979:117) concluded from the studies of Lang (1960) that "the more positive a child's perception of the teacher's attitude towards him, the higher is his scholastic achievement." Mussen et al.

(1984:491) says that, "The kind of teacher a child has will determine in great measure whether the school experience will foster his overall development or will simply increase his difficulties and frustrations."

Swift (1964:280-281) sees the teacher as being the most important single factor in determining the nature of the experience for the child. He sees the teacher's ability to help the child improve in skill, in perceptiveness of social situations, and in interpersonal relationships, as determining the progress he will make in social skills.

Kokot (1988:77) explains that "from a common sense perspective, it can be hypothesised that the primary school child is more vulnerable to the effects of his relationship with the teacher merely because he spends much more time with a single teacher than does the child in secondary school."

The child needs and therefore seeks out an accepting adult in his relationship network. Kline (1991:172-173) writes that the one factor contributing most to resilience against distress in children is the unconditional attention and approval of one adult in the life of a child. A teacher who forms a positive relationship with a child can fulfil such a need in a child and can compensate for an unsound parent relationship.

2.2.4. Relationship with self.

Vrey (1979:112) states that the self-concept, which is dynamic, is the result of his relations with himself and is an integrated structure of perceptions, ideas and attitudes which the individual has formed of himself. "During the primary school years the child gets to know himself in a wide variety of new relationships. His conceptions of himself will not only develop and expand, they will also change both positively and negatively" (Vrey 1979:113). "The self-concept

is the focal point of relationships in the life world." Furthermore, Vrey (1979:47) "believes that the self-concept acts as a moderator variable in behaviour: which means that the concept of self regulates the child's behaviour." It can then be concluded that "if one is able to understand the child's conceptions of himself, one will similarly be able to understand how he experiences and gives meaning to his relationship structures" Kokot (1987:10).

Rogers (1979:498) states that "As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed." Each self is then "a complex, integrated totality that thinks, feels and acts and forms an inner frame of reference that is part of man's uniqueness" (Kokot 1988:79). As Londgren (Kokot 1988:79) points out: "we all react to our environment in terms of the reality we perceive and are inclined to resist other's attempts to impose their reality on us." Rogers (1979:503) suggests that "As experiences occur in the life of the individual, they are either

- (a) symbolized, perceived, and organized into some relationship with the self,
- (b) ignored because there is no perceived relationship to the self-structure,
- (c) denied symbolization or given distorted symbolization because the experience is inconsistent with the structure of self."

All people exist in a state of conflict between actively striving to reach their goals in their life-world and inwardly protecting the self. The more the individual is harmed by early life experiences, the less willing he or she is to undertake the risks that are required for self-actualisation.

When a child's self is threatened, he will manifest guilt reactions, a negative self-concept, distrust of others and a myriad other addictive, self-defending behaviours. On the other hand, a mentally healthy child will exist in continual change, moving towards increased autonomy in more and more satisfying relationships (Firestone 1990:627).

The self is then directly related to the individual's perception of relationships, and the resulting cognitive and affective components, will be determined by the unique self of each person and will at the same time, affect the self of each person.

This indicates that understanding and analyzing relationship formation with significant others and with the self is particularly important in a therapeutic situation.

2.2.5 Relationships with objects and ideas.

Relations are formed with objects and ideas as the child assigns meaning to them. Significance attribution is only possible where there is mental activity demanding the total involvement of the child. Language plays an important part in assigning meaning to ideas which are primarily cognitive relations. Vrey (1979:107) says that "when studying the child's relations with objects and ideas, one is not concerned with the nature and quality of relations. The primary concern is with the meaning assigned to a concept. Each time he assigns meaning, he experiences success and satisfaction. These experiences give a unique character to the meaning he assigns to components of the situation or the situation as a whole." "It follows that the child who has difficulty in attributing meaning to the objects and ideas in his development stage, would be hampered in his communication with his peers and adults, whose expectations assume his understanding" Kokot (1988:86).

As a result of the realisation that these relationships are the context of a child's development and thus significant for the diagnosis of developmental problems, Jacobs (1980) designed a model for investigating the life-world of the child.

2.3 A model for diagnosis

On the basis of knowledge concerning the significance of relationships, Jacobs (1980) conceptualised a model for diagnosis which is shown in figure 2.1.

2.3.1. Functioning image (Level 1)

The functioning image is the manifestation of the problem which can be described as the reason for the child becoming conspicuous. Problems such as poor scholastic achievement, concentration problems, reading problems, truancy, (Jacobs and Vrey 1982:51) lying, stealing, aggression and other behaviour manifestations, are seen as the functional image of the child. Kokot (1988:2) says that "At this level, preliminary interviews are often held with the teachers and parents in order to come to a tentative hypothesis regarding the nature of the problem."

2.3.2. Phenomenal image (Level 2)

The therapist analyses the functional image of the child to ascertain the nature of the problem. Jacobs and Vrey (1982:51) states that at this level a hypothesis must be formulated as this gives direction to therapy. Kokot (1988:2) suggests that "various psychometric tests, expressive and projective media and other media may be selected and administered to the child in order to explore the problem as phenomenon." The results of the tests may aid the postulation of a hypothesis.

2.3.3 Relational image (Level 3)

After the analysis of the problem as a phenomenon Jacobs and Vrey (1982:52) says that the emphasis is now focused on the relational image of the child but in particular on his relationships with parents, teachers, peers, objects and ideas and the self. Kokot (1988:4) suggests that "On the grounds of the analysis of the problem and the results of the assessment conducted at level 2, the quality of the child's relationships can be hypothesised and problem areas may be provisionally delineated" (own underlining).

2.3.4. Person image (Level 4)

Jacobs and Vrey (1982:52) says the person image consists of all the relationships which are integrated to form a meaningful whole. It is the way in which the child perceives and attributes meaning to his relationships as a result of his involvement and experiencing of these relationships. Kokot (1988:4) sees the person image as "an understanding of the child from the child's personal, unique point of view."

2.3.5. Irrational image (Level 5)

A child enters the level of the irrational when he can no longer attribute rational meaning and he may display pathological behaviour. Such behaviour is beyond the scope of the educational psychologist and necessitates referral to a clinical psychologist.

2.4. USE OF THE MODEL FOR GROUP THERAPY

Levels 1 and 2 of the model are largely concerned with collecting information pertaining to the problem. These levels will be discussed in more detail in chapter 3.

FIGURE 2.1

MODEL FOR IDIOGRAPHIC DIAGNOSIS AND RESEARCH

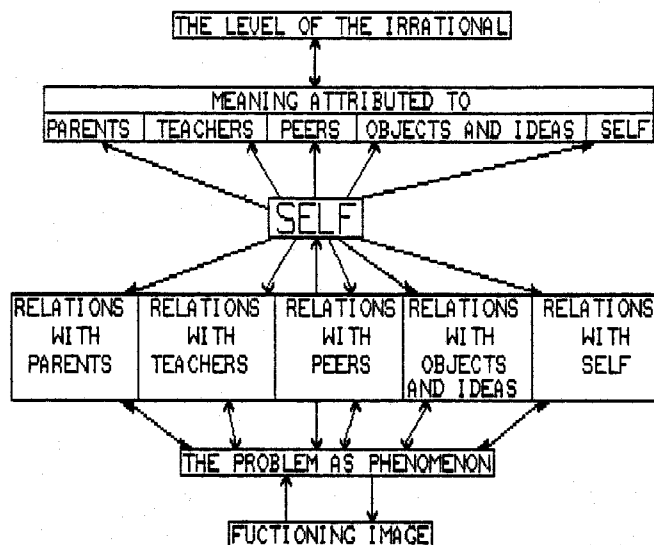
LEVEL 5
IRRATIONAL IMAGE

LEVEL 4
PERSON IMAGE

LEVEL 3
RELATIONAL
IMAGE

LEVEL 2
PHENOMENAL IMAGE

LEVEL 1
FUNCTIONAL IMAGE



Level 3 (the relational image) of the model discussed in 2.3, is where therapeutic intervention in a group context can possibly begin, because this level is concerned with the awareness and exploration of the child's emotional experiences with each relationship area. Understanding of the emotions experienced within each area will facilitate understanding of the meaning attributed. Such knowledge is a pre requisite for understanding the child's behaviour.

2.5 THE RELATIONAL IMAGE OF THE CHILD (LEVEL 3)

In order to grasp the significance of this level it is necessary to analyse the formation of relationships.

2.5.1. The formation of relationships.

"The child stands opposite other aspects of reality that constitute his world. In order for him to orientate himself to his world, he must understand those aspects. This he does by a cognitive process of becoming aware of them, exploring them and finally attributing meaning to them. This involvement with aspects of reality defines the term 'relationships' Kokot (1988:12)."

2.5.2 Attribution of meaning, involvement and experience

These three interrelated concepts are central to relational theory. Vrey (1979:28) explains that by means of these concepts, the child forms relationships and learns to understand himself and his world.

Attribution of meaning refers to the cognitive component of the relationships and implies activities such as recognising, interpreting, knowing and understanding. "Meaning exists only in the mind of someone who understands" (Vrey 1979:31). Rogers (1979:483) states that an important truth in regard to this

private world of the individual is that it can only be known, in any genuine or complete sense, by the individual himself. Apart from the logical meanings a child assigns to a relationship, he usually assigns individual emotive meanings. If too many affective overtones are included in the total psychological meaning, the logical meaning may be overruled. Vrey (1979:32) states that the cognitive and affective aspects of meaning cannot exist independently. Frankl (Vrey 1979:32) says that "man's search for meaning is a primary motivational force in his life." Vrey (1979:32) states that "It is evident then, that the child wants to understand, as it is by attributing meaning that the child orients himself and constructs a meaningful life-world."

Relationships are formed by attributing meaning to the interaction between the two referents, and the relationship then contributes to further understanding in that the person attributes more and more meaning. The process of attribution of meaning begins with the awareness of the other referent, which may be a person, object or idea. Awareness is followed by a stage of exploration, which is an effort to integrate the new referent into the existing cognitive structure. Once the information gained has been assigned personal meaning the relationship is formed. Without meaning there can be no relationship.

Hinde (1981:7) says that a relationship is "likely to be affected both by what actually happens and by what the participants perceive to happen, the latter including the comparisons they make with what they believe should happen. And what they perceive to happen will be at least affected by what actually happens."

The meaning assigned to a relationship may be either rational or irrational. Rational meaning is assigned when a logical conclusion is reached which concurs with realistic fact and

revolves around satisfying relationships which result in feelings of success, acceptance love, etc. and are indispensable for self-acceptance and happiness. Rational meaning may also be assigned to unsatisfactory relationships which can result in realistic feelings of failure, unacceptance and unhappiness. A person who assigns rational and realistic meaning to an unsatisfactory relationship is less likely to be involved in defensive behaviours as he is in touch with reality.

Irrational thinking usually occurs when the logical meaning is overshadowed because of affective overtones and the result may be a misconception. Frustrating relationships result and cause feelings of failure and rejection, leading to an underestimation of self which inhibits further relationship formation.

Kokot (1991:21) concludes that "Emotional thinking and meaning attribution may result in irrational meaning."

Involvement is defined as "the psychic vitality that is the driving force behind all learning and developmental tasks" (Vrey 1979:37). Involvement entails either psychological or motor action which is directed at an objective. Vrey (1979:38) states that "The intensity of a child's involvement is evidenced by the degree of attention, absorption, interest, perseverance, dedication, expectation, practise, etc." "Successful self-actualisation is largely determined by the intensity and quality of involvement" (Vrey 1979:38). Whether the child's potential is actualised or not, depends largely on the child's willingness to become involved in the task of living and becoming. Lack of involvement or involvement in what is destructive, will inhibit the formation of relationships and the self-actualisation of the child.

Experience determines the quality of a relationship as the

child makes a subjective emotional evaluation of each situation. Vrey (1979:31) states that feelings are determined by the meaning attributed to the situation and that "all behaviour is accompanied by feeling." Vrey (1979:40) sees feelings as an indication of how a situation is being experienced and evaluated. An experience is evaluated in terms of various degrees of pleasantness or unpleasantness and either inhibits or incites a child's involvement in a relationship. The uniqueness of the relationship that the child forms is evident in the personalised meaning the child attributes to what he experiences. The intensity of experience will determine the depth of meaning attributed. The child's feelings and resulting behaviour are then, according to Rogers (1979:492), not a reaction to reality but to the child's perception of reality, in other words, the meaning the child attributes to reality. Bierman (1988:259) states that "Children who experience negative social interactions may develop biased expectations that then increase the likelihood of future antagonistic exchanges."

From the above, the importance of emotional experience to relationship formation is clear. It is also clear that a child will not form sound relationships if negative experiences characterise a relationship. Negative experiences may also give rise to unrealistic meaning attribution.

2.6. THE SIGNIFICANCE OF RELATIONSHIPS FOR BEHAVIOUR

2.6.1 Needs as determinants of behaviour.

Rogers (1979:491) states that "behaviour is basically the goal directed attempt of the organism to satisfy its needs as experienced, in the field as perceived." He explains that (1979:492) "Behaviour is not "caused" by something which occurred in the past. Present tension and present needs are the only ones which the organism endeavour to reduce or

satisfy. While it is true that experience has certainly served to modify the meaning which will be perceived in present experiences, yet there is no behaviour except to meet present needs." Rogers (1979:493) sees the intensity of the emotional reaction as varying according to the perceived relationship of the behaviour to the maintenance and enhancement of the organism.

Maslow (Hjelle and Ziegler 1976:257) proposed, "that human desires are innately given and are arranged in an ascending hierarchy of priority or potency. These needs are:(1) basic physiological needs; (2) safety needs; (3) belonging and love needs; (4) self-esteem needs; and (5) self-actualisation needs or the need for personal fulfilment. Underlying this scheme is the assumption that low-order, prepotent needs must be at least somewhat satisfied before an individual can become aware of or motivated by higher-order needs."

From Maslow's theory it can be deduced that the pre-adolescent is dependent on his interpersonal relationships for the satisfaction of low-order needs. He is still dependent on parents or care takers for the lower order needs, but teachers and particularly peers, become an increasing potential source of satisfaction for the need for belonging and love.

Sullivan accounts for personality development within the context of interpersonal relationships (Buhrmester and Furman 1986:41-43). He believes that from birth on, children's personalities are shaped by relationships with parents, school authorities, siblings and peers.

Sullivan postulates five basic social needs: tenderness, companionship, acceptance by others, interpersonal intimacy and (occurring from adolescence) sexual contact. Sullivan (Kokot 1988:171) believes that the primary school child's relationships answer the basic needs of tenderness,

companionship, acceptance and intimacy. Sullivan (Buhrmester and Furman 1986:42) explains that underlying these needs are motivational tensions, roughly equivalent to the negative emotions of fear, loneliness, ostracism, boredom, and anxiety. These tensions, which find their initial roots in human biology, encourage people to create desired interpersonal situations which can satisfy their needs. "The attainment of these situations not only eliminates unpleasant affective tensions, but also prompts the positive emotional rewards of security, love, and feelings of self-esteem" (Buhrmester and Furman 1986:42).

Sullivan viewed the overriding task of healthy psychosocial development to be the growth of patterns of behaviour that allow children to fulfil interpersonal needs while keeping anxiety within bounds. Sullivan considers pre-adolescence to be an important turning point in development, when the need for intimate exchange, consensual validation or friendship emerges. Two strong motivational forces behind the need for intimacy are seen by Sullivan to be the experience of love and the avoidance of loneliness. The key target of this need for the pre-adolescent is the same-sex friend or "chum" who is similar to oneself in age, background and interests. The friendship bonds of the pre-adolescent are, according to Sullivan, characterised by an intense closeness based on extensive self-disclosure (Buhrmester and Furman 1986:48). Sullivan stresses the importance of the therapeutic value of "chumship." Smith and Cowie (1990:90) say Sullivan thought that "By developing awareness of others, the young person is accepted at a more intimate level by friends and consequently feels more sure of their own worth as a person." Buhrmester and Furman (1986:50) comment concerning "chumship" that, "Not only do pre-adolescent chumships have great therapeutic value, but the failure to establish this type of relationship can cause feelings of loneliness. Normally, the experience of loneliness acts as a strong motivating force that drives

isolated children to overcome their insecurities and establish close friendships, but if this does not happen, children suffer frequent feelings of loneliness and isolation."

Bierman (1988:253) explains that in research done by Furman and Bierman (1984) "Preadolescents describe friends as those persons with whom they have established a relationship based upon loyalty, trustworthiness, and intimacy. They recognise that reciprocated positive feelings and concern provide the necessary conditions for friendship, although the behaviours that characterize various friendships may be quite different."

Bigelow and La Gaipa (Smith & Cowie 1990:98) describe the two pre-adolescent stages of friendship expectations as the "Normative stage", which occurs around 9 - 10 years, when shared values, rules and sanctions are highly valued and the "Empathetic stage" which occurs around 11 - 12 years, when understanding, self-disclosure and shared interests become the dominant friendship expectations.

Bierman (1988:262) reports that empirical investigations done by Hymel suggest that "unpopular children report greater loneliness and lower perceived competence, expect to receive less positive sociometric ratings, feel less internal control to achieve positive social success, and expect less positive social outcomes."

Behaviour can thus be seen as determined by needs and directed by emotions.

2.6.2 Patterns of interaction in a relationship

The processes which are patterns of interactions in a relationship serve to maintain the quality and nature of the relationship. The quality of the relationship reflects the extent to which acceptance or rejection is experienced while

the nature of the relationship may be unequal or equal as in mutual friendships.

2.6.2.1 The quality and nature of relationships

Vrey (1979:21) sees the nature, the cognitive component, and quality, the affective component, of a relationship being related to the bipolar connection between the child on the one pole and a section of reality on the other. The mutual interaction between the two poles may manifest itself in either attraction and acceptance which draws the poles together, or in rejection and repulsion which pushes the poles apart. The quality and nature of the relationship will depend on the psychological distance between the poles.

Levinger (1977:5) conceptualised the distance between referents as the relative depth, or level of the dyadic relationship. He sees the level of "zero contact", as the level "where two people have no awareness whatsoever of each others existence."

Levinger then describes three basic levels at which one person can relate to another.

Level 1 is an unilateral awareness level, "through one-way observation, without any reciprocation from the other;" At this level "a person is orientated towards either an actual or an imagined other, who is viewed from a distance and without benefit of interaction." An example of this is the pre-adolescent hero worship of a sport or entertainment personality.

Level 2 involves surface contact "through two-way interaction, including superficial contacts between either strangers or recurring role partners;" The pre-adolescent may experience such surface contacts in two ways: as transitory meetings,

such as on a bus journey, at a party or at a sports meeting, where limited information concerning the two persons will be given or received, or as repeated interactions which are determined by the rules of structured roles. The pre-adolescent may experience segmented role relationships with peers in the class, with members of a sports team and with certain teachers. The pre-adolescent who experiences relationships only on level 1 and 2 will be unable to satisfy needs and frustration, anger, withdrawal and various other negative behaviours will result.

Level 3 involves deeper "mutual interdependence, where two persons develop and maintain a unique space of jointness - joint experience, joint norms, and other mutual properties." It is at this level of mutuality that the need for tenderness, companionship, acceptance and intimacy are met, as this relationship is "mutual to the extent that partners possess shared knowledge of each other, care emotionally for each other, assume responsibility for promoting each other's outcomes, and have developed private norms for regulating their association" (Levinger 1977:6).

Levinger (1977:6) explains that "The deep as opposed to the shallow relationship then, is characterized by stronger communality, heavier emotional investment, and a more defined structure containing it." Levinger (1977:8-11) discusses three aspects of a mutual relationship which pertain to the nature and quality of a relationship:

Symmetry, which implies the measure of equality of the relationship. Levinger states that in the real world equality is seldom attained as, "one member's resources or rewards are surpassed by the other's; one partner is more and the other is less dependent on the relationship" (Levinger 1977:10). Such asymmetrical relationships which the pre-adolescent may experience are: pre-adolescent and mother; pre-adolescent and

teacher relationships, where the adult has wider experience inside and outside the joint area of the relationship and the pre-adolescent with only one friend, but this friend has several friends. The one friend child will possibly experience far greater dependency on the relationship.

Commitment to a relationship may either be assumed voluntarily or imposed from outside by society. The degree of commitment will represent the extent of the intended continuity of the relationship and will reflect the quality and nature of the relationship. Relationships in which the pre-adolescent may experience imposed commitment are the relationships with members of the family and with teachers. Levinger (1977:12) explains that interpersonal commitments may under some conditions seem confining, but that they also serve to support the isolated individual.

Involvement is "largely a response to one's social context, but in turn it also affects the pair's interpersonal environment. The deeper a pair's emotional involvement, the less likely are the partners to have time or energy for intimate sharing with others" (Levinger 1977:12). The nature and quality of a relationship will be effected by the degree of involvement.

The nature and quality of relationships thus result in either well adjusted, self-actualising behaviour or maladjusted, non-achieving behaviour. Behaviour characteristic of the pre-adolescent with problems is aggression, withdrawal, attention seeking, stealing, truancy, etc. They predominantly experience negative emotions, which are evident in feelings such as: rejection, anxiety, shame, loneliness, failure, anger, sadness and insecurity. The negative emotions that a child experiences in a particular relationship are frequently transferred to other relationships.

2.6.3 The role and function of emotions in relationships.

The subjective evaluation of the child's experience of each relationship will result in feelings or emotions which are accompanied by some form of behaviour which aims at satisfying present needs. Hinde (1979:31) states that behaviour in an interaction, and the emotions experienced, are influenced by past experiences and that behaviour and emotions will also be influenced by anticipations about the future.

Izard (1972:82) states that she sees "emotions as the most important motivating and meaningful experiences of human life and as having inherently adaptive functions."

Shirk (1988:70) says that "Emotions can effect behaviour in two ways: first, lingering moods can effect subsequent behaviour in situations not directly linked with an emotion-arousing event, and second, emotions may lead to behaviours that are transformed expressions of the underlying emotion. In the second case, individuals may engage in behaviour that is not typically regarded as a direct expression of an underlying emotion but, in fact, results from an attempt to cope with the emotion; for example, when Johnny feels afraid he tries to act tough and bullies a friend."

Kokot (1988:167) sees the salient points concerning the role and function of emotions in relationships as follows:

1. " Emotions are always elicited by a stimulus which occurs in the child's encounter and/or interaction with other people, objects, ideas and himself. The stimulus arises, therefore, from the other referent in a child's relationship.
2. The nature of the stimulus may be an attitude or action of one referent that interrupts the goal-orientated

behaviour of the other.

3. The goal of the child may be to satisfy relationship needs, such as love, acceptance identity and so on.
4. Emotion is the result of the cognitive evaluation or interpretation of the stimulus. This cognitive process does not, however, have to be a conscious process: the individual may be aware of the feeling without being able to attribute meaning to its cause. In his search for a cause, the individual may attribute incorrect or unrealistic meaning to a particular stimulus situation.
5. Emotions play a crucial role in development. Cognitive and emotional development may be interrelated and interdependent and a repeated pattern of negative emotions may prevent the child from developing his potential.
6. Emotions occur at different levels of intensity but can generally be described as "good" or "bad" feelings. If an individual constantly experiences negative feelings from repeated interactions with a particular referent, that relationship will be characterised by feelings and subsequent actions that function in order to protect the individual.
7. Emotion is accompanied by an impulse to action which follows a pattern that is characteristic of the particular emotion
8. Emotions occurring in certain patterns give rise to the personality that characterises an individual. For example, frequent feelings of joy and acceptance give rise to a loving and friendly personality; disgust and anger culminate in a hostile, scornful person."

The child's behaviour manifestations and the feelings evoked as a result of his subjective evaluation of his relational experiences are most significant in the therapeutic situation.

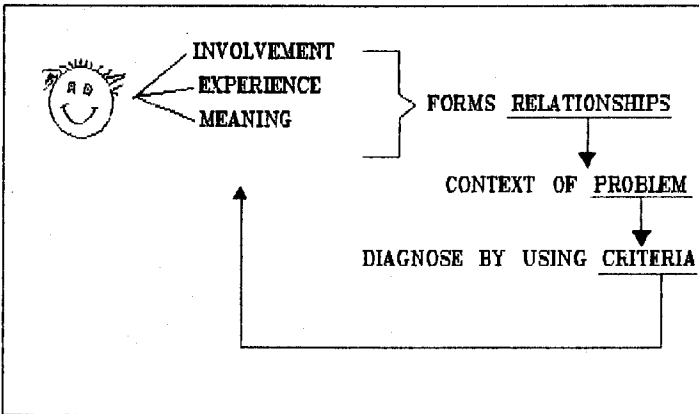
In previous sections attention has been paid to the formation of relationships and the influence of relationships on behaviour and ultimately personality.

It now becomes necessary to consider how relationship theory can be applied in therapy.

2.7 RELATIONSHIP THERAPY

Figure 2.2

THEORETICAL FRAMEWORK



2.7.1 Theoretical foundation

The child forms relationships through involvement, experience and assigning meaning. The context of the problem lies within a relationship. The relationship is thus diagnosed using the child's involvement, experience and meaning attribution as criteria. Sound relationships will promote growth towards self-actualisation but unsound relationships will result in certain problems being experienced by the child.

(See figure 2.2)

2.7.2 Therapeutic aims and method

The aims of relationship therapy are for the child to gain insight into significant problematic relationships and the associated negative feelings and behaviour, and to initiate change. The method used to promote such change is a process of awareness, exploration and personalisation.

2.7.3 Therapeutic process

Step 1. Awareness

This step is primarily affective in that it aims at the expression and releasing of feelings. The child is encouraged to become aware of feelings and particularly his experience of feelings and to explore these feelings more and more at greater depth. The therapist, using various therapeutic techniques, (Figure 2.3) promotes and tries to help the child to verbalise his thoughts and supports the child in amplifying emotional expression.

Figure 2.3

THERAPEUTIC PROCESS

STEPS

STEP 1 Awareness

Reflection of
Feeling.
Reflecting contents.

