

THE USE OF GESTALT THERAPY AS AN ALTERNATIVE ASSESSMENT
TECHNIQUE WITH PRIMARY SCHOOL GIRLS
WHO HAVE BEEN SEXUALLY ABUSED

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From my heart to yours, I dedicate this dissertation to my parents, Esther and Ooppel Greeff, and my fiancé Rishan Chetty, who carried me through the years of my studies and provided me with the opportunity to better my life through the pursuit of higher education.

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- ❖ *My Heavenly Father, for guidance and for granting me the ability and insight to succeed in this journey.*

DECLARATION OF AUTHENTICITY

I, Melanie Oelofsen, declare that:

**THE USE OF GESTALT THERAPY AS AN ALTERNATIVE ASSESSMENT TECHNIQUE
WITH PRIMARY SCHOOL GIRLS WHO HAVE BEEN SEXUALLY ABUSED**

is my own work and that all references appear in the list of references.

MELANIE OELOFSEN

DATE

SUMMARY

THE USE OF GESTALT THERAPY AS AN ALTERNATIVE ASSESSMENT TECHNIQUE WITH PRIMARY SCHOOL GIRLS WHO HAVE BEEN SEXUALLY ABUSED

by

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The purpose of this study was to explore and describe the use of Gestalt therapy as an alternative assessment technique with two primary school girls who have been sexually abused. The empirical study of limited extent, was *qualitative* in nature and conducted from the *interpretivist* paradigm. I used two *in-depth clinical case studies situated within the context of psychotherapy outcome research* as research design. I developed and implemented *alternative assessment based on Gestalt therapy* and employed *observation, interviews, informal discussions, analysis of documentation, a reflective diary, field notes and visual data* (photographs and original media) as data collection and documentation methods. I purposefully selected two primary school girls who have been sexually abused as participants in the study.

The findings of the study were, firstly, that Gestalt therapy could be used as an effective alternative assessment technique with the target participants as it seemingly provided a safe setting to express emotions, fears and needs related to the trauma of sexual abuse. In this regard, a finding was that the primary participants had to deal with challenging emotions including anxiety, fear, aggression, anger, hatred, rage, sadness and depression. A related finding was that they experienced a need for love, unconditional acceptance, support and protection. Similarly, the study found that they also displayed negative behaviour such as inadequate social behaviour, restlessness and withdrawal from challenging social situations. Most importantly, utilising this mode of assessment rendered insight into the defence mechanisms they employed such as denial, avoidance, suppression and escapism. Secondly, alternative assessments based on Gestalt therapy seemed to have a positive effect on both participants, as indicated by change during and after the process of assessment in terms of emotions, behaviour and the use of defence mechanisms.

LIST OF KEY CONCEPTS

- Alternative assessment
- Clinical case study situated within psychotherapy outcome research
- Educational psychological assessment
- Educational psychological intervention
- Gestalt therapy
- Interpretivism
- Primary school girls
- Psychosocial support
- Qualitative research
- Sexual abuse

“They had been initiated into a strange twilight fraternity where explanation would be forever impossible. Everybody understands this, as they did themselves, dimly. It did not need to be mentioned. Everyone was sorry, as they were themselves. However, there was nothing that could be done about it. Tenderness was all that could be given, and like most of the labelled human emotions, it meant nothing when put alongside the intensity of the experience”

(Author unknown).

“We build walls around our hearts because of our need to defend ourselves from the more difficult aspects of existence. Most often the defended stance prevents us from hearing other voices. We retreat into safe containers to lick our wounds or to block the reception of new ones”

(Author unknown).

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RESEARCHER JOURNAL
DATA ANALYSIS***

* *Included as hard copy*

* *Included as hard copy and on compact disc*

CHAPTER 1

OVERVIEW AND RATIONALE

“To be of assistance to you, I will put aside myself – the self of ordinary interaction – and enter your world of perception as completely as I am able” (Rogers, 1951:28).

1.1 INTRODUCTION AND RATIONALE

In today's society, a large number of children are left vulnerable due to circumstances beyond their control. One of these circumstances is sexual abuse. Child sexual abuse is a common social problem in South Africa (Leventhal, 2000). As a result, like others (for example Cathers, Fagin & Mulryan, 2004; Leventhal, 2000), I deem continuous research on assessments and interventions to help children, who have been exposed to such trauma, as important. One area of research that is still emerging is the exploration of alternative forms of assessment of girls who have been sexually abused (Leventhal, 2000). As the focus in Educational Psychology is gradually shifting towards alternative assessment (Maree, 2004), the knowledge base with regard to the sexual abuse of young girls can benefit from research on alternative forms of assessment.

My motivation for conducting this study is personal, and based on my own interests and experiences: *“We notice what we notice in accordance with who we are” (Cole, 1997:2).* This study represents who I am in the world and what I care about, and reflects social changes that I would like to facilitate. I believe that children represent the core of society and determine the future of the welfare of communities. Moreover, I grew up in a children's home, and during those 16 years of my life it came to my attention that the children I got to know over the years reacted differently to sexual abuse. Some exhibited remarkable resilience, whereas others became aggressive and suffered from despair, fear, hatred, behavioural problems and inappropriate interpersonal relations.¹

Literature supports the fact that sexual abuse might lead to negative long-term consequences (Cathers *et al.*, 2004; Leventhal, 2000). Other typical short-term symptoms include anger, inability to trust, selfharming behaviour, sleep and eating disorders, depression, aggression, phobia, drug abuse, suicidal thoughts, scholastic challenges, delinquency and criminality (Leventhal, 2000). As these symptoms have implications for both individuals and society at large, assessment and intervention by health

¹ I aimed to monitor my “lived-experience” during the inquiry by means of a researcher journal, included in Appendix E (McMillan & Schumacher, 2001).

professionals, such as educational psychologists, are imperative for children who have been sexually abused. I propose that Gestalt therapy may proffer one route for the assessment of girls who have been sexually abused. I decided to explore Gestalt therapy, based on my belief in the therapy's assumptions that children's bodies, senses and feelings are better indications of the truth than their words, which they often use to hide the truth from themselves (Thompson & Rudolph, 2000).

Children who have been sexually abused are often young and might consequently have limited abilities to describe and understand the abuse that they have been exposed to (Cathers *et al.*, 2004). Many children also prefer not to speak about the sexual abuse, as they are too scared or too shy (Leventhal, 2000). At present, there seems to exist a need for practical guidelines on how the assessment of children, who have been sexually abused, might be implemented (Cathers *et al.*, 2004), as the assessment of these children can be very challenging. Based on challenges that I experienced as educational psychologist in training, and during assessment and intervention with younger children who have been sexually abused, I started inquiring about the literature available in this regard. I soon realised that information on this topic is limited by nature (Leventhal, 2000), despite the definite need for the provision of support for primary school girls who have been sexually abused.

Gestalt therapy intrigued me, due to its possible suitable use within the context of child sexual abuse, based on the focus on children's thoughts, feelings and non-verbal behaviour as the most important areas of concern. Moreover, I started wondering whether or not this intervention technique could be used with younger children who do not yet possess the ability to describe the abuse that they were subjected to, or who are too shy or too scared to do so. In addition, as Gestalt therapy is traditionally used for *intervention*, I wanted to explore whether or not it might also be applied as an alternative *assessment* technique. I would like to declare at this stage that alternative assessment based on Gestalt therapy might be adapted to the client's individual needs and preferences. Furthermore, I contend that Gestalt therapy might facilitate interaction between the assessor and the clients, stimulating children's awareness of their needs. Therefore, my research aimed to explore and describe possible ways of alternatively assessing primary school girls who have been sexually abused, by relying on Gestalt therapy.

Although I discuss the advantages of the use of Gestalt therapy as part of Chapter 2, I did not attempt to advocate or reject the use of Gestalt therapy in general. Instead, I formulated alternative assessment assumptions regarding Gestalt therapy, as guided by Gestalt theory. Therefore, my study might make a

meaningful contribution to the existing literature on the use of Gestalt therapy when alternatively assessing young children who have been sexually abused. My findings might also be useful to caring professionals who come into contact with girls who have been sexually abused. Moreover, my study could contribute to the existing theoretical knowledge base in the fields of alternative assessment, sexual abuse and Gestalt therapy. Furthermore, there seems to be a need in South Africa to understand alternative assessment practices, and for practitioners to explore the application of such practices (Maree, 2004). We need to progress from using traditional approaches, to exploring the use of alternative approaches that better accommodate diversity in children (Losardo & Notari-Syverson, 2003). I believe that this study could provide the opportunity to draw attention to the importance of exploring and applying alternative assessments with children who have been sexually abused.

The manifestations and contexts of sexual abuse are diverse. It is therefore unlikely that one specific assessment approach will be successful with all children who have been sexually abused. However, at the onset of my study I believed that if, on the other hand, my research findings were to indicate that Gestalt therapy could be successfully used for alternatively assessing primary school girls who have been sexually abused, the practical implications for psychologists might be to introduce assessments that focus on such an approach. If I were to find that Gestalt therapy cannot successfully be used as an alternative assessment technique with primary school girls who have been sexually abused, the study could still be regarded as useful, based on the empirical research that has been done and documented in this area of interest.

1.2 STATEMENT OF PURPOSE

The purpose of my study was to explore and describe (McMillan & Schumacher, 2001) the possible use of Gestalt therapy as an alternative assessment² technique with primary school girls who have been sexually abused. I aimed to explore and assess two selected participants' experiences and related emotions regarding the sexual abuse that they had been exposed to. I therefore focused on the emotional and behavioural impact of the sexual abuse. In this manner, this study explored the question whether or not Gestalt therapy can be used as an alternative assessment technique to determine the psychological state of two primary school girls who have been sexually abused.

² Although I focus on assessment, I acknowledge the fact that *assessment* inevitably implies *intervention*.

1.3 RESEARCH QUESTIONS

This study was guided by the following primary research question: *To what extent can Gestalt therapy be used as an alternative assessment technique with primary school girls who have been sexually abused?*

In order to comprehensively explore this research question, I addressed the following secondary questions:

- What is the potential impact of sexual abuse on primary school girls?
- What does the use of Gestalt therapy as alternative assessment technique entail?
- How might Gestalt therapy be used (or not) as an alternative assessment technique with primary school girls who have been sexually abused?

1.4 ASSUMPTIONS

I approached this study with the following assumptions:

- The experience of sexual abuse constitutes vulnerability in primary school girls.
- If Gestalt therapy is employed as alternative assessment technique, primary school girls who have been sexually abused might benefit.
- Gestalt therapy is suitable for use during educational psychological assessment.
- Children who have been sexually abused will experience certain negative emotions.

1.5 CONCEPT CLARIFICATION

In order to ensure a clear understanding of concepts, I now provide definitions of the key concepts within the context of this study.

1.5.1 Gestalt therapy

Fritz Perls (Perls, Hefferline & Goodman, 2003) formulated the basic tenet underlying *Gestalt therapy* in 1951. According to the underlying theory of Gestalt therapy, the most important areas of concern are the thoughts and feelings that people are experiencing at a specific moment in time. Healthy behaviour will occur when people focus on their current experiences and act and react as total organisms. Many

people do not act as total organisms, as their lives are fragmented, distributing their concentration and attention among several variables and events at one time. In Perls' opinion, human beings need to avoid this behaviour and be unities, in unison with their environments. Therefore, they should be integrated organisms that continuously function as wholes within their environments (Perls *et al.*, 2003; Thompson & Rudolph, 2000; Oaklander, 1988).

In Gestalt therapy a human being is fundamentally regarded as a biological being, subject to the same processes that regulate any other living organisms. As such, humans have to continually strive towards creative self-actualisation and reintegration of their biological, emotional and cognitive dimensions, whilst guarding against stagnation in their development (Maree, 2004; Aronstam, 1995). Therefore, the Gestalt view of human nature is positive: people are seen as capable of becoming self-regulating beings who can achieve a sense of unity and integration in their lives.

Gestalt theory furthermore states that people tend to use words to hide the truth from themselves, and that their bodies and feelings are therefore better indicators of the truth than their words. During my study, I was constantly aware of the participants' body language and non-verbal signs, including signals such as headaches, rashes, neck strain and stomach pains, as (according to Gestalt theory) these symptoms may indicate that children need to change their behaviours (Perls, *et al.*, 2003; Thompson & Rudolph, 2000; Oaklander, 1988).

1.5.2 Alternative assessment

To formulate a single, unifying definition of *alternative assessment* is a difficult task. Diverse schools of thought exist, each having a different emphasis. Shonkoff and Meisels (2000) define *assessment* as the process of acquiring information and understanding regarding a child's functional abilities and development within the family and community. Cohen and Spenciner (1994) add to this by broadly defining *assessment* as the process of observing, gathering and recording information. McMillan and Schumacher (2001) go a step further and define *alternative assessments* as measures of performance that require demonstration of a skill or proficiency by having the client create, produce, or do something. As a result, many alternative assessments are authentic, reflecting real-life challenges and contexts.

Traditionally, educational psychological assessments have been relying on standardised media and tests that investigate different aspects of children's functioning, for example memory and other cognitive

abilities, social functioning, emotional experiences, language, speech and psychomotor skills (Lubbe, 2004). Traditional assessments focus on quantitative tests and techniques that combine different psychological approaches. Intervention traditionally starts after the completion of an assessment and then focuses on the challenges identified during the assessment. Based on traditional views, the past decade has been characterised by frequently debated changes and shifts in the way that educational psychologists approach assessment and intervention. Theoretical advances and practical experiences have influenced each other and provide opportunities for exploring various modern assessment and intervention avenues (Thrift & Amundson, 2005; Lubbe, 2004).

Modern trends in educational psychological assessment are characterised by a shift in focus away from psychometric testing and standardised media towards informal assessment techniques. This correlates with a postmodern framework that defies definition, yet it may be broadly described as dissatisfaction with and protest against the legacy of the modern era (Maree, 2004). Postmodern resistance should be viewed against the backdrop of modern science's claim to objectivity, rationality, universal validity and certainty (Van Niekerk, 1996; Savickas, 1993). Postmodernists believe that consideration needs to be given to the cultural relativity and diversity of knowledge, to various possible interpretations of texts and to the idea that knowledge is relative in specific contexts (Maree, 2004). Some educational psychologists find this environment threatening, whilst others respond enthusiastically to the challenges that the changes present, as these challenges provide opportunities for exploring various avenues, such as informal assessment based on different approaches (Lubbe, 2004).

For the purpose of my study, assessment was applied on an individual level that goes beyond the use of traditional educational psychological assessment techniques and methods, such as standardised media. Information was collected on an ongoing basis, at different times, and across multiple environments, using a wide variety of informal methods, based on Gestalt theory.

1.5.3 Sexual abuse

A variety of definitions of sexual abuse exists across professional disciplines. I firstly focus on definitions from a clinical and legal perspective. The *Child Protection Statutes'* legal definition defines *child sexual abuse* as: "*the employment, use, persuasion, inducement, enticement or coercion of any child to engage in, or assist any other person to engage in any sexually explicit conduct or stimulation of such conduct for the purpose of producing a visual depiction*" (Procure, 2003:5). Clinical definitions of

sexual abuse are related to these legal statutes. However, it must be determined whether or not the encounter had a traumatic impact on the child. The intensity of the impact must also be determined. The meaning that a child gives to the act (the child's lived-experience) generally determines the impact of the trauma. The child's lived-experience might change and re-occur as the child progresses through the different developmental stages. It might even happen that sexual abuse is not experienced as traumatic, but that a child then develops cognitive distortions and/or problematic belief systems (Procure, 2003).

Child sexual abuse can therefore broadly be defined as an adult using a child for sexual gratification, with or without physical contact (Mash & Wolfe, 2005; Cathers *et al.*, 2004). Sexual abuse with contact includes fondling with a child's genitals, intercourse, or any penetration or oral sex, regardless of whether the act is performed on the child, or if the child performs the sexual act. Acts such as making sexual comments, using a child in pornographic films, and having children view pornographic materials are also considered as sexual abuse by some authors (Mash & Wolfe, 2005; Cathers *et al.*, 2004), even if they do not involve contact. Sexual abuse further includes incest, rape, sodomy, exhibitionism and commercial exploitation through prostitution. Therefore, sexual abuse involves the misuse of power and control, making it difficult for children to protect themselves, as they do not have adult physical strength (Geldard & Geldard, 2002).

For the purpose of this study, sexual abuse implies sexual activities between children/adolescents and adults, where the child is used as a sexual object for the erotic stimulation of the older person. Furthermore, *children (girls) who have been sexually abused* refers to children who have been subjected to sexual activity that is likely to cause physical or psychological damage.

1.5.4 Primary school girls

Within the context of my study, *primary school girls* refers to female children in a primary school. This group includes learners (girls) from grade one to grade seven, between the ages of six and thirteen years (Ferreira, 1994; Du Toit & Kruger, 1991; Vrey, 1991).

1.6 PARADIGMATIC PERSPECTIVE

Although I present my selected paradigm in more detail in Chapter 3, I now present a brief introduction with regard to the paradigmatic perspective that I followed in undertaking the study. Thereafter, I present an overview of my selected research design and methodology, which are also discussed in more detail in Chapter 3.

For the purpose of this study, I followed a qualitative methodological approach, that was epistemologically anchored in Interpretivism. The interpretivist paradigm suits the purpose of my study, since I aimed to comprehend the manner in which the participants, in their everyday, natural settings, construct meaning regarding the sexual abuse that they had experienced. Furthermore, I attempted to make sense of the participants' life-worlds by interacting with them, appreciating and clarifying their perceptions of their experiences, views and feelings regarding the abuse. I wanted to interpret these feelings in human terms, rather than through quantification and measurement. Moreover, I wanted to understand the participants' behaviour. An interpretivist perspective enabled me to interact closely with the participants, making it a suitable choice for my study (De Vos, 2000).

1.7 RESEARCH DESIGN AND METHODOLOGY: A BRIEF OVERVIEW

I employed a *clinical case study research design* (Terre Blanche, Durrheim & Painter, 2006; Terre Blanche & Durrheim, 1999) situated *within the context of psychotherapy outcome research*. Although psychotherapy outcome research traditionally focuses on the outcome of psychotherapy, I relate this focus to psychological assessment, which inevitably implies intervention. The case in this study refers to Gestalt-based alternative assessments with girls who have been sexually abused. I selected two primary participants (primary school girls who have been sexually abused) by means of judgmental sampling, also known as *purposive sampling* (Creswell, 2003). In addition, the parents/guardians and educators of the girls participated as secondary participants.

I developed and implemented an intervention (*educational psychological alternative assessment*). This entailed the use of informal and alternative media based on Gestalt therapy, such as drawings, paintings, activities with clay, sand and dough, sculptures, collages and storytelling. In addition, I conducted *individual, semi-structured, face-to-face interviews* with the secondary participants (such as the primary participants' guardians and educators) and *informal discussions* with the primary and

secondary participants (McMillan & Schumacher, 2001) before, during and after the assessments, in order to obtain background information. I used *observation* (Terre Blanche & Durrheim, 1999) throughout the sessions with participants. I documented my observations in a *reflective diary* and in the form of *field notes*. Furthermore, with regard to data documentation I made *audio-visual* recordings of assessments and interviews, and took *photographs* of activities and media for the duration of the study (Mayan, 2001).

After data collection I conducted *thematic analysis* (Mayan, 2001) of the raw data, namely the transcripts of and field notes made during interviews and assessment sessions, as well as photographs of informal and alternative media employed during assessments. I initiated the data analysis process as data became available. Firstly, I made notes, drew diagrams and brainstormed with my supervisor and co-supervisor. Thereafter, I studied emerging themes and sorted them in terms of possible categories, patterns and general themes. I then coded the data, arriving at the derivation of themes, for the purpose of data interpretation (Mayan, 2001).

1.8 ROLE OF THE RESEARCHER

I fulfilled various roles during the study, namely that of researcher, interventionist and educator at the school where I conducted the study with one of the participants. The other participant resided in a children's home. In selecting an interpretivist perspective, my role as researcher entailed being an active participant, making me a vital part of the data (Wimmer & Dominick, 2000). With regard to the nature of the research problem I was personally responsible for alternatively assessing the two primary participants, as well as for planning and implementing assessment sessions. In addition, I planned and conducted interviews with the secondary participants. I had to fulfil an important data collection role and interact closely with the research participants to obtain the necessary data (Kotze, 2002; Flick, 1998).

Besides my primary role of researcher, I, for the purpose of my study, also fulfilled the role of interventionist. I had to critically consider and continuously reflect on my dual role, in order to effect credible research. Moreover, I had to constantly keep in mind that my primary role was that of researcher, which entailed observing, participating, listening carefully and continuously abiding by ethical guidelines.

I conducted my research with one of the participants at a primary school, where I completed my educational psychological internship during 2006. I am aware of the fact that this participant could have perceived me as an educator of the school. I explained to the participant that my primary role was not that of an educator, but that of a researcher. I discussed the purpose and procedures of my study with both the participants and their guardians, making them aware of what was expected of them as participants and of me as researcher, prior to any research activities. I explained to them that I needed their permission in the form of informed consent, including their consent that I could audiotape interviews and assessments (Leedy, 1997). In fulfilling my various roles when working with the participant residing in the children's home, I constantly remained aware of the fact that I also grew up in a children's home and that this fact might have impacted on me in fulfilling my role as researcher and interventionist. In an attempt to constantly reflect on my various roles, I relied on my reflective diary, and made detailed field notes throughout the research process.

1.9 ETHICAL CONSIDERATIONS

In conducting this study, I adhered to the professional ethical code for educational psychologists, as formulated by the Health Professions Council of South Africa (www.hpcs.co.za), at all times. In addition, I continuously conducted my research according to the Ethics and Research Statement provided by the Faculty of Education of the University of Pretoria (www.up.ac.za). I gained approval from the school principal as well as from the principal of the children's home (Appendix A). I developed a consent form that ensured the participants' and their authority figures' confidentiality (Appendix A). Furthermore, I obtained permission from the Department of Education, as well as from the research ethics committee of the Faculty of Education of the University of Pretoria (Appendix A).

My research did not entail exposing participants to physical risks, harm or harmful activities. I continually emphasised that information and responses shared during the study will be kept private and confidential, and that results will be presented in an anonymous manner (Burns, 2000). I respected the wish of participants to withdraw from my study. Participants were also not subjected to any acts of deception or betrayal (Thompson & Rudolph, 2000). I discuss the research ethical guidelines that I adhered to in more detail in Chapter 3.

1.10 RIGOUR OF THE STUDY

I strived to produce findings that were believable and convincing, also presenting negative or inconsistent findings, in order to add to the rigour of the study. I aimed to enhance trustworthiness by making use of observations and field notes during the entire research process, also using concrete data in the form of photographs and electronic recordings. Although transferability was not the aim of my study, I provided rich, thick descriptions of the participants and their contexts, providing a large amount of detailed information. I strove to base the findings on the outcomes of the participants' involvement and on the conditions of the research, and not on my (or others') biases, motivations and perspectives. Through this, I aimed to meet the criterion of confirmability. Adding to this, I strove to meet the criterion of credibility by focusing on extensive descriptions of specific cases, in my study being two primary participants who had been exposed to sexual abuse. As interpretivist studies assume multiple realities, dependability was not relevant to my study. I provide more detailed descriptions of the measures that I included in order to enhance rigour in Chapter 3.

1.11 LAYOUT OF THE STUDY

CHAPTER 1: OVERVIEW AND RATIONALE

Chapter 1 serves as an introduction to my study and provides a general overview of the study, including my rationale. I state the research problem, define key concepts, and explain the purpose of my study. I also include a definition of key concepts, as well as an overview of my research design and methodology.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 outlines the conceptual framework of my study, by providing an in-depth exploration of Gestalt therapy, alternative assessment procedures and child sexual abuse.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter discusses my research design by focusing on the collection of data, the selection of the research sites and participants, as well as data analysis and interpretation procedures. I throughout motivate the methodological choices with regard to my study and the research questions and purpose. I also discuss the ethical guidelines that I adhered to and the procedures that I implemented in order to enhance the rigour of my study.

CHAPTER 4: RESULTS OF THE STUDY

Chapter 4 presents the raw data that I collected, an analysis of the data, and a summary of the results of my study. I discuss the outcomes of the alternative assessment methods that I employed by applying Gestalt therapy, in terms of themes and sub-themes that emerged during data analysis.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 provides a summary of my study, followed by my interpretations of the results in terms of existing literature. I discuss my main findings by referring to my research questions, as formulated in Chapter 1. I also discuss the limitations and potential contributions of my study. I conclude by formulating recommendations for training, practice and additional research.

1.12 CONCLUSION

In this chapter I presented a general overview of my research problem and my rationale for undertaking the study. I stated the purpose of my study and briefly introduced my selected research design and methodology. I defined the key concepts in order to better orientate the reader regarding the meanings that I ascribe to these concepts.

In Chapter 2 I explore relevant literature on Gestalt therapy, alternative assessment procedures and child sexual abuse. Based on the conceptual framework provided in the next chapter, I planned and conducted an empirical study, which I describe in Chapter 3.

CHAPTER 2

LITERATURE REVIEW

“Making mental connections is our most crucial learning tool, the essence of human intelligence:

to force links; to go beyond the given; to see patterns, relationship, context.”

-Marilyn Ferguson (Thompson & Rudolph, 2000:162).

2.1 INTRODUCTION

In this chapter I discuss child sexual abuse, alternative assessment and Gestalt therapy in order to locate the study theoretically. I start by describing and defining *child sexual abuse*. I then focus on the short- and long-term effects of sexual abuse on children as well as the factors influencing these consequences. Furthermore, I define *assessment*, discuss the educational psychological approach to assessment, and examine the feasibility of traditional and alternative assessment approaches with regard to the assessment of children who have been sexually abused. Thereafter, I pay attention to the origins and basic principles of Gestalt therapy, explore Gestalt methods that might be adapted for children, and explain the Gestalt cycle that can be used as one possible framework for alternatively assessing primary school girls who have been sexually abused. I conclude this chapter by presenting my conceptual framework for the study.

2.2 CHILD SEXUAL ABUSE

The sexual abuse of children is a major societal problem due to its high prevalence and devastating impact (Gorey & Leslie, 1997). Although the prevalence statistics on child abuse are appalling, many authorities believe them to be conservative, as abuse might occur within the family (in about half the cases, a parent or caregiver is the abuser) and often involves young preverbal children, resulting in many cases never being discovered or reported (Mulryan, Cathers & Fagin, 2004). However, regardless of such seemingly conservative statistics, the sexual maltreatment of children can be regarded as a universal challenge worldwide (Finkelhor, 1994).

In the following paragraphs I explore the construct *child sexual abuse*. As child sexual abuse is a common societal problem (Leventhal, 2000), a large number of children are left vulnerable due to the negative short- and long-term effects of the abuse. My study might add to the literature relating to child sexual abuse and benefit children who have been exposed to such trauma. I firstly define the concept,

after which I contemplate whether or not sexual abuse is a clinical syndrome (in other words can be measured in terms of specific symptoms) or a life event (in other words an experience that produces different behaviours and emotions). Thereafter, I describe typical emotional and behavioural symptoms of children who have been sexually abused, focusing on the short- and long-term consequences of child sexual abuse. I conclude the section with a discussion of the factors, which might impact on these consequences. I decided to focus on the above-mentioned aspects of child sexual abuse, in order to gain insight into the potential experiences of the participants in this study and their situatedness. In addition, my exploration of these aspects guided the planning and progress of the assessments that I facilitated.

2.2.1 Defining child sexual abuse

It is difficult to find a universally accepted definition of *sexual abuse*, as none of the many attempts to define the concept seems to have been entirely satisfactory. One of the reasons for this apparent lack of a universal definition is that until fairly recently, attention was regularly focused on the legal and anthropological perspectives, which are mainly concerned with definitions of *incest*. Therefore, such definitions focus on the nature of the relationship between victim and perpetrator, as well as the nature of the sexual act, which needs to include sexual intercourse (Babiker & Herbert, 1998). Consequently, these legal and anthropological definitions imply limitations, as sexual abuse occurring within the family often involves stepfathers or other close family members who are not related within the bloodline.

Some other definitions of *sexual abuse* (Finkelhor & Korbin, 1988) have not been entirely satisfactory either, since they exclude abuse by adolescents or peers. However, recent definitions are marked by a shift towards descriptions that include peers as perpetrators. Many researchers (Finkelhor, 1991; Jones & McQuiston, 1988) have included peers, provided that the sexual activities are unwanted, exploitative, or can otherwise be distinguished from normal sexual exploration and curiosity. Another difficulty implied by existing definitions of *child sexual abuse* relates to the specified age difference between victim and abuser. When the experience is voluntary, some researchers (Jones & McQuiston, 1988) indicate a five-year age difference as prerequisite for operationally defining behaviour as abuse. Finkelhor (1991, 1979) on the other hand, regards the required age discrepancy to be five years when the victim is below the age of twelve, and ten years when the victim is an adolescent. To further confound clarity, not everyone agrees on whether or not to include noncontact sexual behaviour, such as exhibitionism, solicitations and exposure to sexual material. Although these are thought to have a

significant psychological impact on the child involved, the suggestion is that they are not as likely to cause long-term effects as experiences involving physical contact (Cohen & Mannarino, 1988).

Consequently, the concept *child sexual abuse* is defined in a variety of manners. Despite the lack of consensus, clinical and legal practice, as well as research activity, do, however, demand some workable fixed criteria (Babiker & Herbert, 1998). Therefore, Kempe and Kempe (1978: 6) advocate the use of a commonly used definition of *sexual abuse* by Schechter and Roberge (1976), namely: "*The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent and that violate the sexual taboos of family roles*". Finkelhor (1991) elaborates by identifying three possible forms of sexual maltreatment of children, the first being the sexual exploitation of children to gratify one's own physical sexual needs. The second form refers to the excessive erotisation of children through inappropriate sexual stimulation, whilst the third form entails the mortification, vilification and suppression of a child's emerging sexuality.

For the purpose of my study, *child sexual abuse* refers to a wide range of sexual behaviours that take place between a child and an older person. These sexual behaviours are intended to erotically arouse the older person, generally without consideration of the reaction or choices of the child, and without consideration of the effects of the behaviour upon the child. Behaviours that are sexually abusive often involve bodily contact, such as in the case of sexual kissing, touching, fondling of genitals, and oral, anal, or vaginal intercourse. However, behaviours may be regarded as sexual abuse even if they do not involve contact, such as in the case of genital exposure, verbal pressure for sexual intercourse, and sexual exploitation for the purpose of prostitution or pornography (Babiker & Herbert, 1998; Finkelhor, 1991).

2.2.2 Sexual abuse: Clinical syndrome or life event?

While some assessors of sexual abuse "diagnose" a child as a victim of sexual abuse, I do not believe that sexual abuse can be "diagnosed", as I do not regard a child's experience of sexual abuse as a discrete clinical syndrome. Some of the confusion regarding this terminology has developed from Summit's (1983) description of the potential effects of sexual exploitation on children, which later became known as the "*Child Sexual Abuse Accommodation Syndrome*". This description of a set of five symptoms and behaviours, purported to consistently occur together (namely secrecy, helplessness, accommodation, delayed unconvincing disclosure and retraction), suggests that the sexual exploitation

of children has consistent, predictable and hurtful effects. Consequently, when sexual abuse is conceptualised as a discrete clinical child syndrome, assessors may inappropriately identify test data and symptoms to support their identification and placement of a child in a fictional homogenous group labelled “sexually abused children”. However, this assumption has not yet been supported by empirical evidence (Kuehnle, 1998).

Therefore, the view of sexual abuse as a trigger that sets off an internal process in the child, which surfaces as predictable behavioural and emotional symptoms, does not have an empirically based foundation and may misguide practitioners. Furthermore, research states that child sexual abuse does not result in the development of a syndrome of specific symptoms but that it is rather a life event or series of events that might result in a wide range of behaviours in child victims (Kuehnle, 1998).

Child sexual abuse interacts with different factors, including the child’s personality, the child’s and family’s interpretation of the event, and the nature of the abuse. Therefore, sexual abuse rather refers to an event or a series of events that occur within a relationship in which the child is involved. However, it is important to keep in mind that the physical or psychological consequences may be said to be “diagnosed” if found to be consistent with known sexual abuse signs and symptoms (Babiker & Herbert, 1998), as there is a high degree of overlap between the psychological impact of child sexual abuse and the so-called diagnostic signs and symptoms that indicate that a child is being sexually abused in the here-and-now. The former becomes the basis for the latter in many cases (Hevey & Kenward, 1989). Moreover, it is the psychological effects that are most frequent and require psychological diagnosis, better termed for its broader frame of reference, namely psychological assessment (Herbert, 1998, 1993; O’Hagan, 1989; LaFontaine, 1988).

At present, there seems to exist a need for practical guidelines on how psychological assessments with children, who have been sexually abused, might be implemented. In undertaking this study and assessing the participants’ experiences and emotions, my study might add to the literature relating to the assessment of children who have been sexually abused. In the next section, I investigate some of the typical symptoms related to children who have been sexually abused.

2.2.3 Assessing children who have been sexually abused

Different theoretical approaches influence the assessment process of children who have been sexually abused. The theoretical perspective of the assessor determines which hypotheses are considered and which techniques will be useful for assessment purposes. Cognitively orientated assessors, for example, are interested in children's reasoning processes and the appraisals that cause them to respond maladaptively. In addition, cognitive assessment can fulfil a useful role in a child's assessment regarding intellectual functioning, abstract reasoning, work habits and motivation (Wenar & Kerig, 2000). In this manner cognitive assessment alone might not be entirely useful to determine the psychosocial and behavioural symptoms of children who have been sexually abused.

Assessors with a systemic orientation believe that children's emotional challenges arise within the context of the family system, and they therefore assess the ways that family members interact with one another in relation to sexual abuse (Wenar & Kerig, 2000). In this manner the assessor places more emphasis on the child's family life, as well as on the possible role that the present family system of relationships might fulfil in difficulties with the child after the sexual abuse. In contrast, humanistic assessors do not want to interfere with self-discovery by imposing their interpretations on children, as a result reducing their assessment to a bare minimum. They strive to create a nonjudgmental and nurturing atmosphere in which the child can grow. However, each of these theoretical perspectives only forms part of the puzzle (Wenar & Kerig, 2000) and in this manner might not be entirely useful to assess the holistic emotional wellbeing of children after they have been sexually abused.

Wenar and Kerig (2000) suggests that a complete assessment of a child needs to integrate information from a number of domains, including the behavioral, cognitive, emotional, psychodynamic, interpersonal and systemic domains. During the initial stages of my literature review, I contemplated whether or not the Gestalt principle (that the unified whole is more important than the sum of the separate parts) might be applied to address child assessment challenges, as Gestalt therapists view children as integrated, organised and dynamic systems.

In addition, psychoanalytically oriented assessors focus on the unconscious determinants of children's symptoms, which cannot be observed directly, but must be inferred from children's projections and fantasies. The majority of children who have been sexually abused are traditionally assessed with several psychoanalytical assessment measures known as projective tests. The use of projective tests is

quite common, with a majority of educational psychologists administering them at least occasionally, and most masters programmes providing training in their use (Barlow & Durand, 2001; Durand, Blanchard & Mindell, 1988). Projection tests include a variety of methods in which ambiguous stimuli, such as pictures of people or things, are presented to children, who are asked to describe what they see. The underlying theory is that children project their own personality and unconscious fears onto other people and things, and, without realising it, reveal their inner thoughts and feelings to the assessor. Three widely used projective tests are the *Thematic Apperception Test*, *Draw a Person Test* and the *Sentence-Completion Method* (Barlow & Durand, 2001).

As these tests are based on psychoanalytic theory, they have been, and remain, controversial. When used as icebreakers, for getting children to open up and talk about how they feel about things going on in their lives, the ambiguous stimuli in projective tests can be valuable tools. However, verbal and written assessment alone might not be successful with children who have been sexually abused, especially when they have poor communication skills, high levels of emotional distress, and acute psychological disturbance. In addition, children who have been sexually abused often behave inconsistently and have difficulty in recognising and/or communicating their feelings. Some have decreased attention span and exhibit pathological defence mechanisms. The assessment process may be blocked by one or more of these challenges and it might as a result be difficult to engage the child in assessment (Geldard & Geldard, 2002). In an attempt to determine the psychosocial and behavioural consequences of sexual abuse, I contemplated whether or not alternative assessment techniques might be a suitable way of addressing these challenges. I decided to explore Gestalt therapy as an alternative assessment method based on this intervention technique's focus on non-verbal cues and behaviour. In addition, Gestalt therapy entails techniques that support clients to express their feelings through creativity. Applying these assumptions to my study, Gestalt assessment activities implied the possibility of providing the primary participants with an opportunity to communicate their innermost emotions and thoughts by means of their participation in creative activities. Furthermore, assessments based on Gestalt therapy could accommodate the primary participants' diversity, as the activities could be implemented flexibly. As such, in my study I was able to ascertain if Gestalt procedures could facilitate emotional expression regarding sexual abuse, or not.

2.2.4 Emotional and behavioural symptoms of children who have been sexually abused

Sexual abuse is associated with a spectrum of internalising and externalising symptoms, trauma-related disorders and patterns of psychosocial maladaptation. On the other hand, in some instances there is little evidence of psychological distress, with approximately one-third of sexually abused children being asymptomatic (Kendall-Tackett, Williams & Finkelhor, 1993). Therefore, not all children who have been sexually abused are traumatised or distressed by sexual events. However, for a large proportion of child abuse victims emotional and behavioural symptoms continue to manifest themselves for many years after the abuse has occurred (King, Tonge, Mullen, Meyerson, Heyne, Rollings, Martin & Ollendick, 2000; Oates, O'Toole, Lynch, Stern & Cooney, 1994). Ample evidence exists that childhood sexual victimisation is frequently not short-lived and may be associated with short- and long-term psychological distress, which endures and continues into adulthood (Mannarino & Cohen, 1987; Friedrich, Urquiza & Beilke, 1986).

By means of the above-mentioned research studies I have learned that the short- and long-term psychological symptoms have implications for both individuals and society at large. Therefore, research on suitable assessment and intervention procedures is imperative regarding children who have been sexually abused. My study might add to the literature relating to the impact of sexual abuse and the diagnostic symptoms thereof. Furthermore, my findings might be useful to caring professionals who come into contact with girls who have been sexually abused, as the findings might provide information regarding the support of children who have been sexually abused. In the next sections I discuss possible short- and long-term consequences of child sexual abuse.

2.2.4.1 Short-term consequences

For the purpose of this study, I place emphasis on short-term psychosocial consequences of child sexual abuse, with the necessary reference to physical and long-term consequences. My initial decision to emphasise short-term consequences was based on the probability that I would be assessing short-term consequences rather than long-term consequences, as the participants in the study are young children (Rape Wise, 2004). Short-term consequences of child sexual abuse include the emotional, interpersonal, cognitive, sexual, behavioural and physical symptoms that follow shortly after the abuse, or appear during childhood. Table 2.1 presents a summary of the possible short-term consequences of child sexual abuse. The symptoms mentioned in Table 2.1 can therefore be indicative that a child has

been exposed to sexual abuse (Honor, 2004; Möller, 2004; Mulryan *et al.*, 2004; Rape Wise, 2004; Shaw, 2004; Tyler, 2002; Freeman & Morris, 2001; Thompson & Rudolph, 2000; Du Plessis, 1999; Leder, Emans, Hafler & Rappaport, 1999; Lewis 1999; Schaefer, 1999; Babiker & Herbert, 1998; Sattler, 1998; Friedrich, Jaworski, Huxsahl & Bengtson, 1997; Briere, 1996; Gills, 1996; Wolfe & Birt, 1995; Kimerling & Calhoun, 1994; Pretorius, 1994; Friedrich, 1993; Hartman, 2002; Kendall-Tackett *et al.*, 1993; Le Roux, 1992; Webb, 1991; Van Schalkwyk, 1990; Einbender & Friedrich, 1989; Hanks, Hobbs & Wynne, 1988). The identified consequences influence each other, and can therefore result in negative behaviour, thwarted development and inadequate functioning (Möller, 2004).

**TABLE 2.1: POSSIBLE EMOTIONAL AND BEHAVIOURAL SYMPTOMS
EXPERIENCED BY CHILDREN WHO HAVE BEEN SEXUALLY ABUSED**

Emotional	Interpersonal	Cognitive	Sexual	Physical
Depression	Social isolation	Distortions	Sexual phobia	Enuresis
Feelings of guilt and shame	Stigmatisation	Dissociation	Stigmatisation	Bladder infections
Anxiety	Fears intimacy	Personality disorders	Fears intimacy	Cramps
Aggression and defiance	Lacks confidence	Concentration disturbances	Mistrusts others	Sore throat
Mistrusts adults	Inadequate social relationships	Projection	Inadequate sexual relationships	Sleep disorders
Withdrawal	Negative self-image	Disorganisation	Heightened sexuality	Eating disorders
Helplessness	Drop in academic performance	Hallucinations	Masturbation	Skin diseases
Shyness	Passive participation	Flashbacks	Promiscuity	Hypochondria
Regression	Clinging behaviour	Fluctuating school achievement	Prostitution	Vaginal pain, bleeding and infection
Hatred and anger	Poor peer-group relationships	Suicide attempts	Confusion about sexual identity	Anal pain, bleeding and infection
Cruelty towards animals	Withdraws from friends or family	Reliving trauma	Age-inappropriate sexual knowledge	Injury to mouth corners and lips
Overdependence		Distorted body image	Inability to separate sex and love	Sexually transmitted diseases
Frightened		Separation anxiety	Flirtatious sexual behaviour	Pregnancy
Rage		Illusions		Nightmares
Powerlessness		Hypervigilance		Psychosomatic consequences like pain in the thighs and headaches
Negative self-concept		Self-mutilation		Physically agitated behaviour
Fears and phobias				Finds it difficult to walk
Emotional lability				Frozen watchfulness
Post-traumatic stress disorder				Restlessness
Mood swings and irritability				Toileting difficulties
Repetitive play in which aspects of the abuse are expressed				

While emotional, interpersonal, cognitive, sexual and physical symptoms do not discriminate between sexually abused and nonsexually abused children, sexualised behaviour is found to be more strongly associated with an experience of sexual abuse (Kuehnle, 1998; Friedrich, Berliner, Cohen, Damon, Bulter & Shafran, 1996; Friedrich, 1993; Kendall-Tackett *et al.*, 1993; Friedrich, Grambsch, Damon, Hewitt, Koverola, Lang, Wolfe & Broughton, 1992; Friedrich, Beilke & Urquiza, 1988; Friedrich, Beilke & Urquiza, 1987). Sexualised behaviour includes inappropriate sexual acts with dolls, requests to view explicit sexual acts, flirtatiousness, inserting of objects into genital areas, french kissing, sexual language, sexual promiscuity and oral contact with another child's genital area (Hornor, 2004; Freeman & Morris, 2001).

Kendall-Tackett *et al.* (1993) found that the percentage of sexually abused children exhibiting inappropriate sexual behaviour ranged from 7% to 90% in the studies that they reviewed. Other research studies indicate that highly sexualised behaviours exhibited by young sexually abused children are related to the frequency of their sexual abuse, use of force, and the number of perpetrators (Friedrich *et al.*, 1986). Sexualised behaviour appears to be developmentally specific, with sexualised symptomology prominent in preschool-age children, submerging during latency, and reemerging during adolescence in the form of promiscuity, prostitution, or sexual aggression (Mulryan *et al.*, 2004; Dammeyer, 1998; Kendall-Tackett *et al.*, 1993; De Young, 1986). Therefore, symptoms can continue to manifest themselves for many years, and can lead to long-term psychological distress that continues into adulthood (Hornor, 2004; Freeman & Morris, 2001; King *et al.*, 2000; Oates *et al.*, 1994; Mannarino & Cohen, 1987; Friedrich *et al.*, 1986).

In undertaking my study, I wanted to explore some of the typical psychosocial consequences and symptoms related to children who have been sexually abused by implementing Gestalt therapy as an alternative assessment approach. Theory relating to the short- and long-term consequences of child abuse supported me during the interpretation of my results, but I wondered whether or not more symptoms might occur. As my study focuses on the assessment of girls who were sexually abused, my study might add to existing literature regarding the psychosocial symptoms and impact of child sexual abuse.

2.2.4.2 Long-term consequences

When child sexual abuse is not effectively treated, long-term symptoms may persist into adulthood (Rape Wise, 2004). These symptoms may be a continuation of those already present during childhood, or can initially be more latent and emerge during adulthood. Some of the most general problems with which adult victims of child sexual abuse have to deal (Le Roux, 1992; Blume, 1990; Harter, Alexander & Niemeyer, 1988; Briere & Runtz, 1988; Haugaard & Repucci, 1988; Wheeler & Walton, 1987) are a negative self-concept, low self-esteem and low self-respect; poor body-image; and finding it difficult to establish mutually trusting relationships. In addition, they often experience unassimilated feelings of guilt and depression, problems with socialising, revenge fantasies which preoccupy and interfere with daily routines and activities, and personality disturbances. Furthermore, they might experience sexual adaptation problems, which include sexual frigidity, sexual promiscuity, sexual anxiety, impotence and paedophilia. Moreover, they might participate in alcohol and drug abuse and self-mutilation, and experience suicidal thinking. They might develop eating disorders, relive the trauma through nightmares, and experience uncontrollable flashbacks, which may be symptomatic of a post-traumatic stress disorder. Lastly, they often experience poor parent-child relationships, which sometimes lead to physical and sexual abuse of their own children.

It seems that sexual abuse can be associated with a spectrum of emotional, interpersonal, cognitive, sexual and physical symptoms that might have short- and long-term negative effects on the child who has been abused. In undertaking this study and assessing the participants' emotions, I anticipated that my study might make a contribution to the literature relating to the support of children who have been exposed to such trauma. I now discuss some factors that might influence the consequences of child sexual abuse.

2.2.5 Factors influencing the consequences of child sexual abuse

I now discuss the potential factors that might have an impact on the emotional, interpersonal, cognitive, sexual and physical consequences of child sexual abuse, influencing the child's lived-experience of the traumatic event.

2.2.5.1 Cognitive factors

Wolfe, Gentile and Wolfe (1989) report that child victims, who believe that they might be abused again, show increased negative affect and more behavioural symptoms than victims who do not hold this fear. As such, a connection seems to exist between the psychological effects and children's interpretations of the sexual abuse. Cross-cultural data provide support for such a connection (Stoller & Herdt, 1985). For example, although males among the Sambia tribe in New Guinea are required to engage in fellatio with pubertal males from age seven until puberty, these young males do not show any signs of psychological trauma or culturally aberrant sexual behaviours as a result of their early ongoing sexual experiences (Stoller & Herdt, 1985). As ingesting semen is believed by the Sambians to be the sole factor in the development of manliness and maleness, the fellating behaviour is not interpreted as sexual or abusive by this cultural group, nor are there any other abuse-related factors present (such as secrets, threats to safety, force or anal penetration).

2.2.5.2 Parent interpretations and support

Family support is a factor that might strongly affect the psychological consequences of child sexual abuse. The levels of distress, psychological symptomatology and speed of recovery of children who have been sexually abused are related to parent support (Friedrich, 1988; Runyan, Everson, Edelson & Coulter, 1988; Friedrich *et al.*, 1986) Consequently family and health care professionals might affect a child's response by supporting the child from the time an abuse is uncovered, throughout the assessment and intervention – in this manner helping the child to recover (Mulryan *et al.*, 2004; Briere & Runtz, 1990; Erickson & Egeland, 1987).

2.2.5.3 Age and onset of the abuse

Finkelhor (1979) found that the greater the difference in age between the victim and the perpetrator, the more potentially traumatic the events are for the victim. However, the majority of research results indicate that the younger the child at the onset of the abuse, the more traumatic the consequences may be (Le Roux, 1992).

2.2.5.4 Duration of the sexual abuse

Although certain research results suggest that the duration is not a significant factor, the majority of research findings indicate that long-term sexual abuse intensifies the trauma (Le Roux, 1992). This implies that the longer the duration of the sexual abuse, the more traumatic the experience might be for the child.

2.2.5.5 Court proceedings

The fearful anticipation of court proceedings, unsympathetic questioning and cross-questioning of the victim, and the presence of the perpetrator (especially in interfamilial cases) are additional factors which can intensify the trauma a child experiences (Le Roux, 1992). This implies that testifying against a family member might intensify the traumatic experience for the child.

2.2.5.6 Relationship to the perpetrator

The majority of research results imply that interfamilial child sexual abuse intensifies the trauma. The closer the relationship with the perpetrator, the more negative the results will usually be for the victim (Le Roux, 1992).

2.2.5.7 The nature of the sexual abuse

Potentially, actual sexual intercourse has more negative consequences than abuse, which takes place without penetration. The use of physical force during the abuse is, however, a factor which has serious negative short- and long-term consequences for the victim (Le Roux, 1992; Finkelhor, 1979).

It seems that various factors might have an impact on a child's lived-experience of sexual abuse. I now discuss and explore the use of alternative assessment and the techniques that it implies, which might be utilised to determine the impact of sexual abuse on children.

2.3 ALTERNATIVE ASSESSMENT

I found limitations to exist in available literature relating to the alternative assessment of girls who have been sexually abused. As such, I anticipate that my study might make a contribution to existing literature regarding the use of alternative assessments to determine the impact of sexual abuse on children. In order to provide an overview of alternative assessment and the techniques that it implies, I now explore this approach to psychological assessment.

In the following paragraphs I focus on the possible use of alternative assessment whilst assessing young girls who have been sexually abused. My literature exploration regarding alternative assessment guided my understanding, planning and monitoring of the assessment that I facilitated. I firstly define the concept *assessment*, after which I discuss the educational psychological approach to assessment. Thereafter, I discuss the use of traditional versus alternative assessment approaches. I conclude the section with a discussion of possible future directions for alternative assessments.

2.3.1 Defining assessment

The first widespread use of psychological assessment occurred in China more than 3,000 years ago (Oakland, 2004). Currently, assessments are used universally and are done in virtually every country, with newborns through to the elderly. The past decade has seen significant and frequently debated changes and shifts in the way practitioners approach assessment. One of these changes is the shift in general perceptions of children, from being “mini-adults” to recognising the fact that children have needs that are different from those of adults, requiring assessments that are more appropriate for their levels of understanding, social locations and developmental situations (Myers, 2005). Therefore, theoretical advances and practical experience have influenced one another, as theoretical developments logically influence assessment practice, theoretical definitions and assumptions regarding assessment (Lubbe, 2004).

Assessment can be defined as the process of gathering information in order to make evaluative decisions (McLean, 1996; Meisels, 1994). Assessment entails the synthesising of information, as a means of describing and understanding functioning. The assessment process is multidimensional by nature and can serve many purposes. For example, it can be used to identify strengths and

weaknesses, map development or progress, make decisions regarding the placement of a child, identify intervention needs, or assist in making a diagnosis (Lubbe, 2004).

Consequently, assessments can be used within different fields of specialisation. One of these fields is Educational Psychology. Educational psychological assessments are typically used to describe current behaviours and other qualities, estimate future behaviours, assist counselling services, evaluate progress, screen for special needs, diagnose disorders and assist in determining whether persons should be promoted or retained (Oakland, 2004). As the focus in Educational Psychology is gradually shifting towards alternative assessment (Maree, 2004), there seems to be a need in South Africa to understand alternative assessment practices, and for practitioners to explore the application of such practices (Maree, 2004). During my literature search I realised that information on alternative assessment is limited by nature. Therefore, I anticipate that my study might make a contribution to the literature relating to the alternative assessment of children who have been sexually abused. In the next section, I explore my educational psychological approach to assessment in more detail.

2.3.2 Educational psychological approach to assessment

Educational psychological assessment is a process-orientated activity whereby a wide array of information is gathered by using assessment measures (tests) and information from other sources (such as interviews, a person's history and collateral sources). After gathering information from the various relevant sources, information is synthesised, evaluated, clustered together and weighed up in an attempt to describe and understand the functioning of an individual child (Foxcroft & Roodt, 2001). On the basis of these descriptions, predictions can be made with regard to future functioning, decisions can be made, interventions planned and progress mapped. As such, the main aims of educational psychological assessment are usually to identify goals and determine the level of intervention required to assist an individual child or young person in achieving a better future (Myers, 2005).

Educational psychological assessments are often done on an individual level, focusing on obtaining a holistic view of the child in terms of competencies, assets, strengths and areas of difficulty (Appl, 2000). Gathering a wide array of data regarding different aspects of a child's functioning (such as cognitive abilities and emotional wellbeing) might provide a comprehensive overview of the child's functioning. Consequently, the data and information gathered throughout the assessment process depend on the specific purpose and decisions that need to be made. Professionals must thus be clear regarding the

purpose for assessing children and then carefully consider the best means of gathering information that might help them in formulating decisions (Appl, 2000; McLean, 1996; Taylor, Willits & Lieberman, 1990).

Clinicians need to be properly trained in general psychological assessment and be familiar with the subjectivity of their work. Theoretically, this awareness of subjectivity might encourage clinicians to identify and minimise personal biases that could contaminate their findings (Dammeyer, 1998; Matarazzo, 1986). Therefore, applying this theory to my study meant that I had to be aware of my own personal biases, as assessments can have profound implications for the people who are assessed and for their futures. It was particularly in the synthesis and integration of the obtained assessment information that much skill and professional judgement was required of me to identify underlying patterns of behaviour and emotion, and to make appropriate deductions. As a result, I had to draw on my knowledge of the field of Psychology, and not merely of the field of assessment, when conducting the psychological assessments, by relying on Gestalt therapy techniques. This approach enabled me to formulate an informed professional opinion (Foxcroft & Roodt, 2001; Leder *et al.*, 1999). I decided to focus on the above-mentioned aspects of educational psychological assessment to gain insight into the participants' experiences during the alternative assessments I conducted. In addition, my exploration of these aspects guided my understanding, planning and progress of the assessments that I facilitated.

2.3.3 Traditional assessment *versus* alternative assessment

Traditional assessment can be defined as the assessment of individuals using standardised psychometric test batteries. Norm samples are used for different population groups. Traditional assessment is viewed primarily as an objective assessment process that results in a numerical representation of an individual's abilities (Losardo & Notari-Syverson, 2003; Foxcroft & Roodt, 2001).

Collin (1999) defines the term *alternative* as something that might be used in place of something else. As used in my study, the concept *alternative assessment* refers to an approach to assessment that can possibly be used as an "alternative" or in place of more traditional assessments. Moreover, alternative assessments have been developed to address the limitations of standardised assessment tools. It entails alternative models of assessment that emanate from new theories of child development and from a new consciousness of the complex factors influencing children's lives. It also provides a framework to better accommodate diversity in cultures and languages.

One trend that impacts significantly on contemporary educational psychological assessment is the shift away from isolated psychometric testing towards a more alternative assessment culture. This shift arose from concerns regarding the appropriateness of the use of traditional assessments and standardised tests on the various population groups of society (Lubbe, 2004). One questionable practice regarding traditional approaches to assessment is that such approaches can be confined to accurately uncover the needs of young children who are culturally, linguistically and developmentally diverse (Losardo & Notari-Syverson, 2003). Another concern with regard to more traditional approaches to assessment is related to the fact that children with disabilities or children from different racial or cultural backgrounds are not usually part of the standardisation sample (McLean, 1996; Worthman, 1996; Hutinger, 1994; Meisels, 1994; Linder, 1991; Bailey, 1989; Neisworth & Bagnato, 1988).

Furthermore, there is a concern regarding the artificial conditions and lack of flexibility under which traditional assessment might be conducted. These types of practices can hinder assessment when conducted with young children who have limited ability to understand and communicate what they are experiencing (Mulryan *et al.*, 2004). In addition, during the assessment of children with emotional conflict it is often difficult for them to express their feelings in artificial conditions that allow less flexibility (Myers, 2005; Faller, 1990, 1988; Goodwin, 1989, 1982; Walker, 1989; McFarlane, Waterman, Conerly, Damon Durfee & Long, 1986; Sgroi, 1982). It seems that traditional assessment approaches have in certain cases proven to be inadequate to address important questions raised by new theoretical formulations and research findings, as well as by the everyday experiences of professionals. Keeping these questions in mind, I started wondering whether or not the use of alternative assessment methods might address these challenges.

Finkelhor (1986) states that the need exists for the development of alternative assessment methods that have specific utility in assessing the impact of sexual abuse. There seems to be extensive literature relating to the use of traditional assessment approaches to assess the effects of child sexual abuse. However, literature regarding alternative assessment methods that can be used to assess the effects of sexual abuse seems to be limited, as research is still emerging concerning this topic. In conducting my study I attempted to add to the body of knowledge with reference to practical alternative assessment guidelines for determining the psychosocial, cognitive and behavioural impact of child sexual abuse.

If an alternative assessment approach is to be trusted, the methods used, as well as the application thereof, should meet certain criteria (Herbert, 1993). Firstly, alternative techniques ought to provide

measures that are relevant to the child's background. Secondly, the techniques need to measure or indicate what they purport to measure/indicate. In the third place, techniques need to be practicable in the sense of not being unwieldy, excessively time-consuming or esoteric. Techniques must also be used ethically, and apply measures that are fair. Finally, the assessment should not be applied to biased or narrow aspects of the client's functioning; nor should one use methods that are culture-bound and which therefore discriminate unfairly against particular individuals (Babiker & Herbert, 1998; Herbert, 1993).

Applying Babiker and Herbert's (1998) theory and criteria to my study, I aimed to explore the possibility of utilising Gestalt therapy as a way of alternatively assessing the psychological state of two primary school girls who have been sexually abused. One of the reasons why I decided to focus my study on an alternative approach to assessment, is that practitioners in Educational Psychology and social service agencies often need alternative models of assessment that emanate from recent theories of child development, and from a new consciousness of the complex factors influencing young children's lives (Losardo & Notari-Syverson, 2003). Furthermore, alternative assessment might provide a clearer picture of the individual child, and a richer understanding of the psychological effects of a traumatic experience like sexual abuse, than those obtained by means of traditional assessment (Myers, 2005). Therefore, I believe that my study could provide the opportunity to draw attention to the importance of exploring and applying alternative assessment with children who have been sexually abused. I anticipate that my study might further add to literature relating to alternative assessment, focusing more specifically on girls who have been sexually abused.

2.3.4 Future directions for alternative assessment

Researchers, practitioners and educational psychologists who wish to adopt alternative assessment procedures, and implement them in future, face distinct challenges. One of these challenges is the development of assessment techniques that can easily be integrated into and across everyday activities and can draw from observing and interacting with children (Losardo & Notari-Syverson, 2003). Furthermore, alternative assessments are expected to be unbiased and respectful of children's cultural and linguistic differences. Within the context of alternative assessment, practitioners do not have fixed standards with regard to the interpretation and use of collected data through alternative assessment measures. As such, they have to rely on their own informed clinical judgment to analyse assessment outcomes and constantly be aware of their own biases, limitations and preconceived attitudes (Harry,

Rueda & Kalyanpur, 1999; Leung, 1996). This study might provide findings regarding these challenges, as assessment techniques applied in my study might be used during everyday activities that rely on observations of and interactions with children. Techniques used during my study are also unbiased and respectful of children's cultural differences.

Based on the growing need for alternative assessment measures when working with vulnerable children (like children who have been sexually abused), I started wondering whether or not Gestalt therapy techniques might be a suitable way of addressing this need. In order to provide an overview of Gestalt therapy and the techniques that it implies, I now explore this approach to psychological intervention.

2.4 GESTALT THERAPY

Gestalt therapy can be described as a form of counselling or psychotherapy that was developed during the 1960's by the psychiatrist Frederick Perls (1893-1970). Violet Oaklander can be regarded as the modern researcher and practitioner of Gestalt therapy. Her contributions as a practitioner of this intervention approach are helping Gestalt therapy to gain a more significant place in the evolution of psychotherapy. According to the basic principles of Gestalt therapy, clients are encouraged to focus on the immediate present and express their true feelings openly and honestly (Colman, 2003). Another important characteristic of Gestalt therapy is that it is primarily non-verbal by nature. Perls came to the conclusion that what clients do, is a far more reliable guide than what they say (Matthew & Sayers, 1999). I contemplated whether or not this intervention technique, focusing on non-verbal cues and behaviour, could be used during assessments with younger children who do not yet possess the verbal abilities to describe the abuse that they were subjected to, or who are often too shy or too scared to do so.

In the following paragraphs I explore Gestalt therapy. I firstly discuss the basic principles, after which I discuss the basic concepts of Gestalt therapy. Thereafter, I describe the Gestalt therapy cycle, contemplating whether or not it can be applied to my study. I conclude the section with a discussion of Gestalt therapy techniques adapted for children, upon which I relied during my field work.

2.4.1 The basic principles of Gestalt therapy

Gestalt therapy entails techniques that support clients to express their feelings through creativity. The very act of creating without the therapist intervening is a powerful expression of the self that might help establish a client's self-identity and provide a way of expressing feelings. Therefore, drawings, sculptures, collages, pictures, puppets, storytelling, music, taste, relaxation, games, clay, writing and painting are often used during therapeutic sessions. These techniques can be used in endless ways, for a variety of purposes, and at different levels. Techniques are not meant to be followed mechanically, but, regardless of the technique that is employed, the basic purpose of Gestalt therapy stays the same. The main goal is namely to help clients become aware of themselves and their existence in their worlds. Moreover, Gestalt therapists need to find their own style in achieving such awareness and maintaining the delicate balance between directing and guiding the session on the one hand, and going with and following the child's lead on the other (Rhyne, 2001; Thompson & Rudolph, 2000; Friedman, 1999; Oaklander, 1988).

One of the activities that might evolve during the Gestalt therapeutic process is having clients share their experiences and feelings about activities. In this manner they share the activity itself, describing the task in their own way. On a deeper level, Gestalt therapists can prompt clients' self-discovery by asking them to elaborate on the aspects of an activity, to make parts clearer and more obvious, describing forms, people, representations and colours. In addition, therapists can ask clients to describe tasks as if they were the clients, using the word "I", for example "I am the puppet" and "I am yellow". The therapist might select specific aspects of a task for clients to identify with, such as being the house that they draw and describing what they look like. Furthermore, the therapist can ask questions, if necessary, to assist the process. In an attempt to focus clients' attention and to sharpen their awareness, therapists might further emphasise and exaggerate on parts of the activity. In this manner, they can motivate clients to conduct a dialogue between two parts of an activity, like a picture, or two contact points (such as a sun and a house). In addition, the therapist can encourage clients to pay attention to colours, like interpreting what dark and bright colours mean to them, for example, the colour yellow might be associated with happiness and the colour black with fear. This might support clients to become aware of what they did, if they are not willing to talk about it. Finally, therapists might watch for cues in clients' tones of voices, bodily postures, facial and bodily expressions, breathing and silences. Silence might imply censoring, thinking, remembering, repression, anxiety, fear or awareness (Rhyne, 2001; Thompson & Rudolph, 2000; Friedman, 1999; Oaklander, 1988).

The Gestalt therapeutic process reminds me of the fact that Gestalt therapy has traditionally been used for intervention. However, for the purpose of my study I questioned whether or not Gestalt therapy might also be used as an alternative assessment technique. During my literature search I could not find research studies focusing on the use of Gestalt therapy as an assessment technique. Therefore, this study might add to existing literature relating to the use of Gestalt therapy (that is traditionally used as an intervention technique) as an alternative assessment method.

2.4.2 Gestalt therapy concepts

In this section I provide an overview of the main concepts regarding Gestalt therapy, which I utilised in developing my intervention and the techniques that I employed.

2.4.2.1 Awareness

Awareness refers to the capacity to focus, to attend, and to be in touch with the now. The main thrust of Gestalt therapy is to help people develop such awareness, in order to make choices, determine their existence, and become self-sufficient (Crocker, 2001; Thompson & Rudolph, 2000). Furthermore, a basic tenet of Gestalt therapy is that change is not possible without awareness. For example, when confronted with a problem, it is human nature for people to want to change the situation or the other person, when it is required to figure out, or become aware of, the own contribution, in order to change the problem. More specifically, people need to know what they do, how they do it, when it works, and when it does not, in order to have the choice to keep doing what they are doing, or to do something differently. Therefore, awareness is in the present, the here-and-now. It is noticing what is happening as it happens. In order to access this level of awareness, the Gestalt therapist may ask questions like the following: *What stands out for you now? What are you feeling or thinking now? What are you aware of now?* (Friedman, 1999). In addition to this, the therapist might facilitate awareness by telling the client what they are aware of noticing, such as the client's breathing, body movement and connection with the experience, in order for change to be possible. The task for the assessor, then, is the same as the client's task, namely to be aware of moment-to-moment experiences (Friedman, 1999). Therefore, literature regarding Gestalt therapy indicates that one of the goals of Gestalt therapy deals with the lack of awareness of emotions. Applying this to my study, I started wondering whether or not awareness could be used during the assessment of children who have been sexually abused, by motivating the

child to become aware of experiences, sensations, emotions, and needs; to be able to act on these; and to deal with the environment so that personal needs can be met.

2.4.2.2 Perception

The concept of awareness relates to a second key concept of Gestalt therapy, namely *perception*. Perception includes figure and ground. A classic example is the picture that looks like a vase but at the same time looks like two faces. The part that stands out is figural, whilst the other is ground. The therapist looks at what is figural for the client and for the self. This involves identifying a figure of interest, losing interest, and shifting to another figure (Friedman, 1999).

2.4.2.3 Experiment

In Gestalt therapy there are two kinds of *experiments*, namely awareness and thematic experiments. *Awareness experiments* help clients to notice something, to stay with it, or to accentuate the essence of what is happening, in order to get to know it better. Applying this principle to my study, with a child whose hand is clenched into a fist every time the issue of sexual abuse arises, I could mirror this action in order to bring it to the child's awareness. I could then ask the participant to further tighten her fist, to see what emerges. *Thematic experiments*, on the other hand, deal with a pattern of behaviour (such as passivity) that can arise after a negative experience or with a polarity (like being angry, aggressive and violent, and, at other times, being passive, obedient or overly nice – not being able to bridge the two) (Friedman, 1999). This kind of experiment explores themes more comprehensively, in order to direct themes toward a possible solution.

Gestalt experiments can assess the effectiveness or impact of an action, like when the therapist facilitates a client to take some action, in order to see whether or not it makes a difference, or if it changes anything, for instance, to see if it might end unfinished business. I regard this concept as the exciting, lively aspect of Gestalt therapy, as it provides an opportunity for creativity. Consequently, instead of simply talking about something, the client demonstrates the spoken content by means of clay, puppets, drawings, paintings, sand, dough, sculptures and collages. These kinds of activities separate Gestalt therapy from other therapies as they are focused on ways to facilitate therapeutic growth by showing clients how to express feelings that had been walled off inside themselves, or make explicit what had been implicit (Rhyne, 2001). Applying this to my study resulted in my view that Gestalt

experiments might be useful during alternative assessment practices – using media as a bridge between inner and outer realities, encouraging participants to create their own visual forms and to use these as messages that they send to themselves. As such, experiments provide visual imagery that might evoke associations, resonances and insights. Furthermore, when the client creates something, the therapist might obtain new information, different from what was spoken, as the child might express emotions that are challenging to talk about. This probably has more staying power than a mere cognitive experience. Gestalt experiments and techniques thus interrupt the usual pattern of intellectualising, and facilitate connection on a deeper level (Rhyne, 2001).

In Gestalt therapy, no fixed list of experiments, techniques or exercises exists. Experiments are not forced to result in desired outcomes. They arise from the moment, the here-and-now, and are sensitively tailored to the individual client. Gestalt activities focus on the individual client – on the manner of feeling, seeing, thinking and perceiving. Furthermore, when clients engage in Gestalt activities, they experience themselves. What they produce comes not from a depersonalised “it”, but is very personal. Consequently, clients can create and communicate better through the media of the forms that they make (Rhyne, 2001). I presume that humans both need to and want to be creative, as I regard this as typically human.

As my study focuses on children, I searched through the literature for an approach that might provide opportunity for the use of creative, relevant, friendly, interesting, familiar, culturally sensitive and developmentally appropriate techniques for the individual child. I concluded that Gestalt therapy experiments might provide this opportunity through the use of clay, puppets, drawings, paintings and sand. These experiments might be relevant, friendly, interesting and familiar to children, as they often form part of children’s life and play worlds. In conducting my study, I questioned whether or not experiments based on Gestalt therapy might be used successfully to assess children’s wellbeing. Consequently, I attempted to explore the application value of Gestalt experiments in assessing children who have been sexually abused.

2.4.2.4 Polarity

Polarity is defined as opposites, which usually exist within the context of broad opposites, such as cruel/kind and hard/soft. To illustrate: in order to know courage, we must know fear; for without fear we cannot experience courage. Applying this principle to my study resulted in my view that, after a child

has experienced sexual abuse, one polarity might not be accepted, for example, on the one hand being a perfect scholar who sings and plays piano in church, yet, on the other, having a secret life as a child who is being sexually abused. In Gestalt therapy experiments are designed to help with such kinds of polarities, as integration involves awareness and acceptance of both sides of a polarity (Friedman, 1999).

At the onset of my study, I wondered whether or not Gestalt therapy might be an effective way of assessing children's emotional wellbeing, which brings me to the possible application of Gestalt theory like awareness, experiment and perception during my study. It was my view that I firstly needed to devise an experiment or activity, which the participant could modify, when I commenced with my field work. Then I needed to direct the activity, ask questions and make suggestions as the process unfolded. Afterwards, I needed to provide the participant with feedback, indicating what stood out or was figural (Friedman, 1999). Where notes were taken, feedback could include reading the participants' own words back to them. Furthermore, it was continually important to keep in mind that, during Gestalt experiments, participants could sometimes appear to enter into an altered state, which is a state of deep connection and focused attention on the self. I therefore needed to enter into a similar state along with the participants. Furthermore, it was a creative state, one of joining in with the participants' experiences and with what was unfolding in front of me (Friedman, 1999).

2.4.3 Gestalt cycle

The Gestalt therapy process can be represented as a cycle. The model of a cycle emphasises the unified nature of experience (Clarkson, 1989). An advantage of this cycle is that it can be adapted in a multiplicity of interesting ways (Matthew & Sayers, 1999). As such, the Gestalt cycle provides a model for understanding where a client is with regard to any particular issue at any particular moment.

Figure 2.1 provides a visual representation of the Gestalt cycle (based on the contributions of Perls, Hefferline & Goodman, 2003; Matthew & Sayers, 1999; Clarkson, 1989; Yontef, 1979). In explaining the cycle, it is important to realise that any point that I considered is simply a staging post as the cycle is ongoing and living – a part of a whole. I chose to start with my discussion at the *sensation* point in the cycle, following Figure 2.1. This is the stage in the cycle where an experience impinges on the subconsciousness (Perls, Hefferline & Goodman, 2003).

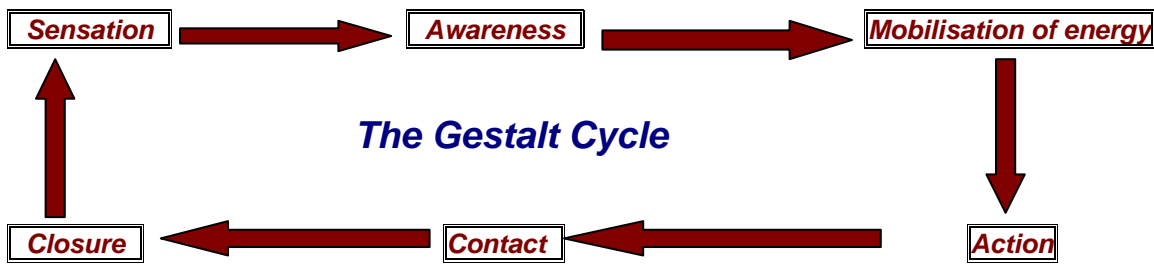


FIGURE 2.1. THE GESTALT CYCLE (Adapted from Perls, Hefferline & Goodman, 2003; Matthew & Sayers, 1999; Clarkson, 1989; Yontef, 1979).

