

GESTALT PLAY THERAPY WITH THE HIGH SCHOOL LEARNER WITH
SPINA BIFIDA

By

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We must look on children in need not as problems but as individuals with potential to share if they are given the opportunity. Even when they are really troublesome, there is some good in them, for, after all, they were created by God. I would hope we could find creative ways to draw out of our children the good that is there in each of them.

- Archbishop Desmond Tutu -

STATEMENT

I declare that “**GESTALT PLAY THERAPY WITH THE HIGH SCHOOL LEARNER WITH SPINA BIFIDA**”, 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.

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RONEL ROUX

.....

DATE

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Herewith I would like to thank and acknowledge the following people:

- First of all I would like to thank God for giving me this opportunity to make a difference in some children's lives. Thank You for giving me the strength to complete this and to grow through this experience.
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SUMMARY

This research was directed at determining the value of Gestalt play therapy for the high school learner with Spina Bifida. By undertaking a literature study regarding the child with Spina Bifida, as well as Gestalt play therapy, it was possible to determine what needs and difficulties these learners experience and how Gestalt play therapy can be implemented to address these needs and difficulties.

The researcher concludes that any high school learner experiences a lot of developmental changes, but for the learner with Spina Bifida there are not only the social, personal, physical and emotional changes, but also the fact that because of the disability, more support and help structures are needed. It became evident that, for these learners, Gestalt play therapy is a very effective and useful intervention technique. Learners were guided towards awareness of themselves, as well as their inner strength to face the unfinished business in their lives.

KEY TERMS

SPINA BIFIDA

GESTALT THERAPY

SCHOEMAN'S MODEL

HIGH SCHOOL LEARNER

THERAPEUTIC RELATIONSHIP

AWARENESS

PLAY THERAPY

PROJECTION

SELF-NURTURING

ADOLESCENTS

OPSOMMING

Hierdie navorsing is gerig op die benuttingswaarde wat Gestaltspelterapie het vir die hoërskool leerder met Spina Bifida. 'n Literatuurstudie van die leerder met Spina Bifida, asook van Gestaltspelterapie, het dit moontlik gemaak om te bepaal wat die behoeftes en probleme van hierdie leerders is, en hoe Gestaltspelterapie geïmplementeer kan word om hierdie behoeftes en probleme aan te spreek.

Daar is tot die gevolgtrekking gekom dat enige hoërskool leerder deur verskeie ontwikkelingsveranderings moet gaan, maar vir die leerder met Spina Bifida is daar nie slegs die sosiale, persoonlike, fisiese en emosionele veranderings nie, maar ook die feit dat hul gestremdheid meer ondersteuning en hulp vereis. Dit het duidelik geblyk dat Gestaltspelterapie, vir hierdie leerders, 'n effektiewe en bruikbare intervensietegniek is. Dit het leerders gelei tot sowel 'n groter bewuswording van hulself, as die innerlike krag om onvoltooide sake in hul lewens te hanteer en af te handel.

SLEUTERTERME

SPINA BIFIDA

GESTALT THERAPIE

SCHOEMAN'S MODEL

HOËRSKOOLLEERDER

TERAPEUTIESE VERHOUDING

BEWUSTHEID

SPELTERAPIE

PROJEKSIE

SELFVERTROETELING

ADOLESSANT

STATEMENT REGARDING LANGUAGE USE

Within the context of this study:

- (i) The male pronoun (he/his/him) will be used throughout this report to refer to both genders, in order to prevent long-windedness.

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