STEP 2 Exploration

Empathising
Genuineness
Advanced empathy
Self-disclosure

STEP 3 Personal
Meaning
Attribution

Confrontation
Double bind
Clarifying

STEP 4 Change
Initiating
Strategies

Problem-solving
Decision-making
Behavioural strategies
Action programmes

**Relationship
Therapy**

THEORETICAL FOUNDATION

Involvement
Experience
Meaning

Relationships

Unsound

Sound

Problems

Self-Actualisation

Diagnosis

AIMS

INSIGHT

INITIATING
CHANGE

METHOD

Awareness
Exploration
Personalisation

Step 2. Exploration

This step focuses on gaining knowledge and understanding of self through the release of feelings; exploring the processes in relationships giving rise to feelings and allowing the child to envisage situations and to see through their problems, rather than trying to intellectually analyse them. The exploration of all aspects of all significant relationships including the child's relationship with himself are included in this step.

Step 3. Personal Meaning Attribution

The focus of this step is placed on the verbalising and identifying of negative interactional patterns, and on giving meaning to emotions and inducing interactions. This stage is cognitive and the use of rational, deductive reasoning is promoted.

Step 4. Change-initiating strategies.

This step will include problem-solving, decision-making and collaborative planning to interrupt maladaptive behaviour and will include the promoting of acceptance of irreversible situations.

2.8 CONCLUSION

The relationships the pre-adolescent forms with significant others by means of attributing meaning to their experience of their involvement, is the means whereby the child comes to know himself and his world. When a child assigns unrealistic meaning to a relationship and the misconception of the relationship affects existing and new relationships with further misconceptions, irrational thinking, with its associated negative feelings and behaviour result.

In order to assist the child who is assigning irrational meaning to relationships it is necessary to analyse the essential nature and quality of the child's relationships with significant others and so form a relational image of the child.

Chapter three presents the hypothesis for a group therapy based on relationship theory, and outlines the research design.

CHAPTER 3: RESEARCH DESIGN

3.1 GENERAL AIM

This research is primarily aimed at determining if a group therapy focusing on the significant relationships of a child experiencing difficulties within these relationships, will assist him to attribute more realistic meaning in order to initiate positive change within the relationships.

3.2 DELINEATION OF THE PROBLEM

Chapter 2 focused on the significant relationships of the adolescent, namely:

- * relationships with parents
- * relationship with teachers
- * relationship with peers
- * relationship with objects and ideas
- * relationship with self.

Problems experienced within these relationships will manifest in the child's behaviour. These key relationships thus form the context of the problem.

The outline of a model for the diagnosis of relationships on five levels is presented. The levels being:

- Level 1 - functioning image
- Level 2 - phenomenal image
- Level 3 - relational image
- Level 4 - person image
- Level 5 - irrational image.

In order to help the child who is experiencing problems, it is necessary to understand and facilitate understanding of his

relationships. This entails understanding of the emotions which direct the meaning attributed to relationships. Levels 3 and 4 of the model focus respectively on emotional experience and meaning attribution and are therefore important for therapeutic intervention in a group context.

The formation of relationships are explained in terms of the concepts:

- * attribution of meaning - which results from
 - awareness
 - exploration
 - assigned personal meaning
- * involvement
- * experience

The assigning of irrational meaning to relationships and the emotional and behavioural consequences are discussed. The components awareness, exploration and assigned personal meaning are part of the method that may be implemented in therapy.

Research has been conducted into various types of group therapy with the pre-adolescent but no therapy which focuses on all the significant relationship of the child was found. It is necessary to postulate the following concerning the pre-adolescent experiencing behaviour problems.

3.2.1 Hypothesis

Relational theory applied to peer group therapy with pre-adolescents will help children improve the quality of their relationships.

This implies the following:

3.2.1.1 The children will gain insight to their emotional experience in problematic relationships.

In chapter 2 (paragraph 2.5.2) it becomes evident that because the meaning assigned by the child to each experience is subjective, it is composed of not only logical cognitive meaning but also emotive meaning. The feelings experienced by the child as a result of the interaction in a relationship will determine how positively or negatively the relationship is evaluated. Therapy that is initially aimed at helping children to awareness and exploration of emotions in relationships will facilitate insight into their experiences. Such release and verbalising of feeling will be the first and second steps in therapy (paragraph 2.7.3).

3.2.1.2 The children will attribute more realistic meaning to problematic relationships.

When a child attributes unrealistic meaning to a relationship, frustration results and causes feelings of failure or rejection (paragraph 2.5.2). The expression of the negative feelings experienced in problematic relationships may in itself be cathartic and the awareness of all the feelings experienced, presents an opportunity to explore the processes taking place within the relationship. Such exploration makes it possible to re-analyse, on a logical cognitive level, the causes of the feelings. The aim of this third step is to come to further understanding of self by identifying and formulating negative thought patterns. The exploration of negative feelings which are common to several relationships will promote awareness of unrealistic attribution of negative meaning to relationships unrelated to the problematic relationship.

- 3.2.1.3 The children will gain insight to the processes maintaining the negative quality of problematic relationships.

Irrational emotive attribution of meaning to a relationship is maintained by the child's expectations of further negative experiences of the relationship, by the negative self-dialogue which the child uses and by the continued use of inappropriate behaviour. The behaviour the child exhibits as a result of the feelings experienced in one poor relationship is often transferred and applied to other relationships (paragraph 2.6). Expectations influence behaviour and behaviour motivated by negative expectations will stimulate the type of processes which maintain an unsound relationship. This step thus entails the child's realisation of how behaviour affects personal interactions.

- 3.2.1.4 The children will use their acquired insight to initiate changes in the problematic relationship.

As a result of the cognitive re-evaluation of a relationship, new insight is gained into the irrational feelings and thinking concerning relationship. Once the child has attributed new rational meaning to significant relationships, he can now explore new and more appropriate ways to interact within these relationships and so institute new interactional processes. Thus this final step attempts to interrupt maladaptive behaviour patterns by planning behaviour changes.

3.3 SPECIFIC AIMS

In order to test the validity of the hypotheses it is necessary to form a group of pre-adolescents. Within this group, therapy will be conducted with a view to helping the children become aware, explore and give realistic meaning to their significant relationships so that they may initiate more

adaptive behaviour patterns.

3.4 METHOD OF RESEARCH

As previously stated in Chapter 1 a group study will be undertaken to assess the effects of a relationship focused group therapy on a group of pre-adolescents.

3.4.1 Research approach

Relationship theory and the model for idiographic research and diagnosis based in this theory, gives the approach to the methods to be used.

3.4.1.1 Subjects for research

An English Primary School will be approached and help will be requested in obtaining 5 to 6 pupils for research purposes. As a result of research into group therapy with pre-adolescents it has been decided to choose children of the same sex and same school standard. The children should all manifest some form of behaviour problem.

Permission will be obtained from the parents to work with the children and the therapy will take place on the school premises during school hours as many children, due to transport difficulties are unable to remain after school.

3.4.1.2 The use of a group

In chapter 2 it becomes evident that the pre-adolescent's relationships with his peers become increasingly important and research indicates several advantages of using group therapy.

Frank and Zilbach (1968:448) state that the child in the latency stage is striving for independence from parents and

that "the still needed support and sense of belonging are now obtained from the peer group rather than the family."

Sugar (1975:5) refers to the group as, "a social practical area." Johnson et al. (1986:266) states that "Groups provide socialization experiences that cannot occur in individual psychotherapy; specifically, the child is exposed to a wider range of relationships."

Sugar (1975:4) states that, "Small groups allow exposure of typical behaviour patterns leading to a decrease in feelings of isolation and of being peculiar, with a rise in self-esteem." He explains further that the group situation lets the child feel safer from adult domination, as distrust of adults, beginning with parents, usually makes the peer group especially acceptable.

Johnson et al. (1986:266) says "Group treatment is often more appealing to the child than individual treatment because there are many varied activities and experiences, and for some children it is often less emotionally threatening than individual treatment." Peck (1962:27), concerning the child with problems states that "To deal with these problems they will in most cases need the assistance of their peers."

3.4.1.3 Open group verses closed group

Kaplan (1988:6) explains that an open group involves a constant influx of new referrals to the group, while in closed groups individuals who are specially chosen for the group, commence and continue with the group until the group terminates.

It was decided that a closed group would be used.

3.4.1.4 Size of the group

Many researchers advocate that therapeutic groups should not exceed eight clients. Slavson (1971:xiii) states that the value of a group "lies in the fact that, by its small number, interpersonal interaction can be generated." He states further that "The psychological diffusion in large groups makes activation of rigidly guarded revelations and psychic interaction impossible." He found that discussions tended to become intellectual and that the emotional aspects were avoided.

Levine (1979:17) states that to provide sufficient balance within the group, it should have a minimum of four members. He states that research points to five or six members as the optimum size for full and balanced interaction.

As a result of the research it was decided that the group should consist of five to six children.

3.4.1.5 Composition of the group

Levine (1979:14) states that children aged from six to twelve are best grouped within a one year span or school grade, but that they can tolerate a two-year range without age difference having serious effects. Ginott (Gazda 1978:153) says that "The chronological age difference of preadolescents in group treatment should not exceed two years."

Gazda (1978:133) states that the natural group of the child in the pre-adolescent stage consists of peers of the same sex. Johnson (1986:243-266) in his research into various therapies used for pre-adolescents, found that single sex groups were most commonly used.

It was decided as a result of research that single sex groups

of children will be selected. The children will be selected from one standard at school and the age difference should not exceed two years.

3.4.1.6 Length and number of sessions.

The length of therapy sessions for the various types of therapies reviewed in chapter 1, varied. It was decided that a session of one hour will be most appropriate for the pre-adolescent and the form of therapy envisaged.

Several therapies reviewed in chapter 1 continued for protracted periods. As this is not practical to implement in the school system, it was decided to plan eight therapy sessions to be held once each week.

3.4.2 The selection of media and techniques

Because this research therapy focuses largely on the meaning the child has assigned to significant relationships and the resulting feelings and behaviour as a manifestation of the relationship, media and techniques have been selected which will facilitate the understanding of the child's relationships with parents, peers, teachers, school and with self.

3.4.2.1 Self-report concerning the child's problem as viewed by the child

Jacobs (1982:49) feels that it is essential to penetrate the child's self-dialogue in both diagnosis and therapy. During diagnoses an attempt must be made to reveal and analyse the self-dialogue and that this analysis must lead to the disclosure of the internal structure of the person with its resistance and/or defence mechanisms and behaviour manifestations. Gordon (1975:275) concludes from various studies that "pre-adolescents do consciously evaluate

themselves and that their evaluation is influential in their behaviour. Their evaluations are related to activities more than feelings and are related more to specifics than to an overall estimate of self." Hymel and Franke (Bierman 1988:260) states that "Children's self-reports of their social interaction are not always accurate but, when gathered in addition to (and compared to) parent, teacher, or peer reports, children's self reports may provide useful clinical information."

To gain insight as to how the child sees himself and his problem, each child will be asked to write down the answer to an open ended question which will allow him to express himself concerning his problem, his behaviour and his feelings from an internal frame of reference. Each child will also be asked to write down what he thinks the teachers see as his problem.

3.4.2.2 Incomplete sentences

The Incomplete Sentence Blank is a projective/expressive media which promotes the expression of the self-dialogue of the child.

For the purposes of this study, sentences were included to encourage the child to reveal his feelings concerning his significant relationships.

Included are sentences which focus on both positive and negative feelings which are experienced in relationships, such as:

I was so excited.....

I get so worried....

The most frightening....

I smiled.....

I get so angry.....

and sentences which focus on relationships such as:

My Mom and Dad.....

School.....

Teachers....

The children at school.....

The incomplete sentence form, as used, is given in Appendix A.

3.4.2.3 Children's Relationship Image Profile. (CRIP)

The CRIP was designed by Kokot (1988) as an aid in diagnosing problematic relationship areas of Standard 3 pupils. Profiles that indicate the typical responses of typical Standard 3 children are considered normalised. The comparison between the child's profile on the CRIP and the normalised typical responses will then indicate problem relationships and problem areas in the relationship.

Kokot (1988:340) explains that the CRIP was not designed to obtain a quantitative measure of the child's emotional experience but should be qualitatively interpreted and used to facilitate communication between the investigator and the child. Kokot (1988:342) states that "Only when the child is allowed to express the personal meaning he gives to his responses in the CRIP is the investigator able to claim a measure of understanding of the child and the problem."

For the purposes of this investigation the CRIP will be used as a means of gaining insight into the child's relationships and will be re-applied after therapy, to ascertain if any changes in the significant relationships have occurred.

The CRIP as presented to the children is given in Appendix B.

3.4.2.4 The teacher's evaluation of the child's relationship

All the teachers who teach the children will be requested to code the children on a 6 point scale concerning the child's relationship with each of the significant relationships.

A space for additional comments is provided. A meeting will be held with the teachers concerned and the form and the concept of relationships will be explained. An opportunity for questions concerning the completion of the form will be given.

The form to be used for the evaluation of the child's relationships by the teachers is given in Appendix C.

3.5 SEQUENCE OF RESEARCH

The research will follow the sequence as outlined by the model presented by Jacobs (1980:216-227) as discussed and presented in chapter 2.

In accordance with this model, the sequence of research is planned as follows:

3.5.1 Functioning Image (Level 1)

The functional image of the child can be seen as the reason for his becoming conspicuous, as having a "problem" and being considered a suitable subject for research.

In this investigation, a preliminary meeting will be held with all the teachers who are teaching the Standard 3 pupils to

- (a) request suitable subjects for the research,
- (b) obtain information concerning each child,
- (c) explain to the teachers and answer any queries concerning the completion of the rating scale evaluating the children's relationships.

From the information gained from the teachers and from the results of the rating scale, the researcher should arrive at the functioning image of the child.

3.5.2 Phenomenal image (Level 2)

At this level the various psychometric tests, expressive and projective media applied, result in the formulation of a tentative hypothesis being formulated. This hypothesis, then provides direction for therapy in order that the involvement with the child may be such that the following level may be attained.

The exploratory media will be applied during two sessions. The first test session will be on an individual basis and the open-ended question will be answered as well as the CRIP completed. Each child will be asked about his feelings concerning his involvement in the group.

The second session will be on a group basis and the children will be requested to complete the "Incomplete Sentences."

The analysis of the functional image obtained from the tests and/or interviewing are an integral part of this level. The information regarding problematic relationships that may be obtained as a result of this analysis will be used to help the therapeutic process.

3.5.3 Relational image (Level 3)

On the grounds of the information gained in level 2, the researcher will, during the group therapy sessions (and individual sessions, if requested by individual children,) attempt to help the child understand the quality of his relationships. This entails ever-increasing awareness and exploration of emotional experiences in relationships.

3.5.4 Person image (Level 4)

The person image consists of all the relationships which are integrated to form a meaningful whole. Knowledge of the child's person image will include not only the cognitive and emotive meaning he attributes to any particular relationship, but also the manner in which the child attributes meaning, as this indicates the intensity of his involvement and how he experiences his relationships. It will also reveal the child's self-dialogue and the extent to which the meaning he is attributing to the relationship is realistic (logical) or unrealistic (illogical), positive or negative.

3.5.5 Irrational image (Level 5)

A child who reaches this level of the irrational can no longer attribute rational meaning to relationships and may as a result, display pathological behaviour. Such behaviour necessitates referral to a clinical psychologist.

The following techniques will be of particular importance in ascertaining the person image of each child throughout the therapeutic process. Techniques such as reflection of feeling, empathy, and genuineness, help to establish a climate of warmth congruency, acceptance and trust, without which the child will be unwilling to disclose his painful thoughts and feelings.

3.6 Therapeutic process techniques

3.6.1 Accurate listening

Accurate listening (Jacobs and Vrey 1982:85) implies not only hearing what the child is saying, but involves assigning the child's meaning to it and not the meaning that the therapist wishes to assign. The therapist must use an external frame of

reference. Accurate listening must include not only the words spoken but the tone of voice, the particular selection of words and careful observation of the body language. Sensitive listening involves hearing not only what the child is saying but what he is saying to himself.

Rogers (1979:349) says concerning accurate listening in the group therapy situation, that it "conveys to the speaker that his contribution is worth listening to, that as a person he is respected enough to receive the undivided attention of another."

3.6.2 Accurate seeing

Jacobs and Vrey (1982:86) state that accurate seeing involves the accurate interpretation of non-verbal communication such as facial expressions and body language. Non-verbal communication is of particular importance, as the child may communicate feelings of which he is unaware or which he does not want to disclose.

3.6.3 Accurate empathising

According to Jacobs and Vrey (1982:86) accurate empathising involves sensitivity on the part of the therapist in order that the state of mind and emotional experience which dominates the child's relationships may be noted. It is necessary for the therapist to "feel" the same emotions as the child, regardless of what the emotion may be. The more accurately the therapist empathises, the more likely it will be that the child discloses other deeper feelings. Rogers (1979) sees warmth and empathy as being of importance in creating a non-threatening atmosphere which facilitates communication.

3.6.4 Reflection of feelings

Reflection of feeling is defined by Brammer and Shostrom (1977:182) as the attempt by the therapist to paraphrase in fresh words the essential attitudes (not so much the content) expressed by the client. Through accurate listening, seeing and empathising it becomes possible to accurately reflect what the child is communicating. Reflecting the feelings that the child expressed both verbally and non-verbally, helps the child to become conscious of his feelings which he can then explore on a deeper level. By accurately reflecting the child's feelings, the child feels that the therapist understands his subjective experience of his life-world and an educational climate within which the child feels secure enough to reveal his feelings is created. Kokot (1987:96) says that "In this way, a relationship of trust can be established between the researcher and the subject, without which the subject would not be willing to reveal his self-dialogue."

3.7 Planning of the therapy

3.7.1 Therapy: First session

The first session will focus on awareness as in step 1 of the therapeutic process. The children will be encouraged to become involved through activities in order that they may explore and gain insight into the many feelings they experience.

A. Introduction of children to one another.

Name game :- The aim of this game is to allow all members of the group to get to know each other's names and to relieve the tension which may be created by this new situation.

- a. The children and therapist hit a blown-up balloon to members of the group and call their own name as they hit

the balloon.

- b. A member of the group hits the balloon into the air and calls out a name. The person called then has to hit the balloon before it touches the ground and calls out another name.

B. Information concerning therapy.

The children are then seated in a circle and information concerning the therapy programme is given.

a. Rules.

1. Everything that is discussed in the group is confidential.
2. Group members must undertake to be at each session.
3. Each member of the group must make a commitment to work and to co-operate in the group situation.
4. No private discussions must be held during group sessions and each member should be given an opportunity to speak.

b. Time, length and number of sessions.

1. Session will last for approximately one hour.
2. Session will be arranged at different times and on different days of the week so that the time lost for each subject will be evenly distributed.
3. Eight sessions have been planned and the group will then decide whether they would like to continue.

Awareness phase

The children will each be given a sheet of faces depicting various feelings and the feelings will be discussed.

The work sheet, as used, is given in Appendix D.

The children will each be given a sheet with blank faces and will be asked to draw some of the feelings that they experience. Discussion as to who and which situations cause

each feeling will be promoted.

Exploration phase

The children will select certain feelings from their work sheet and will code them as to how good or how bad they experience that particular feeling. The work sheet, as used, is given in Appendix E.

Self-work (Homework)

The children will be encouraged to think about all the different feelings they experience during the week in order that they may add them to their work sheet. Members of the group will be asked to help each other to be aware of the feelings that they show during the week.

3.7.2 Therapy: Second session

During the second session a strong emphasis will still be placed on awareness of feelings but exploration of feelings as in step 2 of the therapeutic process will be promoted.

The self-work the children have done will be discussed and any new feelings added to the work sheet.

Awareness phase

The awareness phase will focus on the manifestation of feelings through verbal communication and body language and that feelings experienced lead to different forms of behaviour. The following aspects will be demonstrated and observed in role play.

1.) The feelings experienced in different situations and with different relationships result in different forms of behaviour.

2a) The actual words used ie. the vocabulary may tell us how the person feels.

2b) The expression on the person's face may tell us how strong

the feeling is and it should be noted if the feelings expressed match the facial expression.

2c) The body language of the person may tell us about the person's feelings.

2d) Actions i.e. his behaviour may tell us about the feelings being experienced.

Each child will be asked what they do when they feel angry. The children will then select other feelings and discuss their reactions to those feelings.

The children will be asked to role play several situations and to observe the facial expression and body language and to note the language used. The therapist will ask each child: "Why did you write that filthy word on my blackboard?" The children's responses and reactions will be discussed by the group.

Each child in the group will ask any child either a question that they have thought up or they may select a question drawn up by the researcher. For example: "Why did you let down the tyre of my bike?" Statements such as - "The principle has told me to tell you that you can't go on tour." - may also be used. The children will observe and try to interpret the role player's feelings and the role player will tell the group about the feelings he experienced while playing the role.

An awareness of the frequent use of behaviour that is aimed at hiding real feelings will be promoted through discussion of situations, eg. receiving a gift you really do not like.

Exploration phase

The therapist will explain that we form relationships with people, things and ideas and that we may have a relationship that is either good, bad or somewhere in between, depending on the feelings experienced in each relationship. An example such as, "What is your relationship with your bicycle?" will

be used to demonstrate that the feelings we have and the needs that the bicycle meets will make the relationship either good or bad.

The children will then fill in the names of the relationships which they feel are significant to them and will then write all the feelings that they experience in that relationship on the work sheet. The work sheet as presented to the children is given in appendix F.

Self-work.

The children will be encouraged to be aware of the feelings they experience in each significant relationship and how they behave as a result of their feelings.

3.7.3 Therapy : Third session.

The third session will continue to focus on awareness of feelings and on the behaviour which occurs as a result of these feelings. Through exploration of the relationships to be dealt with, an attempt will be made to expose the personal meaning attribution to each relationship. Change initiating strategies in these relationships will be promoted.

Awareness phase

Any new feelings that the children have become aware of during the week will be added to their work sheet. (Appendix F)

All the feelings that they experience concerning their mothers and fathers will be written on a work sheet and they will code these feelings on a good - bad scale. The work sheet as used by the children is given in appendix G.

Exploration phase

Each child will be encouraged to evaluate the relationship he has with his mother and father from his evaluation of his

feelings. Open discussion concerning the feelings and resulting behaviour concerning their relationships will be encouraged.

Personal meaning attribution

Using therapeutic techniques such as clarifying and confrontation, an attempt will be made to expose the personal meaning the child attributes to these relationships and the extent to which the meaning that is assigned is rational or irrational.

Change-initiating strategies

The children will be asked what they would like to change in each of the relationships. The child, members of the group and the therapist will explore various options for initiating change and the child will be encouraged to implement any viable strategies.

3.7.4 Therapy : Fourth session

The session will commence with feedback concerning any change-initiating strategies which the children may have implemented.

The fourth session will, as in the third session, focus on all four steps in the therapeutic process and will follow the same format. In this session however the children's relationships with their teachers and their school work will be dealt with. An awareness that irrational emotive attribution of meaning to a relationship is maintained by the child's expectations of further negative experiences of the relationship will be promoted.

3.7.5 Therapy : Fifth session

Change-initiating strategies which the children may have decided on in the previous sessions will be discussed.

The fifth session will again focus on all four steps in the therapeutic process. The session will focus on the children's relationships with their peers and will follow the same format used to promote awareness and exploration of these relationships.

An awareness of the transfer of emotions from one relationship to another will be explored by observing the frequency that any emotion is experienced in the different relationships that the children entered on their work sheet. (Appendix F) This exploration of negative feelings which are common to several relationships is aimed at promoting awareness of unrealistic attribution of negative meaning to relationships unrelated to the problematic relationship.

3.7.6 Therapy : Sixth session

The sixth session will include all four steps of the therapeutic process.

Awareness phase

Each child will code on the good/bad scale the feelings they have concerning themselves. (Appendix G)

Exploration phase

All the children in the group will each tell the others in the group what self-dialogue they have been using in the group. The child's feelings concerning himself are then compared to what the other children have heard him say about himself.

Personal meaning attribution

Each child will be given the opportunity to discuss why they think they react and feel about themselves as they do, in their interaction in various relationships.

Change-initiating strategies

Each child will be encouraged to make a decision to change some aspect of self that he is displeased with, and an action programme will be planned. In addition to this, each child will be encouraged to be aware of and to stop using negative self-dialogue. Members of the group will be encouraged to help each other to be aware of the use of negative self-dialogue.

3.7.7 Therapy : Seventh session

Although awareness and exploration will remain an integral part of the therapy, more emphasis will be placed on personal meaning attribution, on change-initiating strategies which have been applied and on the planning of future strategies.

Steps 1 - 3 will be integrated in the following activities:

Each child will be given the opportunity to tell each member of the group something "good" concerning each child and about themselves. Awareness that the information that we receive about ourselves from others frequently affects our feelings about ourselves and our behaviour in our relationships.

Each child will then be given the opportunity to tell each member of the group about a "bad" feeling they experience with that child.

Change-initiating strategies concerning any aspect of the child's relationship with self or any other relationship will then be discussed and promoted within the group, in order that new interactional patterns of behaviour which will promote improved relationships may be instituted.

The children will be reminded that the following session will be their last session.

3.7.8 Therapy : Eighth session

The final session of therapy will focus on the feedback from the children on the change-initiating strategies they have implemented during therapy and on the changes they have experienced in any significant relationship.

A post-therapy support system will be arranged if required.

CHAPTER 4. THE THERAPEUTIC PROCESS

4.1 Introduction

Chapter four contains the

- * functional image
- * phenomenal image
- * relational image and
- * person image

of the selected children as obtained from the information and rating scales of the teachers, from psychometric, expressive and projective media applied and from information gained during

- * step 1 awareness
 - * step 2 exploration
 - * step 3 personal meaning attribution and
 - * step 4 change-initiating strategies
- of the therapeutic process.

4.2 Case studies

4.2.1 Heather

Heather is a girl, aged 11 years 3 months, in Standard 3. She is the only child and her parents are divorced. She lives with her mother but sees her father fairly frequently. He takes an active interest in her schooling. She has a full scale of 118 on the NSAGT with no significant discrepancy between the verbal and non-verbal scores.

4.2.1.1 Functional image.

The school reported Heather as a "loner" who has difficulty in relating to her peers, and as being physically clumsy as a result of her being overweight. She is coping fairly well with all aspects of her school work.

It appears from the teachers evaluation and comments (Appendix H-1) that Heather has better relationships with adults than with her peers. Although she conforms to school rules, and her school work is above average, her relationship with her school work is problematic. In the light of the coding and comments made, it appears that her relationship with self is poor.