In the *sensation* stage of the cycle there is a blockage between sensation and awareness. For an issue to enter a person's awareness, someone has to articulate it and be listened to while articulating it. Therefore, it is important to be fully aware of and interested in how a client feels. Thereafter, either gradually or suddenly, a sensation enters the client's consciousness as *awareness* (Matthew & Sayers, 1999). This is the process of being in vigilant contact with the most important event in the individual's field, with full sensorimotor, emotional, cognitive and energetic support (Yontef, 1979). Awareness might lead to the *mobilisation of energy*, which is a state of emotional and physiological arousal, where a client is generating energy for movement, or heightening the senses to receive maximum input from the environment. This stage of the cycle leads to the *action* stage. If energy has been successfully channeled, it will lead to action, and the action will be recognised as significant and appropriate. In the *contact* stage of the cycle sensory and motor functions make contact with the action that has been taken (Clarkson, 1989). Good contact is the essence of what Gestalt therapy is all about. It is a period of digestion and assimilation, where the individual can accept or reject what has been happening previously. The final phase of the cycle is *closure*. This phase is often omitted from theoretical discussions of the Gestalt cycle, which is perhaps a reflection of the difficulties clients might experience with the closure of human experiences (Matthew & Sayers, 1999; Clarkson, 1989).

During the initial stages of my literature review, I started wondering how the Gestalt cycle could be applied to my study. This resulted in my conclusion that, when primary school girls, who have been sexually abused, are unable or unwilling to articulate what they feel regarding the abuse, they are in the *sensation* stage of the cycle. For the sexual abuse to enter into the child's awareness, someone has to articulate it and be listened to while articulating it. Therefore, to be fully aware of and interested in how the child feels, could be one possible assessment goal in this area. Thereafter, during the *awareness* stage, the sexual abuse, which has entered awareness, will become the focal point of the child's consciousness. Furthermore, to be aware in the Gestalt sense, the child has to be connected and has

to allow the sexual abuse into awareness (Matthew & Sayers, 1999). During the *mobilisation* stage the child reviews options, accepts some of them, rejects others, actively researches new possibilities and begins experimenting with new forms of behaviour and appropriate actions (Matthew & Sayers, 1999).

If energy has been successfully channeled, it will lead to the *action* stage, and the action will be recognised as significant and appropriate by the child. During the *contact* stage the child is momentarily completely taken up with the *what* that has been created or discovered, that is most significant for the child at that point in time. Therefore, I propose that contact is about the expression of emotions during the assessment process. It is about expressing anger and frustration regarding the sexual abuse (Matthew & Sayers, 1999). True contact might open gateways to change and facilitate movement in the cycle. The next and final phase of the cycle is *closure*, which is a postcontact point where the child experiences feelings of satisfaction with what has been achieved, as well as a Gestalt sense of completion. Although the Gestalt cycle is traditionally used during intervention with adults, I believed that it can also be implemented during the assessment of younger children when commencing with my field work. The findings of this study might therefore add to literature relating to the experience of younger children who have been sexually abused, specifically with regard to the manner in which the different stages of the Gestalt cycle are experienced while a child is participating in alternative assessment procedures.

2.4.4 Gestalt activities adapted for children

Mullen (1990) suggests that Gestalt therapists familiarise themselves with the principles of Developmental Psychology, to be able to tailor Gestalt therapy methods to fit the developmental levels of their clients. Therefore, it is important to use activities that are relevant, familiar, culturally sensitive, developmentally appropriate and interesting to children, when assessing children (Appl, 2000). In the next sections I discuss a few of the Gestalt activities that I employed during my field work – activities that therapists might use with children (refer to Appendix D for the intervention I developed based on these constructs).

2.4.4.1 Family drawings

Family drawings entail that children draw their families as symbols or animals. The therapist asks the child to close her³ eyes, enter into her own space, and think of each member of her family. Thereafter, the child draws her family members as symbols or animals that they remind her of. For example, if someone in her family reminds her of a butterfly, because that person flirts around a lot, she has to draw that person as a butterfly. This is followed by a discussion of the drawing (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.2 Egg technique

This technique might make the child aware of her own personal boundaries, and enable her to recognise when someone intrudes on her boundaries. The therapist can start the session by asking the child if she knows that she is staying in an egg. The child is then presented with a picture in which she has to connect dots around a figure and colour in the personal space. This could enable the child to visually understand what is meant by boundaries. Then the child is given the opportunity to physically show with her arms spread around her body where her boundaries lie. The therapist might explain that people have their own personal space and distance around their bodies that make them feel safe. These are called boundaries. When she is hit, touched in a private way, yelled at or ignored, her boundaries have not been respected. The therapist could ask questions like: *If someone bumps into you in the street, have they come into your personal space? If someone screams at you and makes you cry, have they violated your invisible boundaries?* The child is asked to identify persons who had positively or negatively entered her personal space (Fouché, 2000; Butler & Karp, 1996).

2.4.4.3 The rosebush

The child is given the opportunity to close her eyes and enter into her own space. Thereafter she has to imagine that she is a rosebush. This technique requires a lot of prompting, suggestions and possibilities. The therapist might ask questions like: *What kind of rosebush are you? Are you very small? Are you large? Are you fat? Are you tall? Do you have flowers? If so, what kind? What colour are your flowers? Do you have many or just a few? Are you in bloom or do you only have buds? Do you have leaves? What kind? What are your stems and branches like? What are your roots like?* The

³ I decided to use the feminine gender (*her* and *she*), based on the fact that I involved girls in my study.

therapist then asks the child to open her eyes and draw or paint her rosebush (Thompson & Rudolph, 2000; Oaklander, 1988). This is followed by a discussion of the drawing or painting.

2.4.4.4 House and community plan

By using this technique, it is possible to identify places in which the child feels secure, but also to identify places and situations in which she feels threatened. A picture is drawn of the child's home, and clay models representing her family members are made. The child or the therapist can write the people's names next to the clay figures. Furniture can also be drawn. The area surrounding the house might be drawn, as well as neighbouring houses, open fields and schools. Thereafter questions are asked to further explore, by focusing on the child's family life. The therapist might ask questions like: *Who sleeps where? Who wakes you up in the morning? What does mom/dad do when you don't want to get up? What do you do after you have gotten up? What does mom/dad do when you are in the bathroom and they want to quickly come in? What do you see when dad/mom/brother comes into the bathroom to use the toilet? What do you eat? Who prepares it? What if there is no bread or milk? Who dresses you?* (Fouché, 2000; Kaduson & Schaefer, 1997; Butler & Karp, 1996; Perry & Wrightman, 1991).

2.4.4.5 My week, my day, my life

The therapist can get an sense of the child's life by asking her to draw a picture of her week, or her day, or her life. These pictures might provide opportunities for further discussions regarding her day, week or life (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.6 Storm

This technique might explore the child's feelings and preferences regarding significant people in her life. The therapist can start the session by asking the child if she knows what an island is. She then paints an island as well as the water around it. The therapist explains that they are going to pretend and play that they had won a holiday on the island. The child can decide who can come and stay for a weekend, making clay models representing the people who she would like to come and stay with her on the island. The therapist might ask questions like: *Who do you play with on the island? Who is going to prepare food? What kind of games do you play on the island?* The therapist can then construct a

smaller island, not far from the big island, explaining that the child can put the people that hurt her or say rude things to her on the smaller island (Moore, 1992).

2.4.4.7 Free drawing

The child is given the opportunity to draw or paint whatever she wants, rather than be told what to do. Of significance is what is foremost in the child's mind. Thereafter, the therapist might ask questions about the child's picture, and follow with a discussion of the drawing/painting (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.8 Family graphic

By using different colours of clay, that are rolled into little balls, it is possible to determine the relationships between the child and the people with whom she has contact. Furthermore, it is possible to visually represent these relationships. The child is requested to form a ball that represents her and to place it anywhere on a blank piece of paper. Thereafter, she forms balls of clay representing her family members and friends that visit her, or whom she often visits, as well as her extended family. She then places the balls of clay anywhere on the paper (as near or as far from the ball of clay that represents herself, as she decides) (Fouché, 2000; Kaduson & Schaefer, 1997; Venter, 1993; Oaklander, 1988).

2.4.4.9 Clay

The therapist might motivate the child to experience some activities that she can perform with clay. The therapist might start by asking the child to close her eyes, and to follow the therapist's directions, like to sit calmly for a moment with her hands on her lump of clay, or to take a couple of breaths and "make friends" with the clay. The therapist can then ask questions like: *Is it smooth? Rough? Hard? Soft? Bumpy? Cold? Warm? Wet? Dry? Light? Heavy?* Thereafter, the child can be provided with the opportunity to pinch the clay, squeeze it, bunch it up together in a ball, and tear it up into little and big pieces. The therapist can also give the child the opportunity to create anything with clay or even ask her to be the clay. Throughout, the therapist might ask questions about the child's clay object or experiences (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.10 Emotion circles

The child draws two circles on a piece of paper and colours the circles with two different colours (one in the colour that she likes the most, and the other in the colour that she dislikes the most). The child is requested to use the circles to place people represented by clay balls. The therapist might ask the child to name people in her class, for example, that she does not like, and to place them on the colour that she dislikes the most. Therefore, the child takes the different people (represented by clay) and puts them either in the “making me feel happy circle” (colour that she likes the most), or “making me feel unhappy circle” (colour that she dislikes the most) circles. After all the clay balls have been placed, questions like the following might be asked: *I see you have put John, Tabo, grandpa and mom in the making me feel unhappy circle. Can you tell me, what does John do that makes you unhappy?* (Fouché, 2000; Kaduson & Schaefer, 1997; Venter, 1993).

2.4.4.11 Collage

The child is given the opportunity to create anything she wants to. The therapist might ask the child to draw a picture of what she feels. The therapist might state that she could choose materials that indicate how she feels. Happiness, sadness, excitement, shyness, loneliness and other feelings can be expressed through colours, textures and patterns that she chooses, and through the manner in which she cuts and arranges them. Good collage work can be done with magazine pictures, a pair of scissors, glue and some kind of backing. Other materials that might be used for collages are papers of different kinds, like tissue paper, old greeting cards, newspaper and wallpaper. Various textures of cloth can also be used, such as silk and lace. Anything that is lightweight and can be pasted or attached to a flat surface can be used. Thereafter, the child is requested to share her view of her collage, or to tell a story about it, whilst the therapist asks questions (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.12 Castle

This technique might provide the child with an opportunity (through fantasy), to express her fears, thoughts and dreams, providing her with feelings of empowerment. The therapist might place a crown on the child’s head to show her that she is special. Furthermore, the activity might create a space where the child can live out her fantasies. A fantasy is created in which the child is a princess, whilst the therapist draws a castle on a blank piece of paper. Different rooms are represented inside the

castle. One of the rooms is coloured black and another orange. The child can decide who she would like to live with her inside the castle, and who she would prefer to stay outside. The child then places anyone who she doesn't like, or who hurt her, in the "dark room", whilst she places the people with whom she shares a secret in the so-called "secret room". The therapist might state: *I see that you have put James in the dark room. Tell me more about James. Why did you put him in the dark room?* (Geldard & Geldard, 2002; Fouché, 2000; Jones, 1992).

2.4.4.13 Storytelling

The therapist provides a variety of pictures and the child has to tell stories about the pictures. It can be any story, as long as it has a beginning, a middle and an end. Thereafter, the therapist asks questions about the stories and the characters participating in them (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.14 Writing

The therapist provides the child with booklets, with titles like: *Happies, Braggings, Things I hate, Things I like, If I were the president, Things that made me mad this week, My wishes, Feelings, If I were my mother, Something about me.* The child then writes about the different titles. This provides opportunities for discussion (Thompson & Rudolph, 2000; Oaklander, 1988).

2.4.4.15 Incomplete sentences

The therapist gives the child an opportunity to complete sentences that start with sections like: *Love is..., I feel afraid when..., It isn't fair that..., I feel happy when..., I feel sad when..., I feel lonely when..., I feel like singing when..., My best friend is..., What I like about myself...* The therapist can also provide the child with the opportunity to write a page of sentences that start with *I am* or *I want* (Oaklander, 1988).

2.4.4.16 Puppets

The therapist might ask the child to select puppets to work with from a pile of puppets, and to be the puppets' voices. The therapist will then ask the puppets questions, providing opportunities for

discussion, like: *How old are you? Where do you live? Why did Sarah pick you? Who bothers you the most? Do you have any friends? What do you like about the child that picked you?* (Thompson & Rudolph, 2000; Oaklander, 1988).

As limited literature resources seem to exist with reference to the use of Gestalt intervention techniques that are adapted to assess children, my study might make a meaningful contribution to the existing literature relating to the use of Gestalt therapy for alternatively assessing young children who have been sexually abused, by applying the techniques discussed in the previous sections. Furthermore, I anticipate that my study might add to the literature regarding practical guidelines for using Gestalt therapy to assess the impact of sexual abuse and the diagnostic symptoms thereof. In this manner, my study could contribute to the existing practical knowledge base on how Gestalt therapy might be implemented as an alternative assessment technique.

2.5 CONCEPTUAL FRAMEWORK OF THE STUDY

Figure 2.2 provides a visual representation of the conceptual framework of my study. After presenting Figure 2.2, I discuss my conceptual framework.

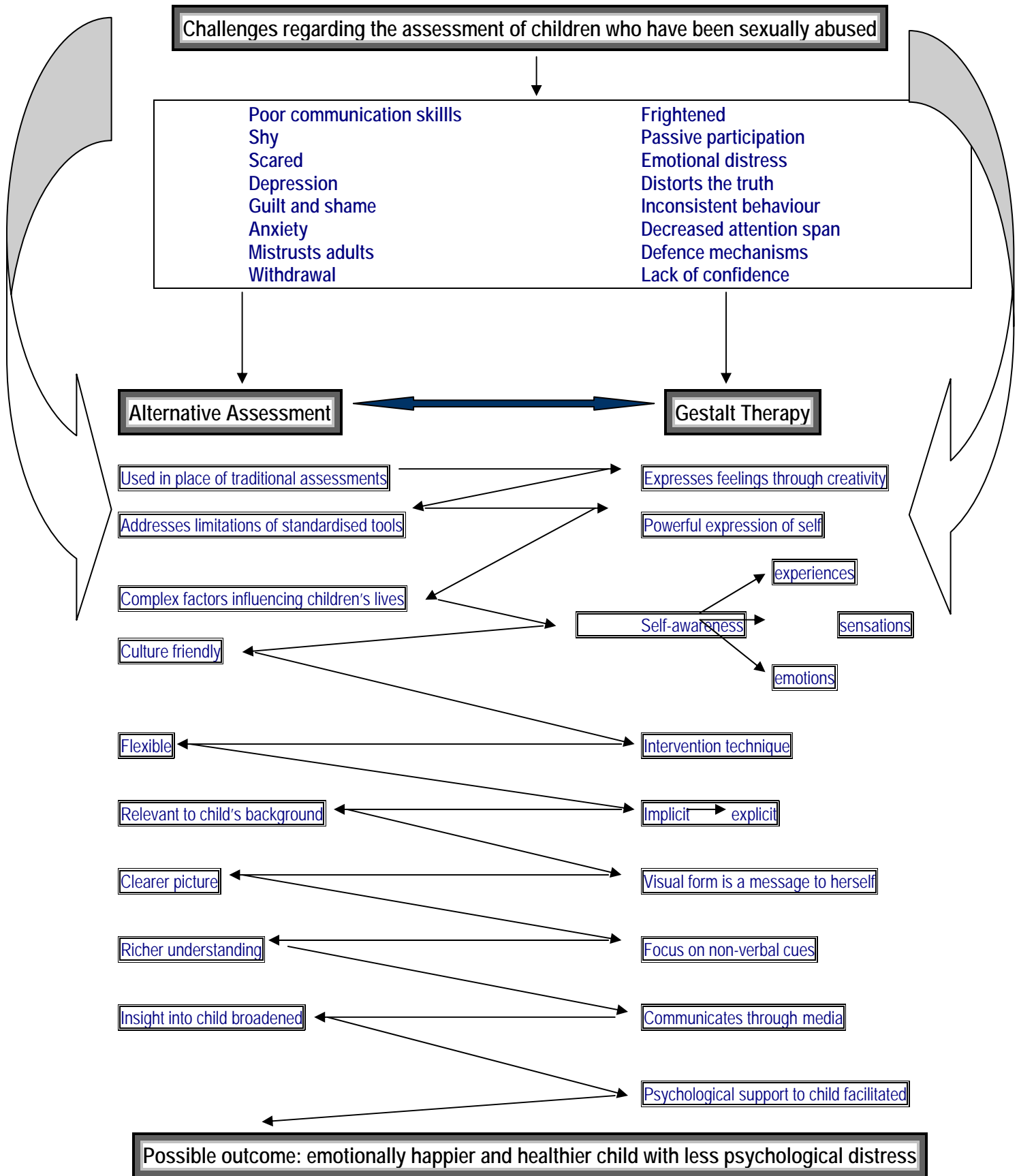


FIGURE 2.2: CONCEPTUAL FRAMEWORK OF THE STUDY

I regard child sexual abuse as sexual behaviour between children/adolescents and adults, where the child is used as a sexual object for the erotic gratification of the older person. I view sexual abuse as a traumatic experience for the child, that might lead to negative short- and long-term consequences, like poor communication skills, withdrawal, depression, passive participation, emotional distress, feelings of guilt and shame, anxiety, decreased attention span, and inconsistent behaviour. In addition, children who have been sexually abused might be frightened or shy, they often mistrust adults, distort the truth and deny that the sexual abuse happened. In this manner, the assessment process may be blocked by one or more of these challenges, and it might be difficult to engage the child in assessment.

I propose that postmodern trends and techniques, that are characterised by a shift in focus away from psychometric testing and standardised media towards informal and alternative assessment techniques, might offer one route to address these challenges, while assessing the emotional wellbeing of children who have been sexually abused. In addition, alternative assessment might address the limitations of standardised assessment tools, as alternative assessment approaches provide a framework to better accommodate diversity in different culture groups. In this manner alternative techniques might provide measures that are relevant to the child's background. Techniques can be implemented flexibly and it consequently might be easier for children to express their feelings during alternative assessments. In addition, an alternative assessment might provide a clearer picture of the individual child and a richer understanding of the psychological effects of the sexual abuse.

I decided to use alternative assessment based on Gestalt therapy, as this intervention technique has no fixed list of tests, media, experiments, techniques or exercises. Assessment activities and media can be developed age-appropriately, whilst keeping the child as an individual in mind (adhering to alternative assessment). My decision to rely on Gestalt therapy was also based on my belief in one of the therapy's principles, namely that children's bodies and senses are better indicators of the truth than what they express verbally. In this manner, alternative assessment based on Gestalt therapy might support children to express their emotions through creativity. In my view, the act of creating is a meaningful way of expressing feelings. Therefore, when children create something, the assessor or therapist might obtain new information, that has not been obtained from verbal communication, as Gestalt activities might be a bridge between inner and outer realities. As such, assessments are highly personal and can support children to communicate through the media that they create. In addition, Gestalt therapy might motivate children to become aware of their experiences, sensations and emotions.

I propose that any media that are based on Gestalt therapy principles might support assessors in establishing connections and links. In this manner, an alternative assessment based on Gestalt therapy may provide opportunities to go beyond what the child verbalises, by making use of visual patterns, relationships and contexts in the child's life. Alternative assessment based on Gestalt therapy might therefore provide a rich, wide and holistic view of the child's emotional wellbeing, in terms of competencies, strengths and areas of emotional difficulty. In addition, as Gestalt therapy is traditionally used for intervention, I wanted to explore the effectiveness (or not) of its use as an alternative assessment technique. In this manner, at the onset of my study, I contemplated whether or not assessments based on an intervention technique might support children who have been sexually abused, by providing them with a safe medium for expressing emotions that might be walled off inside themselves, whilst facilitating therapeutic growth. As such, children who have been sexually abused would not have to wait until after the assessment before they receive support and therapy.

2.6 CONCLUSION

Reports of child sexual abuse have increased dramatically over the past twenty years (Lamb, 1994; Melton & Limber, 1989; Benedek & Schetky, 1987; Green, 1986). Against this background, the ability to assess children who have been sexually abused is central to providing appropriate services, in order to ensure that no repetition of the abuse occurs. As professionals, educational psychologists generally continually attempt to create new modes of thinking regarding assessing children who were sexually abused. As such, educational psychologists are constantly reflecting on the efficacy, acceptability, practicality and integrity of their assessment practices (Lubbe, 2004). This might enable practitioners to select the type of assessment model that best suits a child, as well as the aims of assessment. As a result, educational psychologists might be able to complete more accurate assessments, which implies improved interventions and educational psychological outcomes for children who have been sexually abused (Myers, 2005; Losardo & Notari-Syverson, 2003).

For young scholars like myself, entering the vast field of educational psychological assessment, critical thinking might be the compass to guide me towards establishing an assessment framework with which I feel the most comfortable. Therefore, in this study I attempted to engage in the epistemological basis of assessment, to move towards a process that hopefully provided a more transparent and helpful approach to assessing children who have been sexually abused. Furthermore, I sought an alternative assessment approach that was compatible with my value stance of respect for children, while providing

a thorough, comprehensive and balanced assessment that could be used to actively promote change, rather than being a passive information-gathering procedure.

Based on the theoretical insights that I obtained during my review of literature on child sexual abuse, alternative assessment and Gestalt therapy, I planned and conducted an empirical study, in order to explore the possible use of Gestalt therapy as an alternative assessment technique with two primary school girls who had been sexually abused. In the next chapter, I describe the methodological choices that I made, and the processes that I followed in undertaking the empirical study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

"Methods are the tools of the researcher's trade. You need to know how to use them, but just as important, is knowing when they should be used" (Moore, 1992: 108).

3.1 INTRODUCTION

In the previous chapter I provided a comprehensive literature review, as backdrop to the empirical study that I conducted. I explored child sexual abuse, alternative assessment and the Gestalt therapy approach, in order to provide the necessary background with regard to the theory that I considered in planning and conducting empirical research.

In this chapter, I discuss my research design and the methodology of the research study. I also explain the ethical considerations of my study, as well as the quality criteria that I strove to adhere to. In doing so, I hope that the reader will be able to gain insight into the methodological lenses through which I conducted my study. I commence my discussion by explaining the paradigmatic perspective upon which I relied in planning and conducting my study.

3.2 PARADIGMATIC PERSPECTIVE

For the purpose of this study, I followed a qualitative approach, anchored in an interpretivist paradigm.

3.2.1 Methodological paradigm

The methodological approach that I adopted for the research in this study is qualitative by nature. Parker, Dalrymple and Durden (2000) describe qualitative research as research concerned with trying to understand meaning and impact in a multifaceted way. I studied a specific theme, namely the potential use of Gestalt therapy as an alternative assessment technique to assess the psychological state of two primary school girls who had been sexually abused. I therefore conducted the research in the participants' natural settings, in an attempt to understand and explain the said phenomenon in terms of the meanings the participating children attach to it (Denzin & Lincoln, 1998b). In this manner, I focused on understanding human behaviour and experience (Van der Merwe, 1996). My emphasis was on process and meaning, which cannot be measured in terms of quantity, intensity or frequency (Denzin &

Lincoln, 1998a). Adding to these authors, Morse (1994) states that qualitative research focuses on the analysis of a problem within the local and situational framework, with the research participants' points of view and experiences as points of departure. Therefore, as qualitative researcher I followed an inquiry process of understanding the participants' points of view and experiences. Thereafter, I aimed to build a holistic image of findings; analysing words and reports on the views of the participants in detail (Skinner, 2002; Cresswell, 1998).

In this study, I did not only strive to acknowledge the values, views and experiences expressed by the participants and the authors that I consulted, but also used these for understanding and interpreting meanings. For this reason, I did not limit discussions and assessments by using predetermined, closed questions. As a result, I was able to identify unanticipated information and use it while understanding and interpreting meanings. This inductive approach supported me in acquiring information about how the participants thought, felt and acted, as well as what they believed (Babbie & Mouton, 2001).

In conducting qualitative research, I could rely on the strengths of the qualitative approach. I could namely gain insight into the manner in which the participants experienced and gave meaning to the effect of the sexual abuse that they had been exposed to in terms of their lived-experiences. Secondly, following a qualitative approach enabled me to gain an understanding of the participants' contexts, situations and environments. Lastly, I was able to understand the process, and the manner in which the research events influenced one another (Parker *et al.*, 2000).

Although it is my assumption that a qualitative research approach was an appropriate choice for my study, I also aimed to address the challenges of this approach. I considered the possibility that the approach is conversational, and that during data analysis I might attempt to preserve the integrity of the collected data (Terre Blanche *et al.*, 2006). In an attempt to address this challenge, I gained permission from the participants, in the form of informed consent and assent, to use the data that I had collected. In addition, I audio-recorded and transcribed interviews and assessments, after which I applied a rigorous data analysis process to ensure that trustworthy conclusions were drawn. Another possible limitation of using a qualitative approach that I faced, is that the results may not be generalisable (Cohen, Manion & Morrison, 2000). However, the aim of my study was not to generalise, but rather to provide elaborate descriptions of the participants' perceptions of their life-worlds and experiences.

3.2.2 Meta-theoretical paradigm

Terre Blanche and Kelly (2002) state that an interpretivist paradigm presumes that people's subjective experiences are real (ontology), that we can understand others' experiences by interacting with them and listening to what they tell us (epistemology), and that qualitative research techniques are best suited to this task (methodology). In this regard, I aimed to acquire knowledge through the interpretivist lens by means of relative observation and interpretation, and by interpreting reality in a concrete manner, without being predicted or controlled (Schurink, 1998).

In conducting this study, I adhered to Schwandt's (2000) identification of three assumptions characteristic of the interpretivist tradition. Firstly, in accordance with Interpretivism, I assumed human action to be meaningful. Secondly, I assumed that an ethical commitment, to respect and be faithful to the participants' life-worlds, exists. Furthermore, in line with Interpretivism, I aimed to emphasise the contribution of human subjectivity to knowledge. Applying these assumptions to my study implied that I perceived the participants' actions during assessments and interviews as meaningful. In addition, I had an ethical commitment to respect the participants and their actions. Finally, during my study I made subjective decisions whilst continuously reflecting in my researcher journal and with my supervisors, on my role as researcher and my relationships with the participants. Adding to this, I strove to formulate findings which are based on the outcomes of the participants' involvement and of the conditions of the research, and not of my (or others') subjective biases, motivations and perspectives.

Cohen *et al.* (2000) add to these assumptions by describing a few essential elements of the interpretivist approach to research. Firstly, interpretivist research is done on a small scale, where human interaction creates the social context. In this study, I conducted research on a small scale by interviewing and assessing two participants who had been sexually abused. During the interviews and assessments, human interaction between the participants and myself created a social context. Secondly, Cohen *et al.* (2000) assume that interpretivist research is a non-statistical approach that allows subjective interactions. In this study I made use of a non-statistical approach as I followed a qualitative interpretivist approach that allowed subjective interactions during interviews, assessments and discussions. Therefore, I (as the researcher) was personally involved and tried to understand actions and meanings. In this manner, I strove to interpret and to investigate what appeared to be evident. Finally, in line with interpretivist research, my study included elements like personal perspective, personal construct and negotiated meaning.

Schwandt (1998) elaborates on these elements by stating that the future of interpretivist perceptions rests on individuals being comfortable with the blurring of lines between science and the art of interpretation. As the intention of my study was to understand and interpret meanings as they were revealed during interviews and assessments, I had to be comfortable with the blurring of lines between interpretation and science. This understanding of understanding, or *Verstehen*, is best known in context. In other words, not only did I have to interpret the participants' meanings, but also the context in which they expressed these meanings. Schwandt (2000) identifies this process as "empathic identification", when, for example, the researcher attempts to understand the intentions of the author of a text, or of a speaking participant during an assessment, as was the case in my study.

Although I am of the opinion that an interpretivist paradigm was an appropriate choice for my study, I also faced certain challenges based on my selected paradigm. I considered the possibility that I may be selective, biased, partial and subjective (Cohen *et al.*, 2000). I tried to address this limitation by collecting diverse data in the form of written field notes, observations, audio-recordings of interviews and assessments, visual media, and photographs of the informal media and activities that I employed during assessments. In addition, I continuously reflected in my researcher journal, and had discussions with my supervisors regarding my subjective decisions and collected data.

3.3 RESEARCH DESIGN

I employed a clinical case study research design, situated within the context of psychotherapy outcome research. A clinical case study design implies an in-depth and comprehensive investigation of a few cases (Bless & Higson-Smith, 1995) which in my study were two primary school girls who had been sexually abused. As the number of cases was limited, I was allowed to focus on the research theme and study it in greater detail (Weiten, 1989). A clinical case study design enabled me to aim for an understanding of the meanings and character of human experiences. Clinical case studies are usually made up of participants who have experienced a particular phenomenon, in this study being primary school girls who have experienced sexual abuse. Clinical case study research offers participants a service (an educational psychological assessment) in return for their participation in the research study (Terre Blanche *et al.*, 2006). Although psychotherapy outcome research traditionally focuses on the efficacy of psychotherapy (Terre Blanche *et al.*, 2006), I related the focus in my study (being psychological assessment) to psychotherapy outcome research, as assessment and intervention are

often difficult to separate. I am of the opinion that assessment inevitably implies intervention (referred to as *psychotherapy* in the context of Psychology).

Stake (2001) describes a case study as both a process and a product of inquiry, emphasising the evolving nature of qualitative research, and corresponding to the exploratory and descriptive approaches suitable to the study (Cohen *et al.*, 2000; Stake, 1995). As such, a clinical case study design, situated within the context of psychotherapy outcome research, enabled me to address my research questions. The design choice provided me with multiple sources of information and detail regarding my research topic (Wimmer & Dominick, 2000; Mark, 1998). Furthermore, the design complemented the epistemology of this study, namely Interpretivism, where I aimed to understand the interpretations and meaning of reality as perceived by the participants. In this manner, my selected research design supported me in my attempt to understand the participants' emotional experiences associated with the sexual abuse that they had been exposed to (Cohen *et al.*, 2000; Stake, 1995).

Although I believe that a clinical case study design was an appropriate choice for my study, I also strove to address the potential limitations of this design. I considered the possibility that cases might lack scientific rigour and that findings may not be generalisable. However, I do not regard these characteristics as limitations, as the aim of my qualitative, interpretivist study was not to generalise or to provide scientific rigour, but rather (with the primary aim of understanding) to provide detailed descriptions of the participants' perceptions of their life-worlds and experiences.

In Table 3.1 I summarise the strengths and potential challenges of a case study design, as applicable to my research (Berg, 2001; Stake, 2001; Cohen *et al.*, 2000; Donmoyer, 2000; Worchel & Shebilske, 1989). During the study I was aware of the strengths and potential challenges of using a case study research design. One measure that I applied in order to monitor the effect of these challenges on the quality of my study, was to continuously reflect on my interpretations and actions in a researcher journal (Appendix E), in order to execute a rigorous study. I furthermore provided rich and thick descriptions (for multiple perspectives) and conducted interviews with significant others to obtain their perspectives.

TABLE 3.1: STRENGTHS AND POTENTIAL CHALLENGES OF A CASE STUDY RESEARCH DESIGN

Strengths	Potential challenges and attempts to address them
High construct validity and in-depth insights, enabling rapport with the participants.	Results are not generalisable. <i>Not an aim of interpretivist studies. The aim of my qualitative study was not to generalise, but rather to provide rich descriptions of the participants' perceptions of their life-worlds and experiences.</i>
Refinement of theory and encouragement of hypotheses and later studies.	
Accessibility to unique situations.	
Allowed my (and different) perspectives.	Prone to problems of observer bias. <i>Freedom from bias does not support the interpretivist paradigm. However, I attempted to address this potential challenge by continuously reflecting on my role as assessor, researcher and my relationships with the participants in my researcher journal (Appendix E). In addition, I constantly had to remind myself that I was conducting assessments for research purposes and not as an educational psychologist in training. I believe that my motives and values did form an integral part of the research process but I strove to formulate findings which were based on the outcomes of the participants' involvement during the study and on the conditions of the research, and not of my (and others) biases, motivations and perspectives.</i>
Bridged the gap between preliminary studies and practice.	
Immediately intelligible (speak for themselves).	
Captured unique features that may have otherwise been lost in larger scale data.	
Method of gathering information in a short period.	
Allowed for the participants to be studied in a natural setting.	
Recognise the complexity of social truths.	
Insights could be directly interpreted and applied.	May be selective, biased and personal. <i>Multiple perspectives on reality are in line with the basic principles of Interpretivism. However, I attempted to address this potential challenge by providing rich and thick descriptions (for multiple perspectives). I furthermore conducted interviews with significant others to obtain their perspectives.</i>
Involved a single researcher (me) without needing a full research team undertaking research.	Objective results and findings cannot be made. <i>This does not apply as a challenge in my study, as it is an interpretivist study and did not aim for objectivity but rather for individualised accounts of experiences.</i>
Strong link with reality.	The researcher (I) may make subjective decisions. <i>Subjective decisions are in line with the basic principles of Interpretivism.</i>

3.4 RESEARCH METHODOLOGY

I now discuss the methodology that I used during the study. I commence my discussion by explaining how I selected the participants for the study.

3.4.1 Selection of participants

Cohen *et al.* (2000) remind me that the quality of a research project does not merely stand or fall on the basis of the appropriateness of the methodology and instrumentation, but is also related to the suitability of the sampling strategy that has been adopted. In this regard I selected participants by means of judgmental sampling, also known as purposive sampling. As this technique is often used to create small, relevant samples in qualitative research or case studies, with the selection of participants not being determined by a statistical principle of randomness, I applied purposive sampling as a type of

nonprobability sampling. I selected the participants on the basis of my own judgement (selection criteria for participants included further on) regarding participants that would be suitable, based on their experiences, availability and willingness to participate (Creswell, 2003). Purposive samples are regarded as more than adequate for research purposes, as they provide detailed cases that can be studied in-depth (Terre Blanche *et al.*, 2006).

I used judgmental sampling during my research, as it enabled me to involve participants who were accessible and “information rich”, and who represented certain types of characteristics (Terre Blanche *et al.*, 2006; McMillan & Schumacher, 2001). This method of sampling enabled me to study the two primary school girls’ experiences and meanings in-depth. In addition, the sampling yielded insights into the use of Gestalt therapy as an alternative assessment technique.

Creswell (2003:220) states that: *“In qualitative data collection, purposeful sampling is used so that individuals are selected because they have experienced the central phenomenon.”* I employed purposeful sampling in order to enable me to select a few participants according to a list of specific criteria. I selected the participants on the basis of criteria regarding their availability, but especially regarding their knowledge and experience of the sexual abuse that they had been exposed to. As such, my study aimed to include stratification, which means that the selected individuals needed to meet the following selection criteria (Creswell, 2003):

- Participants must be primary school girls.
- Participants must reside in the region of Pretoria.
- Participants must understand and speak Afrikaans⁴.
- Participants and their guardians/parents must give their verbal and written permission to participate in the study.
- Participants must be able and willing to participate in the assessment activities.
- Participants must have been exposed to sexual abuse.

At the time of the field work I was an intern educational psychologist at a primary school, and identified and selected one participant, based on a referral by one of the educators at the school and by her parents. In addition, I selected a second participant by contacting a children’s home in the area and gaining permission to work with one girl residing in the home. My decision to include a participant

⁴ My decision to include Afrikaans-speaking girls is based on the fact that I was situated at an Afrikaans school at the time of my field work, and therefore had access to Afrikaans-speaking girls who could possibly participate.

residing in a children's home was based on the fact that the participant had experienced sexual abuse and was willing and available to participate in my study.

I also included secondary participants on the basis of my own judgment, based on their experiences, availability and willingness to participate (Creswell, 2003). These participants included the parents/guardians and educators of the primary participants. Table 3.2 provides detailed information regarding the participants in this study.

TABLE 3.2: INFORMATION REGARDING PARTICIPANTS

Jennifer ⁵	Annie ⁵
Participant in primary school where I completed my internship.	Participant in children's home.
Ten years old.	Twelve years old.
In a mainstream primary school.	In a primary school that offers specialised learning support.
Resides in Pretoria.	Resides in Pretoria.
Understands and speaks English and Afrikaans.	Understands and speaks Zulu, English and Afrikaans.
Provided verbal and written permission to participate in my study (Appendix A).	Provided verbal and written permission to participate in my study (Appendix A).
Able and willing to participate in assessment activities.	Able and willing to participate in assessment activities.
Raped.	Raped.
Perpetrator was Jennifer's foster mother's live-in boyfriend.	Perpetrator was Annie's biological father. He is currently in jail for raping Annie.
Awaiting trial at the time of my study.	Testified in court against perpetrator.
Jennifer's mother participated in an interview as a secondary participant.	No secondary participants as the social worker relocated and children's home has no contact with Annie's parents.
Two educators participated in informal discussions as secondary participants.	Annie's educators did not participate in my study, as they are not aware of the sexual abuse.

Although it is my opinion that judgmental sampling made it easier for me to conduct my research, I also attempted to address the potential challenges of this method of sampling. First, no precise manner of generalising from the sample to any type of population exists. This means that the generalisability of my findings is limited to the characteristics of the participants. However, this does not mean that my findings are not useful, as I provided elaborate descriptions of the participants and their contexts by supplying extensive, clear and detailed information (Terre Blanche *et al.*, 2006; McMillan & Schumacher, 2001). Furthermore, the primary purpose of my research was not to generalise, but to better understand whether or not Gestalt therapy might be used as an alternative assessment technique with primary school girls who have been sexually abused. A second challenge lies in the fact that the judgmental sampling I employed relied upon my judgment in selecting the participants. In an attempt to

⁵ Pseudonyms were used, in order to protect the participants' and other role-players' identities.

address this challenge, I selected participants, on the basis of the above-mentioned criteria, which I discussed with my supervisors at the onset of my study.

3.4.2 Intervention: educational psychological alternative assessment

I used educational psychological alternative assessment and the process and outcomes thereof, as intervention to assess the psychological state of the two participants, and to explore the possible application value of Gestalt therapy during alternative assessment. At the onset of my study I possessed knowledge concerning different Gestalt therapy techniques, based on an intensive literature review. As such, I chose assessment techniques that were based on the underlying principles of Gestalt therapy. This entailed using informal and alternative media throughout the course of the study, namely drawings, paintings, activities with clay and dough, fantasy, puppets, taste, relaxation, collages, storytelling and writing. The media and techniques that were used during the assessments are discussed in more detail in Chapter 2 (section 2.4.4). However, I did not follow these activities rigidly to a pre-determined agenda, as the participants' unique needs might then have been overlooked rather than addressed.

During the first session of both participants I used an "icebreaker" and established relationships of trust with the participants. Thereafter, I planned and developed the alternative assessment sessions as my study progressed and not beforehand, being guided by issues that arose during previous assessment sessions. In this manner, when a participant said nothing except answering direct questions, for example, I based the next assessment session on techniques, handpuppet and clay due to my assumption that the participant might then feel more comfortable to participate actively. In addition, the goals that emerged during assessment sessions were effectively the participants' goals, although the participants were often unable to verbalise them. In this manner, when it became apparent that a participant was not able to deal with emotional issues regarding the sexual abuse, I would for example direct the next assessment's focus on her other thoughts, emotions and behaviours. In addition, whenever I observed that a participant was expressing feelings of inadequacy, in the next session I would include activities that might enable the participant to feel good about herself. Subsequently, I formulated themes upon which I could focus during future sessions, by drawing on information from my previous casework experiences, from my theoretical understanding of Educational Psychology and childhood behaviour, and from my knowledge of current research and relevant literature. Refer to Appendix D for an overview, visual data and photographs of the assessment sessions of both participants.

Throughout the study I used Gestalt therapy methods suitable to the participants' ages and discussed the planning of the sessions with my supervisors. Therefore, assessment media were adapted to meet the participants' unique needs with reference to their ages, interests and preferences. When I observed that a participant enjoyed a specific technique, such as working with clay, I would try to use clay during the next session, to meet her preferences. On the other hand, when a participant did not show interest in a specific technique, such as puppets, and withdrew during the activity, I did not use this method in the sessions that followed. I conducted assessment sessions weekly, throughout my study, to guide this research and support me in gaining new insights in terms of the potential use of Gestalt therapy as an alternative assessment technique. Assessment sessions varied between 30 minutes and two hours each (refer to Appendix E). I documented assessments by means of field notes of observations, photographs, visual data and audio-recordings, which were subsequently transcribed.

3.4.3 Data collection and documentation

Creswell (1998) regards data collection and documentation as interdependent activities, aimed at the gathering and documentation of valuable information, in order to address research questions. I collected diverse data in the form of a combination of newly generated data (primary data) and existing material (secondary data), in an attempt to address my research questions. In relying on multiple data collection and documentation methods, I support Mouton (2001:104), who states that during data collection the emphasis should be on the participants and their worldviews, and warns that one should have "*a reluctance to impose any pre-set theory or explanation*". I now discuss the data collection and documentation strategies that I employed.

3.4.3.1 Analysis of documents containing background information

Documents are records of past events that are written or printed, and include notes, letters, official documents and diaries (Terre Blanche *et al.*, 2006). For the purpose of this study, I made use of notes, reports and internal documents, written by social workers, as well as official letters and communication regarding the participant residing in the children's home (refer to Appendix E for my typed notes⁶). These documents provided useful background information relating to the participant. The potential value of the documents that I used in the study lies in the fact that they were available and factual. In addition, analysing documents containing background information of the participant who resides in the

children's home was in some ways easier than the interviews that I conducted, as I did not have to continuously "think on my feet", nor engage in the process of transcribing interviews (Terre Blanche *et al.*, 2006; McMillan & Schumacher, 2001). In addition, all of the professionals involved in the case of Annie were not accessible at the time of my study.

The challenges that I faced, based on my decision to rely on documents, relate to the possibility that documents might be unrepresentative, selective, subjective, of unknown validity, and that they might possibly be deliberately deceptive (Finnegan, 1996). In an attempt to overcome these potential challenges, I included discussions with the participant who resides in the children's home, relating to her background and past experiences. In addition, I compared the detail and information of the various documents, letters and notes, in an attempt to verify the validity of the documents.

3.4.3.2 Individual, semi-structured interviews and informal discussions

Table 3.3. presents a summary of the interviews that I conducted with participants, which I discuss in more detail subsequent to the table.

⁶ I was not permitted to make copies of the documents, in order to protect the participant's and other role-players' identities.

TABLE 3.3: INTERVIEWS WITH PARTICIPANTS

Date	Interviewee	Format	Duration	Goal	Context	Documented
2 February 2006	Jennifer's biological mother	Individual semi-structured interview	Ninety minutes	To obtain background information about Jennifer	At the school where I completed my internship	Transcribed audio-recordings and field notes of observations
22 February 2006	Jennifer	Individual semi-structured interview	Sixty minutes	To obtain background information regarding Jennifer's experiences at home, at school and with her peer group	At the school where I completed my internship	Transcribed audio-recordings and field notes of observations
3, 6 and 27 March 2006	Jennifer's class teacher	Informal discussion	Ten minutes each	To obtain information regarding Jennifer's progress in class as well as her relationship with her peer group	At the school where I completed my internship	Field notes
22 May 2006	Jennifer's English teacher	Informal discussion	Twenty minutes	To obtain information regarding Jennifer's progress in class and relationships with teacher and peer group	At the school where I completed my internship	Field notes
1 August 2006	Annie	Informal discussion	Twenty minutes	To obtain background information regarding Annie's experiences at home, at school and with her peer group ⁷	At the children's home	Field notes

Interviews provided me with the opportunity to get to know the participants, in an attempt to understand how they think and feel. As an interpretivist researcher I regard interviews as a means to an end, to determine how people experience particular events. It was therefore important to create an environment of openness and trust within which interviewees were able to express themselves authentically (Terre Blanche *et al.*, 2006; Merriam, 1998). I experienced the interviews I conducted as a natural form of interacting with people, as opposed to filling out a questionnaire, doing a test, or performing some experimental task. As such, interviews fit well into the interpretivist approach I selected (Terre Blanche *et al.*, 2006).

⁷ I did not conduct an interview with Annie's social worker, as she relocated to Cape Town. At the time of the study Annie did not have a new social worker.

As the purpose of my study was to explore the participants' experiences, I conducted interviews and discussions with the primary participants (girls who had been sexually abused) as well as the secondary participants (primary school girls' educators and guardians/parents) (McMillan & Schumacher, 2001). Interviews focused on the participants' background information, on their perceptions of the sexual abuse, on their functioning at school and at home, as well as on questions regarding the participants' emotions, behaviour and experiences. In this manner, the information that I collected during interviews and discussions served as background information regarding the sexual abuse that the participants had been exposed to, and the participants' perceptions thereof. The interviews and discussions that I conducted took place before and during the assessments that I did. I documented interviews by means of audio-recordings, which I transcribed (refer to Appendix E).

For the purpose of this study I selected individual, semi-structured, face-to-face interviews, as I needed straightforward information, whilst motivating the participants to freely express themselves regarding their emotions and experiences (Mouton, 2001). Therefore, I used interviews to build trustworthy relationships with the participants, relying on Creswell's (1998) view that a trustworthy relationship can lead to the collection of rich information. Individual, semi-structured, face-to-face interviews ensured that the participants in this study had as much freedom of speech and expression as possible, thereby possibly increasing the trustworthiness of the data. During my study, I did, however, face the challenge of finding a balance between getting too close to the participants (losing perspective), and staying too distant from them (losing empathy). I attempted to address this potential challenge by continuously reflecting on my role as interviewer and on my relationships with the participants, in my researcher journal (refer to Appendix E), and with my supervisors. In addition, I constantly had to remind myself that I was conducting interviews as a researcher and not as an educational psychologist in training. This implied that I had to fulfil an important data collection role, and interact closely with the research participants to obtain the necessary data (Cresswell, 1998).

3.4.3.3 Observation

As interpretivist studies emphasise the investigation of phenomena in a natural way, observation most often takes the form of participant observation, where the researcher becomes involved in the setting that is being studied (Terre Blanche *et al.*, 2006; Denzin & Lincoln, 2000; Garbers, 1996). However, for the purpose of my study, I primarily applied simple observation while conducting assessments and interviews with the primary and secondary participants. In this manner, I was able to continuously gather

and verify information, supporting the qualitative and interpretivist nature of my research (Patton, 2002; McMillan & Schumacher, 2001).

I relied upon observation throughout the various individual assessment and interview sessions with the primary and secondary participants. Simple observations occurred when I observed the participants while busy assessing and interviewing them. In addition, I occasionally employed participatory observation when I participated in activities together with the primary participants (McMillan & Schumacher, 2001). Participatory observation occurred when I participated in the research activities alongside the primary participants, to such an extent that I adapted their points of view, in an attempt to discover what meanings the participants give to their experiences (Terre Blanche *et al.*, 2006). My observation of assessments and interviews enabled me to provide detailed descriptions of the research events as they unfolded, of the secondary and primary participants' actions, as well as of their non-verbal body language and facial expressions. In this manner, observation supported me in my interpretation of verbal data and noting of patterns of behaviour (McMillan & Schumacher, 2001).

In conducting observation during interviews and assessments I used my visual sense as a way of understanding. Observation enabled me to gain insight into the meaning of participants' gestures, non-verbal behaviour, body language and bodily interactions (Terre Blanche *et al.*, 2006). By using observation in my study, I aimed to understand how the participants experienced the sexual abuse that they had been exposed to, in ways in which the participants themselves were not necessarily well positioned to describe verbally. I documented my observations in the form of field notes (refer to Appendix E). However, by employing observation as data collection technique, I faced certain challenges. I had to constantly remain focused on my research questions, whilst being open to unexpected information (Terre Blanche *et al.*, 2006). Furthermore, I had to become more than a passive spectator, by focusing on intensive observation reported in my field notes, while participating in assessment activities (Terre Blanche *et al.*, 2006).

Mouton (2001) advises researchers to keep a record of their data collection activities in the form of field notes, of the main decisions and events as research unfolds, in order to construct a historical record of the research process. Mouton (2001) regards this documentation process as a form of quality control. Data that are recorded as field notes often entail the observation of what had occurred while research was being conducted (McMillan & Schumacher, 2001; Merriam, 1998).

During the course of my study I made field notes (refer to Appendix E for examples) based on my discussions, observations and assessment of the participants, to ensure that the information that I collected was documented. My field notes further contain my reflections on informal conversations, interviews, assessments, moments of confusion, intuitions and the emergence of new ideas during my study. The use of field notes enabled me to clear my thoughts (Mayan, 2001). However, I found it challenging to make field notes while attempting to be attentive and to communicate meaningfully during interviews and assessments. I attempted to address this challenge by constantly remaining focused on the participants and my research question. In addition, I made use of moments of silence during the interviews and assessments, in order to record my field notes (Mayan, 2001).

In addition to field notes, I employed visual data collection and documentation techniques to assist me in interpreting, elaborating upon and corroborating the data that I obtained by means of other data collection techniques. I included the supplementary visual techniques of film and photographs (Terre Blanche *et al.*, 2006; Patton, 2002) in an attempt to enhance the credibility of my findings and the rigour of the study. I took photographs of the informal media and activities that I employed during assessments, such as drawings, paintings, activities with clay and collages (refer to Appendix D). I used the photographs to support my research findings and as a permanent record (Cohen *et al.*, 2000). The challenges that I faced with regard to my selection of this technique, relate to the possible technical intrusion and expense of photographs (McMillan & Schumacher, 2001). In an attempt to overcome the challenges of intrusion and expense, instead of taking photographs of all the activities and media, I also relied upon the original media constructed during the alternative assessment sessions as raw visual data (Appendix D), after gaining permission to do so from the participants. This includes the paintings, writing, drawings and sentence completion produced by the participants during assessment sessions⁸.

3.4.3.4 Researcher journal

In an attempt to enhance the trustworthiness of my study, I made use of a researcher journal (field journal). A researcher journal is a continuous record of decisions made during the study and of the rationale at that time. Thus, a researcher journal enabled me (as researcher) to justify my decisions made during the study. My researcher journal (Appendix E) also contains notes on the evolution of my

⁸ I used the original media of the alternative assessment activities to support my research findings. I present the creations in an anonymous manner (in Appendix D), protecting the identities of the participants.

ideas and on my personal reactions, as well as references to relevant literature and questions that I generated for future investigation as the study progressed (McMillan & Shumacher, 2001).

I used a researcher journal for the duration of the study, in order to critically monitor my study's progress, and to draw attention to new insights that I gained. I logged my professional activities in my journal, providing clear information regarding the work patterns that I followed (Burns, 2000), and containing my ideas and reflections on my experiences and observations. Furthermore, I reflected on the research process, in order to make the necessary changes when applicable. I also reflected on my own abilities as researcher.

3.4.4 Data analysis

Data analysis can be described as the process of observing patterns in data, asking questions with reference to these patterns, collecting data on targeted topics from selected individuals, continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning and thinking (Mayan, 2001). According to Poggenpoel (1998), data analysis fulfils an important role in research, as it makes use of various reasoning strategies, including synthesis, inductive reasoning, bracketing and intuiting. Data analysis is an important process in research as, without analysis, the data gathered during qualitative research can pose the danger of appearing to be an unorganised mass of information that *inter alia* includes details that are not relevant to the research study (Poggenpoel, 1998).

In my study, data reduction had to precede data analysis (Terre Blanche *et al.*, 2006). For this reason I firstly had to summarise the documents relating to the participant residing in the children's home, and file this background information. In this manner I studied the documented information whilst focusing on the description of experiences, emotional functioning, relationships and similarities (refer to Appendix B for examples). These documents served as background information regarding the participant at the children's home and her perceptions of the sexual abuse. Thereafter I conducted *thematic analysis* of the raw data that I had collected and documented. This meant that, as interviews, assessments, visual data and field notes on observations became available during the course of my study, I proceeded with the data analysis process (refer to Appendix E for examples).

My data analysis approach was based on the qualitative approach of Marshall and Rossman (1989), integrated with that of Tesch (1990). These authors maintain that comprehending, synthesising, theorising and recontextualising are important. I firstly transcribed audio-recordings of interviews and assessments, and then read the transcripts from a holistic point of view. I then studied the transcripts of interviews and assessments in detail, and noted ideas whilst focusing on the description of relationships and similarities (Mayan, 2001). I identified and analysed themes, categories and patterns in the transcribed interviews and assessments (refer to Appendix E for examples). In addition, I summarised ideas and identified themes in my field notes, observations, researcher journal, photographs and other visual data. My aim during this phase of data analysis was to understand, interpret and describe the participants' experiences and emotions (Mayan, 2001; Mouton, 2001; Poggenpoel, 1998). As such, I tried to establish whether there were any patterns and themes in my field notes of observations, and in my researcher journal (Mouton, 2001). Furthermore, I studied photographs and visual data from a holistic point of view. In this manner, I noted ideas and identified themes in the visual data.

After completing these steps, I listed possible topics and clustered and arranged the topics in terms of major themes and sub-themes. Adding to this, I brainstormed with my supervisors to become familiar with the data, in order to arrive at results and findings. As a final control, and to determine whether any recoding was needed, I arranged segments of the transcripts according to the categories and analysed the categories once more. I thus worked inductively, starting from vague suppositions, finding relationships and patterns, and arriving eventually at a conceptual framework of the data. As far as it could be achieved, I performed analysis through intuiting and intense concentration on the phenomenon and with an open mind, being influenced as little as possible by any preconceived ideas (Marshall & Rossman, 1989; Tesch, 1990). Appendix E provides an indication of the data analysis that I conducted.

3.5 MEASURES TO ENHANCE THE RIGOUR OF THE STUDY

The term *trustworthiness* refers to the way in which I am able to persuade the audience (readers of this dissertation) that my findings are worth paying attention to, and that my research is of high quality (Lincoln & Guba, 1985). Guba's model of trustworthiness is widely used by qualitative researchers (Botes, 2000), and is applied using specific qualitative criteria (Poggenpoel, 1998; Guba & Lincoln, 1989), which I describe below, as I employed them during this study.

3.5.1 Credibility

Durheim and Wassenaar (2002) refer to credibility as the assurance that the researcher's conclusions stem from the data. As such, the first concern of most qualitative researchers lies with the factual accuracy of their research and account of events – that is that they are not making up or distorting things that they saw and heard (Huberman & Miles, 2002). In its broadest sense, credibility refers to the degree to which the research conclusions are sound (Terre Blanche & Durrheim, 1999). Therefore, credibility is related to whether or not the research findings capture what really occurred in the research context, and whether or not the researcher is learning what was intended (Pitney, 2004; Babbie & Mouton, 2001; McMillann & Schumacher, 2001; Merriam, 1998).

In an attempt to answer to this criterion, I strove to produce findings that are believable and convincing, also presenting negative or inconsistent findings. In addition, I relied upon prolonged engagement in the field and conducted persistent observation. I employed crystallisation by using a variety of data sources (Seale, Gobo, Gubrium & Silverman, 2004; Patton, 2002). I also applied an adapted form of member checking by regularly sharing the primary participants' responses with them during the assessments, as reading clients' comments back to them is one of the principles of Gestalt therapy.

Moreover, as a qualitative researcher, I continuously checked the credibility of my research by asking the following: *How can I be wrong?* As such, I searched for negative instances to challenge emerging hypotheses. Finally, my study was restricted to a specific phenomenon in a specified environment (Seale *et al.*, 2004; Patton, 2002). Therefore, in keeping with the underlying principles of interpretivist studies, I focused on extensive descriptions of my selected cases, being two primary school girls who had been exposed to sexual abuse.

3.5.2 Transferability

According to Durrheim and Wassenaar (2002), transferability is the degree to which generalisations can be made from the data and context of the research study to the wider population and settings. In this manner, transferability is regarded as the degree to which the reader is able to take the findings and transfer them to other contexts. Transferability is based on the idea of social representativeness, where the aim is to extensively observe the relations between variables (Seale *et al.*, 2004). This implies the

provision of detailed, rich, descriptive information of the research context and participants (Pitney, 2004; Patton, 2002; Mouton, 2001; Terre Blanche & Durrheim, 1999).

I provided rich, thick descriptions of the research participants and research contexts, supplying detailed information, in an attempt to enhance transferability. Furthermore, I attained different inferences of the various data sources. Therefore, each piece of information obtained its own interpretation of what I discovered. As such, this study could provide readers with sufficient information to judge the applicability of the findings to other settings (Seale *et al.*, 2004; Patton, 2002).

3.5.3 Confirmability

Babbie and Mouton (2001) describe confirmability as the degree to which the findings of a study are the product of the focus of inquiry, and not of the biases of the researcher. Freedom from bias, however, is not characteristic of interpretivist studies, according to which my motives and values do form an integral part of the research process. However, I strove to formulate findings which are based on the outcomes of the participants' involvement and conditions of the research, and not my (or others') biases, motivations and perspectives. In this manner, I believe that my influence on this study was not prejudiced to the point of making the findings and conclusions unacceptable, as I aimed to understand and interpret the meanings and intentions that cause different actions. In addition, I was constantly aware of the potential influence of my own values and biases on the final outcome of the study (Terre Blanche *et al.*, 2006; Denzin & Lincoln, 2000). I subsequently continuously reflected in my researcher journal, in order to provide a methodologically self-critical account of the research events (Seale *et al.*, 2004; Patton, 2002).

3.5.4 Dependability

Dependability refers to the degree to which the reader can be convinced that the findings of a study did indeed occur as the researcher says they did (Durrheim & Wassenaar, 2002). In this manner, dependability depends on whether or not the findings will be the same if the study was replicated with the same participants or in a similar context (Pitney, 2004; Babbie & Mouton, 2001; Cohen *et al.*, 2000; Merriam, 1998). Dependability is achieved through rich and detailed descriptions that show how certain actions and questions are rooted in, and develop out of, contextual interactions (Terre Blanche & Durrheim, 1999). I believe that these indicators apply to the outcome of my study as a whole.

I addressed this criterion by making use of observations and field notes during the entire research process, using concrete data in the form of photographs and electronic recordings of the information gathered during interviews and individual assessments. In addition, I transcribed recordings to enhance dependable identification of the themes and sub-themes that emerged during data analysis. Furthermore, I constantly reflected on the research process and conclusions with regard to the study, in my researcher journal (Seale *et al.*, 2004; Patton, 2002). I also provided an audit trail by documenting my data methods, decisions during the study and end product (refer to the relevant appendices C, D, E).

3.5.5 Authenticity

Authenticity entails a reflexive consciousness regarding one's own perspective, appreciation for the perspectives of others, and fairness in depicting constructions in the values that undergird them. As such, authenticity is the faithful reconstruction of participants' multiple perceptions (Patton, 2002; McMillan & Schumacher, 2001; Cohen *et al.*, 2000). In an attempt to adhere to this criterion, I had to be conscious of my own perspectives and appreciate the perspectives of the participants in conducting this study. I had to be fair and conscientious in taking account of the participants' multiple perspectives, multiple interests and multiple realities (Patton, 2002). Therefore, I aimed to provide a balanced representation of the multiple realities of the participants. In presenting the study, I continually valued the act of reporting a range of different realities.

3.6 ETHICAL CONSIDERATIONS

Coetzee (2003) defines the term "research ethics" as moral and legal principles regulating the conduct of research in relationship with the resource provider, the research participant(s), the public and the researcher. Strydom (2002) adds the statement that anyone who is involved in research needs to be aware of research ethics and the general agreements about what is proper and improper in scientific research.

As my study included individual educational psychological assessments, I firstly adhered to the professional ethical code for educational psychologists, as formulated by the Health Professions Council of South Africa (www.hpcs.co.za). In addition, I continuously conducted my research according to the Ethics and Research Statement provided by the Faculty of Education of the University of Pretoria (www.up.ac.za). I now briefly discuss the research-ethical guidelines that I adhered to.

3.6.1 Informed consent/informed assent⁹

As I partially conducted my study at a school, I firstly obtained the necessary permission from the school principle (Appendix A), as well as from the Department of Education (Appendix A). Before commencing with any data collection activities, I discussed the purpose and procedures of my study with the participants (obtaining informed assent) and their guardians/parents (obtaining informed consent) without providing suggestive information that could have led to contamination of the raw data. I answered the questions that participants asked during these discussions.

Furthermore, I had appropriate procedures for gaining permission from the research participants in place, before commencing with data collection, including permission from the participants themselves, as well as their authority figures (Thompson & Rudolph, 2000). For this purpose, I developed consent and assent forms that ensured the participants' confidentiality and anonymity, which were handed to the primary participants and their parents/guardians to sign, before commencing with data collection (Cohen *et al.*, 2000; Merriam, 1998). Refer to Appendix A for an example of the assent and consent forms signed by the participants and their authority figures.

3.6.2 Safety in participation

My research did not imply the exposure of participants to physical risks or harmful activities. However, as already stated, the selected participants participated in assessment processes, which might imply the possibility of psychological harm, especially against the background of the nature of the phenomenon upon which the assessments focused. The potential risk of psychological harm was countered by 1.) my training in Educational Psychology, and 2.) the fact that the participants could withdraw from the process at any time. In this regard, I strove to be honest, respectful and empathetic towards the participants at all times (Terre Blanche *et al.*, 2006; Patton, 2002; Thompson & Rudolph, 2000).

3.6.3 Privacy, confidentiality, anonymity and the use of visual data

According to Burns (2000), both the researcher and the participants must have a clear understanding regarding the confidentiality of the results and findings of a study prior to the data collection. I gave the participants the undertaking that information and responses that had been shared during the research, would be kept private, and that results would be presented in an anonymous manner, in order to protect their identities (McMillan & Schumacher, 2001; Burns, 2000; Denzin & Lincoln, 2000). As such, the

⁹ Informed assent refers to consent gained from participants under the age of 18 years.

above-mentioned consent forms (Appendix A) included the gaining of permission to take and display photographs of the assessments with the participants, as well as use the original creations of the participants where appropriate. However, the information obtained from the participants and their educators/guardians (including visual data) was managed in confidence, and with their consent.

3.6.4 Withdrawal from research

I explained to the primary and secondary participants that their participation in my study was voluntary. I further explained to them that I would respect their wish to withdraw from the study, if they wished to do so at any stage (Mouton, 2001).

3.6.5 Trust

Participants were not exposed to any acts of deception or betrayal. I strove towards maintaining an honest and trustworthy relationship with the participants (Thompson & Rudolph, 2000). I always kept in mind that, if this trust did not exist, the collected data might be of lesser value in comparison with data that had been received from a trusting participant (Cohen *et al.*, 2000; Merriam, 1998).

3.7 CONCLUSION

I commenced this chapter by discussing my selected paradigmatic approach. I described and explained the research design and methods that I employed for collecting and analysing data. I explained ethical considerations and elaborated on the quality criteria that I strove to reach, in order to enhance the trustworthiness of the study.

In the following chapter, I present the results that I obtained. Thereafter, I interpret my results with reference to relevant literature, and elucidate the findings that I obtained in Chapter 5.

CHAPTER 4

RESULTS OF THE STUDY

"The results and findings of research studies provide a summary of the analysis of the data collected during the research process " (McMillan & Schumacher, 2001:52).

4.1 INTRODUCTION

In Chapter 3 I explained how I planned and conducted my empirical study. Besides explaining my selected research design and the methodological choices that I made, I explained the ethical implications of my study, as well as the quality criteria that I strove to adhere to. Throughout, I related the procedures that I employed to my research questions and purpose of this study.

In this chapter, I report on the research process as it progressed, and include an account of the results of my study in terms of the themes and sub-themes that emerged. Thereafter, in Chapter 5, I discuss the findings of my study, in terms of whether or not Gestalt therapy proved to be effective in assessing the emotional functioning of two primary school girls who have been sexually abused. Throughout, I relate my findings to relevant literature content.

4.2 OVERVIEW OF THE RESEARCH PROCESS

I commence this section by discussing the research process as it progressed. Firstly, I provide specific information regarding each of the participants. Thereafter, I present the results of the study in terms of the themes and sub-themes that emerged.

4.2.1 My journey with Jennifer

In order to obtain a holistic view of Jennifer's history, please refer to Appendix B. At the time of my study Jennifer was ten years old and in grade five. She attended the primary school at which I completed my educational psychological internship. I selected Jennifer based on a referral from Jennifer's mother. Jennifer understands and speaks Afrikaans and English. At school, she struggled with mathematics and reading. In addition, she only had one friend at school when the intervention progressed.

Before I commenced with the assessments (based on Gestalt therapy principles) with Jennifer, I conducted an individual, semi-structured interview with her mother, in order to gain background information and her views on Jennifer's perceptions of the sexual abuse, her functioning at school and at home, as well as information regarding her emotions, behaviour and experiences. The interview lasted approximately ninety minutes. In addition, I conducted informal discussions with two of Jennifer's educators on four different occasions, in an attempt to gain insight into the difficulties that she was experiencing at school. Each of these informal discussions lasted approximately ten minutes (Appendix C: Informal discussions and reflections of 3 March 2006; 6 March 2006; 27 March 2006 and 22 May 2006).

During my first informal meeting with Jennifer she appeared to mistrust me. I realised that Jennifer needed immediate support and intervention, as she had not received any prior psychological intervention at that stage, due to possible financial constraints (Appendix E: Reflection [20 February 2006], p. 7). Although I did not primarily aim at providing therapeutic intervention, I assumed that my involvement with Jennifer, in the form of educational psychological assessment, would inevitably imply therapeutic support. Two days after our first informal meeting, I conducted an individual semi-structured interview with Jennifer that lasted approximately sixty minutes (Appendix E: Session 1 [22 February 2006], p. 8). I then commenced with the educational psychological alternative assessment in an attempt to assess Jennifer's psychological state.

The assessment process consisted of nine assessment sessions, which took place on a weekly basis and lasted approximately thirty minutes to two hours each. During these sessions I selected assessment techniques that were based on the underlying principles of Gestalt therapy, keeping my research purpose in mind. This entailed using informal and alternative media throughout the course of Jennifer's assessment, namely drawings, paintings, activities with clay and fantasy and relaxation activities. The media and techniques that I used with Jennifer during the assessments are discussed in more detail in Chapter 2 (refer to section 2.4.4) and encapsulated in Appendix D.

I did not follow the planned activities rigidly to a pre-determined agenda, in order to avoid overlooking Jennifer's unique needs. During the first session I used an "icebreaker" and established rapport with Jennifer. Thereafter, I planned and developed the alternative assessment sessions as my study progressed, and not beforehand, as I based activities on the issues that arose during previous assessment sessions. To enable me to do this, I analysed the information that I obtained as the

sessions progressed, and established areas of difficulty that Jennifer was experiencing at that stage. I then planned my sessions accordingly. Throughout the study I used methods that suited Jennifer's age, interests and preferences. Refer to Appendix D for an overview and rationale of the sessions that I conducted with Jennifer.

As a secondary outcome, there seemed to be improvement in areas of difficulty as my field work progressed, as reported by Jennifer's educators, based on my observations during assessment, and displayed through Jennifer's behaviour. The final two assessment sessions focused on relaxation exercises and the termination of assessment.

4.2.2 My journey with Annie

I selected Annie by contacting a children's home in the Pretoria area and gaining permission to work with one girl residing in the home. Annie's previous social worker referred Annie to me. For the duration of my study Annie was twelve years old and in grade four. She received education in a specialised learning environment, as she had been experiencing academic challenges in her previous mainstream school. She seemed to be struggling with mathematics, spelling and reading. She understands and speaks Zulu, Afrikaans and English.

Before I commenced with the assessment of Annie, I studied and made notes of her background information (included in Appendix B) that was made available to me at the children's home, in the form of written and printed records of past events. During this process I attempted to gain insight into Annie's life-world, her perceptions of the sexual abuse and her functioning at school and at the children's home; I also focused on information regarding her emotions, behaviour and experiences. In addition, I compared information from different documents, letters and notes in an attempt to verify the credibility of the documents (Appendix B). I further conducted informal discussions during the alternative assessment with Annie to verify the written information (Appendix E). I did not conduct an individual, semi-structured interview with Annie, as was the case with Jennifer, but rather facilitated ad hoc informal discussions at appropriate times. One of the reasons for this decision was based on my work and lessons learned with Jennifer, who appeared to dislike the semi-structured interview and responded with short answers. In an attempt to avoid the recurrence of such a scenario, I tried to incorporate my planned semi-structured questions during various assessment sessions with Annie. In addition, I gained

factual, meaningful and rich information relating to Annie's background and past experiences in the documents that I studied, which I did not have in Jennifer's case.

During my first session with Annie I used an "icebreaker" and established rapport with her. During this session Annie was friendly and participated actively. She asked a lot of questions and displayed a good sense of humor. Unlike Jennifer, it seemed that Annie immediately trusted me, and she appeared relaxed in the research situation (Appendix E: Session 1 [1 August 2006], p. 62). I realise that Annie might have experienced different emotions, as she had received prior intervention from social workers for the sexual abuse, as opposed to Jennifer. The abuse to which Annie was exposed also happened five years ago, resulting in the possibility of the sexual abuse not being as fresh in her mind as was the case with Jennifer.

Following the initial "icebreaker" session, I commenced with the educational psychological alternative assessment. The assessment process consisted of nine assessment sessions. Sessions took place twice weekly, and lasted approximately one to two hours each. I used informal and alternative media in the form of activities with clay, fantasy, puppets, taste, relaxation, collages, storytelling and writing. The media and techniques that I used during Annie's assessment are discussed in more detail in Chapter 2 (section 2.4.4). As was the case with Jennifer, I did not follow Gestalt activities rigidly to a pre-determined agenda, as Annie's unique needs might then not have been addressed. I planned and developed the sessions as Annie's assessment progressed, and not beforehand, as the techniques and activities were based on my experience and analysis of previous assessment sessions.

Throughout the study I used methods that suited Annie's interests and preferences (refer to Appendix D for an overview and rationale of Annie's sessions). An improvement in some areas of difficulty became apparent as the research progressed, as observed by myself, during assessment sessions by myself and displayed through Annie's activities. The final two assessment sessions focused on relaxation exercises and the termination of assessment.

4.3 RESULTS OF THE STUDY

Based on the data analysis that I conducted (Appendix E), four main themes emerged. Figure 4.1 presents an overview of the main themes and sub-themes, which I discuss in the following sections.

Each of these themes delineates the psychological aspects that I was able to determine based on my chosen mode of assessment.

