

**THERAPEUTIC GUIDELINES FOR COUNSELLORS WHO SUPPORT THE
RETAINED CHILD: A GESTALT APPROACH**

by

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submitted in part fulfilment of the requirements for
the degree of

**MASTER OF DIACONIOLOGY
(DIRECTION: PLAY THERAPY)**

at the

UNIVERSITY OF SOUTH AFRICA

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NOVEMBER 2005

DECLARATION

Student number: 3512-999-9

I declare that **THERAPEUTIC GUIDELINES FOR COUNSELLORS WHO SUPPORT THE RETAINED CHILD: A GESTALT APPROACH** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

(Mrs I Schröder)

DATE

ACKNOWLEDGEMENTS

The researcher would like to express her sincere appreciation and gratitude towards the following people and institutions for their support in the completion of this dissertation:

The Heavenly Father who gave me the courage to follow this journey.

To the loves of my life, Roland and Hannah. Without their love and constant support I would never have started this journey. I am so grateful for their presence in my life. Thank you Roland for your immense support and unwavering faith in me.

Dr Retha Bloem, my supervisor, whose knowledge and enthusiasm always left me in awe. It was an immense privilege to work under her guidance and expertise. She is not only a phenomenal mentor, but also an exceptional person.

My parents, Esbra and Doreen, for all their love, support and countless prayers. Thank you mom for the many phone calls of encouragement.

Dr Hannie Schoeman who planted the first seed in my mind of the wonder of working with children.

The staff at the Centre for Play Therapy at The Huguenot College for their assistance in guiding me on the path of growth. A special thank you to Carlien van Wyk for her interest and guidance.

Anneen Fourie, librarian at The Huguenot College Library, for her patience and assistance.

EXPLANATION OF TERMINOLOGY USED

In context of the study:

- (i) the terms learner / person / organism refer to the child;
- (ii) the male reference form of “he”, “him” and “himself” was used to avoid clumsy writing style and without any sexual discrimination or preference;
- (iii) because of the researcher’s traditional Western perspective she may have conveyed a stronger and more subjective writing style in favour of her Western culture;
- (iv) the term educational professional refers to any professional person working or rendering services to the child in the educational environment.

SUMMARY

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The research was directed at developing guidelines for counsellors who work with retained middle childhood learners. The supposition of the study was that retained middle childhood learners require support in accepting the retention.

For the purpose of this study a qualitative research approach with an exploratory and descriptive nature was used. The intervention research model of Rothman and Thomas (1994) was applied. A combination of Gestalt philosophical principles, existing literature and semi-structured interviews with educators, educational psychologists and middle childhood learners with experience of grade retention were used to develop guidelines.

The researcher concluded that retained middle childhood learners require support in the process of accepting the grade retention. Counsellors who work with retained middle childhood learners lack knowledge on how to support the retained child. Guidelines for counsellors who work with retained middle childhood learners were developed to successfully address the lack of knowledge in the field.

KEY TERMS

GRADE RETENTION

RETAINED

GESTALT APPROACH

GESTALT THERAPY

THERAPEUTIC

SUPPORT

MIDDLE CHILDHOOD

SCHOOL EXPERIENCE

COUNSELLOR

EDUCATOR

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