4.2.1.2 Phenomenal image

Observations

Heather has large warts on her hand, her nails are badly bitten and she sniffed continuously throughout the test session although she was given tissues. She was most co-operative, enthusiastic and very talkative during the individual test session. Her movements are awkward and restricted as a result of her weight problem.

Self-report

Heather felt that she was included in the group because her school work was not as good as it should be, because she read too much. This, she in turn felt, was related to her mother reading a lot.

Phenomenal image

Heather appears to seek acceptance from adults. This is evident in the CRIP (see appendix H -4 and H - 5) from the higher than average scores on acceptance for both her mother and teachers, with a conflicting high score obtained on both her mother and teachers, on rejection. She scored higher than average scores on both aggression and rejection for both teachers and her mother, suggesting that she experiences anger and disgust in these relationships. In the incomplete sentences she states, "I get so angry when my mom goes behind 'closed doors' with a man." She is unhappy about the relationships, both with her mother and with her teachers and they create depression and a desire to withdraw. Her higher

than average score on intimacy with her mother indicates that she relies on her mother for the experiencing of this emotion, however her high scores on both orientation and exploration indicate that she is unable to predict how her mother may respond or react and she therefore remains alert to her reactions. In the incomplete sentence test (Appendix H - 3) she states that " My mother has a very short temper" and that she worries when her mother comes home late. Her relationship with her mother is filled with ambivalent, conflicting feelings as are, although to a lesser extent, her relationships with her teachers.

Heather's relationship with her father does not seem very close (slightly below average intimacy) and there are indications of uncertainty in the slightly above average orientation score. In the incomplete sentences she says "It makes me feel sad when my Dad goes home (my parent's are divorced)." She further states that what she would like most is for her parents to get back together again. She experiences her father as a lonely person.

Heather's score on exploration indicates an interest in her peers and although there is no indication that she experiences rejection or anger, her relationship with her peers creates feelings of depression. In the incomplete sentence test however, she states that "The children at school make me so angry." Concerning friends she says that "Friends make me feel good and irritated and embarrassed."

Heather experiences negative feelings concerning her schoolwork in that it creates feelings of anger and rejection.

Heather indicates in the CRIP that she has below average feelings of aggression and depression in her relationship with herself. Her scores for orientation and withdrawal were average for standard three girls. The sentences in which she

selected self, are related to withdrawal, in order to cope with feelings of loneliness, anger and fear. It appears that she isolates herself in an attempt to cope with such feelings. Her being an only child may promote her withdrawal and isolation.

In summary, Heather is experiencing problems with all her relationships. Her ambivalent feelings within each relationship are of significance.

4.2.2 Imogene

Imogene is a girl of 11 years 3 months. Her parents come from a middle socio-economic background and she has one younger brother. She has a verbal IQ of 100, non-verbal IQ of 93 and a full scale IQ of 96 on the NSAGT.

4.2.2.1 Functional image

It appears from the teacher's evaluation and comments (Appendix I - 1) that Imogene is a very quiet, conforming child. Teacher A reports a relationship problem with English and teachers C and D see a problem with her relationship with self.

4.2.2.2 Phenomenal image

Observations

Imogene was very quietly spoken but she communicated freely. She was most co-operative and gave the impression that she was trying to please the researcher.

Self-report

Imogene sees the reason for her attending the group as her inability to cope with Afrikaans. She writes "I battle a lot in Afrikaans but I'll try my best. My Dad says I don't have to worry about Sotho or Afrikaans." (Appendix I - 2)

Phenomenal image

Imogene responses on the CRIP (Appendix I - 4 and I - 5) show an amount of acceptance and intimacy for her mother which is below the typical response pattern of the standard three girls. Her high orientation score indicates a lack of certainty or a feeling of wariness towards her mother. The combination of a high percentage on orientation and an above average score on exploration indicates that she may not be able to predict how her mother may react or respond. She feels that she most easily gets angry with her mother. Her high scores on rejection and depression indicate that her relationship with her mother is unsatisfactory and her needs are not being met within this relationship. In the incomplete sentences (Appendix I - 3) she states that, "My father really loves me" and then "My mother is also a loving mother." This appears to confirm the higher score on intimacy with her father than that assigned to her mother. It appears that she has turned to her father for satisfaction of the need for acceptance and intimacy as her scores are higher than average in these areas and her father does not illicit a response in any other dimension.

Imogene's high response on intimacy with teachers and the above-average response on acceptance, appears to confirm that she experiences a need for acceptance from adults. Her high score on exploration indicates that she has certain expectations of her teachers but the slightly above-average scores on rejection and withdrawal may indicate that her expectations are not being met. In the incomplete sentences she writes, "My teachers sometimes get angry with me."

High scores on the opposite poles of orientation and exploration indicate that her relationship with her schoolwork results in feelings of uncertainty. A full scholastic assessment showed that Imogene has a reading and spelling age of 15, but that there is a 3 year delay in comprehension and

she has difficulty in expressing herself in writing. Her mathematics assessment indicated that she works mechanically but that her insight into basic concepts is poor. Imogene gave a high response on withdrawal in her relationship with her schoolwork, indicating her desire to escape from the difficulties she is experiencing. Responses indicating depression are slightly above the number typical for standard three girls, and show that her feelings of inadequacy concerning her schoolwork make her feel "shaky", "afraid", "unhappy" and "scared".

Imogene gives typical response on rejection, aggression and acceptance of peers. There were no responses given for either of the opposite poles of orientation, exploration or intimacy with peers but an above-average response on depression is an indication that she may be experiencing difficulty forming close relationships with her peers.

Imogene has higher than average scores on the opposite poles of aggression and withdrawal in her relationship with self. She appears to feel inadequate, which makes her feel angry with herself. Her incomplete sentences frequently refer to her anxiety concerning her ability to cope with her schoolwork. Her poor achievement with her schoolwork may be the root of her feelings of rejection of self.

In summary, Imogene appears to be experiencing difficulties with all her significant relationships.

4.2.3 Jenny

Jenny is a girl, aged 12 years and 11 months. She is the eldest of two children. On the NSAGT she has a verbal score of 91, a non-verbal score of 98 and a full scale of 94. She failed standard three last year and is repeating the year.

4.2.3.1 Functional image

The school reports that "Jenny tries to get attention from other children by shocking them; for example she tells them she has AIDS. No academic problem."

It appears from the teachers evaluation and comments (Appendix J - 1) that Jenny is experiencing difficulty with all the relationships which were coded. Her relationship with teachers appears to be the least problematic.

4.2.3.2 Phenomenal image

Observations

Jenny has a large physical build and is physically mature. Her nails are badly bitten. She was friendly and co-operative during the completion of the test data.

Self-report

Jenny feels that she was included in the group because the teachers do not understand her and because she is overweight. She admits that she does not study enough. She writes that she feels her parents do not love her and that she can not confide in her mother as she will embarrass her. She feels that her mother is too controlling and admits that she tells lies.

Phenomenal image

The CRIP results indicate an extremely high level of aggression towards her mother. In both the incomplete sentences (Appendix J - 3) and in her self-report (Appendix J - 2) she expresses the anger she experiences as a result of the control her mother exerts over her. The CRIP indicates that she experiences extreme rejection from her mother and that this is creating a high level of depression. On the pole opposite aggression Jenny shows an above-average withdrawal from her mother indicating that she is trying to avoid the

threat her mother poses. The high percentage of orientation, with the slightly above-average exploration, indicates that Jenny may in fact want a closer relationship, but that she is unsure of her mother's actions and reactions, as she is unable to predict her mother's responses. From the incomplete sentences, it appears that her mother does not trust her. Jenny appears to have a close relationship with her father as in both intimacy and acceptance higher than average percentages have been obtained. In the incomplete sentences she states that she feels her father is honest and that he trusts her and that she feels safe with him. However she states in her self-report that her parents do not love her. Higher than average scores on the polar opposites of orientation and exploration indicate that Jenny experiences the same insecurity of being unable to predict her father's actions, as she does with her mother. This may be related to the concern she expresses in the incomplete sentences about her parent's fighting.

Jenny's relationship with her teachers is causing an above-average depression. Her comment concerning teachers in the incomplete sentences is, "Teachers make me sick." Both acceptance and exploration are above average and it appears that she needs their acceptance and support but is not receiving it. Her responses concerning withdrawal from teachers is below the typical responses. She relates in her self-report, that she experiences rejection from teachers.

Jenny gave no responses concerning her relationship with peers on the opposite poles intimacy / depression or acceptance / rejection. She scored below average on exploration with peers and an above-average percentage on withdrawal, indicating that although she does have some interest in and expectation of her peers she is withdrawing from them to some extent.

Jenny has only a minimally above-average score on withdrawal

in her relationship with her schoolwork. The school reported no difficulties concerning her schoolwork but on the grounds of her spelling and poor ability to express herself, and the comment made by a teacher concerning her mathematics, a full scholastic assessment was done. Jenny's reading age was 9 years 1 month, comprehension age 8 years 11 months and spelling age 9 years 10 months. The mathematics evaluation indicated that she experiences difficulty with several basic concepts. Her withdrawal may result from the awareness that she finds it difficult to cope with her schoolwork.

Her relationship with self shows an above-average percentage on intimacy indicating that she trusts herself rather than others.

In summary, Jenny's relationship with her mother is clearly disturbed, she is obviously very angry with her and feels very rejected and depressed about this relationship. This relationship needs further investigation. Her other relationships are however not without problems and focus will be placed on all significant relationships.

4.2.4 Kirsty

Kirsty is a girl, aged 11 years 0 months, in Standard 3. She is one of identical twins and has one older and one younger brother. Her parents have previously been separated but are at present living together. Her Father is unemployed and her mother is a credit supervisor. On the NSAGT she has a verbal score of 99, a non-verbal score of 118 and a full score of 108.

4.2.4.1 Functional image

The school reports, "Kirsty is not coping academically and is manifesting disruptive behaviour in class. She is one of

identical twins." The principal reports that although he has had several interviews with both parents there has been, "very little co-operation."

From the coding of the teachers (Appendix K - 1) there seems to be some problems with Kirsty's relationships with her peers and some problems with behaviour and schoolwork (English). In the light of the comment regarding her being insecure and the coding of self, her relationship with self is also suspect.

4.2.4.2 Phenomenal image

Observations

Kirsty was extremely talkative. The researcher had to request on several occasions that she complete the questionnaires. After completing the questionnaires she could no longer contain herself and blurted out about her father's drinking problem and described the many injuries her mother had suffered as a result of her father's drunken attacks on her mother. She was extremely tense and dramatic.

Self-report

Kirsty feels she has been included in the group because of the problem she experienced with a teacher, when she refused to do folk dancing with a particular girl in the class and walked out of the classroom. She says she was told that if she did not tell the teacher why she refused, she would get a hiding. She feels her problem is her father and she wrote the following. "One day my father was hitting my mother so I have never like my father sins then but I have always loved my mother. And my father keps on shouting at me and hitting me and I don't like it." (Spelling not corrected.)

(Appendix K - 2)

Phenomenal image

Kirsty shows an above average percentage of acceptance on the

CRIP (Appendix K - 4 and 5), indicating a close bonding with her mother. This is confirmed in her incomplete sentences (Appendix K - 3). Her percentage of acceptance of her mother is also high, showing that there is a feeling of mutual attraction and trust. She, however experiences a feeling of depression on the opposite pole of acceptance, indicating feelings of sadness, related to this relationship. Her responses on the opposite poles of orientation and exploration are slightly above those typical of standard three girls, indicating that she is unable to predict how her mother may respond or react and she remains alert to her reactions.

Kirsty's responses on rejection, depression and orientation are all significantly above average, indicating that she experiences feelings of disgust, distrust, avoidance and sadness in her relationship with her father. The opposite poles of aggression and withdrawal are both very high and it appears that she is extremely angry with her father and has a strong impulse to escape, to avoid the threat he poses. These feelings of fear and anger towards her father are confirmed in her incomplete sentences.

Kirsty recorded no responses to teachers on the opposite poles rejection / acceptance and intimacy / depression, and her responses on exploration, aggression and withdrawal are all below the typical response. In her incomplete sentences she writes, "teachers are not very nice."

Kirsty's score on exploration with peers is above average, indicating that she shows an interest in her peers and has certain expectations of them. She scored a lower than average score on intimacy and above-average score on the opposite pole of rejection, indicating that there is a lack of trust which makes her feel sad.

Kirsty gave no responses concerning her relationship with her

schoolwork. In the light of her poor spelling and grammar and the school's report, a full scholastic evaluation was done. Kirsty has a reading age of 9 years 0 months and her reading comprehension was 8 years and 2 months. Her spelling age was 8 years 11 months. The mathematics assessment indicated that she can manipulate numbers fairly well, but she has not grasped several basic concepts.

Kirsty's relationship with self shows a less than average depression, an average withdrawal and an above-average orientation. This element of surprise which she experiences with self seems to indicate a lack of trust in herself. Her comment concerning herself in the incomplete sentences, "I think I'm an ugly girl." is significant in that it indicates the negative self-dialogue which she uses.

In summary, Kirsty's relationship with her mother and father appear to dominate her emotions. None of her other relationships, however, appear sound and all her significant relationships need further investigation.

4.2.5 Laureen

Laureen is a girl, aged 11 years 0 months. She has a twin sister and two brothers, one older and one younger than herself. Her parents were separated for some time but are presently living together. She has a verbal score of 85, a non-verbal score of 103 and full score of 89 on the NSAGT. There is a significant difference between her verbal and non-verbal scores.

4.2.5.1 Functional image

The school reports that "Laureen is not coping academically and is manifesting behavioral problems." The principal adds, "I have had many discussions with both parents, mainly about

the control of the four children in the family. They have transport difficulties leaving them with behavioral problems. There is very little co-operation in rectifying the situation."

It appears from the evaluation of the teachers (Appendix L - 1), that the most problematic relationship is that with her peers. She also has areas of her schoolwork, with which her relationship is very poor and her relationship with self, is seen by some teachers to be unsatisfactory. This is confirmed by the comment of teacher A that she is "insecure".

4.2.5.2 Phenomenal image

Observations

Laureen presented as a tense, excitable child.

Self-report

Laureen reported that the reason for her inclusion in the group was because of her weak English, which she feels is a result of her parent's separation. She feels people are horrible to her because of her red hair and she states how thankful she is that she has friends. (Appendix L - 2)

Phenomenal image

Laureen shows a percentage below that which is typical of standard 3 girls on the CRIP (Appendix L -4 and L - 5) for intimacy with her mother. The opposite pole of depression however, received no responses. She experiences an above-average feeling of rejection of her mother. Her percentage of acceptance on the opposite pole is however only slightly below the typical responses. She has a higher than average score on both the opposite poles of exploration and orientation, indicating that she has certain expectations and interest in her mother, but that she is unable to predict how her mother may respond or react.

Laureen experiences very strong feelings of rejection for her father and a high percentage of depression. Her score on aggression is very high, as is her score on the opposite pole of withdrawal. Laureen appears to have an intense feeling of anger for her father but she is afraid of him and has the impulse to escape or avoid the threat he poses for her. In the incomplete sentences (Appendix L -3) she expresses her fear of her father's physical violence.

Laureen scored a slightly above-average score for acceptance in her relationship with teachers, indicating that she seeks to meet the need of an accepting adult in her relationships with her teachers. She has an above-average score for exploration confirming that she has certain expectations of, and interest in her teachers.

Laureen's responses on acceptance in her relationship with peers is significantly above those typical of the standard three girl. It appears as if she seeks from her peers the need to satisfy her feelings of joy and closeness, which her parent's seem unable to provide. In her self-report she states that she is thankful that she has friends. Her percentage of response on the opposite poles of intimacy and depression are both above average, indicating that the relationship with her peers is causing feelings of sadness. Her scores for exploration and orientation are both below average, which suggest a conflict, as she seeks to satisfy needs of intimacy and acceptance in her relationship with her peers, yet she seems to have a low interest in and expectation of her peers.

Laureen's slightly above-average scores on orientation and depression in her relationship with her schoolwork indicate she experiences confusion, that she is not coping and that this results in feelings of sadness. In her self-report (Appendix L - 2) she sees her parent's separation as the cause of her scholastic difficulties. No other dimensions concerning

schoolwork were assigned responses. A scholastic assessment showed her reading age to be 8 years 6 months, with a reading comprehension age of 7 years 6 months. Her spelling age is 9 years 3 months. The mathematics assessment showed poor basic concept formation.

Her relation with self elicited responses that were below average on aggression and average on the opposite poles of exploration and orientation. Her comments in her self-report and in the incomplete sentences however, both indicate that she uses negative self-dialogue. She sees herself as being "not a nice girl with red hair".

In summary, all Laureen's significant relationships are cause for concern and need to be investigated further.

4.3 Relational image

An hypothesis of each child's relational image was formulated as a result of the analysis of the functional image and the exploratory media applied to obtain the phenomenal image. The therapy is aimed at further exposing the relational image of each child and to assist the child to improve the quality of significant relationships. The relational image should thus not remain static but should change during the therapy. Such changes will be discussed as they occurred in the therapeutic process.

4.4 Person image

Therapy is aimed at exposing the person image of each child. Knowledge of each child's person image, which consists of all the relationships which are integrated to form a meaningful whole and includes the children's emotive and cognitive meaning attributed to relationships, the extent to which the meaning assigned is realistic or unrealistic, the intensity

of their involvement and their self-dialogue, will form and integral part of the therapeutic process.

4.5 Report on the therapeutic process

The report will focus on incidents during the therapy where

- * awareness

- * exploration

- * personal meaning attribution and

- * change-initiating strategies

resulted in further clarification of or changes in the children's relational image and in their person image.

Due to the limited scope of this dissertation, only a few incidents have been selected from each of the eight sessions of the girls' therapy.

4.5.1 Report on session 1

The work sheet (Appendix D) immediately evoked a strong response from Laureen and Kirsty.

Kirsty: Angry, that's how I feel when my father gets drunk.

Researcher: I see that just talking about it makes you feel angry.

Kirsty: Yes, I get angry because he hurts my mother and I love my mother so, so much and he hurts us kids too sometimes. (Both children then related incidents resulting from their father's drinking.)

Researcher: You have very angry feelings for your father.

Laureen: Yes, and I feel sad too - here is sad on the sheet, He makes me very sad too.

Kirsty: Yes, he makes me sad too but I think he's an alcoholic because he's been for treatment and then for a while it's just fine and then he starts drinking again and then I feel miserable - here's miserable on the sheet, that's how I feel.

Researcher: So your father's drinking causes bad feelings but when he doesn't drink you have good feelings.

Kirsty: I feel happy and I feel joyful, just like this one, when he has stopped drinking.

Laureen: We all feel happy and relieved when he doesn't get drunk but I don't think he'll stop because he's been for treatment and it didn't work.

Researcher: So you don't feel optimistic about him stopping his drinking.

Laureen: No, I think it will be better if my mother left him, then we can be happy.

Heather: Perhaps your mother wants to stay with your father. My parents are divorced and my father is very sad because he wants my mother back and now my mother doesn't want him.

Kirsty: Yes Laureen, like Mummy left Daddy and we were happy but then she went back to Daddy.

Laureen: Well I don't know why she stays.

Researcher: Perhaps you can ask Mom how she feels about Dad. Do you think you can ask her about her feelings and we can talk about it next week?

The opportunity to ventilate their feelings concerning the events resulting from their father's drinking appeared to have a cathartic effect. Laureen expressed the need to talk about "what keeps happening at home." Kirsty's and Laureen's above-average aggression, rejection, depression and withdrawal as shown on the CRIP (Appendix K - 5 and L - 5) in their relationship with their father are clearly related to their father's behaviour when he has been drinking. The cited interaction in the group indicates that Laureen's above-average rejection of her mother is caused by her mother remaining and thus keeping her in a situation which causes her negative feelings.

An awareness of the many feelings concerning their relationship with their parents and an awareness that the

feelings they experience with their father are not always bad, was promoted. Exploration of their feelings was encouraged through gaining knowledge concerning their mother's feelings. The coding of feelings (Appendix E) resulted in much discussion and the awareness that each child experienced feelings differently.

Jenny reacted very strongly to the feeling, "hurt".

Jenny: It is really very bad when someone hurts you.

Researcher: Hurts you physically or hurts your feelings?

Jenny: Both.

Researcher: It sounds as if you have had that feeling often.

Jenny: Everybody tries to hurt me. No-body likes me.

Heather: That's not true. I like you.

Kirsty: You mustn't say that. I thought we were friends.

Researcher: Jenny you're saying that no-one likes you but this is not what I hear from some of the group.

Jenny: Well, it's my mother, she doesn't trust me and she won't let me go out with my boyfriend. So then I lie to her and I see my boyfriend anyway.

Imogene: But if you lie to your mother Jenny, how can she trust you?

Jenny: I suppose so. But it's not just that, she doesn't like me. She won't even listen to me so I just stay away from her when ever I can.

Researcher: I hear that you stay away from your mother because you feel she won't listen to you anyway.

Imogene: But Jenny if you stay away from your mother how can she talk to you.

Jenny: I suppose so.

Researcher: How do you feel about making some time every day to spend with your Mom. You can just tell her about things which happen during the day and ask her about her day.

Jenny: Well I suppose I can try.

This interaction confirmed Jenny's very high scores on the

CRIP (Appendix J - 5) for rejection, depression and aggression concerning her relationship with her mother. She showed an element of irrational thinking but with exploration appeared to attribute meaning on a more rational level. Group involvement assisted Jenny to become aware that her actions had resulted in a reaction from her mother.

4.5.2 Report on session 2

The children's responses to how they reacted to feelings created an awareness that feelings result in different actions. Kirsty, Laureen and Heather all said they cried when they felt sad while Imogene indicated that she isolated herself before she could express her feelings and Jenny said, "I want to be alone! " Both Imogene's and Jenny's reactions of withdrawal are confirmed in their higher than average scores for withdrawal of self on their CRIP responses. (Appendix I - 4 and J - 4)

All the children indicated they reacted physically to anger by hitting, except Imogene who said she did not show she was angry. It is of interest to note that Imogene was the only child with an above-average percentage for aggression towards self on the CRIP (Appendix I - 4). Imogene became aware of her reaction to anger in the group interaction which followed.

Researcher: Jenny, what do you do when you can't hit the person that you are angry with?

Jenny: One day Mrs. (teacher C) made me angry and I started to cry and I felt embarrassed so I asked if I could go to the toilet and when I went out I slammed the door.

Researcher: So you could show her that you were angry by slamming the door. How did you feel when you had slammed the door?

Jenny: Much better.

Researcher: So by showing the person who made you angry that

you are angry it made you feel better.

Jenny: Yes.

Imogene: Actually, Mrs. (researcher) when I get angry I shout and get cross with my dogs.

Researcher: So you do show your anger but you take it out on the dogs who had nothing to do with making you angry.

Imogene: Yes, and then I feel bad.

Researcher: So taking out your anger on something that didn't cause the anger doesn't make you feel better.

An awareness that reactions to feelings are frequently not directed at their source by choice or for various reasons, became evident from other incidents related by the children.

The children enjoyed the role-playing situations and although they found it difficult to role-play without a great deal of giggling and laughing some interesting real-life situations similar to those which were included in the role-playing were related.

Jenny: One day with Mrs. (teacher A), she asked me why I wrote on the desk and I'm laughing my head off because I know I did it. And she screams, "Why did you do it?" But I can't help it I did do it. I just giggled and she got so mad.

Researcher: It seems as if that reaction made her much more angry with you.

Heather: Ja.

Researcher: Jenny do you think she would have been so angry if you hadn't laughed.

Jenny: I don't know.

Heather: I think if she didn't laugh and just said sorry, that would be better, because like the teachers don't like it if you laugh when they are so serious with you.

Researcher: It seems as if you made things worse for yourself by the way reacted.

Jenny's inappropriate behaviour in her relationship with teachers again became evident and although she seeks acceptance (Appendix J - 4) such behaviour inhibits acceptance and she experiences depression. Awareness of her inappropriate reactions occurred and alternative behavioral strategies were explored.

The children grasped the concept that a relationship is based on the feelings that are experienced in the relationship. All the significant relationships were suggested by the children and were included in their work sheet (Appendix F). Other relationships which were suggested and included were aunt and uncle, siblings, grandparents, pets, the group, members of the group, boyfriend and Heather insisted that reading be included.

The feelings listed for each of the relationships promoted awareness of the feelings experienced in each of the relationships and the children were able to explore their feelings.

Heather wrote in large letters in her list of feelings for teachers, ANGRY. She added hurt, terrified, sad and unwanted in smaller print. She commented, "I've only got bad feelings for teachers." The feelings Heather expressed for her teachers confirmed the above-average scores obtained on the CRIP (Appendix H - 4) for aggression, rejection and withdrawal.

4.5.3 Report on session 3

The coding of the lists of feelings the children experienced in their relationships with their mothers and fathers on a scale from good to bad (appendix G), resulted in both awareness and exploration of their feelings.

Heather who listed ambivalent feeling for both her mother and

her father, counted the number of good and bad feelings she had in each relationship. This resulted in all the children trying to evaluate the relationship according to the number of good or bad feelings they experienced in the relationship. The researcher then initiated an awareness that the frequency and intensity of each feeling were also significant in the evaluation of each of the relationships.

Kirsty: Jenny says she hates her mother.

Jenny: I didn't, I feel hated when I am with my mother.

Kirsty: She sulks and then she says she hates her mother. She says, "I hate my mother." You don't hate your mother.

Researcher: You don't understand how she can hate her mother.

Kirsty: If she thinks she hates her mother I get so cross because we love our mother.

Researcher: So you love your mother and you don't want her to hate her mother.

Kirsty: Yes, but my father, I hate my father.

Researcher: So it's alright that you hate your father but it's not okay that Jenny sometimes feels that she hates her mother.

Kirsty: My father - - - -. I hate my father but he asks for it.

An awareness resulted from this interaction that, the feelings experienced by each individual as a result of the interaction in each relationship will determine how positively or negatively the relationship is evaluated.

Researcher: Laureen, I know you love your Mother but would you like to share the other feelings you have for her with the group?

Laureen: I love my mother. I get on so well with my mother.

Researcher: She is very special for you.

Laureen: Yes, but my father he drinks and then I've done nothing wrong and he screams, "Shut up and behave. You're going to get a hiding." Then I get so cross with my father I

want to hit him with a beer bottle.