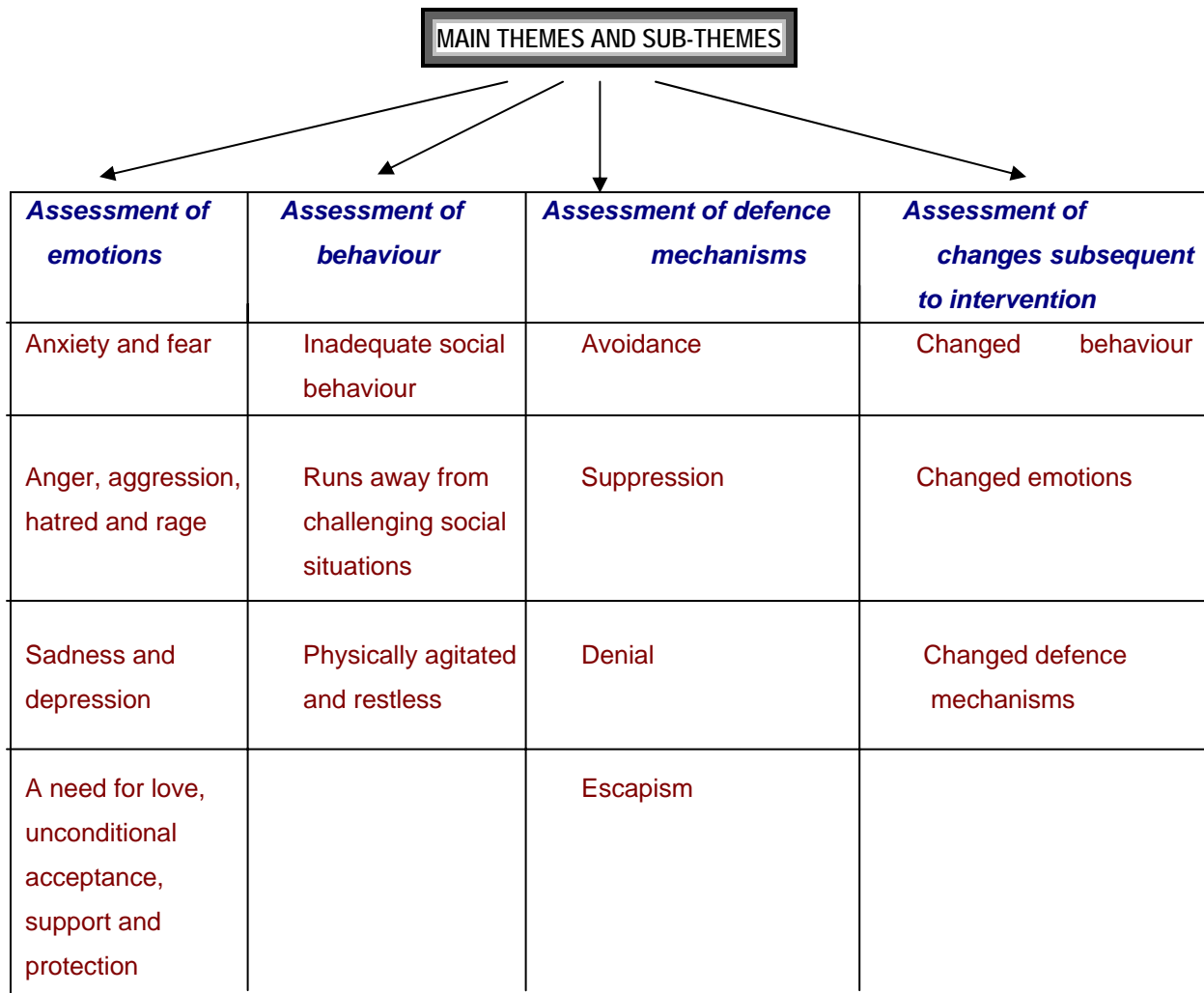


FIGURE 4.1: OVERVIEW OF EMERGED THEMES AND SUB-THEMES

4.3.1 Theme 1: Assessment of emotions

With regard to the raw data that I obtained during the assessment sessions, I was able to assess the emotional functioning of both the participants by means of the alternative assessments that I employed in the form of Gestalt therapy. I now discuss the sub-themes that emerged, with regard to the assessment of emotions.

4.3.1.1 Sub-theme 1.1: Anxiety and fear

Both participants seemed to experience feelings of anxiety and fear. I initially observed that Jennifer was anxious and fearful in the research environment, as she seemed afraid when I closed the door, had a scared look on her face, and mentioned that her friend was waiting for her outside. Jennifer did not appear to trust adults at that stage, and apparently felt anxious and fearful around people that she did not know (Appendix E: Session 1 [22 February 2006], p. 8). In addition, Jennifer's behaviour during session two displayed her apparent feelings of anxiety and fear, as I observed that she was frightened when she heard the wind at the door of the research venue (Appendix E: Session 2 [2 March 2006], p. 16). I related Jennifer's feelings of anxiety and fear to possible psychological distress that she experienced after the sexual abuse (Appendix E: Reflection [2 February 2006], p. 6; Reflection [20 February 2006], p. 7).

My observation of Jennifer's feelings of anxiety and fear was confirmed by comments by significant others, such as her mother, who stated that: *"She sleeps restlessly at night. She screams and she throws her pillows¹⁰".* She further said that: *"Jennifer has nightmares, something is bothering her. She dreamed of Uncle Michael¹¹"* (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 4, 6). I confirmed that Jennifer had experienced these emotions, as she stated the following during session two: *"When I go to the toilet at night and I sit on the toilet, I do not want to flush the toilet as it is freaky. It seems that there is someone walking around in the toilet. There are mice. It scares me to death. Sometimes I sleep in my brother's room, then I hear all the mice. Then you do not know what is happening around you. I see a lot of white things hanging in his room. It looks like ghosts. My mother's room is at the back of our house. I am scared someone will break the door down and kidnap me¹²"* (Appendix E: Session 2 [2 March 2006], p. 20).

Jennifer also displayed signs of anxiety and fear when she spoke about her foster parents' home. During session two I requested her to mark in red the places in which she felt unsafe. She immediately

10 Translated into English for dissertation purposes from: *"Sy slaap bietjie onrustig in die nag. Sy gil. Sy gooi die kussings"*.

11 Translated into English for dissertation purposes from: *"Sy kry nagmerries. Iets hinder haar. Sy het van Oom Michael gedroom"*.

12 Translated into English for dissertation purposes from: *"As ek in die aande toilet toe gaan en ek sit op die toilet, wil ek nie die toilet trek nie, want dit is te freaky en dit voel of iemand daar binne rondloop. Daar is muise. As ek dit hoor, skrik ek my boeglam. Partykeer slaap ek in my broer se kamer, dan hoor ek al die muise. Dan weet ek nie wat aan die gang is nie, rondom jou nie. Sien klomp wit goed daar hang in sy kamer. Lyk soos spoke. My ma se kamer is naby die uitgang van ons huis. Bang iemand breek die deur en ontvoer my"*.

marked the bathroom and the storeroom in her foster parents' home, while saying: *"It felt as if someone was in the bathroom¹³"*, and: *"The storeroom was cold and dark. There could have been snakes¹⁴"* (Appendix D: Visual data and Appendix E: Session 2 [2 March 2006], p. 24). In addition, Jennifer felt anxious and fearful when she imagined the perpetrator being physically close to her. During session four she placed a clay ball representing the perpetrator as far away as possible from a clay ball representing herself (Figure 4.2). She also placed her family members between herself and the perpetrator. This behaviour might be an indication that she was afraid of the perpetrator and wanted her family's protection against him (Appendix D: Visual data and Appendix E: Session 4 [6 March 2006], p. 33).



FIGURE 4.2: INITIAL FEELINGS OF FEAR AND ANXIETY REGARDING THE PERPETRATOR

Jennifer's behaviour during session five further confirmed that she felt anxious and afraid, as she did not allow the perpetrator and her foster mother to live with her in her castle, but placed them in a black room. In response to my question: *"What would you do if you accidentally walked into the black room?"* She responded that: *"I will just want to run away¹⁵"* (Appendix D: Visual data and Appendix E: Session 5 [14 March 2006], p. 40). In addition, Jennifer's drawing in session six marked the perpetrator as a black meercat that ate other animal's eggs, further indicating possible feelings of anxiety and fear (Appendix D: Visual data and Appendix E: Session 6 [27 March 2006], p. 43).

In the case of Annie it became apparent that she also experienced initial feelings of anxiety and fear when she commented during session two that: *"Then a bird came and he wanted to eat one of the rock*

13 Translated into English for dissertation purposes from: *"Dit voel of daar iemand in die badkamer is"*.

14 Translated into English for dissertation purposes from: *"Dit was donker daar en koud. Daar kon slange in gewees het"*.

15 Translated into English for dissertation purposes from: *"Ek sal net wil uithardloop"*.

*rabbits*¹⁶. In response to my question regarding how it felt when the bird wanted to eat the rock rabbits, she replied by saying: “Scared”, and then: “They told each other to quickly come into their house and to run fast, because the vulture is behind us”¹⁷. During story seven of the same session Annie said that a wolf wanted to eat a teddybear while he was drinking water, and that the world was dangerous (Appendix D: Visual data and Appendix E: Session 2 [2 August 2006], p. 72). Annie therefore seemed to experience feelings of anxiety and fear, especially when she was having contact with strangers.

Annie seemed to display fear and anxiety when she was thinking of the perpetrator. During the sixth story in session two she explained that the girl in the picture was scared, as there was a criminal in her house that wanted to rob her, but that the police took him to jail (Appendix D: Visual data and Appendix E: Session 2 [2 August 2006], p. 70). Besides fearing the perpetrator, Annie appeared to fear her father’s aggression as she commented: “The first time I heard my father’s gun make a noise I was scared that my eardrums might burst”¹⁸ (Appendix E: Session 4 [14 August 2006], p. 87). She also seemed to experience feelings of anxiety and fear during the court proceedings. During session four Annie explicitly stated: “Then we went to court. Then we sat in a big hall. Then I got scared”¹⁹ (Appendix E: Session 4 [14 August 2006], p. 85). In addition, during session seven she commented that: “Someone breaks in and makes noises, and when they look again, he is not there. Then when they look behind them again, he is behind them. Then he stabs them with a knife or he shoots them with a gun”²⁰ (Appendix E: Session 7 [23 August 2006], p. 104). According to these experiences Annie seemed to fear that the perpetrator might harm her as she testified against him in court. Annie’s experience of anxiety and fear was thus confirmed by her own expressions, by background information, and by documents provided by her social workers and caregivers. For example, a report by Annie’s previous social worker stated that Annie was scared of snakes (Appendix B), which might be indicative of her fear regarding the sexual abuse. In the same manner, Annie expressed her fears during session

16 Translated into English for dissertation purposes from: “Toe kom ‘n voël daar aan en toe wil hy een van die dassies eet”.

17 Translated into English for dissertation purposes from: “Bang. Hulle sê kom vinnig in die huis in, en hulle moet vinnig hardloop, want die aasvoël is agter ons”.

18 Translated into English for dissertation purposes from: “Die eerste keer toe ek hoor my pa se ‘gun’ so geluid maak was ek bang my oordromme gaan bars”.

19 Translated into English for dissertation purposes from: “Dan gaan ek hof toe. Dan sit ons in so groot saal. Dan word ek bang”.

20 Translated into English for dissertation purposes from: “Iemand kom breek in en dan maak hy geluide en as hulle weer kyk is hy nie daar nie. Dan as hulle weer agter kyk dan is hy agter hulle. Dan steek hy hulle met ‘n mes of hy skiet hulle met ‘n gun”.

six, saying that she was scared of ghosts that came into her room at night and attacked her physically (Appendix E: Session 6 [18 August 2006], p. 98).

4.3.1.2 Sub-theme 1.2: Aggression, anger, hatred and rage

Based on the raw data that I obtained, and the analysis that I conducted, both Jennifer and Annie appeared to be experiencing feelings of aggression, anger, hatred and rage. During the interview with Jennifer's mother, for example, she commented that: "*Jennifer and her brother fight with one another. They grab each other by the hair and bite each other*"²¹ (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 4).

Jennifer seemed to harbour feelings of anger and aggression towards both her foster mother and the perpetrator. During session three she placed her foster mother and the perpetrator on a black island, possibly indicating aggression, anger and rage towards them (Appendix D: Visual data and Appendix E: Session 3 [3 March 2006], p.27). During session five she placed the perpetrator in a dark, black room, in her drawing of her castle (Figure 4.3). She time and again narrowed her eyes when she spoke and thought about the perpetrator, in her discussion of the scenario (Appendix D: Visual data and Appendix E: Session 5 [14 March 2006], p. 36, 39). I interpreted her non-verbal communication as being indicative of anger, aggression, rage and hatred towards the perpetrator.

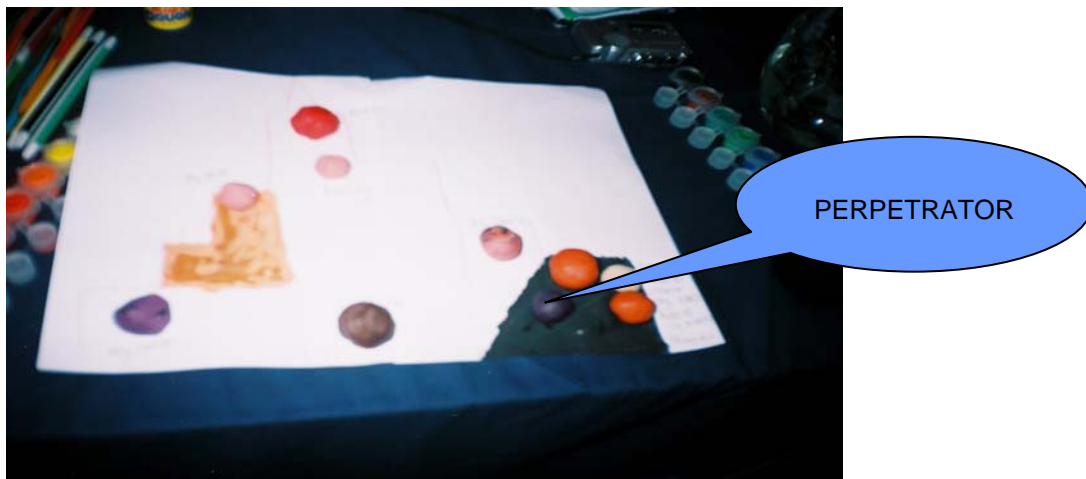


FIGURE 4.3: SIGNS OF ANGER AND AGGRESSION TOWARDS THE PERPETRATOR

²¹ Translated into English for dissertation purposes from: "*Sy en haar boetie het baklei. Toe gryp hulle mekaar aan die hare en byt mekaar*".

Jennifer also displayed signs of aggression and anger while she was creating clay figures representing her foster mother and the perpetrator during session two. She handled the clay roughly and used force to shape the figures (Appendix E: Session 2 [2 March 2006], p. 23). Moreover, at the end of session two she destroyed her foster mother's and perpetrator's clay figures, by breaking them up and throwing them away (Appendix D: Visual data and Appendix E: Session 2 [2 March 2006], p. 26). In addition to her feelings concerning the perpetrator, Jennifer seemed to be angry with her foster mother, because she did not stop the sexual abuse and allegedly physically abused Jennifer. Jennifer's mother remarked that Jennifer had commented that: *"I am not worried about her anymore. I do not want her. She must stay away from me"*²² (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 5).

Jennifer's behaviour and expressions during session seven confirmed the fact that she experienced these feelings of aggression, anger, hatred and rage towards her foster mother and the perpetrator, as she said that people picked her rosebush's roses. In response to my question regarding what she felt like doing when others picked her roses, she commented: *"I feel like hitting and shouting at them"*²³. I then directly asked her whether or not she also felt like this when she was living with her foster parents, upon which she replied positively, stating that she did not want to live with them, and felt angry (Appendix E: Session 7 [8 May 2006], p. 46, 49).

Annie also appeared to experience feelings of aggression, anger, hatred and rage, although to a lesser extent than in the case of Jennifer. During session two Annie said that a vulture was experiencing anger as he could not catch the rock rabbits. During story six she explicitly mentioned that the girl in the picture became angry (Appendix D: Visual data and Appendix E: Session two [2 August 2006], p. 70). Furthermore, during session four Annie commented: *"I wish that the people, that do not like you, will die. They should just fall down"*²⁴ (Appendix E: Session 4 [14 August 2006], p. 88). In addition, feelings of hatred, anger, aggression and rage could be detected during session five, when Annie commented: *"I want to kill people that are racist"*²⁵ (Appendix E: Session 5 [15 August 2006], p. 93).

22 Translated into English for dissertation purposes from: *"Sy worry nie meer oor haar nie. Sy sê reguit ek wil haar nie hê nie. Sy moet wegbly van my af"*.

23 Translated into English for dissertation purposes from: *"Om hulle te slaan en om op hulle te skree"*.

24 Translated into English for dissertation purposes from: *"Ek wens die mense wat nie van tannie hou nie, wil dood gaan. Hulle moet net neer val"*.

25 Translated into English for dissertation purposes from: *"Ek wil mense doodmaak wat rassisties is"*.

Annie especially seemed to display feelings of anger and aggression toward her father (the perpetrator). During session two she commented that: *"She had a good mother, but a bad father²⁶"* (Appendix E: Session two [2 August 2006], p. 70), and during session three she said that she did not want all her family to live together, implying that she did not want to live with her father (Appendix E: Session 3 [10 August 2006], p. 76). During session four she mentioned that: *"I became angry when my father hit my mother²⁷"* (Appendix E: Session 4 [14 August 2006], p. 85).

Available background information and documents provided by her social workers and caregivers confirm these views and expressions of Annie. One of the social workers, for example, documented that Annie experienced anger and aggression towards her parents, as her father sexually abused her and her mother abandoned her (Appendix B). Secondly, Annie seemed to experience feelings of aggression and hatred toward boys in general, commenting during session six that: *"Boys should not live²⁸"* (Appendix E: Session 6 [18 August 2006], p. 96).

4.3.1.3 Sub-theme 1.3: Sadness and depression

Both Jennifer and Annie seemed to be experiencing feelings of sadness and depression with regard to the sexual abuse that they had been exposed to. Initially, I observed Jennifer to be sad as she seldom smiled or laughed. She only spoke when I asked direct questions, and then merely responded with short answers (Appendix E: Session 1 [22 February 2006], p. 8). In addition, Jennifer could not think of one experience that made her happy during the past four years (Appendix E: Session 1 [22 February 2006], p.11). As the field work progressed, Jennifer commented that her rosebush only had a few, small flowers, as other people had picked her roses and leaves. I asked her whether they had hurt her when they picked her flowers, upon which she replied by saying "yes" (Appendix D: Visual data and Appendix E: Session 7 [8 May 2006], p. 45, 47). During session nine, when I asked Jennifer how the tree felt when people picked its fruit, she replied: *"It makes my heart feel bad²⁹"*. I enquired about the worst part of the house that she drew next to the tree, upon which she replied: *"The windows are too small to let all the light in³⁰"* (Appendix D: Visual data and Appendix E: Session 9 [13 June 2006], p. 57).

26 Translated into English for dissertation purposes from: *"'n Goeie ma, maar 'n slegte pa"*.

27 Translated into English for dissertation purposes from: *"Ek word kwaad toe my pa my ma geslaan het"*.

28 Translated into English for dissertation purposes from: *"Seuntjies moet nie lewe nie"*.

29 Translated into English for dissertation purposes from: *"Laat my sleg voel in my hart"*.

30 Translated into English for dissertation purposes from: *"Die vensters is te klein vir al die lig om in te kom"*.

Besides my own analysis of the assessments that I conducted, the following comment made by Jennifer's mother confirmed the fact that Jennifer experienced feelings of sadness: "*Jennifer cried a lot*³¹" (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 1, 2). Jennifer's behaviour during session three further confirmed her feelings of sadness, as she mentioned that islands were usually brown and black, thereby choosing colours that might be an indication of feelings of sadness and depression (Appendix E: Session 3 [3 March 2006], p. 27). In the same manner, Jennifer chose to use brown clay to represent the perpetrator (Appendix D: Visual data and Appendix E: Session 4 [6 March 2006], p. 33). During session five Jennifer explicitly verbalised the fact that when her foster mother screamed at her, it made her feel sad, and, as if she wanted to cry (Appendix E: Session 5 [14 March 2006], p. 39).

During the assessment sessions with Annie it became apparent that she too experienced feelings of sadness and depression. For example, during session two I asked Annie how the boy or girl in her story felt, upon which she replied: "*She feels unhappy*³²". I then enquired about what their other friends thought when they fought, and she replied: "*They think they should make peace and be happy*³³". During Annie's fifth story she commented: "... *she could not get out and she felt unhappy*³⁴" (Appendix E: Session 2 [2 August 2006], p. 69). Comments such as these might be indicative of Annie's need to experience more happiness and joy, based on her feelings of sadness and depression, especially regarding peer group relationships. Available background information, and documents written by Annie's social workers and caregivers confirmed the fact that Annie experienced negative feelings, and the fact that Annie tended to cry easily (Appendix B). Besides her apparent negative experiences with regard to the peer group, Annie seemed to feel sad and depressed concerning her parents. During session two I asked Annie how the dog in her story felt when his mother and father went missing, upon which she replied: "*He feels sad, because he cannot see them anymore*³⁵" (Appendix E: Session 2 [2 August 2006], p. 73). During session seven she commented: "*Because it makes him sad, because he sees his family dead*³⁶" (Appendix E: Session 7 [23 August 2006], p. 104). Annie's feelings of sadness and depression appeared to stem from the fact that she did not have contact with her parents at that stage.

31 Translated into English for dissertation purposes from: "*Jennifer het verskriklik gehuil*".

32 Translated into English for dissertation purposes from: "*Sy voel 'unhappy'*".

33 Translated into English for dissertation purposes from: "*Hulle dink hulle moet vrede maak en gelukkig wees*".

34 Translated into English for dissertation purposes from: "*Sy kon net nie uitkom nie, en sy voel ongelukkig*".

35 Translated into English for dissertation purposes from: "*Hy voel hartseer, want hy kan hulle nie meer sien nie*".

36 Translated into English for dissertation purposes from: "*Want dit maak hom hartseer, want dan sien hy sy familie wat dood is*".

Thirdly, Annie seemed to experience feelings of sadness and depression regarding the sexual abuse. During session four she commented: *“I want to cry about what my father did³⁷”* (Appendix E: Session 4 [14 August 2006], p. 89). In addition, during session eight, Annie remarked: *“When bad stuff comes, life feels difficult for me. Then life feels more worse than good³⁸”* (Appendix E: Session 8 [24 August 2006], p. 110). Statements like these might be regarded as indications that the sexual abuse resulted in Annie experiencing feelings of sadness and depression.

4.3.1.4 Sub-theme 1.4: A need for love, unconditional acceptance, support and protection

From the raw data that I obtained during the assessment sessions, from my observations of Jennifer and Annie, from interviews with significant others in Jennifer's life, and from the analysis of documents regarding Annie, I gathered that both participants experienced a need for love, unconditional acceptance, support and protection. In the case of Jennifer, she preferred to visit her extended family, as she seemed to feel that they partially fulfilled her need to be loved, accepted and supported (Appendix E: Session 2 [2 March 2006], p. 19). In this regard, she commented that her extended family was friendly with her. She further insinuated that they supported and accepted her (Appendix E: Session 4 [6 March 2006], p. 31).

During session four Jennifer expressed her need for her family's protection, support and closeness, by placing a clay ball representing herself in the middle of a white page, with the clay figures representing her family members surrounding her (Appendix D: Visual data and Appendix E: Session 4 [6 March 2006], p. 33). During session seven she confirmed this need by saying that the branches of her rosebush were sticking out, which might be an indication that she was reaching out for support, protection, love and acceptance. In addition, Jennifer's comment, that someone was taking care of her rosebush, might be an indication that she needed people to support and take care of her emotionally (Appendix D: Visual data and Appendix E: Session 7 [8 May 2006], p. 45, 46).

In the case of Annie, I observed her expressing the need for support, acceptance and love even more intensely than in the case of Jennifer (Appendix E: Reflection [1 August 2006], p. 66 and Reflection [2 August], p. 74). During Annie's creation of her clay figure in session seven, she chose to create Father

37 Translated into English for dissertation purposes from: *“Ek wil huil as wat my pa gedoen het”*.

38 Translated into English for dissertation purposes from: *“As daar ‘bad stuff’ kom, voel die lewe vir my swaar. Dan voel die lewe vir my slegter as wat dit goed is”*.

Christmas, who accepted and loved her (Figure 4.4; Appendix D: Visual data and Appendix E: Session 7 [23 August 2006], p. 103). During session five Annie mentioned that she wanted to be rich, as people could then make her feel important (Appendix D: Visual data and Appendix E: Session 5 [15 August 2006], p. 92). She appeared to think that, if she were rich, she might be able to fulfil her need for acceptance, love and support. However, it became apparent that Annie was trying to fulfil this need by pleasing different people in her life (like her peer group) in order to gain their acceptance and love (Appendix E: Session six [18 August 2006], p. 98).



FIGURE 4.4: A NEED FOR LOVE, UNCONDITIONAL ACCEPTANCE AND SUPPORT

Annie's behaviour during sessions three and four further confirmed her need for acceptance, as she regularly tried to please me, in an attempt to gain my approval, making comments like: *"I will never forget that you are beautiful³⁹"*, and: *"I am sorry I was late today for the prettiest auntie⁴⁰"* (Appendix E: Session 4 [14 August 2006], p. 85). She constantly asked me if I thought her answers were correct, and if they made sense. In addition, Annie asked my opinion about specific movies before stating if she liked them or not (Appendix E: Session 4 [14 August 2006], p. 87). My observation and interpretation of Annie's behaviour during session four were confirmed by the background information and documents written by her social workers and caregivers, reporting that she displayed a definite need to be loved and accepted (Appendix B). It further became apparent that Annie wanted more love, acceptance and attention from boys than from girls, as she said (during session four): *"I have more boy friends than girl friends⁴¹"*. When I asked her why she replied: *"Boys give more attention⁴²"* (Appendix E: Session 4 [14

39 Translated into English for dissertation purposes from: *"Ek sal nooit vergeet dat tannie mooi is nie"*.

40 Translated into English for dissertation purposes from: *"Ek is jammer ek was laat vandag vir die mooiste tannie"*.

41 Translated into English for dissertation purposes from: *"Ek het meer seunsvriende as meisiesvriende"*.

42 Translated into English for dissertation purposes from: *"Seuns gee meer aandag"*.

August 2006], p. 89). This last statement seems contradictory to Annie's remark that boys should not live (refer to section 4.3.1.2), and might be indicative of the fact that she was experiencing ambivalent feelings towards the opposite sex, based on the sexual abuse that she had been exposed to.

4.3.2 Theme 2: Assessment of behaviour

The raw data that I obtained, and the analysis that I conducted, enabled me to assess some difficulties that the participants experienced with regard to their behaviour, which I now discuss.

4.3.2.1 Sub-theme 2.1: Inadequate social behaviour

From the raw data that I obtained during the assessment sessions, from my observation of the primary participants, and from interviews with significant others in Jennifer's life, I derived that both primary participants seemed to firstly isolate themselves socially, tending to withdraw during social encounters. Secondly, they appeared to display a need for adequate social relationships and social acceptance.

During the first and second assessment sessions with Jennifer she *withdrew* from participating optimally, responding with short answers, and only speaking when I asked her direct questions. As such, she provided limited information and participated half-heartedly and passively (Appendix E: Session 1 [22 February 2006], p.8, 9 and Session 2 [2 March 2006], p. 22). During session three it became apparent that Jennifer preferred seclusion and feared intimacy. In response to my question if she wanted to invite her parents and her brother to come and live with her on her island, she immediately said "no". In this manner, Jennifer did not invite any human beings to live with her on her island, which might be an indication that she isolated and withdrew herself from social interaction with others (Appendix D: Visual data and Appendix E: Session 3 [3 March 2006], p.27; Reflection [3 March 2006], p.28). Besides my own analysis of the assessments, the following comment made by Jennifer's mother confirmed Jennifer's tendency to isolate herself: "*She has one friend*⁴³" (Appendix E: Interview with Jennifer's mother [2 February 2006], p.4). This might be an indication that Jennifer tended to withdraw from friends and feared intimacy with them at the time when I commenced with intervention.

Jennifer's behaviour during session seven confirmed her tendency to withdraw as she commented that her rosebush had thorns, which might indicate that she wanted to isolate and protect herself. In

43 Translated into English for dissertation purposes from: "*Sy het een maatjie*".

addition, her response, that there were no animals around her rosebush, might indicate that she felt lonely and socially isolated (Appendix D: Visual data and Appendix E: Session 7 [8 May 2006], p.45, 46). In another session Jennifer physically and emotionally withdrew, and isolated herself from the perpetrator and her foster mother by placing them on a separate black island (Figure 4.5; Appendix D: Visual data and Appendix E: Session 3 [3 March 2006], p.27; Reflection [3 March 2006], p.28).

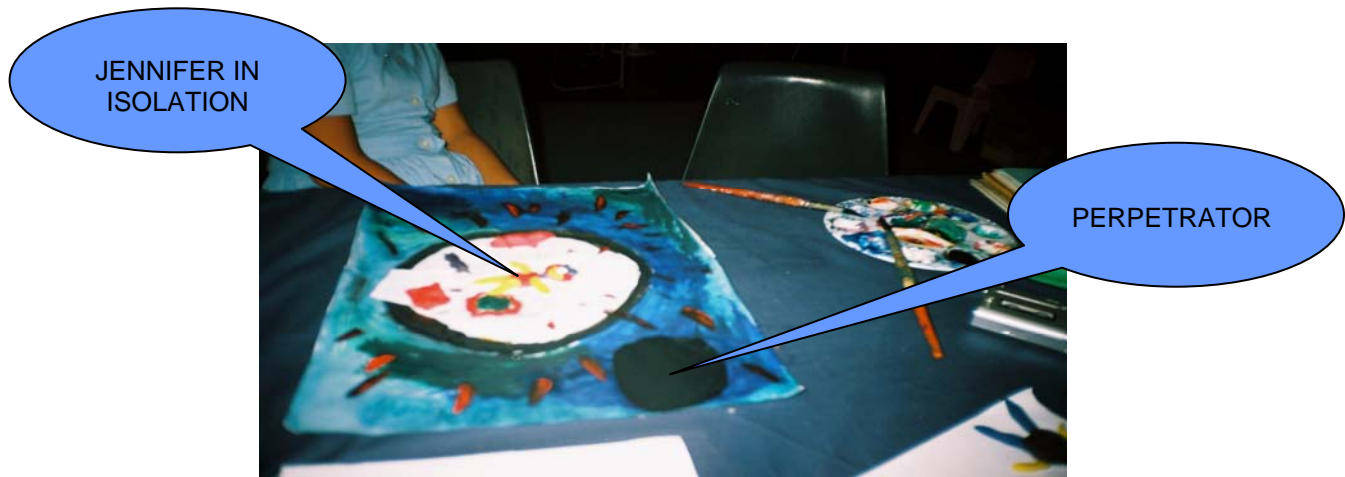


FIGURE 4.5: SIGNS OF SOCIAL WITHDRAWAL AND ISOLATION

In the case of Annie, she also seemed to *withdraw and isolate herself*, although to a lesser extent than Jennifer. She participated actively during most of our sessions (Appendix E: Session 1 [1 August 2006], p. 62), but displayed some withdrawal behaviour during sessions three and five, answering questions by saying that she did not know the answer (Appendix E: Session 3 [10 August 2006], p. 75; Session 5 [15 August 2006], p. 92). Annie's tendency to socially isolate and withdraw from her peer group immediately after the sexual abuse had occurred, was indicated by her remark: *"Then I always scolded at people, but now I don't do that anymore, because I have become soft"⁴⁴* (Appendix E: Session 8 [24 August 2006], p. 109).

I furthermore identified a *need for more adequate social relationships* displayed by both participants. Jennifer seemed to be bullied at school, and, during session five she placed two boys from her school in a dark room in the castle that she had drawn. She stated her reason for placing them in this room as: *"Tiaan mocked my dad's car. He bothers me while I am working. Teased Destiny. Said that her father is poor"⁴⁵* (Appendix D: Visual data and Appendix E: Session 5 [14 March 2006], p. 38). This might be an indication that Jennifer was experiencing poor social group relationships at the time.

44 Translated into English for dissertation purposes from: *"Toe het ek altyd met mense geraas, maar nou doen ek dit nie meer nie, want nou het ek sag geword"*.

45 Translated into English for dissertation purposes from: *"Tiaan het my pa se kar gespot. Hy pla my die heelytd terwyl ek werk. Spot vir Destiny. Sê haar pa is brandarm"*.

Jennifer's mother confirmed this possibility by commenting that: *"She has one friend"⁴⁶* (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 4). One possible explanation for Jennifer reportedly only having one friend lies in her tendency to withdraw from her peer group and to fear intimacy with others. Jennifer's behaviour during session three confirmed this possibility, as she did not invite any human beings to live with her on her island (Appendix D: Visual data and Appendix E: Session 3 [3 March 2006], p. 27, 28). A statement by Jennifer during session one further confirms this when she, in response to my question whether or not she missed her friends from her old school, said "no". Jennifer therefore appeared to withdraw socially and emotionally from the friends that she had when she was residing at her foster parents' home (Appendix E: Session 1 [22 February 2006], p. 10).

Although Jennifer indicated that she had more than one friend during session one (Appendix E: Session 1 [22 February 2006], p. 8), I knew this not to be true, based on my observation of Jennifer on the playground, both as researcher and as intern educational psychologist at her school. Jennifer thus appeared to be fantasising that she was involved in social interactions with her peer group (Appendix E: Session 1 [22 February 2006], p. 11), indicating a possible need for more adequate social relationships, companionship and peer group interaction. During session two, Jennifer voiced this need by telling me that nobody came to visit her at her parents' home (Appendix E: Session 2 [2 March 2006], p. 20). She also commented in session four that she liked to visit her extended family, as she could then play with other children (Appendix E: Session 4 [6 March 2006], p. 30, 31).

Annie seemed to experience an even more intense *need for social relationships*. During session two, that focused on storytelling, Annie time and again emphasised her need for companionship, friendship, social interaction and peer group relationships. In addition, she appeared to display a need to participate in age-appropriate activities with her peer group (Appendix E: Reflection [2 August 2006], p. 74), commenting that: *"One day her friend came, it was a bird. Then he took her out of her house for a bit"⁴⁷*, *"They first flew out of the house. Then they went to a park or playgrounds. Then they came back again and ate stuff like 'KFC"⁴⁸* (Appendix E: Session 2 [2 August 2006], p. 69) and: *"I don't have time to play.*

46 Translated into English for dissertation purposes from: *"Sy het een maatjie"*.

47 Translated into English for dissertation purposes from: *"Eendag toe kom haar vriend, dit was 'n voël. Toe vat hy haar 'n bietjie uit die huis uit"*.

48 Translated into English for dissertation purposes from: *"Hulle het eers uit die huis uit gevlieg toe gaan hulle na 'n parkie of speelgronde. Toe kom hulle weer terug en hulle het goeters geeët soos 'KFC'"*.

49 Translated into English for dissertation purposes from: *"Ek het nie tyd om te speel nie. Ek wil, maar ek het nie tyd nie"*.

I want to, but I don't have the time⁴⁹ (Appendix E: Session 4 [14 August 2006], p. 88). Annie further commented: *"Then she went to her friend. Her friend was a rat. Then she stayed with her friend, because he saw that she only had short clothing on⁵⁰"* and: *"Then one of the owls picked her up with their feet and they put her on top of a mountain and they then spoke to her⁵¹"*. During story seven Annie said: *"Then she went to live with her friends. Then they came to visit her and also stayed there,⁵²"* expressing her need for more adequate social relationships, age-appropriate play, and peer group interaction (Appendix E: Session 2 [2 August 2006], p. 72).

At the time of the intervention Annie's peer group relationships therefore appeared to be inadequate, characterised by her being teased and bullied at school, often because of her race (Appendix E: Session 3 [10 August 2006], p. 76 and Session 4 [14 August 2006], p. 85). During session two she confirmed this apparent lack of healthy peer group relationships, by saying: *"He wants to play with the boy, then the other girls say no, I want to play with the boy, then they fight⁵³"* and later: *"She looks out of her window how everyone is playing outside and she cannot⁵⁴"* (Appendix E: Session 2 [2 August 2006], p. 69). In addition, during session three she commented that: *"I like to make friends and not to always fight⁵⁵"* and: *"Sometimes Klankla is nasty towards me"* and later: *"She is jealous and gets angry. She tells lies to the auntie⁵⁶"* (Appendix E: Session three [10 August 2006], p. 80). Annie further stated that: *"When I am looking for my book, they do not give my book to me, and, when I speak, they say the same*

50 Translated into English for dissertation purposes from: *"Toe gaan sy na 'n vriend toe. Haar vriend was 'n rot. Toe het sy by haar vriend gebly, want haar vriend het gesien sy het net kort klere aan"*.

51 Translated into English for dissertation purposes from: *"Toe tel een van die uile haar op met hulle voete en toe sit hulle haar bo die berg en toe gesels hulle met haar"*.

52 Translated into English for dissertation purposes from: *"Toe het sy by haar ander vriende gebly. Toe het hulle vir haar kom kuier en ook daar gebly"*.

53 Translated into English for dissertation purposes from: *"Sê nou maar hy wil met die seuntjie speel, dan sê die ander meisie nee, ek wil met hom speel, dan baklei hulle"*.

54 Translated into English for dissertation purposes from: *"Sy sien uit die venster hoe almal buite speel en sy kan nie"*.

55 Translated into English for dissertation purposes from: *"Ek hou daarvan om vriende te maak en nie altyd te baklei nie"*.

56 Translated into English for dissertation purposes from: *"Klankla is partykeer mislik met my. Sy is 'jealous', dan word sy kwaad. Dan vertel sy vir die tannie liegstories"*.

57 Translated into English for dissertation purposes from: *"As ek my boek soek, dan gee hulle nie my boek vir my nie, en as ek praat, dan sê hulle dieselfde goed soos ek"*.

things that I do,⁵⁷ and also: *“They take some of my stuff without asking, and they say things about me⁵⁸”* (Appendix E: Session 6 [18 August 2006], p. 97). During session seven Annie said: *“The one bumps the other one, or the one took his marble or pencil first. Then the other one says ‘give it back’. Then he says ‘No, it’s not your pencil, it’s mine’. Then they start fighting⁵⁹”*. It thus became apparent that Annie was experiencing inadequate peer group relationships at the time of my study. This emotion seemed to be gender-related as Annie commented that: *“Boys tease me when I am busy on the computer, then they push any button⁶⁰”* (Appendix E: Session 6 [18 August 2006], p. 97). This once again supports the possibility that Annie might have experienced ambivalent feelings concerning males (refer to sections 4.3.1.2 and 4.3.1.4).

4.3.2.2 Sub-theme 2.2: Runs away from challenging situations

According to the raw data that I obtained, and the analysis that I conducted, both participants appeared to run away from challenging situations. Jennifer, for example, ran away after the perpetrator had physically abused her brother, as she felt powerless to help him. In addition, she ran away to her friend’s house when her foster mother hit her friend with a broom (Appendix E: Session 1 [22 February 2006], p.10, 13 and Session 5 [14 March 2006], p.40). Furthermore, Jennifer ran away when she saw a snake, thereby indicating her need to flee from the sexual abuse (Appendix E: Session 2 [2 March 2006], p. 24). Also, during session six, I asked Jennifer what she could do when her foster mother fought with her, upon which she replied: *“I can only run away⁶¹”* (Appendix E: Session 6 [27 March 2006], p.43).

In the case of Annie, she displayed the tendency to run away from challenging situations, especially when she felt helpless and powerless. During the assessment, Annie, for example said that she fled to their neighbour’s house, after her father had shot her baby sister (Appendix E: Session 4 [14 August 2006], p. 86).

57 Translated into English for dissertation purposes from: *“As ek my boek soek, dan gee hulle nie my boek vir my nie, en as ek praat, dan sê hulle dieselfde goed soos ek”*.

58 Translated into English for dissertation purposes from: *“Hulle het goed van my gevat, sonder om te vra, en dan sê hulle goed van my”*.

59 Translated into English for dissertation purposes from: *“Die een stamp die ander een, of die een het eerste sy ‘marble’ of sy potlood gevat; dan sê die ander een ‘gee terug’. Dan sê hy nee, dit is nie jou potlood nie, dit is myne. Dan begin hulle baklei”*.

60 Translated into English for dissertation purposes from: *“Hulle terg my as ek rekenaar doen, dan druk hulle enige knoppie”*.

61 Translated into English for dissertation purposes from: *“Ek kan net weghardloop”*.

4.3.2.3 Sub-theme 2.3: Physical agitation and restlessness

Initially, I observed the fact that both participants appeared physically agitated and restless. I observed Jennifer constantly fidgeting with her hands and looking around the research venue, throughout our first interview (Appendix E: Session 1 [22 February 2006], p. 8). During our second session, Jennifer displayed restlessness by time and again standing up to look out of the window, or at pictures on the wall. She also took objects out of her bag, such as her timetable (Appendix E: Session 2 [2 March 2006], p. 21). When she referred to the perpetrator, she constantly moved around on her chair and appeared physically restless (Appendix E: Session 5 [14 March 2006], p. 39).

Several comments made by significant others, like Jennifer's educators, confirmed my own observations. Her class teacher, for example, insinuated that, before the assessment sessions started, Jennifer physically moved around in class a lot. She furthermore fidgeted with her hands and feet on a regular basis (Appendix C: Informal discussions with Jennifer's educators [27 March 2006] and Appendix E: Reflection [27 March 2006], p. 44).

Although I observed that Annie was less restless than Jennifer, she did seem physically agitated and restless during session two. She appeared to display this behaviour due to feelings of anxiety, after realising that she had to provide stories for various pictures (Appendix E: Session two [2 August 2006], p. 67). During session four Annie also appeared restless when she discussed the family violence that she had been exposed to at her parents' home. She constantly fidgeted with her hands and looked around the research venue (Appendix E: Session 4 [14 August 2006], p. 86).

4.3.3 Theme 3: Assessment of defence mechanisms

Both Jennifer and Annie seemed to employ defence mechanisms in attempts to protect themselves against the emotional distress relating to the sexual abuse.

4.3.3.1 Sub-theme 3.1: Avoidance

Based on the raw data that I obtained, and the analysis that I conducted, both participants appeared to avoid discussions regarding the sexual abuse. Jennifer seemed to avoid thinking about the most recent

years of her life – being the time that she experienced the sexual abuse (Appendix E: Session 1 [22 February 2006], p.11]. She also seemed to avoid discussing her experiences at her foster parents' home, by providing short and closed answers during our first interview (Appendix E: Session 1 [22 February 2006], p.10). In addition, during session two, upon being requested to tell me more about her foster parents' house, Jennifer replied: *"I cannot remember everything that was in there. Only my room and bathroom. I only had a small piece of room. I just quickly want to go to the toilet⁶²".* Upon returning to the assessment situation, Jennifer tried to avoid the assessment activity by talking about schoolwork (Appendix E: Session 2 [2 March 2006], p.21). Furthermore, during session four Jennifer avoided creating clay figures representing her foster mother and the perpetrator (Appendix E: Session 4 [6 March 2006], p, 32). Jennifer's behaviour during these sessions seems to be an indication that she chose to avoid thinking or talking about the sexual abuse.

Although to a lesser extent, Annie also appeared to employ avoidance as a defence mechanism. During session four, for example, Annie asked me whether or not I was going to ask her how her father had raped her, and then commented: *"No, no, no⁶³".* She also said that she could not remember the sexual abuse, as she was too young (Appendix E: Session 4 [14 August 2006], p. 83). It thus appeared that Annie was trying to avoid questions or discussions relating to the sexual abuse, even after five years.

4.3.3.2 Sub-theme 3.2: Suppression

Both primary participants seemed to suppress memories regarding the sexual abuse. Jennifer, for example, commented during session two that the perpetrator did not talk, kiss or sexually abuse her (Appendix E: Session 2 [2 March 2006], p.24, 25). Later on, during session four, I asked Jennifer why she did not like the perpetrator, upon which she commented that: *"He was always being nasty⁶⁴"* (Appendix E: Session 4 [6 March 2006], p. 34). During session five Jennifer said that she had placed the perpetrator in the dark room in her castle because he screamed at her when she did not get any homework (Appendix D: Visual data and Appendix E: Session 5 [14 March 2006], p. 39). Comments like these might be an indication that Jennifer had suppressed her memories regarding the perpetrator and the sexual abuse. Jennifer's behaviour during session eight confirmed this hypothesis, as she did

62 Translated into English for dissertation purposes from: *"Ek kan nie meer alles onthou wat daarin was nie. Net my kamer en badkamer. Ek het net 'n klein stuk kamer gehad. Ek wil net gou toilet toe gaan".*

63 Translated into English for dissertation purposes from: *"Tannie gaan my nie vra hoe my pa my 'gerape' het nie? Nee, nee, nee".*

64 Translated into English for dissertation purposes from: *"Hy was altyd mislik".*

not express (draw) any negative experiences, although this was part of the activity's instruction. Therefore, it appeared that Jennifer suppressed memories regarding challenging experiences (Appendix D: Visual data and Appendix E: Session 8 [22 May 2006], p. 54). Jennifer also seemed to suppress her emotions concerning her friends in her previous school (Appendix E: Session 1 [22 February 2006], p. 10).

In the case of Annie, she too appeared to suppress memories regarding the sexual abuse (Appendix E: Reflection [14 August 2006], p. 90). During session four I asked her if she could remember the sexual abuse, and she simply replied by saying: "*No*⁶⁵". In response to my question, whether or not the sexual abuse had angered her, she replied: "*I do not know. I was small. I did not know*⁶⁶" and later: "*I cannot remember it. It was a long, long time ago*⁶⁷" (Appendix E: Session 4 [14 August 2006], p. 83). It thus appeared that Annie was suppressing her memories regarding the sexual abuse that she had been exposed to, and for which her father had been imprisoned.

4.3.3.3 Sub-theme 3.3: Denial

On the basis of my analysis of the assessment and observation of Jennifer, I concluded that she seemed to deny that the sexual abuse had taken place. In response to questions relating to the alleged sexual abuse, Jennifer repeatedly denied any sexually related behaviour by the perpetrator. In addition, when I asked her if the perpetrator ever spoke to her while he was living with them, she also replied by saying: "*No*⁶⁸" (Appendix E: Session 2 [2 March 2006], p.24, 25). During session four, in response to my question whether or not there was anything that the perpetrator did to make her feel unhappy, apart from him being nasty towards her, Jennifer again replied by saying: "*No*⁶⁹". (Appendix E: Session 4 [6 March 2006], p. 34). Jennifer therefore appeared to deny that the sexual abuse had taken place. However, through the creative use of techniques and media I could elicit her expression of negative feelings towards the perpetrator.

65 Translated into English for dissertation purposes from: "*Nee*".

66 Translated into English for dissertation purposes from: "*Ek weet nie. Ek was klein. Ek het nie geweet nie*".

67 Translated into English for dissertation purposes from: "*Ek kan dit nie onthou nie. Was te lank lank terug*".

68 Translated into English for dissertation purposes from: "*Nee*".

69 Translated into English for dissertation purposes from: "*Nee*".

Although Annie did not deny that the sexual abuse had taken place, it became apparent during session three that she did deny the negative feelings that she experienced towards the perpetrator, possibly due to him being her father. She commented that she wanted her family back, implying that she wanted her father back as well (Appendix D: Visual data and Appendix E: Session 3 [10 August 2006], p. 75), and thereby denying the negative feelings that she harboured (secretly nursed in her mind) towards him.

4.3.3.4 Subtheme 3.4: Escapism

Based on the raw data that I obtained and the analysis that I conducted, the primary participants appeared to employ escapism as defence mechanism. Jennifer, who seemed to use fantasising as an escapism mode, often fantasised about birthday parties with her peer group, commenting: *"We went swimming. Then we went to the Wimpy. The next day we had a 'sleepover party' at my friend⁷⁰"* (Appendix E: Session 1 [22 February 2006], p. 11). Jennifer also seemed to employ swimming as a means of cleansing and escaping from her painful experience. During session six she, for example, fantasised that she was a wave, and she drew herself as one (Visual data and Appendix E: Session 6 [27 March 2006], p. 43). In addition, during the last session Jennifer fantasised that she and her mother lived together in a house that had a swing, birds, trees and flowers. When I asked her why she said that the swing was the best part of the house, Jennifer commented: *"Because, I can swing the whole day⁷¹"* (Appendix D: Visual data and Appendix E: Session 9 [13 June 2006], p. 58), once again expressing her need and tendency to escape from reality. Jennifer therefore appeared to experience a need for escapism, and used fantasising in an attempt to fulfil this need.

Annie seemed to display an even more intense need to escape from reality (Appendix E: Reflection [2 August 2006], p. 74) than Jennifer. During session two, I requested Annie to tell me a story about individual pictures, resulting in the following response at story five: *"Her grandmother did not want her to go out of their house. Then she was always trapped. She could never go out of the house,⁷²"* and later: *"It felt like a jail for her⁷³"*. In this manner Annie seemed to feel trapped and to experience a need to escape. Annie's other stories confirmed her need to escape. Besides fantasising that she had a mother who bought her clothing, Annie fantasised about peer group interaction, saying: *"...they went to the*

70 Translated into English for dissertation purposes from: *"Ons het gaan swem. Toe Wimpy toe gegaan. Die volgende dag 'sleepover party' by my maatjie gehou"*.

71 Translated into English for dissertation purposes from: *"Want, ek kan die heeldag 'swing'."*

72 Translated into English for dissertation purposes from: *"Haar ouma wou nie gehad het sy moes uit die huis uit gaan nie. Toe was sy altyd 'getrap'. Sy kon nooit uit die huis uit gegaan het nie."*

73 Translated into English for dissertation purposes from: *"Sy voel asof dit 'n tronk is vir haar"*.

*movies and then they watched the movie. Then they put on their new clothing and sat outside*⁷⁴ (Appendix D: Visual data and Appendix E: Session 2 [2 August 2006], p. 68). In addition, during session three, Annie fantasised that she had a car, a house and money. She also fantasised that she was a model (Appendix D: Visual data and Appendix E: Session 3 [10 August 2006], p. 75; Session 4 [14 August 2006], p. 88, 89; Session 5 [15 August 2006], p. 93). Annie thus seemed to also employ fantasising to fulfil her need to escape.

Annie's actions during session four further emphasised her wish to escape from reality, as she commented that: *"I think I live in a big house, and, everywhere I go, there are cameras. When I walk out there should be cameras*⁷⁵" (Appendix E: Session 4 [14 August 2006], p. 89). Later on in the same session she fantasised that she was a teacher and that her dolls were her students. She further said that she imagined that she stood next to a famous soccer player and that he kissed her (Appendix E: Session 4 [14 August 2006], p. 89). During session six Annie fantasised that she lived in America and that she had rich and famous parents (Appendix E: Session 6 [18 August 2006], p. 96). She also commented during session seven that her clay figure lived in America (Appendix E: Session 7 [23 August 2006], p. 104). Annie's tendency to use fantasising in an attempt to fulfil her need to escape was confirmed by the background information and documents provided by her social workers and caregivers, who reported that Annie had fantasised that a man with a gun kidnapped her, and that a second man tried to shoot her while she was walking from school. One social worker, for example, wrote that Annie has a "big imagination" (Appendix B).

4.3.4 Theme 4: Assessment of changes subsequent to intervention

From the raw data obtained during the assessment sessions, my observation of the primary participants, and interviews with significant others in Jennifer's life, I detected that both the primary participants displayed emotional and behavioural changes over the course of the intervention. Both Jennifer and Annie participated more actively, and experienced change in their peer group relationships. They expressed less feelings of uncertainty, and displayed higher levels of self-awareness. In addition, they expressed their emotions more easily and appropriately, and did so in a developmentally appropriate manner.

74 Translated into English for dissertation purposes from: *"Toe gaan hulle fliek toe en toe kyk hulle fliek en toe trek hulle hulle nuwe klere aan en toe sit hulle buite"*.

75 Translated into English for dissertation purposes from: *"Ek dink in 'n groot huis bly en orals waar ek gaan is daar net kameras. As ek uitstap moet daar kameras wees"*.

4.3.4.1 Sub-theme 4.1: Changed behaviour

Initially, I observed Jennifer's participation as being half-hearted and passive. She withdrew during the initial sessions, and tried to isolate herself by providing short answers to my questions and requests (Appendix E: Session 1 [22 February 2006], p. 8, 9). However, later on in the research process I observed that Jennifer was expressing herself more adequately by means of creative activities. She participated more actively and shared detailed information (Appendix E: Session 4 [14 March 2006], p. 36). She seemed to participate in a socially more acceptable manner in her peer group, as the assessment progressed. My observation was confirmed by an informal discussion that I conducted with Jennifer's class teacher later on in the research process, who emphasised that Jennifer was concentrating and participating more actively in the classroom (Appendix C).

I regard Jennifer's participation and behaviour towards the end of the intervention as indicative of an improvement of her social skills and her ability to form and maintain relationships (Appendix E: Session 1 [22 February 2006], p. 13; Session 2 [2 March 2006], p. 15, 16, 18; Session 3 [3 March 2006], p. 27; Session 4 [14 March 2006], p. 36; Session 8 [22 May 2006], p. 53 and Session 9 [13 June 2006], p. 56). I also observed that Jennifer was experiencing improved interpersonal relationships in her peer group, and in her extended family, as the study progressed (Appendix E: Session 4 [6 March 2006], p. 31, 52; Session 8 [22 May 2006], p. 51 and Session 9 [13 June 2006], p. 59). My last informal discussion with Jennifer's English teacher confirmed my observation, as the educator emphasised the fact that Jennifer was interacting more openly with her and with the children in her class at that stage (Appendix C).

As the intervention progressed, Jennifer further appeared to display less physically agitated behaviour, and she appeared to prolong her concentration focus and engagement (Appendix E: Session 8 [22 May 2006], p. 51, 52). During my last informal discussion with Jennifer's class teacher, she confirmed my observation, stating her opinion that Jennifer was more relaxed and less fidgety during class activities. As a result, she reportedly performed better academically (Appendix C).

In the case of Annie, she seemed to become more assertive as the intervention progressed. Her tendency, to try and please people, in order to gain their acceptance and love, decreased (Appendix E: Session 6 [18 August 2006], p. 98). In addition, I observed that Annie was physically more relaxed and comfortable during later sessions as she displayed less anxiety and physically agitated behaviour (Appendix E: Session 7 [23 August 2006], p. 102 and Session 9 [25 August 2006], p. 113). She

expressed socialising changes in her peer group, as well as decreased feelings of anger. Annie confirmed my observation: *“I am not as angry as I always was at the children’s home. Then I always scolded people, but now I don’t do that anymore, because now I am soft and I don’t think of myself anymore,⁷⁶”* and also: *“Then I became more friendly with them. Then I said I was sorry to everyone. Then they said they were sorry to me. Then we became friends. Then I started getting a lot of friends⁷⁷”* (Appendix E: Session eight [24 August 2006], p. 110).

4.3.4.2 Sub-theme 4.2: Changed emotions

Initially, during the observations and analysis that I conducted, Jennifer appeared to be experiencing intense feelings of uncertainty (Appendix E: Session 1 [22 February 2006], p. 8, 9). However, as the intervention progressed, Jennifer seemed to gain more confidence (Session 9 [13 June 2006], p. 56, 58, 59) and to experience feelings of adequacy, especially with regard to her drawing skills (Appendix E: Session 2 [2 March 2006], p. 15, 16, 17; Session 3 [3 March 2006], p. 27; Session 5 [14 March 2006], p. 36; Reflection and Session 8 [22 May 2006], p. 51, 54). In addition, during the initial stages of the assessment, Jennifer seemed frightened by environmental noises, experiencing anxiety as a result. However, during sessions seven and eight she seemed less anxious, and appeared more relaxed (Appendix E: Reflection and Session 8 [22 May 2006], p. 51, 54, 55 and Session 9 [13 June 2006], p. 58).

As the intervention progressed (towards session six), Jennifer appeared to display self-discovery and insight into her emotions. She was able to make creative connections between herself and her rosebush (Appendix E: Session 7 [8 May 2006], p. 47). In this manner, Jennifer seemed to display some of the feelings that she had ensconced inside herself at the onset of the study (Appendix E: Session 2 [2 March 2006], p.24, 25). She also seemed more aware of her feelings regarding the perpetrator, towards the end of the study (Appendix E: Session 5 [14 March 2006], p. 37). She similarly, appeared happy as the sessions progressed (Appendix E: Session 2 [2 March 2006], p. 15, 17, 18; Session 6 [27 March 2006], p. 42; Session 8 [22 May 2006], p. 51 and Session 9 [13 June 2006], p. 58). Her feelings of happiness and joy could be observed in her drawing during session nine, when she drew

76 Translated into English for dissertation purposes from: *“Nie meer so kwaad soos wat ek altyd was by die kindershuis nie. Toe het ek altyd met mense geraas, maar nou doen ek dit nie meer nie, want nou het ek sag geword en ek dink nie meer aan myself nie”*.

77 Translated into English for dissertation purposes from: *“Toe begin ek meer vriendelik met hulle te word. Toe sê ek vir almal jammer. Toe sê hulle jammer vir my. Toe begin ons vriende te word. Toe het ek baie vriende begin kry”*.

a colourful and happy picture (Figure 4.6; Appendix D). She seemed to be hopeful, as she believed that she might be able to grow into an emotionally stronger person (Appendix E: Session 9, [13 June 2006], p. 57). During an informal discussion with Jennifer's class teacher, she confirmed my observations as follows: "*Jennifer's eyes are bright*⁷⁸" (Appendix C and Appendix E: Reflection, [3 March 2006], p. 29).



FIGURE 4.6: INDICATIONS OF HAPPINESS AND JOY

As the field work with Annie progressed, it became apparent that she too seemed to be more aware of herself and her identity as a person, towards later stages of the intervention (Appendix E: Session 5 [15 August 2006], p. 93 ; Session 7 [23 August 2006], p. 105 and Reflection Session 8 [24 August 2006], p. 112). Annie for example said: "*Because when they fought in my father's house, I became angry. When I came into the children's home, I took it out on other children*⁷⁹" (Appendix E: Session 8 [24 August 2006], p. 110). Annie therefore appeared to have become aware that her negative experiences and feelings might have caused her to behave aggressively and inappropriately at earlier stages. As such, she seemingly displayed higher levels of emotional insight and self-discovery, as the study progressed. In this regard she commented: "*Because sometimes it feels like I can see through life, like what is going on with people and everything*⁸⁰" (Appendix E: Session 8 [24 August 2006], p. 108). She therefore became more aware of her own emotions, but also of other people's emotions, and seemingly became more empathetic, as summarised in a remark that she made: "*I don't think of myself anymore. I also think of other people, what they feel*⁸¹" (Appendix E: Session 8 [24 August 2006], p. 109).

78 Translated into English for dissertation purposes from: "*Jennifer se ogies blink*".

79 Translated into English for dissertation purposes from: "*Want toe hulle baklei het in my pa-hulle se huis het ek kwaad geword. Nou toe ek in die kindershuis gekom het haal ek dit uit op die ander kinders*".

80 Translated into English for dissertation purposes from: "*Want partykeer voel dit vir my ek kan deur die lewe sien. Wat met mense aangaan en alles*".

81 Translated into English for dissertation purposes from: "*Ek dink nie meer aan myself nie. Dink ook aan ander mense, wat hulle voel*".

As in the case of Jennifer, Annie seemed to display joy and happiness as the sessions progressed (Appendix E: Session 7 [23 August 2006], p. 103). She appeared to experience hope for the future, and wanted to put the sexual abuse behind her emotionally. In this regard she commented: *"...just a picture that explains everything that happened to me. I am putting it behind and I am going on with the good things⁸²"* (Appendix E: Session 8 [24 August 2006], p. 110). In this manner, Annie appeared to be more focused on the here-and-now, than on her past.

In the final stages of the study Annie started expressing negative feelings regarding her mother, thereby displaying feelings that she seemed to have suppressed at the onset of the study (Appendix E: Reflection Session 7 [23 August 2006], p. 106). Annie further appeared to experience feelings of adequacy more often, especially regarding her physical appearance, schoolwork and spelling skills. As a result, she appeared more confident during her participation in activities (Appendix E: Session 6 [18 August 2006], p. 95).

4.3.4.3 Sub-theme 4.3: Changed defence mechanisms

At the onset of the intervention the primary participants appeared to rely on defence mechanisms, in their attempts to cope with reality. However, towards the end of the research process, both participants seemed willing to confront reality and the circumstances of their lives. As the study progressed, Jennifer, for example, no longer preferred to avoid activities relating to her foster mother and the perpetrator (Appendix E: Session 5 [14 March 2006], p. 36). In this manner, it appeared as if Jennifer had become aware of the sexual abuse. Accordingly, she chose not to suppress her memories regarding the traumatic experience (Appendix E: Session 5 [14 March 2006], p. 39, 40).

In the case of Annie, she also seemed more willing to discuss the sexual abuse towards the end of the intervention. She avoided discussions concerning the sexual abuse to a lesser extent than at the onset of the intervention (Appendix E: Session 4 [14 August 2006], p. 85), and seemed willing to discuss how the sexual abuse had made her feel, saying: *"I want to cry when I think of what my father did to me⁸³"* (Appendix E: Session 4 [14 August 2006], p. 89). In addition, at the onset of the intervention, Annie fantasised that, if she had more money, people might love and accept her. During session eight, on the other hand, she said that: *"...the world does not revolve around money. It is also about other stuff. Not*

⁸² Translated into English for dissertation purposes from: *"Net 'n prentjie wat vertel van alles wat met my gebeur het, sit ek agter en ek gaan aan met die goeie goeters"*.

⁸³ Translated into English for dissertation purposes from: *"Ek wil huil as wat my pa gedoen het"*.

*just about people that are rich*⁸⁴” (Appendix E: Session 8 [24 August 2006], p. 110). This change in perception might be an indication that Annie realised that financial abundance does not necessarily equate love and acceptance. Annie seemed to be emotionally less burdened at the end of the study, which might be an indication that she experienced less of a need to escape. In this regard she said that: *“...I put that with it to show that I feel more free*⁸⁵” (Appendix E: Session 8 [24 August 2006], p. 109).

4.4 CONCLUSION

In this chapter I presented the results of my study in terms of the themes and sub-themes that emerged. I relied upon direct quotations and references to the relevant appendices, in order to confirm the results that I presented.

In the next chapter I interpret my results and present them as findings, relating my results to existing literature. I discuss my findings in terms of my secondary research questions, as formulated in Chapter 1. Based on the previous chapters and the findings of my empirical study, I come to a number of conclusions, revisiting my primary research question. I conclude with a few recommendations, based on the findings of this study.

84 Translated into English for dissertation purposes from: *“Die wêreld om geld draai nie. Dit gaan oor ander goed ook. Nie net oor mense wat ryk is nie”*.

85 Translated into English for dissertation purposes from: *“Ek het dit saam met dit gesit om te wys ek voel meer vry”*.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

“As one becomes aware of what has been done, one can establish what remains to be done”

(- Personal diary ~ Oelofsen, 2006).

5.1 INTRODUCTION

In Chapter 4 I reported on the results of my study. After reflecting on the research journey that I undertook with the two primary participants, I presented the results of the study in terms of the themes and sub-themes that emerged. In this chapter, I firstly provide a brief overview of the previous chapters. I then discuss my main findings in terms of the question whether or not Gestalt therapy proved to be effective in assessing the psychological functioning of two selected primary school girls who have been sexually abused, by presenting my findings in terms of the secondary research questions formulated in Chapter 1. Hereafter, I come to final conclusions, and indicate the limitations and possible contributions of my study. I conclude by formulating recommendations based on the study.

5.2 OVERVIEW OF THE PREVIOUS CHAPTERS

Chapter 1 served the purpose of orientating the reader regarding the study and what to expect in the dissertation. I informed the reader about the nature of my study, and presented an overview of the rationale for undertaking the study. I then discussed the assumptions that I made at the onset of my study. I formulated the research questions and stated the purpose of the study. I also briefly defined the concepts underlying the study, namely *Gestalt therapy*, *alternative assessment*, *sexual abuse* and *primary school girls*, in order to better orientate the reader with regard to the meanings that I ascribed to these concepts within the context of this study. I briefly introduced the paradigmatic perspective from which my study took its stance, and clarified my research design, data collection and documentation methods, and data analysis and interpretation strategies. I reflected on my role as researcher, and briefly discussed the ethical considerations of the study. I also provided the reader with a layout of the dissertation, as an overview of what was to follow in Chapters 2 to 5.

As this study was informed by literature regarding *Gestalt therapy*, *alternative assessment* and *sexual abuse*, I explored existing literature related to these topics in **Chapter 2**, in order to locate the study theoretically. I commenced the chapter by defining *child sexual abuse* as a wide range of sexual

behaviours that take place between a child and an older person. I then identified behaviours that are sexually abusive, namely sexual kissing, touching, fondling of genitals, and oral, anal, or vaginal intercourse. I discussed whether or not child sexual abuse is a clinical syndrome (can be identified by specific symptoms) or a life event (causes different emotions and behaviours), and explained the traditional assessment approach when assessing children who have been sexually abused. Thereafter, I described typical emotional and behavioural symptoms of children who have been sexually abused, focusing more specifically on short- and long-term consequences of sexual abuse for children. I also identified some factors that might influence these consequences of child sexual abuse.

I explored assessment in terms of its history and the traditional educational psychological approach to assessment. I contemplated the feasibility of traditional and alternative assessment approaches for the assessment of children who have been sexually abused, and briefly indicated some future directions for alternative assessment. Then I explored Gestalt therapy, firstly paying attention to the origins of Gestalt therapy. Thereafter, I defined the Gestalt approach to therapy as an intervention technique that encourages clients to focus on the immediate present and to express their true feelings openly. I also discussed the basic principles and concepts that might be applied, and explained the Gestalt cycle as one possible framework for alternatively assessing primary school girls who have been sexually abused. In addition, I explored Gestalt activities that might be adapted for children. I concluded Chapter 2 by presenting my conceptual framework, referring to the challenges that are often faced when assessing children who have been sexually abused. I highlighted possible similarities between alternative assessment and Gestalt therapy, and explored the Gestalt approach as a possible assessment method that might assist in overcoming assessment challenges.

In **Chapter 3** I explained the manner in which I had planned and conducted my empirical study. I commenced the chapter by discussing the qualitative approach anchored in an interpretivist paradigm as the selected paradigmatic perspective underlying my study. I described the research methodology that I implemented in terms of my selected research design, namely a clinical case study design situated within the context of psychotherapy outcome research. For the purpose of the study, I purposefully selected two cases, namely two primary school girls who had been sexually abused, based on predetermined selection criteria. I identified the secondary participants in my study (significant others in Jennifer's life, namely her mother and her educators), based on their knowledge and understanding of Jennifer's functioning. In the case of Annie, I relied upon an analysis of documents provided by her social workers, educators and caregivers, as additional data sources.

I then explained the intervention that I facilitated as part of the study, namely the use of alternative assessment based on Gestalt therapy, to assess the psychological state of the two selected primary school girls. I discussed the various data collection and documentation strategies that I employed, namely alternative assessment based on Gestalt therapy, analysis of documents containing background information, observation, interviews, informal discussions, visual data, field notes and a researcher journal. I discussed the manner in which I thematically analysed and interpreted the data, as well as my attempts to enhance the rigour of my study. I concluded the chapter by explaining the ethical principles that I adhered to in planning and undertaking my study.

In **Chapter 4** I reported on the results of my study. I commenced the chapter by reporting on the research process in terms of my observations of the research participants and the research process itself. Thereafter, I presented the results of my study, discussing them in terms of the main themes and sub-themes that emerged. The four primary themes that emerged were *assessment of emotions*, *assessment of behaviour*, *assessment of defence mechanisms*, and *assessment of changes subsequent to the intervention*. In the next section, I interpret and discuss the themes and sub-themes that emerged in the light of relevant literature. I structure my discussion of the findings in accordance with the research questions, as formulated in Chapter 1.

5.3 FINDINGS OF THE STUDY

In this section, I present the main findings of my study in terms of the secondary research questions formulated in Chapter 1.

5.3.1 Secondary research question 1: What is the potential impact of sexual abuse on primary school girls?

In Chapter 2, I provided a summary of findings obtained from existing literature regarding the possible short-term consequences of child sexual abuse (refer to Table 2.1). Based on my empirical study, I found that the short-term consequences, as described by the authors that I consulted for Table 2.1, closely resemble the emotional and behavioural functioning of the primary participants in this study, at the time of my field work. Although the two participants were unique beings, they did display similar patterns of emotional functioning after being exposed to sexual abuse. I summarise my results of the emotional and behavioural functioning of the participants in Table 5.1, by highlighting in colour the

potential effect of the sexual abuse on the primary participants who were assessed by me, against the background of available literature. This is followed by a discussion of my findings.

TABLE 5.1: POSSIBLE EMOTIONAL AND BEHAVIOURAL SYMPTOMS EXPERIENCED BY THE PRIMARY PARTICIPANTS

Emotional	Interpersonal	Cognitive	Sexual	Physical
Depression ⁸⁶	Social isolation	Distortions of the truth	Sexual phobia	Enuresis
Feelings of guilt and shame	Stigmatisation	Dissociation	Stigmatisation	Bladder infections
Anxiety	Fears intimacy	Personality disorders	Fears intimacy	Cramps
Aggression and defiance	Lacks confidence	Concentration disturbances	Mistrusts others	Sore throat
Mistrusts adults	Inadequate social relationships	Projection	Inadequate sexual relationships	Sleep disorders
Withdrawal	Negative self-image	Disorganisation	Heightened sexuality	Eating disorders
Helplessness	Drop in academic performance	Hallucinations	Masturbation	Skin diseases
Shyness	Passive participation	Flashbacks	Promiscuity	Hypochondria
Regression	Clinging behaviour	Fluctuating school achievement	Prostitution	Vaginal pain, bleeding and infection
Hatred and anger	Poor peer-group relationships	Suicide attempts	Confusion about sexual identity	Anal pain, bleeding and infection
Cruelty towards animals	Withdrawal from friends or family	Reliving the trauma	Age-inappropriate sexual knowledge	Injury to mouth corners and lips
Overdependence		Distorted body image	Inability to separate sex and love	Sexually transmitted diseases
Frightened		Separation anxiety	Flirtatious sexual behaviour	Pregnancy
Rage		Illusions		Nightmares
Powerlessness		Hypervigilance		Psychosomatic consequences
Negative self-concept		Self-mutilation		Physically agitated behaviour
Fears and phobias				Finds it difficult to walk
Emotional lability				Frozen watchfulness
Post-traumatic stress disorder				Restlessness
Mood swings and irritability				Toileting difficulties
Repetitive play in which aspects of the abuse are expressed				

Based on the information summarised in Table 5.1, it is clear that I was not able to assess *all* the symptoms described in existing literature during my field work with the two participants. This might be ascribed to the fact that my study focused specifically on two primary school girls, and that the existing literature content, as summarised in Table 2.1, is relevant to children across ages, sexes, cultures and family settings. In the next sub-sections I discuss the psychological symptoms that I was able to assess

⁸⁶ The emotional and behavioural symptoms that the primary participants displayed during alternative assessment are highlighted in colour.

during the alternative assessment of the two primary participants, in terms of the categories of short-term consequences identified in Chapter 2 (Table 2.1).

5.3.1.1 Emotional symptoms

During the course of this study I found that both Jennifer and Annie were experiencing emotional difficulties, such as feelings of aggression, sadness, depression and anxiety. These findings correspond with the findings of an empirical study conducted by Freeman and Morris (2001), who found that children, who have been exposed to sexual abuse often develop post traumatic stress disorder, of which anxiety is a symptom. In addition, Annie seemed to display negative perceptions and emotions towards boys, like anger and aggression, despite her having several friends of the male gender. These findings correlate with the findings of an empirical study conducted by Hartman (2002), who found that girls regularly experience hatred and fear towards males, after they have experienced sexual abuse by male perpetrators. The primary participants in my study appeared to mistrust adults, and displayed feelings of helplessness and powerlessness. These findings are confirmed by existing literature, that emphasises that negative experiences such as helplessness and powerlessness are typical consequences of sexual abuse (Honor, 2004; Möller, 2004; Mulryan *et al.*, 2004; Rape Wise, 2004; Shaw, 2004; Tyler, 2002; Freeman & Morris, 2001; Hartman, 2002).