Researcher: So he drinks beer and then he becomes angry.

Laureen: No, well yes, he chops and changes. He'll be nice and then he'll be cross.

She then related several events resulting from her father's drinking, discussed his eating habits and the failure of the treatment he had received.

Researcher: So he gets angry mainly when he is drunk.

Laureen and Kirsty: Ja.

Researcher: And then he gets angry with you.

Laureen and Kirsty: Angry with my Mom.

Laureen: My Mother has got absolutely such a soft body and my father hurts her.

Kirsty: My Mother had her divorce papers but my father wouldn't sign them - that's the problem - he just wouldn't sign them and - - -(She relates yet another incident of conflict between her parents) - - - They go crazy. That's why we don't want to tell but we know it will help us to discuss it.

Researcher: Do you know about the anger that an alcoholic has?

Laureen: Yes, SANCA came to Guides and they said if they get stuck to alcohol then they are alcoholics and when I heard, I knew that my father was an alcoholic but I wasn't going to tell SANCA because I didn't want all the Guides to know.

Researcher: Did SANCA tell you about their anger.

Laureen: Yes, yes, they said that they can change their temper quickly, they can change their moods quickly.

Researcher: So you know that their moods and anger are part of their drinking problem.

Laureen: Yes cause it's like a drug and they are sick.

Researcher: Yes, and they get very angry with themselves and they often take out their anger on their family.

Laureen: Is that true. Then that is why my father hits my mother.

Researcher: Their anger comes out on the people nearest them and that is often their family.

Kirsty: My Uncle Robert died.

Researcher: Is that your father's brother?

Kirsty: Yes. I think he was drinking a bit and he wanted to vomit and he choked and he died. So because of alcoholic he died.

Researcher: It sounds as if you are frightened that your dad might die.

Kirsty: Not so much. I just want to hug my mother and cry for my mother. I don't know why my mother keeps on wanting to go back to my father. I don't know if I love my father or if I hate him. Sometimes I get angry with him and sometimes I just want to cry.

Kirsty expressed the need to talk about her painful feelings concerning her father's drinking problem and the group situation provided both her and Laureen with the opportunity to do so. The discussion on alcoholics resulted in awareness of the alcoholics behaviour and Kirsty appeared, from her final remark, to be exploring the personal meaning she has attributed to her relationship with her father.

Jenny requested a personal interview with the researcher after this session. She expressed her need to talk to her mother as she had started her "periods" and to meet her physical needs it had become a matter of some urgency that she communicate with her mother. Several alternative approaches were discussed and the approach decided on was practised in a role play situation. Jenny's inability to communicate with her mother for her basic needs indicated how negatively she experiences the relationship with her mother and is evident in the 100% rejection, 90% aggression and 80% rejection on the CRIP in her relationship with her mother (Appendix J - 4).

4.5.4 Report on session 4

Jenny was very eager to report that she had experienced

success in her efforts to communicate with her mother.

Jenny: Mrs. (researcher) I spoke to my mom about, you know what we talked about, and we are getting on much better.

Researcher: I can see from that big smile on your face that the feelings you have for your Mom are much more positive.

Laureen: I'm so happy Jenny. I just want you to love your mother.

The group gave Jenny positive feedback and encouragement by spontaneously clapping for her.

Discussion concerning the feelings the children experienced concerning their schoolwork resulted in the following interaction.

Laureen: I get so mad with school work because it always like gets me into trouble. Like we had to read and then we had to read out to see how many words that we had and when I told my words the whole class says I'm lying.

Researcher: And that really hurt you.

Laureen: Yes, cause I tell them the truth and they say I lied when I try my best to read fast.

Researcher: So your school work put you in an uncomfortable situation that made you feel embarrassed.

Laureen: Yes, I feel like that a lot especially when you get your school marks and everyone wants to know if you failed or passed and that's very embarrassing.

Jenny: I also get upset then they all ask and you feel a fool if your marks are bad.

Laureen: Like when you have to read aloud I feel - - - . I don't like reading.

Researcher: So reading seems to be the problem.

Laureen: Yes, and when I tell Mrs. (teacher A) that I've got a problem she says if you've got a problem you must know how to solve it. My reading, I don't know how to solve. I don't know who to read to. I need someone who can cope with my way of reading.

Researcher: Do you go to remedial reading with Mrs.(teacher A)?

Laureen: No, I must go every single break and miss my break to go on the reading machine and she puts me on 100 words and she gives the others 200 and when we get upset then she says we can,t read. It's not my fault that I can't read.

Researcher: You would really like to read as fast as the other children read but you don't want to give up your breaks although you know you can't come after school.

Laureen: It's not my fault that I can't read and I'm going to fail and I've never failed in my life and I can't read and I'll never read properly because no-one will help me.

Laureen then gave many reasons for not being able to read, such as moving schools, bad teachers, her father's drinking, travelling on the bus for hours and getting headaches on the bus if she reads.

Researcher: Yes Laureen, I hear your reasons why you feel you can't read properly but they all sound like reasons to avoid doing what you find so difficult.

Laureen: I want to read better but no one will help me.

Researcher: Mrs. (teacher A) asked you to come to extra reading.

Laureen: Yes, but Mrs. (teacher A) said I must solve my own problems.

Researcher: Did she say that before or after you stopped going to lessons?

Laureen: After, but she only helps the children who get good marks and she only likes them and I don't like her.

Researcher: So she offered to help you solve your problem with your reading, but you didn't want to go so she told you that you would have to solve your own problem and now you feel she doesn't like you.

Laureen: But then I must give up my breaks.

Jenny: Mrs. (researcher) I'll help Laureen.

Researcher: Thank you, Jenny but that will mean she will still have to give up her breaks and I think from what you are

saying Laureen, that you are not prepared to do anything to help yourself. You seem to want everyone to do it for you and they can't if you don't do your share.

Laureen: But I'll never learn to read.

Researcher: Yes, you're right Laureen, if you keep on telling yourself that you will never learn to read and won't try because you think you can't, your reading can't improve.

Laureen: I would love it if I could read - so that I know what the words are. Maybe - - -.

Researcher: Yes, Laureen?

Laureen: Maybe if I go to reading but not every break.

Laureen has severe reading difficulties and she has experienced so much failure in this relationship that she was assigning irrational meaning to the reading situation and to the teachers involved. An awareness of this irrational thinking and her negative expectations of future reading experiences was promoted and explored. This resulted in her attributing new meaning to the remedial reading situation and an action programme was planned. Her above average score for depression in her relationship with her schoolwork on the CRIP (Appendix L - 5) appears to reflect the feeling she experiences concerning her inability to read.

4.5.5 Report on session 5

The children were requested to code the feelings they experience in their relationship with their peers.

Researcher: Imogene I see you have two feelings under "friends". Would you like to tell us about those feelings.

Imogene: Sorry and ecstatic.

Researcher: You feel sorry for your friends.

Imogene: No, I feel sorry because I would like more friends. I do have friends but not a lot.

Researcher: And you would like to have more friends.

Imogene: Yes.

Heather: But she's so quiet and when you talk to her she just answers you but she doesn't really talk to you so you think she doesn't want to be friends.

Kirsty: Yes, like you be friendly to her but she's not friendly back.

Researcher: So it seems that the way you react - or the way you behave when they speak to you makes them feel you don't want to be friends with them.

Imogene: But I don't want to be friends with everyone because you see I hate people to swear and use bad language.

Researcher: So you want to have friends who like and dislike the same things as you do.

Imogene: Yes.

Researcher: But if you don't talk to other children it is difficult to learn to know them and to find some one who you do like.

Imogene: Well you see I'm very quiet and I don't like it when people fight with each other.

Researcher: It sounds as if you are afraid to make friends in case there's a fight.

Imogene: Well you see my father is also an alcoholic, but he isn't like all angry like Kirsty's and Laureen's father but he does drink a lot and I hate it when my mother screams at him and says she is going because I love my father.

Researcher: You are afraid that your mother will leave your father.

Imogene: Not really, yes I suppose so but it's the screaming and fighting that I don't like.

Researcher: It really upsets you when people fight.

Imogene: Yes.

Researcher: Perhaps you are afraid to make friends because you are scared there may be a fight.

Imogene: I just hate it when people fight.

Researcher: So what happens at home makes it difficult for you to make new friends.

Various options for an action programme were discussed and proposed by the group, and Imogene decided she would start by responding to any approaches from other children as she felt too "shy" to do the approaching.

An awareness, that her feelings of distress resulting from conflict situations between her parents was being transferred to her relationship with her peers, was promoted.

Her above-average scores on aggression and rejection and high score on depression in her relationship with her mother as indicated on the CRIP (Appendix I - 4) appear to be related to the protective feeling she has for her father. Her above-average score for withdrawal in her relationship with self on the CRIP, appears to be related to her inability to deal with the situation at home. Her feelings concerning her inability to form close relationships with her peers is reflected in her above-average score for depression in her relationship with her peers.

Researcher: Jenny if you have a look at your feelings on your work sheet, you will see that you often say you are angry. You're angry with your mother, you're angry with the teachers, you're angry with your friends -

Laureen: Yes miss, sometimes she bees horrible to us and we've done nothing wrong to her and she screams at us.

Kirsty: And she sometimes hits people for nothing.

Researcher: They've done absolutely nothing to you and you attack them.

Jenny: She says, "Stop eating bubble gum." and it's got nothing to do with her.

Laureen: Oh no, like the other day when I called you nicely you screamed, "Leave me alone." and I hadn't done nothing wrong to you.

Jenny: The teacher calls me to do something and she knows I can't do it and she says if I've got problems we must tell her and then I tell her and she says, "Go and sit down." I get

really upset and then I blame it on others because I get upset.

Researcher: You push people away Jenny, by attacking them. They don't understand that you're not angry with them.

Jenny: Like the other day I really didn't feel like anybody near me and I told a friend to go away and she got upset.

Researcher: How did you tell her to go away?

Jenny: I screamed, "Leave me alone. Get away from me."

Researcher: It is okay to sometimes want to be on your own but perhaps you could have told her you wanted to be alone without upsetting her.

Jenny: I suppose so.

Researcher: But you feel angry so often that you just attack everyone and they get such a shock they stay away from you.

Laureen: She does try to shock us, like you talk about you've got AIDS.

Jenny: But I really didn't mean what I said and then the whole school is against me and when I try to do something everyone just banks against me.

Researcher: Do you see how the things you say and do, push people away from you?

Imogene: Jenny I'm not saying I don't like you but you swear and use bad language and that puts me off you.

Kirsty: And you say that you slept with Craig.

Jenny: I never said that. Craig said that.

Kirsty: But you told us about it.

Researcher: Jenny I see that you are really upset about the things they are saying to you.

Jenny: I want to talk to you alone.

An individual session was arranged. It appears that the acute focusing on Jenny's aggression and inappropriate behaviour in many of her relationships not only made her aware of her inappropriate transfer of her feelings to these relationships but led to her to exploring and focusing on the relationships where she experienced the intense negative feelings. Jenny

talked about her grandfather who is sexually abusing her. She was unable to tell her mother as it is her mother's father and Jenny felt her mother would not believe her anyway because she had lied to her mother on several occasions previously. She felt that it would cause terrible trouble at home and she did not want to upset her father who is a very sickly man. Jenny's above-average percentage on intimacy with self on the CRIP (Appendix J - 4) appears to result from her being unable to share the guilt, anger and distress she experienced as a result of her being abused. She experiences rejection, aggression and depression in her relationship with her mother because she needs her mother but feels that she cannot turn to her at a time when "I really need her." It became evident that Jenny's references to sexual experiences and "AIDS" were related to her sexual abuse. In her incomplete sentences she writes that she feels scared when people touch her.

Kirsty and Laureen requested to see the researcher together. Laureen explained that they had discussed the problem of their school work at home after the previous group session and they felt that they could not concentrate at school because they had "a very big problem". They explained that they were very frightened that the "bad" thing they had done would be exposed by a cousin to whom they had related the story. This "bad" thing was that they had let the local cafe owner from the area where they had lived previously, "touch like our private parts for money" which they knew their mother desperately needed for food because their father had used all the available money for "beers". Kirsty, although experiencing guilt concerning the incident, felt it was her father's fault that she allowed the event to occur because he had used the available money for alcohol and she wanted to help her mother. Laureen felt that she was "an ugly girl" and felt intense guilt concerning the incident. Laureen felt very strongly that the incident could not be discussed with her mother as she could not trust her mother not to tell her father from whom she feared a very

violent reaction. Laureen's below-average percentages on the CRIP (Appendix L - 4) for intimacy and acceptance in her relationship with her mother and her above-average scores on aggression, rejection and orientation reflect the feelings she experiences for her mother concerning this event. Her negative self-dialogue as expressed in her incomplete sentences (Appendix L - 3) and frequently during the therapy sessions, reflect her feelings about herself, concerning this event.

4.5.6 Report on session 6

As the children walked into the room the following interaction took place:

Jenny: What's wrong, Mrs. (researcher)?

Researcher: What's wrong? Why?

Jenny: You seem upset.

Researcher: I am a bit upset.

Kirsty: You have to tell us.

Researcher: My Dad is very ill and I am a little worried about him and my Mom.

Laureen: Shame.

Researcher: Thank you Jenny for caring. You really have become very sensitive to other people's feelings, in fact you all have.

Jenny: Imogene also looks so upset.

Imogene: I am upset.

Researcher: Would you like to share it with us?

Imogene related how her guinea pig and the babies had died. She was given both warmth and empathy by all members of the group.

An awareness of both their own and other's feelings became more evident with each session.

Heather listed "sad" and "hurt" as two of the feelings she

experienced concerning herself. She said these feelings were experienced in her relationship with her peers.

Heather: I know why I've got so few friends.

Researcher: Yes.

Heather: The trouble is I'm fat.

Researcher: So you think it's because you're fat.

Heather: Because people don't look inside you -

Jenny: They look on the outside.

Heather: Ja, they look, they see, ja, she's very nice, she looks nice on the outside but maybe she's ugly on the inside.

Researcher: So what you're saying is that you're feeling bad about yourself because of what you look like on the outside and you can't make friends with people because they don't see what is nice on the inside.

Jenny: Yes. That's why Steven broke up with me. He couldn't stand the teasing any more. People were always saying, "Why do you go out with Heather? She's so fat." -and all that.

Researcher: I see why you feel sad and hurt. That must have really hurt you badly.

Kirsty: Heather if you'd stop eating sweets it might just help you to level off.

Jenny: But it's hard to just give up.

Kirsty: Why don't you try.

Heather: Jenny told you.

Researcher: You feel unhappy about being fat but it is really difficult to do something about it.

Heather: Well my mother doesn't want to buy me books and I've read practically every book in the house and she only gets me four library books every two weeks and I finish them in the first week - well practically all of them - and she doesn't want to buy me needles and wool. Ask Jenny, I hardly ever have needlework.

Researcher: So when you are bored and upset at home, you eat.

Kirsty: Heather, let's just get back into the facts that you're fat.

Researcher: Let's rather look at the feelings she has that make her want to eat.

Kirsty: Oh.

Heather: It's when I'm bored at home.

Laureen: But when you get R5 or R7 for tuck at school you don't share it with anybody.

Heather: I haven't got a friend to share with.

Researcher: That makes you feel sad and then you eat.

Heather: And when I'm bored. Since my mother has had Uncle Joe in her life she talks to him and not so much to me and that's why I'm bored.

Researcher: You feel a bit jealous that Uncle Joe takes some of the time that you and your Mom always spent together before he came.

Heather: Yes and when they go behind closed doors I really hate it.

Researcher: You feel lonely, sad and rejected.

Heather: Why does my mother have stupid uncle Joe in our house?

The needs that her mother has for adult company and a special friend were discussed and from Heather's final comment, "So when I get married then my mother won't be all alone like my father" it became apparent that through exploration she had attributed new personal meaning to her relationship with her mother. Heather's high score (Appendix H 5) on the opposite poles of acceptance /rejection, intimacy/depression and orientation/exploration, reflect the ambivalent feelings Jenny experiences in the relationship with her mother as a result of the divorce and "Uncle Joe's" intrusion into their relationship.

Researcher: Jenny let's look at the things you say about yourself.

Laureen: She sometimes says, "I wish I was dead."

Jenny: Like on Friday I was really upset. I was walking down

to X's house and I was smoking and they (Laureen and Kirsty) say, "You mustn't smoke it's bad for your health." If I die young it's my problem. I don't care if I die. I want to die.

Researcher: So when you get really upset you say you want to die.

Kirsty: But you were happy last Friday.

Jenny: Yes I know but when I see other people smoke then I want to smoke.

Researcher: So what they said upset you so much, that you wanted to die.

Jenny: No but then they'll go and tell everyone that I smoke and then I'll get into trouble.

Researcher: When else did you say you wanted to die?

Laureen: With Mrs. (teacher F) the other day you said it when she asked you for your book.

Jenny: When you don't bring your book then she moans and moans and then I get upset.

Researcher: Jenny, how did Mrs. (teacher F) react when you said you wanted to die?

Jenny: She was all nice to me.

Researcher: So when you said you wanted to die you made her feel sorry for you and you didn't get into trouble.

Jenny: I hate it because everyone in this school is scared of me.

Laureen: Ja, she gets cross with people and hits them.

Researcher: Jenny let's look at when and why you are saying you want to die.

Jenny: I just don't like myself.

Researcher: It seems to me that you are saying you want to die when you are in trouble or when you want people's attention and you want them to feel sorry for you.

Jenny: But nobody likes me.

Researcher: And by saying you want to die you think people will like you.

Jenny: Well they are nice to me for a little while.

Researcher: They are only nice to you for a little while - so

it's not really working.

Jenny: No.

Her inappropriate use of aggression and alternative forms of behaviour were discussed.

Through exploration of the self-dialogue Jenny was using, she became aware of how she was using this dialogue to manipulate others. She attributed new personal meaning to this behaviour as she realised that it was both inappropriate and unsuccessful in meeting her needs. The total absence of any depression in her relationship with herself in the CRIP (Appendix J - 5), incomplete sentences (Appendix J - 3) or her self-report (Appendix J - 2) confirmed that her self-dialogue was not a result of any feeling she experienced in her relationship with self.

4.5.7 Report on session 7

The time provided for the reporting on self-work had over the last few sessions become increasingly important to the children. They used this time to ventilate feelings resulting from experiences they had had during the week and were eager to relate any success they had achieved in applying change-initiating strategies.

Laureen was extremely angry and agitated. She and Kirsty had been involved as innocent bystanders in a water fight and they had been given a hiding with all the children who were involved by Mrs. (teacher A).

Laureen: She (teacher A) says bend over and she hits me, like full speed and I've got bruises all over my bum.

Kirsty: Two bruises.

Laureen: Okay. Two bruises but why does she hit me when she won't even listen to me? It's not fair and I don't want to go

to her for reading any more and I was trying hard to get my reading up.

Kirsty: And anyway we know we're going to fail.

Researcher: It seems that you have given up even trying to pass.

Kirsty: Well, we have failed three terms and the school sent a letter to our parents to say that and when my brother got a letter like that he failed.

Laureen: My brother's marks are much better this year so if we fail that's that and next year we will also do better.

Researcher: So you feel that it is going to help you to repeat standard three.

Kirsty: Yes.

Heather: I've got good news. I went to the library and I didn't ask my mother to do it for me. I asked Mrs. (teacher F) to help me choose a book.

Researcher: Well done, you've done it without Mom, but perhaps you let the teacher act for your mom.

Heather: Oh. But what if I choose a horrible book?

Jenny: Oh, Heather then you just -

Researcher: Hang on Jenny, let Heather tell us what she can do.

Heather: Oh I'm silly. I can take it back and get another one.

Researcher: You're not silly Heather you were just not thinking for yourself because you are too used to making your Mom do your thinking. Well done Heather now that you've started keep it up.

Laureen: Can I tell some good news about Jenny?

Jenny: What?

Laureen: She didn't get angry once this whole week.

Jenny: Oh yes I did!

Researcher: That sounds like an attack Jenny.

Jenny: I didn't mean it.

Researcher: I know you didn't but that's one of the things you

want to change. So see if you can say it to her now without it sounding like an attack.

Jenny: Actually Laureen I did get angry once this week but you weren't there.

Researcher: Much better.

Jenny: It sounds funny.

Laureen: Oh no, it sounds better, like you're not cross with me.

Researcher: Would you like to tell us about when you got angry?

Jenny related the incident and that she had spoken quietly to the person involved and although x was upset Jenny felt that x was sorry for what she had done but that they were still friends because x was not frightened of her because she spoke "nicely" to x and did not "hit". Jenny felt pleased with the results of her new approach to people.

The children enjoyed telling each other the "good" things they had noticed about each other but they found it difficult to tell the group "good" things about themselves and most of them used input they had received from other people.

Kirsty: People say I'm the kindest out of me and my sister so I think I am kind.

Heather: Everyone says I'm friendly.

Imogene: I never think about myself, I think of others. The only thing I can think of is that I share and I think of others.

Jenny: I'm happy sometimes.

Laureen: I'm bubbly. (She had just received this input from Imogene.)

The children agreed that receiving positive information concerning themselves from others made them feel that they were more attracted to that person. Kirsty however made an

insightful remark concerning the anger she experienced when people "say nice things just because they want something from you and you know what they say isn't true." Imogene added that "sometimes people say horrible things to you and you know they aren't true but you start to doubt yourself." Jenny started crying at this point saying that sometimes people say horrible things about you and they are true "and it makes you feel so bad. Like in this group."

The following interaction took place as a result of Jenny showing her emotions.

Laureen: Jenny, stop being a baby.

Jenny stormed out of the room banging the door.

Researcher: Laureen how can you tell her she's a baby?

Laureen: Well she is a baby, crying.

Researcher: She is feeling sad and she's expressing her feelings. She's allowed to express her feelings.

Laureen: I did nothing wrong.

Researcher: You called her a baby for no reason at all and you hurt her.

Laureen: It's not my fault if I don't like her. She's a cheeky girl and I don't have to like her. I like everyone in the group but I don't like Jenny.

Researcher: That's okay, you don't have to like her but that is not a reason to hurt her.

Laureen: Everybody can hurt me but I can't hurt anybody or then I get into trouble.

At this point Jenny re-entered the room and sat down.

Researcher: So you're feeling very hurt to-day, Laureen.

Laureen: Yes, I got a big hiding for nothing and the Standard 5's don't like me so they just say I was also in the water fight. Everyone is nasty to me.

Researcher: So because you think everyone is nasty to you, you have to be nasty to someone else, like you've just been nasty to Jenny.

Laureen: But I thought Jenny was crying because I had done something wrong because she was looking at me.

Jenny: I wasn't crying because of anything you did I was crying because it is hard to be in this group. I am trying so hard, but it's hard to change because it's like a habit. I want to have friends and I keep on doing the wrong thing.

Researcher: Yes Jenny, you do sometimes still do the wrong things but I can see how hard you are trying to do the right things. I'm so pleased you came back in here. That must have been a hard thing to do.

Jenny: Very hard.

Researcher: Laureen you are still feeling very upset.

Laureen: I'm feeling bad.

Heather: Two wrongs don't make a right.

Researcher: Well I don't think we've got two wrongs but I do think Laureen can make it right.

Laureen: I'm sorry Jenny.

Awareness and exploration of the transfer of feelings from one relationship to another was promoted. It became evident that Jenny had attributed new personal meaning to certain relationships and was making a concerted effort to apply the change-initiating strategies which had been planned in the group.

4.5.8 Report on session 8

Due to the time spent on the "report back" in session 7, the planned programme was not completed. Session 8 therefore commenced with each child having an opportunity to relate the feelings they experience with other members of the group.

Laureen: Kirsty doesn't share with me and she's nasty to me.

Researcher: Remember we are talking about the feelings you experience with the person.

Laureen: Okay, she makes me feel sad when she doesn't share

with me and when she's nasty to me, because sisters must be nice to one another.

Kirsty: I'm not always nasty. Only when you are nasty to me and that makes me very sad.

Laureen: Heather is starting to change, like she's being nice to me, and that makes me happy. Now Jenny, she makes me cross because she bees nasty to me.

Jenny: Oh thank-you!

Laureen: Well you are nasty to me.

Jenny: But how can I change? I have been trying but she like pushes me away.

Imogene: I don't want to be nasty but Laureen is like that, she's only nice when she wants to be and she never listens to you she just talks about her own things and when you talk she just talks right over you and in the group she is always telling about what happens to her and the others hardly get a chance.

Heather: She always thinks about herself. She normally doesn't know how you feel if you ask her.

Laureen: Well I need to talk about my problems and that is what the group is for.

Researcher: Yes, you're right it is for talking about our problems but it is important to listen to what the other members of the group have to say. Laureen what did Imogene say to you?

Laureen: She said I'm nasty.

Researcher: No, she did not say that. Imogene will you tell her again what you said.

Imogene: I said you don't listen when people talk to you.

Laureen: Oh. I'm just a ugly girl. I'm nasty and I don't need any friends 'cause I've got my sister to play with.

Heather: And what will you do if she doesn't want to play with you?

Laureen: She must play with me 'cause I stick up for and I fight her battles.

Researcher: How do you feel about what Laureen said, Kirsty?

Kirsty: She does always stick up for me.

Researcher: How do you feel about that?

Kirsty: Well sometimes it's nice but sometimes I wish she would let me fight my own battles.

Laureen: You didn't tell me. I am just trying to be nice and help you.

Kirsty: I didn't tell you because I didn't want to upset you and now do you see what I've done. I've made her cry.

Researcher: Perhaps it is important that she realises that she doesn't try to make friends because she thinks you will always be there for her and she won't know what to do when you are not there.

Laureen: They say I'm horrible. I can be nice to them and they say "shut up".

Researcher: Aren't they saying that because you're always talking and you don't listen to them and don't give them a chance to talk?

Each member of the group then told Laureen something about themselves and she tried, frequently successfully, to reflect their feelings or to make a relevant comment. Laureen became aware that her interaction with her peers was very self-centred and experienced "good" feelings and reactions when she explored and applied new strategies.

All the girl's except Jenny, who felt that, "It is very hard to be in the group" wanted to continue with the group sessions. Individual sessions were arranged and it was decided that further group sessions would be considered later.

4.6 The post-therapy person image

The person image of each child, which includes all the relationships which are integrated to form a meaningful whole became evident and in several cases changed during the therapy. The post-therapy teacher evaluation, incomplete

sentences and CRIP for each child, are briefly discussed.

4.6.1 Heather - Person image

Heather's relationship with her mother has through the insight gained through awareness, exploration and the attributing of new meaning become a more need fulfilling, positive relationship. She gained insight into her parent's divorce and although she still regrets it, she accepts that they were making each other very unhappy. She became aware of the feelings of jealousy she had for "Uncle Joe", and accepts him as a companion for her mother. She however, as is evident in her incomplete sentences (Appendix H - 7) still finds it difficult to accept the intimate aspect of their relationship on moral grounds. Heather realises that her feelings of fear for her mother's safety and the anger directed at "Uncle Joe" when he has been drinking and is violent, are acceptable. She attributed new meaning to her frequent feelings of boredom, realising that this feeling was most frequently experienced with her mother and that she was relying on her mother to occupy her and assist her with tasks she was able to do on her own, in an effort to gain her attention. She derived satisfaction in her achievement of the action plan she decided on in the group, which involved tasks which she had to achieve without the assistance of her mother. In her responses to the questions in the post-therapy CRIP, (Appendix H - 9) there are no responses indicating aggression, rejection or depression while these had all elicited above-average responses in the initial CRIP. Her responses indicating intimacy and acceptance of her mother, although still above the average response for standard three girls, was slightly lower. The opposite poles of orientation and exploration remain above-average but her score on orientation has decreased indicating that although she remains alert to her mother's reactions, she is more able to predict how her mother will respond or react. Her responses to feelings pertaining to withdrawal in her relationship with

her mother remain unchanged, as she does not accept aspects of her mother's relationship with "Uncle Joe".

Heather initially experienced strong feelings of sympathy for her father but through awareness and exploration of this relationship she attributed new meaning to this relationship. Her responses on the CRIP (Appendix H - 9) indicate an increase in intimacy with her father as she derives much enjoyment from the outings on which he takes her. She however scored above-average on aggression, rejection and on the opposite poles of orientation and exploration, indicating the feelings of wariness, anger and rejection she experiences with her father when he cancels arrangements. Where as she previously felt sorry for her father she now experiences anger and rejection.

Heather's relationship with some of her teachers is still very negative. Her score on depression, rejection and the opposite poles of aggression and withdrawal are all high. She feels that these feelings are "right" because she has been hurt by comments made by the teachers concerning her weight problem. She feels that they are "grown ups" and should understand her problem. She however has a good relationship with two of the teachers and experiences acceptance from these teachers. Teacher B recorded a more positive relationship with herself as a teacher and with teachers in general (Appendix H - 6).

Heather's relationships with her peers has become more positive as she now experiences the average percentage of acceptance and rejection from her peers (Appendix H - 9). Her incomplete sentences (Appendix H - 7) confirm her feelings of acceptance. There was a decrease in her score to below-average on exploration, indicating the caution she is using in her approach with her peers as she still experiences some rejection. Teachers B and C recorded improved relationships with her peers (Appendix H - 6).

Her relationship with her schoolwork has improved. She is functioning more independently of her mother and derives more satisfaction from her achievements. Teachers A, C and E recorded an improved relationship with her schoolwork while teacher B felt that her relationship with her schoolwork had deteriorated.

Heather, as became evident in her self-dialogue, feels "good" about many aspects of her relationship with self but she experiences her weight problem (Appendix H - 7) as very "bad". Initially she felt that this problem was not hers and that others should change their attitude and accept her, she now accepts that it is her problem and that she has the choice of changing it or coping with the painful feelings she experiences.

4.6.2 Imogene - Person image

Imogene attributed new meaning to the relationships with her parents through awareness and exploration of her feelings experienced in these relationships. She attributed new meaning to her mother's behaviour towards her father realising that it was out of concern for her father that her mother became angry when her father drank and that her threats to leave him was her way of trying to stop him from drinking. Her score for intimacy with her mother (Appendix I - 9) increased to a percentage which is average for standard three girls. Imogene gave no responses for aggression, rejection, depression or orientation which had all been above-average. Imogene now experiences her relationship with her mother as a source of many "good" feelings but she still does not "like" it when her mother gets angry with her father.

Imogene's insight into her father's drinking problem resulted in a slight decrease in her score for intimacy, although it remains above average, a decrease in her score for acceptance

and a slightly above-average score for orientation in her relationship with her father.

Imogene scored an exceptionally high score on intimacy with teachers in her pre-therapy CRIP (Appendix I - 9) but on the post-therapy test she gave no responses, indicating that she no longer seeks to satisfy this need with her teachers, as her mother is now meeting this need. Her score for acceptance by teachers has increased, as has her score for withdrawal and depression. Imogene has achieved some success in becoming more actively involved in the classroom with some teachers but feels that other teachers ignore her. All the teachers (Appendix I - 8) coded Imogene's relationship with themselves as teachers and with teachers in general as being satisfactory or good.

Imogene scored a significantly higher percentage on exploration with her peers on the post-therapy CRIP confirming the increased effort she is making to form relationships with her peers. Her scores on aggression, rejection and depression in her relationships with her peers all increased slightly showing that her efforts to apply change-initiating strategies are not always successful.

Her schoolwork elicited similar responses to the pre-therapy testing except for an increase in aggression which however remains below average and intimacy which is significantly above the average for standard three girls. Her intense involvement with her relationship with her schoolwork is evident in the number of sentences which relate to her schoolwork and in the content of her incomplete sentences (Appendix I - 7). Exercises done to help Imogene assess her own work showed that she is frequently very inaccurate and as a result test situations result in strong feelings of anxiety. Teacher A (Appendix - 6) felt that her relationship with her schoolwork had improved. All the other teachers felt that her

relationship with her schoolwork was satisfactory.

Imogene experiences failure to meet her needs in each of her relationships very negatively, and she then experiences rejection of self (Appendix I - 9) and withdraws. She has a strong need for positive encouragement and support.

4.6.3 Jenny - Person image

Jenny experienced intense negative feelings towards her mother who she felt was unable to meet her basic needs. The sexual abuse by her grandfather resulted in feelings of guilt and an intense anger which she transferred to all her relationships and particularly to her relationship with her mother. Her responses to the post-therapy CRIP (Appendix J - 9) indicates a marked decrease in her feelings of rejection and depression in her relationship with her mother and aggression, withdrawal and orientation received no responses, where previously they had been significantly above-average. Although Jenny does not experience her relationship with her mother as "good", she feels that they are "getting on much better" and that she can "trust" her now (Appendix J -7). Teacher F reported a marked improvement in Jenny's relationship with her mother.

Jenny's responses on the post-therapy CRIP (Appendix J -9) were slightly below average on both intimacy and acceptance and reflect the new personal meaning she has attributed to her relationship with her father. She became aware that the feelings that she experienced with her father, who is very ill with cirrhosis of the liver, were feelings of sympathy rather than the intense feelings of intimacy and acceptance as indicated on the pre-therapy CRIP (Appendix J - 5). Through exploration Jenny realised that she emulated her father's aggressive behaviour and that for her, it was unsuccessful in meeting her needs.

Jenny scored a slightly above-average score on acceptance in her relationship with teachers in the pre-therapy CRIP and an above-average score on depression. Jenny experienced a strong need to be accepted by her teachers. Through awareness and exploration Jenny became aware that her aggressive outbursts and rebellious attitude resulted in rejection rather than acceptance and that in her efforts to meet certain needs in her relationship with her teachers by trying to evoke their sympathy by saying she had a problem which she could not discuss, she had been partially successful but it was no longer working. Although Jenny was trying to apply the change-initiating strategies decided on in the group, she was experiencing limited success and became very despondent. In her post-therapy CRIP (Appendix J - 9) there are no changes in her above-average number of responses on feelings of depression but she now scored a high percentage on rejection, above-average scores on the opposite poles of aggression and withdrawal, as well as above-average scores on the opposite poles of exploration and orientation, indicating that she is showing an interest in her relationship with her teachers but is wary in that she is unable to predict how they may respond or react.

Jenny became aware that she had withdrawn from other children which she felt was because no one wanted to be friends with her. Through exploration of her interaction with her peers she became aware that her volatile moods and unacceptable aspects of her behaviour evoke feelings of uncertainty and even fear in her peers and as a result they withdraw. Jenny made a concerted effort to apply the change-initiating strategies which were planned in the group. Although she found it extremely difficult and became quite despondent at times, she achieved much success with improving her relationships with her peers. Her responses in the post-therapy CRIP (Appendix J - 9) clearly indicate that she feels more accepted by her peers and that a mutual attraction has been formed. Her incomplete

sentences (Appendix J - 7) also reflect the "good" feelings she now experiences in her relationship with her peers. Teacher F noted a marked improvement in her relationship with her peers.

Jenny is aware that she has difficulty with her schoolwork and fears having to repeat a standard again. She is aware that she is physically more mature than her class mates and feels that if she fails again she will not "fit in" with the children in her class. The results of the post-therapy CRIP (Appendix J - 9) reflect her feelings in the above-average responses for rejection, depression and aggression. Her above-average percentage on acceptance in her relationship confirms the effort she is making to improve her school work. Teacher A recorded a significant improvement in her relationship with her schoolwork and teachers A and E reported an improvement in her relationship with her homework.

Jenny's pre-therapy CRIP (Appendix J - 5) indicated in her high score on intimacy with self that she was unable to trust others, except her father with whom she also could not confide her abuse. She made no responses relating to self on the post-therapy CRIP. Jenny made frequent use of negative self-dialogue and even talked of suicide. Much of the negative self-dialogue and aggression she used was related to the guilt and anger created by being sexually abused by her grandfather. Through exploration she became aware that she was using this negative self-dialogue to manipulate others, frequently successfully and that it had become a "habit". She attributed new meaning to the anger she experienced as a result of her abuse and became aware that she had transferred this anger to all her other significant relationships. Her efforts to apply the change-initiating strategies which were not aggressive resulted in some success in several relationships. She becomes despondent when her efforts fail, but with support and encouragement she again becomes motivated to change and

improve her relationships. Teachers C, D, and F recorded an improvement in Jenny's relationship with herself.

4.6.4 Kirsty - Person image

Kirsty experiences a warm close relationship with her mother and feels very protective towards her. Her responses to the post-therapy CRIP (Appendix K - 9) were very similar to those in the pre-therapy CRIP (Appendix K - 5). There was a slight decrease in acceptance and intimacy, but both remain significantly above the average for standard three girls. Her responses indicating exploration in her relationship with her mother have increased while her feelings on the opposite pole of orientation remain above-average. Kirsty remains uncertain of her mother's reactions. Her above-average score on depression, which remains constant, emanates from her feelings of sadness that her father hurts her mother.

Kirsty attributed new personal meaning to her relationship with her father through awareness and exploration of the feelings she experienced with him. Through recognising and understanding his problems as an alcoholic, she sees him as a warm, "fun" person when he is not drinking. She however does not accept his aggressive behaviour when he has been drinking. Her responses to the post-therapy CRIP show a marked decrease in her feelings of anger, rejection, depression and withdrawal. They are however still all above-average except for depression which elicited no responses. Kirsty scored a slightly above-average percentage on intimacy with her father and a slightly below-average score on acceptance. She had previously not scored in either intimacy or acceptance of her father.

The information Kirsty received concerning her having to repeat standard three and the incident resulting in her getting a hiding which she experienced as being unjust,

resulted in an increase in her feelings of aggression, rejection and depression in her relationship with her teachers (Appendix K - 9). Her negative feelings she experiences in her relationship with her teachers is confirmed in her incomplete sentence (Appendix K- 9).

Kirsty became aware that her relationship with her peers was inhibited by her twin sister who is very protective but also demanding. Through exploration of her relationship with Laureen she found that she frequently relied on her to cope with many situations. Change-initiating strategies involved Kirsty spending one school break each day without Laureen. Initially she found it very difficult and experienced feelings of loneliness and insecurity but later she experienced satisfaction in coping on her own although she still found it difficult. Her feelings, as reflected in the post-therapy CRIP indicate an increase in withdrawal from her peers and an increase in aggression, which however remains below average. While her responses on acceptance and depression remained static, there was a decrease in her feelings of rejection in her relationship with her peers. Her incomplete sentences (Appendix K - 7) reflect the sadness she still experiences with her peers. Only teacher B indicated that there had been a deterioration in her relationship with her peers.

Where as Kirsty had on the pre-therapy test made no responses to her relationship with her schoolwork, her responses on the post-therapy CRIP (Appendix K - 9) show above-average scores on rejection, depression and withdrawal, indicating the feelings she experiences after obtaining the information that she is to repeat standard three. Teachers C and D recorded a deterioration in her relationship with her schoolwork.

Kirsty's responses to the post-therapy CRIP (Appendix K - 9) show a decrease in orientation to the average percentage for a standard three girl. She scored above-average percentages

on both aggression and rejection of self. Kirsty used negative self-dialogue frequently and although she uses it less frequently she still experiences "bad" feelings concerning the role she played when she was abused by the cafe owner.

4.6.5 Laureen - person image

Laureen became aware that the feelings she experiences with her father were not the same as those her mother experiences with him. Through exploration of the feelings she experiences with her mother she realised that the feelings of rejection she had were a result of her mother not leaving her father, something which she wanted to happen as she felt this would be in the interest of her mother and the children. Laureen feels very protective towards her mother. The new meaning she attributed to her relationship with her mother is reflected in the post-therapy CRIP (Appendix K - 9). Her percentage on both acceptance and intimacy increased to above the average for standard three girls and she no longer experiences feelings of rejection. Her scores on the opposite poles of orientation and exploration both decreased but remained slightly above-average, indicating that there are times when she is still unable to predict how her mother may react. This is evident in that she is unable to confide in her mother concerning her sexual abuse because she fears that her mother may tell her father. Teacher F recorded an improvement in Laureen's relationship with her mother while teacher C felt the relationship had deteriorated. Laureen's incomplete sentences (Appendix K - 7) indicate that many basic needs are being met in her relationship with her mother.

Through awareness and exploration of the behaviour of alcoholics and the insight gained into her mother's feelings, Laureen attributed new meaning to her relationship with her father. The post-therapy CRIP (Appendix K - 9) reflect the decrease in her feelings of anger, rejection and depression

she experience with her father but they remain above-average.

Laureen experienced the incident when she was given a hiding by teacher A very negatively and her feelings are reflected in the post-therapy CRIP (Appendix K - 9). Her scores for aggression, rejection and depression are all very high. Her above-average percentage for exploration decreased to below average and her above-average responses for acceptance elicited no response. It is of interest to note that teacher A still coded Laureen's relationship with her, as a teacher, as satisfactory. Teacher D felt that there had been an improvement in Laureen's relationships with teachers, while teacher F noted a regression from good to satisfactory. The post-therapy incomplete sentence test (Appendix K - 7) confirm Laureen's feelings of rejection by some of the teachers.

As Laureen became more aware and explored her relationships with her peers, she attributed new personal meaning to her feelings and behaviour within these relationships. She became aware that she seldom really listened to others and that she was rigid in her attitude towards others. She expected others to change but was not prepared to change herself. She became aware that she relied on Kirsty when her relationships with her peers failed to meet her needs. The change-initiating strategies were fairly successful in the practice situation in the group but she found it very difficult to apply them in her daily interaction with others. Her responses to the post-therapy CRIP (Appendix K - 9) reflect the new personal meaning she has attributed to her relationship with her peers. The number of responses reflecting feelings of intimacy and acceptance has decreased from above-average to slightly below average and she no longer feels either rejected or depressed concerning her relationship with her peers. Her incomplete sentences (Appendix K - 7) reflect her pleasure at having made new friends.

Laureen's above-average scores on the CRIP in the opposite poles of orientation and exploration reflect the uncertainty she experiences in her schoolwork. She has accepted that it will be in her interest to repeat standard three but has withdrawn to some extent as a result. Teachers D and C indicated a deterioration in her relationship with her schoolwork.

Laureen initially used negative self-dialogue frequently and although this improved, she often resorts to it when she feels vulnerable in the group situation and sees herself as a "victim". She finds it difficult to take responsibility for her actions, yet she experiences guilt concerning the incident when she was abused, as she feels that she was "bad" to have allowed it to have occurred.

4.7 Conclusion

The results of this research indicate that the children gained insight to their significant relationships through awareness, exploration and attribution of personal meaning. The initiating of change had been partially successful at the end of the eight sessions of therapy.

The post-therapy evaluation of the children's relational image and the personal image gained throughout therapy indicated that several children were experiencing more satisfying and need-fulfilling relationships with significant others.

Several children were still experiencing difficulties in some relationships and all the children were still needing support in their efforts to apply the change-initiating strategies in order that their behaviour changes could become more stable.

The results obtained in the post-therapy evaluation of the children's relationships indicate that relationship therapy

promises to be of value in dealing with the pre-adolescent with behaviour problems.

The findings, conclusions and recommendations concerning relationship therapy are presented in Chapter 5 and include:-

- * A review of the findings from the literature study concerning the pre-adolescent's relational image, the basis of, and the development of relationship therapy.
- * The conclusions arrived at by the researcher concerning the application of relationship therapy.
- * Defects in this investigation which may have influenced the research and subsequent results.
- * Recommendations based on the research findings and the implications of these findings.

CHAPTER 5 : FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study arose from the identified need for a form of therapy to be used by the Educational Psychologist with pre-adolescents with behaviour problems. Chapter 1 gives a brief overview of various forms of group therapy that are currently used for pre-adolescents and the importance of the significant relationships of the pre-adolescent. The problem lies in that none of the available therapies focus on the feelings the child experiences in each of the significant relationships of the child, in order that he may become aware of his problem, explore each relationship, attribute new meaning to his relationships and ultimately adopt new behaviour patterns which will result in more need-fulfilling relationships.

The aim of this chapter is to indicate whether or not this investigation has provided answers to the initial statement of the problem. It is therefore necessary to determine whether the pre-adolescents who were included in the designed form of therapy which involved awareness, exploration, personal meaning attribution and change-initiating strategies, formed more meaningful, need fulfilling relationships with significant others.

5.2 FINDINGS FROM THE LITERATURE STUDY

5.2.1 The relational image of the pre-adolescent

In chapter 2, a study was made of the significant relationships for the pre-adolescent, the relational image of the pre-adolescent and the significance of his relationships for behaviour. This study was aimed at establishing which relationships are important to the healthy becoming of the child and should be included in the therapy, the significance

of each relationship in meeting the needs of the child and how the pre-adolescent forms and experiences his relationships.

The most significant findings from the literature may be briefly mentioned as follows:

The most significant relationships of the pre-adolescent are his relationship with his parents, teachers and school, peers, objects and ideas and with his self. The child forms these relationships in order to satisfy his interpersonal needs and to supply him with a psychosocial structure.

Relationships are formed through the process of attribution of meaning, which begins with the awareness of the other referent and is followed by a stage of exploration, which is an effort to integrate the new referent into the cognitive structure. Once personal meaning has been attributed to the information gained, the relationship is formed.

The child forms relationships through attribution of his own personal cognitive and affective meaning to a relationship. This meaning may be either rational or irrational. Irrational thinking usually occurs when logical meaning is overshadowed by affective overtones and result in frustrating relationships. The quality of a relationship reflects the degree of need satisfaction and will determine whether the relationship is experienced as positive or negative, good or bad.

The affective quality of a relationship may be assessed by the intensity of feelings experienced by the child in the relationship and determines the nature of the relationship which is the cognitive component of the relationship.

The affective quality in the relationship, is an important factor in determining the nature of the relationship because the emotional experience serves as a memory source of

reference for the interpretation of new experiences. The cognitive component involves the interpretation of the feelings and if the meaning is inaccurately attributed, incorrect or unrealistic meaning may be attributed to a particular stimulus situation.

The behaviour that a child displays in any particular relationship is determined by his needs and directed by his emotions. Disturbed or problematic relationships prevent need satisfaction and this will be reflected in the child's behaviour. Problematic behaviour is thus the product of a problematic relationship.

Emotion is accompanied by an impulse to action which follows a pattern that is characteristic of the particular emotion.

The feelings experienced and the behaviour which results from the feelings in one relationship are frequently transferred to other relationships.

5.2.2 The model for the sequence of research

The research follows the sequence as outlined by the model of Jacobs (1982) in chapter 2. This involves establishing the child's functional image (Level 1) which can be seen as the reason for the child becoming conspicuous, as having a "problem". The phenomenal image (Level 2) is obtained through the application of various psychometric tests, expressive and projective media and result in the formulation of a tentative hypothesis. The relational image (Level 3) obtained on the grounds of information gained in level 2 and during therapy involves the nature and quality of the child's relationships. The person image (Level 4) consists of all the relationships which are integrated to form a whole and is exposed in the therapy situation as the cognitive and emotive attribution of each relationship is exposed. The irrational image (Level 4)

is reached when a child can no longer attribute rational meaning and may as a result display pathological behaviour. Such a child would be referred to a clinical psychologist.

5.2.3 The development of relationship therapy

On the grounds of the findings in chapters 2 and 3, and based on the theoretic foundation of relationship theory, the aims, method and therapeutic process for relationship therapy have been formulated.

5.2.3.1 Theoretical foundation of relationship therapy

Relationship therapy is based on pedagogical categories, involvement, experience, attribution of meaning, self-concept and self-actualisation. Through these categories relationships are formed. These relationships may be sound or unsound. Sound relationships lead to self-actualisation, while unsound relationships result in problems.

5.2.3.2 The aims and method of relationship therapy

Relationship therapy aims at gaining insight into the problem and initiating change in order that relationships may become sound and ultimately lead to self-actualisation. The method used to gain insight into the problem are to promote awareness, exploration and personalisation. The following steps are designed to promote the aims of therapy:

- step 1 - awareness
- step 2 - exploration
- step 3 - personal meaning attribution and
- step 4 - change-initiating strategies.

5.3 CONCLUSION

With regard to the hypothesis as stated in chapter 3, the

following is suggested from the findings of the empirical group investigation:

5.3.1 The children gained insight to their emotional experience in problematic relationships

- * The children became acutely aware of the feelings they experienced in each of the significant relationships, for example, Kirty and Laureen became aware of the many feelings they experienced with their father (paragraph 4.5.1). The children also became aware of the feelings they experience in other relationships which they experienced as being significant, for example siblings and grandparents (paragraph 4.5.2).
- * The children became aware that they each experienced different feelings for different people and that they experienced the same feelings for different relationships but that the intensity of the feelings varied. For example the children's attempt to evaluate a relationship according to the number of "good" and "bad" feelings experienced in the relationship prompted the awareness that the intensity of feelings experienced is of significance (paragraph 4.5.3).
- * The children became aware that their feelings were subjective and that they each experienced feelings which were unique in each relationship. Laureen, for example, initially had difficulty accepting that Jenny could hate her mother when she loved her mother intensely (paragraph 4.5.3).
- * Insight was facilitated into their experiences through awareness and exploration of their feelings. For example, Kirsty (paragraph 4.5.3) through exploration of her feelings became aware that she did not only have negative

feelings concerning her relationship with her father.

- * Through awareness and exploration the children were able to verbalise their feelings and for some children, for example, Laureen (paragraph 4.5.1), this had a cathartic effect.

The hypothesis stated in paragraph 3.2.1.1, p. 48 namely that the children will gain insight to their emotional experience in problematic relationships, is proved correct.

5.3.2 The children attributed more realistic meaning to their relationships

- * The children became aware of all the feelings that they experienced in their relationships and of the unrealistic meaning they were, as a result of these feelings, attributing to these relationships. Laureen, for example (paragraph 4.5.1) experienced negative feelings towards her mother because she remained in a marriage which Laureen felt was not in the interest of herself or her mother but through awareness and exploration of the feelings she had for both her parents, she assigned more realistic meaning to the relationships.
- * They became aware of negative thought patterns, and by re-analyzing them on a cognitive level, they were able to attribute new meaning to the relationship which resulted in changes in the emotions experienced in the relationship. Laureen and Kirsty, for example, (paragraph 4.5.3).found the expression of the anger experienced in the relationship with their father very cathartic and the exploration of their feelings resulted in their attributing new meaning to their relationship with their father whom they no longer experienced as only an aggressive man but also as person who could be fun to be

with and who cared for his family.

- * The children, through exploration of their feelings experienced in all their relationships, identified negative thought patterns which were common to several relationships and became aware of the unrealistic attribution of negative meaning to relationships which were unrelated to the problematic relationship. Jenny, for example, (paragraph 4.5.5) transferred her feelings of anger that she experienced with her grandfather as a result of his abusing her, into several other relationships and she displayed aggressive behaviour in these relationships, while Imogene, whose fear of aggressive behaviour between her parents made her withdraw, was withdrawing from other relationships to avoid conflict situations which caused painful negative feelings (parargaph 4.5.5).

The hypothesis that the children will attribute more realistic meaning to problem relations as stated in paragraph 3.2.1.2, p. 48 has been proved correct.

5.3.3 The children gained insight into the processes maintaining the negative quality of problematic relationships

- * The children became aware of the irrational meaning which they attributed to their relationships and through exploration, attributed new meaning to the relationship but they found it difficult to apply the change initiating strategies, as they had previously experienced failure and anticipated further failure. They frequently resorted to negative self talk. Jenny, for example, (paragraph 5.4.7) kept saying that it was hard to change and that her behaviour was a habit, while Imogene, (paragraph 4.5.5) kept saying that she was a quiet person, and Laureen

repeatedly said she was an ugly girl, for example (paragraph 4.5.8). Through constant encouragement and positive motivation much of the negative self-dialogue was eliminated and replaced with more positive statements. This is reflected in Laureen's incomplete sentences where she states, "I think I am special to my Mom" (Appendix L - 7).

- * The children realised through the exploration of their feelings and the resulting behaviour that they frequently transferred their feelings to other relationships and as a result behaved inappropriately in their interaction in other relationships and created further problem relationships. This was noticed in Jenny (paragraph 4.5.5) who transferred her anger into most relationships, in Imogene (paragraph 4.5.5) who withdrew from forming new relationships to avoid confrontation, in Heather who withdrew from relationships and waited for others to change or to support her (paragraph 4.5.7) and in Laureen (paragraph 4.5.7) who felt she must justify herself in every relationship because of the guilt she experienced as a result of being abused.

The hypothesis that the children will gain insight into the processes maintaining the negative quality of problematic relationships as stated in paragraph 3.2.1.3, p. 49 has been proved correct.