The primary participants in this study further expressed feelings of inadequacy and uncertainty. As a result they appeared to have developed negative self-concepts. Honor (2004), Du Plessis (1999), Hartman (2002), as well as Le Roux (1992) confirm these empirical findings as characteristic of children who have been sexually abused. In my study, Jennifer seemed to feel that she had been violated after the sexual abuse, and that her boundaries had not been respected. Although Annie did not experience this emotion as intensely as Jennifer, both participants appeared to experience irrational fears and to feel unsafe. These emotional experiences of the participants, assessed during the sessions that I facilitated, are confirmed by existing literature (refer to Tyler, 2002; Hartman, 2002).

As Annie resided in a children's home, she experienced feelings of abandonment and rejection. This was not the case with Jennifer. However, Jennifer did experience nightmares and sleep disorders, symptoms that are confirmed by existing literature (Honor, 2004; Van Schalkwyk, 1990). Both Jennifer and Annie also experienced feelings of loss. In addition, Annie felt guilty and shameful regarding the

sexual abuse, a finding that is confirmed by Du Plessis (1999), who found that victims of sexual abuse often blame themselves for the abuse.

The primary participants in my study tended to shy away, especially when they were requested to talk about the sexual abuse. This finding corresponds with findings in relevant literature that identify this tendency as a typical emotional characteristic of children who have been sexually abused (Honor, 2004; Möller, 2004; Mulryan *et al.*, 2004; Rape Wise, 2004; Shaw, 2004; Tyler, 2002; Freeman & Morris, 2001; Du Plessis, 1999; Gillis, 1996; Hartman, 2002).

5.3.1.2 Interpersonal symptoms

At the initial stages of the study Jennifer responded with short answers, and only spoke when she was spoken to, thereby participating half-heartedly and passively. Although Annie did not display this behaviour to the same extent, she did also display passive participation during sessions three and five. As the assessment sessions progressed, it became apparent that the primary participants feared intimacy, and experienced a need to be loved, accepted and protected. They displayed a need for age-appropriate play, social interaction, peer group activities and companionship. In this regard, Annie tried to please people to gain their friendship and acceptance. Moreover, both participants seemed to lack social skills and confidence. Studies by Möller (2004) and Tyler (2002) confirm these findings, indicating that the participants in these studies also experienced social relationship challenges, especially when they socialised in their peer groups, due to the lacking social skills and confidence of the participants.

The two primary participants in my study tended to run away from challenging social situations. In this manner, they tended to isolate themselves and withdraw during social interaction. In addition, both participants experienced fluctuating school achievement. These findings confirm relevant findings that are reported in existing literature, stating that children, who have been sexually abused, find it challenging to concentrate, and consequently often experience challenges regarding academic performance (Gillis, 1996).

5.3.1.3 Cognitive symptoms

The participants in my study experienced concentrating disturbances. Hornor (2004) and Du Plessis (1999) confirm this finding as a typical cognitive consequence of child sexual abuse. I further found that the primary participants employed defence mechanisms such as avoidance, denial, escapism, fantasising and suppression, in attempts to protect themselves against the emotional distress of the sexual abuse that they had been exposed to. By consulting psychoanalytic psychology (Barlow & Durand, 2001, Meyer, Moore & Viljoen, 1997) and relevant literature on child behaviour (Thompson & Rudolph, 2000), I concluded that both participants used defence mechanisms to protect themselves against anxiety and pressure. The findings of a study conducted by Le Roux (1992) correspond with my findings, as he found that children, who have been sexually abused, often use defence mechanisms to protect themselves against the trauma of the abuse.

5.3.1.4 Sexual symptoms

I was not able to assess highly sexualised behaviour during the assessment of the primary participants, due to the format that I employed during the sessions. A possible reason for my inability to assess such symptoms might be found in other research reports (Mulryan *et al.*, 2004; Dammeyer, 1998; Kendall-Tackett *et al.*, 1993; De Young, 1986), that state that sexualised behaviours are developmentally specific, with sexualised symptomology usually submerging during latency. As such, as both the participants in my study were attending primary school at the time of my field work, sexualised symptomology might have been submerged and might only become apparent during adolescence. Another possible explanation for my inability to assess highly sexualised behaviour during the alternative assessment of the two primary participants, might be that the format of my assessment activities did not focus on the assessment of sexual symptoms. Therefore, I have doubts with regard to the potential use of the Gestalt activities that I employed during the assessment sessions, with regard to the assessment of sexual symptoms. This is a theme which needs to be researched further.

5.3.1.5 Physical symptoms

I found that both Jennifer and Annie experienced physical challenges such as being agitated and restless. This finding is supported by the findings of empirical studies conducted by Möller (2004), as well as by Freeman and Morris (2001), stating that the participants in their studies displayed

restlessness and hyperactive behaviour on a regular basis. The participants in my study further displayed an intense interest in their environments, which might possibly be related to their restlessness.

5.3.1.6 Synthesis regarding the potential impact of sexual abuse on primary school girls

Based on my discussions in the previous paragraphs, I can conclude that the experience of sexual abuse resulted in a wide range of behaviours and emotional challenges for the participants in this study. However, I did not specifically find that sexual abuse caused the primary participants to develop a syndrome of specific symptoms, as highlighted by Summit's (1983) description of the potential effects of sexual exploitation on children, which is known as the "*Child Sexual Abuse Accommodation Syndrome*". Therefore, my findings with regard to the potential impact of the sexual abuse on the two primary school girls do not correspond with Summit's (1983) findings, but correspond with findings in literature published by Kuehnle (1998), which highlights the view that child sexual abuse is a life event that results in different behaviours and emotions in child victims. As such, I found that various factors had an impact on the emotional, behavioural, interpersonal, cognitive and physical consequences of the sexual abuse, influencing the participants' experiences of the traumatic event. In this regard, during the course of the study, I found that Jennifer appeared to experience the sexual abuse as more traumatic than Annie, possibly due to the perpetrator being much older than herself (46 years age difference). This finding agrees with the findings of a study conducted by Finkelhor (1979), who found that the greater the difference in age between the victim and the perpetrator, the more traumatic the events are for the victim. In addition, in Annie's case, she was abused by her biological father, who is closer related to her than Jennifer's perpetrator, namely her foster mother's boyfriend. This hypothesis is confirmed by Le Roux (1992), who states that children typically experience sexual abuse as more traumatic when the perpetrator is closely related to them.

As my study progressed, I attempted to generate other possible explanations for the differences between Annie's and Jennifer's experiences and displayed emotions and behaviours. Firstly, Annie experienced the sexual abuse five years previous to the commencement of the field work. Secondly, she also received intervention sessions for the sexual abuse that she had been exposed to. These facts might explain why she appeared to experience the sexual abuse as less traumatic than Jennifer. This is, however, a hypothesis that needs to be researched further. In addition, I found that Annie's fearful anticipation of the court proceedings and cross-questioning, as well as the presence of her father

in court might have been additional factors that intensified the effect of the sexual abuse. This possibility corroborates with conclusions by Le Roux (1992), who found that testifying against a family member might intensify the traumatic experience for a child who has been sexually abused.

5.3.2 Secondary research question 2: What does the use of Gestalt therapy as alternative assessment technique entail?

The process of alternative assessment based on Gestalt therapy, by means of which I assessed both primary participants, closely resembles the process of Gestalt therapy, as described by a number of authors (Rhyne, 2001; Thompson & Rudolph, 2000; Friedman, 1999; Oaklander, 1988). Although literature pertaining to the use of Gestalt therapy as an assessment technique appears to be emerging, and somewhat limited by nature, I included activities during the assessment that are traditionally used during Gestalt therapy. However, the main goal of the assessment activities was to assess the emotional functioning of two primary school girls who had been sexually abused. In an attempt to reach my goal, I found that I had to use a variety of activities during the assessment like drawings, collages, pictures, puppets, storytelling, tasting, relaxation, clay activities, writing and painting (refer to chapter 2, section 2.4.4 and Appendix D).

As the assessment progressed, I found that the use of Gestalt therapy as an alternative assessment technique also entailed supporting the primary participants during the assessment to express their feelings by means of creative activities. As such, their creations during the assessment were a meaningful way for the participants to express their feelings, as they provided opportunity to use creative media as a bridge between inner and outer realities. In this manner, my findings match the findings of studies conducted by Rhyne (2001), Thompson and Rudolph (2000), Friedman (1999) as well as Oaklander (1988), who found that the very act of creating helps clients to express their feelings and establish their self-identities. In this regard, findings reported in relevant literature (Rhyne, 2001; Friedman, 1999; Oaklander, 1988) confirm my finding that, instead of simply talking about something, the participants expressed their emotions through creative activities.

I furthermore found that when participants were busy creating, I obtained new information, that differed from information that was communicated verbally as the participants expressed emotions that were challenging to talk about, such as their negative emotions regarding the sexual abuse and the perpetrator. These findings fit the findings of several authors, such as Rhyne (2001), Friedman (1999)

and Oaklander (1988), who explain that Gestalt activities have more staying power than a mere cognitive experience, as Gestalt experiments motivate clients to express emotions that are difficult to talk about.

As my study progressed, I found that the assessment and progress of the primary participants were indeed based on certain stages of the Gestalt cycle, as indicated by means of their participation during assessment activities. These stages, as described in relevant literature (refer to figure 2.1), and the description of typical activities that characterise these stages (Matthew & Sayers, 1999; Clarkson, 1989; Yontef, 1979), correspond with the activities that the primary participants in this study actualised during the research process. The stages that the participants in my study underwent during the assessment, thus closely resemble the *sensation* stage, the *awareness* stage, the *mobilisation* stage, the *action* stage and the *contact* stage, as explained in the above-mentioned literature.

Matthew and Sayers (1999) explain the stages of the Gestalt cycle in terms of the potential manner in which they might be evident during therapeutic sessions. They mention that, during the *sensation* stage of the cycle, there is often a blockage between sensation and awareness. I found this to be apparent during the first few assessment sessions with the primary participants in my study. Both participants, for instance, were initially unable or unwilling to articulate what they felt regarding the sexual abuse. As such, they were probably in the *sensation* stage of the cycle at that point.

According to Clarkson (1989), the second stage of the Gestalt cycle, namely the *awareness stage*, is characterised by a sensation of which the client is conscious as an awareness. I found that both participants underwent a stage in which they became aware of the sexual abuse, which became the focal point of their consciousness. For instance, during sessions two to nine, Jennifer became aware of her feelings regarding the perpetrator and the sexual abuse. In this manner, as the research progressed, I found that change was not possible without awareness, as both participants presented with improved emotional functioning after I had motivated them to become aware of their emotions and behaviours during activities. I therefore found that awareness could be used as a natural fit during alternative assessment, based on Gestalt therapy principles, by motivating the primary participants to become aware of their experiences, sensations, emotions and needs. These findings correspond with findings reported in relevant literature, regarding the awareness stage of the Gestalt cycle, that indicate that therapeutic growth might be facilitated by motivating clients to become aware of their feelings that

had been walled off inside themselves (Rhyne, 2001; Thompson & Rudolph, 2000; Friedman, 1999; Clarkson, 1989; Oaklander, 1988).

The next stage of the Gestalt cycle, namely the mobilisation stage, is usually characterised by the *mobilisation of energy*, which is a state of emotional and physiological arousal, where clients are generating energy for movement, or for heightening their senses to receive maximum input from the environment (Yontef, 1979). As my study progressed, I found that both the participants reached this stage towards the end of the research process, as both of them reviewed their options, accepted some of these, and rejected others. For example, Annie actively tried out new possibilities and began experimenting with new forms of socially acceptable behaviour. In this manner, energy was successfully channeled, leading to the *action* stage (Yontef, 1979), as the participants' behaviours were recognised as significant and appropriate.

Finally, during the *contact* stage (Yontef, 1979) of the assessment, both participants were momentarily completely taken up with the *what* that they had created and discovered. A significant observation with regard to the contact stage was that it was characterised by the expression of feelings and emotions. Both participants expressed sadness, anger and frustration regarding the sexual abuse. This corresponds with the views of Yontef (1979), who found that true contact opened gateways to change and facilitated movement in the Gestalt cycle. Applying this view to my study, I found that, although the Gestalt cycle is traditionally used during intervention sessions with adults, it might be implemented successfully during the assessment of younger children.

5.3.3 Secondary research question 3: How might Gestalt therapy be used (or not) as an alternative assessment technique with primary school girls who have been sexually abused?

Assessing children who have been sexually abused might be challenging, as they often experience poor communication skills, high levels of emotional distress and acute psychological disturbance (Geldard & Geldard, 2002). I found this to be true in the case of both the participants in my study, as they also experienced difficulties with regard to communication during the first two sessions, especially with regard to the sexual abuse that they had been exposed to. Both participants further appeared to display emotional and psychological distress. However, I found that these challenges could be partially overcome by means of alternative assessments based on Gestalt therapy, due to the intervention

techniques focusing on non-verbal cues and behaviour. As such, I found that assessment based on Gestalt therapy could be used with the girls, who were initially shy and afraid to discuss the sexual abuse that they had been exposed to. In this manner, the primary participants seemed able to communicate their innermost emotions and thoughts, due to the nature of the Gestalt assessment activities in which they participated. This finding matches the findings of Rhyne (2001), who highlights one of the benefits of Gestalt therapy as the possibility that it might provide a mode of support through the use of creative activities.

I further found that alternative assessment based on Gestalt therapy possibly enabled me to address some of the limitations of standardised assessment media, as this alternative approach to assessment accommodated diversity, and seemed to be relevant to the participants' various backgrounds. Furthermore, I was able to implement techniques in a flexible manner, resulting in it being easier for the participants to express their feelings regarding the sexual abuse. In this manner, I found that alternative assessment based on Gestalt therapy was relevant, friendly, interesting and familiar with regard to the primary participants, as the activities were similar to those that formed part of their life-worlds and play-worlds. This finding corresponds with relevant literature that describes the potential use of alternative assessments with children, for example Myers (2005), McLean (1996), Worthman (1996), Hutingger (1994), Meisels (1994) as well as Linder (1991), indicating that alternative assessments might provide a clearer picture of the individual child and a richer understanding of the psychological and emotional effects of a traumatic experience, than those obtained by means of traditional assessments.

As my research progressed, I found that the participants' levels of emotional and behavioural functioning seemed to improve, possibly due to the research process (in the form of assessment) that had been facilitated. Towards the end of the assessments the primary participants appeared happier and more content than at the onset of the study. They no longer appeared to experience such intense feelings of aggression, anxiety and sadness. In addition, the changes that the participants underwent during the intervention appeared to have resulted in an improvement of their interpersonal relationships and communication skills. In this manner, as the research progressed, I found that the primary participants were seemingly able to establish several relationships with peers and adults towards the end of the study. It therefore became apparent that their social skills had improved.

I regard alternative assessment based on Gestalt therapy as an effective technique for assessing the emotional wellbeing of the two primary school girls who had been sexually abused. In addition,

assessment in this format enabled me to determine the participants' typical behaviour, as well as the defence mechanisms that they employed in an attempt to escape reality. Lastly, I found this mode of assessment to be an effective intervention technique, as it resulted in some changes in emotional and behavioural functioning of the primary participants. These findings correspond with findings reported in relevant literature relating to the benefits of Gestalt therapy with regard to emotional healing in other words changed levels of emotional functioning. Rhyne (2001), Thompson and Rudolph (2000), Friendman (1999), as well as Clarkson (1989) explain that Gestalt therapy might offer children the opportunity to express their inner feelings and thoughts, and to resolve these. The resolution of feelings and thoughts supposedly results in changed levels of emotional functioning. In this manner, existing literature confirms my finding that the use of Gestalt therapy as an assessment technique supported the primary participants in this study in expressing their emotions more easily, and in this manner brought about enhanced levels of emotional functioning. This emotional relief is often described in literature as a secondary effect of emotional wellness (Rhyne, 2001). As such, it appeared that the primary participants in my study could vent painful feelings and gain mastery over anxieties and other emotional challenges during the assessment, by active rather than passive means.

5.4 FINAL CONCLUSIONS REGARDING THE PRIMARY RESEARCH QUESTION

My study was guided by the following primary research question: "*To what extent can Gestalt therapy be used as an alternative assessment technique with primary school girls who have been sexually abused?*" The purpose of this study was therefore to explore and describe the use of Gestalt therapy as a possible manner of assessing the psychological functioning of two primary school girls who had been exposed to sexual abuse. In an attempt to achieve the purpose of the study, I implemented alternative assessment based on Gestalt therapy (during nine individual sessions with each of the participants), according to the guidelines offered in existing literature relating to Gestalt therapy principles. In conducting Gestalt therapy assessment, I utilised informal and alternative media throughout the course of the study, namely drawings, paintings, activities with clay, fantasy, puppets, taste, relaxation, collages, storytelling and writing. In addition, I made use of observation, field notes, a reflective diary, visual data, analysis of written documents, and informal discussions and interviews, in order to uncover the emotional and behavioural difficulties that the two primary participants were experiencing.

Based on the results that I obtained, I found that alternative assessment based on Gestalt therapy enabled me to assess the emotional and behavioural symptoms of two primary school girls who had been sexually abused, focusing on the short-term consequences of the abuse. I further found that this particular assessment approach enabled me to assess the defence mechanisms that the participants employed in attempts to escape the reality of their lives, and to protect themselves against the emotional distress related to the sexual abuse. In this manner, alternative assessment based on Gestalt therapy seemed to provide the primary participants with media for expressing their emotions and thoughts during the assessments, in an indirect manner, by means of creative activities. Furthermore, the alternative assessment supported the two primary participants emotionally in a variety of manners. They displayed enhanced levels of emotional functioning after the process had been completed, although this was not the primary aim of my intervention with the participants.

Based on the findings of the empirical study that I conducted, I can therefore conclude that alternative assessment based on Gestalt therapy proved to be an effective and applicable technique for assessing the emotional state and behavioural symptoms of two primary school girls who had been sexually abused. The assessment sessions provided the primary participants with media for expressing their emotions and thoughts, as their creations provided a meaningful way of expressing their feelings. As such, I conclude that the assessment sessions (in the format in which I conducted them) supported the participants to communicate through the media that they had created. In addition, the Gestalt therapy-based assessment seemed to have motivated the primary participants to become more aware of their experiences, sensations and emotions. In this manner, it became apparent that the assessment sessions provided the primary participants with safe media for expressing their emotions that might have been walled off inside themselves at the onset of the study, whilst further facilitating therapeutic growth. As a result, the participants' relationships, behaviour and emotional functioning could be assessed, which appeared to also improve, due to the assessment technique, which was based on Gestalt therapy.

I found that the intervention process (in the form of Gestalt therapy-based alternative assessment) seemed to have assisted the two primary participants in various areas of their functioning, namely in their emotional well-being, establishment of relationships and social skills. I can further conclude that the primary participants' improvement of their emotional functioning positively impacted on their confidence and self-expression. It is important to consider, however, that alternative assessment based on Gestalt therapy, as a mode of assessment, can possibly only be implemented in one-on-one

situations, within a relationship of trust. In addition, it requires careful observation, active listening and sensitive communication with participants by the assessor.

5.5 LIMITATIONS OF THE STUDY

I identified a number of potential limitations during my study. Firstly, as I fulfilled the role of observer, I often relied upon my own perceptions. I furthermore served as a single research source – subject to my personality and thought processes. In this manner, I experienced some difficulty in detecting and preventing research-induced bias in my study. As a qualitative researcher, I was often susceptible to subjectivity, as a close link was formed between the primary participants and myself (the researcher). Despite the fact that this might appear to be a limitation, I did not strive for objectivity (based on my selected paradigm). Instead, I strove to gain insight into the two primary participants' life-worlds, experiences and perceptions. I remained, however, aware of this potential limitation throughout my study, and constantly reflected on my role as researcher and the possibility of researcher-bias. In addition, I aimed to counteract this potential limitation by undertaking a comprehensive literature study, by having ongoing discussions with my supervisors, and by reflecting in a researcher journal.

Secondly, my study relied on only two case studies, which were limited to primary school girls who have been sexually abused. In this manner, my results will only be credible in terms of this selected group. Although the challenge of generalisability of the results and findings might be mentioned, generalisability was not the aim of my study, as I selected to employ an interpretivist stance. Instead, I aimed to provide in-depth descriptions of two cases, in order to gain elaborate data on the perceptions and experiences of the two primary participants. Further research would, however, be required if the results were to be applied on a larger scale. I do, however, believe that I provided ample evidence which may be utilised by readers for transferability purposes.

Thirdly, my selected data collection methods provided a vast amount of raw data, and led to my analysis being time-consuming. Although this might be regarded as a challenge, the fact that the study is based on only two case studies, allowed time for thorough data collection and in-depth analysis. The fact that these activities were time-consuming adds a certain value to the study, as the time spent on data collection and analysis contributed to the quality of the assessment relationships.

Fourthly, the audio-recordings that I made might have altered or restricted the normal interaction between the participants and myself. In an attempt to minimise this potential limitation, I showed the recording device to the participants prior to using it, in an attempt to enable them to get used to the audio-recorder.

Fifthly, a degree of emotional involvement developed between the two primary participants and myself as researcher. I did, however, repeatedly reflect on my emotions, and guarded against becoming too emotionally involved. My training in Educational Psychology also assisted me in addressing this challenge. I further faced the challenge of fulfilling the dual role of researcher and interventionist. In an attempt to address this challenge, I continuously reflected on my dual role, and constantly kept in mind that my primary role was that of researcher, which entailed observation, participation, attentive listening, and abiding by ethical guidelines.

Next, as I grew up in a children's home, my own background and experiences may have influenced my perceptions and understanding of the participant who resided in the children's home. I had to constantly remain conscious of this potential limitation, and I aimed to monitor my "lived-experiences" during the research process by means of a researcher journal. In a similar manner, as I was an intern psychologist at the time of the field work, at the other participant's school, my presence and involvement at the school might have influenced the participant's behaviour. In an attempt to address this potential challenge, I explained to the participant that my primary role was that of researcher, and not of educator, and that she could rely on the confidentiality of the research process.

In the seventh place the fact, that the participant residing in the children's home received prior intervention from her social workers, specifically relating to the sexual abuse, can be regarded as another limitation. In addition, this participant had been exposed to sexual abuse five years prior to the commencement of this study, as opposed to the participant I selected at the school at which I was conducting my internship. Therefore, the assessment sessions of the participant residing in the children's home may not have adequately uncovered the short-term consequences that the participant experienced immediately after the sexual abuse. The possibility thus exists that these factors might have impacted on the results and findings that I obtained. In an attempt to address this potential limitation, I was constantly aware of the differences between the two participants, especially when analysing and interpreting the raw data that I obtained. In addition, I reminded myself of my primary role

of researcher and the fact that I needed to interpret the progress and outcomes of the assessment process in its various phases, whilst allowing for alternative explanations.

Finally, as the participant who resided in the children's home had received prior intervention for the sexual abuse, the alternative assessment that I conducted might not have been the sole contributor to this participant's enhanced levels of emotional functioning towards the end of my study. However, the study aimed at and was designed to assess the psychological state of two primary school girls who had been sexually abused, and not to establish to what extent the assessment supported the children to adapt emotionally. This was an unexpected finding that emerged as a secondary outcome of the study. However, the positive therapeutic relationship, the establishment of other meaningful relationships, and social and emotional development might also have been of therapeutic value, and could have impacted on the results and findings of my study.

5.6 POTENTIAL CONTRIBUTIONS OF THE STUDY

This study holds potential value for various reasons. Firstly, the results of my study contribute to the literature base on alternative assessment and preventative measures for children who have been sexually abused, as these children often face psychological trauma that might result in short- and long-term impaired emotional development. My study could further add value to emerging literature on psychological assessment and emotional support for children who have been sexually abused, as relevant literature indicates that little attention has been given to the investigation of alternative forms of assessment, with specific reference to girls who have been sexually abused. Therefore, my study might result in insight and the possible use of more creative ways of assessing and supporting girls who have been exposed to such trauma. Based on the findings of my study, practitioners might start exploring and considering the implementation of alternative ways of assessing young children, possibly within diverse contexts. As such, my study could extend support repertoires already available to children who have been sexually abused, and make it easier for them to overcome the damaging consequences of the abuse.

Children who have been sexually abused often find it challenging to express their emotions, due to their developmental levels, poor communication skills, emotional distress, defence mechanisms, lack of confidence and decreased attention span. In addition, they might experience shyness, depression, guilt, shame and anxiety. For this reason, findings of my study do indicate the benefits of this expressive assessment technique (such as alternative assessment based on Gestalt therapy). In this

regard, the findings may be valuable for people in helping professions (such as social workers, play therapists and psychologists).

Finally, I obtained elaborate, in-depth information on the outcomes of alternative assessment based on Gestalt therapy. Such information provides insight into the emotional state of children who have been sexually abused, and into the process of emotional change, as experienced by the two primary school girls who participated in this study. Furthermore, the information that I obtained provides insight into the two participants' experiences of Gestalt therapy as an alternative assessment technique. My findings could add to relevant literature on the experiences (specifically emotional experiences) of children who have been sexually abused. My study therefore might yield clinically useful information, as the themes and sub-themes that emerged might provide a foundation for designing and testing educational psychological assessments within the context of educational psychology training and continued psychological courses.

5.7 RECOMMENDATIONS

In this section I make recommendations with regard to training, practice and further research.

5.7.1 Recommendations for training and practice

I recommend that alternative assessment based on Gestalt therapy be included in the practical training and courses of social workers and educational psychologists. If people in helping professions are made aware of this technique, it might create the possibility of alternative assessments based on Gestalt therapy being implemented more often. Subsequently, findings from my study seemingly indicate that children who have been sexually abused might benefit from this intervention technique.

I recommend that schools, children's homes and places of safety increase the availability of informal media, such as crayons, paint, clay, puppets, collages, pictures and stories for children who have been sexually abused, as these creative activities in themselves appear to be non-threatening and possibly self-healing for children. In this regard, I recommend that creative toys be considered as important on donation lists of large companies and donating institutions, as they might promote social and emotional assessment and change. In addition, I recommend that caring professionals (including social workers, educational psychologists, dentists, play therapists, audiologists, occupational therapists, pediatricians,

speech therapists, dieticians, nurses and general medical practitioners) obtain a collection of these creative media for children to play with. Moreover, practitioners might start exploring and considering the implementation of alternative modes of assessing young children, possibly within diverse contexts.

5.7.2 Recommendations for further research

As mentioned previously, it appears that limited research has been undertaken in the field of alternative assessment based on Gestalt therapy for children who have been sexually abused. Therefore, I recommend that further studies be conducted in this field of research, with the purpose of extending on the current knowledge base. In this manner, those who sponsor, perform, and regulate assessment research might want to find ways of simplifying and extending research studies. The following areas of interest may be explored in future research:

- Research that explores the application potential of Gestalt therapy as an alternative assessment technique with a larger sample of children who have been sexually abused, across different cultures, languages, ages and genders.
- Research on the application potential of other forms of alternative psychological assessment for children who have experienced sexual abuse.
- Research regarding the effects of child sexual abuse on the psychological and behavioural functioning of children who have been sexually abused.
- Research that explores the possibility of social workers, play therapists and educational psychologists being trained in and applying alternative assessment based on Gestalt therapy for children in children's homes, places of safety, schools and private practices.
- Research on potential factors (namely parental support, onset of abuse, duration of the abuse, court proceedings, relationship to the perpetrator and the nature of the sexual abuse) that might have an impact on the emotional, interpersonal, cognitive, sexual and physical consequences of child sexual abuse, by means of Gestalt therapy-based alternative assessment.
- Research that explores the relationship between the use of Gestalt therapy as an alternative assessment technique and the development of emotional intelligence.
- Research on the effect of alternative assessment based on Gestalt therapy on resilience and emotional well-being.
- Comparative research regarding the effectiveness of educational psychological assessment traditionally implemented with children who have been sexually abused, as opposed to the effectiveness of alternative assessment based on Gestalt therapy.

5.8 CONCLUDING REMARKS

My study was guided by the following primary research question: *“To what extent can Gestalt therapy be used as an alternative assessment technique with primary school girls who have been sexually abused?”* As such, I attempted to explore whether or not Gestalt therapy can be used as an alternative assessment technique to assess the psychological state of two primary school girls who experienced sexual abuse.

Reflecting on the findings that I obtained, it appears that Gestalt therapy could indeed be used successfully and effectively during the assessment of two selected primary school girls who have been sexually abused. Although one person's solution is not necessarily another's, as situations differ, it became apparent that therapy models imply extensive potential value, when applied to alternative assessment. In this study, the focus on Gestalt therapy appeared to offer the two primary participants the opportunity to express their feelings, thoughts and experiences, especially regarding the sexual abuse. Furthermore, the Gestalt therapy activities provided the participating children the opportunity to express their emotions in a safe and secure environment, which seemed to provide them with a feeling of safety to express themselves. I can therefore conclude that alternative assessment based on Gestalt therapy can be effectively applied as one possible assessment modality for children who have been sexually abused.

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APPENDIX A

PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT/ASSENT

“...It is necessary to seek approval for a project...” (Moore, 1992)

“Consent should be voluntary and informed”

(Terre Blanche & Durrheim, 1999)

“Ethical concerns should be an integral part of the planning and implementation of research” (Terre Blanche & Durrheim, 1999)

APPENDIX B

BACKGROUND INFORMATION REGARDING THE PRIMARY PARTICIPANTS

“One of the crucial indications evaluators look for is a guarantee that the candidate has already done the necessary homework”

(Garbers, 1996)

The story of Jennifer and Annie

Jennifer's story

Jennifer and her brother were placed in foster care when she was two months old due to her biological mother and father experiencing financial constraints. Jennifer's foster father died when she was eight years old. After his death her foster mother's boyfriend moved in with the family. As Jennifer's foster mother worked night shifts at a hospital, Jennifer and her brother had to stay with her foster mother's boyfriend (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 1).

At the age of nine it was arranged that Jennifer could visit her biological parents during school holidays. During one of these school holidays Jennifer started crying and told her biological mother that her foster mother's boyfriend had forcefully pushed her on a carpet and fondled her private parts. In addition, she said that she had to use menstrual pads to stop the bleeding. Thus, it became apparent that her foster mother's boyfriend might have raped Jennifer over a period of two years (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 1).

After Jennifer had told her biological mother about the alleged sexual abuse her mother took her to a police station after which she was referred to a district surgeon. The surgeon confirmed that Jennifer had been sexually abused. Jennifer's mother went back to the police station and laid a formal charge against the perpetrator. The police have not contact Jennifer's mother regarding the sexual abuse charge as yet. After going to the police station, Jennifer and her mother visited their local social worker. The social worker took Jennifer to a district surgeon for a second time. This surgeon also confirmed that Jennifer had been sexually abused. It seemed that Jennifer had developed a vaginal infection after the sexual abuse for which she received treatment through her local general practitioner. In addition to the sexual abuse, Jennifer and her brother were allegedly physically abused by their foster mother and her boyfriend. Jennifer's mother refused to send her back to her foster parents. The social worker apparently decided that it might be best for Jennifer to live with her biological parents where Jennifer has been residing since July 2005. At the time of my field work, Jennifer did not have any contact with her foster mother or the perpetrator (Appendix E: Interview with Jennifer's mother [2 February 2006], p.1).

According to Jennifer's mother, Jennifer seems happy and content living with them. However, Jennifer might be experiencing delusions as she regularly thinks that adults want to kidnap her. In addition, Jennifer's mother said that Jennifer was experiencing difficulty sleeping as she often screamed and threw pillows around during the night. She also appeared to walk in her sleep. Jennifer apparently loves music, singing, swimming, playing with her dolls and watching television. It seems as if Jennifer has established a good relationship with her biological parents although she might still be adapting to her new family environment (Appendix E: Interview with Jennifer's mother [2 February 2006], p. 1).

Annie's story

Annie resided in a children's home in the Pretoria area. At the time of my field work Annie did not have a social worker as she relocated to another city (July 2006). As such, I could not conduct an individual semi-structured interview with Annie's social worker. My report on Annie's factual background information is therefore based on the information I obtained from written documents and records of past events that I obtained via the principal of Annie's current children's home. These documents include notes, letters, official documents and reports written by Annie's previous social workers and caregivers as well as official communication regarding Annie.

According to the factual documents Annie's mother and father have never been married. At the time when Annie resided with her biological parents (from birth to 7 years) she was apparently exposed to family violence, as Annie's father physically abused her mother. As a result, Annie's mother abandoned her family and Annie, leaving Annie in the care of her father. Thereafter, Annie's biological father allegedly raped and sexually abused her on a regular basis. In addition, when Annie's father was under the influence of alcohol he would leave her at their neighbour's home without food, returning after long periods of time. A local health clinic phoned the child protection services upon which the social workers found Annie neglected, sick and malnourished. In addition, she was in the care of an unknown person that was under the influence of alcohol at that time.

Annie was subsequently placed in a place of safety in 2001 (age seven). After one year Annie was placed in a children's home (May 2002). Shortly after Annie's placement in the children's home she had to testify against her father regarding the sexual abuse. She was apparently prepared by her social worker for the court proceedings and received art and dance therapy for the sexual abuse she had been exposed to. Testifying in court was reportedly a traumatic experience for Annie, especially as she had

to testify in two different languages. Annie's father was found guilty of sexually abusing her and served a jail sentence. At the time of my field work he was out on bail. During Annie's father's incarceration, Annie was not allowed to visit him, as social workers wanted to protect her. Annie's mother's whereabouts are currently unknown to the children's home. As such, during this study, Annie had no contact with her parents or extended family members.

In the documents I reviewed social workers and caregivers regularly reported that Annie is physically smaller than her peer-group. However, she apparently adapted adequately in the children's home, as she reportedly felt safe and secure. In addition, she developed a strong bond with her caregivers and displayed a need for attention, love, support and protection. Her caregivers and social workers described her as a spontaneous girl who speaks her mind. However, they also reported that Annie struggled with mood swings and that she had a short temper. In addition, Annie might have been experiencing delusions as she told her caregiver and social worker that a man with a gun forced her into his car when she was walking home from school. In response she took her social worker to the house where she claimed the man took her, but the elderly couple that resided there had no knowledge of the incident.

Annie's previous social workers and current caregivers reported that Annie displayed an emotional interest in boys and seems to be very sensitive to critique from her peer-group. They indicated that she cried easily and in this manner displayed unstable emotions. However, they described her as a curious girl who liked to learn about new things and loved singing, music, dancing and playing netball.

Inligting verkry uit Annie se feitlike dokumente, briewe en verslae

25 Julie 2006

- ❖ Gebore 6 Julie 1994.
- ❖ Tans twaalf jaar oud.
- ❖ Praat, skryf en verstaan Zulu, Afrikaans en Engels.
- ❖ Annie se moeder en vader mekaar dikwels voor haar aangerand.
- ❖ Moeder het gesin verlaat na vader haar uit huis gegooi het.
- ❖ Moeder onopspoorbaar.
- ❖ Moeder nomadiese bestaan.
- ❖ Vader onverantwoordelik, net deelyds gewerk.
- ❖ Kom uit disfunksionele gesin.
- ❖ Ouers dra nie Annie se belange op hart nie.
- ❖ Moeder alkoholis. Verhoudings met verskillende mans.
- ❖ Annie in die sorg van haar vader gelos.
- ❖ Vader ontken hy en moeder getroud.
- ❖ Vader Annie vir lang periodes alleen en sonder kos gelaat in die sorg van ander persone wat onder die invloed van alkohol was.
- ❖ Vader verkrag Annie.
- ❖ Annie verstaan nie volle impak van molestering nie.
- ❖ Gevind in die sorg van vreemdeling ook onder die invloed van alkohol.
- ❖ Verwaarloos en ondervoed.
- ❖ In 'n plek van veiligheid geplaas.
- ❖ In kindersorg geplaas, Mei 2002.
- ❖ Tans nog in dieselfde kindersorg.
- ❖ Voel veilig in kindersorg.
- ❖ Deel slaapkamer met drie ander kinders.
- ❖ Kamer netjies en skoon.
- ❖ Emosioneel gegroei, maar "ver van heel af".
- ❖ Deel maklik haar gedagtes.
- ❖ Spontane dogtertjie.

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- ❖ Sterk band met versorgers en huismoeders.
- ❖ Fisies kleiner as haar portuurgroep.
- ❖ Klein kinder voorkoms.
- ❖ Groot- en kleinspier ontwikkeling bevoegd.
- ❖ Baie skraal. Beter immuunstelsel. Besoek verpleegster soos nodig.
- ❖ Gereeld verkoue.
- ❖ Vitamienes en stroop om haar immuunstelsel te verbeter.
- ❖ Moes teen vader getuig in hof.
- ❖ Maatskaplike werker vir Annie voorberei met betrekking tot hofsaak.
- ❖ Kruisondervraging baie traumaties vir Annie.
- ❖ Twee tale getuig, met poppe demonstreer.
- ❖ Kunsterapie ontvang. Het dit baie geniet en haar gehelp met waagmoed en selfbeeld.
- ❖ Neem deel aan dansaktiwiteite. Goeie ontspanning. Gesonde uitlaatklep vir oormatige energie.
- ❖ Drafiaktiwiteite help met deursettingsvermoë.
- ❖ Graad een herhaal as gevolg van emosionele agterstande.
- ❖ Nogsteeds leergierig.
- ❖ Baie nuuskierig oor omgewing.
- ❖ Liefdevolle en saggeaarde dogter.
- ❖ Groot behoefte aan liefde, erkenning en aanvaarding.
- ❖ Skryf baie kort briefies.
- ❖ Versamel graag goed.
- ❖ Baie vrygewig en respekvol.
- ❖ Pas maklik aan.
- ❖ Beter sosiale vaardighede.
- ❖ Betroubaar.
- ❖ Verantwoordelik.
- ❖ Selfvertroue alreeds baie beter.
- ❖ Bedagsaam en vriendelik.
- ❖ Sing koor, netbal, musiek en dans.
- ❖ Wil graag in toekoms liefde, geluk, swembad, huis hê.

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- ❖ Sukkel met houding. Maklik wip en opruk.
- ❖ Aggressie teenoor vader.
- ❖ Hardkoppig en 'n volgeling.
- ❖ Maak stories op soos man wat haar agtervolg en met rewolwer in kar gedwing.
- ❖ Vat hulle na huis, maar net ou egpaar daar. Weet van niks nie.
- ❖ Ook genoem dat man op haar geskiet, maar sy het weggehardloop.
- ❖ Koël by haar sien verby kom.
- ❖ Baie groot verbeelding.
- ❖ Emosies fluktureer vinnig en maklik.
- ❖ Baie sensitief vir opmerkings van haar portuur.
- ❖ Huil maklik.
- ❖ Bang vir slange.
- ❖ Voel gelukkig wanneer met ander kinders speel.
- ❖ Wens sy was 'n sangeres.
- ❖ Hou van middelprente in huisgenoot.
- ❖ Gunsteling kleur rooi.
- ❖ Baie selfvertroue.
- ❖ Slaap rustig.
- ❖ Hou van teken en inkleur.
- ❖ Mei 2006, praat oor seuns, wat meisies mag en nie mag doen nie.
- ❖ Hoe mag sy wys sy hou van iemand?
- ❖ Praat oor seks.
- ❖ Dink seks onaanvaarbaar as vorm van liefde.
- ❖ Seun haar gevra om haar broek af te trek.
- ❖ Ander seun sny haar op haar hand met lemmetjie.
- ❖ Seun sit sy "tolletjie in Annie se blommetjie"
- ❖ Ander seun haar hande vasgehou.
- ❖ Soen haar borste.
- ❖ Speletjie waar almal saamwerk.
- ❖ Het kêrel.
- ❖ Besoek naweekouers, neem ook vir gedeeltes van vakansie.

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- ❖ Goeie en liefdevolle binding met naweekouers.
- ❖ Werk stadig akademies.
- ❖ Tans in graad vier, in skool wat gespesialiseerde leerondersteuning bied.
- ❖ Hou van skool.
- ❖ Doen graag huiswerk, maar hou nie baie daarvan nie, veral lees.
- ❖ Sukkel met gesyferdheid, self-dissipline en groepswerkvaardighede.
- ❖ Verstaan nie abstrakte begrippe soos simpatie en lojaliteit nie.
- ❖ Nog nie begrip van geld.
- ❖ Neem deel aan speletjies met reëls.
- ❖ Verstaan konsepte lewe en dood.
- ❖ Skool tevrede met vordering. Byna al haar uitkomst bemeester.
- ❖ Ssaais-r: Volle skaal: 77; Nie-verbale skaal: 73; Verbaal: 72.
- ❖ Benodig baie stimulering.
- ❖ Vir Annie baie belangrik om te presteer en die beste te wees in alles wat sy aanpak.
- ❖ Wil graag vader besoek, maar mag nie in tronk kuier as gevolg van verkragting en seksuele molestering.
- ❖ Geen kontak met vader of moeder.
- ❖ Moeder woon moontlik in Kaapstad met twee ander kinders.
- ❖ Kwaad vir ma, want wil nie vir haar lekkers bring nie.
- ❖ Andersins positiewe ingesteldheid teenoor ouers.
- ❖ Onrealistiese drome oor moeder, wil graag moeder hê.
- ❖ Sê gereeld hoe lief sy haar ma het.
- ❖ Geen kontak met uitgebreide gesin.
- ❖ Verlang baie na ouers.
- ❖ Verstaan nie hoekom in kindershuis nie.
- ❖ Vader tans uit op borg.

APPENDIX C

INFORMAL DISCUSSIONS: FIELD NOTES

Informele gesprekke met Jennifer se onderwysers

3 Maart 2006

Jennifer se klasonderwyseres noem dat dit alreeds baie beter met Jennifer in die klas gaan. Jennifer konsentreer baie beter in die klas en neem aktief deel. Genoem dat haar ogies blink.

6 Maart 2006

Klasonderwyseres dink assessering terapieutes. Gaan baie beter met Jennifer in die klas en by die skool in die algemeen.

27 Maart 2006

Gaan baie beter met Jennifer in die skool. Jennifer aan die begin van die jaar, voor die assesseringssessies (ses sessies terug), fisies in die klas baie rond beweeg. Gereeld gevroetel met haar hande en haar voete. Haar onderwyseres verder gemeld dat Jennifer gereeld by haar aandag gesoek het en die "houding" ingeneem het dat die juffrou asseblief net na haar moet kyk. Deesdae is sy baie rustiger in die klas en sy presteer goed. Haar aandag is ook baie meer gefokus.

Informele gesprek met onderwyser wat vir Jennifer Engels aanbied

22 Mei 2006

Gaan alreeds baie beter met Jennifer. Jennifer sit langs 'n seun in die klas en gesels openlik met hom en ander kinders in die klas. Verder genoem dat Jennifer maklik met haar gesels en op haar gemak in die klas is.

APPENDIX D

OVERVIEW OF ALTERNATIVE ASSESSMENT SESSIONS AND VISUAL DATA

Sessions 1 and 2 as well as a selection of the visual data are included as hard copies. Sessions 3 to 9 are included on compact disc.

ANNIE: SESSION 1: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ To build a trustworthy relationship. ❑ To provide Annie with an experience that might bring her back to herself. ❑ Renew and strengthen Annie's awareness of touch, sight, sound, taste and smell.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Biscuits, mango's, beef cubes, tumbles, nuts, chillies, chocolates and super c sweets. ❑ Different samples of things to taste.
<p>3. Activities</p> <ul style="list-style-type: none"> ❑ Taste.
<p>4. Rationale for the session</p> <p>I used an icebreaker to build a trustworthy relationship with Annie and to support her to relax during our sessions together.</p>
<p>5. Progress of the session</p> <p>I introduced myself to Annie and explained to her that during today's session we were going to get to know each other better so that I can support her to be the best that she can be. After this, I asked her if she knew that our tongues was important parts of our bodies, yet we usually take it for granted. I further told her our tongues are very sensitive like it can tell us when things are sour, sweet, bitter or salty. Our tongues are also used for chewing, swallowing and talking. We then had a discussion about different tastes. I asked her about her favourite and not-so-favourite tastes. She mentioned that she liked Kentucky fried chicken, especially the chicken itself and the french fries. She said that she disliked vegetables that tasted like peanuts and pumpkin. I further explained to her that I brought different samples of things for us to taste. These included biscuits. After she tasted the biscuits she said that it tasted sour. I also brought mangos. After she tasted the mangos she shared with me that it tasted sour, hard, dry and sweet. I also included beef cubes. Annie pulled her face after she tasted the beef cubes. She explained that it tasted bad, soft and salty. In addition, I provided her with an opportunity to taste chocolate tumbles. She said that it tasted nice, soft and sweet. She liked the raisins in the tumbles. I complimented her on her sense of taste and textures. In addition we compared tastes and textures of nuts, chillies, chocolates and super c sweets. As the activity progressed Annie became more aware of taste, texture, smell and sound. To end the session I explained to her that our tongues could not only discriminate between things that are sweet and sour, but that it could also tell use when something was lumpy, hard, soft, coarse, hot or cold. I further complimented her on her active participation and awareness of her different senses (Source: Oaklander, 1988).</p>

ANNIE: SESSION 2: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ To identify the unconscious determinants of Annie's symptoms inferred from her projections and fantasies. ❑ To motivate Annie to express negative emotions.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Child friendly and colourful pictures of people and animals.
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Storytelling.
<p>4. Rationale for the session</p> <p>As Annie participated actively during our previous session, especially when it involved verbal responses, I contemplated whether or not a verbal technique based on fantasy and escapism, might provide Annie with an opportunity to be creative. As such, I also wondered whether this technique might support her to express negative emotions.</p>
<p>5. Progress of the session</p> <p>During this session I used a variety of colourful pictures of people and animals. I presented these pictures to Annie individually and requested her to tell me any story about the pictures as long as it had a beginning, middle and an end. I also explained to her that there were no right or wrong answers as it was her stories. After I presented her with the first picture I asked: "What is happening there?" "What are they doing?" I then provided Annie with an opportunity to think of a story. During Annie's explanation of the first story she mentioned that there was a woman who baked cakes and a man who was "peeping" at her through her door's peephole. Then the man went into her house and they ate cake together. Thereafter, I asked different questions about the stories and the characters forming part of it like: "What is his relation to the woman?" "What are they saying to one another?" "Did they get drunk?" "Are they friends?" "What did they do after they ate cake?" "What did they do after they drank beer?" "What did they do in the park?" "What was in their picnic basket?" "How do they feel about one another?" "What is going to happen after the picnic?" For the next picture Annie explained that the girl in the pictures' mom bought her a dog and that the girl then played with the dog. She also took her new dog to the park. In addition, she brought a picnic basket to have a picnic after she took her dog for a walk. The girl was happy as she could play with her new dog. Annie also explained that the girl's previous dog died. To motivate Annie to discuss the pictures with me in more detail I asked questions like: "What happened to her previous dog?" "What is her new dog's name?" "Is it a boy or a girl?" "What is going to happen after she had a picnic?" "Would she also like to have a dog?" I always gave her an opportunity to think before she had to answer these types of questions. Annie told me a story about eleven different pictures. After each story I asked questions and complimented her on her creativity and participation (Source: Thompson & Rudolph, 2000).</p>

ANNIE: SESSION 3: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-expression. <input type="checkbox"/> Self-discovery. <input type="checkbox"/> Enhancing inner strength.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Booklets with titles like: “Things that makes me happy, things I hate, things I like, if I were the president, my wishes and something about me”. <input type="checkbox"/> Pen. <input type="checkbox"/> Pencil. <input type="checkbox"/> Eraser.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing.
<p>4. Rational for the session</p> <p>During our previous session it became clear that when Annie had the opportunity to be creative verbally she participated actively and expressed negative feelings. As she liked to share verbally and enjoyed the activity, I wanted to assess whether or not I can use writing as a medium to explore her feelings regarding herself. In addition, I wanted to assess who she was, what she wished for, things that she liked, her dreams, things that she disliked and finally what brought her joy. In addition, during the previous session she mentioned that she liked to write but that she struggled with her spelling. In this manner, I wanted her to gain more feelings of adequacy regarding her spelling skills. As such I provided her with an opportunity to be exposed to the spelling of words that she was unfamiliar with. However, I also wanted to assess whether writing could be used as a medium for her to express negative feelings.</p>
<p>5. Progress of the session</p> <p>I started the assessment session by asking Annie how she was doing in school and in the children’s home. I explained to her that during today’s session I wanted her to write about different things as she told me during the previous session that she liked to write. I explained to her that she did not have to be concerned with her spelling skills as the activity focused on her as a person and not on her spelling. After this explanation she seemed to be eager to write. I then tried to provide her with a sense that she was already a writer as she spoke well. As she could speak adequately, she might also be able to write, as writing is words on paper. Thereafter, I gave Annie a small notebook in which she could write. The first section in the book focused on Annie’s wishes. Annie wished for a car, Kentucky fried chicken, money, sweets, clothing and shoes. In addition she wished to become a model and to get her family back. During her explanation of her wishes I asked questions like “Who would you want in your family back?” and “How do you mean to get your family back?” The next section focused on what she would do if she were the president of South Africa. She said that she would stop racism, provide homes for homeless children, provide clothing, cars, money, houses to children’s homes and that she would stop illegal diamond smuggling in countries which were at war. In the next section she had to write anything about herself. She wrote that she was ugly, twelve years old, and a girl in grade four. In addition, she wrote that she liked clothing, Kentucky fried chicken and the colour red. During the next section she had to write about the things that she complained about. She wrote that she did not like to do dishes, to clean after the dog and to eat vegetables like pumpkin. She also did not like to have detention at school, to go to school and to clean their house. The next section focused on things that brought her joy and made her happy. She mentioned that it made her happy when people were friendly to her and to have clothing, shoes and a car. We then focused on things that she</p>

liked. She wrote that she liked sweets, her face, when everybody is friendly with her and when it rained. Lastly, we focused on things that she hated. She mentioned that she did not like it when other girls took her boyfriend and when people did not keep their promises. I ended the session by asking her if she had learned anything during today's session. She said yes (Source: Oaklander, 1988).

ANNIE: SESSION 4: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ Self-expression. ❑ Self-discovery. ❑ Self-awareness.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Incomplete sentences that start with sections like: “At night in my bed..., I really want to..., I do not like it when..., I am sorry that..., I get angry when..., A mother is..., I am scared of..., I will never forget..., When I am an adult..., I can’t..., People that do not like me..., I do not have time for..., I hate..., I imagine that..., I want to cry when..., Most boys are... ❑ Pencil. ❑ Pen. ❑ Eraser.
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Incomplete sentences.
<p>4. Rationale for the session</p> <p>As Annie enjoyed writing in the previous session, I decided to use a technique that provided an opportunity for writing. As such, I tried to use writing, as Annie preferred this medium to express her emotions and participated actively when she was given the opportunity to write. In addition, I contemplated whether or not writing might be used with a child that received education in a specialised learning environment.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I explained to Annie that I wanted her to complete a few sentences. These sentences might provide me with information regarding how she felt and thought. I explained that she did not have to be concerned with her spelling as the activity focused on her thoughts and emotions. In addition I will be using the sentences to get to know her better. I then told her that it was important that she was honest and that she did not have to be shy about the things that she shared with me. She then asked me if I was going to ask her if her father raped her. This was followed by a discussion regarding the whereabouts of her father, if she could remember the traumatic experience, how she felt about it and if the sexual abuse made her angry. She mentioned that she could not remember the details as it happened a long time ago. After this discussion Annie started filling in the sentences. The first sentence focused on things that she liked. She wrote that she liked to do shopping and ice-skating. In addition she liked to eat Kentucky friend chicken and to watch movies. The next question focused on: It is the best when...? She wrote that it was the best when she did shopping and played with her friends. The third question focused on what she did when she was in bed at night. She mentioned that she prayed and played with her dolls. She pretended that she was the doll’s teacher and talked to them. The rest of the incomplete sentences started with sections like: “I really want to..., I do not like it when..., I am sorry that..., I get angry when..., A mother is..., I am scared of..., I will never forget..., When I am an adult..., I can’t..., People that do not like me..., I do not have time for..., I hate..., I imagine that..., I want to cry when..., Most boys are... After each sentence Annie filled in we had a discussion about the information that she provided and I complimented her on her writing and creativity. I ended the session by mentioning that I was proud of her and that I really appreciated all her hard work (Source: Oaklander, 1988).</p>

ANNIE: SESSION 5: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ To provide Annie with an opportunity to express her fears and thoughts. ❑ Feelings of adequacy. ❑ Empowerment. ❑ Self-discovery. ❑ Self-awareness. ❑ Self-exploration.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Pen. ❑ Pencil. ❑ Eraser. ❑ Incomplete sentences that start with: "I am..." and "I want..."
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Writing.
<p>4. Rational for the session</p> <p>During previous assessment sessions it became clear that Annie loved to write. I chose this activity as it provided an opportunity for Annie to write. In addition Annie experienced feelings of inadequacy and I therefore chose an activity that might empower her and provide her with feelings of adequacy. I also wanted to provide Jennifer with an opportunity to express her fears and thoughts.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I requested Annie to write a few sentences that started with "I am". I explained to her that it could be anything that she thought of like I am a girl or I am beautiful. I told her that it was not about her spelling but rather about how she felt and what she thought. She started the activity by writing that she was good in her schoolwork. In addition she mentioned that she was thin and that she liked shopping. I reminded her that the sentences should start with "I am". In addition she wrote that she was beautiful but that she thought she was ugly. She wrote that she loved me and that she was good in sport. As Annie did not know what else to write I motivated her by asking her questions like: "Which kind of sport?" "What are you? A boy or a girl?" I also complimented her on her originality and creativity. After this Annie started working independently. In addition, I read each sentence back to her. She also wrote that she loved cats, dogs, cars and Kentucky fried chicken. In her last sentence for this section she wrote that her body was "just right" although other people thought she was a long stick. After negative statements like these I explained to her that this was not true and gave an explanation like a lot of people would want to be as thin as she was. I then presented her with a page with a heading that read "I want..." She wrote that she wanted to finish school. I explained to her that she needed to study hard to accomplish this goal. She agreed and said that she would. In addition, I complimented her on her spelling. She wrote that she wanted to become a model and that she wanted hair extensions. I told her that if she studied hard and found a job she could go to any hairsalon and get hair extensions. In addition she wrote that she wanted to be like Halie Berry, wanted to do bunji jumping, wanted blue eyes, wanted to be rich, wanted to see her mother, wanted to kill people who were racist and she finally wrote that she wanted a cellular phone. After each sentence I asked her questions like: "Why do you want to become a model?" "Why do you want to be Halie Berry?" "Why do you want blue eyes?" "What would you tell your mother if you saw her?" "Why do you want to be rich?" I ended the session of by reading all the sentences back to her. She said that she learned a lot about herself and that she did not know all these things about herself. I explained that as soon</p>

as you write something down, read it and think about it, you might then get to know yourself better.
I told her that I will see her the following Friday (Source: Thompson & Rudolph, 2000).

ANNIE: SESSION 6: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ Support Annie to express feelings, fears, thoughts and dreams ❑ Support Annie to become aware of herself and feelings. ❑ Feelings of adequacy. ❑ To create a space where Annie can live out her fantasies.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Different hand and finger puppets.
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Puppets.
<p>4. Rational for the session</p> <p>During the three previous sessions Annie completed writing activities. As such, I contemplated whether or not the use of puppets might also support Annie to express her feelings. To adhere to Gestalt therapy concepts I tried to use the puppets as an indicator of the truth.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I told Annie that for today's session we were going to play with puppets. I further explained to her that I brought different puppets for her to play with like a crocodile. I demonstrated to her how the puppets worked like when you put your hand in them you can move their mouths and pretend that you are the puppet. I showed her all the puppets like the duck, cow, sheep and elephant. I also told her that I had smaller puppets that could fit on her finger like a lion, frog and elephant. Annie chose to play with the bigger handpuppets. I then requested her to choose a handpuppet that she would like to be. I explained that she was going to be the puppet's voice. She chose the duck. I then asked her to choose a puppet for me and she asked me what my favourite colour was. I told her green and she chose the dinosaur for me, as it was green. Annie showed me with her duck that she knew how the puppets worked and I complimented her on her intelligence. Annie pretended to be the duck while I pretended to be the dinosaur. I started the role-play by saying: "Hallo, what is your name?" Annie answered that her name was Cindy. I asked her how she was doing and she replied by saying she was doing well. I asked her how old Cindy was and she replied that the duck was twelve years old and in Queenswood primary school. I told her that I was in the same school and I told her my teacher's name. She gave me her teacher's name and said that she was in grade twelve. As the dinosaur I replied by saying that she had to be very intelligent as she was only twelve years old and in grade twelve. I asked her how she did it and she replied that she did not know. I asked her if she studied hard and she said yes, she did. She told me that she lived in America and that she was rich. She said that her mother was a famous singer and her father was a famous actor. All the questions I asked provided opportunities for discussions, like: "Why did Annie pick you?" "Why did Annie choose a dinosaur for me to play with?" "Who bothers you the most?" "Do you have any friends?" "Do you have a boyfriend?" "Did you ever see a ghost?" "What makes you scared?" "Do skeletons come in your room at night?" "How does it feel to be scared?" "What do you like about the child that picked you?" "Is the child that picked you good in school?" "Is the child that picked you intelligent?" "What don't you like about the child that picked you?" I ended the session by asking Annie: "Do you also get scared like the duck?" "Do you also do things to please other people like the duck?" "Do you also wish that your mother and father was rich and famous?" "Do you also think you are tall and have long fingers?" I explained to her that the duck actually shared with me how she as Annie felt. I then read her all the nice and positive things that the duck said about Annie. I complimented Annie on her creativity and participation (Source: Oaklander, 1988).</p>

ANNIE: SESSION 7: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ Awareness. ❑ To open Annie up to creative association. ❑ Relaxation. ❑ Tactile and kinesthetic experiences. ❑ To bring Annie closer to her feelings. ❑ To provide a bridge between Annie's senses and her feelings. ❑ Expression of thoughts, ideas, feelings and experiences.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Clay. ❑ Clay utensils like a cutting board and a clay knife.
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Clay.
<p>4. Rational for the session</p> <p>During the previous sessions it became clear that Annie displayed a need to escape emotionally. This motivated me to explore a technique that might provide Annie with an opportunity to fantasise in conjunction with clay. As Annie loved to too be creative and participated actively during activities that included writing and puppets, I wanted to explore whether another technique namely clay that incorporated escapism might also be used. In addition, using clay might provide Annie with a safe medium to express emotions and thoughts. Moreover, I wanted to use a technique that might relax Annie as she expressed fear, anger, anxiety and distress during our previous sessions. In addition, Annie displayed a negative self-esteem during our previous sessions. As it is quite difficult to make a "mistake" with clay I thought that experiencing with clay might strengthen Annie's self-esteem as she might experience a unique sense of herself through the use of clay. As Annie was highly verbal during our previous session's clay might also provide a means of expression leaning away from lots of words.</p>
<p>5. Progress of the session</p> <p>I started the session by explaining to Annie that we were going to play with clay today. I tried to prepare Annie for the activity by telling her that she was going to close her eyes while she was touching the clay. I then explained to her that when her eyes are closed it might be less likely that her attention will be divided between what she was seeing and the clay that she was feeling. I also told her that she was allowed to open her eyes if she wanted to. I then asked her which colour clay she wanted to play with. After she chose a piece of clay I requested her to close her eyes and to become friends with the clay. I then motivated her to experience some of the actions she can do with clay. As such, I asked her to sit calmly for a moment with her hands on her lump of clay and to take a couple of breaths. I then asked her questions like: "How does it feel?" "Is it smooth?" "Is it rough?" "Is the clay hard or soft?" "Is it cold or hot?" "Is it wet or dry?" "Is it light or heavy?" I provided an opportunity for Annie to answer after each question. I then provided Annie with the opportunity to pinch the clay, squeeze it, bunch it up together in a ball and tear it up in little and big pieces. I then requested Annie to create anything with the clay. I explained to her that it could be anything that she thought of and that there were no right or wrong creations. She asked me if she should close her eyes and I said no. I motivated her by saying that I knew she created different things in school with clay so I was sure that she could do it well. I then provided Annie with enough time to create her object out of clay. Annie created a small man with a hat and a tree next to him. I asked her to explain to me what she created and she said that she created a small man. I asked how old the man was and she replied that he was fifty years old. I asked her about the work that</p>

he does and she said that he was unemployed. However, in his spare time he gave gifts to children after they wrote him letters. I asked her if he had a lot of friends and she replied that he had ten friends and was married with me (the researcher). She said that the best part of his body was his hat on his head and that he did not like his feet, as they were round. She further explained that he had two children. I asked her whom he lived with and she said with his wife. I asked more questions like: "How old is his children?" "Where does his children live?" "What scares him?" "Why does all his family members die?" "Why do they want to kill his family?" "Why do they not try and kill him?" "What makes him angry?" "What makes him happy?" "Is there any similarities between his life and yours?" I ended the session by asking Annie if there was anything else she wanted to tell me about her creation. I motivated her by saying that she performed really well and that I appreciated it that she answered all my questions. I then asked her how she felt about what she created and she said that it made her feel happy as it told her more about herself as a person (Source: Oaklander, 1988).

ANNIE: SESSION 8: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> ❑ To gain a sense of Annie's life. ❑ Self-awareness. ❑ To motivate Annie to express feelings. ❑ To assess what is in the foreground for Annie. ❑ To assess how Annie experiences her life at the moment. ❑ To assess what comes immediately into Annie's thoughts. ❑ To assess what Annie is aware of in the here and now. ❑ Relaxation.
<p>2. Resources</p> <ul style="list-style-type: none"> ❑ Paper of all kinds like tissue paper, construction paper, gift wrapping paper, old greeting cards, newspaper, paper sacks, doilies and wallpaper. ❑ Various textures of cloth like cotton, wool, flannel, steel wool and sandpaper. ❑ Soft things like feathers and furry pieces. ❑ Rough things like foil, mosquito netting, orange sacks and egg noodles. ❑ Magazines. ❑ Pair of scissors. ❑ Glue. ❑ Some kinds of backing like cardboard or newspaper.
<p>3. Activity</p> <ul style="list-style-type: none"> ❑ Collage.
<p>4. Rational for the session</p> <p>As the sessions with Annie was drawing to an end I wanted to use techniques that relaxed her but also provided an opportunity for her to be creative. In addition, I prepared this assessment's focus on Annie's general thoughts, experiences, emotions and behaviours.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I asked Annie if she knew that she could see with her fingers? She replied by saying no. I said that everyone knows that you can see with your eyes, but that her fingers can tell her about things that her eyes can not see. Her fingers might tell her when things are warm or cold, rough or smooth, hard or soft. As such, her eyes could not tell her if something was cold, hot, rough or soft. I further explained that everyone loved to touch things. Touching helped us to find out about the world and how we felt about it. I further told her that we might find that we liked to touch things that other people did not like to touch like I would hate to touch a insect but that other people might like to touch insects. That is because everyone is different, special and unique. I further explained that the art that we created might also tell us how we felt and what we knew. In this manner, we were going to make a picture of what she felt. I presented her with all the materials that I brought like magazines and newspapers. I told her that she could use any of the resources that I brought with. I further explained to her that she could create anything she wanted to. I then stated that she could choose and use materials that indicated how she felt. Happiness, sadness, excitement, shyness, loneliness and other feelings can be expressed through the colours, textures and patterns that she chooses and the way she cuts and arranges them. I further explained that if something reminded her of her first day at school she might use this material in her artwork. If her first day of school did not go well she might choose the sandpaper to represent this. In addition, if she met a friend that made her life better she might use the cotton wool to explain that her life was softer and smoother. The dead leaf might indicate a time in her life when she experienced negative things that caused her to feel "dead on the inside". I</p>

then told her that she did not have to use all the materials but that she could if she wanted to. I explained that the picture's name could be Annie and that there were no right or wrong answers. I provided Annie with an opportunity to create her collage. Thereafter, I requested her to share her view of her collage. I asked her questions like: "Why did you use these black stones?" "What does this picture represent?" "Why did you use the sticker that looks like the earth?" "Explain why you used the spaghetti?" "Why did you use the sandpaper, black stone and picture of a skeleton?" "Why did you use the sticker of a money bag?" During the process I complimented Annie on her artwork, insight and creativity. I ended the session by explaining that not only did she learn a lot through her artwork, but that I also learned a lot from her (Oaklander, 1988).

ANNIE: SESSION 9: OVERVIEW

1. Goals of the assessment session <ul style="list-style-type: none"> ❑ Relaxation. ❑ Closure. ❑ To support Annie to appreciate herself and her body. ❑ To relieve physical and emotional tension.
2. Resources <ul style="list-style-type: none"> ❑ Relaxation technique.
3. Activity <ul style="list-style-type: none"> ❑ Relaxation.
4. Rational for the session <p>As this was the last session with Annie, I wanted to use a technique that relaxed her. As I worked through my data I realised that I had enough data for research purposes. A such, I could use the last session to provide Annie with an opportunity to relax and for closure purposes.</p>
5. Progress of the session <p>At the beginning of the session I asked Annie to close her eyes and to go into her own space. I then said I wanted her to imagine while I was talking. I asked her to imagine that she was a snowman. I then said: "Some children made you and now they have left you to stand alone. You have a head, a body, two arms sticking out and you stand on sturdy legs. The morning is lovely and the sun is shining. Soon the sun becomes so warm and you feel you are melting. First your head melts, then one arm melts, then the other. Gradually, little by little, your body begins to melt. Now only your feet are left and they begin to melt. Soon you are just a puddle lying on the ground. Now a cold wind comes along and it blows "wh...wh...wh..." as you stand up straight and tall again". During this explanation Annie's head slowly moved down until her chin touched her chest. Annie was very relaxed after this session and it seemed that she wanted to sleep (Source: Oaklander, 1988).</p>

JENNIFER: SESSION 1: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> To build a trustworthy relationship. <input type="checkbox"/> Background information. <input type="checkbox"/> Awareness of personal boundaries. <input type="checkbox"/> To identify when someone intrudes on her boundaries.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A picture which provides Jennifer with an opportunity to connect dots around a figure.
<p>3. Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Semi-structured interview. <input type="checkbox"/> Egg technique.
<p>4. Rational for the session</p> <p>I used the semi-structured interview to gain background information. In addition I used an icebreaker to build a trustworthy relationship with Jennifer and to make her aware of her personal boundaries.</p>
<p>5. Progress of the session</p> <p>I introduced myself to Jennifer and explained to her that during today's session we are going to get to know each other better so that I can support her to be the best that she can be. After this I asked Jennifer a few questions like: "What type of music do you like?" "Do you have a lot of friends?" "How are you progressing at school?" "Which study methods do you use?" "Do you like your teachers?" "Do you like living with you parents?" "Who lived with you when you resided with you foster parents?" "What do you do after school?" "Do you miss your previous school?" "Do you miss your old friends?" "Do you have contact with your foster parents?" "If you could have any three wishes that would definitely come true, what would they be?" "What is your fondest memory?" "What is the worst thing that has ever happened to you?"</p> <p>In addition, I asked Jennifer if she knows that she is staying in an egg. I presented her with a picture where she had to connect dots around a figure and colour in the personal space. I provided her with an opportunity to complete this picture. After this she physically showed me with her arms spread around her body where her boundaries lie. I explained to her that all people have their own personal space and distance around their bodies that makes them feel safe. These are called boundaries. Furthermore, I explained that nobody was allowed in her personal space if they made her feel uncomfortable. When she is hit, touched in a private way, yelled at or ignored, her boundaries have not been respected. I further explained that sometimes people think they are not being respectful only when they have hurt you or caused you pain. However, when they say hurtful things or when they do not take care of your needs they are still breaking your invisible boundaries. In addition, I asked questions like: "If someone bumps into you in the street have they come into your personal space?" "If someone screams at you and made you cry, have they violated your invisible boundaries?" "If your mother gives you a hug, does she violate your personal space?" "Is there someone who positively enters your space?" "Is there someone who negatively enters your space, without your permission?" I ended the session after this discussion and I asked her permission to keep the picture for my book. (Source: Fouché, 2000).</p>

JENNIFER: SESSION 2: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> Background information regarding Jennifer's everyday movements, routines and activities. <input type="checkbox"/> To identify places where Jennifer feels secure. <input type="checkbox"/> To identify places where Jennifer feels threatened. <input type="checkbox"/> To motivate Jennifer to express negative emotions.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clay. <input type="checkbox"/> Cardboard. <input type="checkbox"/> Colour pencils.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> House and community plan.
<p>4. Rational for the session</p> <p>During the previous assessment session Jennifer responded with short answers and withdrew during the session. She only spoke when she was spoken to and it seemed that she lacked confidence. As such, Jennifer said nothing except answering direct questions. Therefore, I based this assessment session on clay and drawings as these techniques might make it easier for Jennifer to participate actively. In addition, it might motivate Jennifer to become more involved in the assessment process. In this manner, I contemplated that a clay and drawing technique might provide Jennifer with an opportunity to be creative. As such these techniques might support her to express negative emotions.</p>
<p>5. Progress of the session</p> <p>I explained to Jennifer that during today's session we were going to draw a picture of the house where she is residing at currently and draw another picture of her foster parent's home. I provided Jennifer with an opportunity to draw a picture of her current home and I asked her if she would prefer if I drew it. Jennifer chose to draw the house. In addition she had to draw the rooms and furniture in her house. After she completed this drawing, she drew her foster parent's home, also with the rooms and furniture in their house. In addition, I asked Jennifer to draw the areas surrounding the two houses, as well as neighboring houses, open fields and schools. I then requested Jennifer to make clay models representing her family members as well as the people that resided in her foster parent's home. I wrote the people's names next to their clay figures. Jennifer chose where to place the clay figures. She placed herself in her bedroom. Thereafter, I asked questions to further explore by focusing on Jennifer's family life. I asked questions for both homes like: "Who sleeps where?" "Who wakes you up in the morning?" "What does mom and dad do when you do not want to get up?" "What do you do after you got up?" "What does mom and dad do when you are in the bathroom and they want to quickly come in?" "What do you see when dad/mom/foster mother/brother comes into the bathroom to use the toilet?" "What do you eat?" "Who prepares it?" "What if there is no bread or milk?" "Who dresses you?" "How do you get home after school?" "Where do you go after school?" "Who looks after you in the afternoons?" "What do you do when your foster parents are at home at night?" "Who puts you in bed?" "Where do you go when you awake in the middle of the night?" "What do you do when you are scared?" After this discussion I asked Jennifer to mark in green all the rooms in both the houses, where she felt safe. Thereafter, I asked her to mark all the rooms in red, where she felt unsafe. In addition, I asked Jennifer why she felt unsafe in the rooms that she marked in red. To end the session, I gave Jennifer the choice to decide the clay figures fate. She could throw some of the clay figures away or keep some of them. She chose to keep her mother, herself and her father. She broke the perpetrator, domestic worker and foster mother's clay figures up (Source: Fouché, 2000).</p>

JENNIFER: SESSION 3: OVERVIEW

1. Goals of the assessment session <input type="checkbox"/> To explore Jennifer's feelings and preferences towards significant people in her life.
2. Resources <input type="checkbox"/> Paper. <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Paint. <input type="checkbox"/> Paintbrushes. <input type="checkbox"/> Water.
3. Activity <input type="checkbox"/> Storm.
4. Rational for the session During our previous session it became clear that when Jennifer had the opportunity to be creative she participated actively and expressed negative feelings. As she liked to draw and enjoyed the activity I wanted to assess whether or not I can use paint as a medium to explore her feelings regarding significant people in her life like her mother and father. However, I also wanted to assess whether paint can be used as a medium for her to express negative feelings towards the perpetrator as she denied and suppressed feelings regarding the sexual abuse.
5. Progress of the session I started the assessment session by asking Jennifer if she knows what an island is. Jennifer replied that she knew what an island was and she explained to me that it is a piece of land in the middle of the ocean. I drew a round circle (representing the island) in the middle of a blank page and then provided Jennifer with an opportunity to paint the island as well as the water around it. Jennifer and I pretended that she won a holiday on the island. Jennifer then decided whom she would like to stay for a weekend. She did not invite any human beings as she said that her fish and dogs can go with her to the island. In this regard she made clay models representing her fish and dogs. I then asked questions like: "Whom do you play with on the island?" "Who is going to prepare food?" "What kind of games do you play on the island?" After this discussion I explained to Jennifer that we were going to draw a smaller black island not far from the big island where she can put all the people that hurt her or say rude things to her. She said that she would like to put her foster mother and the perpetrator on the black island. I provided Jennifer with an opportunity to draw the black island. I then asked her why she chose to put them on the black island and she responded by saying that they hit her unnecessarily. After this discussion I told her that while she was on the island, a storm broke out and water was flooding the island. However, an airplane came to rescue her and she could choose anyone that was with her on the island to go with her on the plane. She chose to take her dogs. I ended the session by explaining to her that before the storm came, she could have chosen anyone to visit her on the island. She chose her father (Source: Moore, 1992).

JENNIFER: SESSION 4: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> To determine the relationships between Jennifer and the people she has contact with. <input type="checkbox"/> To visually represent these relationships.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Paper to draw on. <input type="checkbox"/> Clay.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family graphic and emotion circles.
<p>4. Rational for the session</p> <p>As Jennifer enjoyed painting in the previous session, I decided to use a technique that provided an opportunity for painting. As such, I tried to use paint, as Jennifer preferred this medium to express her emotions and participated actively when she was given the opportunity to paint.</p>
<p>5. Progress of the session</p> <p>I presented Jennifer with a piece of blank paper. I requested her to identify all her family members and others that are important to her by choosing a strip of clay and forming it into a little ball. Adding to this, I asked her to form balls of clay representing family members, friends that visit them or whom she visit often, as well as extended family whom her family visit. I emphasised that she could place them anywhere on the paper. I also asked her to form a ball to represent herself and place it anywhere on the paper. Jennifer chose different colours of clay for different family members like her father, mother, herself, brother, sister, aunts, uncles, cousins, perpetrator and foster mother. I then wrote the names of all her family members and friends next to the balls of clay, to identify each ball. I then asked questions about her family members like: "Where do they live?" "Do you see them often?" "Do you have a good relationship with the person?" After this discussion I requested Jennifer to draw two circles on a piece of paper and colour the circles in two different colours (one in the colour that she likes the most and the other in the colour that she dislikes the most). She preferred to paint the circles. She associated the colour pink with happiness. She mentioned that she disliked the colour black. After this I tried to clarify whether or not Jennifer understood the activity. I asked her: "What is your favorite food?" She answered that she liked pizza. In then asked her: "Where would you place pizza on these colour circles?" Jennifer pointed to the pink circle. I then explained to Jennifer that we were going to use the circles to place people represented by the clay balls. Therefore, Jennifer took the different people represented by clay and put them either in the "making me feel happy" (colour that she likes the most) or "making me feel unhappy" (colour that she dislikes the most) circles. After she placed all the clay balls I asked questions like the following: "I see you have put your foster mother's boyfriend in the making me feel unhappy circle. Can you tell me, what does he do that makes you unhappy?" To end this session I asked Jennifer if there was anything that she could do to prevent the perpetrator from hurting her. She responded by saying no (Source: Fouché, 2000).</p>

JENNIFER: SESSION 5: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> To provide Jennifer with an opportunity to express her fears, thoughts and dreams. <input type="checkbox"/> Empowerment. <input type="checkbox"/> Feelings of adequacy. <input type="checkbox"/> To create a space where Jennifer can live out her fantasies.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Crown. <input type="checkbox"/> Blank piece of paper. <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Paint. <input type="checkbox"/> Paintbrushes. <input type="checkbox"/> Clean water.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Castle.
<p>4. Rational for the session</p> <p>During previous assessment sessions it became clear that Jennifer loved to paint. I chose this activity as it provided an opportunity for Jennifer to paint. In addition Jennifer experienced feelings of inadequacy and powerlessness especially regarding the sexual abuse. I therefore chose an activity that might empower her and provide her with feelings of adequacy. I also wanted to provide Jennifer with an opportunity to express her fears and thoughts regarding the sexual abuse, as she was to scared and shy to discuss the sexual abuse. In addition she chose to suppress memories regarding the abuse and the perpetrator. As such, this session might have provided an opportunity for Jennifer to become aware of the sexual abuse and how it affected her on an emotional level.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I placed a crown on Jennifer's head while explaining to her that she was going to be a princess for today. I offered to draw a castle on a blank piece of paper but Jennifer mentioned that she would be able to draw it. I gave her an opportunity to draw a castle. I complimented her on her unique and special participation. I then requested her to draw different rooms inside the castle. However, one of the rooms should be coloured black and another orange. Jennifer asked if she could paint the rooms instead of colouring them in. I mentioned that this was a wonderful idea and while Jennifer painted the two different rooms I explained to her that the black room is a dark room and the orange room is a secret room. I then requested Jennifer to make clay balls of her immediate family, her friends at school, the perpetrator and her foster mother. I told Jennifer that she could decide whom she would like to live inside the castle with her and whom she would prefer to stay outside. Thereafter, I asked Jennifer to place anyone that she did not like or that hurt her in the "dark room", whilst she placed the people that she shared a secret with in the so-called "secret room". Jennifer immediately placed the perpetrator in the dark, black room. I then pretended to knock on Jennifer's castle door and stated: "Jennifer, this is your brother. Can I come and live with you in your castle?" When Jennifer replied yes or no I asked where must I stay? I used these statements with all the clay balls Jennifer made. I then asked questions like: "I see that you have put Michael in the dark room. Tell me more about Michael?" "Why did you put him in the dark room?" I ended the session by asking Jennifer how she felt about the bad things that the perpetrator did to her? In addition I asked her how she would feel is she accidentally walked into the black room and saw all the people that hurt her. She replied by saying that she would run away (Source: Geldard & Geldard, 2002).</p>

JENNIFER: SESSION 6: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support Jennifer to express feelings through the use of drawings. <input type="checkbox"/> Support Jennifer to become aware of herself and feelings.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Paper.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family drawings.
<p>4. Rational for the session</p> <p>As Jennifer did not verbalise her feelings regarding the sexual abuse and the perpetrator during the previous sessions, I contemplated whether or not the use of drawings might support Jennifer to express her feelings. To adhere to Gestalt therapy concepts I tried to use the drawings as an indicator of the truth.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I asked Jennifer to close her eyes and to go into her own space. I requested her to think of each member of her family. If she had to draw them on a piece of paper as something they reminded her of, rather than real people, what would that be? If someone in her family reminded her of a butterfly as they flit around a lot, she might draw them as that. Thereafter, I explained that if someone reminded her of a circle as they are always around her, she might draw them as a circle. I further mentioned that if she got stuck, she should close her eyes and go back into her space. Furthermore, I explained that she could use different colours, shapes, objects and animals. I then provided Jennifer with an opportunity to draw her family members as symbols or animals that they remind her of. She drew her father as a heart and her sister as a "smiley face". Moreover, she drew her mother as a butterfly and herself as a wave. In addition she drew her brother as a circle and her foster mother as a lion. Finally, she drew the perpetrator as a meercat as he eats other animals' eggs. I ended the session by asking Jennifer about her drawings like: "Why did you draw your father as a heart?" "Why did you draw your sister as a smiley face?" "Why does your mother remind you of a butterfly?" "Why did you draw yourself as a wave?" "Why did you draw Michael as a meercat?" "Why did you draw your mother as a lion?" "What does a meercat do?" "What does a lion make you think off?" (Source: Thompson & Rudolph, 2000).</p>

JENNIFER: SESSION 7: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness. <input type="checkbox"/> To open Jennifer up to creative association. <input type="checkbox"/> Relaxation.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper. <input type="checkbox"/> Colouring pencils.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rosebush
<p>4. Rational for the session</p> <p>During the previous sessions it became clear that Jennifer displayed a need to escape emotionally. This motivated me to explore a technique that might provide Jennifer with an opportunity to fantasise in conjunction with drawing. As Jennifer loved to draw and participated actively during activities that included drawing I wanted to use a technique that incorporated escapism and drawing. In addition, using the rosebush technique might provide Jennifer with a safe medium to express emotions and thoughts. Moreover, I wanted to use a technique that might relax Jennifer as she expressed fear, anger, anxiety and distress during our previous sessions.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I asked Jennifer to close her eyes, go into her own space and imagine that she is a rosebush. I then asked questions like: "What kind of rosebush are you?" "Are you very small?" "Are you large?" "Are you fat?" "Are you tall?" "Do you have flowers?" "If so, what kind?" "What colour are your flowers?" "Do you have many or just a few?" "Are you in bloom or do you only have buds?" "Do you have leaves?" "What kind?" "What are your stems and branches like?" "What are your roots like?" "Are your roots long and straight?" "Are they twisted?" "Are they deep?" "Do you have thorns?" "Where are you?" "In a yard?" "In a park?" "In the desert?" "In the city?" "In the country?" "In the middle of the ocean?" "Are you in a pot or growing in the ground or through cement, or even inside somewhere?" "What is around you?" "Are there other flowers or are you alone?" "Are there trees?" "Animals?" "People?" "Birds?" "Do you look like a rosebush or something else?" "What is it like to be a rosebush?" "Does someone take care of you?" "What is the weather like for you right now?" After each question I provided Jennifer with an opportunity to answer and I wrote her responses down. I then requested Jennifer to open her eyes and to draw her rosebush. I also added that she should not worry about the drawing itself, as she will be able to explain it to me later. I then asked Jennifer to explain her rosebush to me. During this discussion I asked her if there were any similarities between the rosebush and her life. She immediately answered no and I had to focus her attention on certain aspects of her rosebush like that it is small and thin. Focusing on different aspects of Jennifer's rosebush supported her to find similarities like that she is also small as she is still getting to know her parents (Source: Oaklander, 1988).</p>

JENNIFER: SESSION 8: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> To gain a sense of Jennifer's life. <input type="checkbox"/> Self-awareness. <input type="checkbox"/> To motivate Jennifer to express feelings.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper. <input type="checkbox"/> Colouring pencils.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> My week, my day, my life.
<p>4. Rationale for the session</p> <p>As the sessions with Jennifer was drawing to an end I wanted to use techniques that relaxed her. I also chose a technique that suited her preferences namely drawing. In addition, as it became apparent that Jennifer did not want to talk about the sexual abuse, I prepared this assessment's focus on her general thoughts, experiences, emotions and behaviours.</p>
<p>5. Progress of the session</p> <p>During this session I requested Jennifer to draw me a picture of the past week that she had. I prompted her to draw anything that happened to her or that she saw during the week. I provided Jennifer with an opportunity to draw the picture. I then motivated her to explain to me what she drew. She explained that she wrote a test, did schoolwork in class, played games with her friends, wrote letters with her secrets to her best friend and played "swingball" on her own. I asked questions like: "Which test did you write?" "Was it difficult or easy?" "Did she study?" "What is a secret letter game?" "Where did you play swingball?"</p> <p>Thereafter, I requested Jennifer to draw a picture for me about her life. She had to include the good and the bad experiences. Jennifer only shared the good experiences with me like her first Christmas and first birthday. She also explained to me about the first friend she had and the first time she rode a horse. I ended the session by explaining to Jennifer that she only drew good experiences and what message does that send to her. She replied that she had a good life. I explained that she might have also drawn how she wanted her life to be. She agreed with this statement (Oaklander, 1988).</p>

JENNIFER: SESSION 9: OVERVIEW

<p>1. Goals of the assessment session</p> <ul style="list-style-type: none"> <input type="checkbox"/> To assess what is in the foreground for Jennifer. <input type="checkbox"/> To assess how Jennifer experiences her life at the moment. <input type="checkbox"/> To assess what comes immediately into Jennifer's thoughts. <input type="checkbox"/> To assess what Jennifer is aware of in the here and now. <input type="checkbox"/> Relaxation.
<p>2. Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper. <input type="checkbox"/> Colouring pencils. <input type="checkbox"/> Paint. <input type="checkbox"/> Paint brushes. <input type="checkbox"/> Water.
<p>3. Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free drawing.
<p>4. Rational for the session</p> <p>As this was the last session with Jennifer, I wanted to use a technique that relaxed her. I knew from our previous sessions that she loved to draw and paint. As such, I tried to end our sessions together positively by providing her with the opportunity to decide between drawing and painting.</p>
<p>5. Progress of the session</p> <p>At the beginning of the session I told Jennifer that she could decide to draw or paint whatever she wanted to. She decided to use the paint. She painted a happy and colourful picture with a house, flowers, birds, a sun, a tree and a swing. I requested her to discuss her painting with me. I asked questions about Jennifer's picture like: "Who lives in the house?" "How old is the house?" "Is it a ugly or pretty house?" "Is the house worried about something?" "When does the house get angry?" "Name two wishes of the house?" "What does the flowers and the tree say to each other?" "What is the tree doing there?" "To whom does he provide shade and fruit?" "Imagine you are the tree. Who is the closest to you?" "How does it make you feel when people picks your fruit?" "What is going to happen to you in the future?" "What does your picture tell you?" "Has your life always been happy and good?" I ended the activity with asking Jennifer how she felt about her picture. She said that she felt good about it as she drew well (Source: Thompson & Rudolph, 2000).</p>

APPENDIX E
TRANSCRIPTS OF ALTERNATIVE ASSESSMENTS AND
INDIVIDUAL INTERVIEWS
FIELD NOTES OF OBSERVATIONS
RESEARCHER JOURNAL
DATA ANALYSIS

“Every act of looking turns into observation, every act of observation into reflection, every act of reflection into the making of associations; thus it is evident that we theorise every time we look carefully at the world”

(Author unknown)

Transcripts of the following data are included as hard copies:

- Interview with Jennifer’s mother, 2 February 2006 (Page 1-7)
- Alternative assessment Session 1 with Jennifer, 22 February 2006 (Page 8-14)
- Personal reflection regarding the first visit that I had at Annie’s children’s home.

Transcripts of the following data are included on compact disc:

- Jennifer: Sessions 2-9 (Page 15-59)
- Annie: Sessions 1-9 (Page 61-114)

Interview with Jennifer's mother
2 February 2006

R: Researcher; M: Mother

- R: Soos ek vir u oor die foon gesê het my naam is Melanie en ek is tans die intern opvoedkundige sielkundige by Laerskool . Gewoonlik voltooi die onderwysers by die skool 'n verwysingsvorm en dan stuur hulle die leerders na my toe. Op die verwysingsvorm word byvoorbeeld aangetoon dat leerders met wiskunde of lees ensovoorts sukkel, maar ek het nie 'n verwysingsvorm hier nie, want die hoof het net eendag hier ingestap en gesê hy het 'n probleem met 'n ¹Jennifer en ek moet die dogter se moeder skakel. So ek weet dus nie waarom dit gaan nie. Sedert wanneer is u dogter in ons skool?
- M: Sy was laas jaar ook hier. Ek het haar na die Julie vakansie hier kom inskryf. Sy was eers in Delmora Laerskool. Daar is iets wat my baie pla en dit is die ma nie die kind wat 'n sielkundige nodig het nie, en dit gaan my vir die res van my lewe pla. Totdat dit alles uitgesorteer is en alles reg is. Dan sal ek ook gelukkig voel. Ek sukkel baie om daarvoor te kom.
- ❖ ²Jennifer se moeder vroetel met haar hande op haar skoot.
 - ❖ Sy kyk rond in die lokaal.
- R: Wat pla u so baie?
- M: Sy was by pleegouers gewees. Ek en haar pa het nie blyplek of werk gehad nie. Haar pleegouers was my man se broer en sy vrou gewees. My man se broer is so twee jaar terug oorlede toe bly Jennifer, sy en haar boetie nogsteeds by die vrou. Die vrou het by die Wilgers Hospitaal gewerk in Pretoria, dan los sy Jennifer in die aande alleen by die huis by 'n man wat by haar gebly het nadat my man se broer dood is. Sy het haar elke aand by die man gelos. Jennifer het verskriklik gehuil. Een aand toe gryp die man haar hy is 56 jaar oud en hy druk haar op die mat vas en hy speel tussen haar bene. Jennifer het nie geweet sy het 'n pappa en 'n mamma gehad nie. Sy het gedog ek en haar pa was dood. Sy was twee maande oud toe sy daarheen gegaan het.
- R: Sy is nou hoe oud?
- M: Tien jaar. So toe het sy daar gebly. Toe het die man haar gegryp haar vas gedruk en met haar gepeuter. Haar boetie het vakansies na my toe gekom, nie die hele vakansie nie.
- R: So haar boetie het ook daar gebly?
- M: Ja. Hulle wou nie gehad het sy moes kom nie, want die welsyn het gesê ons bly net in 'n rondawel.
- R: Dink u sy is nou gelukkig by julle?
- M: Ja. Sy is nou baie gelukkig by my en haar pa.
- R: Haar regte pa?
- M: Ons is nogsteeds saam. Ons het baie swaar gekry. Maar
- Lack of prior psychological intervention. Emotional effect of sexual abuse on mother. Mother feels she herself needs psychological support.
- Financial constraints as a possible reason for Jennifer not consulting a caregiver. Loss of foster father at a young age.
- Sexual abuse on a regular basis.
- Jennifer cried a lot and experienced feelings of sadness. Perpetrator not related to Jennifer as perpetrator is foster mother's boyfriend. Perpetrator 46 years older than Jennifer. Sexual abuse included fondling of Jennifer's genitals and perpetrator used force.
- Mother has an increased willingness to discuss sexual abuse.
- Financial constraints.
- Jennifer happier since she's been living with her biological parents.

¹ Pseudonyms were used to protect participant's and other roleplayers identities.

² I included my field notes on my observations in blue.

ons is nog bymekaar. Toe haar boetie nou na die vakansie terug gaan na die vrou toe sê hy vir haar Jennifer jy het 'n mamma. Toe sy my gebel het, het sy gesê hello tannie, maar ek is daaroor. Toe sy die Julie vakansie kom kuier het saam met haar boetie laas jaar, een aand toe stort ek en sy. Sy sê toe mamma dit brand verskriklik tussen my bene. Sy het die oggend gekom en die aand toe stort ons. Toe sê ek Jennifer vee jy mooi af as jy "gepiepie" het? Ja mamma, toe begin sy vreeslik te huil. Toe sê sy mamma oom Michael het my vas gedruk en dit gedoen. Toe gaan ek polisiestatie toe. Die volgende dag toe sê ek vir hulle toe gee hulle vir my skets papier. Toe sê hulle ek moet na die distrik geneesheer dokter gaan. Toe het ek daarheen gegaan en die dokter het haar geondersoek en het gesê daar is gepeuter met Jennifer. Ek moet terug polisie stasie toe gaan en ek moet 'n saak maak teen die man. Toe het ek 'n saak teen die man gemaak, verder het ek nog niks van die saak gehoor nie.

R: Wat het het Jennifer gesê? Dink u sy was dalk verkrag?

M: Nee, ek weet nie. Jennifer sê sy het seer gekry, want sy het doekies gebruik soos mamma. So sy moes seer gekry het. So ek kan nie sê op watse manier hy dit gedoen het nie. Ek weet nie hoe om dit vir jou te vertel nie.

- ❖ Jennifer se moeder lyk ongemaklik.
- ❖ Sy het dadelik genoem sy weet nie of Jennifer verkrag was nie.
- ❖ Vroetel met hande in skoot.

R: Dit is doodreg. Ek kan net dink hoe moeilik dit vir u moet wees. Kom ons gesels bietjie oor hoe julle Jennifer terug gekry het, om by julle te bly?

M: Ek was na die welsyn gewees. Toe vertel ek aan die welsyn ek het 'n saak gemaak en ek weier om Jennifer terug te stuur, want ek kan nie daardie vrou vertrou nie. Jennifer moet nou by haar ma en pa wees.

R: Dis nou in die Julie vakansie?

M: Ja. Toe sê die welsyn het ek 'n saak gemaak? Toe sê ek ja. Toe sê sy hou Jennifer by jou en stel hulle in kennis. Toe later toe laat weet hulle my ek moet Jennifer bring, want Jennifer moet gaan vir 'n toets. Toe gaan sy vir die toets. Ons het haar die oggend by die skool kom haal en my man het haar gevat en ons het haar weer die middag by die welsyn gaan haal, toe hulle ons gebel het. Jennifer was alleen saam met haar. Toe het ons Jennifer gaan haal. Ek het naderand bekommerd geraak. Ons het haar gaan haal toe sê sy mamma ek gaan nou by jou bly. My seuntjie kom ook die einde van die jaar terug, want die vrou het hom Weskoppies toe gestuur en hy is daarna weggestuur na Tutela skool toe. Hy kom nou die Desember vakansie na ons.

R: So hy gaan nie weer terug na sy pleegouers toe nie?

M: Hy gaan nie meer na hulle toe nie. Toe die ding uitkom van Jennifer toe laat weet die welsyn die skool en hulle het hom mos geslaan. Van laas jaar Desember. Jennifer het gesê mamma hulle het vir Frans geslaan. Altwee sy oë was al blou. Hy is maar 'n seuntjie van dertien en hy was sewe toe hy Weskoppies toe gestuur was. Ek wil nog eendag Weskoppies toe gaan en sy lêr gaan kry, want ek weet nie

Jennifer's brother told her that biological parents are alive. Jennifer's mother experienced feelings of sadness as Jennifer called her aunt.

Jennifer experiencing a burning sensation on her vagina.

Jennifer experienced feelings of sadness. Cried while she told her mother about the sexual abuse. Perpetrator used physical force during sexual abuse.

Medical examiner confirmed Jennifer has been sexually abused.

Vaginal pain, bleeding and intercourse. Challenging for Jennifer and her mother to describe sexual abuse.

Jennifer's mother assertive and refused to send Jennifer back to foster parents. Mother wanted to protect her daughter against perpetrator.

Medical examinations caused additional physical and psychological distress.

Visually exposed to physical abuse. Additional psychological anxiety and distress.

<p>hoekom hy daar was nie. Hy kan dalk nie mooi sinne maak nie. Hy drink pille elke dag. Toe hy die eerste keer by my kom kuier het, het hy vier gedrink. Twee in die oggend en twee in die aande.</p>	
<p>R: Wat 'n mediese dokter gegee het?</p>	
<p>M: Ja, by Weskoppies. Hy hou nogsteeds aan met die pille by die skool. Toe hy Desember gekom het lyk dit of dit beter gaan, want hy drink nou een in die oggend en een in die aand. Lyk of dit beter gaan. Hy kom die lang vakansie.</p>	
<p>R: Kom hy dan ook na hierdie skool toe?</p>	
<p>M: Nee. Hy kan nie hierheen kom nie, want hy is in 'n spesiale skool. Hy is in Bergsig skool.</p>	
<p>R: So hy gaan dan permanent by julle kom bly?</p>	
<p>M: Ja. Hy is baie gelukkig. Baie geheg. <u>Jennifer se broekies.</u> Nou ons bly langs die dokters, Dokter Smit en Dokter Nel. Langs die swembad waar my man werk. Toe gaan ek dokter toe en sê ek het 'n probleem. <u>Jennifer se "panties".</u> <u>As sy haar broekies uit trek lyk dit soos wit melkskommel in haar broekies.</u> <u>Toe vra ek wat kan dit wees?</u> Ek het die broekie vir hom gevat dat hy net kan seker maak. Hy het nie gesê hoekom dit so is nie. Toe gee hy vir haar pilletjies. Dit was nou laasmaand. Ek moet dit gee en een maand "skip", en kyk na haar broekie en weer terug gaan.</p>	<p>Mother has an increased willingness to discuss sexual abuse.</p> <p>Concerned about Jennifer's physical health. White secretion and vaginal infection.</p>
<p>R: Wat het die ander dokter gesê? Die geneesheer wat haar eerste ondersoek het?</p>	
<p>M: <u>Hulle het vir my salf gegee en twee bottels stroop. Elke aand moes ek haar beentjies oop maak en met 'n watta die room binne in smeer. Ek het die kurses voltooi.</u></p>	<p>Bladder and vaginal infections.</p>
<p>R: Skuus, ek spring 'n bietjie, maar vir hoe lank het die man wat haar mishandel het daar gebly?</p>	
<p>M: <u>Dit is al 'n hele rukkie, want my man se broer is al meer as twee jaar oorlede.</u></p>	<p>Sexual abuse on a regular basis for at least two years.</p>
<p>R: Praat Jennifer nog daaroor?</p>	
<p>M: <u>Af en toe.</u> Die vrou probeer my Jennifer ontvoer, want sy kom met mense na die swembad en dan stuur sy 'n ander vrou na my en my man se werk toe, <u>en wanneer ek en my man nie daar is nie.</u> <u>My man het al vir haar gesê Jennifer ek gaan vir jou neek as jy saam met vreemde mense loop, want hulle gaan haar vat en dan gaan ek haar nooit weer sien nie.</u></p>	<p>Jennifer occasionally talks about the sexual abuse with her mother.</p> <p>Mother fears that she will loose her daughter.</p>
<p>R: Hulle wil haar ontvoer?</p>	
<p>M: <u>Ja. Hulle stuur mense na my plek toe om die Jennifer, Jennifer te roep. Dan ken Jennifer eers die mense nie. Dan sê ek vir haar ken jy die tannie Jennifer? Dan sê sy nee, maar die tannie het gesê ek moet na haar kar toe gaan.</u></p>	<p>Jennifer's parents never saw people that wanted to kidnap Jennifer. Jennifer experiencing feelings of anxiety and mistrust adults. Jennifer experiencing distortions and illusions.</p>
<p>R: So weet Jennifer sy mag saam met niemand anders as julle in die middag na skool gaan nie?</p>	
<p>M: Ja. Ek was by die hoof en ek het met hom gepraat. Ek het die sekretaresse ook gevra. Net ek en haar pa mag haar kom haal.</p>	
<p>R: Hoe lank bly julle al by die swembad?</p>	
<p>M: Meer as sewe jaar. Die rondawel is nie baie groot nie, maar is leefbaar vir my en my twee kinders. Elkeen het hulle eie bed, hulle eet elke dag lekker en stort elke dag. Is dood gelukkig.</p>	

- R: Dit is soms die ding met kinders. Hulle nodig nie baie geld nie. Baie van die kinders wat my kom sien, met genoeg geld, ervaar baie uitdagings, want hulle kry nie genoeg liefde en aandag nie. Hulle kry net geld, maar dis nie genoeg nie. Hulle soek liefde. Dit is ook belangrik om te onthou dat al kry sy nou baie liefde en aandag by julle gaan sy dalk nog vir vir 'n hele rukkie onveilig voel.
- M: Sy slaap bietjie onrustig in die nag. Sy gil. Sy gooi die kussings. Sy loop byvoorbeeld, staan uit op haar bed. Haar boetie is nie daar. Dan loop sy, maar sy weet nie daarvan nie. Dan gaan slaap sy op haar boetie se bed. Dan sê sy mamma ek weet nie hoe ek daar gekom het nie. Sy vrae baie snaakse vrae. Hulle het haar baie bederf. Die vrou het baie goed vir haar gekoop en vir haar geld gegee. Nou die dag toe vra sy mamma is ons arm? Toe sê ek nee. Toe sê ek Jennifer mense wat arm is, is mense wat nie vanaand 'n stukkie brood het nie, en hulle het nie 'n blyplek nie. Ons sukkel maar ons is nie arm nie. Ons het nie baie geld nie, maar mamma gee vir jou wat ek kan.
- R: Dit is 'n goeie antwoord en baie waar. In watter graad is Jennifer?
- M: Graad 5. Ek kan dit nie glo nie. Ek het haar baie hard gedruk, veral die laaste twee kwartale. Sy het baie gesukkel met haar wiskunde en lees. Was stadig. Ons het elke middag gewerk. Die standaarde van haar vorige skool was laer as die standaarde hier, maar sy het dit gedoen.
- R: Hoe skryf en spel sy?
- M: Sy skryf mooi en spel "oraait".
- R: Het sy maats of is sy alleen?
- M: Sy het een maatjie.
- R: Wat vir my wonderlik is, is dat sy het nog 'n maatjie na al die trauma en aanpassing by die nuwe skool en huis.
- M: In die begin het sy nie gehou van ons huis nie. Sy het my vertel sy het haar eie kamer gehad en baie speelgoed. Nou ons rondawel is klein. In een hoek is daar 'n "bar". Agter die "bar" is Jennifer se bed. Ek het vir haar mooi prentjies op geplak en vir haar 'n gordyntjie op gesit, sodat sy voel sy is nie in ons pad nie.
- R: Voel u sy moet nog haar nuwe omstandighede aanvaar?
- M: In die begin kon sy dit nie so lekker aanvaar het nie, maar nou is sy tevrede. Sy sê nou mamma as mense nie na ons huis toe wil kom nie dan moet hulle maar weg bly. So sy aanvaar dit nou. Sy het baie goed aangepas. Sy het nie geweet ek is haar regte mamma nie. Die vrou het altyd gesê tannie en as ek gebel het dan sê ek hello Jennifer, hoe gaan dit met mamma se dogter? Dan sê sy hello tannie. Sy was in 'n war.
- R: Sy was verward gewees.
- M: Ja. Sy was baie klein toe sy by hulle gaan bly het.
- R: Julle verhouding klink goed, warm en oop. Klink of daar vertrou is?
- M: As iets haar pla, sê sy vir my. Sy is baie lief vir haar pa. Sy
- Restlessness, nightmares, sleepwalking, frightening dreams, sleep disorders and reliving the trauma in dreams. Anxiety, frightened, aggression, rage and fears. Jennifer no recollection of sleepwalking. Wants to escape from her bedroom. Walks in her sleep to her brother's bed. Slept in her brother's room as protection against perpetrator. Spoiled Jennifer to cover up the sexual abuse.
- Mother motivates Jennifer to perform academically. Helps Jennifer with her homework. Mathematics and reading challenges. These areas require intense concentration. Concentration disturbances. Drop in academic performance and fluctuating school achievements.
- Withdraws from friends. Fears intimacy, lack social confidence, social isolation and poor peer-group relationships.
- Jennifer still adapting to new family and environment. Experiencing a longing for her bigger room, toys and materialistic objects that she had at foster parent's home.
- Difficulty adapting in her new context. Wants people to visit her at home. Needs companionship and social interaction. Jennifer had to get use to the idea that her mother was not dead. Confusing for Jennifer.
- Open, warm and trusting relationship with

vat kansie met haar pa, want dit is sy enigste dogter en met my vat sy nie kansie nie. As ek vir haar gesê het nee, dan weet sy dit is nee. As sy stout was, dan sê ek vir haar sy was stout en ek straf jou. Dan sê ek jy mag nie swem nie, want sy is baie lief vir swem.

R: Wat doen sy stout? Dat sy gestraf moet word?

M: Sy en haar boetie het baklei. Toe gryp hulle mekaar aan die hare en byt mekaar. Ek het hom en haar gestraf.

R: So u slaan nie aan hulle nie?

M: Nee. Ek het ses kinders en het hulle nog nooit geslaan nie. Hulle almal is al groot. Nog nie getroud nie en hulle bly in die Kaap. Ek en hulle pa is geskei. Ek het nog nooit een van hulle geslaan nie. Ek straf hulle eerder.

R: Dit is al 'n hele rukkie terug. Sien u hulle nog?

M: Ja. My meisie is veertien jaar oud. Sy was laas jaar die April vakansie hier.

R: Weet hulle van Jennifer?

M: Ja. Hulle is baie lief vir Jennifer. Jennifer is lief vir haar sussie. Hulle kom baie goed oor die weg. Wanneer sy met haar boetie en sussie oor die foon gesels kan mens op haar gesiggie sien sy is dood gelukkig.

R: Waarvan hou sy?

M: Barbies, 7de Laan. Hou ook van teken en om games te speel. Sy kry "coaching" by die swembad. Volgende jaar wil sy "gala" swem. By die skool het sy net haar koor, elke Woensdag middag. Sy is mal oor musiek. Sy is baie lief vir sing. Sy wil graag in die tv programme speel.

R: So sy wil 'n aktrise wees?

M: Ja.

R: Sy klink so interessant. Wanneer verjaar sy?

M: November. Ek vergeet so maklik. Jennifer skryf haar sussies se verjaarsdae neer. Haar twee boeties is dood met geboorte. Sy weet sy is nie die enigste een. Sy was eerste. Twee maande te vroeg gebore.

R: Was dit 'n normale swangerskap?

M: Ja. Ek het net vreeslik pyn in my rug gehad. Die ander twee was alreeds dood.

R: Voor ons afsluit wou ek net nog iets geweet het. Het u vroeër baie kontak met Jennifer gehad as haar "tannie"?

M: Die vrou wou nooit die foon vir Jennifer gegee het nie. Ek het pakkies gestuur en geskenkies, maar Jennifer het dit nooit gekry nie. Toe ek haar bel en sê Jennifer gaan nie meer na jou toe nie, kontak die welsyn, toe het Jennifer net 'n sak klere gehad. Toe sê die vrou sy gaan niks terug gee nie. Dit pla Jennifer baie, want sy het 'n cd-speler. Sy sê sy het dit met haar geld gekoop en dit maak haar hartseer.

R: Mis sy haar pleegma?

M: Sy "worry" nie meer oor haar nie. Sy sê reguit ek wil haar nie hê nie. Sy moet wegbly van my af.

parents. Jennifer's mother stricter than her father. Mother responsible for punishment. Jennifer's love for swimming a possible manifestation of her need to cleanse herself with water. Very relaxing.

Sibling rivalry. Physical aggression and rage between Jennifer and her brother. Exposed to physical abuse when they lived with their foster parents.

Jennifer loves her brother and sister. Halfsister four years older than Jennifer. Shares a good relationship with her. Likes to socialise and talk to brother and sister.

Loves music, swimming and singing.

Jennifer responsible. Remembers siblings' birthdays. Jennifer born two months prematurely. One of triplets, but two brothers died at birth. Loss of brothers at a young age.

Jennifer longs for her toys and compact disc player. Sadness as she could not bring belongings with to new home.

Feelings of aggression, defiance, withdrawal, fear, rage, hatred and anger towards foster mother.

R: 'n Mens kan verstaan hoekom. Weet u dalk van enige operasies waarvoor sy gegaan het toe sy by hulle gebly het?

M: Nee. Weet van niks nie.

R: Weet sy jy kom na my toe?

M: Ja. Sy het gisteraand gesê mamma moet onthou jy moet my sekretaresse gaan sien. Toe sê ek dit is nie 'n sekretaresse nie. Toe verduidelik ek die verskil. Sy het verward geraak toe sê sy "whatever", dan is dit seker 'n sielkundige. Ek het die dokter gevra of ek nie na 'n sielkundige kan gaan nie, want dit pla my verskriklik en sy kry nagmerries. Iets hinder haar. Sy het van oom Michael gedroom. Sy sien nogsteeds 'n prentjie. Die vrou het vreeslik begin drink. Maar Jennifer is nou waar sy hoort. Sy is baie gelukkig.

Jennifer's mother feels she needs psychological support as she is emotionally distressed about the sexual abuse. Jennifer has vivid nightmares about the sexual abuse. Relives the trauma during her dreams. Foster mother abuses alcohol. Mother feels Jennifer happier living with them.

R: Ek is bly dat sy nou is waar sy hoort. Die skool klok het gelui en Jennifer wag seker al. U weet waar om my in die hande te kry vir enige andere navrae. Ek behoort Jennifer binnekort te assesser, maar ek sal luitjie gee voor ek haar sien.

Refleksie oor die onderhoud met Jennifer se moeder

Ek het vandag my eerste ontmoeting met Jennifer se moeder gehad. By die skool waar ek my opvoedkundige sielkundige internskap doen, werk ons volgens 'n verwysingsraamwerk. Onderwysers vul vir my verwysingsbriewe in sodra hulle ervaar dat 'n kind in die klas emosioneel of ortodidakties sukkel. Hulle plaas dit dan in my poshokkie. Dit was anders met Jennifer se verwysing. My skoolhoof het my kom sien en gemeld dat ek 'n moeder moet bel in verband met 'n dogter in die skool. Twee dae na hierdie gesprek het Jennifer se moeder by my klas ingestorm en genoem dat sy 'n probleem het en of ons asseblief een of ander tyd 'n afspraak kan maak. Tydens hierdie ontmoeting was ek glad nie bewus van wat die "probleem" was nie. Tydens die invoergesprek was ek nie voorbereid vir wat ek sou hoor nie. Dit was nie net vir Jennifer se moeder 'n uitdagende ervaring om met my te gesels oor die seksuele mishandeling nie, maar om eerlik te wees vir my ook. Haar moeder het in detail met my bespreek oor Jennifer se seksuele mishandeling. Die gesprek het min of meer negentig minute geduur. Ek was emosioneel uitgeput gewees na hierdie gesprek aangesien Jennifer se moeder baie emosionele ondersteuning tydens die gesprek nodig gehad het.

Na die invoergesprek het ek saam met Jennifer se moeder buite toe gestap om Jennifer te ontmoet. Tot my verbasing is dit die pragtige bruin oog dogtertjie wat ek gereeld tydens obserwasies in die skool se klasse raakgesien het. Sy het haar moeder 'n warm drukkie gegee en was sku teenoor my gewees. Ek het egter verstaan hoekom. Dit sou haar dalk langer neem om volwassenes in haar vertrou te neem na die traumatiese gebeurtenis. Ek was na hierdie gesprek en ontmoeting met Jennifer verskriklik moeg gewees. Ek het by die huis met my hondjies gespeel en vriende gebel. Ek het gepoog om nie weer aan die gesprek of Jennifer te dink nie, maar dit het nie gehelp nie. Ek het myself gevind wonder of ek my eerste deelnemer gevind of het sy my gevind? Ek het besef dat ek tydens die studie baie tyd gaan moet neem vir refleksies in my dagboek. Hierdie sal my ondersteun om my eie batterye emosioneel te laai, want ek dink ek gaan baie emosionele energie nodig hê.

Refleksie oor die tweede informele ontmoeting met Jennifer

20 Februarie 2006

Jennifer het vandag onverwags by my kom inloer. Ek het haar alreeds na haar moeder se invoergesprek gevra om een of ander tyd in die week by my 'n draai te kom maak vir 'n briefie wat verduidelik wat 'n sielkundige doen. Dit het haar twee weke geneem om die moed bymekaar te skraap om my te kom sien. Ek het die deur agter haar toe getrek aangesien dit pouse was en ek wou gevolglik nie hê dat die ander kinders net in hardloop terwyl ons bietjie gesels nie. Net na ek die deur toegetrek het, het Jennifer 'n "wilde" uitdrukking op haar gesig gehad. Haar oë het vinnig in die kamer begin rond kyk en sy het dadelik genoem dat haar vriendin net buite die deur vir haar wag. Dit het voorgekom of sy 'n ontsnap roete gesoek het. Ek het dadelik besef dat die trauma nog vars in haar geheue was en dat sy nog baie vreesgevoelens en angs ervaar vir mense wat sy nog nie vertrou of goed ken nie. Ek het dadelik die deur oop gemaak en sy het meer ontspanne gelyk. Ek dink dat ek Jennifer se assesseringssessies so gou as moontlik moet begin. Haar gedrag in my klas was 'n goeie indikasie dat sy emosionele ondersteuning benodig.

Jennifer: Session 1
22 February 2006
A 1: Participant one

R: Baie welkom hier by my. Weet jy wat is my naam?

A 1: Ja. Melanie.

R: Ek weet jy mis vandag 'n bietjie skoolwerk, so ek waardeer dit baie. Ons gaan vandag 'n bietjie lekker gesels en mekaar beter leer ken. Is dit "okay"?

A 1: "Okay".

R: Ons gaan mekaar goed leer ken. As jy honger is of jou kop pyn of as jy toilet toe wil gaan of water wil drink moet jy my net vra "kan ek gaan water drink?" Jy hoef regtig nie daarvoor te stres nie. Alhoewel ons by die skool is, het ek ander reëls. By my kan jy maar toilet toe gaan, eet as jy honger is. Ek en jy gaan vandag net 'n bietjie gesels. Ek wil 'n voller prentjie by jou kry oor wie jy is. Wie is Jennifer? Sodat ek jou kan ondersteun. Weet jy wat is ondersteun? Sodat ek jou kan help om die beste te wees. Sodat jy 'n beter toekoms sal hê. As iets wat met jou gebeur het jou pla dan gesels ons daarvoor. Ek is hier om jou te help om die beste te wees by die skool, by die huis, sodat jy 'n goeie toekoms sal hê. Ons gaan vandag 'n paar dinge doen. Jy gaan vir my 'n beter prentjie gee van wie jy is. Sê vir my van watter musiek hou jy?

A 1: Rock-'n-Roll, Britney Spears.

R: Ek hou ook baie van Britney Spears se musiek. Het jy net een maatjie of het jy baie maatjies?

- ❖ [Jennifer vroetel rond met haar hande in haar skoot.](#)
- ❖ [Kyk rond in die klas na goed op die mure.](#)
- ❖ [Skrik as sy geluide hoor soos die wind by die deur.](#)
- ❖ [Vriendelike glimlaggie.](#)

A 1: Nee. Ek het nog maatjies.

R: Sê vir my hoe gaan dit met jou by die skool?

A 1: Gaan goed.

R: Is jy seker?

A 1: Ja.

R: Hoe leer jy?

A 1: Ek leer vir 'n rukkjie, dan vra my ma my. As ek dit verkeerd het dan moet ek alles weer oor doen.

R: Praat jy? Skryf jy? Teken jy terwyl jy leer?

A 1: Teken maar prentjies.

Jennifer getting used to research environment. Physically agitated behaviour. Visual interest in immediate environment. Frightened by environmental noises. Anxiety. Mistrusts adults. Irrational fears after the sexual abuse.

Distorting the truth based on interview with Jennifer's mother as she said that Jennifer only has one friend. Lack of friends.

Responds with short answers. Withdrawal. Speaks when spoken to. Shyness. Lacks social confidence.

Jennifer's mother plays important role as she helps her with homework and learning.

Visual learner. Right brain dominance. Prefers to

R: Hou jy van jou onderwysers?
A 1: Ja
R: Hoe gaan dit met jou ma-hulle?
A 1: Gaan baie goed.

R: Luister jou ma as jy met haar praat? Gee sy vir jou baie liefde? Jou pa?
A 1: Gaan goed met my pa. Hy sit net gewoonlik voor die tv.

R: Wat is sy naam?
A 1: Frans.
R: Bly jy lekker daar?
A 1: Ja.
R: Dit moet anders daar wees as waar jy voorheen gebly het?
A 1: Ja. Anders as by Bronkhorstspuit.

R: By wie het jy gebly?
A 1: By my tannie. My pa sê broer se vrou.
R: Wat is jou tannie se naam?
A 1: Tannie Hestie.
R: Haar van?
A 1: Pieterse.
R: Wie is van Aswegen?
A 1: 'n Ander Jennifer in my klas.
R: So jou regte pa se van is Pieterse en jou ma se van is ook Pieterse en tannie Hestie se van is Pieterse.
A 1: Ja.
R: Wie het nog by julle gebly toe julle in Bronkhorstspuit gebly het?
A 1: Tannie Hestie se vriend.
R: Was sy getroud gewees?
A 1: Ja, maar my oom dood aan asma.
R: Het hy gerook?
A 1: Nee. Hy het 'n vuur dood geslaan. Hy was allergies vir vuur. Kry toe asma aanval. Gaan toe dood.
R: Hoe lank terug was dit?
A 1: Nege jaar terug.
R: Hoe oud was jy?
A 1: Ek was een jaar oud.

R: Jy is nou tien?
A 1: Ja.
R: Wat was sy naam?
A 1: Tinus.
R: Nou dat jy by jou mamma bly, as jy iets doen wat jy nie mag nie, byvoorbeeld jy het gaan swem, maar jy mag nie eintlik nie, wat is jou straf?
A 1: Mag nie vir twee weke swem nie.

be creative.

Participating passively. Provides short answers.

Avoids the question. Passive participation during verbal interview. Less involvement from Jennifer's father.

Passive participation. Responds with short answers. Withdraws from the situation by only speaking when spoken to. Provides limited information. Depression. Shyness. Lack social confidence. Adapting to research environment.

Loss of her foster father at a young age.

Distorting the truth as foster father died two years ago. Confused.

R:	Luister jy?	
A 1:	<u>Ja.</u>	Obedient. Not rebellious and defiant.
R:	Wat doen jy naskool?	
A 1:	Doen eerste my huiswerk, <u>dan swem.</u>	Jennifer loves swimming. Escapism, a need to cleanse herself, to cool down and to relax.
R:	Wat doen jy as dit koud is?	
A 1:	<u>Speel met my hond, Cindy.</u>	Wants to be loved and accepted unconditionally. Enjoys playing with her dog.
R:	Watse graad is jy?	
A 1:	Graad 5.	
R:	Mis jy jou vorige skool?	
A 1:	<u>Nee.</u>	Avoids verbal questions regarding her past life by providing closed and short answers. Denial.
R:	Wat was die skool se naam?	
A 1:	Laerskool Balmoral.	
R:	Jou maats in Balmoral?	
A 1:	<u>Lara was die een se naam. Annecke, Cindy.</u>	Jennifer had more than one friend in her previous school.
R:	Mis jy jou maatjies?	
A 1:	<u>Nee.</u>	Jennifer withdraws from her past life where the sexual abuse took place. Isolates and withdraws herself from her friends in her previous school. Suppresses feelings she has towards people she knew when she lived with her foster parents.
R:	En tannie Hestie? Praat jy nog met haar?	
A 1:	<u>Nee. Die welsyn het gesê ek mag nie meer met haar gesels nie.</u>	No contact between Jennifer and her foster parents.
R:	Hoekom?	
A 1:	Ek het my ma vertel wat doen <u>hulle</u> . Toe bel my ma die welsyn. Toe sê die welsyn ek mag nie meer met haar praat nie.	Jennifer told her mother what <u>they</u> did and not what her foster mother did.
R:	Bly jy nou permanent by jou ma? Verkies jy dit so?	
A 1:	<u>Ja.</u>	
R:	Wil jy terug gaan?	
A 1:	<u>Nee.</u>	Jennifer prefers living with her biological parents as she is happy with them and sexual abuse stopped.
R:	Wat het hulle gedoen dat die welsyn gesê het julle mag nie meer met haar praat nie?	
A 1:	<u>As my boetie die vakansie daar was, het die ou wat by my tannie gebly het hom geslaan, dat hy twee blou oë het.</u>	Jennifer feels too scared and shy to discuss the sexual abuse. Physical abuse intensified Jennifer's anxiety, anger, fear and mistrust towards perpetrator.
R:	Wat het jy gedoen?	
A 1:	<u>Ek het weggehardloop.</u>	Escapism, anxiety, withdrawal, helplessness, frightened and powerlessness.
R:	Het jy gesien toe dit gebeur het?	
A 1:	<u>Ja.</u>	Exposure to physical violence intensified Jennifer's

R:	Baklei jou ma en pa ook by die huis?	psychological distress.
A 1:	Nee.	
R:	As jy enige drie wense kan kry wat sal dit wees?	
A 1:	1) <u>Ek gaan al my goed terug kry byvoorbeeld cd speller.</u>	Jennifer longs for her materialistic belongings and misses her dog. Jennifer experiences mathematics as challenging. Concentration disturbances.
	2) <u>My ou hond, Candy. Sy is so groot soos 'n tafel. "Douberman" hond.</u>	
	3) <u>Beter wees in wiskunde.</u>	
R:	Het jou hond jou beskerm?	
	❖ <u>Kyk rond in klas terwyl ek notas skryf.</u>	Jennifer displays an interest in her immediate environment.
	❖ <u>Kyk waar my oë gaan.</u>	
A 1:	<u>Ja.</u>	Needs support and protection.
R:	As jy moet terug dink oor die afgelope vier jaar, wat was die lekkerste ding wat jy al gedoen het?	
A 1:	<u>Eerste verjaarsdag partytjie.</u>	Distorting the truth. Avoids thinking about the most recent years when the sexual abuse took place. Because she was being sexually abused she didn't experience joy while participating in everyday activities. Depression. Sadness.
R:	Wat het julle gedoen?	
A 1:	<u>Ons het gaan swem. Toe Wimpy toe gegaan. Volgende dag "sleepover party" by my maatjie gehou.</u>	Distortions of the truth. Fantasising about social interactions with peer-group. Escapism. Experiences a need to cleanse herself. Displays a need for social interaction, peer-group activities and companionship.
R:	<u>Wat is die slegste ding?</u>	
A 1:	<u>By ou skool ander meisie my met hokkie stok geslaan.</u>	
R:	Hoekom?	
A 1:	<u>Dit was 'n ongeluk. Ons altwee het vir die bal gehardloop.</u>	No mention of the sexual abuse. Avoidance and denial.
R:	Hoe oud was jy toe julle by tannie Hestie gebly het?	
A 1:	Twee maande oud.	
R:	Vakansies het jou ma ooit daar gaan kuier of het jy hierheen gekom?	
A 1:	<u>Nee.</u>	Jennifer had limited contact with her biological parents.
R:	Nou, oor die algemeen is jy gelukkig of ongelukkig?	
A 1:	<u>Gelukkig.</u>	Happy with her biological parents. Avoidance. Realises that if she said unhappy, she would have to explain why.
R:	Daar, dankie dat jy al my vrae beantwoord het. Ek waardeer dit. Ons gaan nou ietsie lekker doen. Het jy geweet dat ons almal bly eintlik in 'n eier? Rondom jou is daar 'n eier. So jy bly eintlik in 'n eier. Het jy dit nie geweet nie?	
A 1:	Nee.	
R:	Ek wil nou hê jy moet vir my op hierdie prentjies in enige kleur kryt die nommers volg. Jy het dit seker al van te vore gedoen, so jy weet hoe om dit te doen. Begin by 1, 2, 3 en 4, en teken om die koek en die meisie se kop tot	

<p>A 1:</p>	<p>jy klaar is sodat ek jou verder kan verduidelik van die eier rondom jou. "Okay" klaar. Wil jy dit inkleur? Met kleur kryt?</p>	
	<ul style="list-style-type: none"> ❖ <u>Vat potlood naaste aan haar, donker blou, maar omring koek met groen potlood.</u> ❖ <u>Druk nogal hard op papier.</u> 	<p>Tension.</p>
<p>R:</p>	<p>Dit wat jy nou inkleur is amper soos hierdie meisie se persoonlike spasie. Dit is eintlik haar eiertjie rondom haar wat jy nou inkleur en dit is persoonlike spasie. <u>Jy kleur mooi in.</u></p>	
	<ul style="list-style-type: none"> ❖ <u>Lig prent op, kyk daarna en reageer nie op kompliment nie.</u> ❖ <u>Kleur koek, meisie se gesig en hoed in.</u> ❖ <u>Vat blou en sit die kleur terug.</u> ❖ <u>Jennifer vat 'n ander blou.</u> ❖ <u>Kleur hare geel in.</u> ❖ <u>Ek gee vir haar genoeg tyd.</u> ❖ <u>Gebruik 'n verskeidenheid kleure</u> ❖ <u>Beweeg onderlip terwyl inkleur.</u> ❖ <u>Sodra klaar sê niks.</u> ❖ <u>Wag vir my om iets te sê.</u> ❖ <u>Gebruik blou, rooi, groen en geel.</u> 	<p>Jennifer displays no reaction when she receives a compliment. Depression.</p> <p>Jennifer gains more confidence and chooses a variety of colours.</p>
	<p>Nou, wat ek hier probeer wys het is soos ek nou-nou gesê het. Ons almal bly in 'n eier. Dit is ook ons persoonlike spasie. Net soos die meisie wat 'n eier om haar het, dit is haar persoonlike spasie. Dit is ook haar grense. So jou grense is jou eier of jou persoonlike spasie. Ek sê jou wat. As iemand te na aan my liggaam kom dan oortree hulle my eier. Dan breek hulle my eier op. Hulle kom in my grense of hulle oortree my persoonlike spasie. "Okay". Wys gou vir my met jou arms op jou lyfie waar is jou persoonlike grense, as iemand naby aan jou kom. "Okay". Is dit reg rondom jou liggaam?</p>	
<p>A 1:</p>	<p>Ja.</p>	
<p>R:</p>	<p>Verstaan jy? <u>Niemand mag naby dit kom nie. Nou alle mense het hierdie persoonlike spasie, wat hulle laat veilig voel. Niemand mag in jou persoonlike spasie of eiertjie wees nie. As iemand jou slaan, dan gaan hulle in jou persoonlike spasie in of as iemand aan my privaatdele vat dan gaan hulle mos in my persoonlike spasie in? Dan moet jy sê stop, want hulle is in jou persoonlike spasie of as iemand op jou skree gaan hulle ook eintlik in jou persoonlike spasie in, want hulle skree op jou. Dan gaan hulle ook mos in jou eiertjie in of as iemand jou ignoreer, wanneer hulle nie met jou praat nie, maak of jy nie daar is nie, dan gaan hulle ook eintlik in jou grense in. Nou partykeer dink mense as hulle jou seer maak of as hulle jou slaan, as hulle hard raak aan jou of wat ookal dan oortree hulle nie jou persoonlike spasie nie. Hulle dink hulle breek nie jou eiertjie nie. Onthou net as hulle jou seer maak of oral aan jou vat dan oortree hulle jou persoonlike spasie en breek jou eiertjie. Dit kan ook wees as iemand vir jou iets lelik sê</u></p>	<p>Activity provided an opportunity for therapeutic intervention.</p>

byvoorbeeld as hulle jou vloek dan oortree hulle ook jou persoonlike spasie, jou grense. Jou grense is eintlik “invisible”, want niemand kan dit sien nie, maar jy weet dit is daar. Dit laat jou veilig voel. As iemand in die straat afloop en hy stamp aan jou gaan hulle in jou eiertjie of persoonlike spasie in?

A 1: Ja.

Jennifer understood what was meant with boundaries and personal space.

R: En as iemand op jou skree en hulle maak jou huil, oortree hulle ook jou persoonlike spasie?

A 1: Ja.

R: Ja. Sê gou vir my as iemand hier in stap soos jou ma of ek en hulle gee vir jou 'n lekker drukkie, en hulle maak jou nie onveilig voel nie of ongemaklik voel nie oortree hulle nog steeds jou persoonlike spasie of jou eier?

A 1: Nee.

Jennifer indicated that she understood personal space, “eggs” and boundaries.

R: Nee, want jy voel gemaklik en jy gee vir hulle toestemming. As hulle vir jou 'n goeie drukkie gee dan oortree hulle nie jou persoonlike spasie nie. Is daar iemand in jou lewe wat jou spasie oortee het? Wat vir my lekker is, as dit byvoorbeeld my boetie is wat vir my 'n drukkie gee of my ma of my “boyfriend”. Is daar mense in jou lewe wat vir jou lekker drukkie gee? Wat jou spasie oortree, maar vir wie jy toestemming gee, is daar?

A 1: My broer, ma en pa.

Feels comfortable when her mother, father and brother displays affection towards her.

R: Is daar iemand wat jou eiertjie binne getree het of wat jou seer gemaak het sonder jou toestemming?

A 1: Ja, soos tannie Hestie as ek by die huis gekom het, sê sy ek het by 'n ander vrou gaan kuier, want ek ry by haar perd. Die dag het ek by die huis gekom toe roep sy my en gee my 'n pakslae, maar ek het niks gedoen nie.

Jennifer verbally expresses herself better during the boundaries and egg technique.

R: Het jy gevra hoekom?

A 1: Nee, want sy het 'n ander seun wat saam met my perd ry met 'n besem geslaan.

Jennifer's foster parents used corporal punishment.

R: Wat doen jy toe?

A 1: Ek het maar net weg gehol na ander maats toe.

Escapism and withdrawal. Escapes to her friends for safety.

R: Was daar nog iemand wat jou eiertjie gebreek het sonder jou toestemming?

A 1: Nee.

Jennifer too shy and scared to talk about the sexual abuse. Avoids talking about the perpetrator.

R: Kan ek hierdie een vir my boek hou? Dit is so mooi.

❖ Jennifer nods her head.

Refleksie oor sessie 1

Ek het vandag my data begin insamel. Dit was vir my 'n "scary" ervaring aangesien ek nie een honderd persent seker was of ek die data insameling reg doen nie. Ek dink dit is maar net onsekerheid aangesien ek alles gedoen het soos ek voorgestel het in hoofstuk drie van my skripsie. Dit was vir my lekker om Jennifer beter te leer ken. Dit is vir my as 'n intern opvoedkundige sielkundige 'n nuwe en opwindende ervaring om suiwer net te fokus op een benadering naamlik Gestalt terapie en spesifiek in te "zoom" op Jennifer se emosionele funksionering aangesien ek as 'n opvoedkundige sielkundige in opleiding ook baie ortodidakties te werk gaan en dikwels ook op beroepsoriëntering fokus.

Ek onthou toe ek my navorsingsvoorstel moes "defend". Iemand het vir my gevra of my rolle nie dalk as intern sielkundige en navorser by die skool met mekaar sal inmeng nie. Ek dink en reflekteer gereeld oor hierdie vraag en ek het besef dat my werk as 'n intern opvoedkundige sielkundige en as 'n navorser voordele en nadele daaraan verbonde het. Een uitdaging is dat ek myself gereeld moet herinner dat wanneer ek met Jennifer werk, ons dit vir navorsingsdoeleindes doen. Dit is egter ook wonderlik en voordelig om by haar skool te wees aangesien ek nabye kontak met haar onderwysers en maats het. Ek verkry dus baie interne inligting wat my ondersteun om die volgende sessies te beplan. Ek sien uit na my en Jennifer se volgende sessie saam.

Jennifer: Session 2
2 March 2006

R:	Vandag gaan ons die huis waar jy voorheen gebly het en jou nuwe huis waar jy nou bly teken. Watter kleure gaan jy gebruik om die vorige huis te teken?	
A 1:	<u>Rooi.</u>	A need for love from an important person in her life. Aggression, anger, rage and hate.
R:	Kom ons teken eers die huis waar jy nou bly. Hoe kan ons dit teken? Reguit of rond?	
A 1:	Rond.	
R:	Ronde huis. Moet ek dit doen of kan jy dit doen?	
A 1:	<u>Ek kan dit doen.</u>	Jennifer participates actively. Change of meaning as Jennifer more onfidence and feelings of adequacy.
R:	Jy moet groot teken. Gebruik die hele plakkaat. Voordat jy die kamers kan teken, teken jy eers die dak. Dan eers al die kamers in die huis.	
	<ul style="list-style-type: none"> ❖ Jennifer teken elf vertrekke in haar moeder se huis. ❖ Dit sluit haar kamer, 'n kombuis, 'n kamer met 'n stort, 'n televisie kamer, haar ouers se kamer, 'n wasgoedkamer, 'n speelkamer, 'n kombuis, 'n badkamer, haar broer se kamer en 'n gereedskap kamer in. 	
A 1:	Ja.	
R:	Tekn nou tannie Hestie se huis aan hierdie kant. Is dit 'n dubbel verdieping of een verdieping?	
A 1:	Dit is een verdieping.	
R:	<p>"Okay", teken die twee blokkies en die dak, maar groot.</p> <ul style="list-style-type: none"> ❖ Ma se huis rooi. ❖ Pleegouers se huis blou. 	
	<p>Teken nou al die vertrekke in tannie Hestie se huis.</p> <ul style="list-style-type: none"> ❖ Jennifer teken agt vertrekke. ❖ Dit sluit 'n kombuis, Jennifer se kamer, 'n badkamer, 'n stoorkamer, 'n sitkamer, haar pleegouers se kamer en haar pleegmoeder se seun se kamer in. 	
	<p>Ek kan nie teken om my lewe te red nie. Al sê iemand vir my hulle gee vir my al die lekkers in die wêreld as ek vir hulle 'n regte huis teken. Ek sal dan definitief al die lekkers verloor.</p> <ul style="list-style-type: none"> ❖ <u>Jennifer lag.</u> 	Displaying joy and happiness.
A 1:	<u>Ek kan nie teken nie.</u>	Feelings of inadequacy regarding her drawing skills.
R:	Jy teken baie beter as ek. Nou gaan ek en jy, ons gaan nou met klei al die mense maak wat in jou lewe was en is. Ons gaan hulle met klei maak. So ons maak die mense	

<p>A 1:</p>	<p>vir wie jy lief is, maar ook die mense wat jou pla. Is dit reg so met jou? Ek het 'n klomp verskillende kleure klei saam gebring. Rooi, wit, geel, blou en groen. Ons gaan al hierdie klei gebruik. Weet jy as jy blou en geel meng kry jy groen? As jy rooi en blou meng kry jy pers. As jy geel en rooi meng kry jy oranje en as jy blou, geel en rooi meng kry jy "meroon". Jy kan die klei meng net soos jy wil.</p>	
<p>❖</p>	<p><u>Jennifer maak eerste mense in haar moeder se huis.</u></p>	<p>Jennifer starts the activity with the important people in her life.</p>
	<p>Ek gaan my vissies ook maak. Ek maak my pa eerste. Hy gaan pienk wees.</p>	
<p>❖</p>	<p><u>Jennifer se vader het twee rooi oë, donker blou mond en swart neus.</u></p>	
	<p>My ma is "meroon".</p>	
<p>❖</p>	<p><u>Jennifer se moeder het 'n donker blou gesig, wit oë, pienk neus, rooi mond, geel nek, blou bo lyf, groen arms en "meroon" bene.</u></p>	<p>Jennifer displays more creativity and the use of colour. Change of meaning as she displays confidence and experience with different colours. Anxious, frightened and fear.</p>
<p>❖</p>	<p><u>Jennifer kyk baie rondom haar, veral as sy geluide hoor.</u></p>	
	<p>Ek maak nou my boetie, my ma noem hom seun.</p>	
<p>❖</p>	<p><u>Jennifer se broer het 'n rooi kop, wit oë, groen mond, donker blou lyf, geel arms, blou bene.</u></p>	
<p>❖</p>	<p><u>Ruk dadelik om as iemand by die deur klop en inkom.</u></p>	
<p>❖</p>	<p><u>Verhoogde skrikrespons.</u></p>	<p>Frightened, anxious and fear. Jennifer is in an altered state during her participation in activities.</p>
<p>❖</p>	<p><u>Konsentreer hard.</u></p>	
<p>❖</p>	<p><u>Ernstige, maar ontspanne uitdrukking op haar gesig.</u></p>	
<p>❖</p>	<p>Baie kreatief met verskillende kleure.</p>	
<p>❖</p>	<p>Sê nie vir my sy is klaar nie.</p>	
<p>R:</p>	<p>Ek "love" dit hoor as ons saam is. Dit is vir my so lekker. O, dit is 'n mooi kleur. Jy moet hulle name op sit, want anders ek gaan vergeet. So watter vertrek is hierdie?</p>	
<p>❖</p>	<p><u>Jennifer verduidelik weer kamers en ek skryf watter vertrek dit is op die toepaslike plek neer.</u></p>	
<p>R:</p>	<p>Dink gou vir my wat is rondom jou huis? 'n Swembad? 'n Rugbyveld? 'n Skool? 'n Polisiestasie? 'n Winkel?</p>	
<p>A 1:</p>	<p><u>Daar is 'n "garage", 'n kerk, 'n swembad en 'n polisie.</u></p>	<p>Jennifer participating more actively by providing rich and detailed information.</p>
<p>R:</p>	<p>"Okay". Teken dit vir my. Is daar 'n pakeerarea?</p>	
<p>A 1:</p>	<p>Agter die swembad.</p>	
<p>R:</p>	<p>Kyk gou weer hierna. Is daar enige iets wat jy wil verander?</p>	
<p>A 1:</p>	<p>Nee.</p>	
<p>R:</p>	<p>Is jy gelukkig met dit?</p>	
<p>A 1:</p>	<p>Ja.</p>	
<p>R:</p>	<p>Is daar enige mense wat jy wil byvoeg?</p>	
<p>A 1:</p>	<p><u>Daar is mense wat agter ons bly. Hulle bly ook by die swembad, in 'n houthuis.</u></p>	<p>Jennifer provides detailed information. Drawing and being creative encourages Jennifer to participate actively.</p>

R: Wat is hulle name?
 A 1: Pieter. Ek ken net die ou se naam.
 R: Wie bly almal by hom?
 A 1: Sy vrou, seun en bediende.
 R: Nou wil ek hê ons moet gou-gou teken. Wat is hier in jou kamer?
 A 1: My bed.
 R: Waar is jou bed?
 A 1: Hierso.
 R: Teken dit gou.
 A 1: My bed en my kas.
 R: Wat is alles in die kombuis?
 A 1: My ma se stoof en kombuiskas. Moet ek alles teken wat ek onthou?

R: Is hierdie die mikrogolf?
 A 1: My ma se mikrogolf is in haar kamer.
 R: So hierdie is die tafel, die kas en yskas. Hierdie is die badkamer? Wat is alles hier? Teken dit vir my.
 A 1: Wasbak, kas met handdoeke en stort.
 R: Dit is oulik. Wat is in die tv kamer? 'n Tv?
 A 1: Ja.
 R: Waar sit julle as julle tv kyk of staan julle?
 A 1: Ons sit.
 R: Op wat?
 A 1: 'n Groot bank.
 R: "Okay". Nou jou ma se kamer.
 A 1: Haar bed. Haar kas met klere.
 R: Wat is hier in jou ma se kamer?

❖ Jennifer lag.

R: Wat is hierdie?
 A 1: 'n Kassie en bo-op die kassie is my ma se badgoed.
 R: Hierdie?
 A 1: Wasmasjien. Tafel.
 R: Wat is in die speelkamer? Is daar speelgoed?
 A 1: Boetie se karretjies, al my poppe, my pophuis.

R: In die "toolkamer"?
 A 1: My pa se "tools" en goed.
 R: En jou boetie se kamer?
 A 1: Sy kas en bed.
 R: Nou wil ek hê jy moet vir my sê wie slaap waar. Waar slaap jou pa? Waar slaap jou ma?
 A 1: Op hulle bed.
 R: Slaap hulle langs mekaar?
 A 1: Ja.
 R: Waar slaap Cindy, jou hondjie?
 A 1: In my kamer op my bed.

R: En jou boetie?
 A 1: In sy kamer.

The use of clay and drawings encourages Jennifer to participate actively. Change of meaning as Jennifer displays more confidence in her drawing and verbal skills.

Activity provides information about Jennifer's home.
 Displaying joy and happiness.

Jennifer enjoys playing with her toys. Jennifer has a need for escapism and age appropriate play.

Jennifer experiences a need to be accepted unconditionally and for companionship.

R:	Waar slaap die vissies?	
A 1:	<u>In my kamer.</u>	Jennifer likes the company of her dog and fish.
R:	Wie maak jou in die oggend wakker?	
A 1:	<u>My ma.</u>	Jennifer's mother plays an important role in her life.
R:	Hoe maak sy jou wakker?	
A 1:	Sy skree op my, Jennifer word wakker.	
R:	Waar is sy?	
A 1:	Sy staan in my kamer en as ek nie wil wakker word nie gooi sy my nat met water.	
R:	Wat doen jou pa as jy nie wil wakker word nie?	
A 1:	My pa maak my nie wakker nie.	
R:	Nadat jy wakker geword het, wat doen jy?	
A 1:	Dan gaan swem ek.	
R:	Jy het nog nie jou bed op gemaak nie, hoekom?	
	❖ <u>Jennifer lag.</u>	Displaying joy and happiness. Sense of humor.
	Jy het vergeet om 'n klei figuur vir jou te maak.	
	❖ <u>Maak vir haarself 'n rooi kop, blou oë, wit neus, geel mond, rooi lyf, geel arms en bene.</u>	
R:	Wat doen jy nog nadat jy opgestaan het?	
A 1:	<u>Ek gaan stort. Dan trek ek my skoolklere aan. Dan eet ek my pap. Dan kam ek my hare en maak dit vas. Dan eet ek 'n appel en piesang en dan borsel ek my tande.</u>	Jennifer enjoys activity. Provides detailed information and participates actively.
R:	As jy nou in die stort is en iemand wil vinnig inkom soos jou ma. Wat doen jy?	
A 1:	<u>Sy klop eers. Dan sê ek vir haar sy kan wag, want ek is besig om te stort.</u>	Jennifer feels shy when naked in the shower. She doesn't feel comfortable being naked in front of her mother.
R:	Wat sê sy?	
A 1:	Sy wil net gou toilet toe gaan. My gordyntjie is toegetrek.	
R:	En as jou pa inkom terwyl jy stort? Wat doen jy?	
A 1:	Ek sê pa kan nie inkom nie.	
R:	Klop hy?	
A 1:	Ja.	
R:	Kom hy in?	
A 1:	<u>Ja, want die gordyntjie is altyd toe.</u>	Jennifer's parents do not respect her privacy during bathtime.
R:	Wat sien jy as jou ma gou toilet toe gaan en as jou pa inkom?	
A 1:	Ek sien niks nie.	
R:	Jy eet pap. Wie maak jou pap?	
A 1:	<u>Ek maak dit self.</u>	Independent during everyday activities and routines.
R:	Watse pap maak jy?	
A 1:	"Weatbix". Vanoggend het ek 'n broodjie met "mince" geëet, want die melk was suur.	
R:	En as daar nie melk is nie en daar is nie broodjie nie? Wat eet jy dan?	
A 1:	Dan gee my ma vir my geld om vir my 'n "pie" te koop.	

❖ Speel met pa klei figuur.

R: Wie trek jou aan?

A 1: Ek trek myself aan.

Independent during everyday activities and routines.

R: Wie bring jou skool toe?

A 1: My pa bring my met die kar.

R: Watse kar?

A 1: "Beetle".

R: Wat eet jy "pouse" by die skool?

A 1: 'n Broodjie met "mince" op.

R: Wat sal gebeur as jy jou kos by die huis vergeet?

A 1: Ek weet nie.

R: Wat sal dan gebeur?

A 1: Ek vra vir my maatjie vir 'n broodjie.

R: Hoe kom jy by die huis?

A 1: My ma kom haal my partykeer of my pa. My ma kan die ry nie.

R: Wat maak julle as jou ma jou kom haal?

A 1: Ons loop.

R: Hoe lank?

A 1: So halfuur.

R: Waar gaan jy na skool?

A 1: Ons gaan dadelik terug huis toe. Dan gaan ek na my ma hulle se werk toe.

R: Eet jy eers middag ete by die huis?

A 1: Nee, kry iets by my ma se werk. Ons koop iets by die "kiosk".

R: Wie kyk agter jou in die middag?

A 1: My ma en pa.

R: Wat doen jy die hele middag?

A 1: As dit "gala" is dan help ek hulle. Ek speel met myself en die bal.

Jennifer's daily movements, activities and routines.

R: Waar is Cindy?

A 1: Cindy is in die houthuis. Partykeer speel sy saam met my op die gras.

Jennifer has contact with her mother, father and dog after school. Displays a need for age appropriate play, companionship and friends.

R: Waarvan hou jy as jy daar is?

A 1: As my ma hulle 'n "tip" kry, dan kry ek dit.

R: Wat maak jy met die geld?

A 1: Ek hou dit. Spaar dit.

R: Wil jy iets daarmee koop?

A 1: Ja. 'n Visstok.

R: Waar gaan jy vis vang?

A 1: Ons gaan elke naweek na my tannie-hulle toe daar op die plot in Pretoria. Dan kan ek lekker visvang. Partykeer swem ons daar.

Jennifer displays a need to relax and escape daily routines and work.

R: Wie bly almal daar?

A 1: My niggie, my tannie se skoonpa, my tannie se twee broers. Hulle altwee is getroud en het elkeen 'n kind.

A need for companionship, age appropriate play and social interaction with other children.