5.3.4 The children used the acquired insight to initiate changes in the problematic relationships

- * The children, as can be seen from the changes in their post-therapy relational image profile (CRIP) and their incomplete sentences, gained insight into their irrational feelings and thinking concerning their significant relationships and as a result of the new personal meaning

attribution, behaviour changes occurred.

- * Change-initiating strategies were implemented and behaviour changes occurred, as can be noted in the teacher's evaluation which reflect observed behaviour of the children's relationships (See appendices H to L - 6). Due to the severe nature of the children's relational problems and length of time that the children had been using irrational thinking and inappropriate behaviour, the children experienced difficulty in applying the change-initiating strategies and it cannot be stated that permanent changes in behaviour have occurred but it can, however be stated that change-initiating strategies had been instituted.

The hypothesis that the children will use their acquired insight to initiate changes in the problematic relationships as stated in paragraph 3.2.1.4 finds support in the changes which have occurred and in the changes which have been initiated.

5.4 RECOMMENDATIONS

5.4.1 The use of a group in relationship therapy

Group therapy proved to be a suitable form of therapy for the pre-adolescent although it does present some difficulties. The following positive aspects are noted:

- * The children receive support from their peers
- * The children expose a wide range of relationships
- * The typical pattern of interaction of the children with their peers in particular, is exposed
- * The children experience a decrease in their feelings of isolation and of being peculiar or different
- * They are able to express themselves in the manner which is

typical in peer interaction

- * They feel safer as there is no adult domination and they can express themselves concerning their feelings and behaviour which normally cannot be expressed with adults for fear of disapproval
- * The group provides a support system outside of the therapy situation
- * The difficulties of other children experience in their relationships assists the child to become aware and explore his own problematic relationship
- * The children in the group are confronting and help the child to be more open and realistic concerning his problem relationships;
- * and the group provides an opportunity for more varied activities and for interaction during the activities

The following difficulties concerning the use of the group are noted:

- * The children feel that there are aspects of their behaviour and some feelings which they cannot express in front of their peers because they fear rejection or because they are too painful or confidential to expose
- * Confrontation by the children may be too direct and painful or inappropriately timed
- * The children do not maintain the confidentiality of what occurs in the group

5.4.2 The use of a closed group in relationship therapy

There were several requests by other children to be included in the group. The children in the group however rejected the inclusion of new members. They felt that they had shared too many intimate parts of their lives with the group and that any new members of the group would not understand and they felt that they did not want to re-tell what they had already

discussed. The design of relationship therapy, which follows progressive steps makes it unsuitable to be used as an open group.

5.4.3 The size of the group in relationship therapy

The five children selected for the group proved to be a suitable number. It allows for interpersonal interaction and the children feel secure enough to expose most of their emotions and behaviour.

5.4.4 The composition of the group for relationship therapy

It appears that the selection of single sex group is correct as subject matter pertaining to a particular sex occurred and the children would have felt inhibited if the groups were mixed.

The selection of the children within a certain age range of two years is important and a further criteria of maturity should be considered. Although Jenny fell within the two year age range as was decided upon, she was physically and in other aspects more mature than the other children in the group. This resulted in her discussing aspects of relationships of which the other children were unaware of or found difficult to deal with in an open discussion.

5.4.5 The length and number of sessions for relationship therapy

The one hour assigned to each therapy session proved to be satisfactory for dealing with the planned programme.

The number of sessions was not suitable. The eight sessions allowed for the planned programme to be completed but did not allow for time to provide support and motivation for the

children to persevere with changes of behaviour which had been used and embedded over long periods of time and were therefore difficult to change.

It is recommended that a further step be introduced to the therapeutic programme. This being:- **Step 5 - Establishing new behaviour patterns.** This would involve an increase in the number of therapy sessions and the researcher feels that the number of sessions involving this final step should remain unlimited.

5.4.6 Time allocation for relationship therapy

Due to circumstances relating to transport difficulties of the children selected for the research, the therapy sessions had to be arranged during school hours. Several difficulties resulted. Times had to be altered due to changes in the school programme, which resulted in the children being taken out of the class of a teacher more frequently than had been planned and caused one teacher to react rather negatively to the children attending therapy. Sessions were disturbed by bells ringing, frequent intercom messages, children passing the room where the sessions were held and by staff members collecting equipment from the therapy location.

It is strongly recommended that the sessions should be held in a location where such disturbances do not occur and if possible, after school hours.

5.4.7 Media and techniques used to form the functional image (Level 1) of the child

The referrals submitted by the school contained limited information concerning the children.

The teacher's coding of the children's relationships (Appendix

C) provided more, but still limited information concerning the children. The teachers were, in most cases unable to code the children's relationships with their mothers or fathers. The teachers appeared to find it difficult to code the children's relationships with themselves as teachers, and with teachers in general. Some subjectivity is suspected in this area, in the light of the information which became evident during the therapy sessions concerning the children's relationships with their teachers. As there is subject teaching in Standard three in the school selected for the research, the children are taught by seven teachers of which one teacher felt that she had too little access to the children to complete the coding. The limited time which the teachers spend with the children, appears to create a situation where the teacher is unable to form a close relationship with all the children in her class and become aware of their relationships. From the comments made by the teachers concerning the children it would appear that many of the teachers are curriculum orientated rather than child orientated. The researcher was unable to request the assistance of any teacher in a supporting capacity for any of the children, as they rejected all the teachers for such a role.

Although some valuable information was obtained from the teacher's coding, the information cannot be regarded as reliable. It is recommended that a new form of evaluation of the children's relationships be designed.

5.4.8 Media and techniques used to form the phenomenal image (Level 2) of the child

5.4.8.1 The child's self-report

The self-reports completed by the children were valuable in that they provided information concerning the child's feelings, his behaviour and how he sees his problem. It also

gave the research information concerning the child's self-dialogue. Information concerning their ability to express themselves in writing and their spelling difficulties also became evident.

5.4.8.2 Incomplete sentences

The incomplete sentences provided valuable information concerning the children's relationships. The children who experience difficulty in expressing themselves in writing however, found the completion of the sentences a long and tedious task. It is recommended that the number of sentences be reduced or that the written work is done for them, as the researcher did for Laureen in the post-therapy evaluation.

5.4.8.3 Children's Relationship Image Profile

The CRIP proved to be most accurate in diagnosing the problematic relationships of the child. All the problematic relationships diagnoses in the CRIP became evident in the therapy sessions and proved to be of great value in facilitating communication between the researcher and the children.

5.5 Final word

What became most evident throughout this study, is the need the pre-adolescent experiences for support and acceptance and the words of Kline (1991:172-173), that the one factor contributing most to resilience against distress in children is the unconditional attention and approval of one adult in the life of a child, come to mind. Relationship therapy offers the privilege of entering the private relational world of the child, of accepting him unconditionally and of supporting him in his search for new and more satisfying relationships.

APPENDICES

Appendix A

Incomplete sentences

NAME _____

Complete the following incomplete sentences.

The last time I cried was when _____

I was so excited _____

I get so angry _____

My father _____

I smiled _____

It makes me feel so sad _____

I feel really safe _____

What I would like most is to _____

The most frightening _____

I feel like screaming _____

My mother _____

When I lie in bed at night _____

My Mom and Dad _____

School _____

It was such a surprise _____

What I want to do most is _____

I get so worried _____

I laughed and laughed and then hugged _____

Friends _____

I think I am _____

The children at school _____

When I get really angry _____

Homework _____

I get a sick feeling on my tummy _____

I just walk away _____

My heart was beating faster and faster _____

Teachers _____

When people touch me _____

The worst thing in the world would be _____

Appendix B CRIP

CHILDREN'S RELATIONAL IMAGE PROFILE [CRIP]

Name: _____

Age: _____

Std: _____

Sex: _____

Date: _____

Instructions

This questionnaire will help you to know more about the different feelings you have and especially when you have certain feelings. Please do your best to answer as honestly as possible.

What you write here is considered as secret - do not be afraid that people will see your answers.

What you have to do is to read each of the sentences and decide which one of the choices would complete the sentence so that it is true of the way you feel most of the time. Look at sentence number 1 : it reads: "I feel most like hugging and kissing .." To finish the

sentence, you will add: "When I am with my Mother, or my Father, or other Children, or my Teacher, or my schoolwork, or my Self. You must decide which one of these would best describe the way you feel most of the time.

When you have made your choice, put a cross over the number in the block that corresponds with the number under the name you have chosen. For example, if you choose "my Mother", you will put a cross over the 1 in the block.

Please work as quickly as you can. If there is anything that you do not understand, please ask for help.

	When I am with :					
	my MOTHER 1	my FATHER 2	other CHILDREN 3	my TEACHER 4	my SCHOOLWORK 5	my SELF 6
1. I feel most like hugging and kissing	1	2	3	4	5	6
2. I feel most that I want to know what's happening	1	2	3	4	5	6
3. I feel most like saying something nasty ..	1	2	3	4	5	6
4. I worry most about what other people will think of me	1	2	3	4	5	6
5. I feel most shaky	1	2	3	4	5	6
6. I feel most shy	1	2	3	4	5	6
7. I feel most sorry for myself	1	2	3	4	5	6
8. I feel happiest	1	2	3	4	5	6
9. I feel most like doing things without thinking of what might happen afterwards .	1	2	3	4	5	6
10. I feel most afraid of what might happen ..	1	2	3	4	5	6
11. I feel most like saying "Shut up!"	1	2	3	4	5	6
12. I know I belong	1	2	3	4	5	6

	When I am with :					
	my MOTHER 1	my FATHER 2	other CHILDREN 3	my TEACHER 4	my SCHOOLWORK 5	my SELF 6
13. I feel I would most like to hurt someone .	1	2	3	4	5	6
14. I feel most like starting arguments	1	2	3	4	5	6
15. I feel most cheerful	1	2	3	4	5	6
16. I clench my fists most	1	2	3	4	5	6
17. I most often feel that I can't believe what's happening	1	2	3	4	5	6
18. I feel trapped and can't escape	1	2	3	4	5	6
19. I feel most like sneering	1	2	3	4	5	6
20. I feel most unhappy	1	2	3	4	5	6
21. I feel most amazed	1	2	3	4	5	6
22. I feel so cross I could burst mostly	1	2	3	4	5	6
23. I feel I must do what I am told	1	2	3	4	5	6
24. I feel most scared	1	2	3	4	5	6
25. I feel most like showing I like someone ..	1	2	3	4	5	6
26. I think that I may get hurt	1	2	3	4	5	6
27. I feel most like trying something new for excitement	1	2	3	4	5	6
28. I want most to know about something	1	2	3	4	5	6

	When I am with :					
	my MOTHER 1	my FATHER 2	other CHILDREN 3	my TEACHER 4	my SCHOOLWORK 5	my SELF 6
29. I feel most bouncy and springy	1	2	3	4	5	6
30. I get into a sad, dark kind of mood most .	1	2	3	4	5	6
31. I feel most liked	1	2	3	4	5	6
32. I most often feel like doing things on the spur of the moment	1	2	3	4	5	6
33. I feel most curious	1	2	3	4	5	6
34. I feel very lonely	1	2	3	4	5	6
35. I feel that I most easily get angry	1	2	3	4	5	6
36. I often feel that something unexpected happens	1	2	3	4	5	6
37. I feel most like making someone happy ...	1	2	3	4	5	6
38. I feel most like hitting someone or something	1	2	3	4	5	6
39. I feel most like crying	1	2	3	4	5	6
40. I feel most like smiling and laughing	1	2	3	4	5	6

Appendix C

Teacher evaluation

Please complete the following questionnaire concerning the relationships of:

NAME: _____

Please use the following coding and circle the relevant number.

- | | |
|----------------|------------------|
| 1 Excellent | 4 Unsatisfactory |
| 2 Good | 5 Poor |
| 3 Satisfactory | 6 Very poor |

Relationship with:

School work	1	2	3	4	5	6
Homework	1	2	3	4	5	6
School sport	1	2	3	4	5	6
School rules	1	2	3	4	5	6
Peers (class)	1	2	3	4	5	6
Peers (general)	1	2	3	4	5	6
You as teacher	1	2	3	4	5	6
Teachers (general)	1	2	3	4	5	6
Mother	1	2	3	4	5	6
Father	1	2	3	4	5	6
Self (the child)	1	2	3	4	5	6

Please add any comment which you feel may be relevant.

APPENDIX D



RELIEVED



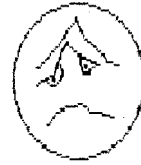
SAD



PUZZLED



OPTIMISTIC



MISERABLE



ECSTATIC



JEALOUS



JOYFUL



REGRETFUL



BLISSFUL



ARROGANT



ANGRY



HURT



NEGATIVE



SURPRISED



HAPPY



LONELY



EMBARRASSED



BORED



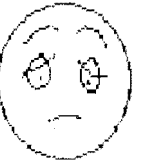
TERRIFIED



ANXIOUS



CONFIDENT



INDIFFERENT

Appendix E

Mark on the line how good or how bad you feel about the following.

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Good _____ Bad

Appendix F

SELF

A diagram showing a hierarchical structure. At the top, the word "SELF" is centered. Five lines radiate downwards from "SELF" to the top edge of a table, dividing it into five equal-width columns. The table consists of two rows of five cells each.

SELF

A diagram showing a hierarchical structure. At the top, the word "SELF" is centered. Five lines radiate downwards from "SELF" to the top edge of a table, dividing it into five equal-width columns. The table consists of two rows of five cells each.

[illegible]

Appendix H - 1 : Heather - teacher evaluation

The following coding was used by the six teachers who teach Heather for various subjects to evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	5	3	4	4	3	5
homework -	5	3	4	4	*	*
school sport -	5	5	*	6	*	6
school rules -	1	3	3	3	*	3
peers (class) -	*	4	5	5	*	4
peers (general) -	*	4	5	5	*	5
you as teacher -	2	3	3	4	*	2
teachers (general)-	*	3	3	4	*	2
mother -	*	3	*	3	*	*
father -	2	3	*	*	*	*
self -	*	3	5	4	*	4

The following comments were given -

Teacher A - "Getting fatter by the day - eats all the time. Sweet child but, oh wow, is she untidy! (just look at her dress etc.) Not a stupid child. Reads and reads and reads."

Teacher B - "Overweight. Teased at times, yet friendly."

Teacher E - " Very quiet, I don't recall her saying anything to me - one of those children who come and go and unless you "drag" information out of her, she is just a face in the crowd. Only teach her one hour a week."

Appendix H - 2 : Heather - self-report

"For exams I do not get very good marks - they are okay, but I could do better. It is because I only start to study about a week before exams. It is because my mom loves reading and so do I and I always read instead of studying but I am studying now."

Appendix H - 3 : Heather - incomplete sentences

Heather completed the incomplete sentences as follows:-

The last time I cried was when my Gran was going blind.

I was so excited when my Dad gave me a soccerball.

I get so angry when my mom goes behind "closed doors" with a man.

My father is very nice but lonely.

I smiled when others smiled.

It makes me so sad when my Dad goes home. (My parents are divorced.)

I feel really safe in my Mom's car.

What I would like most is my parents to get together again.

The most frightening thing is when my Dad doesn't wear his safety belt.

I feel like screaming when I am angry.

My Mother has a very short temper.

When I lie in bed at night I play with my cat Puskin and drink my night time milk.

My Mom and Dad are very nice to me.

School is very boring sometimes.

It was such a surprise when I got my reading prize at school.

What I want to do most is read interesting books and become an astronaut.

I get so worried when my Mom comes home late.

I laughed and laughed and then hugged my Dad when he came.
Friends make me feel good and irritated and sometimes
embarrassed.

I think I am a very talented reader.

The children at school make me feel so angry.

When I get really angry I go to my room and cry with my cats.

Homework is boring but I have to do it for my own sake.

I get a sick feeling on my tummy when I'm in trouble.

I just walk away when I am teased.

My heart was beating faster and faster before the big end of
year exam.

Teachers are fun sometimes.

When people touch me I feel nice sometimes other times, grose.

The worst thing in the world would be if I were alive in world
war 3.

Appendix H - 4: Heather - CRIP responses

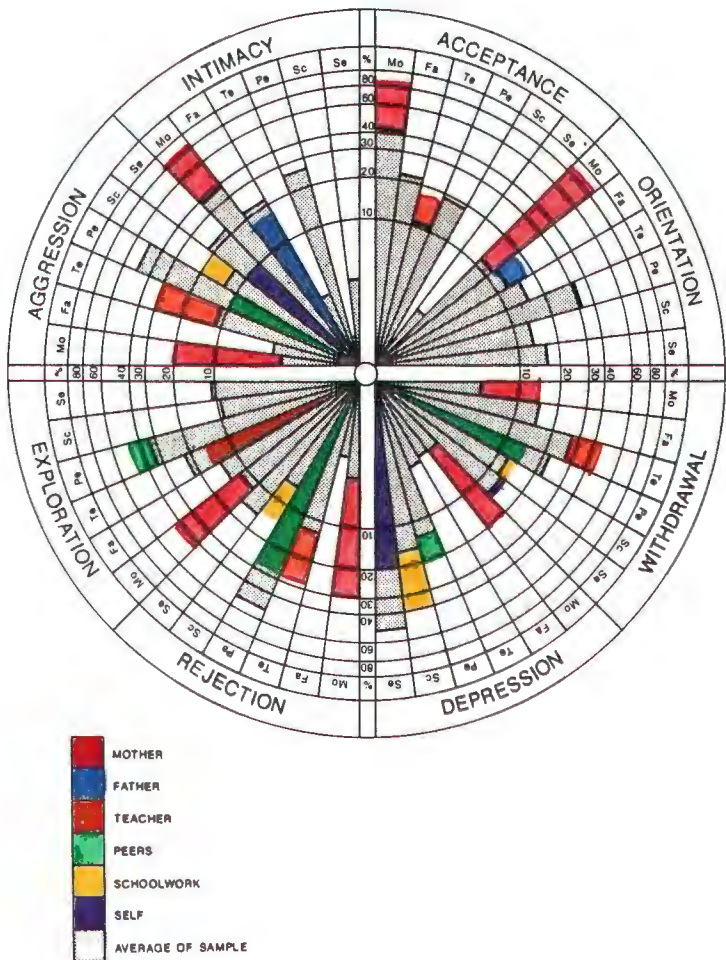
Heather's responses to the items of the CRIP are given below.

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with other children.
3. I feel most like saying something nasty when I am with my teacher.
4. I worry most about what other people will think of me when I am with other children.
5. I feel most shaky when I am with my schoolwork.
6. I feel most shy when I am with other children.
7. I feel most sorry for myself when I am with my self.
8. I feel happiest when I am with my father.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my mother.
8. I feel most afraid of what might happen when I am with my teacher.
11. I feel most like saying "Shut up!" when I am with my teacher.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with other children.
14. I feel most like starting arguments when I am with my mother.
15. I feel most cheerful when I am with my mother.
16. I clench my fists most when I am with my teacher.
17. I most often feel that I can't believe what's happening when I am with my mother.
18. I feel trapped and can't escape when I am with my teacher.
19. I feel most like sneering when I am with my schoolwork.
20. I feel most unhappy when I am with other children.
21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with my

mother.

23. I feel I must do what I am told when I am with my teacher.
24. I feel most scared when I am with my mother.
25. I feel most like showing I like someone when I am with my mother.
26. I think that I may get hurt when I am with my self.
27. I feel most like trying something new for excitement when I am with my mother.
28. I want most to know about something when I am with my mother.
29. I feel most bouncy an springy when I am with my mother.
30. I get into a sad, dark kind of mood most when I am with my schoolwork.
31. I feel most liked when I am with my mother.
32. I most often feel like doing things on the spur of the moment when I am with my father.
33. I feel most curious when I am with my mother.
34. I feel very lonely when I am with my schoolwork.
35. I feel that I most easily get angry when I am with other children.
36. I often feel that something unexpected happens when I am with my mother.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with my self.
39. I feel most like crying when I am with my mother.
40. I feel most like smiling and laughing when I am with my mother.

Appendix H - 5: Heather - CRIP diagram



Appendix H - 6: Heather - teacher re-evaluation

The following coding was used by the six teachers who teach Heather for various subjects to re-evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	2	*	3	5	*	2
homework -	3	*	4	5	*	*
school sport -	3	5	4	5	6	3
school rules -	3	3	3	3	*	2
peers (class) -	3	4	5	4	4	2
peers (general) -	3	4	5	4	4	2
you as teacher -	2	3	3	3	*	2
teachers (general)-	*	*	3	3	*	2
mother -	*	*	*	*	*	*
father -	*	*	*	*	*	*
self -	*	4	5	5	*	3

The following comments were given -

Teacher A - Dad around a lot at school functions. Very sweet child.

Appendix H - 7: Heather - incomplete sentences

The last time I cried was when -

I was so excited when we went to the fireworks with my Dad.

I get so angry when "uncle Joe" shouts at my Mom.

My father is fun to be with at all times.

I smiled When Kirsty asked me to have a party with her at break.

It makes me feel so sad when my Mom goes "behind closed doors" at night with "Uncle Joe."

I feel really safe with my Mom.

What I would like most is to get thin.

The most frightening thing is when "uncle Joe" was drunk and trying to kill my Mom.

I feel like screaming when I am angry.

My mother is fun sometimes.

When I lie in bed at night I read a book then go to sleep.

My mom and Dad are divorced. (Boo hoo hoo)

School is OK. You have to learn.

It was such a surprise when Kirsty asked me to be her friend.

What I want to do most is help all the people of the world.

I get so worried when my Dad drives so fast.

I laughed and laughed and then hugged my Dad and Mom.

Friends are fun to be with.

I think I am a fat pig.

The children at school always tease me.

When I get really angry I try to control my temper but sometimes it gets too much and I hit.

Homework is boring.

I get a sick feeling on my tummy when people call me and I know I've done something.

I just walk away when people tease me.

My heart was beating faster and faster when "uncle Joe" got drunk.

Teachers are weird.

When people touch me I sometimes walk away but when it's good

I hug them.

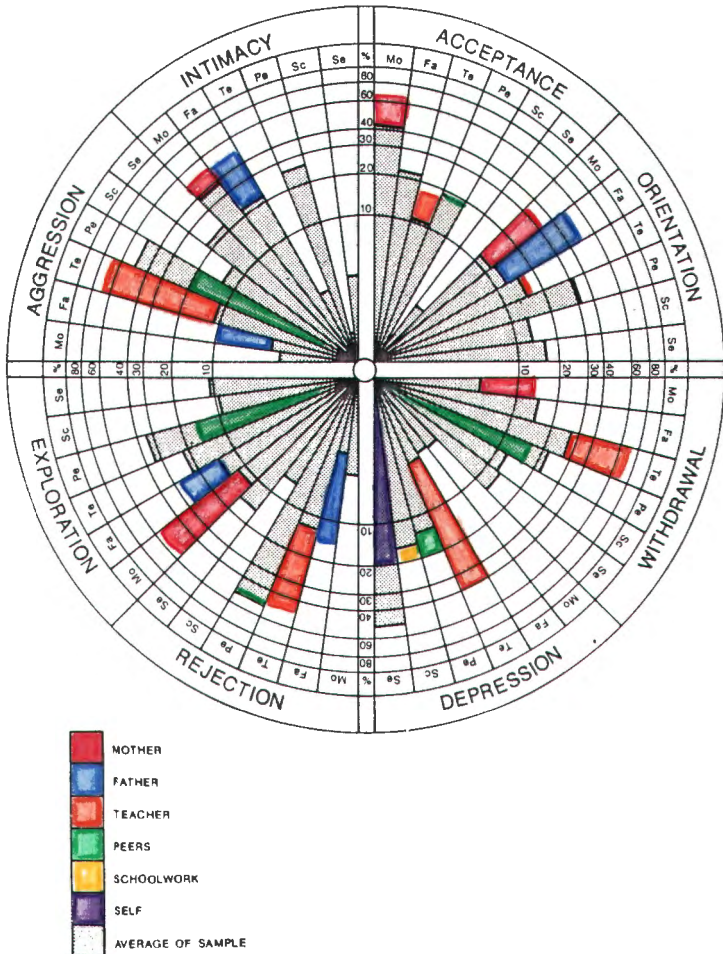
The worst thing in the world would be world war three. If the man's predictions is right, it will be in 1994 and I will be only fourteen.

Appendix H - 8: Heather - CRIP responses

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with my mother.
3. I feel most like saying something nasty when I am with my teacher.
4. I worry most about what people will think of me when I am with my father.
5. I feel most shaky when I am with my teacher.
6. I feel most shy when I am with other children.
7. I feel most sorry for myself when I am with myself.
8. I feel happiest when I am with my father.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my father.
10. I feel most afraid of what might happen when I am with my mother.
11. I feel most like saying "Shut up!" when I am with my teacher.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with my teacher.
14. I feel most like starting arguments when I am with other children.
15. I feel most cheerful when I am with my father.
16. I clench my fists most when I am with my teacher.
17. I most often feel that I can't believe what is happening when I am with my mother.
18. I feel trapped and can't escape when I am with my teacher.

19. I feel most like sneering when I am with my teacher.
20. I feel most unhappy when I am with my teacher.
21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with other children.
23. I feel I must do as I am told when I am with my teacher.
24. I feel most scared when I am with my teacher.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my teacher.
27. I feel most like trying something new for excitement when I am with my mother.
28. I want most to know about something when I am with my father.
29. I feel most bouncy and springy when I am with my father.
30. I get into a sad, dark kind of mood most when I am with my teacher.
31. I feel most liked when I am with my mother.
32. I most often feel like doing things on the spur of the moment when I am with my teacher.
33. I feel most curious when I am with my mother.
34. I feel very lonely when I am with other children.
35. I feel that I most easily get angry when I am with other children.
36. I often feel that something unexpected happens when I am with my father.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with my teacher.
39. I feel most like crying when I am with my schoolwork.
40. I feel most like smiling and laughing when I am with my mother.