R: Wat hou jy glad nie van nie as jy by jou ma se werk is?

A 1: As ek nie kan gaan swem nie.

R: Wat doen julle almal as julle by die huis is in die aande?

<p>A 1: Ons kyk tv en my ma maak kos. R: Wat is jou gunsteling program? A 1: <u>7 de Laan.</u></p>	<p>Escapism.</p>
<p>R: Jy weet party fliks het 'n ouderdomsbepierking? Wat doen jy dan? Wat sê jou ma hulle? A 1: <u>Ek mag dit nie kyk nie. Dan gaan speel ek in die speelgoedkamer.</u></p>	<p>Mother restricts television programmes. Jennifer likes to play with her toys and to participate in age appropriate play. Obedient.</p>
<p>R: Wie sit jou in die bed? A 1: My ma hulle sê ek moet gaan slaap dan gaan slaap ek maar. R: En as jy wakker word in die nag? A 1: Dan gaan ek badkamer toe en drink water. R: Kry jy party maal nagmerries? A 1: <u>Nee.</u> ❖ Smile.</p>	<p>Jennifer is distorting the truth as she is too scared and shy to discuss the detail of the nightmares.</p>
<p>R: <u>Wat doen jy as jy bang is?</u> A 1: <u>Ek gaan maak my ma wakker en dan gee my ma my 'n kopseerpilletjie.</u></p>	<p>Jennifer scared. Feels comfortable to go to her mother for help when she feels scared.</p>
<p>R: Kry julle iemand anders wat daar kom kuier? A 1: <u>Niemand kom kuier nie, slaap oor nie.</u></p>	<p>Displaying a need for social interaction with people other than her parents.</p>
<p>R: <u>Weet jy wat beteken dit om veilig te voel en onveilig te voel? As jy onveilig voel dan voel jy ongemaklik en bang, en jy wil hê die persoon moet weg van jou af kom. As jy veilig voel dan is jy glad nie bang nie. Jy voel gemaklik en hou daarvan as die ander persoon by jou is. Ek wil hê jy moet vir my met groen al die kamers merk in jou ma se huis waar jy veilig voel.</u> ❖ Gemerkte kamers in groen: Jennifer se kamer, televisie kamer, speelkamer en wasgoedkamer. Merk nou al die plekke waar jy onveilig voel met rooi. ❖ Gemerkte kamers in rooi: badkamer, kombuis, broer se kamer en ouers se kamer.</p>	<p>Places where Jennifer feels secure but also places and situations where she feels threatened.</p>
<p>A 1: <u>As ek in die aande toilet toe gaan en ek gaan sit op die toilet wil ek nie die toilet trek nie, want dit is te "freaky" en dit voel of iemand daar binne rondloop. Daar is muise. As ek dit hoor skrik ek my boeglam. Partykeer slaap ek in my broer se kamer, dan hoor ek al die muise. Dan weet jy nie wat aan die gang is nie, rondom jou nie. Sien klomp wit goed daar hang in sy kamer. Lyk soos spoke. My ma se kamer is naby die uitgang van ons huis. Bang iemand breek die deur.</u></p>	<p>Anxiety, mistrust adults, helplessness, frightened, false expectations appearing real, confusion, powerlessness, fears, distortions and restlessness.</p>
<p>R: Wat doen hulle as hulle inkom? A 1: <u>Ontvoer my.</u></p>	<p>Anxiety, mistrust adults, helplessness, frightened, false expectations appearing real, confusion, powerlessness and fears. Distortions of reality. Jennifer is scared that the perpetrator</p>

R: Waarheen vat hulle jou?
 A 1: Ek weet nie.

will kidnap her.

Foster parents home

R: Is jy nog “okay”?
 A 1: Ja.
 R: Nou gaan ons bietjie na die ander huis kyk.
 A 1: Ek kan nie meer alles onthou wat daarin was nie. Net my kamer en badkamer. Ek het net ‘n klein stuk kamer gehad. Ek wil net gou toilet toe gaan.

❖ Na Jennifer van die toilet afkom, begin sy klei figure maak van almal wat in haar pleegouers se huis gewoon het.
 ❖ Staan op terwyl klei bou.

A 1: Laat ek weer bietjie meng. My klas het nou tegnologie vir twee periodes, dan is dit pouse. Dan het ons... Staan op en haal rooster uit. Dan het ons Engels. Ons het Tegnologie by die hoof. Dit lyk nou na “funny kleur”.

❖ Beplan nie watter kleure sy wil gebruik nie.
 ❖ Jennifer meng net kleure, eksperimenteer en sien met watter kleure sy opeindig.
 ❖ Rol klei hard in haar vuisies.
 ❖ Staan op en kyk uit venster.

Ek kan my klas uit die venster uit sien. Ek maak eerste my hondjie.

❖ Meng rooi en blou, sit bene op sitplek, beweeg baie rond, staan op en kyk rond.

Waar kry tannie al die speelgoed?

❖ Meng groot stuk klei.

Ek het ook voorheen fiets gehad en baie speelgoed. Ek wil my hondjie terug hê. Iemand het geadverteer in die koerant, vir R1000.00. Ek het gespaar, gespaar hond gekoop. Geld oorgebly, want ou afslag gegee. Betaal toe net R800. Ek het R200 oor gehad en koop fiets. My hondjie hierdie jaar 3 jaar oud. Hierdie gaan ‘n ligte pers wees. Juffrou Smit gee nou engels. Ek kry sosiale wetenskappe en wiskunde by Juffrou Nel. Juffrou Lautenbach gee musiek en engels.

❖ Vat baie lank om kleure te meng.
 ❖ Praat baie.

In die middag loop ek verby tannie se klas dan sien ek hoe speel kinders met speelgoed. Ek weet as jy al die kleure meng, maak swart. Groen en wit maak blou. Geel en wit maak oranje.

❖ Vat rooi klei, maak eerste haar hond Candy.

Avoids discussing foster parents home and sexual abuse. Suppressing memories regarding the sexual abuse. Thinking about her foster parent’s home makes her feel anxious and restless as she tries to avoid the activity. Escapism.

Internal concentration disturbances. No concentration disturbances while creating clay figures for biological parents home. Avoids activity. Physically agitated behaviour.

Aggression. No signs of aggression and frustration during the creation of the previous clay figures. Internal concentration disturbances.

Physically agitated behaviour.

Displays a need for companionship, unconditional love and acceptance. Misses her dog. Avoids creating foster mother and perpetrator. Responsible with saving money. Internal concentration disturbances.

Jennifer mentions the colour black for the first time. Aggression and a dislike of the perpetrator.

Ek het voorheen 'n ander hond gehad, maar hy het my van bed afgeskop. Daar is Candy. Ek gaan nou ons ou bediende Martha maak.

- ❖ Marna het pienk kop, rooi oë, wit neus, pers mond en rooi hare.

Sy het woonstel agter gehad. Ons het ook hoenders, ganse en makoue gehad. Marna het al ons geheime gehou. Ek en my boetie het mekaar met hoendereiers gegooi.

- ❖ Jennifer trek haar mond styf terwyl sy oom Michael se bene en arms maak.
- ❖ Jennifer se oë raak ernstig en sy vryf die klei hard.
- ❖ Begin dadelik met groen bene en arms.
- ❖ Hierdie klei figuur word anders benader aangesien sy met die ander figure by hulle kop en gesig begin het.
- ❖ Sy maak die nuwe figuur se kop en liggaam apart.
- ❖ Sy praat glad nie gedurende die proses soos met die skepping van die ander klei figure nie.
- ❖ Maak pienk oë en pers mond.

Hierdie is oom Michael. Hy gaan hierdie jaar 54 jaar oud wees. Sy naam is eintlik Frik, niemand hom dit genoem nie. Ek gaan nou tannie Hestie maak.

- ❖ Jennifer maak eerste haar kop, dan haar nek met groen arms en bene.
- ❖ Die res van tannie Hestie se liggaam is "beige".
- ❖ Jennifer teken nog 'n badkamer in pleegouers se kamer.

R: Wie maak jou in die oggend wakker?

A 1: Die wekker het my in die oggend wakker gemaak of Candy het op my bed gespring.

R: Wat doen jy na jy wakker geword het?

A 1: Ek het aangetrek, pap gemaak, hare gekam, bure toe gestap en gewag vir die bus. Ek het 15 minute met bus gery. Ander maats ook op bus geklim. Ek klim eerste op, dan tel ons ander kinders op.

R: Wie het jou aangetrek?

A 1: Ek.

R: Het jy 'n broodjie saamgevat skool toe in 'n kosblik.

A 1: Ja.

Jennifer loves animals and their companionship. Domestic worker knew about the sexual abuse.

Aggression, anxiety, anger and rage towards perpetrator.

Avoids talking about perpetrator.

Independent during routines and everyday activities at foster parents home.

Passive participation.

Passive participation.

R:	As jy dit vergeet het by die huis wat het dan gebeur?	
A 1:	<u>Niks.</u>	Passive participation. Only answers when she is asked a question. Avoids thinking about sexual abuse and life with foster parents.
R:	Hoe het jy by die huis gekom?	
A 1:	Ek het weer bus gery.	
R:	Waarheen het jy gegaan?	
A 1:	<u>Ek het na die bure toe gestap. Dan het ek my huiswerk daar gedoen en ek het daar perd gery. Dan gaan ek huis toe.</u>	Jennifer had little contact with foster parents before and after school. Avoided perpetrator. Loves animals.
R:	Waar is tannie Hestie?	
A 1:	Sy is by die werk.	
R:	Oom Michael?	
A 1:	<u>By die huis.</u>	Perpetrator unemployed.
R:	Hoekom het jy nie huis toe gegaan en by hom gebly nie?	
A 1:	<u>Want ek moet in die middag per ry.</u>	Loves animals. Riding horses a hobby. Avoided the perpetrator by riding horse. Escapism.
R:	Waar is Marna?	
A 1:	Sy het gewerk.	
R:	Wie het vir jou kos gemaak in die middag as jy by die huis gekom het?	
A 1:	<u>Marna het vir my worsbroodjies gemaak.</u>	Jennifer's domestic worker at home after school.
R:	Het jy daarvan gehou om by die bure te kuier?	
A 1:	Ja.	
R:	Het jy daarvan gehou om by tannie Hestie se huis te wees?	
A 1:	<u>Nee</u> <ul style="list-style-type: none"> ❖ <u>Druk die kleifigure hard en maak dit plat met haar vingers.</u> ❖ <u>Jennifer voel ongemaklik om oor haar vorige lewe en die seksuele mishandeling te gesels.</u> 	Disliked being at foster parents as she was being sexually abused. Too shy and scared to discuss sexual abuse. Anxiety, aggression and rage.
R:	Wat het julle gedoen as julle almal saam by die huis was?	
A 1:	Ons het video's gekyk.	
R:	Watse video's?	
A 1:	<u>Jackie Chan video's.</u>	Jennifer and her foster parents participated in family activities together.
R:	Wat is jou gunsteling tv program?	
A 1:	<u>7de Laan.</u>	Escapism.
R:	As julle die tv aangesit het en daar is iets met 'n ouderdomsbepanking op, wat het julle gedoen?	
A 1:	<u>Dan het ek in my kamer gaan sit.</u>	Jennifer responsible and obedient.
R:	Het hulle vir jou gesê jy mag dit nie kyk nie of het jy self besluit?	
A 1:	<u>Nee. Hulle het gesê ek mag dit nie kyk nie.</u>	Foster parents restricted Jennifer to watch programmes with age restrictions.
R:	Wie het jou in die aande in die bed gesit?	
A 1:	Ek het self bed toe gegaan.	

R:	As jy in die aande bang was of siek gevoel het wat het jy gedoen?	
A 1:	<u>Ek het maar net in my bed gelê.</u>	Too anxious and frightened to go to foster parent's room. Aggression, rage and anxiety while discussing previous life.
	❖ <u>Neem klei en druk dit hard.</u>	
R:	Was daar enige iemand anders wat daar kom slaap het?	
A 1:	<u>Ja. My maatjies.</u>	Jennifer had more than one friend when she lived with her foster parents.
R:	Nou wil ek hê jy moet weer vir my die plekke waar jy onveilig gevoel het met rooi merk.	
	❖ <u>Jennifer merk die badkamer.</u>	
A 1:	<u>Dit voel of daar iemand in die badkamer is.</u>	False expectations appearing real. Anxiety, frightened and unrealistic fears.
	❖ <u>Jennifer merk die stookkamer.</u>	
	<u>Dit was donker daar en koud. Daar kon slange in gewees het.</u>	False expectations appearing real. Anxious, frightened and fear. Associating snakes with the sexual abuse.
R:	Het jy al slange gesien?	
A 1:	Ja, pofadder. Was bruin gewees.	
R:	Wat het jy gedoen?	
A 1:	<u>Weggehardloop.</u>	Escapism, anxiety, frightened, fear, helplessness and powerlessness.
R:	Toe?	
A 1:	<u>Marna het die slang gaan dood maak.</u>	A need for others to protect her.
R:	Was oom Michael "nice" gewees?	
A 1:	Nee.	
R:	Sê vir my hoekom. Wat het hy gedoen?	
A 1:	<u>Hy was misluk. Hy wou nie met jou praat nie. As daar kuier gaste was dan wil hy nie hê ons moet daar wees nie.</u>	Perpetrator was rude and ignored her when they had visitors. She was not allowed to socialise with guests. Perpetrator isolated Jennifer so that he could keep the sexual abuse a secret.
R:	Het hy jou eiertjie\ruimte gebreek?	
A 1:	<u>Ja.</u>	Perpetrator overstepped Jennifer's boundaries and didn't respect her personal space. Indication that Jennifer was sexually and physically abused.
R:	Wat het hy gedoen?	
A 1:	<u>Ja. Hy het my geslaan.</u>	Physical abuse and corporal punishment.
R:	Het jy jou probeer vasdruk of soen?	
A 1:	<u>Nee.</u>	Distortion of the truth. Not willing to speak about the sexual abuse as too scared and shy. Suppressing memories regarding the sexual abuse. Jennifer does not have the verbal skills to discuss sexual abuse. Denies that sexual abuse took place. Avoids talking about the sexual abuse so that it will be easier to forget about it and to move forward with her life.

R:	Jy moet eerlik met my wees. Jy hoef niks weg te steek nie. Ek wil net 'n bietjie meer leer van oom Michael. Hoe lank het hy by julle gebly?	
A 1:	<u>Hy het by ons gebly toe my oom in die hospitaal was.</u>	Perpetrator lived with them before foster father died.
R:	Het hy ooit met jou gepraat?	
A 1:	<u>Nee.</u>	Avoids talking about the perpetrator. Denies that the sexual abuse took place. Suppresses memories regarding the sexual abuse.
R:	As julle alleen was by die huis, het hy dan met jou gepraat?	
A 1:	<u>Nee.</u>	Avoids talking about the perpetrator. Denies that the sexual abuse took place. Suppresses memories regarding the sexual abuse.
R:	Het hy kinders gehad?	
A 1:	Ja.	
R:	Waar was hulle?	
A 1:	Standerton.	
R:	Meisies of seuns?	
A 1:	Meisies.	
R:	Hoekom het hy jou geslaan?	
A 1:	<u>Ek weet nie. Ek het net koeldrank in die kar gedrink, toe slaan hy my op my boude. Die volgende dag toe vra die bediende in die badkamer waar kom die blou kolle vandaan? Toe vra ek watse bloukolle? Toe sê ek dit is seker toe ek gisteraand pakslae gekry het by oom Michael. Toe gaan sê en wys sy vir tannie Hestie.</u>	Perpetrator abused Jennifer physically and sexually. Unnecessary corporal punished.
R:	Toe?	
A 1:	<u>Toe het tannie Hestie dominee toe gegaan en hy het gesê as dit weer gebeur moet ek polisiestatie toe gaan. Toe het hulle my 'n week uit die skool uit gehaal.</u>	Jennifer's foster mother took her to their pastor after the physical abuse. Jennifer was kept out of school so that her bruises could heal. Physical and sexual abuse kept quiet.
R:	Het hy enige vieslike goed met jou gedoen?	
A 1:	<u>Nee.</u>	
R:	Is jy seker?	
A 1:	<u>Ja.</u>	Denies sexual abuse took place. Refers to physical abuse as less stigma attached to it. Avoids talking about sexual abuse and distorts the truth. Suppressing memories regarding the sexual abuse. Guilt and shame.
R:	<u>Ek kan hoor jy hou nie baie van oom Michael nie. Ek kom agter daar is iets wat nie lekker is nie. Ek is ernstig. Ek kan hoor jy hou nie van hom nie en dit is "okay". Niks wat jy doen vir ander mense om jou seer te maak is jou skuld nie. Hulle is groot mense. Jy het niks gedoen om dit te verdien nie. Jy het nie daarvoor gevra nie. As iemand in jou eiertjie inkom, is dit hulle skuld. Niks wat jy gedoen het is fout of lelik nie. Hy is 'n groot mens. Hy moet weet ek kan nie op haar skree of lelike goed doen nie en in haar eiertjie, spasie inkom nie. Hy moet dit weet. Niks wat gebeur het was jou skuld nie.</u>	Gestalt therapy as an assessment technique facilitating therapeutic intervention.
A 1:	Ja.	
R:	Ek wil jou nou vra moet ons enige van hierdie mannetjies	

A 1:	<p>opbreek en weggooi? Jy kan enige iets met die mannetjies doen. Jy kan hulle opvrommel en teen die muur gooi. Jy kan enige iets doen. Watter mense wil jy weggooi of hou?</p> <p><u>Hierdie gaan ek by my ma sit en die ander gaan ek weggooi.</u></p> <ul style="list-style-type: none">❖ <u>Vrommel persoon wat haar mishandel het, bediende en pleegmoeder op.</u>❖ <u>Sy plaas Candy by biologiese ouers se huis.</u>	<p>Aggression, defiance, hatred, anger and rage towards foster mother, domestic worker and perpetrator. Jennifer wants to forget them and the physical and sexual abuse. Activity supported Jennifer to express negative emotions.</p>
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Refleksie oor sessie 2

Jennifer het vandag goed saamgewerk. Ek gaan baie eerlik wees en noem dat dit vir my frustrerend was toe Jennifer nie wou “oopmaak” en gesels oor die seksuele mishandeling nie. Ek het myself gereeld herinner dat sy my nog leer ken. Ek is vandag weer herinner aan die feit dat dit baie uitdagend is om kinders wat seksueel mishandel was te assesseer. Soos my literatuur vertoon, hierdie kan toegeskryf word aan ‘n verskeidenheid faktore soos gevoelens van vrees, skuld en skaamte oor die seksuele mishandeling. Ek het vandag geleer om meer geduldig te wees. Verder, wat sou die nut daarvan wees as sy my direk sou vertel oor die seksuele mishandeling? Benodig ek al die detail? Een belangrike beginsel van Gestalt terapie is dat kinders soos Jennifer se nie-verbale gedrag ‘n beter indikasie van die waarheid is as hulle verbale gedrag. Ek het hierdie beginsel gereeld in gedagte gehou en sover as wat ek kon Jennifer se nie-verbale gedrag fyn dop gehou en veldnotas daarvan gemaak. Die hele doel agter die assesserings en my navorsing is ook nie om te bepaal of sy wel seksueel mishandel was nie. Hierdie is wel bevestig deur haar moeder. Dit gaan meer oor die emosionele effek na die mishandeling. Ek sien uit na ons volgende sessie saam.

Jennifer: Session 3
3 March 2006

<p>R: Weet jy wat is 'n eiland? A 1: <u>'n See en binne die see is daar 'n stukkie grond met klomp bome op en 'n vulkaan.</u></p>	<p>No mention of living beings. Social isolation and feelings of loneliness. Jennifer prefers seclusion. Fears intimacy.</p>
<p>R: Watter kleur is 'n eiland? A 1: <u>Bruin. Bome se stompe is swart.</u></p>	<p>Island has two colours namely brown and black. Depression, feelings of sadness and suppression of memories.</p>
<p>R: Ek gaan vir jou 'n eiland op 'n stuk papier teken en dan gaan jy dit vir my verf. Ek en jy gaan "imagine" of onself verbeel en speel dat jy 'n vakansie op die eiland wat ek teken gewen het. Jy kan besluit wie moet vir die naweek saam met jou op die eiland kom bly.</p> <p>❖ Ek gebruik my hande en speel ek bel Jennifer.</p> <p>Hello Jennifer, dit is Chris wat praat. Raai wat, jy het nou net 'n naweek gewen op 'n eiland. Jy is so gelukkig. Jy kan besluit wie gaan saam met jou op die eiland bly. Wie gaan saam met jou op die eiland bly?</p>	
<p>A 1: <u>Ek, vissies en twee honde gaan daar bly.</u> R: Goed, hulle is "lucky" en wat van ander mense saam met wie jy gebly het soos tannie Hestie, oom Michael of Marna? Wie nog? Jou ma of pa?</p>	
<p>A 1: <u>Nee.</u></p> <p>❖ Ek gee vir Jennifer die geleentheid om haar eiland te verf.</p>	<p>Jennifer does not invite any human beings to live with her on island. Depression, withdrawal, social isolation and inadequate social relationships. Mistrust adults and fears intimacy.</p>
<p>R: Partykeer is die water blou. Partykeer groen. Was jy al by die see? A 1: <u>Nee, maar ek gaan die groen oor die blou verf dan lyk dit soos regte water.</u></p>	<p>Jennifer participating actively and independently. Feelings of adequacy and confidence. Prefers to paint and to be creative. Creative decisions.</p>
<p>R: Dit klink soos 'n slim plan. A 1: Ja. R: Nou gaan ons al die mense wat in jou lewe iets aan jou gedoen het, jou geslaan het of op jou geskree het op 'n ander eiland sit. 'n Swart eiland. Wie wil jy hê moet op die eiland wees? A 1: <u>Tannie Hestie en oom Michael.</u></p>	<p>Feelings of anxiety, hatred, anger, rage and aggression towards foster mother and perpetrator. Mistrusts perpetrator and foster mother. Doesn't want them physically close to her. Withdraws from perpetrator and foster mother. Isolates perpetrator and foster mother.</p>

R:	As jy nou op hierdie eiland is, wat gaan julle speel? Wie gaan kos maak?	
A 1:	<u>Ek gaan visvang.</u>	
R:	Wie gaan dit gaar maak?	
A 1:	<u>Ek.</u>	Independent. Feels she does not need adults so survive on the island.
R:	Watse speeletjies speel julle op die eiland?	
A 1:	“Touchers”.	
R:	Wil jy nie iemand by jou hê op die eiland nie? Jou ma, pa, boetie?	
A 1:	<u>Nee.</u>	Annie prefers seclusion, solitary and remote places. Loneliness, depression, withdrawal, social isolation and inadequate social relationships. Mistrusts adults and fear intimacy.
R:	Hoekom het jy tannie Hestie op hierdie swart eiland geplaas?	
A 1:	<u>Sy het my geslaan.</u>	Physical abuse and corporal punishment.
R:	En oom Michael?	
A 1:	<u>Hy het my ook geslaan.</u>	Anxiety, hatred, anger, rage and aggression towards foster mother and perpetrator. Ensures that they can not reach her physically or emotionally. Distorting the truth by saying she placed them on the island because they physically abused her. Anger and hatred regarding physical abuse. Sexual abuse the main reason for placing perpetrator on black island. Anger towards foster mother as she did not do anything to protect her. Feelings of guilt and shame regarding the sexual abuse. Too scared to discuss the true reasons for placing them on the black island.
R:	Een aand is daar 'n verskriklike storm. Die water spat orals. Al die water kom op julle. Dan kom daar 'n vliegtuig, want julle gaan verdrink. Jy kan enige iemand kies om saam met jou op die vliegtuig te klim en weg te vlieg. Enige twee en dan as die vliegtuig weer terug kom kan hy nog twee vat.	
A 1:	Cindy en Candy.	
R:	Voor die storm gekom het kon jy enige iemand nooi om by jou te kom kuier. Wie sal dit wees?	Activity provided information regarding Jennifer's feelings and preferences towards significant people in her life.
A 1:	My pa.	Jennifer shares a close relationship with her father and feels he is fun to be with.

Refleksie oor sessie 3

Dit het voorgekom of Jennifer vandag se sessie geniet het, veral die verf en skeppende aard daarvan. Dit was vir my interessant gewees om te sien dat sy die persoon wat haar seksueel mishandel het en haar pleegmoeder na die

“swart eiland” toe gestuur het baie ver van haar af weg. Hierdie het vir my baie meer as woorde gesê. Dit wil dus voorkom of die assesseringsessies ‘n geleentheid vir Jennifer voorsien om haar emosies uit te druk oor goed wat uitdagend vir haar is om oor te gesels. Ek dink ook dat dit vir haar ‘n visuele boodskap stuur oor haar gevoelens. Ek het vandag met Jennifer se onderwyseres gesels en sy het genoem dat dit na die assesseringsessies alreeds baie beter met Jennifer in die klas gaan. Sy weet dus nie of die assessering terapeuties is nie aangesien Jennifer baie beter in die klas konsentreer en deelneem. Haar onderwyseres het ook genoem dat haar “ogies blink”. Dit was vir my ‘n wonderlike terugvoer gewees dat die assesserings ook terapeuties vir Jennifer is. Ek moes dit eintlik alreeds gehipotiseer het aangesien die assesserings gebaseer word op ‘n terapeutiese tegniek.

Jennifer: Session 4
6 March 2006

R: Hier is vir jou 'n stukkie papier met niks op nie. Ek wil hê jy moet vir my al jou familie lede met klei maak. Dit is ook die mense waar jy voorheen gebly het. So jy maak nou vir my jou gesin. Ma, pa, boetie, 'n sussie wat jy wil by sit, jy, tannie Hestie, oom Michael en die ander mense wat daar gebly het, of enige iemand wat vir jou belangrik is in jou lewe. Dalk 'n juffrou? Jy gaan nie vir my mannetjies bou nie. Jy gaan 'n kleur kies byvoorbeeld oom Michael, hy moet hierdie kleur wees en dan maak jy vir my 'n ronde balletjie met daai kleur wat jy vir hom kies. Dan gaan ek weer later skryf wie is wie of wat. "Okay"?

A 1: "Okay".

R: Dis hoekom ek so baie kleure gebring het. As ek aan my "boyfriend" dink sal ek 'n kleur gebruik waarvan ek hou en as ek nie van hom hou nie, as ons baklei sal ek 'n kleur vat waarvan ek nie hou nie. Verstaan jy? Begin net met wat jy wil. Begin en dan sê jy vir my wie maak jy eerste.

A 1: Ek maak my suster eerste.

❖ [Oranje.](#)

R: Jy kan haar op enige plek op die bladsy sit.

A 1: Ek maak tweede my broer.

❖ [Ligte pers.](#)

R: Maak een van jou ook.

A 1: Nou my ma, pa en ek.

❖ [Ma pienk.](#)
 ❖ [Pa donker pers.](#)
 ❖ [B is rooi.](#)

R: Jy kan die mense enige plek sit. Naby jou of ver. Wie is dit?

❖ [Kyk die hele tyd vir die klei en kies watter kleur.](#)
 ❖ [Vat bruin en breek balletjie in twee.](#)

A 1: Dit is my nefie.

R: Wie is dit? Ek het nog nie van hom gehoor nie?

A 1: Hy bly in Pretoria.

R: Kom kuier hy baie?

A 1: Nee. Ons gaan kuier daar.

R: Hoe oud is hy?

A 1: Nege jaar.

R: Is dit jou ma se suster se kind?

A 1: Nee. Dit is my pa se suster se seun.

R: O, "okay". Baie interessant. Wie is dit?

A 1: My niggie.

R: Wat is haar naam?

Jennifer perceives her sister sympathetic and friendly.

Jennifer perceives her brother as a strong person with driving power in her life.

Jennifer perceives her father as a strong person with driving power in her life. Jennifer's brother, sister, mother and father an important role in her life as she starts with their figures first.

Concentrates intensely during activity.

A need for social interaction and companionship.

<p>A 1: <u>Elmarie.</u></p> <p>❖ <u>Ligte pers.</u></p> <p>R: Is dit jou nefie se sussie?</p> <p>A 1: Ja.</p> <p>R: Hoe oud is sy?</p> <p>A 1: <u>Dertien jaar.</u></p> <p>R: Kom julle goed oor die weg?</p> <p>A 1: <u>Ja.</u></p> <p>R: Wie is dit?</p> <p>A 1: My groot nefie.</p> <p>❖ <u>Beige.</u></p> <p>R: Wat is sy naam?</p> <p>A 1: Neels. Dit is sy kinders.</p> <p>R: Amper soos jou oom?</p> <p>A 1: My tannie is oom Neels se ma.</p> <p>❖ <u>Sig terwyl klei rol.</u></p> <p>❖ <u>Tannie is oranje.</u></p> <p>R: Wie is dit? Jou pa se suster?</p> <p>A 1: Ja.</p> <p>R: Wie is dit?</p> <p>A 1: My oom.</p> <p>R: Wie is die oom nou?</p> <p>A 1: My tannie se man. Sy naam is oom Buks.</p> <p>❖ <u>Oom Buks ligte pers</u></p> <p>R: Hoe is al hierdie mense met jou?</p> <p>A 1: <u>Hulle is vriendelik. Laas naweek het ons daar gaan kuier toe sê my ma, toe bel my ma hulle toe gaan speel ek. Toe braai ek by my niggie hulle.</u> Hulle het vier huise op hulle plaas. My oupa groeitjie bly ook daar.</p> <p>R: Toe jy by tannie Hestie gebly het, het jy geweet van al hierdie familie?</p>		<p>A need for social interaction and companionship with children her own age.</p> <p>Adequate social interaction and relationships with children in extended family.</p> <p>Tiredness, depression and irritability. Perceives aunt as friendly and sympathetic.</p> <p>A need for companionship, social interaction, love, acceptance and support. Enjoys socialising with extended family. Experiences them as warm and friendly.</p>
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<p>A 1: <u>Nee</u>. Ek weet nie wat gaan ek nou maak nie.</p> <ul style="list-style-type: none"> ❖ <u>Jennifer rol die hele tyd oranje in haar hand.</u> ❖ <u>Gooi dit terug op die tafel, vat rooi, rol dit op, breuk dit in twee en vat die pers.</u> 	<p>Jennifer's realisation that she had an extended family brought joy and happiness. Also frightening and confusing for her. Jennifer adapting to environment and getting to know family members.</p>
<p>R: Almal is nog naby jou? Breek een van hulle oit jou eiertjie?</p>	
<p>A 1: <u>Nee</u>.</p>	<p>Extended family respects her boundaries and makes her feel safe.</p>
<p>R: Wie is dit?</p>	
<p>A 1: My pa se boetie.</p>	
<p>R: Wat is sy naam?</p>	
<p>A 1: Danie.</p>	
<ul style="list-style-type: none"> ❖ <u>Groen</u>. 	
<p>R: Waar bly hy?</p>	
<p>A 1: <u>In Middelburg</u>.</p>	<p>A need for more love from uncle.</p>
<p>R: Het jy hom al ontmoet?</p>	
<p>A 1: Ja.</p>	
<p>R: Die ander perse?</p>	
<p>A 1: My pa se broer se vrou.</p>	
<p>R: Wat is haar naam?</p>	
<p>A 1: Gerda.</p>	
<ul style="list-style-type: none"> ❖ <u>Rol donker pers in hande en sit dit dan terug.</u> ❖ <u>Sig, frons op gesig en neem groen.</u> 	<p>Intense concentration and thinking.</p>
<p>R: Wie is dit?</p>	
<p>A 1: Oom Danie se seun.</p>	
<p>R: Wat is sy naam?</p>	
<p>A 1: Ook Danie.</p>	
<p>R: En by die ou huis. Tannie Hestie?</p>	
<p>A 1: <u>Het nie eintlik haar familie geken nie.</u></p>	<p>Little contact with foster parents family. Avoids creating foster mother and perpetrator.</p>
<p>R: "Okay", maar haar en die oom en die ander seun wat daar gebly het?</p>	
<p>A 1: Tannie Hestie se suster se seun.</p>	
<p>R: Maak hulle ook.</p>	
<p>A 1: Ek maak eers Leonard.</p>	
<ul style="list-style-type: none"> ❖ <u>Ligte pers.</u> 	
<p>R: Hoe oud is hy?</p>	
<p>A 1: Laasjaar, vorige jaar matriek geskryf. Hierdie jaar 20.</p>	
<p>R: Jy kan hulle skuif soos jy wil. Wie is dit?</p>	
<p>A 1: Oom Michael.</p>	

<ul style="list-style-type: none"> ❖ <u>Oom Michael is bruin.</u> ❖ <u>Sy sit hom eerste heelbo in die hoek dan tannie Hestie (oranje) en dan Leonard (pers).</u> ❖ <u>Begin al die klei bolletjies te skuif.</u> ❖ <u>Jennifer vat oom Michael eerste en plaas hom ver weg van haar af (heel bo in die hoek).</u> 	<p>Dislikes perpetrator. Depression and suppression of emotions. Feels anxious and frightened having perpetrator near her. Hatred and anger towards perpetrator. Jennifer wants her family to protect her against her foster mother and perpetrator. A need for their warmth, love, support and closeness.</p>
<p>R: Almal is rondom jou. Voel jy gemaklik met almal daar? A 1: Ja R: Ons gaan nou 'n bietjie verf. Teken eers vir my twee sirkels op hierdie bladsy. Verf die twee sirkels nou. Die een die kleur wat jy die meeste van hou. Die ander een 'n kleur wat jy die minste van hou.</p>	
<ul style="list-style-type: none"> ❖ <u>Jennifer gooi water in glase vir verf kwasse.</u> ❖ <u>Sy gaan staan buite, want sy is bang sy mors.</u> <p>A 1: <u>Ek hou van verf.</u></p> <ul style="list-style-type: none"> ❖ <u>Jennifer hou die meeste van helder pienk verf.</u> ❖ <u>Sy hou die minste van swart verf.</u> ❖ <u>Jennifer maak haar vinger skoon in glasië water.</u> 	<p>Jennifer likes to control her environment and displays perfectionist tendencies. She loves to paint. Associates the colour pink with happiness and the colour black with sadness and evil. During the previous activity Jennifer chose the colour pink to represent her mother as she associates her mother with happiness.</p>
<p>A 1: <u>Mense sê mense wat van swart hou is satanisme, wat dink jy?</u></p> <p>R: Ek weet nie. Wat is jou gunsteling kos?</p> <p>A 1: Pizza. R: Waar sal jy pizza sit? Op watter kleur? As jy pizza eet is jy ongelukkig of gelukkig? A 1: Gelukkig. R: Waar sal jy dit sit? A 1: <u>Hier.</u></p>	<p>Understood activity.</p>
<ul style="list-style-type: none"> ❖ <u>Wys na die pienk sirkel.</u> <p>R: Sê vir my, is daar iemand in jou klas waarvan jy niks hou nie? A 1: Anton. R: Waar gaan jy Anton sit? By die pienk of by die swart. A 1: <u>By die swart.</u></p>	<p>Associates pink with things and people that she likes. Associates black with people and things that she dislikes.</p>
<p>R: Ek wil nou hê jy moet vir my almal wat jou gelukkig maak hier sit en almal wat jou ongelukkig maak daar sit. Jy moet eerlik wees. Kyk hoe "cool" lyk dit. <u>Ek sien jy het jou hele familie op die gelukkige gesiggie of pienk waarvan jy hou gesit en jy het vir tannie Hestie, Leonard en oom Michael op die swart gesit.</u> Sê vir my wat het Leonard aan jou gedoen? A 1: <u>Hy het nooit laat ek op sy rekenaar speel nie, dan baklei hy met my. Op my geskree.</u> R: Wat het tannie Hestie gedoen wat jou ongelukkig gemaak</p>	<p>Adequate relationships with biological family. Regards them as supportive and likes them. Dislikes foster mother, perpetrator and foster mother's nephew. Rivalry and inadequate social relationship with foster mother's nephew.</p>

A 1:	het? <u>Sy het my verniet pakslae gegee.</u>	
	<ul style="list-style-type: none"> ❖ <u>Begin bakkies optel, frons op haar gesig.</u> ❖ <u>Wil nie meer na haar kunswerk kyk nie.</u> 	Punished Jennifer unfairly. Avoids discussing why she dislikes perpetrator. Anxiety, withdrawal, shyness, avoidance and fear. Avoids thinking about the sexual abuse. Wants to move on with her life.
R:	En oom Michael? Wat het hy gedoen wat jou ongelukkig laat voel het?	
A 1:	<u>Hy is altyd mislik.</u>	
R:	Hoe bedoel jy?	
A 1:	<u>Hy het altyd met almal baklei.</u>	Perpetrator aggressive and moody.
R:	Is daar nog iets wat hy gedoen het, wat jou ongelukkig laat voel het?	
A 1:	<u>Nee. Niks nie.</u>	
R:	<u>As Leonard vir jou gesê het jy mag nie sy rekenaar gebruik nie en hy begin met jou te baklei en skree op jou, wat dink jy kon jy gedoen het om dit beter te maak?</u>	
A 1:	<u>Ek kon hom net nie gevra het nie.</u>	Distortions of the truth. Denies sexual abuse took place. Avoids discussing the sexual abuse as she feels anxious and guilty. Shame and fear.
R:	<u>En oom Michael? Was daar iets wat jy kon gedoen het sodat hy nie misluk met jou was nie?</u>	
A 1:	<u>Nee.</u>	Activity provided an opportunity for therapeutic facilitation as we discussed what Jennifer could do during challenging conflict situations. Activity made it possible to determine the relationships between Jennifer and people she has contact with. Activity visually represented relationships.
R:	Kom ons pak hulle nou weer terug op hulle plekke.	
	<ul style="list-style-type: none"> ❖ Jennifer begin dadelik haar familie terug op bladsy plaas. 	
A 1:	Ek gaan hulle enige plek opsit.	
	<ul style="list-style-type: none"> ❖ Jennifer pak die klei balle een vir een terug op die bladsy. ❖ <u>Sy pak laastens haar pleegmoeder, dan haar pleegmoeder se suster se kind en dan die persoon wat haar seksueel mishandel het, terug.</u> 	Dislikes perpetrator, foster mother and foster mother's nephew. Feels anxious and frightened when perpetrator near her. Hatred and anger towards perpetrator.

Refleksie oor sessie 4

Ek het vandag my vierdie assesseringssessie met Jennifer gehad. Tydens vandag se sessie is ek weer herinner aan die feit dat dit nog baie moeilik emosioneel vir haar is om met my te gesels oor die seksuele mishandeling. Dit wil verder voorkom of dit moeilik vir haar is om aspekte oor die mishandeling te verwoord.

Tydens vandag se sessie kon ek sien dat Jennifer die verf aktiwiteit verskriklik geniet het en sy het aan my genoem dat sy mal is oor verf. Sy het dus goed saamgewerk, veral aangesien die sessie gefokus het op dit wat sy geniet. Die sessie was dus vir haar voorkeure ontwikkel. Ek sien haar weer Dinsdag en ek het besluit om op 'n aktiwiteit te fokus wat vir Jennifer die geleentheid sal voorsien om soveel as moontlik skeppend en kreatief te wees. Ek het ook besluit om die sessies nie vir langer as 'n uur te maak nie. Jennifer raak moeg en ek kom agter dat dit emosioneel intensief vir haar is.

Dit wil voorkom of die assesseringsessies gesonde katarsis en terapeuties vir Jennifer is. Haar klasonderwyseres het aan my genoem dat dit alreeds baie beter met Jennifer in die klas en by die skool gaan. Dit wil dus voorkom of die assessering sessies ook aspekte van intervensie insluit wat wonderlik is aangesien dogters wat seksueel mishandel word nie altyd emosioneel gereed is om deur lang assesserings te gaan nie. Na die assessering moet hulle ook dikwels lank wag voor die sielkundige of maatskaplike werker met hulle terapie kan begin aangesien die interpretasie van die data ook lank vat. Die assessering en intervensie kan dan eerder gekombineer word. Dit spaar baie tyd en hierdie is definitief nodig in ons land waar daar minder hulpbronne beskikbaar is om kinders, veral in minder bevoorregde omstandighede, te assesser en te ondersteun. Kinders hoef ook dus nie assessering na assessering te gaan voor hulle hulp ontvang nie. Ek sien uit na my en Jennifer se volgende sessie saam.

Jennifer: Session 5
14 March 2006

R: Ek en jy gaan vandag 'n kasteel verf. Ek gaan dit teken en jy gaan dit verf. Ek gaan nou 'n kasteel hier op teken. Ek teken vrot en jy kan maar lag as jy wil. Nou hierdie kasteel gaan jou kasteel wees en jy is die prinses. Omdat jy 'n prinses is gaan ek hierdie kroon op jou kop sit.

A 1: Gewoonlik loop dit vierkante.

R: Wil jy dit teken?

A 1: Ja.

Jennifer displays an increased willingness to participate actively in activities. During our second session Jennifer said she couldn't draw. During this session she provides information regarding how a castle looks and draws it. Feelings of adequacy and confidence in her drawing skills.

R: Dit moet groot wees. Dit is jou kasteel. Pragtig. Jy is so kreatief. Nou moet ons kamers teken. Dit kan enige kamers wees, maar een kamer moet swart wees, een kamer moet oranje wees en die res van die kamers is jou keuse, want dit is jou kasteel. Jy is die prinses.

❖ Jennifer teken die kamers, maar sy verkies om die oranje en swart kamers te verf.

❖ Jennifer sit baie stil terwyl sy die kamers verf en sy praat min.

❖ Sy beweeg haar tong in haar mond terwyl sy verf.

❖ Dit wil voorkom of Jennifer hard konsentreer.

Jennifer loves to paint.

Concentrates intensely during this activity.

Kies nou een kamer wat jy swart gaan verf en een kamer wat jy oranje maak. Die swart kamer noem ons die donker kamer en die oranje kamer die geheime kamer. Jy verf ook mooi. Nou kan jy enige iemand waarvan jy nie hou nie hier sit in die swart kamer of as iemand iets aan jou gedoen het waarvan jy nie gehou het nie of jou geslaan of op jou geskree het moet jy hulle daar sit. In die oranje kamer, almal met wie jy geheime het byvoorbeeld as jou ma en jy nie 'n geheim het nie en sy het jou nie hartseer of seer gemaak nie dan kan jy haar in een van die ander kamers sit. As jy van haar hou, kan jy haar sit net waar jy wil. Dit is jou kasteel. Voor ons dit doen moet jy eers weer klei balletjies vir verskillende mense maak. Wie is dit?

A 1: Oom Michael.

❖ Jennifer plaas persoon wat haar seksueel mishandel het in die donker kamer.

❖ Jennifer vroetel met haar hande en lyk baie ongemaklik.

Perpetrator hurt Jennifer. Anger towards perpetrator. Immediate placement of perpetrator in dark room indicates that she is aware of sexual abuse and affected her on an emotional level. Jennifer chose during previous activities to keep clay figure of perpetrator for last and avoided talking about him. Jennifer chooses not to suppress memories regarding

<p>A 1: <u>Tiaan spot my oor die kar was ons ry.</u> R: En hierdie? A 1: <u>Marcel. Dit is sy maat.</u></p>	<p>perpetrator and sexual abuse. Jennifer expresses feelings towards perpetrator through creativity. By encouraging Jennifer to pay attention to colours, she became aware of feelings towards perpetrator. Activity provided opportunity for Jennifer to display feelings walled off inside her.</p>
<p>❖ <u>Jennifer plaas Marcel en Tiaan ook in die donker kamer.</u> R: <u>Omdat hierdie jou kasteel is Jennifer het jy dit gamaak. Jy het dit geverf en jy het gekies wie is in die oranje kamer en wie is in die donker kamer. Dit is jou kasteel. Nou kan jy besluit wie mag saam met jou in die kasteel bly. Jy is die prinses. Al die mense gaan nou by jou deur kom klop. <u>Jou boetie klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u></u></p>	<p>Poor peer-group relationships and inadequate social relationships with two boys in her class.</p>
<p>A 1: <u>Ja.</u> R: <u>Watse kamer mag ek bly?</u> A 1: <u>Boonste kamer.</u></p>	<p>Adequate relationship with her brother.</p>
<p>R: <u>Jou maatjie klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u> A 1: <u>Ja.</u></p>	
<p>R: <u>Watse kamer mag ek bly?</u> A 1: <u>In die tweede boonste kamer.</u></p>	<p>Jennifer has a need for companionship, friendship and social interaction.</p>
<p>R: <u>Jou ma klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u> A 1: <u>Ja.</u></p>	
<p>R: <u>Watse kamer mag ek in bly?</u> A 1: <u>Links by die boonste kamer.</u></p>	<p>Does not explain why she places her mother in secret room.</p>
<p>❖ <u>Jennifer plaas haar moeder in geheime oranje kamer aangesien hulle 'n geheim deel.</u></p>	
<p>R: <u>Jou sussie klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u> A 1: <u>Ja.</u></p>	
<p>R: <u>Watse kamer mag ek in bly?</u> A 1: <u>Links heel onderste kamer.</u></p>	<p>Adequate relationship with her sister.</p>
<p>R: <u>Jou pa klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u> A 1: <u>Ja.</u></p>	
<p>R: <u>Watse kamer mag ek in bly?</u> A 1: <u>Die boonste kamer links.</u></p>	<p>Adequate relationship with her father. Feels comfortable having him around her.</p>
<p>R: <u>Jou tannie klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u> A 1: <u>Ja.</u> R: <u>Watse kamer mag ek in bly?</u></p>	

<p>A 1: <u>Regs by die tweede boonste kamer.</u></p> <p>R: <u>Tannie Hestie klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u></p>	<p>Adequate relationship with her aunt. Feels comfortable having her around her.</p>
<p>A 1: <u>Nee.</u></p> <p>R: <u>Waar moet ek dan bly?</u></p> <p>A 1: <u>Ek weet nie.</u></p>	<p>Jennifer feels anxious around foster mother. Angry at foster mother for corporal punishment and for not preventing the sexual abuse as perpetrator her foster mother's boyfriend.</p>
<p>R: <u>Oom Michael klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u></p> <p>A 1: <u>Nee.</u></p> <p>R: <u>Waar moet ek dan bly?</u></p> <p>A 1: <u>Ek weet nie.</u></p>	
<ul style="list-style-type: none"> ❖ <u>Aan die begin van hierdie aktiwiteit het Jennifer die persoon wat haar seksueel mishandel het dadelik in die swart kamer geplaas.</u> ❖ <u>Beweeg met haar hande en lyk baie ongemaklik.</u> 	<p>Perpetrator not allowed to in castle as she feels anxious and frightened when he is around her. Withdrawal and rage towards perpetrator.</p>
<p>R: <u>Tiaan kom klop aan die deur. Prinses Jennifer, kan ek maar by jou kom bly?</u></p> <p>A 1: <u>Nee.</u></p> <p>R: <u>Waar moet ek dan bly?</u></p> <p>A 1: <u>Ek weet nie.</u></p>	
<p>R: <u>Marcel kom klop aan die deur. Prinses Jennifer, kan ek by jou kom bly?</u></p> <p>A 1: <u>Nee.</u></p> <p>R: <u>Waar moet ek dan bly?</u></p> <p>A 1: <u>Ek weet nie.</u></p>	<p>Jennifer gets teased as school and experiences inadequate social relationships with bullies. Anger.</p>
<p>R: <u>Wie van hulle wil jy in die geheime kamer sit en wie van hulle in die donker kamer?</u></p> <ul style="list-style-type: none"> ❖ <u>Jennifer plaas haar pleegmoeder, die twee seuns by die skool wat haar terg en die persoon wat haar seksueel mishandel het in die donker kamer.</u> 	<p>Jennifer places these people in dark room as they hurt her and were mean to her.</p>
<p>R: <u>Oor watter een wil jy praat? Wat het hulle gedoen en hoekom is hulle daar?</u></p> <p>A 1: <u>Tiaan. My pa se kar gespot. Pla my die heelyd terwyl ek werk. Spot vir Destiny. Sê haar pa is brandarm. Hulle het nie eers 'n kar nie.</u></p>	<p>Inadequate skills to handle bullies. Lacks social confidence and poor-peer group relationships as Destiny her only friend.</p>
<p>R: <u>As hulle sulke goed sê, wat doen jy op die oomblik?</u></p> <p>A 1: <u>Ek het vir meneer Maree gesê toe sê hy, hy gaan hulle inroep.</u></p>	<p>Jennifer talks to principle about bullies. Does not have the confidence or social skills to express to bullies how they make her feel. Does not tell them to stop. Withdraws from challenging social situations and goes to authority figure.</p>
<p>R: <u>Het hy?</u></p> <p>A 1: <u>Ja.</u></p>	

R:	Het hulle opgehou?	
A 1:	<u>Nee.</u>	Jennifer being bullied regarding her family's financial challenges. Lacks the social skills and confidence to protect herself against bullies.
R:	Hoe weet jy hy het hulle ingeroep?	
A 1:	Meneer het nog in ons klas gesê, jy moet kantoor toe.	
R:	<u>Weet jy mense wat lelik is met jou voel eintlik sleg oor hulleself. Hulle sê dan sulke goed sodat hulle beter kan voel. Wat jy kan doen is om te sê hou op of my ma en pa kom skool toe dan gaan ons jou ma en pa bel. Jy het Marcel ook daar gesit. Hoekom?</u>	
A 1:	Hy doen ook dieselfde as Tiaan. Marcel het my vanoggend vertel Tiaan het pakslae gekry.	
R:	<u>Sê vir hom hy gaan nog 'n pakslae kry as hy nie op hou nie. Hoekom het hy pakslae gekry?</u>	Activity provided opportunities for therapeutic intervention.
A 1:	Hy het sleg gedoen in sy toetse.	
R:	Dalk voel hy sleg omdat hy pakslae gekry het en sleg doen in sy toetse en nou haal hy dit op julle uit sodat hy beter kan voel. Oom Michael is ook in die donker kamer. Hoekom is hy daar? Wat het hy gedoen?	
A 1:	<u>Hy het altyd met my geraas as ek nie huiswerk gekry het nie.</u>	
	❖ <u>Alle redes behalwe seksuele mishandeling.</u>	
R:	Wat het jy gedoen as jy nie huiswerk gekry het nie?	
A 1:	<u>Ek het gaan buite speel.</u>	Escapism. Distortions of the truth regarding the sexual abuse. Not willing to discuss sexual abuse. Scared that she will be blamed for the sexual abuse as she is feeling guilty and shameful. Shy and frightened to discuss the abuse.
R:	Wat het hy nog gedoen?	
	❖ <u>Bly lank stil.</u>	
	❖ <u>Ernstige uitdrukking op gesig.</u>	
A 1:	<u>Dis al.</u>	Silence an indication of thinking and remembering. Contemplating whether or not to tell me about the sexual abuse. Sexual abuse surfacing into Jennifer's awareness and fear sets in.
R:	As hy so met jou geraas het hoe het jy gevoel?	
A 1:	<u>Ongelukkig.</u>	Sadness and depression.
R:	Hoe voel dit?	
A 1:	<u>Voel of jy wil huil.</u>	Sadness, depression, helplessness, wants to cry and powerlessness.
R:	Het jy hom kwaad gemaak?	
A 1:	Nee.	
	❖ <u>Beweeg baie op stoel, rol klei hard in hand en maak oë in skrefies.</u>	Restlessness, physically agitated behaviour, aggression, rage and anger.
R:	Hoekom het jy tannie Hestie daar gesit?	

<p>A 1: <u>Sy het my een keer pakslae verniet gegee en seuntjie oor sy kop geslaan met 'n besem.</u></p>	<p>Physical abuse and corporal punishment.</p>
<p>R: Watse seuntjie?</p>	
<p>A 1: Seuntjie wat my gehelp het met perd ry.</p>	
<p>R: Hoekom?</p>	
<p>A 1: Weet nie.</p>	
<p>R: Voor jou?</p>	
<p>A 1: <u>Ja.</u></p>	<p>Physical abuse.</p>
<p>R: Wat doen jy toe?</p>	
<p>A 1: <u>Weggehardloop.</u></p>	<p>Runs away during challenging social situations.</p>
	<p>Escapism, anxiety, withdrawal, helplessness, frightened and powerlessness.</p>
<p>R: Wat kon jy gedoen het?</p>	
<p>A 1: <u>Weet nie. Sy sou nie geluister het nie.</u></p>	<p>Helplessness and powerlessness as foster mother would not listen.</p>
<p>R: As jy sy ma gesê het?</p>	
<p>A 1: Sy was daar. Sy het probeer keer.</p>	
<p>R: Ek sien jy het jou ma in die geheime kamer. Hoekom?</p>	
<p>A 1: <u>Sy wil nie hê my pa moet weet ek en sy kry "milkshake" van die een ou nie.</u></p>	
<p>R: By waste ou kry julle "milkshake"?</p>	
<p>A 1: <u>By die kiosk. Kry verniet.</u></p>	<p>Jennifer's mother plays an important part in her life. Share secrets and participate in activities without father.</p>
<p>R: Elke dag?</p>	
<p>A 1: Ja.</p>	
<p>R: Hoekom?</p>	
<p>A 1: Weet nie.</p>	
<p>R: Hou die ou van jou ma of jou?</p>	
<p>A 1: Nee. My ma het daar gewerk.</p>	
<p>R: Hoekom mag jou pa nie weet nie? Wat sal gebeur as hy uitvind?</p>	
<p>A 1: Dan wil hy ook elke keer hê.</p>	
<p>R: Het julle nog geheime? Jy en jou ma?</p>	
<p>A 1: Nee.</p>	
<p>R: As jy eendag per ongeluk in die swart kamer in stap en jy sien al die mense wat jou seer maak, hoe sal jy voel?</p>	
<p>A 1: <u>Sleg. Ek sal net wil uit hardloop.</u></p>	<p>Escapism, feelings of sadness, helplessness and powerlessness. Anxiety. Too frightened to confront foster mother and perpetrator.</p>
<p>R: <u>Weet jy wat kom ek agter? As iemand jou seer maak of iets doen waarvan jy nie hou nie dan hardloop jy weg.</u> Dit is "okay", jy kan weg hardloop, maar moenie vergeet om te skree nie.</p>	<p>Activity provided an opportunity for Jennifer to become aware of her behaviour, fears and feelings. By elaborating and describing parts of her behaviour she discovered herself. Activity provided opportunity through fantasy to express fears, feelings, thoughts and dreams.</p>
<p>❖ Jennifer vrommel al die klei balletjies op en sit dit terug in bakkie.</p>	

Refleksie oor sessie 5

Ek het vandag my vyfde assesseringssessie met Jennifer gehad. Ek is weer herinner aan die feit dat dit wonderlik vir Jennifer is om kreatief te wees, te verf en skeppend te wees. Ek dink Jennifer begin my meer vertrou en sy is bewus daarvan dat ons sessies saam oor 'n langer tydperk gaan plaasvind. Dit is baie belangrik dat ek die doel van my navorsing altyd in gedagte moet hou. As ek die assesserings beplan moet ek fokus op die gebruik van Gestalt terapie as 'n assesseringstegniek, om die emosionele welstand van 'n laerskool dogter wat seksuele mishandel was te bepaal. Vandag se sessie het oor die algemeen goed afgeloop en ek is nuuskierig om te sien wat die navorsing vir die toekoms inhou.

Jennifer: Session 6
27 March 2006

<p>R:</p>	<p>Nou wil ek eers hê jy moet jou ogies toe maak en jy gaan in 'n jou wêreld in. Jy dink wat ek vir jou sê, so maak vir my jou ogies toe en dan luister jy. Nou wil ek hê jy moet vir my dink aan elke persoon in jou familie. Jou pa, ma, boetie en sussie en die mense wat voorheen jou familie was. Die mense by wie jy gebly het, tannie Hestie, oom Michael. Nou wil ek hê jy moet dink hoe jy elkeen van hulle gaan teken op 'n stuk papier. Nie as mense nie, maar as iets waaraan hulle jou laat dink, eerder as regte mense. So wat sal dit wees? Byvoorbeeld as jou suster laat jou dink aan 'n skoelapper, want sy vlieg die heelyd rond en sy praat die hele tyd en sy beweeg heelyd haar lyfie, dan kan jy haar dalk as 'n skoelapper teken. Of as iemand jou laat dink aan 'n sprinkaan, want hulle is die heelyd rondom jou. So dit laat jou dink aan 'n sprinkaan en dan teken jy sommer vir my die een wat jy eerste aan dink en as jy nie meer weet wat om te teken nie byvoorbeeld as jy glad nie weet hoe om jou pa te teken nie, dan maak jy weer jou ogies toe en dink waaraan laat jou pa jou dink, watter diere, teken of boompie. Jy kan baie kleure gebruik. Jy kan vormpies gebruik. Jy kan diere gebruik of objekte gebruik of enige iets wat jy wil wat in jou kop opkom. As jy naby aan jou ma is kan jy 'n hartjie teken met 'n pyltjie deur dit of jou suster kan dalk 'n feetjie wees. Jou pa kan dalk 'n "ligbulb" wees, want hy is vol idees en jy moet ook vir my jou teken. Jy kan dalk jou teken as seebrander. Net wat jy wil. Jy kan maar jou ogies oop maak. Verstaan jy?</p>	
<p>A 1:</p>	<p>Ja.</p> <ul style="list-style-type: none"> ❖ Jennifer neem eerste die rooi potlood, teken 'n hartjie en kleur dit in. ❖ Sy het 'n glimlag op haar gesig terwyl sy teken. ❖ Jennifer druk nogal hard terwyl inkleur. <p><u>Dit is my pa, want hy is baie na aan my.</u></p> <ul style="list-style-type: none"> ❖ Dink voor volgende een begin. ❖ Kyk op in die lug. ❖ Neem pienk potlood. ❖ Tekn "smiley" gesig met pienk oë, blou neus en oranje mond. <p><u>Dit is my suster. Sy lag die hele tyd as sy my sien.</u></p> <ul style="list-style-type: none"> ❖ Jennifer dink voor sy weer begin. ❖ Sy neem die donker blou potlood. ❖ Sy teken 'n blou skoelapper met rooi ore. Dit het pienk, oranje en blou tekens op dit. <p><u>Dit is my ma, want sy loop baie rond. Die hele plek vol.</u></p> <ul style="list-style-type: none"> ❖ Dink baie langer as vorige tekeninge kap potlood teen hand. 	<p>Happiness and joy.</p> <p>Tension.</p> <p>Shares a close relationship with father. Father brings her joy, love and happiness.</p> <p>Perceives sister as friendly.</p> <p>Perceives her mother as busy as she walks around a lot. Perceives her mother as beautiful and colourful.</p>

- ❖ Sit met vinger op mond.
- ❖ Kyk rond vir idees.
- ❖ Jennifer teken 'n blou brander.

Ek teken myself as 'n brander, want ek hou van swem.

- ❖ Dink lank voor teken.
- ❖ Teken 'n sirkel.

Ek teken my boetie as 'n sirkel, want hy is die hele tyd rondom my en my ma.

- ❖ Vat oranje inkleurpotlood en trek mond styf.
- ❖ Teken 'n leeu.
- ❖ Ernstige uitdrukking op haar gesig.

Dit is 'n tipe leeu. Dit is tannie Hestie.

A 1: Want, sy is altyd misluk as sy van die werk afkom.

R: Wat doen leeus nog?

A 1: Hulle baklei baie.

R: En as iemand weer soos tannie Hestie met jou baklei, wat dink jy kan jy doen?

A 1: Ek kan net weg hardloop.

R: Jy kan ook sê wat jy sien sy doen. Soos sê ek sien tannie is baie lelik en misluk met my vandag. Het tannie nie 'n lekker dag by die werk gehad nie?

- ❖ Jennifer neem die swart inkleurpotlood en teken 'n dier.

En die swart dier wat is dit?

A 1: 'n Meerkat.

R: Wie is dit?

A 1: Oom Michael.

R: Hoekom het jy hom as 'n meerkat geteken?

A 1: Want 'n meerkat is altyd misluk.

R: Wat doen 'n meerkat nog?

A 1: Hulle eet diere se eiers op.

Escapism. Loves to swim. Has a possible need to cleanse after sexual abuse.

Jennifer's mother and brother always together and shares a close relationship.

Anger, hatred and aggression towards foster mother. Perceives foster mother as aggressive, strong, and frightening. Foster mother strong minded and Jennifer frightened of her.

Conflict and aggression between Jennifer and her foster mother.

Escapism, anxiety, powerlessness, frightened and helplessness. Jennifer lacks social skills or confidence to cope in conflict situations as she withdraws and runs away.

Activity provided an opportunity for therapeutic intervention.

Jennifer dislikes the colour black (session three). Dislikes perpetrator. Depression, anxiety, aggression and fear.

Meercat (perpetrator) destroys eggs and causes pain and discomfort. Perpetrator hurt Jennifer emotionally. Violated her boundaries during the sexual abuse. Anxiety, aggression, hatred,

anger, frightened, rage and powerlessness.

Refleksie oor sessie ses

Ek het vandag my sesde assessering sessie met Jennifer gehad. Die sessie het baie vinniger verloop as wat ek gedink het. Ek het vir min of meer 'n uur beplan, maar dit het dertig minute geneem. Dit was vir my interessant om te sien dat Jennifer 'n swart inkleurpotlood gebruik het toe sy die persoon wat haar seksueel mishandel het geteken het. Sy verwoord dus glad nie wat met haar gebeur het nie, maar haar keuses van kleure en haar nie-verbale gedrag is baie beter indikers as haar woorde. Jennifer druk vervolgens haar gevoelens uit deur haar kreatiwiteit. Hierdie is een van die beginsels van Gestalt terapie en alhoewel ek dit alreeds baie teoreties bespreek het, kan ek dit na vandag se sessie prakties verstaan. Ek moet eerlik wees en noem dat ek die skeppende en kreatiewe aktiwiteite baie geniet. Dit wil voorkom of Jennifer dit ook geniet. Ek weet nie wie geniet dit meer nie, ek of sy? Ek hou altyd in gedagte dat ek die navorser is wanneer ek en Jennifer saam werk. Ek sien myself dus nie meer as 'n intern opvoedkundige sielkundige of 'n terapeut nie, maar eerder as 'n navorser wat observeer, deelneem, aktief luister en veldnotas maak.

Ek het wonderlike terugvoer ontvang. Jennifer se klasonderwyseres meld dat dit alreeds baie beter met Jennifer gaan. Haar onderwyseres het genoem dat Jennifer aan die begin van die jaar, voor die assesseringssessies (ses sessies terug) begin het, fisies in die klas baie rond beweeg het. Sy het gereeld gevroetel met haar hande en voete. Haar onderwyseres het verder gemeld dat Jennifer gereeld aandag by haar gesoek het en die "houding" ingeneem dat die juffrou asseblief na haar moet kyk. Deesdae is sy baie rustiger in die klas en presteer goed. Haar aandag is ook baie meer gefokus. Dit wil dus voorkom of die assesseringssessies terapeuties vir Jennifer is. Ek beplan om Jennifer eers weer na die Maart vakansie te sien. Dit gee my dus 'n bietjie meer tyd as wat ek gewoonlik het, om die volgende sessie te beplan.

Jennifer: Session 7
8 May 2006

R:	Vandag gaan ons iets lekker doen. Ek wil hê jy moet vir my jou ogies toe maak. Jy moet gaan in jou spasie en jy moet jou verbeel jy is 'n roosboom. Weet jy hoe lyk 'n roosboom?	
A 1:	Ja.	
R:	Maak vir my jou ogies toe en jy is 'n roosboom. Watse tipe roosboom is jy? Klein of groot boom? Daar is nie 'n regte of verkeerde antwoorde nie.	
A 1:	<u>Ek is 'n klein roosboom.</u>	Vulnerable after sexual abuse. Weakness, helplessness and powerlessness.
R:	Is jy 'n vet roosboom? Is jy lank? Met ander woorde, hoe lyk jy?	
A 1:	Lank roosboom.	
R:	Is jy maer?	
A 1:	<u>Ja.</u>	Weakness, vulnerability and powerlessness.
R:	Het jy blomme?	
A 1:	Ja.	
R:	Het jy baie blomme of net 'n paar?	
A 1:	<u>Net 'n paar.</u>	
R:	Is dit groot blomme of baie klein blommetjies?	
A 1:	<u>Baie klein blommetjies.</u>	Depression, sadness, shyness and lacks confidence.
R:	Het jy blare?	
A 1:	<u>Ja.</u>	
R:	Watter tipe blare?	
A 1:	<u>Ovaalerig en dis groen.</u>	Tree has life and growth. Hope for the future.
R:	Hoe lyk jou takke?	
A 1:	<u>Dit staan rond en bond.</u>	Reaching for support, love, acceptance and opportunities.
R:	Hoe lyk jou wortels of het jy glad nie wortels nie? As jy wortels het is dit lank, reguit of kronkelrig?	
A 1:	<u>Lank en reguit.</u>	
R:	Is hulle diep in die grond of nie so diep nie?	
A 1:	<u>Hulle is diep in die grond.</u>	Feels unsafe and insecure. Wants stability, security and safety.
R:	Het jy enige dorings.	
A 1:	<u>Ja.</u>	Aggression, withdrawal and anger. Wants to protect herself from perpetrator and people that she mistrusts.
R:	Waar is jy? Agter in 'n erf? In 'n parkie? In 'n tuin? In die stad of dalk in die middel van die oseaan?	
A 1:	<u>Stad.</u>	Needs companionship and social interaction. Noisy and busy in towns.
R:	Groei jy in 'n pot of in grond of in sement of in iemand se huis?	
A 1:	<u>Ek groei in 'n pot.</u>	Feels restricted and trapped. Would like more freedom and independence.

R:	In iemand se huis. Wat is rondom jou, is daar blommetjies of is jy alleen?	
A 1:	<u>Daar is klomp blommetjies.</u>	Needs companionship. Likes beautiful things around her like flowers.
R:	Is daar bome?	
A 1:	<u>Nee.</u>	
R:	Is daar enige diere rondom jou?	
A 1:	<u>Nee.</u>	Social isolation and loneliness. Withdraws from family and friends. Poor peer-group relationships.
R:	Is daar enige mense rondom jou?	
A 1:	<u>Ja.</u>	
R:	Soos wie?	
A 1:	<u>Swart mense.</u>	Needs companionship and social interaction. Want people to take care of her.
R:	Is daar enige voëls rondom jou?	
A 1:	<u>Ja.</u>	Loves nature and animals.
R:	Lyk jy soos 'n roosboom of dink mense jy lyk soos 'n ander boom.	
A 1:	Lyk soos 'n roosboom.	
R:	Is daar enige iets rondom jou soos 'n draad?	
A 1:	<u>Nee.</u>	
R:	Is jy in 'n oop plek?	
A 1:	<u>Ja.</u>	Wants more freedom and independence.
R:	Hoe voel dit om 'n roosboom te wees?	
A 1:	<u>Nie so lekker nie.</u>	
R:	Hoekom nie?	
A 1:	<u>Want mense pluk rose. Hulle pluk die blare af.</u>	Boundaries was not respected during sexual abuse. Felt violated after the sexual abuse. Sadness, anxiety and depression.
R:	Maak hulle jou seer?	
A 1:	<u>Ja.</u>	Sadness and emotional pain. Physical discomfort and pain after the sexual abuse.
R:	As hulle die rose en blare afpluk hoe voel jy?	
A 1:	<u>Hartseer.</u>	Depression and sadness
R:	Wat voel jy lus om te doen?	
A 1:	<u>Om hulle te slaan en om op hulle te skree.</u>	Aggression, hatred, anger and rage towards perpetrator.
R:	Hoe oorleef jy? Wie gee vir jou kos en water? Gee iemand om vir jou?	
A 1:	<u>Ja.</u>	Wants adults to protect and care for her.
R:	Wie?	
A 1:	<u>Ou wat heeltyd rondloop.</u>	Referring to biological parents.
R:	Hoe lyk die weer om jou? Is dit warm of koud?	
A 1:	Warm.	
R:	Maak maar jou ogies oop. Nou wil ek hê jy moet vir my hierdie roosboom teken. Moenie "worry" hoe dit lyk nie.	

	Jy gaan later vir my verduidelik wat daar aangaan.	
	Kom ek lees gou vir jou wat jy nou-nou gesê het. Jy het gesê dit is nie so lekker nie, want mense pluk die blare en rose af en dit maak jou seer. Jy is lus om op hulle te skree en hulle te slaan. Ek sal ook so gevoel het. Iemand sorg vir jou. 'n Ou wat heelyd daar rondloop en dit is sonlig en dit is warm. Beskryf nou vir my wat jy geteken het.	
A 1:	<u>Ek het geteken die roosboom met vier blommetjies en twee koppies. My wortels is lank. Baie are en blare groen en ovaalrig en die takke steek so uit.</u>	Depression and sadness. Flowers indicate that Jennifer expects a better future and happiness.
R:	<u>Die roosboom, is dit op enige manier dieselfde as wat jou lewe nou is?</u>	
A 1:	<u>Nee.</u>	Needs prompting to support her during self-discovery. Visual form of rosebush a message to herself. Awareness important as Jennifer not willing to talk about sexual abuse.
R:	Ek gaan weer vir jou terug lees. Jy het gesê jy is 'n klein roosboom.	
A 1:	Ja.	
R:	<u>Dink jy dit is dieselfde in jou lewe dat jy nog klein is?</u>	
A 1:	<u>Ja.</u>	
R:	<u>Hoekom?</u>	
A 1:	<u>Ek ken my ma-hulle nog nie so goed nie.</u>	Insight and change of meaning.
R:	Jy is baie lank en jy het blomme. Dink jy dit is op enige manier dieselfde in jou lewe? Is daar enige iemand wat dalk blommetjies in jou lewe is? Wat jou gelukkig maak? Wat vir jou mooi goed bring?	
A 1:	<u>My ma en pa.</u>	Parents a source of joy and happiness. Cares for her physically and emotionally.
R:	<u>Hulle is soos die blomme op die boom. Sien jy die boom is min of meer dieselfde as jou lewe, want dit is jy wat dit uit gedink het. So op een of ander manier moet dit dieselfde wees in jou lewe. Dit is net jou ma en pa so dit is net 'n paar blomme. Alhoewel jy baie klein blommetjies het is dit dalk al jou maats of jou boetie of sussie. Wat dink jy?</u>	
A 1:	<u>Ja. Destiny, my boetie en sussie.</u>	Violated after sexual abuse. Sexual abuse prevented her to enjoy beautiful experiences. Small flowers represent people in her life as she is still getting to know parents, siblings and friends.
R:	Ek sien jy het blare, ovaalrig en groen.	
A 1:	Ja.	
R:	Is dit op enige manier dieselfde in jou lewe? Is daar iets waaraan jy kan dink? Jy het gesê jy het takke en dit staan rond en bont. Is dit op enige manier dieselfde in jou lewe? Enige iets waaraan jy kan dink? <u>Jy het gesê jy het takke wat rond en bont staan. Wat in jou lewe staan rond en bont?</u>	
A 1:	<u>My goed wat ek gekry het. My nuwe klere.</u>	Materialistic belongings divided between biological and foster parent's home. Wants to

R:	<u>Jy het gesê jou wortels is lank en reguit en staan diep in die grond. Wat is nog so in jou lewe? Diep in die grond en warm?</u>	settle in as she longs for stability.
A 1:	<u>Ek weet nie.</u>	A need to belong and for stability, security.
R:	<u>Jy het gesê jy het dorings. Wie in jou lewe wil jy met dorings steek? Hoekom dink jy, jy het dorings? Wil jy jousef beskerm teen iets?</u>	
A 1:	<u>Nee, ek weet nie.</u>	Wants to protect herself against perpetrator.
R:	Jy het gesê jy is in 'n stad. Hoe is dit dieselfde in jou lewe?	
A 1:	Dit is nie dieselfde nie.	
R:	<u>Jy bly ook in die stad. Nou jy is 'n roosboom en Jennifer jy het gesê jy groei in 'n pot. Hoe dink jy is dit dieselfde in jou lewe as jy dink waar jy bly?</u>	Elaborating on parts of the activity to motivate Jennifer to become aware so she can experience herself and verbalise her thoughts as she did not share connections during the last three questions.
A 1:	<u>Baie lekker.</u>	Enjoys living with her parents.
R:	Is dit kleiner? Dink aan jou huis?	
A 1:	<u>Dit is kleiner. Ek het minder goed as wat ek gehad het. Ek ken baie meer mense.</u>	When Jennifer lived with her foster parents she was socially isolated and experienced inadequate social relationships.
R:	Dalk veiliger ook?	
A 1:	<u>Ja.</u>	Safer at her biological parents home as sexual abuse stopped.
R:	Die koppe bo is dit vry? Is jy vry om te doen wat jy wil?	
A 1:	<u>Nee.</u>	Escapism. Feels trapped after the sexual abuse. Wants more freedom and independence
R:	<u>Sien jy hoekom dit dieselfde is? Jy teken en jy weet nie eers dat jy jou eie lewe ook teken nie, want jy is nou die roosboom. Jy het gesê daar is geen ander bome of diere nie, maar daar is baie mense, swart mense. As jy dink aan jou eie huis wie loop baie daar rond in die straat af?</u>	A need for social interaction and companionship.
A 1:	Baie mense.	
R:	En daar is geen draad rondom jou boom nie. Hoekom? Is daar draad rondom jou huis? Wat beteken dit? Enige iets, oop plek? Hoe is dit dieselfde?	
A 1:	<u>Ek kan meer speel.</u>	Emotional insight and abstract connections between her life and rosebush. Participates in age-appropriate play when she is at her biological parent's home. Sense of freedom. Trapped at foster parent's home as she did not know how to stop the sexual abuse.
R:	Dalk jousef wees?	
A 1:	Ja.	
R:	Jy het ook gesê dit is nie so lekker om 'n roosboom te wees nie, want mense pluk jou rond en pluk jou blare. Kan jy dink aan vorige kere toe jy by tannie Hestie gebly het, het jy vir my gesê dit was nie so lekker nie.	
A 1:	Ja.	

R:	<u>Hoe dink jy is dit dieselfde, want hierdie boom se rose word afgepluk en blare. Die roosboom is lus om hulle te slaan en op hulle te skree. Het jy ook so gevoel toe jy by tannie Hestie gebly het?</u>	
A 1:	<u>Ja.</u>	Aggression, defiance, hatred, anger and rage toward foster parents.
R:	Hoe het jy gevoel?	
A 1:	<u>Ek wou nie daar gewees het nie. Het kwaad geraak.</u>	Escapism. Did not want to live with foster parent's as she felt angry. Aggression and rage towards perpetrator and foster mother as she did not prevent the sexual abuse.
R:	Hoe het jy nog gevoel?	
A 1:	Partykeer gelukkig.	
R:	Soos wanneer?	
A 1:	<u>As ek 'n geskenkie gekry het.</u>	Foster parents spoiled Jennifer with materialistic possessions to cover up sexual abuse. Bought Jennifer's silence.
R:	<u>Het jy ook gevoel asof hulle jou rose pluk?</u>	
A 1:	<u>Ja.</u>	Perpetrated did not respect her boundaries and hurt her emotionally.
R:	<u>Jy het gesê iemand sorg vir jou, 'n ou wat heeltyd rondgehoop het. As jy nou dink aan jou lewe nou, hoe is dit dieselfde? Hoe is dit nou?</u>	Referring to her mother and father as they take care of her emotionally and financially.
A 1:	<u>Lekkerder.</u>	Prefers to live with biological parents as they treat her with respect and support her emotionally. Happier at her biological parent's home as the sexual abuse stopped.
R:	Wie sorg vir jou?	
A 1:	<u>My pa.</u>	Close relationship with her father. Perceives him as her caregiver.
R:	Jy het gesê dit was warm. Is jou lewe nou vir jou warmer?	
A 1:	<u>Ja.</u>	Happier with biological parents as they treat her with warmth and support her emotionally.
R:	Hoe voel jy nou?	
A 1:	<u>Gelukkig.</u>	Happier at biological parents home.

Refleksie oor sessie sewe

Voor ek met vandag se sessie begin het, het ek myself weer herinner dat alhoewel Jennifer 'n leerder in my skool is, waar ek tans as 'n intern opvoedkundige sielkundige werk, ek in gedagte moet hou dat sy 'n navorsing deelnemer is. Wanneer ek dus kontak met haar het, is ek 'n navorser. Dit beteken dat ek inligting vir navorsing doeleindes moet insamel en nie enige persoonlike betekenis daaraan moet heg nie. Ek streef dus daarna om inligting altyd op 'n professionele wyse te hanteer. Ek moet gevolglik gebruik maak van al die inligting en kennis wat ek oor die afgelope agt jaar (in die veld van sielkunde) verkry het en dit te alle tye in gedagte hou. Dan eers sal ek 'n ingeligte, professionele opinie kan vorm. Tydens hierdie sessie het ek verder altyd in gedagte gehou dat assessering dikwels 'n kuns is en nie noodwendig 'n wetenskap is met wit en swart riglyne nie. Ek was dus oop vir enige respons gedurende

die sessies en ek het veral gefokus op Jennifer se nie-verbale gedrag. Ek administrateur dus nie assessering sessies rigied en volgens vaste riglyne nie. Ek verskaf hierdeur baie meer ruimte vir Jennifer om haar emosionele konflikte visueel te maak en gevolglik daaroor te gesels.

Ons het vandag die “rosebush” tegniek gebruik. Ek het dit verkry in Violet Oaklander se boek, “Windows to our children”. Toe ek die sessie beplan het, het dit soms vir my gevoel dat van die vroeë te abstrak is vir ‘n 10 jarige dogtertjie. Ek het dus ‘n rukkie gewag voor ek besluit het om hierdie tegniek te gebruik aangesien dit baie op Jennifer se emosionele toestand fokus, alhoewel daar op ‘n indirekte wyse daaroor gevra word. Dit het egter baie goed gewerk aangesien hierdie tegniek dit moontlik vir Jennifer gemaak het om emosies te vertoon, wat vir haar moeilik is om oor te praat. Dit het ook gehelp toe ek van my kant af self-ontdekking aangemoedig het deur te fokus op sekere gedeeltes van ‘n aktiwiteit. Dit was dus belangrik om Jennifer se aandag te fokus op sekere aspekte, daarvoor vroeë te vra en my insigte met haar te deel. Voor ek die volgende sessie beplan moet ek weer my kennis oor Gestalt terapie verfris deur daaroor te gaan lees. Hierdie sal my ondersteun met die beplanning van my volgende sessie.

Jennifer: Session eight
22 May 2006

<p>R:</p>	<p>Vandag wil ek hê jy moet vir my 'n prentjie teken oor jou week sover. Dit is nou Maandag en Dinsdag. Enige iets waaraan jy kan dink. Wat gebeur het, wat jy gesien het of as iets slegs of goeds gebeur het. Net 'n prentjie van jou week. Jy kan dit teken net soos jy wil. Jy het genoeg tyd.</p> <ul style="list-style-type: none"> ❖ <u>Jennifer dink baie lank voor sy begin teken (10 minute).</u> ❖ <u>Lê op linker arm met haar kop.</u> ❖ <u>Sy kom baie rustig voor.</u> ❖ <u>Neem rooi inkleurpotlood en teken met haar regterhand.</u> ❖ <u>Beweeg liggies met haar kakebeen, voorentoe en agtertoe.</u> ❖ <u>Vat pienk potlood, kyk op en "smile".</u> ❖ <u>Lyk of sy hard konsentreer en dink.</u> ❖ <u>Rol gereeld al die potlode op die tafel om te sien watter kleure sy wil gebruik.</u> ❖ <u>Dink lank voor sy 'n kleur neem, vat nie net impulsief nie.</u> ❖ <u>Vat aan almal in rollende beweging.</u> ❖ <u>Vat groen, rooi en blou inkleurpotlode.</u> ❖ <u>Ek laat haar toe om te teken en maak seker ek maak nie geraas nie.</u> ❖ <u>Vat groen en oranje inkleurpotlode.</u> ❖ <u>Lê nie meer op arms nie, begin al hoe regop sit.</u> ❖ <u>Maak weer inkleurpotlode plat op tafel.</u> ❖ <u>Neem geel, skryf mooi so en "smile" breed kyk vir my.</u> ❖ <u>Dink weer voor sy verder teken.</u> 	<p>Not impulsive. Concentrates intensely regarding choice of colours. During first four sessions Jennifer restless, found it challenging to concentrate and physically agitated behaviour. No concentration disturbances even when there are noises outside the window and at the door. Relaxed and less anxious. Happiness and joy while participating in activity.</p> <p>"Smiles" while participating.</p>
<p>A 1:</p>	<p><u>"Okay", ek is klaar.</u></p>	<p>In previous activities never told me she was finished with an activity as waited for a response from me. Shares with me that she is finished. Seems exited to tell me about her drawing. Displays confidence.</p>
<p>R:</p>	<p>Vertel nou vir my oor die algemeen wat hier aan gaan.</p>	<p>Seems exited to tell me about her drawing. Displays confidence.</p>
<p>A 1:</p>	<p><u>Ek en Destiny het toets geskryf. Juffrou het ons werk verduidelik in die klas. Hier is waar ek en Destiny 'n "game" speel, waar ons 'n brief skryf met ons "secrets". Hier speel ek en Destiny handjie tennis en hier speel ek "swingball".</u></p>	<p>Getting along better socially as participating in age-appropriate activities. Adequate peer-group relationships.</p>
<p>R:</p>	<p>Watter toets het julle geskryf?</p>	<p></p>
<p>A 1:</p>	<p>Kuns.</p>	<p></p>
<p>R:</p>	<p>Hoe het dit gegaan?</p>	<p></p>
<p>A 1:</p>	<p><u>Goed.</u></p>	<p>Expects she performed well in her art test.</p>
<p>R:</p>	<p>Het jy geleer.</p>	<p></p>
<p>A 1:</p>	<p><u>"mmm".</u></p>	<p>Studied for her test.</p>
<p>R:</p>	<p>Weet jy wat is jou punte? By watter juffrou is dit?</p>	<p></p>
<p>A 1:</p>	<p>Juffrou Rossouw.</p>	<p></p>
<p>R:</p>	<p>Is jy bang vir Juffrou Rossouw?</p>	<p></p>
<p>A 1:</p>	<p>Nee.</p>	<p></p>

R: Wanneer was dit?
 A 1: Vanoggend.
 R: Watse juffrou is hierdie?
 A 1: Juffrou Nel.
 R: Wat kry jy by haar?
 A 1: Wiskunde.
 R: Verduidelik vir my oor die “secret briefie game”.
 A 1: Waar ons vir mekaar goed moet skryf dan gee ons dit vir mekaar. As die “game” klaar is, is dit soos ‘n geheim.
 R: Wat is die “game” se naam?
 A 1: Weet nie.
 R: Wie het dit opgemaak?
 A 1: Destiny.
 R: Lees julle mekaar se briefies?
 A 1: Nee. Die eerste keer gee jy ‘n naam, dan werkwoord, nog ‘n naam, ‘n liggaamsdeel, sag of hard en ‘n kleur. Dan klaar.
 R: So skryf julle elkeen van die goedjies neer en dan hou jy dit vir jouself?
 A 1: Nee, dan moet jy raai wat dit is.
 R: As jy begin met die “game” weet jy watter “secret” jy gaan vat?
 A 1: Nee.
 R: So jy dink maar net soos jy aangaan?
 A 1: Ja.
 R: Hier speel julle handjie tennis. Waar speel julle?
 A 1: Onder by juffrou Rossouw se klas.
 R: Wanneer?
 A 1: Pouse.

R: En “swingball”?
 A 1: Dit het ek by die huis gespeel.

- ❖ Vryf serp en haal dit af.
- ❖ Kry dalk warm.

R: Nou wil ek hê jy moet nog ‘n bietjie langer vat. Jy moet nog ietsie teken. Hierdie keer moet jy vir my ‘n prentjie teken van jou lewe, as jy nou dink, waar jy bly, waar het jy gebly en wat jy alles daar gedoen het. Teken ook vir my goed oor wat met jou gebeur het. As iets lekker of sleg was. Dink net vir ‘n rukkie aan jou lewe en as jy voel jy wil nie vir my sê wat dit is nie, dan sê jy vir my ek kan nie vir jou sê nie. Enige iets in jou lewe wat vir jou lekker was of wat vir jou sleg was byvoorbeeld as jy gehuil het. “Okay”?

A 1: “Okay”.

- ❖ Jennifer draai albei papiere dwars om op dit te teken.
- ❖ Vat eerste bruin potlood, teken in die middel van die bladsy, kyk vir prent en sit al hoe meer regop.
- ❖ Neem rooi potlood vir gesig van perd.
- ❖ Neem groen potlood en teken mense met “gedagte bubbles”.

Participating in socially accepted and age-appropriate activities with peer-group.

Participating in socially accepted and age-appropriate activities with peer-group.

Wants more space to draw on. Rigid and rebellious. Physical appearance changes from slouching downwards in chair to sitting upstraight. Activity rejuvenates her.

No concentration disturbances.

	<ul style="list-style-type: none"> ❖ <u>Jennifer tik met die blou inkleurpotlood teen haar mond en dit lyk of sy aandagtig dink.</u> ❖ Jennifer teken blou mense. ❖ Sy teken ook twee mense in grys. ❖ Dit wil voorkom of hierdie twee mense onder 'n afdakkie sit. ❖ <u>Jennifer staan rustig op, "smile" en noem dat sy gou die skerpmaker gaan skoonmaak.</u> ❖ Teken grys vrou met baie lang hare. ❖ Kyk op in die lig en trek haar gesig terwyl sy haar ore krap en haar ken vashou. ❖ Jennifer dink lank voor sy teken (min of meer 5 minute). ❖ <u>Sy kyk rond in kamer met ernstige uitdrukking op haar gesig.</u> ❖ Jennifer praat glad nie gedurende die tekening nie. 	<p>Participating in socially accepted way by "smiling" and informing me of her actions.</p>
<p>R: Ek sien jy is baie stil.</p>	<ul style="list-style-type: none"> ❖ <u>Jennifer "smile" en sê "mmm".</u> ❖ <u>Jennifer kyk nou en dan op, maak oogkontak en "smile".</u> 	<p>Participating in a socially accepted manner. Eyecontact and "smiles" at me. Does not withdraw. Participates actively.</p>
<p>R: A 1:</p>	<p>Vertel vir my wat hier aangaan. <u>Dit is my heel eerste kersfees by my ma. Dit was toe ek nog 'n baba was. My ma is by my. Dit was my heel eerste verjaarsdag koek en die mes waarmee die koek gesny was.</u></p>	<p>Distortions of the truth as does not remember first christmas. Mother told her about first christmas. Wants to remember good experiences with her mother, as she plays an important role in her life.</p>
<p>R: A 1:</p>	<p>Waar was jou verjaarsdag koek? <u>By tannie Hestie. Dit was toe ek my eerste vriend gehad het.</u></p>	<p>A need for companionship and social interaction.</p>
<p>R: A 1:</p>	<p>Wie was dit? Ek kan nie meer onthou nie.</p>	
<p>R: A 1:</p>	<p>Hoe oud was jy? Ek was vyf jaar oud. Dit was toe ek lang hare gehad het.</p>	
<p>R: A 1:</p>	<p>Wanneer het jy jou hare gesny? <u>Toe ek in graad drie was. Dit was toe ek my regte ma 'n drukkies gegee het.</u></p>	<p>Mother-daughter relationship important to Jennifer.</p>
<p>R: A 1:</p>	<p>Wanneer was dit? <u>Laas jaar, eerste keer wat ek kan onthou. Dit was die eerste keer toe ek regtig my perd kon gery het. Die eerste keer toe ek klas gehad het in graad drie. Eerste keer toe ek die alfabet opgesê het.</u></p>	<p>Jennifer's mother shared information with Jennifer regarding contact that they had while Jennifer was living with her foster parent's as she did not want Jennifer to think that she abandoned her. Loves riding horses, learning new things and going to school.</p>
<p>R: A 1: R: A 1: R:</p>	<p>Ek gaan gou vir jou terug lees. Dit was jou heel eerste kersfees by jou ma gewees. Wie se geskenk was dit? My en my boetie s'n. Wat jou boetie ook daar gewees? Ja. Dit was toe jy 'n baba was saam met jou regte ma. Hierdie was jou heel eerste verjaardag en dit was die mes waarmee die koek gesny was. Hierdie was die</p>	

	<p>eerste vriend wat jy gehad het. Hier was toe jy nog lang hare gehad het en in graad drie het jy dit gesny. Hierdie was toe jy die eerste keer jou regte ma 'n drukkie gegee het. Hierdie was die eerste keer toe jy regtig perd gery het. Hierdie was die eerste keer toe jy klas gehad het in graad drie. Hoekom het jy hierdie hier, die eerste keer toe jy klas gehad? Waar was dit?</p>	
A 1:	<p><u>Dit was regte Wiskunde. Was by Laerskool Balmoral.</u></p>	<p>Participation in school activities important to Jennifer. Wants to learn new things.</p>
R:	<p>Hier was toe jy die eerste keer die alfabet kon sê het. Kan jy dit nog onthou? Ek kan nie onthou toe ek die eerste keer die alfabet gesê het nie. <u>As ek reg verstaan sien ek net goeie goed hier.</u></p>	
A 1:	<p><u>Ja.</u></p>	<p>Jennifer avoids drawing, discussing and thinking about sad memories. Suppresses bad memories.</p>
R:	<p><u>As jy nou kyk na dit wat jy geteken het, wat sê dit vir jou? Watter boodskap kry jy?</u></p>	
A 1:	<p><u>Weet nie.</u></p>	
R:	<p><u>Kyk wat sê dit.</u></p>	<p>Prompted Jennifer to provide an answer by elaborating on parts of the activity. Focused her attention on the visual activity to sharpen her awareness.</p>
A 1:	<p><u>Ek het 'n goeie lewe.</u></p>	
R:	<p><u>Dit kan dalk wees, of dit lyk vir my dit is ook hoe graag jy wil hê jou lewe moet wees, sonder enige slegte goed.</u></p>	
A 1:	<p><u>"mmm".</u></p>	
R:	<p><u>Maar tog gebeur daar maar slegte goed.</u></p>	
A 1:	<p><u>Ja.</u></p>	
R:	<p><u>Maar jy het dit nie hier geteken nie? Hoe voel jy nou?</u></p>	
A 1:	<p><u>Gelukkig.</u></p>	<p>Avoids thinking about the sad memories. Suppresses bad memories. Jennifer happy.</p>
R:	<p>Is daar nog iets wat jy wil byteken?</p>	
A 1:	<p>Nee.</p>	

Refleksie oor sessie agt

Na vandag se sessie met Jennifer het haar onderwyseres wat vir haar engels aanbied met my kom gesels. Sy het genoem dat dit alreeds baie beter met Jennifer in die klas gaan. Sy het gemeld dat Jennifer langs 'n seun in die klas sit en dat sy openlik met hom en ander maats gesels. Sy het ook genoem dat Jennifer gemaklik met haar gesels en op haar gemak is in die klas. Dit was vir my 'n wonderlike terugvoer gewees aangesien dit moontlik 'n duiding is dat die assesseringsessies nie net fokus op die assessering van Jennifer se emosionele welstand na die seksuele mishandeling nie, maar ook terapeuties vir haar is.

Dit wil voorkom of Jennifer meer selfvertroue het om sosiaal met ander kinders te verkeer. Sy vertrou volwassenes ook meer en dit wil voorkom of sy minder angs ervaar. Ek stem nogal saam met Jennifer se onderwyseres. Aan die begin van die jaar was Jennifer 'n stil meisie wat een kant gesit het en baie min gepraat het. Haar vordering mag dalk toegeskryf word aan 'n verskeidheid redes soos dat sy beter aanpas by die huis en goeie maats gekry het. Tog dink

ek dat die assesserings wat gebaseer word op Gestalt terapie ook 'n terapuetiese uitwerking het. Vir navorsing doeleindes mag dit dalk betekin dat as ek Gestalt terapie as 'n alternatiewe assessering middel gebruik ek alreeds met intervensie begin. Die kind word dus vinniger gehelp aangesien hulle nie hoof te wag na ek al die data ingesamel en geïnterpreteer het nie. Hierdie is wonderlik aangesien kinders wat seksueel mishandel was dikwels deur emosionele warboel gaan en dadelik hulp benodig. As die intervensie alreeds tydens die assessering begin, "the sooner the better".

Vandag se sessie het min of meer 'n uur geduur. Jennifer is alreeds baie rustiger en het goed saam gewerk. Ek het gepoog om baie meer op haar nie-verbale gedrag te fokus. Ek het ook meer probeer uitvind oor die boodskappe wat haar werk vir haar persoonlik stuur. Wat sê dit vir haar? Ek kon sien ek het haar vir 'n rukkie onkant gevang aangesien sy nie hierdie tipe vrae verwag het nie. Dit het egter baie aanmoediging vereis vir haar om te antwoord. Dit het haar ook gedwing om meer eerlik te wees aangesien dit soms vir my voorkom of sy nie altyd oop en eerlik met my of haarself is nie. Soos Gestalt terapie stel, sy gebruik woorde om die waarheid van haarself af weg te steek. Dit is hoekom Gestalt terapie vir my so wonderlik is met kinders soos Jennifer wat nie altyd die verbale vermoë het om hulle emosies te erken of te beskryf nie.

Tydens vandag se sessie het ek besef dat die assessering sessies met Jennifer amper klaar is. Ek beplan om nog een assessering sessie met haar te hê. Ek is bewus van die feit dat dit tyd is om 'n tweede deelnemer te vind. Dit wil voorkom of ek nie een by die skool gaan vind nie en dalk by 'n kinderhuis gaan moet aanklop. Aan die begin van Jennifer se assessering sessies het ek besluit om nie altwee deelnemers op dieselfde tydstip te assesser en inligting in te samel nie. My redenasie agter hierdie besluit was dat as ek op een deelnemer op 'n slag fokus, ek die navorsing meer deeglik sal kan doen en sal kan leer uit my foute met die eerste deelnemer. Hierdie sal my dus die geleentheid bied om aanpassings te maak met die tweede deelnemer.

Jennifer: Session nine
13 June 2006

R:	Vandag is dit jou keuse. Wil jy verf of teken?	
A 1:	<u>Verf.</u>	Jennifer loves painting as it supports her to be creative.
R:	Jy kan nou enige iets verf wat jy wil. Regtig, enige iets wat jy voor lus is om te verf.	
	<ul style="list-style-type: none"> ❖ Jennifer vul water in verfbakkies. ❖ Sy druk die skoon verfkwas teen haar kop terwyl sy dink. ❖ <u>Jennifer gesels met my terwyl sy die taak uitvoer.</u> 	Displaying confidence.
A 1:	<p><u>Ek het ou klere by huis. Tannie kan dit dalk vir die kinders gee wat swaarkry. Ek kan dit saambring, want ek weet nie hulle adresse nie. Ek het vanmiddag ekstra klasse. Destiny skuld my 'n "chicken pie". Sy wil mos met ander kinders "bet". Dit is "bad" om by Juffrou Smit klas te hê, want sy gee meer werk as juffrou Uys. Nou het my vriendin Tegnologie. Ons werk net met verskillende papiere. Ek en my pa was gister saam by die "square".</u></p> <ul style="list-style-type: none"> ❖ Haal diep asem terwyl son verf. ❖ Maak altyd kwassie in 'n glasier water skoon en maak droog met 'n "tissue". <p><u>Laas jaar het ek 'n "gala" gaan kyk by die swembad. Saskia en Kreshanka is baie goed. Ek sal vir tannie 'n foto van my bring, met my en Destiny op. Ek is klaar. Wil net gou die water uit gooi.</u></p>	<p>During our first four sessions shy, lacked confidence and did not trust me. Jennifer interacts naturally and discusses her day. Empathy for children less fortunate.</p> <p>Displaying an interest in other children. Discusses her day and does not withdraw from the situation.</p>
R:	Dit lyk baie goed, vertel my van jou prent.	
A 1:	<u>Dit is my ma se huis en die "swing", die voëltjies, die wolke, son, boom en twee pers blomme.</u>	Paints a happy and colourful picture. Wants a bigger house with a garden so that she can experience freedom and play. Escapism.
R:	Wie bly in die huis?	
A 1:	<u>Ek, my ma, pa en boetie.</u>	Jennifer's mother, father and brother an important part of her life. She would like to stay with them in a house.
R:	Nou wil ek hê jy moet probeer gou-gou dink. Verbeel jou nou hierdie bome en blomme praat met mekaar. Wat sê hulle vir mekaar?	
A 1:	<u>Die een blommetjie sê vir die boom jy het baie mooi appels en die ander blommetjie sê jy het baie mooi groen blare.</u>	
R:	Wat sê die boom terug?	
A 1:	<u>Julle het baie mooi pers blomme en blare.</u>	Positive compliments and caring.
R:	<u>Is daar iemand in jou lewe wat ook vir jou sulke mooi komplimente gee?</u>	
A 1:	<u>Ja.</u>	
R:	<u>Wie?</u>	

<p>A 1: <u>My ma.</u> R: <u>Wat sê sy?</u> A 1: <u>Ek het mooi hare en is baie soet.</u></p>	<p>Mother positively compliments Jennifer about her physical appearance and good behaviour. Jennifer shares a close relationship with her mother.</p>
<p>R: Verbeel jou nou jy is die boom. Wat doen jy? Hoekom is jy daar? A 1: <u>Om vir mense koelte en vrugte te gee.</u></p>	<p>Jennifer would like to comfort and care for others. Has emotional energy to care for others.</p>
<p>R: Vir wie gee jy koelte en vrugte? A 1: <u>Vir my ma en pa.</u></p>	<p>Loving relationship with biological parents. Cares for them and would like to make their lives better.</p>
<p>R: Jy is nou die boom. Aan wie is jy die naaste? A 1: Die blomme. R: Wat dink jy? A 1: <u>Dit is nie so lekker om die heelyd daar te wees nie, want mense saag jou en pluk jou vrugte.</u></p>	<p>Anxiety, escapism and emotional hurt. Perpetrator violated Jennifer's privacy and did not respect her boundaries. Innocence lost after sexual abuse.</p>
<p>R: Hoe laat dit jou voel as mense jou vrugte pluk? A 1: <u>Laat my sleg voel in my hart.</u></p>	<p>Depression and sadness.</p>
<p>R: Wat gaan met jou gebeur in die toekoms? A 1: <u>Ek gaan net groter word en meer vrugte dra.</u> ❖ <u>"Smile" toe sy dit sê.</u></p>	<p>Jennifer has hope for the future. Believes that she will be able to grow into a strong and beautiful person.</p>
<p>R: Praat die son en die boom ook met mekaar? A 1: Nee. R: Ek dink so. Sê vir my of ek reg of verkeerd is. Ek is die son, jy is die boom. Hello boom. Hoe gaan dit? A 1: Goed. R: Wat het jy vandag gedoen? A 1: <u>Niks.</u></p>	<p>Challenging for Jennifer to identify with the tree.</p>
<p>R: Ek het nou gekyk na dit wat jy gemaak het. Wat sê dit vir jou? A 1: Ek het 'n goeie lewe. R: <u>Was jou lewe altyd goed gewees?</u> A 1: <u>Nee.</u> R: <u>Wanneer was dit nie so goed nie?</u> A 1: <u>Toe hulle gesê het my ma is dood. Toe ek by tannie Hestie gebly het.</u></p>	<p>Displaying honesty, awareness and self-discovery.</p>
<p>R: Maar tog het jy dit nie vir my geteken nie, maar soos wat dinge nou is? A 1: Ja. R: Hoe voel jy? Hoe voel jy oor dit wat jy geteken het? A 1: <u>Ek voel gelukkig oor wat ek geteken het.</u></p>	<p>Activity provided Jennifer joy and happiness. Easier to express feelings through creativity.</p>

R: Hoe oud is hierdie huis?	
A 1: Sewe jaar.	
R: Lyk die huis mooi of lelik?	
A 1: <u>Mooi.</u>	Feelings of adequacy and confidence.
R: Wat is die beste gedeelte van die huis?	
A 1: Die "swing".	
R: Hoekom?	
A 1: <u>Want, ek kan die heeldag "swing".</u>	Escapism. A need for age-appropriate play.
R: Wat die die swakste gedeelte van die huis?	
A 1: Die vensters.	
R: Hoekom?	
A 1: <u>Te klein vir al die lig om in te kom.</u>	Sadness and depression. Wants more light, honesty and happiness in her life.
R: <u>Is die huis bekommerd oor iets?</u>	
A 1: <u>Nee.</u>	Less anxious.
R: Wanneer raak die huis kwaad?	
A 1: <u>As iets met hom gebeur. As hulle sy vensters breek.</u>	Aggression, anger and rage regarding the sexual abuse. Felt violated after the sexual abuse.
R: Sê vir my twee slegte gewoontes van die huis.	
A 1: <u>Altyd vuil en mure is vol merke.</u>	Displaying a need to cleanse herself from the sexual abuse. Sexual abuse caused her to feel dirty and left emotional scars.
R: Noem 'n goeie punt van die huis.	
A 1: <u>Lekker warm.</u>	
R: Het die huis vriende?	
A 1: <u>Ja.</u>	Friendly and warm social behaviour. Getting along better with peer-group and adults. More friends and less likely to isolate herself from peer-group.
R: Wie?	
A 1: Die mense wat daar binne bly.	
R: Wat sê die mense vir die huis?	
A 1: <u>Jy is baie mooi.</u>	Positive compliments from people in her life. Success in social relationships.
R: Hou hy van die familie wat binne hom bly?	
A 1: <u>Ja.</u>	Loves her family and gets along with them.
R: Noem twee groot wense van die huis.	
A 1: <u>Hy wil nie so vuil wees nie en wil groter wees.</u>	Wants to be cleansed after the sexual abuse and experiences a need to be stronger emotionally.
R: Hoe bedoel jy groter?	
A 1: Meer verdiepings.	
R: Hoekom?	
A 1: <u>Sodat daar meer mense kan bly.</u>	If she is stronger emotionally she will have more adequate social relationships. A need for companionship and wants other people to like

R: Hoe voel jy oor dit wat jy gemaak het en gesê het?
 A 1: Bly, want ek het mooi geteken.

her.

Displaying confidence, feelings of adequacy and believes in her drawing skills.

Refleksie oor sessie nege

Ek het vandag my laaste assesseringsdag met Jennifer gehad. Die sessie het goed afgeleed en Jennifer het van die aktiwiteit gehou. Tydens vandag se sessie het ek beseft dat Gestalt terapie baie fokus op die beginsel dat die terapeut of die assesseerder die kliënt gereeld bewus moet maak van wat tydens die sessie plaasgevind het. Hierdie gebeur gewoonlik in die vorm van terugvoer oor wat die kliënt tydens die sessie gemaak en gesê het. Tydens die sessie het dit gevolglik by my opgekom dat dit ook 'n goeie manier is om te "member check" aangesien ek gereeld by Jennifer gehoor het of dit is wat sy bedoel en gesê het. Ek poog dus ook om by die deelnemer uit te vind of ek reg verstaan. Dit is dus 'n wonderlike tegniek, nie net vir die assessering nie, maar ook vir navorsingsdoeleindes.

Ek is tydens hierdie sessie weer bewus gemaak van die feit dat Jennifer regtig baie daarvan hou om kreatiewe "produkte" te ontwikkel. Sy soek gereeld 'n geleentheid om kreatief te wees en ek kan sien dat dit ook "terapeuties" vir haar is. Sy hou baie meer van die verf as kleurpotlode en neem ook langer om aktiwiteite klaar te maak as sy verf gegee word. Dit het verder vir my voorgekom of sy baie meer eerlik was en "emosioneel oopgemaak" het tydens hierdie laaste sessie. Dit is dus belangrik om aktiwiteite te beplan rondom die kliënt se belangstellings en voorkeure. Ek het na die sessie beseft dat ek genoeg inligting ingesamel het vir navorsingsdoeleindes. Ek het aan haar genoem dat ek nou alreeds genoeg inligting het vir my boek. Ek het verder genoem dat al die onderwysers vir my kom sê het hoe goed dit met haar gaan. Ek sal haar dus nog twee keer 'n maand sien om haar vordering te monitor en vir verdere suiwer intervensie, sonder die direkte assesseringskomponent. Sy het genoem dat dit reg is. Die laaste sessie het dus goed afgeleed en dit wil vir my voorkom of Jennifer baie meer selfvertroue het aangesien sy self voor sy terug klas toe geloop het, gevra het of sy dalk 'n stokkielekker vir haar en haar maatjie kan kry. Dit was 'n wonderlike beloning vir my gewees aangesien Jennifer wat ek tydens die eerste ontmoeting sessie gesien het, skaars die vertrouwe gehad het om hard te praat of my toegelaat het om my kantoor deur toe te maak. Ek sien uit na wat die resultate gaan toon.

Refleksie oor my eerste besoek by kindershuis aangaande Annie**25 Julie 2006**

Ek het vandag my eerste besoek, in verband met Annie, by Louis Botha Kinderhuis gehad. Annie se maatskaplike werker het Kaapstad toe getrek, so die kindershuis wag nog vir Annie se nuwe maatskaplike werker. Sy gaan moontlik volgende week by die kindershuis aansluit. Dit het my dus gelos om self deur Annie se leërs te werk sonder enige agtergrond inligting. 'n Ander maatskaplike werker het my in 'n koue kamer gelos met Annie se agtergrond inligting. Soos ek deur die leërs begin werk het, het ek besef dat haar geval heeltemal anders as Jennifer s'n is. Annie is deur haar biologiese vader verkrag. Ek gaan eerlik wees en noem dat dit wat ek gelees het my dikwels geskok het. As 'n intern opvoedkundige sielkundige in opleiding verkry ek baie blootstelling aan kinders wat seksueel misbruik is, maar soos in Jennifer se geval was daar nie iemand wat in detail die insidente vir my beskryf het nie. In Annie se geval is dit wel in detail deur haar maatskaplike werker in al haar dokumente beskryf.

Soos ek deur die inligting gewerk het, sien ek dat hulle gereeld aanmelding maak oor Annie se immuunstelsel. Sy is gereeld siek en fisiek baie klein. Sy is egter nog nie geneem vir 'n MIV toets nie. Dit sou nie 'n verskil maak nie, behalwe dat haar hele lewe verwoes is deur haar vader indien sy wel positief sou toets.

Dit het my min of meer vier ure geneem om deur Annie se leërs te werk. Ek was emosioneel uitgeput na dit gewees. Ek kon ongelukkig (of gelukkig) nie vir Annie ontmoet tydens vandag se sessie nie, aangesien sy nie 'n maatskaplike werker gehad het wat haar kon voorberei op ons navorsing saam nie. Ek sien egter uit daarna om haar volgende Dinsdag te ontmoet en 'n ysbreker sessie met haar te hê. Ek het besluit om nie te veel te fokus op 'n semi-gestruktureerde onderhoud nie aangesien die eerste deelnemer nie baie daarvan gehou het nie. Die vorige deelnemer het dus passief deelgeneem en net vroe kortliks beantwoord. Die assesseringssessies het dus baie meer inligting vir my verskaf. Ek het dus besluit om uit my vorige foute te leer en besluit om nie te veel op verbale vroe tydens ons eerste sessie saam te fokus nie. Dit is vir my belangriker dat ek en Annie 'n goeie ysbreker sessie saam doen en 'n vertrouensverhouding stig. Ek sien uit daarna om haar te ontmoet.

Annie: Session 1
1 August 2006

R: Researcher; A2: Participant two

- | | |
|---|---|
| <p>R: Het jy geweet dat jou tong 'n baie belangrike gedeelte van jou liggaam is?</p> <p>³A2: Nee.</p> <p>R: Ons waardeer dit nie. Jou tong is baie sensitief. Dit sê vir jou wanneer iets soet, sout, bitter en souterig is. 'n Mens gebruik dit ook om te kou, te sluk en die belangrikste om daarmee te praat. Dit sê ook vir jou wat proe vir jou lekker en wat proe glad nie lekker nie. Kom ons praat daaroor. Watter kos is jy oor mal?</p> | <p>Annie loves Kentucky fried chicken.</p> |
| <p>A2: <u>"KFC"</u></p> <p>R: Wat hou jy van by "KFC"</p> <p>A2: Die hoender, slap "chips". Eintlik alles.</p> <p>R: Is dit jou "favourite"?</p> <p>A2: Ja.</p> <p>R: Hoekom? Hoe proe dit?</p> <p>A2: Dit proe, dis so lekker.</p> <p>R: Wat haat jy? By my is dit pampoen. Wat hou jy nie van nie?</p> <p>A2: Pampoen en "peanut" goed. Dit is wit, maar is 'n groente.</p> <p>R: Lyk dit soos blomkool?</p> <p>A2: Ja.</p> <p>R: So ek moet dit nie vir jou bring nie.</p> | <p>Sense of humor.</p> |
| <p>A2: ❖ <u>⁴Lag.</u></p> <p>R: Ek het vandag 'n klomp goed vir ons saam gebring om aan te proe. Kom ons kyk. Ek gaan dit eers weg steek. Wat kan ek vir jou gee om te proe? Eerste kom ons proe "biscuits". Hierdie is 'n "Mari-biscuit". Hou jy van "Mari-biscuits?" Proe. Proe dit sag? Ja. Proe dit soet? Ja.</p> | <p>Annie aware of taste.</p> |
| <p>A2: <u>Bietjie suur.</u></p> <p>R: Jy is slim en as jy dit aan die begin kou, proe dit 'n bietjie grof. Wat is volgende? Hier is "mango". Vrugte. Hoe proe dit?</p> <p>A2: <u>Suur en hard as jy dit begin kou en bietjie soeterig.</u></p> | <p>Heigteneing Annie's sensory functions.</p> |
| <p>R: Jy is oulik, verskriklik oulik. Proe dit soos vrugte?</p> <p>A2: Is ook droog.</p> <p>R: Jy is oulik. Wat is dit? Dit is 'n "beefcube". Jy weet waarmee jy kos maak? Kom ons proe dit. Moenie die hele een in jou mond sit nie, dit proe dalk sleg.</p> <p>❖ <u>Annie trek haar gesig.</u></p> | |

³ Pseudonyms were used to protect participant's and other roleplayers identities.

⁴ I included my field notes of observations in blue.

A2:	<u>Dit is sleg en brand 'n bietjie. Souterig.</u>	Participating actively.
R:	Ja. Vir my proe dit bietjie soos sop of vleis. Wat nog?	
A2:	Dit is sag en baie sout in. Maak dat jou mond so branderig voel.	
R:	Nou “tumbles”.	
A2:	O, daai goed.	
R:	Kom ons proe. “Mmm”. Dit proe of daar rosyntjies in is en dit is sag en dit is soet.	
A2:	<u>Smelt in jou mond en die rosyntjies proe hard.</u>	Annie participating actively. She has the vocabulary skills to describe tastes and textures.
R:	En die “chocolate” proe sag. Baie goed. Jy proe baie beter as ek, my tong. Hoekom is jou tong belangrik? Jy gebruik jou tong so goed en jy weet dit nie eers nie. Dit proe baie lekker. Sjokolade is sag.	
A2:	<u>En dit breek as dit in jou mond inkom.</u>	Insight and enjoying activity.
R:	En dit breek. Jy weet baie van jou tong, meer as wat ek weet. Nou neut. Hoe om hierdie neut te eet moet jy dit byt en die neut binne kry.	
A2:	<u>Die dop wat ons gebyt het moet ons ook sê hoe dit proe?</u>	Active participation. Takes the lead. Asks questions.
R:	<u>Ja, net soos jy wil. Om die neut se dop te byt is hard. Kan jy hoor hoe kraak dit?</u>	Awareness of sound.
A2:	Ja.	
R:	So, hierdie proe?	
A2:	Hard, suur.	
R:	Snaakse smaak. Anderse smaak. Kan nie regtig sê soet, sout of bitter nie. Dit is net, proe amper soos niks. Proe soos neut. Dit sit vas in jou tande.	
A2:	Ja.	
R:	Volgende is 'n “chillie”. Dink jy ons moet dit “try”? Ons monde gaan nou brand.	
A2:	<u>Mag ek gaan water drink as ons klaar is?</u>	Active participation. Asks questions. Prepares for future.
R:	Ja. Ek dink hierdie is soet “chillies”. Eet 'n kliek stukkie. Dit brand.	
A2:	<u>Dit gaan vinnig weg in jou mond. As jy dit eet gaan die brand vinnig weg. Maak snaakse geluid as jy dit byt.</u>	Annie aware of textures, sound and taste. Activity motivates her to become aware of her senses.
R:	Ja, proe ook suur, so bietjie.	
A2:	Ja, so suur en souterig.	
R:	Jy is oulik. Nou hier kom iets lekkers. Hierdie is van my favourite “chocolates”. Ons noem dit “ferrero rochers”. Jy moet dit proe. In die middel is daar iets lekker. Jy moet nou vir my sê hoe dit proe, want ek weet nie hoe dit proe nie.	
A2:	<u>Proe neutering, saggerig. As jy dit in jou mond sit maak dit “grrs grrs”.</u>	Annie participating actively and aware of taste, sound and texture.
R:	Hou jy van die smaak?	
A2:	Ja.	
R:	Hou jy van “chocolates”? Daar is 'n neut in die middel.	
A2:	Ja, o, ek het dit nie gesien nie.	
R:	Ja. Proe dit ook “creamy”, ryk? Moenie “worry”. Dit is	

<p>een van my “favourite chocolates” en jy het dit perfek beskryf. Nou is dit nie “cool” nie. Elke keer dink jy wat gaan sy volgende uithaal. “Biscuits”. Is jy al vol? Maar jy eet net ‘n bietjie. Hierdie is “shortbread”. Druk dit gewoonlik in tee.</p>	
<p>A2: Krummelrig.</p>	
<p>R: Maak my dors en proe soet.</p>	
<p>A2: Bietjie souterig.</p>	
<p>R: Soos jy nou-nou gesê het maak snaakse geluid as jy dit kou en dit sit vas tussen jou tande.</p>	
<p>A2: <u>Dit kielie jou verhemelte.</u></p>	<p>Annie aware of tastes, sound and textures. Becomes more aware as activity progresses.</p>
<p>R: Ja, “stunning”. Nou “Super C, strawberry Super C”. Jy het dit mos al geëet.</p>	
<p>A2: Hard.</p>	
<p>R: Bietjie suur.</p>	
<p>A2: <u>As jy dit eet maak dit snaakse geluid.</u></p>	<p>Annie aware of sound.</p>
<p>R: Breek op in klein stukkie in jou mond.</p>	
<p>A2: <u>Sit ook tussen jou tande vas.</u></p>	<p>Annie more aware as activity progresses.</p>
<p>R: En bietjie soos “strawberry”.</p>	
<p>A2: “mmm”.</p>	<p>Annie likes strawberries.</p>
<p>R: Dis mos die “flavour”. Dit is nie bitter nie, dit is soet. Suur en soet, soos jy nou-nou gesê het. Ek steek dit weg sodat jy dit nie kan sien nie. “Chippies”, gewone “chippies”.</p>	
<p>A2: <u>“Mmm”, baie souterig.</u></p>	<p>Annie likes potato chips.</p>
<p>R: Souterig en proe sag. Ek het dit al vanoggend hier in gegooi so die lig het dit al ‘n bietjie sag gemaak. Nie soos gewone “chippies” wat “crr” gaan in jou mond. Dit is “barbeque chippies”.</p>	
<p>A2: <u>Bietjie soeterig.</u></p>	<p>Excellent descriptions of taste.</p>
<p>R: Ek wou dit nou net gesê het. Jy vat die woorde uit my kop uit. Proe bietjie soos ‘n naartjie ook.</p>	
<p>A2: “mmm”.</p>	
<p>R: Kom ons kyk hierso. Nou hierdie is ook my “favourite”. Ek voer jou net vandag. Hierdie is lekker, maar jy moet dit proe en vir my sê hoe dit proe. Dit is “coconut”.</p>	
<p>A2: <u>Amper dieselfde as daai ander.</u></p>	<p>Refers to ferrero rocher’s.</p>
<p>R: Ja. Ook my “favourite”. Dit is “coconut”.</p>	
<p>A2: <u>As jy dit byt maak dit “grrs grrs”.</u></p>	<p>Aware of sound.</p>
<p>R: Ja.</p>	
<p>A2: <u>En dit is sag.</u></p>	<p>Aware of texture.</p>
<p>R: Ja</p>	
<p>A2: <u>Bietjie soeterig. Sit ook teen jou tande vas.</u></p>	<p>Aware of taste and how it reacts against her teeth.</p>
<p>R: Ja, baie ryk. “Creamy”.</p>	
<p>A2: <u>Dit is hard.</u></p>	<p>Aware of different senses as refers to sound, texture and taste.</p>

R:	Hard en sag op dieselfde tyd. Wat is volgende? Volgende is "salti-cracks".	
A2:	❖ <u>Sug.</u>	Depression, sadness, tiredness, irritability, reached saturation point.
R:	Ons is amper klaar geëet.	
A2:	<u>Souterig. Harderig. Maak "grrs".</u>	Aware if taste, texture, sound.
R:	Maak kraak geluid.	
A2:	Is bietjie soet en sout.	
R:	Sit aan jou tande vas. As jy dit eet maak dit "grr grr" geluid.	
A2:	<u>Maak wange binne seer.</u>	Aware of body and how food makes the inside of her cheeks feel. More aware as activity progresses.
R:	Ja. Nou wat sal ek volgende gee. Nog 'n "chocolate"?	
A2:	Hy is <u>anderser.</u>	Unique use of words.
R:	Ja. Hy is net "smooth".	
A2:	<u>Maak "grrs". Sag en binne meer sagter en soeterig. Baie soeterig. Smelt in jou mond. Gaan teen jou verhemelte vas. Dis al.</u>	Aware of taste, texture, sound and sensation in her mouth. More aware as activity progresses.
R:	Jy het veral goed gedoen. Weet jy hoe oulik is jy? Weet jy hoe slim is jy, want ek kon dit nie so beskryf nie. Jy dink so mooi wat jy proe en jy praat so mooi. Baie oulik. As jy granadella eet, hoe proe dit? Julle eet dit seker baie? Julle pluk dit seker hier iewers van die bome af of waar groei die granadella?	
A2:	<u>Nee, eintlik nie by die kindershuis nie. Ons kry kos van Woolworths af, dan bring hulle altyd vrugte en groente.</u>	Honesty.
R:	Is dit? Dit is lekker. Nou hoe proe dit? Die granadella? Dit het pitjies in.	
A2:	Ja.	
R:	Ons het nie nou 'n mes vir die een wat jy gebring het nie. Dit het pitjies in en sapperig.	
A2:	<u>Dit is hard, die pitjies.</u>	
R:	So partykeer is dit sag en partykeer moet jy hard kou.	
A2:	<u>Bietjie soeterig. Die ander geel goed binne kant. Daar is 'n skil buite om wat jy ook kan eet.</u>	Remembers how it tastes without tasting it in the here and now.
R:	Ja. Ek het vergeet van dit. Ek het nog baie "sweeties", maar ek dink, wil jy dit hê of nie? Dit wat oor gebly het?	
A2:	"Okay".	
R:	<u>Maar voordat ons dit weg vat wil ek eers gou hierdie skil. Kan jy ruik? Hoe ruik dit as ek dit skil?</u>	Motivating Annie to become aware of another sense namely smell.
A2:	<u>Kan nie so van ver af ruik nie.</u>	Has the confidence to ask questions. Trusts me and feels comfortable in the research situation.
R:	<u>Skuus man. Dit ruik so. Mens sal sê dit maak amper jou neus oop. Ja. Maak jou neus oop. Skerp en suur. Sy sap?</u>	Motivating Annie to become aware of another sense namely smell to include basic senses namely sound, taste, smell and touch.
A2:	Sapperig en sag.	
R:	As jy dit in jou mond sit, is dit droog. As jy dit byt is dit net sap. Soet en suur. As jy dit klaar geëet het bly net die selletjie oor. Maar as jy dit sluk hoe voel dit?	

A2:	<u>Suur vir jou keel en branderig.</u>	Annie aware of sensation in her mouth and throat.
R:	Ek wou dit nou net noem. Kon proe dit is 'n naartjie. Proe dit is 'n sitrus. Kan proe dit is 'n vrug.	
A2:	Het ook pitjies in. Paar van hulle.	
R:	Pitte. Ek het die een gekoop sonder pitte. Ek wou nie gehad het jy moes verstik nie. Ek het jou nooit gevra nie, meeste van die goed was koud.	
A2:	Ja.	
R:	Koud of warm. Hoe was dit vir jou?	
A2:	<u>Lekker.</u>	Enjoyed activity.
R:	Het jy dit geniet? Jy was regtig goed. Jy weet presies. Jy ken jou tong.	Activity provided an opportunity to build a relationship with Annie and to break the ice between us. Sensory experiences a big role in Gestalt therapy. Renewed and strengthened Annie's awareness of her basic senses.

Refleksie oor sessie 1

Ek het vandag my eerste ontmoeting met Annie gehad. Ek het aan die begin van die sessie besef hoe belangrik vandag se aktiwiteit vir my en Annie is om 'n vertrouensverhouding te stig. Die sessie het goed afgeloop en dit wou voorkom of sy dit baie geniet het.

Annie kom voor as 'n vriendelike en verantwoordelike dogter met baie mooi maniere. Sy is in 'n spesiale skool so ek was aan die begin van die sessie bewus daarvan dat ek moontlik die etiese aspekte op 'n meer praktiese wyse sal moet demonstreer en beskryf. Ek was egter aangenaam verras gewees aangesien sy tydens hierdie eerste sessie baie insig en intelligensie getoon het. Sy het byvoorbeeld tydens die aktiwiteit elke eetding een honderd persent reg beskryf. Dit wil dus voorkom of sy die woordeskat en verbale begrip het om alles wat ons in die toekoms gaan doen te verstaan en te begryp. Ek het verder alles aan haar eties verduidelik en enige vrae wat sy gehad het eerlik beantwoord. Sy het dadelik genoem dat dit dood reg is na ek aan haar genoem het dat sy nie verplig is om deel te neem nie.

Annie het na die sessie as 'n geskenk vir my 'n vrug gegee, aangesien ek vir haar lekker en soms suur, bitter en harde goed gebring het om te proe en te beskryf. Hierdie was deel van ons ysbreker sessie saam. Dit wou verder voorkom of sy opgewonde was oor die feit dat ek haar gereeld gaan kom sien. Dit wou ook verder voorkom of sy 'n groot behoefte aan liefde en aanvaarding toon. Nou dat ek 'n prentjie in my kop het van Annie dink ek dat ek die volgende sessie goed sal kan beplan, spesifiek vir haar behoeftes en persoonlikheid. Ek sien uit na ons volgende sessie saam.

Annie: Session 2
2 August 2006

R:	Vandag is dit 'n storiëdag vir die boek. Ek gaan vir jou 'n paar prentjies wys en dan gaan ons saam na die prentjies kyk. Dan moet jy vir my 'n storie oor die prentjie vertel. Nou ja, dit kan enige storie wees net so lank dit 'n begin, middel en einde het. Enige storie wat jy wil. Daar is nie regtig regte of verkeerde antwoorde nie. Enige storie waaraan jy kan dink. Kom ons kyk hierso. Hier is die eerste een. Wat gebeur daar? Wat doen hulle? Jy kan 'n rukkie dink. Jy hoef nie dadelik te antwoord nie.	
A2:	Ek sal sê in die begin het die vrou koek gebak en toe het die man gaan loer deur die gaatjie. <u>Toe gaan hy in haar huis in. Toe eet hulle saam die koek.</u>	Wants companionship, friendship, social interaction and adequate peer-group relationships.
R:	“Okay”.	
A2:	Moet ek kort of lank vertel?	
R:	Nes jy wil. Wie is hy van die vrou?	
A2:	Hy is niks van haar nie. <u>Hy is net 'n vriend van haar.</u>	Wants companionship, friendship and social interaction and peer-group relationships.
R:	So, hy is net 'n vriend wat verby geloop het, toe sien hy deur die gaatjie sy maak koek.	
A2:	Ja.	
R:	Toe gaan hy in en toe eet hulle saam die koek. Wat sê hulle vir mekaar?	
A2:	<u>Vir mekaar hello gesê. Toe vra sy vir hom wil hy koek saam eet toe sê hy ja en toe eet hulle saam die koek. Toe vertel hulle grappies en hulle het saam gelag en dis al en hulle het bier gedrink.</u>	Wants companionship, friendship, social interactions and peer-group relationships. Wants more joy and happiness. Exposure to alcohol.
R:	Het hulle dronk geword?	
A2:	Nee.	
R:	So hulle is eintlik vriende?	
A2:	Ja.	
R:	So hulle is vriendelik met mekaar en nadat hulle koek geëet het? Wat doen hulle toe en bier gedrink het. Wat doen hulle toe?	
A2:	<u>Toe gaan stap hulle om die huis, by die parkie en na dit toe gaan hulle hy eers ses uur huis toe.</u>	Wants social interaction and companionship. A need for age-appropriate peer-group activities.
R:	Wat doen hulle by die parkie?	
A2:	By die parkie?	
R:	Ja.	
A2:	<u>Hulle het net gekuier en op die swaai-goed gespeel. Nie gespeel, net gery en ja toe vat hulle 'n piekniek mandjie saam.</u>	Wants social interaction and companionship. A need for age-appropriate peer-group activities.
R:	Wat is in die piekniek mandjie?	
A2:	<u>Vrugte, “sweets”, koeldranke en lekkers.</u>	Annie loves food, relaxing and socialising with friends.
R:	Hoe voel hulle oor mekaar?	
A2:	<u>Hulle voel gelukkig oor mekaar.</u>	Friends bring Annie joy and happiness.
R:	Wat gaan na die tyd gebeur? Na die piekniek?	
A2:	Dan sê hy totsiens en dit was lekker om saam met haar te gekuier	Socially appropriate behaviour. Wants

het. Ek sal sien of ek weer môre kan kom dan gaan hy huis toe.

❖ Vroetel ongemaklik met hande.

R: Dit was “stunning”. Dit was ‘n goeie storie. Dit was lank. Goed. Daar is die volgende prentjie. Toemaar jy gaan nie al die prentjies doen nie. Ek kan sien met jou hande jy raak bekommerd.

A2: O.

R: Ek het dit net gebring vir in geval jy nog wil vertel. Hier is nog ‘n prentjie. Prentjie twee.

A2: Haar ma het vir haar ‘n hondjie gaan koop en toe het sy met die hondjie gespeel, want eerste keer was haar hondjie dood. Toe speel sy met haar hondjie. Toe vat sy hom parkie toe. Toe vat sy ‘n mandjie saam om net iewers te gaan stap en toe was sy bly en sy het met die hond gespeel en alles en die hond het ‘n strikkie op sy oretjies gehad.

R: Wat het met haar ander hond gebeur, wat dood gegaan het?

A2: ‘n Kar het oor hom gery.

R: Ag “shame”. So hierdie is nou ‘n nuwe hondjie?

A2: Ja.

R: Het die hondjie ‘n naam?

A2: Snoepie.

R: Is dit ‘n mannetjie of ‘n wyfie?

A2: Mannetjie.

R: Het jy al ‘n hondjie gehad?

A2: Nee.

R: Speel hulle lekker saam?

A2: Ja, baie.

R: Wat gaan na die tyd gebeur?

A2: Na die tyd gaan sy hom mooi versorg en by die huis hou en vir hom elke keer kos gee. Oggend, middag en aand en vir hom water gee en as dit koud is hou sy hom binne die huis. Maak sy net skoon as hy gemors het en as dit nie koud is nie sit sy hom buite.

R: Sal jy ook graag ‘n hondjie wil hê?

A2: Ja.

R: Dit is lekker om een te hê. Ek het nou-nou gesien ‘n tannieloop hier buite met ‘n hond. Dankie. Jy vertel sulke goeie stories. Kom ons doen nou prentjie drie.

A2: Wat is hierdie?

R: “Mmm”.

A2: Muise. Nee muise bly nie by ‘n dieretuin nie.

R: Lyk amper soos eekorings.

A2: “Okay”, eekorings. Die eekoring. Eerste keer het hulle by die dieretuin gebly of by ‘n oop stuk veld en hulle het buite toe gegaan om vir hulle kos te gaan soek, want dit was amper winter. Toe gaan soek hulle vir hulle kos.

companionship, friendship, unconditional acceptance and adequate social relationships. Still adapting to research situation.

Anxious that she would not have stories for all the pictures. Wants to please me. Needs unconditional acceptance.

Need companionship, unconditional love and acceptance. Experienced loss. Escapism. Wants more joy and happiness.

Traumatic experiences. Loss.

Wished she had as constant companionship, unconditional love and acceptance.

Needs age-appropriate play activities.

Wants to take care and love others. Nurturer. Loves dogs. Wants a pet so that she can take of it. Wants other people to take of her. Needs companionship and friendship.

Wants a dog so that she can take care of it. Needs companionship, unconditional love and acceptance.

Escapism. Thinks of the future and survival.

R:	Dassies.	
A2:	Ja, dassies. <u>Toe seek hulle vir hulle kos. Toe kom 'n voël daaraan en toe wil hy een van die dassies eet. Toe gaan hulle binne kant.</u> Ja. Kort storie.	Anxious, fearful and frightened.
R:	Hoe voel hulle as die aasvoël kom om hulle te eet?	
A2:	<u>Bang.</u>	Feels scared, anxious and frightened.
R:	Was sê hulle vir mekaar as hulle so hardloop?	
A2:	Ek weet nie. <u>Hulle sê kom vinnig in die huis in en hulle moet vinnig hardloop, want die aasvoël is agter ons.</u>	Feels scared, anxious and frightened.
R:	Kry hy dit reg?	
A2:	<u>Nee.</u>	Hope for the future.
R:	Wat gaan na die tyd gebeur?	
A2:	Na die tyd bly hulle 'n rukkie in die huis dan vlieg die aasvoël weg. <u>Dan kom eers een op en kyk of die aasvoël weg is. Dan gaan hulle almal uit en kry kos, want dit gaan amper winter word.</u>	Feels unsafe. Brave. Thinks of the future. Although scared faces her fear to survive.
R:	Wat het met die aasvoël gebeur nou dat hy nie meer daar is nie?	
A2:	<u>Hy was kwaad, want hy kon nie een van hulle gekry het nie</u> en hy het na sy nes toe gevlieg of hy het rondgevlieg.	Anger, frustration.
R:	Het hy weer terug gekom?	
A2:	<u>Nee.</u>	Feels safer.
R:	Wat gebeur nou met die dassies in die toekoms?	
A2:	<u>Wat is toekoms?</u>	Confidence to ask questions.
R:	Soos môre, oormôre.	
A2:	<u>Hulle, hoe kan ek sê? Ek weet nie.</u>	Struggles to find the words.
R:	“Happy ever after” of kom daar 'n ander aasvoël en eet hulle?	
A2:	Nee. “Happy ever after”.	
R:	Dit was 'n goeie storie. Dit gaan vinnig jong. Volgende is prentjie vier.	
A2:	<u>Hulle was eerste keer vriende. Toe het hulle ma vir hulle nuwe klere gekoop. Toe gaan hulle fliék toe en toe kyk hulle fliék en toe trek hulle, hulle nuwe klere aan en toe sit hulle buite en hulle was gelukkig oor die klere, want hulle het nie ander mooi klere gehad soos die wat hulle nou het nie en ja.</u>	Needs companionship and friendship. Misses her mother's involvement. Wants to participate in age-appropriate activities. Escapism. Buying new clothing makes her feel happy. Feels that she does not have nice clothing.
R:	Is hulle vriende?	
A2:	<u>Ja, is vriende.</u>	Wants companionship, friendship and social interaction.
R:	Baklei hulle partykeer?	
A2:	<u>Ja. Partykeer baklei hulle.</u>	
R:	Die drie van hulle baklei?	
A2:	<u>Partykeer twee, partykeer drie.</u>	Exposed to social conflicts and inadequate peer-group relationships.
R:	Oor wat baklei hulle?	
A2:	<u>Sê nou maar hy wil met die seuntjie speel dan sê die ander meisie nee ek wil met hom speel dan baklei hulle en wie die mooiste klere het.</u>	Wants social interaction, companionship and adequate peer-group relationships. Needs age-appropriate activities with peer-group.

R:	Wie wen die “fight”?	
A2:	Hy.	
R:	Hoekom? Wat sê hy vir haar?	
A2:	<u>Hy sê ons almal moet met mekaar speel. Nie net een kan met iemand speel en dan wil die ander een ook nie met iemand anders speel nie en almal se klere is ewe mooi.</u>	Wins the “fight” by acting in a socially accepted manner. Keeps the peace. Social skills to resolve conflict.
R:	Dit klink soos ‘n oulike ou. Hoe voel hy of of sy as hulle baklei?	
A2:	<u>Sy voel “unhappy” en hy voel bly oor wat hy gesê het.</u>	Depression, sadness, inadequate peer-group relationships.
R:	Wat dink die ander vriend as hulle so baklei? Wat dink hierdie ou of meisie?	
A2:	<u>Hulle dink hulle moet net vrede maak en gelukkig wees met mekaar en nie met mekaar “fight” nie.</u>	Wants more joy and happiness. Does not like to get involved in social conflict. Inadequate peer-group relationships.
R:	Wat gebeur op die ou einde?	
Phu ma:	<u>Op die ou einde was hulle, het hulle nie weer baklei nie en hulle was almal “happy” en hulle was lief vir mekaar.</u>	Wants adequate social relationships and happiness. Needs unconditional love and acceptance.
R:	“Happy ever after”. “Okay”. Ek is mal oor jou stories. Die volgende een is storie vyf.	
A2:	<u>Dit gaan oor ‘n meisie. Haar ouma wou nie gehad het sy moes uit die huis uit gaan nie. Toe was sy altyd “getrap”. Sy kon nooit uit die huis uit gegaan het nie. As sy iets wou gesoek het moes sy vir haar vriende gesê het om dit te gaan haal het. Eendag toe kom haar vriend, dit was ‘n voël. Toe vat hy haar ‘n bietjie uit die huis uit. Haar ouma het nie geweet nie. Toe het hy weer terug gegaan met haar en toe vind haar ouma dit uit. Toe raas haar ouma met haar en op die ou einde het haar ouma verstaan hoekom sy uit die huis uit gegaan het.</u>	Feels trapped in children’s home. Escapism. Wants companionship, friendship and interaction with her peer-group. Wants to participate in age-appropriate activities.
R:	Hoekom het sy verstaan? Het sy haar verduidelik?	
A2:	Ja.	
R:	Wat het sy gesê?	
A2:	<u>Sy het vir haar gesê ek kan nie net altyd in die huis wil bly nie. Ek is ouer en ek wil ook ‘n bietjie buite speel soos die ander kinders en goeters doen wat ‘n mens nie in die huis kan doen nie.</u>	Escapism. Feels trapped in the children’s home. Wants to participate in age-appropriate activities with her peer-group.
R:	Waar het sy en haar vriend gegaan?	
A2:	<u>Sy en haar vriend? Hulle het eers uit die huis uit gevlieg toe gaan hulle na ‘n parkie toe of speelgronde. Toe kom hulle weer terug en hulle het goeters geëet soos kfc.</u>	Escapism. Wants to participate in age-appropriate activities with her peer-group. Wants companionship, friendship and interaction with her peer-group.
R:	Hoe voel sy as sy gevang is in die huis die heelyd?	
A2:	<u>Sy voel asof dit ‘n tronk is vir haar. Sy kon net nie uitkom nie en sy voel ongelukkig, want sy sien uit die venster hoe almal buite speel en sy kan nie.</u>	Feels trapped in children’s home. Escapism, helplessness, powerlessness, frustration, depression, sadness, social isolation, loneliness, inadequate social relationships.
R:	Jy het gesê sy bly by haar ouma?	
A2:	Ja.	
R:	Nou waar is haar ma en pa?	

A2:	<u>Haar ma en pa het geskei en nou weet sy nie waar hulle is nie.</u>	Feelings of loss. Parents abandoned and neglected her. Exposure to divorce.
R:	Wil sy eintlik weet waar hulle is?	
A2:	<u>Ja.</u>	Misses her parents and wants to have contact with them although the perpetrator was her father. Suppresses and denies negative feelings towards perpetrator as he is her father.
R:	Wat gaan nou na die tyd gebeur? Nadat sy vir haar oma gesê het en haar oma gesê het dit is reg. Gaan sy dan toegelaat word om buite te gaan?	
A2:	<u>Ja. Dan gaan sy 'n ander dag haar ma sien. Dan gaan haar ma saam met haar en haar oma bly.</u>	Hope for the future. Believes someone will listen to her and she'll have more freedom. Feels that if she had more freedom she will be able to find her mother. Misses her mother. Wants to live with her.
R:	Het sy 'n goeie ma?	
A2:	<u>Ja. 'n Goeie ma, maar 'n slegte pa.</u>	Dislikes perpetrator. Anger towards perpetrator. Perceives perpetrator as a bad father.
R:	Wat maak hom sleg?	
A2:	<u>Want hy het altyd haar ma geslaan en vir haar geslaan toe sy klein was en voordat hulle iets kon gedoen het moes hulle hom altyd eers gevra het.</u>	Family violence. Mother was physically abused by father. Physical and sexually abused by father. Escapism. Felt trapped.
R:	Ek skryf jou stories neer. Ek is bang ek vergeet. Ons gaan vinnig. Nou prentjie ses.	
A2:	Die vrou het in 'n paleis gebly en sy was altyd gelukkig en een <u>keer toe word sy kwaad</u> en toe val die roomys en <u>koeldrank. Die wyn eintlik</u> en toe kom daar iemand verby daar en <u>toe skrik sy</u> en dit is toe die glasie en goed geval het.	Aggression, anger and rage. Exposure to alcohol. Frightened.
R:	Wie is hierdie iemand?	
A2:	<u>Hierdie iemand is 'n skelm.</u>	
R:	Wat soek hy daar?	
A2:	<u>Hy soek haar huis en alles.</u>	Anxious, feels unsafe and frightened.
R:	Kry hy dit reg?	
A2:	Nee.	
R:	Hoekom? Wat doen sy om weg te kom?	
A2:	<u>Sy het uit die huis uit gehardloop en vir help geskree. Toe kom niemand nie. Toe het sy 'n foon by haar gehad. Toe bel sy die polisie, toe kom die polisies. Toe vat hulle die skelm tronk toe.</u>	Less helplessness and powerlessness. Abandonment. Feels nobody protected her against perpetrator. Escapism. Wants others to protect her. Feels safer as perpetrator in jail.
R:	En nou? Wat gebeur op die ou einde met haar?	
A2:	<u>Die ou einde was sy nie meer bang nie en hoef sy nie meer agter haar rug gekyk het nie.</u>	Less anxious and scared as perpetrator in jail.
R:	Want hy is mos nou in die tronk?	
A2:	<u>Ja.</u>	Perpetrator in jail for sexually abusing Annie.
R:	Vertel jy baie stories?	
A2:	Ja.	
R:	Want jy is goed met dit. Soos wat jy die ander dag goed was met die proe van alles, is jy baie goed met die stories. Baie goed. Ek is mal oor dit. Amper klaar. Jy	

	vertel mooi stories. Kom ons gaan nou na storie sewe toe.	
	<ul style="list-style-type: none"> ❖ <u>Trek haar gesig snaaks.</u> ❖ <u>Wil voorkom of sy nie in haar vermoëns glo om stories te vertel nie.</u> ❖ <u>Gevoelens van ontoereikendheid.</u> 	<p>Feelings of inadequacy. Negative self-concept.</p>
A2:	<u>Eenkeer toe was dit winter en haar ma en pa het haar nie meer gesoek nie, want sy het nie alles gedoen wat haar ma-hulle wou gehad het sy moes doen nie. Toe sneeu dit. Toe gaan sy buite. Toe het sy net 'n romp aangehad en 'n hemp. Niks skoene of kouse nie. Toe loop sy uit die huis uit, toe gaan sy na 'n vriend toe. Haar vriend was 'n rot. Toe gaan sy na haar vriend toe. Toe het sy by haar vriend gebly, want haar vriend het gesien sy het net kort klere aan en sy het koud gekry.</u>	Abandonment. Rejection. Feels she dissapointed her parents. Blames herself for parents abandoning and neglecting her. Feelings of shame and guilt. Feels exposed and neglected. Escapism. Wants social interaction, friendship and companionship. Feels cold, unwanted and unloved. Depression and sadness.
R:	Vir hoe lank bly sy toe by haar vriend?	
A2:	<u>Net so vir 'n jaar, toe gaan sien sy vir haar ma hulle om te sien of hulle nog kwaad was. Toe was hulle bly omdat sy terug gekom het en sy was ook bly.</u>	Misses her mother. Goes back to her mother after they abandoned and neglected her. Wish she could see her mother again. Feels her mother angry with her. Feelings of guilt and shame. Feels that she will be happy if she lived with her mother.
R:	Vergewe haar ma haar?	
A2:	<u>Ja, ma en pa.</u>	Wants her parent's forgiveness. Feelings of shame and guilt regarding sexual abuse.
R:	Gooi hulle haar ooit weer uit die huis uit omdat sy nie wou doen wat hulle wil hê sy moet doen nie?	
A2:	<u>Nee.</u>	Feels that if she lived with parents it will be different and she will not be abandoned again.
R:	Het sy boeties of sussies?	
A2:	Ja, maar hulle bly nie saam met haar nie. Hulle bly in 'n ander huis.	
R:	Hoekom nie?	
A2:	<u>Want hulle is nou te groot en daar is nie genoeg beddens vir almal nie. Toe sê hulle ma vir hulle, hulle moet weggaan, want hulle is nie meer so klein soos sy nie en hulle is nou groot en sy sal hulle weer sien.</u>	Financial constraints. Regression. Wants her mother for herself so that she would not have to share mother's attention and love. Wishes she could see her siblings. Annie the youngest child.
R:	Ek het jou nooit gevra of jy broers of susters het nie.	
A2:	Ek het.	
R:	Waar is hulle? Hoe oud is hulle?	
A2:	<u>Ek weet nie hoe oud is hulle nie, maar hulle bly in die Transkei.</u>	No contact with siblings.
R:	Is dit 'n boetie of sussie of boeties en sussies?	
A2:	Ek het 'n boetie en sussie en my ouma bly ook daar.	
R:	Is hulle ouer of jonger as jy?	
A2:	<u>Baie ouer as ek.</u>	Active participation.
R:	Amper klaar. Jy vertel sulke mooi stories. Ons is nou by die agtste prentjie.	
A2:	<u>Sy was 'n klein dogtertjie. Nie soos ons nie. Sy was 'n dwergie. Sy was die prinses van die dwergies. Sy het een keer rondgestap en sy het in daai "mushroom" goed gebly en sy het een keer rond gestap. Toe gaan loop</u>	Vulnerability. Feelings of weakness. Leadership qualities. Escapism. Social isolation.