Appendix H - 9: Heather - CRIP Diagram



Appendix I - 1: Imogene - teacher evaluation

The following coding was used by the six teachers who teach Imogene for various subjects to evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory

4 - unsatisfactory 5 - poor 6 - very poor

* - unable to code the relationship

Coded by teacher	-	A	B	C	D	E	F
Relationship with:							
schoolwork	-	5	*	3	3	3	3
homework	-	3	*	3	3	*	*
school sport	-	*	3	*	3	*	4
school rules	-	2	2	2	3	*	2
peers (class)	-	*	2	3	3	*	2
peers (general)	-	*	2	3	3	*	*
you as teacher	-	1	*	2	3	*	2
teachers (general)	-	*	*	2	3	*	2
mother	-	*	2	*	*	*	*
father	-	*	2	*	*	*	*
self	-	*	*	4	4	*	*

The following comments were given -

Teacher A - "Weak - very quiet. Don't know too much about her. One of the faceless children. Sweet though."

Teacher B - "I don't know this child too well."

Teacher E - "Only teach her an hour a week - a face in the crowd - never says a word."

Appendix I - 2: Imogene - self-report

Well I think when I speak to Mrs. (teacher D) in Afrikaans she doesn't understand what I am trying to say and that's why I don't get very high marks in Afrikaans. Mrs. (teacher D) thinks maybe I'm not speaking enough Afrikaans to her. I think I should pass this exam and listen and read the paper properly. And listen to the teacher. When she speaks in Afrikaana I don't understand what she is trying to say. I battle alot in Afrikaans but I will try my best. My Dad said I don't have to worry about Sotho and Afrikaans.

Appendix I - 3: Imogene - incomplete sentences

Imogene completed the incomplete sentence test as follows:

The last time I cried was when I failed one of my tests.

I was so excited because I passed my health test.

I get so angry when a teacher shouts at me.

My father really loves me.

I smiled because my friends are really helpful to me.

It makes me feel so sad when sometimes my friends leave me out.

I feel really safe when my mother is with me.

What I would really like most is to really study hard when the exams come.

The most frightening thing in my life is when my parent's leave me alone in the house.

I feel like screaming when people swear.

My mother is also a loving mother.

When I lie in bed at night I feel lonely at night.

My Mom and Dad love me.

School isn't too bad.

It was such a surprise that my friend came on my birthday.

What I want to do most is pass all my exams.
I get so worried when the teachers mark my tests.
I laughed and laughed and then hugged my father.
Friends are sometimes nice to me and then they are not.
I think I am not so good in Afrikaans, English and Maths.
The children at school sometimes say good morning to me.
When I get really angry is when children push me and pinch me.
Homework isn't too bad.
I get a sick feeling on my tummy when I start studying.
I just walk away when people say ugly things to me.
My heart was beating faster and faster when the teacher was
reading our marks.
Teachers sometimes get angry with me.
When people touch me I get shaky.
The worst thing in the world would be doing tests.

Appendix I - 4: Imogene - CRIP responses

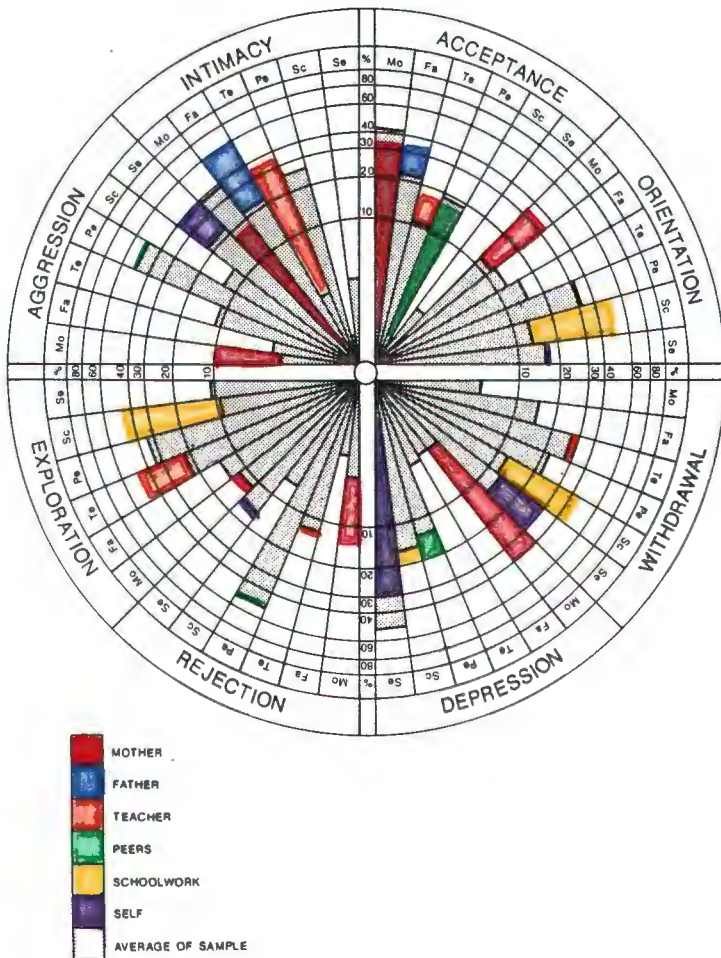
Imogene's responses to the items on the CRIP are given below.

1. I feel most like hugging and kissing when I am with my father.
2. I feel most that I want to know what's happening when I am with my mother.
3. I feel most like saying something nasty when I am with other children.
4. I worry most about what people will think of me when I am with my teacher.
5. I feel most shaky when I am with my schoolwork.
6. I feel most shy when I am with my teacher.
7. I feel most sorry for myself when I am with my mother.
8. I feel happiest when I am with my father.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my self.
10. I feel most afraid of what might happen when I am with my schoolwork.
11. I feel most like saying "Shut up!" when I am with other children.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with my self.
14. I feel most like starting arguments when I am with my self.
15. I feel most cheerful when I am with my father.
16. I clench my fists most when I am with my self.
17. I most often feel that I can't believe what is happening when I am with my school work.
18. I feel trapped and can't escape when I am with my self.
19. I feel most like sneering when I am with other children.
20. I feel most unhappy when I am with my schoolwork.
21. I feel most amazed when I am with my mother.
22. I feel so cross I could burst mostly when I am with other

children.

23. I feel I must do as I am told when I am with my teacher.
24. I feel most scared when I am with my schoolwork.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with myself.
27. I feel most like trying something new for excitement when I am with my schoolwork.
28. I want most to know about something when I am with my schoolwork.
29. I feel most bouncy and springy when I am with my teacher.
30. I get into a sad, dark kind of mood most when I am with my self.
31. I feel most liked when I am with my father.
32. I most often feel like doing things on the spur of the moment when I am with my mother.
33. I feel most curious when I am with my teacher.
34. I feel very lonely when I am with other children.
35. I feel that I most easily get angry when I am with my mother.
36. I often feel that something unexpected happens when I am with my schoolwork.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with other children.
39. I feel most like crying when I am with my mother.
40. I feel most like smiling and laughing when I am with my teacher.

Appendix I - 5: Imogene - CRIP diagram



Appendix I - 6: Imogene - teacher re-evaluation

The following coding was used by the six teachers who teach Imogene for various subjects to re-evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	4	*	3	3	*	3
homework -	3	*	3	3	*	*
school sport -	*	*	3	4	*	3
school rules -	2	*	2	3	*	2
peers (class) -	3	*	3	3	*	3
peers (general) -	3	*	3	3	*	*
you as teacher -	3	3	2	3	*	2
teachers (general)-	*	*	2	3	*	*
mother -	*	*	*	*	*	*
father -	*	*	*	*	*	*
self -	*	*	3	5	*	3

The following comments were given -

Teacher A - Very quiet - difficult to get to know.

Teacher B - I don't know this child too well.

Appendix I - 7: Imogene - incomplete sentences

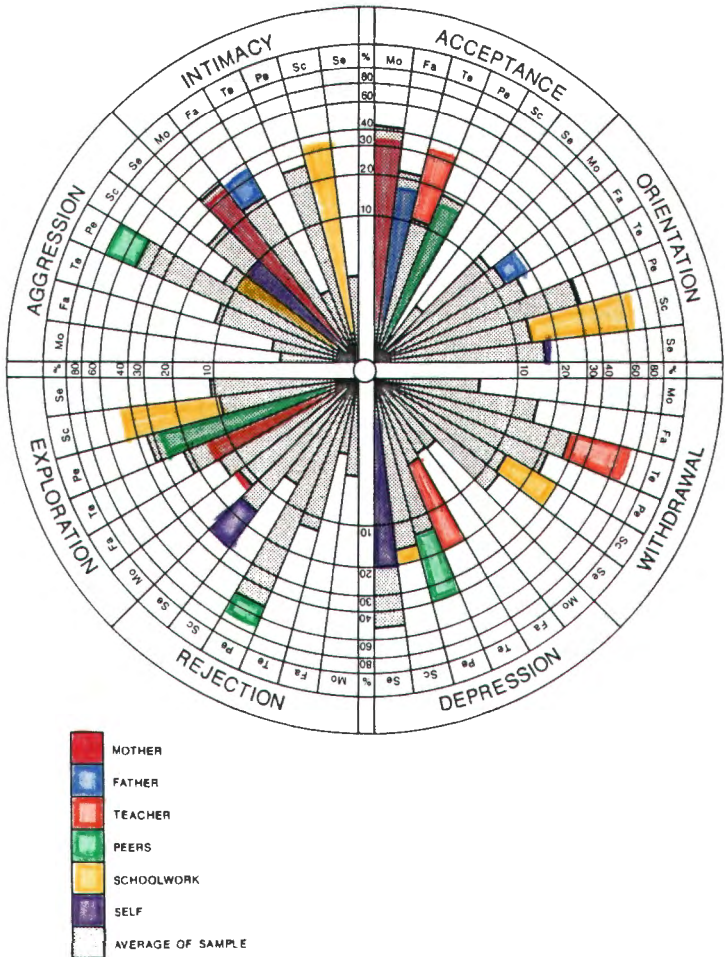
The last time I cried was when I got bad marks for science.
I was so excited when I got good marks for geography.
I get so angry when my friends don't make up with me.
My father is hugging and kissing.
I smiled when some body smiled at me.
It makes me feel so sad when I don't pass my test.
I feel really safe when I'm with my mother and father.
What I would like most is to be friends with other people.
The most frightening thing that's ever happened is when I don't pass my tests.
I feel like screaming when I am angry with someone.
My mother is also hugging and kissing.
When I lie in bed at night I hope I'll pass my tests.
My mom and Dad love me very much.
School is okay.
It was such a surprise when it is Christmas day.
What I want to do most is I want to pass my tests.
I get so worried when I get my tests back.
I laughed and laughed and then hugged my father.
Friends are wonderful.
I think I am going to pass this year.
The children at school sometimes tease me.
When I get really angry I want to scream.
Homework is alright.
I get a sick feeling on my tummy when I get my test.
I just walk away when I am upset.
My heart was beating faster and faster when I got my test.
Teachers are alright.
When people touch me I get irritated.
The worst thing in the world would be if I didn't pass my test.

Appendix I - 8: Imogene - CRIP responses

1. I feel most like hugging and kissing when I am with my father.
2. I feel most that I want to know what's happening when I am with my mother.
3. I feel most like saying something nasty when I am with other children.
4. I worry most about what people will think of me when I am with other children.
5. I feel most shaky when I am with my teacher.
6. I feel most shy when I am with my teacher.
7. I feel most sorry for myself when I am with myself.
8. I feel happiest when I am with my father.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my schoolwork.
10. I feel most afraid of what might happen when I am with my schoolwork.
11. I feel most like saying "Shut up!" when I am with my self.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with other children.
14. I feel most like starting arguments when I am with my self.
15. I feel most cheerful when I am with my mother.
16. I clench my fists most when I am with other children.
17. I most often feel that I can't believe what is happening when I am with my schoolwork.
18. I feel trapped and can't escape when I am with my teacher.
19. I feel most like sneering when I am with other children.
20. I feel most unhappy when I am with my schoolwork.
21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with other children.
23. I feel I must do as I am told when I am with my teacher.
24. I feel most scared when I am with my schoolwork.

25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my teacher.
27. I feel most like trying something new for excitement when I am with my schoolwork.
28. I want most to know about something when I am with my schoolwork.
29. I feel most bouncy and springy when I am with my schoolwork.
30. I get into a sad, dark kind of mood most when I am with other children.
31. I feel most liked when I am with my teacher.
32. I most often feel like doing things on the spur of the moment when I am with my self.
33. I feel most curious when I am with other children.
34. I feel very lonely when I am with other children.
35. I feel that I most easily get angry when I am with other children.
36. I often feel that something unexpected happens when I am with my schoolwork.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with other children.
39. I feel most like crying when I am with my teacher.
40. I feel most like smiling and laughing when I am with my schoolwork.

Appendix I - 9: Imogene - CRIP diagram



Appendix J - 1: Jenny - teacher evaluation

The following coding was used by the six teachers who teach Jenny for various subjects to evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	6	3	3	3	4	4
homework -	4	3	3	4	5	*
school sport -	4	5	*	6	5	5
school rules -	3	3	3	3	4	3
peers (class) -	4	4	5	4	4	5
peers (general) -	*	4	5	4	4	*
you as teacher -	3	3	3	3	4	2
teachers (general)-	*	3	3	4	4	2
mother -	*	3	*	*	*	5
father -	*	3	*	*	*	*
self -	*	4	5	4	4	5

The following comments were given -

Teacher A - "Homework much better than last year. Dominates peers. Father made a scene last year at Mr. W about me (in front of other parent's.) He said he was going to smash my face in. Drinks often, unemployed. Jenny needs attention all the time from one."

Teacher B - "Overweight, often teased. Father appears to have a drinking problem. Frequently out of work for long periods of time. Jenny often confides in me re: father's problem (work) and being teased.

Teacher E - "Very overweight. Repeating Std. three, in 1991. Father "was" unemployed - attended parent's evening and appeared to smell of alcohol, was loud and abusive towards teachers who were involved with Jenny. I taught her math in 1990 which she found difficult - father blamed me for her poor

work."

Teacher F - "Has often commented that she wished she was dead."

Appendix J - 2: Jenny - self-report

Jenny wrote the following concerning her problem:

"Well I think the teachers take me for granted and don't understand what I am trying to tell them. When I try to tell them something they chase us away. And I also think I must stop cheeking the teachers. What I think is my problem is that my perints don't love me and I have also started my period and have hade it for 3 months. My mom will tell all her friends and make me inbarised. I also think I don't study enogh. I think that the teachers take me for granted because I am over whate. I am nit studing enough. Mrs. (teacher D) won't understand if I try to speeke to her. I want the best in life and for my brother to. When Mrs. (teacher D) tries to speak in Afrikaans I don't understand what she is trying to tell me. I battle alot in Afrikaans but I try my best. I do as she askes. I don't think my mom is intrested in my school area and keep telling me wat to do. I also ly alot and that is my problem. I also battle in Sotho and don't understand."

(Spelling not corrected.)

Appendix J - 3: Jenny - incomplete sentences

Jenny completed the incomplete sentences as follows: -
(spelling not corrected)

The last time I cried was when I lost my puppy
 I was so excited when I got a new puppy.
 I get so angry when my mother tells me whet to do.
 My father is very onist and trusting towards me.
 I smiled when I am in a good mood.
 It makes me feel so sad wheen my brother and I fight.
 I feel really safe when I am with my Father.
 What I would like most is to speek and let out my feelings.
 The most frightening whas when I got my last years report.
 I feel like screaming when my perant fight.
 My mother wants me to tell truth and be trusting.
 When I lie in bed at night I think about all the rong things
 I have done.
 My mom and Dad really fight alot and that also bothers me.
 School when I am at school I fell ferry trusting around my
 friends.
 It was such a surprise when my report goes home.
 What I want to do most is to help my perints around the house.
 I get so worried before we rite exams or tests.
 I laughed and laughed and then hugged my boyfriend after
 school.
 Friends my friends and I like to be like a team we go throu
 all our probles together.
 I think I am loved when I am around my family.
 The children at school think I am fat but wat I look like has
 got nothing to do with them.
 When I get really angry I throw a tantrem.
 Homework I do, do my homework when I am in a good mood.
 I get a sick feeling on my tummy when my moom gives me spinich
 for supper but I just eat it.
 I just walk away when my fiends fight with me.

My heart was beating faster and faster wen I ran around and around.

Teachers make me sick.

When people touch me I feel scerd.

The worst thing in the world would be when I am all alone.

Appendix J - 4: Jenny - CRIP responses

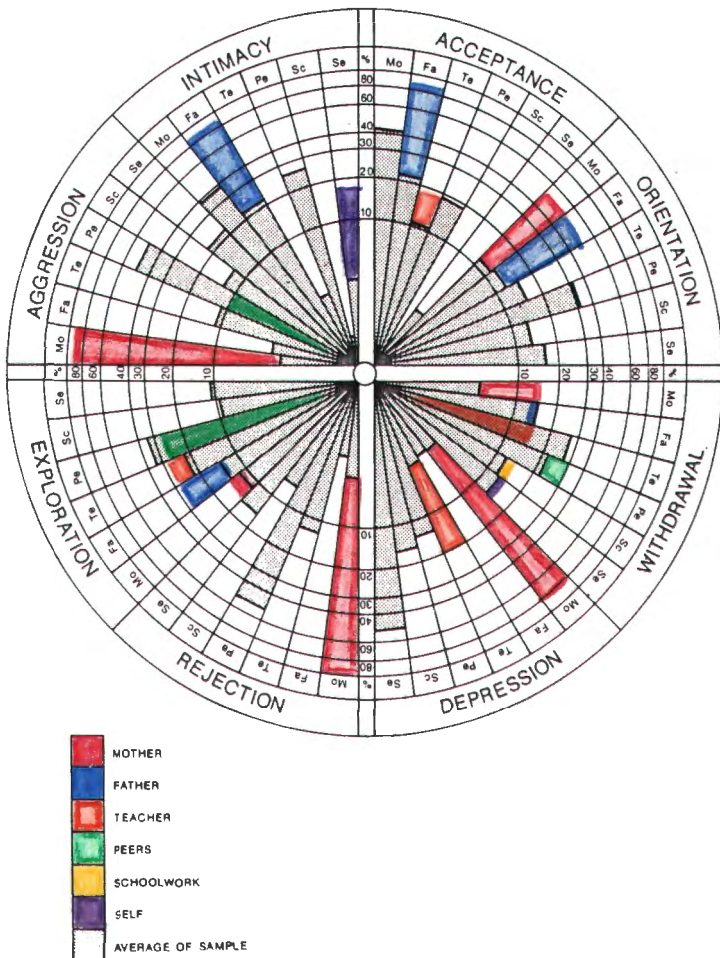
Jenny's responses to the items of the CRIP are given below.

1. I feel most like hugging and kissing when I am with my father.
2. I feel most that I want to know what's happening when I am with other children.
3. I feel most like saying something nasty when I am with my mother.
4. I worry most about what people will think of me when I am with my mother.
5. I feel most shaky when I am with my schoolwork.
6. I feel most shy when I am with my father.
7. I feel most sorry for myself when I am with my teacher.
8. I feel happiest when I am with my self.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my mother.
10. I feel most afraid of what might happen when I am with other children.
11. I feel most like saying "Shut up!" when I am with my mother.
12. I know I belong when I am with my father.
13. I feel I would most like to hurt someone when I am with my mother.
14. I feel most like starting arguments when I am with my mother.
15. I feel most cheerful when I am with my father.
16. I clench my fists most when I am with other children.
17. I most often feel that I can't believe what's happening

when I am with my mother.

18. I feel trapped and can't escape when I am with my mother.
19. I feel most like sneering when I am with my mother.
20. I feel most unhappy when I am with my mother.
21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with my mother.
23. I feel I must do as I am told when I am with my teacher.
24. I feel most scared when I am with my self.
25. I feel most like showing I like someone when I am with my father.
26. I think that I may get hurt when I am with other children.
27. I feel most like trying something new for excitement when I am with my father.
28. I want most to know about something when I am with my teacher.
29. I feel most bouncy and springy when I am with my father.
30. I get into a sad, dark kind of mood most when I am with my mother.
31. I feel most liked when I am with my father.
32. I most often feel like doing things on the spur of the moment when I am with my father.
33. I feel most curious when I am with my teacher.
34. I feel very lonely when I am with my mother.
35. I feel that I most easily get angry when I am with my mother.
36. I often feel that something unexpected happens when I am with my mother.
37. I feel most like making someone happy when I am with my father.
38. I feel most like hitting someone or something when I am with my mother.
39. I feel most like crying when I am with my mother.
40. I feel most like smiling and laughing when I am with my father.

Appendix J - 5: Jenny - CRIP diagram



Appendix J - 6: Jenny - teacher re-evaluation

The following coding was used by the six teachers who teach Jenny for various subjects to re-evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	4	3	3	3	4	3
homework -	3	3	3	4	4	*
school sport -	*	5	5	5	4	3
school rules -	*	3	3	3	3	3
peers (class) -	4	4	5	4	4	3
peers (general) -	4	4	5	4	4	3
you as teacher -	3	3	3	3	3	2
teachers (general)-	*	*	3	3	3	*
mother -	*	*	*	*	*	3
father -	*	*	*	*	*	*
self -	*	4	4	5	4	3

The following comments were given -

Teacher A - Large and fat - does she mind? Father drinks - loud, aggressive.

Teacher F - Relationship with mother seems to have improved.

Appendix J - 7: Jenny - incomplete sentences

The last time I cried was when I was hurt.
I was so excited when I was with my friends.
I get so angry when I am with my teachers.
My father is so lekker.
I smiled when I am with my friends.
It makes me feel so sad when I cry.
I feel really safe when I am with my parents.
What I would like most is to pass my exams.
The most frightening is when I come to school.
I feel like screaming when I am with a teacher.
My mother is very trusting.
When I lie in bed at night I think of all the things I have done wrong.
My mom and Dad are so trusting.
School is sik.
It was such a surprise when I started school.
What I want to do most is to be thin.
I get so worried when I fail a test.
I laughed and laughed and then hugged my mother.
Friends are good.
I think I am so fat.
The children at school tease me.
When I get really angry I swear.
Homework is ugly.
I get a sick feeling on my tummy when I see something ugly.
I just walk away when I get teased.
My heart was beating faster and faster when I failed last year.
Teachers are not trusting.
When people touch me I get worried.
The worst thing in the world would be when I was abused.

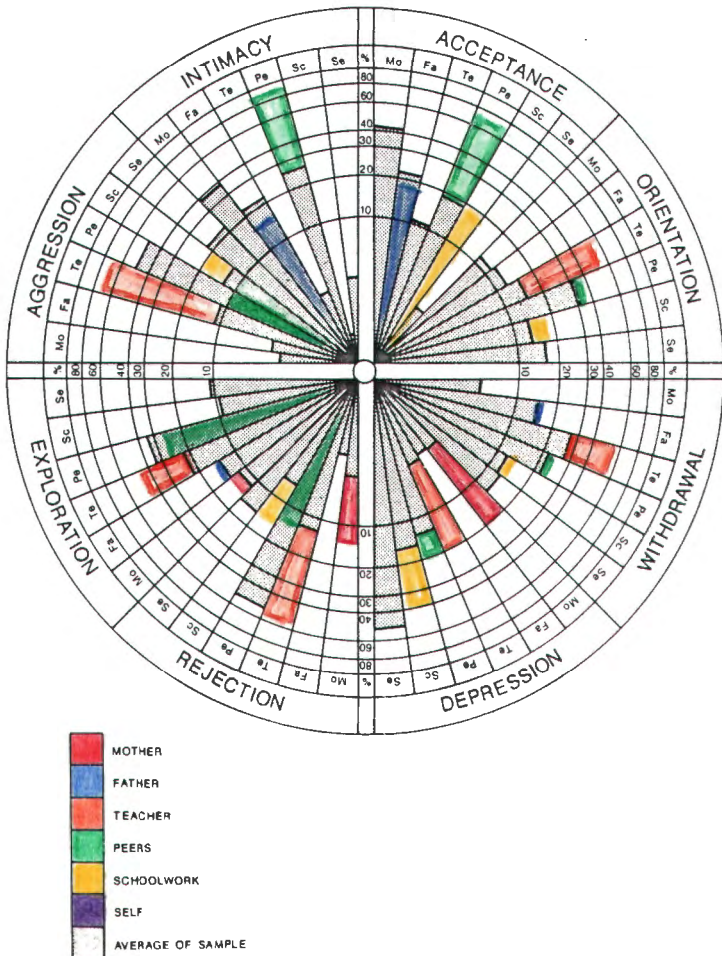
Appendix J - 8: Jenny - CRIP responses

1. I feel most like hugging and kissing when I am with my father.
2. I feel most that I want to know what's happening when I am with my teacher.
3. I feel most like saying something nasty when I am with my teacher.
4. I worry most about what people will think of me when I am with my mother.
5. I feel most shaky when I am with my teacher.
6. I feel most shy when I am with my teacher.
7. I feel most sorry for myself when I am with my teacher.
8. I feel happiest when I am with other children.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my teacher.
10. I feel most afraid of what might happen when I am with mt teacher.
11. I feel most like saying "Shut up!" when I am with other children.
12. I know I belong when I am with other children.
13. I feel I would most like to hurt someone when I am with my teacher.
14. I feel most like starting arguments when I am with my teacher.
15. I feel most cheerful when I am with other children.
16. I clench my fists most when I am with my teacher.
17. I most often feel that I can't believe what is happening when I am with my teacher.
18. I feel trapped and can't escape when I am with my teacher.
19. I feel most like sneering when I am with my schoolwork.
20. I feel most unhappy when I am with my mother.
21. I feel most amazed when I am with other children.
22. I feel so cross I could burst mostly when I am with my teacher.
23. I feel I must do as I am told when I am with my

schoolwork.

24. I feel most scared when I am with other children.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my father.
27. I feel most like trying something new for excitement when I am with other children.
28. I want most to know about something when I am with other children.
29. I feel most bouncy and springy when I am with other children.
30. I get into a sad, dark kind of mood most when I am with my schoolwork.
31. I feel most liked when I am with other children.
32. I most often feel like doing things on the spur of the moment when I am with my teacher.
33. I feel most curious when I am with my father.
34. I feel very lonely when I am with my schoolwork.
35. I feel that I most easily get angry when I am with my teacher.
36. I often feel that something unexpected happens when I am with my schoolwork.
37. I feel most like making someone happy when I am with other children.
38. I feel most like hitting someone or something when I am with my teacher.
39. I feel most like crying when I am with other children.
40. I feel most like smiling and laughing when I am with other children.

Appendix J - 9: Jenny - CRIP diagram



Appendix K - 1: Kirsty - teacher evaluation

The following coding was used by the six teachers who teach Kirsty for various subjects to evaluate certain relationships.

- 1 - excellent 2 - good 3 - satisfactory
 4 - unsatisfactory 5 - poor 6 - very poor
 * - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	6	3	3	3	4	3
homework -	3	3	3	3	*	*
school sport -	2	2	2	3	3	3
school rules -	2	3	3	3	4	3
peers (class) -	*	3	3	3	4	4
peers (general) -	*	3	3	3	4	4
you as teacher -	3	3	3	3	3	2
teachers (general)-	*	3	*	4	4	2
mother -	*	*	*	*	*	2
father -	*	*	*	*	*	2
self -	*	3	3	4	4	3

The following comments were written -

Teacher A - "Even more insecure (than twin sister). Also checks all the time. Doesn't pay attention. Usually does it all wrong - shame. Quite sweet little girl. Tries hard. Doesn't come to extra English."

Teacher B - "Very active. Father can get extremely violent at times, even to the extent of phoning me at home and shouting at my wife."

Appendix K - 2: Kirsty - self-report

Mrs. (teacher F) When we were at gicens she mond at me for nothing I was just sitting at the table doing nothing and when we went to P.E. my friend whould not dance with me so Mrs. (teacher F) told me to dance with a girl named tunia by I dont realy like her so I went out and sat down so Mrs. (teacher F) arsked me why I went out and if I did not tell her I would get a hiding or we would wat for ever. That is the only teacher I dont like. One day my father was hitting my mother so I have never like my father sins then but I have always loved my mother. and my father keeps on shouting at me amd hitting me and I don't like it. (Spelling not corrected.)

Appendix K - 3: Kirsty - incomplete sentences

Kirsty completed the incomplete sentences as follows:-

The last time I cried was when my father hit my mother.

I was so excited when my mother and my father got together.

I get so angry when my father hits my mother and the children.

My father is an alcoholic and it makes him bad.

I smiled when my father said he will stop drinking beer.

It makes me feel so sad when my mother and father hit me or shout at me.

I feel really safe when I am with my mother.

What I would like most is to for my father to stop drinking.

The most frightening when I am by myself.

I feel like screaming when my father gets in a bad temper.

My mother I feel so happy when I am with my mother.

When I lie in bed at night I pray that my father does not hurt my mother.

My Mom and Dad are very nice people.

School I like school in my life.

It was such a surprise when my mom and dad were back together.

What I want to do most is scream when my father hits my mother.

I get so worried when my father hits my mother.

I laughed and laughed and then hugged my dad when he does not hurt my mother.

Friends I feel more comfortable with my friends.

I think I am an ugly girl.

The children at school like my friends at school.

When I get really angry I want to scream.

Homework is okay.

I get a sick feeling on my tummy at home.

I just walk away when my father hits my mom.

My heart was beating faster and faster when I'm worried.

Teachers are not very nice.

When people touch me I feel uncomfortable.

The worst thing in the world would be my father.

Appendix H - 4: Kirsty - CRIP responses

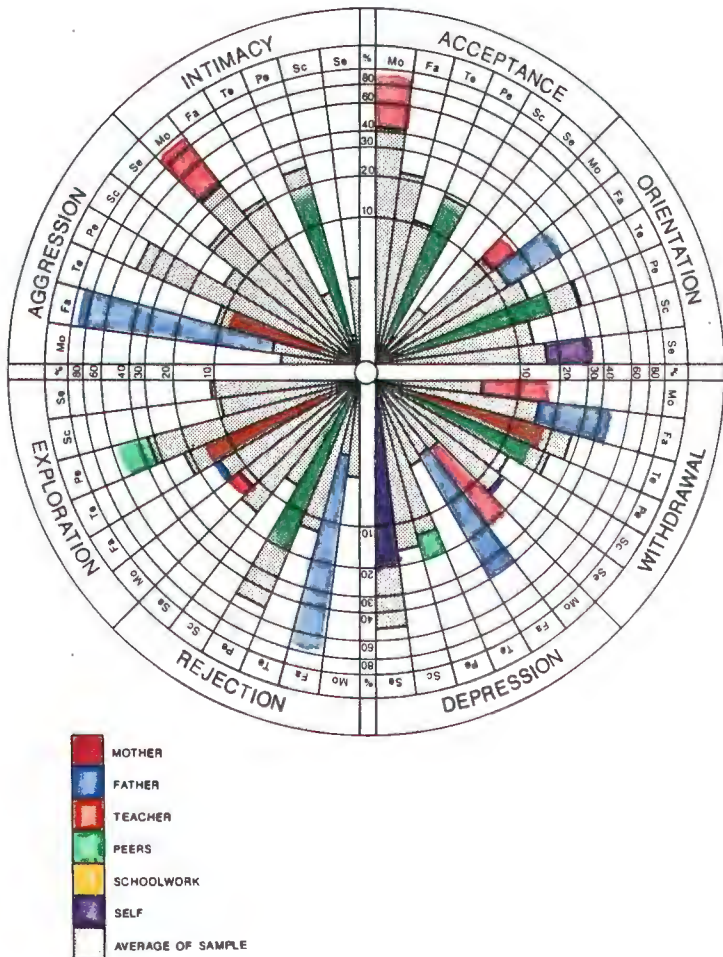
Kirsty's responses to the items of the CRIP are given below.

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with other children.
3. I feel most like saying something nasty when I am with my father.
4. I worry most about what people will think of me when I am with other children.
5. I feel most shaky when I am with my teacher.
6. I feel most shy when I am with other children.
7. I feel most sorry for myself when I am with my self.
8. I feel happiest when I am with my mother.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my father.
10. I feel most afraid of what might happen when I am with my father.
11. I feel most like saying "Shut up!" when I am with my father.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with my father.
14. I feel most like starting arguments when I am with other children.
15. I feel most cheerful when I am with my mother.
16. I clench my fists most when I am with my teacher.
17. I most often feel that I can't believe what is happening when I am with my self.
18. I feel trapped and can't escape when I am with my father.
19. I feel most like sneering when I am with my father.
20. I feel most unhappy when I am with other children.
21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with my

father.

23. I feel I must do as I am told when I am with my mother.
24. I feel most scared when I am with my father.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my self.
27. I feel most like trying something new for excitement when I am with my mother.
28. I want most to know about something when I am with other children.
29. I feel most bouncy and springy when I am with other children.
30. I get into a sad, dark kind of mood most when I am with my father.
31. I feel most liked when I am with my mother.
32. I most often feel like doing things on the spur of the moment when I am with other children.
33. I feel most curious when I am with my teacher.
34. I feel very lonely when I am with my mother.
35. I feel that I most easily get angry when I am with my father.
36. I often feel that something unexpected happens when I am with my self.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with my father.
39. I feel most like crying when I am with my father.
40. I feel most like smiling and laughing when I am with my mother.

Appendix K - 5: Kirsty - CRIP diagram



Appendix K - 6: Kirsty - teacher re-evaluation

The following coding was used by the six teachers who teach Kirsty for various subjects to re-evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
 4 - unsatisfactory 5 - poor 6 - very poor
 * - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	6	3	5	4	*	3
homework -	3	3	6	4	*	*
school sport -	*	3	3	3	*	3
school rules -	3	4	3	3	*	3
peers (class) -	3	4	3	4	*	3
peers (general) -	3	4	3	4	*	3
you as teacher -	3	3	3	3	*	3
teachers (general)-	*	*	3	3	*	*
mother -	*	*	*	*	*	*
father -	*	*	*	*	*	*
self -	*	*	3	4	*	3

Appendix K - 7: Kirsty - incomplete sentences

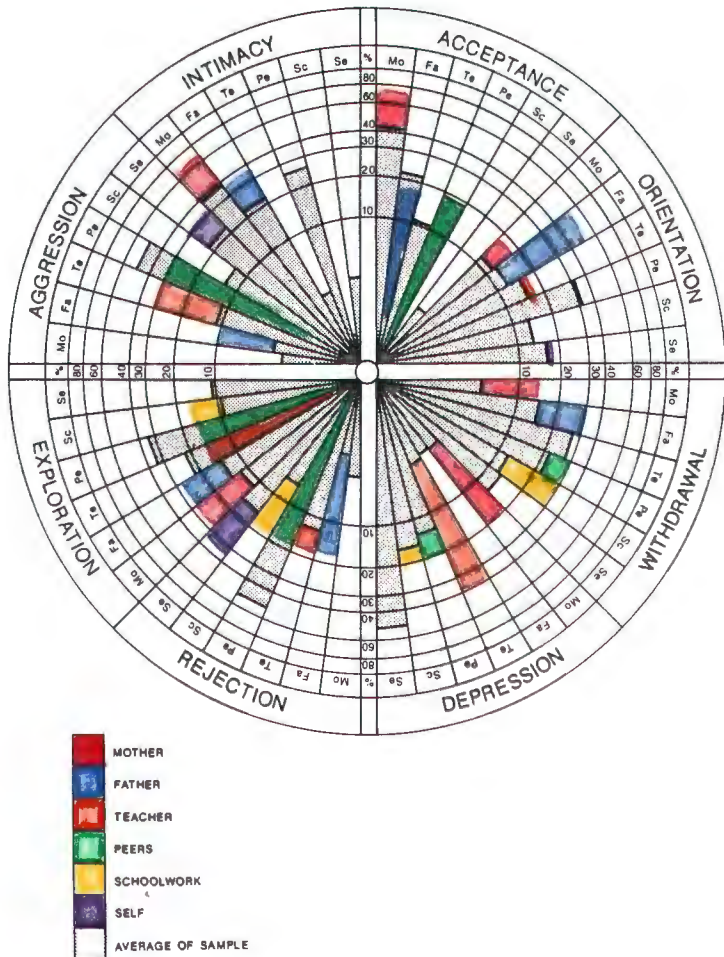
The last time I cried was when the children mocked me.
I was so excited with my mother and father.
I get so angry with other children.
My father is a nice man.
I smiled to my mother and father.
It makes me feel so sad with other children.
I feel really safe with my mother and father.
What I would like most is to hug my Mom and Dad.
The most frightening is with other children.
I feel like screaming with other children.
My mother is a nice woman.
When I lie in bed at night I think of Billy.
My mom and Dad are nice people.
School is very ugly.
It was such a surprise with my father.
What I want to do most is to play with my friends.
I get so worried with my schoolwork.
I laughed and laughed and then hugged my father and Mom.
Friends are okay.
I think I am an ugly -
The children at school are okay.
When I get really angry I scream and shout.
Homework is good.
I get a sick feeling on my tummy with teachers.
I just walk away from ugly people.
My heart was beating faster and faster with my schoolwork.
Teachers are not okay.
When people touch me I shout back.
The worst thing in the world would be my friends that are ugly to me.

Appendix K - 8: Kirsty - CRIP responses

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with my father.
3. I feel most like saying something nasty when I am with other children.
4. I worry most about what people will think of me when I am with my schoolwork.
5. I feel most shaky when I am with my schoolwork.
6. I feel most shy when I am with other children.
7. I feel most sorry for myself when I am with my schoolwork.
8. I feel happiest when I am with my father.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my self.
10. I feel most afraid of what might happen when I am with my mother.
11. I feel most like saying "Shut up!" when I am with my father. She adds in brackets, (little bit).
12. I know I belong when I am with my mother. (She insisted on including her father as well.)
13. I feel I would most like to hurt someone when I am with my teacher.
14. I feel most like starting arguments when I am with my self.
15. I feel most cheerful when I am with my mother. (She insisted on including her father as well.)
16. I clench my fists most when I am with other children.
17. I most often feel that I can't believe what is happening when I am with my father. Writes next to the number - Good.
18. I feel trapped and can't escape when I am with my schoolwork.
19. I feel most like sneering when I am with my self.
20. I feel most unhappy when I am with my teacher.

21. I feel most amazed when I am with my father.
22. I feel so cross I could burst mostly when I am with my self.
23. I feel I must do as I am told when I am with my mother.
(Again she insisted that she would not choose between her parents.)
24. I feel most scared when I am with other children.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my father.
27. I feel most like trying something new for excitement when I am with my mother. (Both parents were again coded.)
28. I want most to know about something when I am with my teacher.
29. I feel most bouncy and springy when I am with my mother and father.
30. I get into a sad, dark kind of mood most when I am with other children.
31. I feel most liked when I am with my mother.
32. I most often feel like doing things on the spur of the moment when I am with my mother. (Adds "Good.")
33. I feel most curious when I am with my father.
34. I feel very lonely when I am with other children.
35. I feel that I most easily get angry when I am with my teachers.
36. I often feel that something unexpected happens when I am with my father.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with other children.
39. I feel most like crying when I am with my mother. She adds "for".
40. I feel most like smiling and laughing when I am with my mother and father.

Appendix K - 9: Kirsty - CRIP diagram



Appendix L - 1: Laureen - teacher evaluation

The following coding was used by the six teachers who teach Laureen for various subjects to evaluate certain relationships.

1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	6	3	3	3	4	3
homework -	3	3	3	3	*	*
school sport -	2	2	2	3	3	3
school rules -	2	3	3	4	4	3
peers (class) -	*	3	3	3	4	4
peers (general) -	*	3	3	3	4	5
you as teacher -	3	3	3	4	3	2
teachers (general) -	*	3	*	4	4	2
mother -	*	*	*	*	*	2
father -	*	*	*	*	*	2
self -	*	3	3	3	4	4

The following comments were added -

Teacher A - "Insecure - Checks with sister (or anybody before attempting work.) Talks all the time in class - very irritating. She is slightly stronger than her sister. Quite a sweet child. Tries hard. Also skips extra reading now."

Teacher B - "Very "active" child. Father can get extremely violent at times, even to the extent of phoning me at home and shouting at my wife."

Teacher E - "left at school all day - not at aftercare, but have to wait to be collected 17h00. Father abrupt and abusively mouthed! Only teach her for an hour a week."

Appendix L - 2: Laureen - self-report

"I think the school thinks that my spelling and English I have a problem with. Why I do think so bad is because a long time ago my mom and dad were seprated for three years and I could not work problely or do enithing problely. And it,s is upsetting when people call my rooi koppey or red head I do start crying and people always behorrbble and don't want you to play games with them that is why I am thank foull that the friends I have I always want to keep them." (Spelling not corrected.)

Appendix L - 3: Laureen - incomplete sentences

Laureen completed the incomplete sentences as follows:-

The last time I cried was when my uncle died.
I was so excited when the family sat together.
I get so angry when people call me ugly names.
My father is and can not stop being an alcoholic.
I smiled when my dad kissed me.
It makes me feel so sad when my father hits me.
I feel really safe when my dad is at home.
What I would like most is to stop my dad from hitting my mom.
The most frightening is when he hits (father) me.
I feel like screaming when he (father) hits my mom.
My mother I will love forever.
When I lie in bed at night I think stop hitting mom.
My mom and Dad are very good to me.
School is not nice because teachers pick on me.
It was such a surprise when my dad did not drink.
What I want to do most is to make my dad stop hitting.
I get so worried when my dad goes out.
I laughed and laughed and then hugged my mom and my dad.
Friends make me get cross when they tease me.
I think I am not a nice girl with red hair.
The children at school are nice sometimes.
When I get really angry I just want to scream.
Homework is nice sometimes.
I get a sick feeling on my tummy when I hear someone died.
I just walk away when they make me mad.
My heart was beating faster and faster when I got smacked.
Teachers I do not like - they pick on me.
When people touch me I get scared.
The worst thing in the world would be nice to people and not horrible.

Appendix L - 4: Laureen - CRIP responses

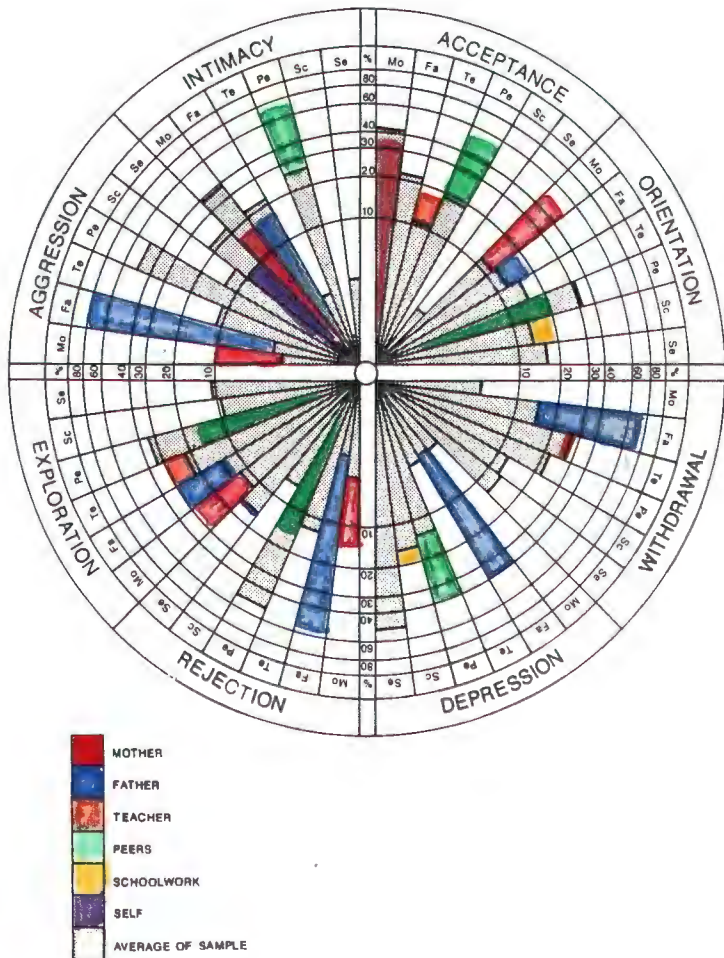
Laureen's responses to the CRIP are given below.

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with my mother.
3. I feel most like saying something nasty when I am with my self.
4. I worry most about what people will think of me when I am with other children.
5. I feel most shaky when I am with my father.
6. I feel most shy when I am with my teacher.
7. I feel most sorry for myself when I am with my schoolwork.
8. I feel happiest when I am with other children.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my mother.
10. I feel most afraid of what might happen when I am with my father.
11. I feel most like saying "Shut up!" when I am with my father.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with my father.
14. I feel most like starting arguments when I am with my mother.
15. I feel most cheerful when I am with other children.
16. I clench my fists most when I am with my father.
17. I most often feel that I can't believe what is happening when I am with my father.
18. I feel trapped and can't escape when I am with my father.
19. I feel most like sneering when I am with my father.
20. I feel most unhappy when I am with my father.
21. I feel most amazed when I am with other children.
22. I feel so cross I could burst mostly when I am with my

father.

23. I feel I must do as I am told when I am with my teacher.
24. I feel most scared when I am with my father.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my father.
27. I feel most like trying something new for excitement when I am with my mother.
28. I want most to know about something when I am with my teacher.
29. I feel most bouncy and springy when I am with my father.
30. I get into a sad, dark kind of mood most when I am with my father.
31. I feel most liked when I am with other children.
32. I most often feel like doing things on the spur of the moment when I am with my schoolwork.
33. I feel most curious when I am with my father.
34. I feel very lonely when I am with other children.
35. I feel that I most easily get angry when I am with my father.
36. I often feel that something unexpected happens when I am with my mother.
37. I feel most like making someone happy when I am with other children.
38. I feel most like hitting someone or something when I am with my father.
39. I feel most like crying when I am with other children.
40. I feel most like smiling and laughing when I am with other children.

Appendix L - 5: Laureen - CRIP diagram



Appendix L - 6: Laureen - teacher re-evaluation

The following coding was used by the six teachers who teach Laureen for various subjects to re-evaluate certain relationships.

- 1 - excellent 2 - good 3 - satisfactory
4 - unsatisfactory 5 - poor 6 - very poor
* - unable to code the relationship

Coded by teacher -	A	B	C	D	E	F
Relationship with:						
schoolwork -	6	3	5	4	*	3
homework -	3	3	6	4	*	3
school sport -	*	3	3	3	*	3
school rules -	*	4	3	3	*	3
peers (class) -	3	4	3	4	4	3
peers (general) -	3	4	3	4	4	3
you as teacher -	3	3	3	3	*	3
teachers (general)-	*	*	3	3	*	*
mother -	*	*	*	*	*	*
father -	*	*	*	*	*	*
self -	*	*	3	5	*	3

The following comments were given -

Teacher A - Immature.

Appendix L - 7: Laureen - incomplete sentences

Laureen completed the incomplete sentences as follows:-

(She experiences such difficulty in expressing herself in writing that the researcher wrote down her answers for her.)

The last time I cried was when my father hit my Mom.

I was so excited at the beginning of the year when I started standard three.

I get so angry with Mrs. (senior teacher) because she is

always picking on me.

My father is a very nice person and I'm pleased he has started a new job.

I smiled when I had a new friend.

It makes me feel so sad when the teachers pick on me.

I feel really safe with my Mom.

What I would like most is to let my father stop hitting my mother.

The most frightening thing is when my Father starts to drink. I feel like screaming when the teachers, like keep on against me.

My mother is a nice person. She helps us when we're in trouble.

When I lie in bed at night I think what's going to happen tomorrow with my schoolwork.

My mom and Dad are good parents to me.

School is nice but in a way it is not.

It was such a surprise when I passed my English test.

What I want to do most is to like all the teachers.

I get so worried that my father will hit my Mother again.

I laughed and laughed and then hugged my father when he got a new job.

Friends some can be nice to me.

I think I am special to my Mom.

The children at school can be nice if they want to.

When I get really angry is when teachers moan at me.

Homework is nice.

I get a sick feeling on my tummy when I start to do tests.

I just walk away when children mock me.

My heart was beating faster and faster when the man got out the yellow beetle with no clothes on.

Teachers are nice but some are ugly.

When people touch me I want to scream and walk away because it makes me think of the man in the cafe.

The worst thing in the world would be for my mother to die.

Appendix L - 8: Laureen - CRIP responses

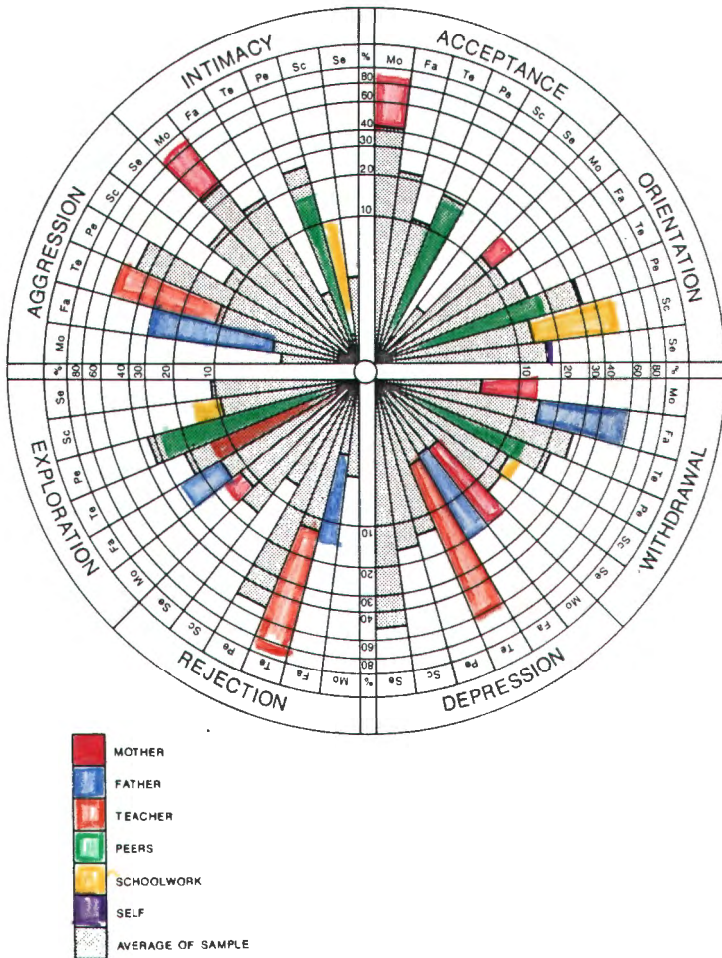
Laureen's responses to the items of the CRIP are given below.

1. I feel most like hugging and kissing when I am with my mother.
2. I feel most that I want to know what's happening when I am with other children.
3. I feel most like saying something nasty when I am with my father.
4. I worry most about what people will think of me when I am with my teacher.
5. I feel most shaky when I am with my father.
6. I feel most shy when I am with other children.
7. I feel most sorry for myself when I am with my mother.
8. I feel happiest when I am with my mother.
9. I feel most like doing things without thinking of what might happen afterwards when I am with my schoolwork.
10. I feel most afraid of what might happen when I am with my schoolwork.
11. I feel most like saying "Shut up!" when I am with my teacher.
12. I know I belong when I am with my mother.
13. I feel I would most like to hurt someone when I am with my father.
14. I feel most like starting arguments when I am with my teacher.
15. I feel most cheerful when I am with my mother.
16. I clench my fists most when I am with my father.
17. I most often feel that I can't believe what is happening when I am with my schoolwork.
18. I feel trapped and can't escape when I am with my father.
19. I feel most like sneering when I am with my teacher.
20. I feel most unhappy when I am with my teacher.
21. I feel most amazed when I am with other children.
22. I feel so cross I could burst mostly when I am with my

teacher.

23. I feel I must do as I am told when I am with my mother.
24. I feel most scared when I am with my father.
25. I feel most like showing I like someone when I am with other children.
26. I think that I may get hurt when I am with my father.
27. I feel most like trying something new for excitement when I am with my mother.
28. I want most to know about something when I am with my father.
29. I feel most bouncy and springy when I am with my mother.
30. I get into a sad, dark kind of mood most when I am with my teacher.
31. I feel most liked when I am with my mother.
32. I most often feel like doing things on the spur of the moment when I am with my self.
33. I feel most curious when I am with my father.
34. I feel very lonely when I am with my teacher.
35. I feel that I most easily get angry when I am with my teacher.
36. I often feel that something unexpected happens when I am with my schoolwork.
37. I feel most like making someone happy when I am with my mother.
38. I feel most like hitting someone or something when I am with my teacher.
39. I feel most like crying when I am with my father.
40. I feel most like smiling and laughing when I am with other children.

Appendix L - 9: Laureen - CRIP diagram



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