<p><u>sy. Toe tel een van die uile haar op met hulle voete en toe sit hulle haar bo die berg en toe gesels hulle met haar. Ja en haar vriende die wat by haar gebly het, het haar gesoek en alles, maar hulle het haar nie gekry nie.</u></p>	<p>A need for companionship, social interaction, friendship. Inadequate peer-group relationships.</p>
<p>R: Wat sê hulle vir mekaar?</p>	
<p>A2: <u>Vir mekaar. Sy was bang toe hulle haar opgetel het en toe was sy nie meer bang, want sy het gesien hulle is vriendelik. Toe het hulle vir mekaar gesê, hulle het almal hulle name gesê. Toe sê sy haar naam, toe speel hulle met mekaar. Toe was hulle moeg. Toe gaan sit hulle nou en toe gesels hulle.</u></p>	<p>Anxiety and frightened. Wants social interaction, friendship, adequate peer-group relationships and companionship. A need for age-appropriate activities.</p>
<p>R: Oor wat gesels hulle?</p>	
<p>A2: <u>Hulle gesels dat sy nie hoef bang te wees nie, want hulle is nie skelms of iets nie. Hulle is goeie vriende.</u></p>	<p>Exposure to thieves. Mistrusts people until she gets to know them better. Anxious, fearful and frightened. A need for companionship, friendship and social interaction.</p>
<p>R: Is sy gelukkig by die huis?</p>	
<p>A2: Ja. sy is gelukkig.</p>	
<p>R: "Okay", so sy het weer terug gegaan?</p>	
<p>A2: Ja.</p>	
<p>R: En op die ou einde wat gebeur?</p>	
<p>A2: <u>Op die ou einde het sy terug gegaan. Toe het sy by haar ander vriende gebly. Toe het hulle vir haar kom kuier en ook daar gebly en toe leef hulle almal saam.</u></p>	<p>A need for social interaction, friendship, companionship, adequate peer-group relationships.</p>
<p>R: Waarheen gaan jy naweke of vakansies?</p>	
<p>A2: <u>Vakansies gaan ek na Marriet en Linda. Partykeer vat Linda ons hotelle of see toe, of ons gaan bly by hulle of Marriet vat ons net vir die dag, partykeer of soos te gaan fliëk.</u></p>	
<p>R: Dis "nice". Jy en ...?</p>	
<p>A2: Ek en Meinkie.</p>	
<p>R: Ons is al raai by die hoeveelste prentjie?</p>	
<p>A2: <u>Negende. Hulle was die eerste keer was hulle goeie vriende toe gaan drink die "teddybeer" water. Toe kom hy uit, maar die wolf wou hom altyd probeer eet het, maar hy het dit nie reg gekry nie. Toe sien sy hom en toe speel hulle met mekaar en alles en toe gaan sy huis toe en ja, dit was 'n meisie voël en seuntjie "teddy beer".</u></p>	<p>Keeps track of the pictures. Active participation and intense concentration. A need for friendship and companionship. Anxious, fearful and frightened. Wants to participate in age-appropriate activities with her peer-group. An interest in boys. Feels comfortable being friends with boys.</p>
<p>R: Hoekom wou die wolf healtyd haar vriend op eet?</p>	
<p>A2: <u>Want partykeer het hy nie kos gehad nie en hy het nie geweet wat om te doen nie, want buite was dit gevaarlik en hy kan net nie buite toe gegaan het nie en toe word hy honger. Toe wou hy sy vriend geëet het, maar hy het dit nie reg gekry nie.</u></p>	<p>Survival, lack of food. Aware of dangers in life like sexual abuse. Feels unsafe and frightened. Social isolation. Withdraws from the outside world.</p>
<p>R: Hoekom nie?</p>	
<p>A2: <u>Want die wolf het altyd weggehardloop en alles. Ag, die "teddy beer".</u></p>	<p>Escapism. Fear, anxiety and frightened.</p>
<p>R: Nou hoekom is hy nog vriende met hom as hy hom healtyd wil op eet?</p>	
<p>A2: <u>Want hy is nie altyd misluk nie en hy word nie altyd kwaad en alles nie en hy is 'n goeie maatjie.</u></p>	<p>Fiends with people that are rude to her. Will do anything to keep their freindship, companionship and to interact with them socially. People pleaser.</p>

R:	Op die ou einde, kry die wolf dit ooit reg om haar op te eet?	
A2:	<u>Nee.</u>	Hope for the future. Escaped from the perpetrator.
R:	Nee, want hy hardloop heeltyd weg.	
A2:	Ja.	
R:	“Okay”. Amper klaar. Hou jy van die prente?	
A2:	<u>Ja, dit is mooi ingekleur. Ons is nou by prentjie tien. Een keer toe kom daar 'n groot storm en al die diere het geloop na die ander wêreld toe, maar die hond se ma en pa het weggeraak toe ontmoet hy ander vriende. Toe het hulle 'n skip gemaak, maar hulle het die skepe met potlode en takke gemaak. Toe gaan hulle oor die rivier.</u>	Escapism. Storm associated with sexual abuse. Misses her mother and father although father sexually abused her. Abandonment and neglect. No contact with parents. A need for friendship, companionship, love and acceptance.
R:	Waarna toe?	
A2:	<u>Na die ander land toe, want daar by hulle land het daar 'n storm gekom.</u>	Escapism as she was being sexually abused.
R:	Gaan hulle ooit weer terug na hulle eie land toe?	
A2:	<u>Ja, as dit klaar gestorm het.</u>	Annie would like to live with her parents as long as she is not sexually abused.
R:	En wat sê hulle vir mekaar?	
A2:	<u>Hulle het vir mekaar gesê, gaan haal jy gou die stokke en maak jy die potlode bymekaar en alles. Hulle het 'n hammer en spykers gehad en ja, hulle het die boot stewig gebou.</u>	Needs companionship and friendship. Wants to participate in social interaction and age-appropriate activities with her peer-group. Escapism.
R:	Hoe voel die klein “cute” hondjie, want sy ma en pa het mos weggeraak. Hoe voel hy?	
A2:	<u>Hy voel hartseer, want hy kan hulle nie meer sien nie.</u>	Sadness and depression as no contact with parents. Misses her parents although her father perpetrator. Suppresses and denies aggression, hatred, anger and rage towards perpetrator. Difficult as he is her father and she loves him.
R:	Na die storm vind hy hulle ooit weer?	
A2:	<u>Ja.</u>	Hope for the future. Hopes that she might find her parents.
R:	Jy gaan vir my nog net een laaste storie vertel. Dit is prentjie elf.	
A2:	<u>Die vrou het gaan hout haal en sy het by haar ander huis gebly. Toe gaan haal sy hout, maar sy mag nie hout gevat het nie. Toe kyk sy weg. Toe vat sy ook die hout en toe kom die koning daar aan en toe sien hy niks nie en hy het ook niks gehoor nie, maar hy het gehoor hout val en toe skrik die meisie. Toe gaan sy agter die asblik ding en toe kom hy daar.</u>	Takes things that do not belong to her. Anxious, fearful and frightened.
R:	En toe?	
A2:	<u>En toe het hy begin kwaad raak. Toe kyk hy oralste. Toe vind hy haar. Toe sluit hy haar op in die tronk. Op die einde het sy uitgekóm en toe kon sy elke dag kom hout haal, want die koning het haar vergewe.</u>	Aggression and rage. Feels trapped. Wants to escape. Feels that when she leaves the children's home she can go back to her family. Feelings of guilt and shame. Wants forgiveness from perpetrator as she testified against him. Blames herself for the sexual abuse and for the perpetrator being in jail. Feels her fault that she

R:	Hoekom het hy haar vergewe? Wat het sy gedoen?	ended up in the children's home.
A2:	Sy het vir hom gesê by die huis het hulle nie hout nie. Sy wou net 'n vuur gemaak het. <u>Toe verstaan hy wat sy gesê het en toe haal hy haar uit die tronk uit.</u>	Wants forgiveness from perpetrator.
R:	Jy het elf stories vandag vertel. Dit het baie goed gegaan. Sê vir my hoe voel jy oor die stories wat jy nou vertel het?	
A2:	<u>Ek voel "happy" oor die goed wat ek gesê het en dit was mooi stories</u> en was ook mooi prentjies en mooi ingekleur en geteken.	Feelings of adequacy and a healthier self-concept.
R:	Ek stem eenhonderd persent saam met jou.	

Refleksie oor sessie 2

Ek het vandag my tweede ontmoeting met Annie gehad. Hierdie sessie het goed afgeloop. Ons het vandag 'n populêre Gestalt terapie tegniek gebruik. Ek het gebruik gemaak van prente en Annie moes vir my 'n storie oor die prent opmaak. Dit kon enige storie wees solank dit net 'n begin, middel en einde gehad het. Dit wou voorkom of sy die aktiwiteit geniet het. Sy het 'n storie vertel oor elke prent wat ek saam geneem het. Haar samewerking was baie goed gewees en sy het graag stories vertel. Aan die einde van die sessie het sy gevra met 'n lag op haar gesig of ek haar nie vir 'n roomys wil vat nie. Hierdie het plaasgevind reeds na ek die bandonemer afgeskakel het aangesien ek alreeds oppad na my kar toe was. Ek het genoem dat as ons aan die einde van die sessies saam kom ons dit moontlik kan doen. Ek sal eers die nodige toestemming moet verkry. Dit wil dus voorkom of Annie 'n groot behoefte aan aanvaarding en sosiale interaksie het. Dit kan ook moontlik wees dat sy "vasgevang" voel in die kindershuis en dalk net vir 'n rukkie wou ontvlug. Sy mag ook dalk 'n behoefte vir ouderdomsgepaste spel hê. Dit sal vir my interessant wees om aan die einde van ons sessies saam, die inligting te transkribeer en te analiseer, aangesien dit my reg of verkeerd sal bewys. Ek voel opgewonde oor wat die resultate kan toon. Ek het verder aan Annie genoem dat ek haar weer volgende Vrydag sal besoek. Ek sien uit na ons volgende sessie saam.

Annie: Session 3
10 August 2006

R:	Hoe gaan dit by die skool?	
A2:	Dit gaan goed.	
R:	Geniet jy dit?	
A2:	Ja.	
R:	Vandag wil ek hê jy moet vir my ietsie skryf. Onthou jy laas het ek vir jou gevra hou jy van skryf toe sê jy ja. Onthou jy?	
A2:	<u>Maar ek kan nie so goed spel nie.</u>	Feelings of inadequacy regarding her spelling skills.
R:	Moenie “worry” nie. Weet jy wat het ek agter gekom die laaste twee kere wat ek hier was? Dat jy goed kan praat. Nou as jy goed kan praat kan jy goed skryf ook, want jy sit net dit wat jy praat op papier. Moenie “worry” oor die spelling nie. Skryf net soos jy dink, want as jy mooi kan praat dan kan jy definitief ‘n skrywer ook word. Ja, want jy sit die woorde wat in jou kop is op papier. Sien jy? Eerste het ek hierdie boekies gebring waar jy vir my goed moet inskryf. “Okay”? Ons gaan kyk hoe ver jy kom. As jy nie klaar kry nie dan kan jy dit huis toe vat en dit vir my verder doen, maar ons gaan kyk hoe ver jy kom. Kom ons kyk, hierdie sê wat sê hierdie woordjie? Hierdie sê my wense. Wat wens jy? Wens jy vir ‘n groot kar of baie geld of ‘n mooi huis of ek weet nie wat nog? Wat wens jy voor? Wat wens Annie voor?	
A2:	<u>Ek wens vir ‘n “limousine”.</u>	Escapism, independence and freedom.
R:	‘n “Limousine”? Skryf dit in jou boekie. Groot of klein. Wat nog?	
A2:	<u>“Kfc”.</u>	Annie likes to eat kentucky fried chicken.
R:	Jy skryf baie mooi. Wat nog? Enige iets in die wêreld wat jy wens.	
A2:	Ek weet nie wat nog nie. <u>Geld.</u>	Status. Freedom. Independence. Buy things that she needs like clothing and shoes.
R:	“Okay”. Ek ook.	
A2:	Dan weet ek nie wat nog nie.	
R:	Jy kan enige iets kry wat jy wil hê.	
A2:	<u>Om ‘n model te word.</u>	Wishes she was beautiful and popular as will have lots of friends, money, be loved and accepted.
R:	Wat nog?	
A2:	<u>Ek wens om my familie terug te kry.</u>	
R:	Soos wie?	
A2:	<u>My ma, pa, boetie en my ouma.</u>	Misses her mother, father brother and grandmother. Feels that she doesn't belong anywhere if she's not with her family. Denies that she is angry with her father. Difficult to display negative emotions towards perpetrator as he is her father. Mixed feelings towards him.
R:	Jy skryf vinnig. Hoe bedoel jy om hulle terug te kry.	

<p>A2: Hoe bedoel jy? R: Om hulle terug te kry. R: Bedoel jy om weer by hulle te gaan bly? A2: <u>Ja.</u></p>	<p>Wants a sense of belonging.</p>
<p>R: Is dit? Wil jy hê julle moet almal saam bly. A2: <u>Nie saam nie.</u></p>	<p>Does not want her father to live with them as sexually abused her. Frightened of him. Angry with him after the sexual abuse.</p>
<p>R: "Okay". Wat nog? Hou jy van die kinderhuis? A2: <u>Nee.</u></p>	<p>Does not like living in the children's home. Feels trapped.</p>
<p>R: Ek weet. Dit is nie meer lank nie dan is jy groot. Dan kan jy uitgaan as jy agtien is, wanneer jy klaar is met skool. <u>Wat nog? Wat kan jy nog voor wens?</u></p>	<p>Focus her attention on the task at hand.</p>
<p>A2: Ek weet nie. R: <u>"Sweets".</u></p>	<p>Prompting her to participate.</p>
<p>A2: "Okay". R: Ek speel net. Jy moet vir my sê. Dit is jou wense. A2: <u>Klere.</u></p>	<p>Clothing constraints as she is living in a children's home. Wants to look beautiful and be accepted by her peer-group.</p>
<p>R: Moenie "worry" oor die spelling. Ja. Dit is reg. 'n Hondjie het jy laas gesê of wil jy nie meer 'n hondjie hê nie? A2: <u>Ek wil.</u></p>	<p>A need for companionship, love and unconditional acceptance.</p>
<p>R: Hulle is lekker om mee te speel. Hulle aanvaar jou, maak nie saak wat jy aan hulle doen nie, hulle is nogsteeds lief vir jou. Hulle spring op jou. Al het jy hulle byvoorbeeld gister geslaan. Vandag het hulle al weer daarvan vergeet. Hulle brein is so klein. Dan spring hulle op jou en lek jou weer en alles. Daar moet nog iets wees? A2: <u>Skoene, maar is skoene nie amper soos klere nie?</u></p>	<p>Wants to look beautiful and be accepted by her peer-group. Need shoes as residing in a children's home.</p>
<p>R: Nee. A2: Dat weet ek nie wat nog nie. R: Jy het min wense. Die feetjies gaan dit maklik met jou hê. Hulle gaan nie baie wense hê om na te kom nie. Kom ons kyk wat is volgende. Volgende een wat hulle jou vra is as ek die president van Suid Afrika was wat sou jy gedoen het? Wat sou jy gedoen het as hulle gesê het president Annie? As president wat sou jy gedoen het om dit beter te maak? Die land of wat sou jy gekoop het? Wat sou jy gedoen het?</p>	<p>Annie has been discriminated against regarding her race as she lives in a children's home and goes to a school where the majority children are caucasian.</p>
<p>A2: <u>Ek sou as daar rassisme was, sou ek dat rassisme weg gegaan het.</u></p>	<p></p>

R:	Dit is 'n goeie plan. Ek sal mal wees daaroor. Doen hulle dit partykeer met jou? Wie?	
A2:	<u>Maatjies by die skool.</u>	Children at school racist towards Annie. Discriminates against her because of her race. Bullied at school.
R:	<u>Weet jy wat het ek al agter gekom? Mense wat sleg voel oor hulleself, wil hê ander mense moet ook sleg voel oor hulleself, want hulle is "unhappy". Nou wil hulle ook hê jy moet "unhappy" wees. "Okay". Elke keer as hulle met jou lelik is moet jy sê jy is so snaaks en lag vir hulle of weet jy wat kan jy nog doen? Jy kan 'n deurskynende muur om jou sit in jou kop en as iemand lelik is met jou dan moet dit soos 'n bal wees. As hulle iets lelik sê moet dit soos 'n bal wees wat terug na hulle toe gaan. Hulle gooi dit na jou toe dan "bounce" die bal net terug van jou deurskynende muur af. Onder jou muur moet daar 'n deurtjie wees vir die mooi goed, soos jy skryf mooi en sulke goed sodat al die mooi goed kan inkom, maar die slegte goed kan nie inkom nie. So probeer om vir jou 'n deurskynende muur te maak, want mense doen dit omdat hulle sleg voel. Jou eerste een was rassisme. Dat dit kan weggaan. Daar moet nog iets wees, want jy is die president van Suid-Afrika. Jy kan enige iets doen.</u>	Activity provided opportunity for therapeutic intervention.
A2:	Ek wil die land 'n beter land maak.	
R:	Hoe?	
A2:	<u>Hoe kan ek sê? Soos kinders wat op strate is huise te gee en mense te vat om vir hulle huise te bou en alles. Ja en dan sal daar nie kinders in die strate wees nie.</u>	Struggles to find the words. Empathy towards children less fortunate than her. Feels sad when she sees children living on the street and not in homes.
R:	Wat sal jy by kinderhuise doen?	
A2:	<u>Baie klere.</u>	Wants to be accepted by her peer-group. Clothing constraints as she is residing in a children's home.
R:	Elke kind moet 'n kar kry.	
A2:	Ja.	
R:	Ek speel sommer. Wat sal jy doen vir kinderhuise?	
A2:	<u>Hulle almal moet 'n kar kry en klere en hulle sakgeld sal sommer 'n R1000.00 wees.</u>	Cars represent escapism and freedom. Clothing constraints as she is residing in a children's home. Wants more money to buy things that she needs like clothing.
R:	"Stunning". Ek het nie eers daaraan gedink nie. Elkeen kan hulle eie huise ook sommer kry.	
A2:	Ja.	
R:	Wat nog as jy die president was?	
A2:	Ek weet nie.	
R:	Net nog een. Jy het al baie.	
A2:	<u>Mense moet nie veg soos die ander lande het diamante en hulle wil dit kry. Dit moenie gebeur nie.</u>	Empathetic towards world issues. Insight.
R:	"Okay, stunning". Jy hou nie van oorlog nie. Ek het dit geskryf. Nou moet jy dit oorskryf, want dit is joune. Dit is wat jy sou gedoen het as jy president was. Hier vra hulle nou, nou moet jy ietsie oor jouself skryf. As ek iets oor myself moes geskryf het sou ek gesê het ek is 26	

A2:	jaar oud, ek het blonde hare en blou oë. Wat kan ek nog sê? Ek weet nie. Verstaan jy wat ek sê? Jy moet ietsie oor jousef skryf. Ek sal dit neer skryf dan kan jy dit nou-nou weer oorskryf. Iets oor jousef. <u>Ek is lelik.</u>	Feelings of inadequacy, negative self-concept, low self-esteem.
R: R: A2:	Nee. Jy is 'n pragtige meisie Annie. Wat nog?	
	❖ <u>Stilte.</u> ❖ <u>Sy dink dalk aan wat ek gesê het.</u> ❖ <u>Word bewus van die feit dat ek dink sy is mooi.</u>	Thinking and awareness.
R:	<u>Hoe oud is jy?</u>	Needs prompting and direct questions.
A2: R: A2:	Ek is twaalf. Enige iets van jou. Ek is 'n meisie. <u>Ja. Ek hou van klere.</u>	Loves clothing.
R: A2:	"Stunning". Ons klink dieselfde. <u>Ek hou van "kfc".</u>	Enjoys eating kentucky fried chicken.
R:	<u>Ja, baie mooi. Jy ken jousef baie beter as wat ek jou ken.</u>	Supporting Annie to become aware of herself.
A2:	<u>Ek hou daarvan om vriende te maak en nie altyd te baklei nie.</u>	A need for social interaction and friendship. Poor peer-group relationships and social conflict.
R: A2: R: A2: R: A2:	Ja? Ek weet nie. Watter graad is jy? In graad 3. Is jy nie in graad 4 nie? <u>Ja.</u>	Forgot that she passed the previous year. Might be confused as she is in a special school that focus less on grades.
R: A2:	Wat is jou "favourite" tv program? <u>7de Laan.</u>	Escapism.
R: A2:	Wat is jou favourite kleur? <u>Rooi.</u>	Emotional colour. Needs more love and acceptance from important people in her life.
R: A2: R: A2: R: A2: R:	Jy moet nog vir my een ding sê oor jousef. Enige iets. Ek weet nie. Ken jy nie jousef nie? Ek ken myself. Enige iets wat in jou kop opkom. Ek het swart hare. <u>"Okay". Ek gaan vir jou terug lees, in hierdie boekie. Jou wense is jy wil graag 'n "limousine" hê en 'n huis en "kfc" en geld en om 'n model te word. Jy wens om jou familie, jou ma, pa, broer en ouma terug te kry. Klere en skoene te hê. As jy die president was van Suid-Afrika sou jy rassisme laat weg gaan en die land beter maak en kinders op die strate huise gee en huise vir almal bou en almal moet 'n kar in die kinderhuis hê en klere en</u>	Supported Annie to become aware of herself. Prompted self-discovery. Sharpening her awareness.

	<p><u>sakgeld van R1000.00 'n maand. Almal moet hul eie huise kry en mense moenie veg vir diamante nie en iets oor jouself. Jy is twaalf jaar oud. Jy is 'n meisie. Jy hou van "kfc". Jy hou van klere, hou daarvan om vriende te maak en nie te baklei nie. Jy is in graad 4. Jy hou van 7de Laan. Jou "favourite" kleur is rooi en jy het swart hare. Wat sê dit alles van jou?</u></p>	
A2:	Weet nie.	
R:	<p>Ek dink dit sê baie. Dit beskryf wie jy is en aan wat jy glo. Wat is die volgende boekie? Die volgende een is goed waaroor jy kla. Ek kla altyd as ek die skottelgoed moet was of as ek die hond se "piepie" moet optel. So wat kla jy oor? Enige iets wat jou pla kan jy hier vir my sê.</p>	
A2:	<u>Skottelgoed was.</u>	Annie does not like washing dishes.
R:	Moet jy elke aand skottelgoed was?	
A2:	Amper ja.	
R:	As jy op "duty" is of wat?	
A2:	Ja.	
R:	Wanneer kry jy 'n beurt?	
A2:	<u>Wanneer dit Anelle en Cheri en Nansha en Mienkie is en dan ek en Jennifer.</u>	Has to do certain chores in the children's home.
R:	Hoeveel kinders is daar in 'n huis?	
A2:	Nege.	
R:	Net meisies?	
A2:	Ja, net meisies.	
R:	Dan is dit net ses. Hoekom doen die ander drie nie ook die skottelgoed nie?	
A2:	Hulle is groot.	
R:	O, ek sien. Wat nog?	
A2:	<u>Om die honde se "piepie" en goed op te tel.</u>	Activity providing information about things that Annie does not like to do.
R:	Wie het 'n hond?	
A2:	Ons het twee honde. Rexie en Bruno.	
R:	Wie se honde is dit? Die tannie s'n?	
A2:	Ja.	
R:	Wat kla jy nog oor?	
A2:	<u>As ons daai ertjies goeters moet eet en pampoer.</u>	Annie dislikes peas and pumpkin.
R:	Ek hou niks daarvan om vroeg op te staan nie. Ek kla altyd.	
A2:	Ek ok.	
R:	Hoe laat staan julle in die oggend op?	
A2:	Partykeer staan ons vyf uur op. Partykeer so vier uur.	
R:	Liewe hemel. Om wat te doen?	
A2:	As die ligte af is dan staan ons vier uur op.	
R:	Hoekom?	
A2:	Want, die lig het "getrip". Dan kom dit weer terug.	
R:	So hoekom moes julle so vroeg opgestaan het?	
A2:	Ons het nie geweet hoe laat dit is nie en ons moes vroeg gaan bad het, want die "geaser" werk met die ligte en dan is daar nie warm water nie. Net koue water.	
R:	"Okay". Daar moet nog iets wees waaroor jy kla. Wat jy niks van hou nie.	
A2:	<u>As ek detensie moet sit.</u>	Challenges at school.

R:	By die skool? Hoekom sit jy detensie? Wat doen jy verkeerd?	
A2:	<u>As ek my boeke en my huiswerk boeke by die huis vergeet het en as ons moet toets skryf.</u>	Forgetfull.
R:	Watse toets hou jy niks van nie?	
A2:	<u>Al die toetse.</u>	Academic challenges. Concentration disturbances.
R:	“Okay”. Wat nog?	
A2:	<u>Om skool toe te gaan. Ek wens daar was net elke Vrydag skool. Net een dag. Dan moet ek eers sewe uur op staan en nie vyf uur nie.</u>	Dislikes school. Academic and social challenges.
R:	“Okay”. Wat nog? Is daar iemand wat jou pla? Soos die tannie is te kwaai of maatjies wat lelik is met jou?	
A2:	<u>Klankla is partykeer mislik met my.</u>	Social conflict and inadequate peer-group relationships.
R:	Wat sê sy?	
A2:	<u>Sy sê as ek goed vir iemand anders leen en sy het eerste gesê sy wil dit leen dan leen daai maatjie nog vir my dan is sy “jealous” dan word sy kwaad. Dan vertel sy vir die tannie lieg stories, maar moet asseblief nie iets gaan sê nie.</u>	Inadequate social relationships and poor peer-group relationships. Mistrust adults as she is scared I will discuss information with her housemother.
R:	Onthou jy wat ek aan die begin gesê het? Niks wat ons hier doen kan ek vir hulle sê nie. So as jy sê tannie kan dit nie in tannie se boek skryf nie dan sal ek nie. So moenie “worry” nie. Wat kla jy nog oor? Nog net een.	
A2:	<u>As ek die huis moet skoon maak. Elke Saterdag dan staan ons op in die oggende. Dan moet ons die huis skoon maak. Die hele huis.</u>	Dislikes cleaning their house. Rather be participating in age-appropriate activities.
R:	Tot hoe laat?	
A2:	As ons opstaan maak ons beddens op. Dan maak ons die huis skoon. Ek weet nie tot hoe laat nie.	
R:	Maar hoeveel ure? Een of twee of drie ure?	
A2:	Drie ure.	
R:	Dit is erg.	
A2:	Na dit gaan eet ons.	
R:	Skryf so lank hierdie. As daar nog iets is skryf dit by. Volgende een is goed wat jou gelukkig maak. Enige iets.	
A2:	<u>Elke keer as tannie kom is ek gelukkig.</u>	Enjoys our activities. Needs love, support and unconditional acceptance.
R:	“Okay”. Dankie.	
A2:	<u>As almal vriendelik met my is.</u>	Wants others to like and accept her.
R:	Soos? Almal soos?	
A2:	Mantla en al die kinders.	
R:	Ja.	
A2:	<u>Om alles vir myself te hê soos karre, huise en geld. En dis al.</u>	Escapism and freedom.
R:	Wat maak jou nog gelukkig?	
A2:	<u>As mense nie baklei nie.</u>	Dislikes conflict. Do not have the social skills to cope with conflict situations. Likes to surround herself with positive, friendly and peaceful people.
R:	Is daar nog iets waaraan jy kan dink?	
A2:	Nee.	

R:	“Okay”. Skryf weer hierdie. Volgende een is goed wat ek haat. So goed wat jy haat. Haat is ‘n baie sterk woord nê. Jy “like” dit niks nie. Jy haat dit. Enige iets. Wat maak jou baie “upset”?	
A2:	<u>As ‘n meisie my “boyfriend” van my af weg vat.</u>	Interested in boys. Loyalty important. Boyfriend was unfaithful. His unloyalty mad her feel sad.
R:	Ja. Ek haat dit ook. Dit is ‘n goeie een.	
A2:	<u>As mense vir jou sê hulle gaan iets vir jou gee, maar hulle gee dit nie soos as hulle beloftes maak en hulle gee dit nie vir jou nie.</u>	Dissapointed by friends and adults as they do not keep their promises.
R:	Ja, dit is ‘n goeie een.	
A2:	Ek weet nie wat nog nie.	
R:	<u>Weet jy, jy leer nou oor jouself. Jy besef dit nie eers nie.</u>	Prompting self-discovery. Sharpening her awareness.
	Dis die laaste een. Goed waarvan ek hou. Nie ek nie jy. Goed waarvan jy hou.	
A2:	Ek weet nie.	
R:	Laaste een.	
A2:	Goed waarvan ek hou.	
R:	Enige iets wat in jou kop opkom.	
A2:	<u>Ek hou van tannie.</u>	People pleaser. Wants to make me happy.
R:	Dankie. Ek hou van jou ook.	
A2:	Ek hou van “sweets”.	
R:	Ek hou ook van “sweets”. Goeie een.	
A2:	Ek hou van hoe ek is.	
R:	Hoe bedoel jy?	
A2:	<u>Hoe my gesig lyk, hoe ek lyk en goed en ek weet nie.</u>	Positive self-concept and self-image.
R:	Enige iets. Ek hou van as dit reën en ek lees boek.	
A2:	<u>Ek hou daarvan as dit reën en ek slaap. In die aande dan slaap jy lekker en lees boek.</u>	Likes the sound of rain and to relax. Tries to agree with everything I say. Wants me to think we have a lot in common so that I will accept her unconditionally.
R:	Nog net een ding waarvan jy hou.	
A2:	Ek weet nie. <u>Ek hou daarvan as almal vriendelik met my is.</u>	Wants others to accept, love and support her. Does not like social conflict.
R:	Is daar nog iets waaraan jy kan dink?	
A2:	Nee.	
R:	<u>Ek gaan gou vir jou terug lees. Wat sleg is as jy moet skottelgoed was, as jy die hond se “piepie” moet optel. Jy eet nie pampoene nie. Vroeg opstaan, detensie, as jy huiswerk by die huis vergeet as jy moet toets skryf, al die toetse. As jy moet skool toe gaan. Wens Vrydag was enigste skooldag. As Manshla “jealous” is, word Daleen kwaad vir jou as jy die huis moet skoon maak. Volgende een wat jou gelukkig maak is as ek elke keer kom maak dit jou gelukkig. As ander vriendelik is. Om alles vir jouself te hê soos karre, huise en geld. As mense nie baklei nie. Volgende een is wat jy haat. As ‘n meisie jou “boyfriend” van jou af vat, maar weet jy wat dan is die “boyfriend” nie die moeite werd nie, want hy is nie veronderstel om dit te doen nie. Hy moet by jou “stick”. So “nevermind” hom. As mense net aan hulself dink. As mense iets belowe en jy kry dit nie. Beloftes breek. Laaste een goed waarvan jy hou. Jy hou van</u>	Supported Annie to become aware of herself. Prompted self-discovery. Making different parts clearer to sharpen her awareness.
		Provided opportunity for therapeutic intervention.

	<u>tannie, "sweets", hoe jy lyk. Jy hou daarvan as dit reën, slaap dan lekker, lees boek. As almal vriendelik is en "kfc". Sê vir my hoe was hierdie vir jou om dit te doen?</u>	
A2:	Dit was lekker.	
R:	Hoe voel jy?	
A2:	<u>Voel gelukkiger.</u>	More happiness and joy. Enjoyed activities. Active participation.
R:	Het jy ietsie geleer?	
A2:	Ja.	
R:	Het jy gesien hoe baie goed het jy vir my gesê? As jy 'n president was, goed waarom jy kla, wat jou gelukkig maak, goed wat jy haat, goed waarvan jy hou, jou wense en goed oor jousef. Ek het so baie geleer. Kan ek maar hierdie boekies hou totdat ons klaar is, want ek moet dit hou vir my boek, maar ek sal nie jou naam skryf nie.	
A2:	Ja.	
R:	Dit is baie oulik.	
A2:	<u>Dit is. Hoe laat is dit nou?</u>	Feelings of adequacy regarding writing skills and results of activity. Feeling tired.
R:	Twintig oor drie. Ek dink ons is klaar vir vandag.	

Refleksie oor sessie drie

Ek het vandag my derde sessie met Annie gehad. Dit het goed afgeloop. Annie het kantoor toe gekom met haar mooiste klere aan. Dit was 'n Vrydag middag so ek dink sy het gedink dat sy dalk kantoor toe moet gaan om uit te gaan vir die naweek. Sy het dadelik vir my gevra hoekom haar huismoeder gesê het sy mooi moet mooi aantrek. Ek het aan haar genoem dat ek nie weet nie en dat dit dalk 'n misverstand was. Ek kon sien dit het haar hartseer gemaak, maar sy was gedurende die sessie egter so verbaal soos altyd. Sy het goed deelgeneem en elke aktiwiteit goed voltooi. Tydens die sessie kon ek sien dat sy uitdagings met spelling ervaar. Dit is ook 'n moontlike rede vir haar plasing in 'n spesiale skool. Sy het ekstra akademiese hulp nodig. Ek het dus alles wat sy gesê het soos byvoorbeeld haar wense, eerste neergeskryf en sy het dit oorgeskryf in haar boekie. Dit het baie goed gewerk aangesien sy nogsteeds gevoel het dat dit haar boekies is. Ek het aan haar genoem dat die aktiwiteit glad nie oor haar spelling gaan nie, maar eerder oor ek haar beter wil leer ken. Ek kon sien sy het dadelik ontspan aangesien sy alreeds aan die begin van die sessie genoem het dat sy met spelling sukkel.

Die sessie het langer geneem as wat ek beplan het. Dit het min of meer negentig minute geduur, maar dit was 'n wonderlike sessie gewees aangesien ek Annie baie beter leer ken het en baie inligting verkry het. Ek sien uit na die volgende sessie aangesien ek onvoltooide sinne beplan, met die doel om uit te vind hoe sy voel. Ek is bewus van die feit dat ek haar baie gaan moet ondersteun met haar spelling, maar dat dit ook haar selfvertroue vermeerder as sy woorde reg spel en skryf. Dit gee ook vir haar blootstelling aan spelling wat juis 'n area is wat sy mee sukkel. Ek besef nou dat die Gestalt terapie skryf aktiwiteite met kinders in spesiale skole ook gebruik kan word aangesien daar baie wyses is om die kliënt te ondersteun tydens die uitvoering van assesseringsaktiwiteite wat skryf behels. Skryf aktiwiteite is ook 'n belangrike tegniek van Gestalt terapie en ek het gevoel dat die navorsing aktiwiteite nie volledig sou wees sonder skryf aktiwiteite nie. Dit het verder voorgekom of sy die skryf aktiwiteite interessant gevind het en dit geniet het.

Annie: Session 4
14 August 2006

R:	Vandag wil ek hê jy moet vir my die volgende sinne voltooi. Dit gaan net vir my sê hoe jy dink en voel, maar ons gaan weer soos laas maak. Onthou jy die boekies invul? So moenie "worry" oor jou spelling nie, want dit gaan oor hoe jy dink en voel sodat ek jou beter kan leer ken. So ek sal dit neerskryf en dan kan jy dit oor skryf. Is dit 'n "deal"? Jy moet eerlik wees. Al voel jy jy kan dit nie sê nie, want ek gaan snaaks dink, moet glad nie so dink nie. Ek het al baie dinge gesien en gehoor. Moenie skaam voel nie. Jy moet eerlik wees.	
A2:	<u>Tannie gaan my nie vra hoe my pa my gerape het nie?</u> <u>Nee, nee, nee.</u>	Willing to share with me that she was raped but in this manner trying to avoid talking about the detail of the sexual abuse. Honesty.
R:	Waar is jou pa nou?	
A2:	<u>In die tronk.</u>	Incarcerated for sexually abusing her.
R:	Vir hoe lank nou al?	
A2:	<u>Ek weet nie. Dit was lank terug. Toe ek nog 'n babatjie was.</u>	
R:	Kan jy dit nog onthou?	
A2:	<u>Nee.</u>	Increased willingness to discuss sexual abuse. Suppresses memories regarding abuse. Avoids talking about the sexual abuse. Too shy and scared to talk about the sexual abuse.
R:	As jy ooit daarvoor met my wil praat moet jy vir my sê. Soos hoe voel jy oor dit? Het dit jou kwaad gemaak?	
A2:	<u>Ek weet nie. Ek was klein. Ek het nie geweet nie.</u>	Suppresses memories regarding sexual abuse. Avoids talking about the abuse. Did not know that it was wrong and socially unacceptable. Too shy and scared to talk about the sexual abuse.
R:	Was dit net een keer?	
A2:	<u>Ek kan dit nie onthou nie. Was te lank lank terug.</u>	Suppresses memories regarding sexual abuse. Avoids talking about the abuse as too shy and scared. Wants to put the traumatic experience behind her.
R:	En jy weet dit was nie jou skuld nie, maar sy skuld?	
A2:	<u>Dit was my skuld.</u>	Feelings of shame and guilt. Blames herself for the sexual abuse.
R:	Nee. Hoekom?	
A2:	Ek weet nie.	
R:	Nee. Dit was nie jou skuld nie. Wat het jy gedoen? Jy was dan klein. Sien jy dit was sy skuld, want hy is 'n groot mens. Hy moet van beter weet. Regtig dit is nie jou skuld nie. Jy dink dalk dit is jou skuld en dat jy iets verkeerd gedoen het, maar dit is sy skuld. Jy moet dit onthou. Ek kan sien jy wil nie eintlik daarvoor praat nie so kom ons gaan aan. Die eerste sin. Ek hou van ..., dan moet jy sê waarvan hou jy.	Activity provided opportunity for therapeutic intervention.
A2:	<u>Ek hou van "shopping", yskaats. Ek hou van baie dinge.</u>	Escapism. Financial constraints. Wants to

	<u>Movies kyk en wat nog? "KFC". Ek skryf dit oralste.</u>	participate in age-appropriate activities with peer-group.
R:	Dus "okay". Skryf dit nou hier. Dan maak jy net sulke kommas.	
A2:	<u>Onder mekaar of langs mekaar?</u>	Feels uncertain after talking about the sexual abuse. Thinking about the sexual abuse made her feel less confident and adequate.
R:	Nes jy wil. Dit is jou werk. Volgende een is dit is vir my die lekkerste wanneer... Wat is vir jou verskriklik lekker? Die lekkerste vir jou?	
A2:	<u>Wanneer as dit vir tannie die lekkerste was, wat sou tannie sê?</u>	Feelings of uncertainty after talking about the sexual abuse. Thinking about the sexual abuse made her feel less confident and adequate.
R:	Wat geniet jy?	
A2:	Ek geniet myself. Nee, ek kan nie dit sê nie. Ek weet nie.	Feels uncertain after talking about the sexual abuse. Thinking about the sexual abuse made her feel less confident and adequate.
R:	Wat is vir jou lekker?	
A2:	Lekker?	
R:	Wat hou jy van om te doen?	
A2:	Om te doen? " <u>Shopping</u> ".	Escapism.
R:	So dit is vir jou die lekkerste wanneer jy "shop"?	
A2:	<u>En as ek speel met ander maatjies.</u>	Wants to participate in age-appropriate activities with her peer-group. Need companionship, friendship and social interaction.
R:	Speel met maats.	
A2:	Dit is dit. So partykeer as ek "shop" en speel met maats.	
R:	In die aand in jou bed wat doen jy?	
A2:	<u>In die aand in my bed wat doen ek? Ek bid voor ek slaap. Ek bid dat ek nie kan slaap dan speel ek poppies en maak ek of ek die juffrou is en praat met die poppe, maar ek praat nie terug met myself nie.</u>	Spiritual and religious. Sleep disorder as finds it difficult to fall asleep. Wants to participate in age-appropriate activities. Loneliness. Talks to dolls for social interaction. Escapism.
R:	Dit is oulik.	
A2:	<u>Maar ek antwoord glad nie myself nie.</u>	Other children in children's home told her that she is crazy as she talks to dolls. Scared I will think so too so mentions that dolls do not talk back to her. Wants me to accept her.
R:	"Okay". So in die aande in jou bed bid jy voor jy slaap en as jy nie kan slaap nie dan speel jy met jou poppies en maak jy of jy die juffrou is en praat met die poppe, maar hulle praat nie terug. Dit is oulik. Ek het dit ook gedoen toe ek klein was. Ek het vir my poppe skool gegee. Volgende een is ek wil baie graag..., enige iets wat jy graag wil doen.	
A2:	<u>Ek wil van 'n berg afspring.</u>	Escapism and excitement.
R:	"Bungi Jump?".	
A2:	Ja. Ek wou gesê het "bumpy jumpy". Wat nog? Dis al.	
R:	Jy hoef net een antwoord te gee. Van 'n berg afspring,	

<p>A2: “bungy jumping”. Volgende een is ek hou nie van..., enige iets waarvan jy nie hou nie. <u>Ek hou nie van mense wat rassisties is nie.</u></p>	<p>Annie experienced rassism, rejection and prejudice.</p>
<p>R: Ek ook nie. Jy werk altyd so mooi. Nou ek is jammer, iets waaroor jy jammer is. Iets wat met jou gebeur het of iets wat jy aan iemand anders gedoen het. Iets waaroor jy jammer voel.</p>	
<p>A2: <u>Gaan tannie die papier in die boek sit?</u></p>	<p>Mistrust adults. Contemplating whether or not to say she regrets being sexually abused.</p>
<p>R: Wil jy nie hê ek moet nie? Niemand weet dit is jy nie, want ons gebruik nie jou naam nie. So as jy vir my sê tannie moet dit nie in die boek sit nie dan sal ek nie, maar niemand weet dit is jy nie. Verstaan jy? Ek moet jou toestemming vir alles kry.</p>	
<p>A2: Ek is nie so streng nie. <u>Ek is jammer ek was laat vandag vir die mooiste tannie.</u></p>	<p>Wants me to accept, support and like her.</p>
<p>R: Die volgende een is ek word kwaad as...</p>	
<p>A2: <u>Ek word kwaad toe my pa my ma geslaan het.</u> Tannie kan dit maar in die boekie sit. Ek gee nie om nie.</p>	<p>Family violence. Helplessness and powerlessness. Remembers aggression towards mother but not sexual abuse. Suppresses memories regarding sexual abuse. Avoids talking about rape. Aggression and anger towards perpetrator.</p>
<p>R: Hoekom? Gee jy om as ek in die boek sit jy was geryp?</p>	
<p>A2: Tannie sit mos nie my naam in nie. <u>Dit is my skuld.</u></p>	<p>Feelings of shame and guilt. Blames herself for the sexual abuse.</p>
<p>R: Dit is nie jou skuld nie.</p>	
<p>A2: <u>Dit is my skuld.</u></p>	<p>Repetitive feelings of shame and guilt. Blames herself for the sexual abuse.</p>
<p>R: Hoekom? Jy sê dit die healtyd. Wat het jy gedoen wat verkeerd is?</p>	
<p>A2: Ek weet nie.</p>	
<p>R: <u>Sien jy. Dit is sy skuld. Hy moet skaam wees daaroor. Jy hoef nie skaam te wees nie. Wat gebeur het, het gebeur. Jy leer daaruit en beweeg vorentoe. Dink jy dit het jou ‘n ander mens gemaak? Jou verander? Die tipe mens wat jy is?</u></p>	<p>Provided an opportunity for therapeutic intervention.</p>
<p>A2: <u>Ja.</u></p>	<p>Feels that the abuse changed her. Took away her innocence.</p>
<p>R: Hoekom?</p>	
<p>A2: <u>Wat sou tannie gedoen het?</u></p>	<p>Wants to know what I would have done as she feels helpless and powerless.</p>
<p>R: Ek sou kwaad wees en hartseer en ek sou my pa nooit weer wou sien nie.</p>	
<p>A2: <u>Ek het al hof toe gegaan. Al vyf keer. Dan het ek nie skool toe gegaan nie. Dan gaan ek hof toe. Dan sit ons in so groot saal. Dan word ek bang.</u></p>	<p>Increased willingness to discuss sexual abuse. Testifying forced her to relive the experience. Feelings of guilt as she had to testify against her biological father. Feels she dissapointed him. Frightened, anxiety and fear. Fearful anticipation of court proceedings intensified the trauma.</p>

R:	Moes jy gepraat het daaroor?	
A2:	Ja.	
R:	Het hulle baie vrae gevra?	
A2:	Ja.	
R:	Soos wat?	
A2:	<u>Te veel. Dan vra ek tannie wanneer gaan ons huis toe? Dan sê sy nie nou nie. Tannie gaan ons huis toe?</u>	Testifying forced her to relive the traumatic experience. Court proceedings and questions intensified trauma. Confused during questions. Escapism.
R:	Nie nou nie. Dit moes baie erg vir jou gewees het. Jy was so braaf. Jy is nog steeds 'n pragtige meisie. Jy weet dit nê?	
A2:	<u>Nee.</u>	Negative self-image and self-concept after the sexual abuse.
R:	Jy is en jy is slim en jy is oulik en jy het die mooiste maniere. Jou klein sussie? Waar was sy toe hierdie goed met jou gebeur het?	
A2:	Ek was by die huis ek het televisie gekyk. <u>Hulle was in die kamer. Ek het niks gehoor nie.</u>	Disorganisation of thoughts. Internal concentration disturbances. Escapism. Perpetrator sexually abused Annie's sister as well.
R:	Hoe bedoel jy? Toe jou pa van die werk afgekom het?.	
A2:	En toe gaan bêre hy sy goeters. Toe het iets by sy werk gebeur. Ek was nie by sy werk gewees nie. <u>Was hy kwaad. Toe het my ma die baba gehou, toe gooi hy die baba uit my ma se hande uit. Toe hardloop die bloed, toe huil die baba. Toe skiet my pa die baba dood.</u>	Exposed to physical family violence. Annie's father aggressive and killed her baby sister. Flashbacks. Anxiety, fear, helplessness, powerlessness.
	<ul style="list-style-type: none"> ❖ Annie kyk na haar hande onder die tafel terwyl sy gesels. ❖ Vroetel met hande en kyk rond. 	
R:	En toe is die baba dood? Was dit 'n seuntjie gewees?	
A2:	Meisie.	
R:	En toe? Hoekom het hy nie tronk toe gegaan nie?	
A2:	<u>Ek weet nie. My ma wou nie gehad het hy moes tronk toe gaan nie.</u>	Mother protected father after he killed their baby.
R:	Wat het julle met die babatjie gedoen?	
A2:	Met die babatjie gedoen?	
R:	Ja.	
A2:	<u>Ek het weggehardloop. Toe gaan ek na my stiefma en stiefpa, want hulle bly nie in dieselfde huis as my ma nie. Hulle bly nie saam met ons nie. Hulle bly in 'n ander huis. Toe hardloop ek daarna toe. Toe gaan ek daarna toe, maar ek het net voor die deur gaan staan, want ek was nog klein, want ek kon nog nie by die handvatsel kom nie. Toe sit ek net voor die deur en ek was bang. Ja.</u>	Escapism. Anxiety, fear, frightened, helplessness and powerlessness.
R:	So jy weet nie wat hulle met die baba gedoen het nie?	
A2:	Nee.	
R:	Was daar ooit 'n begrafnis?	
A2:	Begrafnis. <u>Ja, maar op my oupa se begrafnis, want my oupa is ook dood. Ek weet nie van wat af nie. Ek het hom nie geken nie. Ek het gelag op sy begrafnis.</u>	Confused thoughts. Internal concentration disturbances. Disorganisation. Inappropriate social behaviour.
R:	Dalk, want jy ken hom nie.	

A2:	<u>Ek het gelag.</u>	Inappropriate social behaviour. Was happy that he died.
R:	Het hy jou ooit seer gemaak?	
A2:	Nee.	
R:	Jy het hom nie geken nie.	
A2:	Ek het hom nog nooit geken nie.	
R:	<u>Jy is nogsteeds 'n sterk meisie met al hierdie dinge wat met jou gebeur het. Dit sê vir my dat jy kan enige iets kan doen Annie. Enige iets wat met jou gebeur kan jy deur kom. Sien jy hoe sterk is jy, want jy het al deur al daai dinge gekom.</u>	Activity provided an opportunity for therapeutic intervention.
	❖ <u>Stilte.</u>	Thinking, remembering and awareness.
A2:	Die volgende sin is 'n ma is..., net wat jy dink 'n ma is. <u>'n Ma is liefde. Is ek reg? Maak dit sin?</u>	Associates a mother with love. Does not necessarily imply that she perceives her own mother as loving. Wants my approval as feeling insecure.
R:	Ja. Dit maak sin.	
A2:	Ma is liefde.	
R:	Hulle is veronderstel om liefde te wees, maar nie alle ma's is so nie.	
A2:	<u>Nee. Party ma's is streng.</u>	Also perceives mother's as strict as they want the best for you.
R:	Was jou ma streng?	
A2:	<u>Nee. My pa was streng.</u>	Biological father strict.
R:	So ma is liefde.	
A2:	<u>Ja en aandag.</u>	Longs for attention and love from a mother figure.
R:	Die volgende een is, ek is die bangste vir..., vir wat is jy bang?	
A2:	<u>Ek is bang as gaan "scary movies" kyk soos "Freddie versus Jason" en ek gaan slaap.</u>	Watches horror movies with age restrictions.
R:	Ek is ook bang vir daai "movies".	
A2:	<u>Maar ek kyk dit.</u>	Brave.
R:	Ja. Mens kyk dit, maar jy is bang vir dit.	
A2:	Dink tannie Harry Potter is satanisties?	
R:	Nee.	
A2:	<u>Dit is so "cool".</u>	Only shares this information with me after she is sure that I do not think it is satanic. Wants my approval.
R:	Wie het vir jou so gesê?	
A2:	Karin. Hulle is christen mense. As jy een vloek woord sê is jy uit die huis uit.	
R:	So jy die bangste vir "scary movies" soos "Fredde versus Jason".	
A2:	<u>En 'n "bullet". Die eerste keer toe ek hoor my pa se "gun" so geluid maak was ek bang my oordromme gaan bars.</u>	Actively participating. Increased willingness to share personal information with me. Exposed to physical abuse, family violence and guns. Anxious, frightened and fear.
R:	Ek is ook bang vir "bullets" en dit kan mense doodmaak.	

A2:	<u>'n Kind het vandag 'n "bullet" skool toe gebring en 'n mes.</u>	Exposure to guns and knives at school.
R:	En toe?	
A2:	Toe sien iemand hom en sê vir die juffrou. Toe dink hulle dit was Shaun, want die kind het hom beskuldig. <u>Dit was my "ex ex ex boyfriend".</u>	Annie had a boyfriend at a young age. Interested in boys.
R:	Hoekom het julle opgebreek?	
A2:	Ek weet nie. <u>Ons is net vriende.</u> Ons is in dieselfde klas.	Friends with boys.
R:	Ek sal nooit vergeet..., iets wat met jou gebeur het wat jy nooit sal vergeet nie.	
A2:	<u>Ek sal nooit vergeet dat tannie mooi is nie.</u>	Wants my approval and acceptance.
R:	Dankie. As ek groot is ...	
A2:	<u>As ek groot is wat gaan ek doen? Model word.</u>	Fantasises that if she is beautiful, rich and popular others will like her and want spend time with her. Escapism.
R:	Jy het definitief die lyf daarvoor. Iets wat jy nie kan doen nie. Ek kan nie yskaats nie. Wat kan jy nie doen nie?	
A2:	Yskaats. Mense kan maar leer, maar jy val baie.	
R:	So wat kan jy nie doen nie, dink jy?	
A2:	<u>Ek kan nie, ek wil van 'n berg af spring, maar ek is bang vir dit.</u>	Wants more excitement in her life but frightened.
R:	Jy kan nie "bungie jump" nie, want dit gaan seer wees as jy val. Mense wat nie van my hou nie.....	
A2:	<u>Tannie hou nie van my nie.</u>	Testing me for a reaction. Approval for other people important to her.
	❖ Lag	
R:	Dit is nie waar nie. Ek is mal oor jou.	
A2:	Moet ek hulle name sê?	
R:	Nes jy wil of wat dink jy?	
A2:	<u>As mense nie van my hou nie gee ek nie om nie, want daar is ander mense wat van my hou en as dit hulle probleem is moet hulle nie hulle probleem myne maak nie.</u>	Denies that she would care if people disliked her.
R:	Ek stem saam.	
A2:	<u>Ek wens die mense wat nie van tannie hou nie wil dood gaan. Tannie is dan so oulik. Hulle moet net neer val.</u>	Aggression and anger. Wants my approval, support and acceptance.
R:	Ek is soos jy, ek gee nie om nie, want daar is ander mense wat van my hou. Ek het geen tyd vir... Waarvoor het jy geen tyd nie?	
A2:	As ek skool toe gaan. <u>Ek het nie tyd om te speel nie. Ek wil, maar ek het nie tyd nie.</u>	Escapism. Wants to participate in age-appropriate activities but feels she does not have enough time.
R:	Hoekom nie? Wat doen jy?	
A2:	<u>Die bussie kom altyd vroeg. Dan moet ek eers my bed op maak, want ons staan vyf uur op. Dan gaan bad ek. Dan trek ek aan. Dan kyk ek is my kamer netjies. Dan pak ek my rooster. Dan vat ek my tas en stap onder toe en wag vir die bussie.</u>	Has a strict routine. Wants more social interaction and to participate in age-appropriate play.
R:	Daar is regtig nie tyd vir speel nie en by die skool moet	

<p>'n mens werk. A2: Pouses kan jy bietjie speel. R: By wie is jy pouses? A2: Anneke, Karin, baie meisies. Shaun. <u>Ek het meer seuns vriende as meisies vriende.</u></p>	<p>Socially interacts with boys as she feels comfortable with them.</p>
<p>R: Hoekom? A2: <u>Seuns gee meer aandag.</u></p>	<p>Inadequate relationships with boys. Wants unconditional love, acceptance and attention from boys.</p>
<p>R: So ek het geen tyd as ek moet skool toe gaan om te speel nie. Iets wat jy haat. A2: Iets wat ek haat. R: Enige iets. A2: <u>Ek haat pampoen en boontjies.</u></p>	<p>Dislikes pumpkin and beans.</p>
<p>R: Ek ook. A2: Vanmiddag het ons pampoen en boontjies geëet. Toe sit ek dit in my sak en gooi dit weg. R: Groente maak mens sterk. Kry julle lekker kos? A2: Nou en dan. R: Wie maak julle kos? A2: Die tannie R: Elke dag? A2: Ja. In die middag eet ons kook kos. Dit is makliker. R: Volgende een is in die geheim...Weet jy wat is 'n geheim? As jy op jou eie is en niemand mag van dit weet nie.</p>	
<p>A2: <u>Ek dink in 'n groot groot huis bly en orals waar ek gaan is daar net kameras. As ek uit stap moet daar net kameras wees.</u></p>	<p>Fantasises that popular and everyone likes her. Escapism. Wants attention and unconditional acceptance.</p>
<p>R: So jy wil beroemd wees? A2: <u>Maar ek sal dit nooit kan word nie.</u></p>	<p>Negative self-concept and self-image.</p>
<p>R: Hoekom nie? A2: Ek weet nie. R: Ek dink jy kan as jy hard werk. Ek verbeel my soms dat... Wat verbeel jy? A2: As David Beckham op die tv kom verbeel ek, ek staan langs hom. R: Wat doen jy langs hom? A2: <u>Hy soen my en alles.</u></p>	<p>Wants physical attention and acceptance from boys. Fantasises. Escapism.</p>
<p>R: Ek wil huil as...,as jy aan iets dink of as jy aan iemand dink? A2: <u>Ek wil huil as wat my pa gedoen het en as ek aan my "boyfriend" dink en ons het opgebreek. Het tannie ook al een keer gehuil oor 'n boyfriend?</u></p>	<p>Sexual abuse caused her to feel sad. Depression. Interested in boys. Lost boyfriends at a young age.</p>
<p>R: Ja. Baie al en dan na die tyd dink jy, jy was stupid gewees. Hoekom het ek gehuil dit was net 'n ou. Volgende een is die meeste seuns is... A2: <u>"Stupid"</u>. Het tannie al sulke seuns ontmoet?</p>	<p>Experiences boys as stupid.</p>
<p>R: Ja, baie al.</p>	

A2: <u>Paar van hulle is “sexy”.</u> R: Stem saam. Party is oulik, “sexy” en slim. A2: Ja. <u>Sit ook oulik by.</u> R: Ek is baie trots op jou. Dankie vir al jou harde werk.	Physically attracted to boys. Feels insecure about her answer.
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Refleksie oor sessie 4

Ek het vandag my vierde sessie met Annie gehad. Na hierdie sessie het ek beseft dat ek alreeds soveel ryk en betekenisvolle inligting verkry het deur gebruik te maak van Gestalt tegnieke. Hierdie tegnieke werk wonderlik met Annie. Sy het vandag genoem dat sy lus is om ‘n bietjie te werk en sy het regtig haar beste gegee met die voltooiing van die onvoltooide sinne. Aan die begin van die sessie het ek aan haar genoem dat sy eerlik moet wees met al die vragies. Sy het dadelik op haar senuwees gelyk en gevra of ek haar gaan vra hoe haar pa haar “gerape” het. Ek was heeltemal onkant gevang. Na die sessies met Jennifer wat glad nie wou gesels oor haar seksuele mishandeling nie, het Annie se vraag my spraakloos gelaat. Ek het gepoog om ‘n bespreking te begin oor die verkragting, maar sy het die bespreking vermy deur te noem dat dit ‘n lang tyd terug gebeur het en dat sy dit nie meer kan onthou nie. Dit wil dus ook voorkom of sy herinneringe oor die seksuele mishandeling onderdruk.

Hierdie het my laat wonder. Daar word aanmelding gemaak in haar verslae dat sy alreeds terapie ontvang het vir die verkragting. Ek het dus tydens vandag se sessie gereflekteer oor die doel van my navorsing. Ek is weer herinner aan die feit dat dit fokus op die emosionele nagevolge van die seksuele mishandeling en nie noodwendig gaan oor die “detail” van die seksuele mishandeling nie. Ek het gevolglik vir Annie gevra hoe sy nou oor die verkragting voel. Sy het egter nie die woordeskat gehad om die vraag vir my te beantwoord nie en het genoem dat sy nie weet nie. Sy het vir my gevra hoe ek sou voel. Ek het beseft dat sy nie die woorde kon vind om haar emosies te beskryf nie. Dit is vir haar baie makliker om deur die media haar gevoelens te beskryf. Annie het tydens die res van die sessie oopgemaak oor baie ander gebeurtenisse soos haar blootstelling aan familiegeweld en moord. Sy het genoem dat haar vader haar baba sussie dood geskiet het. Daar word nie melding gemaak van hierdie gebeurtenis in haar leërs nie. Annie se maatskaplike werkster het ongelukkig Kaapstad toe getrek, so ek kan haar nie vra oor die gebeurtenis nie. Daar is wel ‘n nuwe maatskaplike werkster in haar plek aangestel, maar ek het Annie ontmoet voor sy haar ontmoet het. Sy weet dus baie min aangesien sy nog nie met Annie begin werk het nie.

Na vandag se sessie is ek weer herinner aan die feit dat Gestalt tegnieke wat soms abstrak is, ook met kinders in spesiale skole gebruik kan word, as daar ekstra verduideliking en hulp beskikbaar is. Dit aktiwiteite is ook kultuur vriendelik. Dit het verder duidelik geword dat Annie my tydens hierdie sessie heeltemal in haar vertroue geneem het. Ek het beseft dat ek oop gaan moes wees vir enige bespreking en nooit ‘n “negatiewe reaksie” op dit wat sy vir my sê kan wys nie. Dit sal ons vertrouensverhouding beskadig. Vandag se sessie was baie waardevol vir navorsing doeleindes gewees. Ek sien uit na ons volgende sessie saam.

Annie: Session 5
15 August 2006

R:	Vandag wil ek hê jy moet vir my 'n paar sinne skryf wat begin met ek is. Soos ek is 'n meisie. Ek is dom of ek is mooi. Verstaan jy? So enige iets wat jy dink jy is. Ek sal weer vir jou skryf. So enige iets wat jy dink. Onthou dit gaan nie oor die spelling nie, maar oor wat jy sê en dink. Ek is...	
A2:	<u>Ek is goed in my skoolwerk.</u> Ek is maer. Ek hou ook van "shopping". <u>Ek is mooi, maar ek dink ek is lelik.</u>	Feelings of adequacy regarding her schoolwork. Low self-esteem. Negative self-concept and self-image.
R:	Maar jy is mooi. Mense betaal duisende rande om so mooi lyf soos jy te hê.	
A2:	<u>Tannie is ook mooi.</u>	Socially accepted behaviour as when she receives compliments, she compliments in return.
R:	Dankie.	
A2:	Moet ek nie hele bladsy skryf?	
R:	Kom ons kyk hoe ver jy kom. Jy het sover vier. Kom ons kyk of jy ses kan skryf.	
A2:	<u>Ek is ook lief vir die tannie wat langs my sit.</u> Wat nog?	Wants my acceptance. Inadequate social relationships.
R:	Doen jy sport?	
A2:	Ja.	
R:	Wat is jy goed mee?	
A2:	<u>Hoogspring, sagtebal en verspring.</u>	
R:	<u>Is jy goed in dit?</u>	
A2:	<u>Ja</u>	Experiencing feelings of adequacy regarding performance in sport.
R:	So skryf ek is goed in verspring, hoogspring en sagtebal. Wat is jy?	
A2:	Wat is ek?	
R:	Ek is 'n meisie.	
A2:	O.	
R:	Kom ek lees wat het jy nog geskryf. <u>Ek is lief vir honde en katte.</u> "Stunning". Ek het nie eers daaraan gedink nie. Enige iets wat in jou kop in kom, al klink dit nie vir jou reg nie. Kom ek lees wat skryf jy nog. <u>Ek is lief vir karre en "kfc"</u> . Ja, ek het gewonder wanneer gaan jy dit skryf. Baie oulik. Nog net een. Kom ek lees. Ek is Annie <u>Ek is net reg al dink die mense ek is 'n lang stok.</u> Ag nee, hulle wens hulle was so mooi soos jy. Regtig, dit is soos almal wil lyk. Almal wil lank en maer wees.	Loves animals. Active participation as gaining more confidence as activity progresses. Escapism and freedom.
A2:	Dit is lekker om vet te wees in die winter, maar nie in die somer nie.	
R:	Laaste bladsy. Die sin moet begin met ek wil, soos ek wil soos jy ander dag gesê het 'n model word of ek wil 'n huis koop, of ek wil matriek of skool klaar maak of ek wil 'n "boyfriend" hê of ek wil my ma of pa sien. Enige iets wat jy wil. Kom ek sien wat het jy geskryf. <u>Ek wil klaar kry met skool.</u> Dit is 'n goeie een ek weet jy gaan. Gaan jy hard leer?	Other children teases Annie about her physical appearance. Change of meaning as experiencing a positive body image. Feels trapped. Wants more independence.

A2:	<u>Ja.</u>	Willing to study hard so that she can finish school and leave the children's home.
R:	Dan kan jy vir jou 'n werk kry. Sover is jou spelling baie goed en jy skryf mooi. Kom ek lees verder. <u>Ek wil 'n model word. Ek wil "extensions" hê.</u> Hoe moet die "extensions" lyk?	Fantasises that she is popular, rich and famous. Does not like her hair.
A2:	Lank, swart en reguit.	
R:	Hoekom kry jy nie vir jou nie? Is dit duur?	
A2:	Ja.	
R:	<u>As jy begin werk dan kan jy na haarkapster toe gaan. Dan sê jy "extensions please".</u> Enige iets wat jy wil.	Activity provided an opportunity for therapeutic intervention as motivating her to study hard and start a career.
A2:	"Jumpy jumpy"	
R:	"Bungi jumping".	
A2:	Ja, "jumpy jumpy".	Struggles to pronounce English words.
R:	Jy sê dit so oulik.	
A2:	<u>Ek wil Halie Berry wees.</u>	
R:	Hoekom?	
A2:	Ek weet nie. <u>Sy is mooi.</u>	Fantasises that beautiful, rich and famous. Low self-esteem and wants to be someone else. Not happy with her physical characteristics.
R:	Hoekom wil jy 'n model word?	
A2:	Ek weet nie. <u>Vandat ek klein was het ek gewens ek kan 'n model word.</u>	Fantasises and escapism.
R:	Hoekom wil jy klaar maak met skool?	
A2:	<u>Dan kan ek na plekke toe gaan.</u>	Escapism, freedom, independence.
R:	Hoekom wil jy "bungi jumping" doen?	
A2:	<u>Want dit klink so lekker as mense val uit die vliegtuig uit of val van 'n berg af.</u>	Wants more excitement.
R:	Dit is "scary". Wat wil jy nog doen? Ek wil... Kom ek lees. <u>Ek wil blou oë hê.</u> Hoekom?	Negative self-concept. Unhappy with physical appearance.
A2:	Weet nie. Wat is daar nog?	
R:	Kom ek lees. Ek wil ryk wees. Nou gaan ek weer vir jou vra, hoekom? Hoekom wil jy ryk wees?	
A2:	<u>Want jy voel so belangrik.</u>	Annie does not feel important. Wants more love, acceptance and attention.
R:	Wie laat jou belangrik voel as jy ryk is?	
A2:	Mense.	
R:	Volgende een. <u>Ek wil my ma sien.</u> Wat wil jy vir haar sê as jy haar sien?	Misses her mother. Would like more contact with her.
A2:	Ek weet nie.	
R:	Wat sal jy vir haar sê?	
A2:	Ek sal vir haar sê hello.	
R:	Wat nog?	
A2:	Hoe gaan dit met jou. Dis al.	
R:	En waar was jy?	
A2:	❖ <u>Lag.</u>	
R:	Ek weet nie wat sal jy sê? <u>As sy daar sit, wat sal jy sê?</u>	Empty chair technique.

A2:	<u>Ek weet nie.</u>	Needs prompting.
R:	Dink aan enige iets.	
A2:	<u>Ek sal sê waar was jy en hoekom het jy my nie gebel nie.</u>	Rejection, abandonment, anger.
R:	Wat dink jy sal sy vir jou terug sê?	
A2:	Ek weet nie. Wat kan ek nog skryf? Ek het nie nog een nie.	
R:	Wat wil jy nou doen?	
A2:	Ek wil “sweets” eet.	
R:	Sien jy daar het jy jou volgende sin. Skryf nog vir my drie sinne. Jy het al nege. Ek weet jy kan nog drie sinne skryf. Ek weet jy kan. Kom ek sien. Ek wil goed wees in alles in my lewe. Dit is “amazing”. Jy kan wees as jy hard werk en alles. <u>Ek wil mense dood maak wat rassisties is. Laaste een.</u>	Aggression, rage, anger and hatred.
A2:	<u>“Chocolate” foon</u> hê soos op tv.	Communication and social interaction.
R:	Jy kan dit nie eet nie. Ek dog jy wil ‘n foon hê wat gemaak is van “chocolate”. Weet jy wat? Jy werk so mooi saam. Elke keer as ek kom kan ek nie wag nie. Ek geniet dit baie. Jy het baie mooi geskryf. Amper die hele bladsy vol. Hier is twaalf sinne. Miskien moet ek dit gou vir jou terug lees.	
A2:	“Okay”.	
R:	Jy het gesê ek wil klaar maak met skool. Ek wil ‘n model word. Ek wil “hair extensions” hê. Ek wil “bungie jumping”. Ek wil soos Hallie Berry wees. Ek wil blou oë hê. Ek wil ryk wees. Ek wil my ma sien. Ek wil “sweets” eet. Ek wil goed wees in alles in my lewe. Ek wil mense dood maak wat rassisties is en ek wil ‘n “chocolate” foon hê. Die volgende een is ek is goed in my skoolwerk. Ek is maer. Ek hou van “shopping”. Ek is mooi, maar ek dink ek is lelik. Ek is ook lief vir die tannie wat langs my sit. Ek is goed in sport soos hoogspring. Ek is ‘n meisie. Ek is lief vir honde en katte. Ek is lief vir karre en “kfc”. Ek is Annie. Ek is net reg al dink die mense ek is ‘n lang stok. Baie oulik. As jy nou kyk na die goed wat jy vandag geskryf het wat sê dit vir jou? Enige iets.	
A2:	<u>Dit vertel vir my meer van myself en ek leer baie daaruit.</u>	
R:	Het jy al die goed van jousef geweet?	
A2:	<u>Nee.</u>	Supported Annie to become aware of herself. Prompted self-discovery by elaborating on parts of the activity. Sharpened Annie’s awareness.
R:	So as jy dit neer skryf en lees en jy dink regtig daaraan dan leer jy jousef beter ken.	
A2:	Ja.	
R:	Ek is baie bly ek het jou ontmoet. Dankie, ek sal jou Vrydag sien.	

Refleksie oor sessie 5

Ek het vandag my vyfde sessie met Annie gehad. Die sessie het goed afgeloop. Ons het sinne voltooi wat begin het met “ek is” en “ek wil”. Annie het dadelik die sinne begin voltooi en dit wil voorkom of sy tans meer gevoelens van toereikendheid ervaar, veral in haar skryfaktiwiteite. Dit was dus nie vandag nodig om die hele sin eers op rofwerk papier uit te skryf sodat sy die woorde korrek kon oor skryf nie. Sy het vir die spelling van sommige woorde gevra, maar dit was minimaal. Die res van die sinne het sy op haar eie voltooi sonder enige ondersteuning behalwe aan die begin van die aktiwiteit waar ek haar verduidelik het hoe om die sinne te voltooi.

Na vandag se sessie het ek besluit dat ons alreeds drie skryf aktiwiteite gedoen het en dat dit tans tyd is vir iets anders. Ek beplan dus om vir die volgende sessie gebruik te maak van handpoppe. Hierdie is ‘n baie populêre Gestalt terapie tegniek. Hopelik sal Annie daarmee kan identifiseer. Aan die einde van vandag se sessie het Annie saam met my na my kar toe geloop en genoem dat ons altyd sulke lekker goed saam doen. Dit is dus goeie terugvoering dat sy die Gestalt aktiwiteite tot nou toe geniet het. Sy het ook genoem dat dit vir haar lekker is, want sy leer soveel meer oor haarself, veral oor dinge wat sy nie voorheen besef het nie. Dit was wonderlike terugvoer gewees. Ek sien uit na ons volgende sessie saam.

Annie: Session 6
18 August 2006

R:	Vandag gaan ons met handpoppe speel. So ek het baie verskillendes saamgebring. Hier is 'n krokkedil. As jy jou hand hier by die mond in sit maak dit so. Hierdie lyk soos 'n "dinosaur". Hierdie is 'n eend.	
A2:	<u>"Kwak-kwak"</u> .	Annie displays immediate interest in activity.
R:	Hierdie is 'n koei. Hierdie is 'n skapie, 'n olifant. Dan is hier ook klein handpoppies wat jy op jou vinger sit. Hulle is baie kleiner. 'n Leeu, olifant en 'n padda. 'n Eend. So jy kan nou enige een kies wat jy wil om mee te speel. Enige een. Kleintjie of groottes.	
A2:	<u>Die een.</u>	Active participation. Exited about the activity.
R:	<u>Die eend.</u> Jy gaan nou die handpop wees. Jy gaan die handpop se stem wees. Kies vir my een. Wie kan ek wees?	Annie identifies with duck as she talks a lot and is peace loving.
A2:	<u>Nee.</u>	Feelings of inadequacy. Little confidence.
R:	Nee, jy moet vir my kies.	
A2:	Tannie is mooi, so ek moet die mooiste een kies. Ek weet nie watter een nie.	
R:	Enige een.	
A2:	Watse kleur is tannie se beste?	
R:	Groen.	
	❖ <u>Annie verkies dat ek 'n dinosourus is aangesien hierdie handpop groen is.</u>	
	Kom ek bêre gou hierdie.	
A2:	<u>Maak jy so.</u>	Displaying more confidence.
	❖ <u>Annie wys vir my hoe om die handpop te gebruik.</u>	
R:	Ja. Jy weet alreeds. Kyk hoe slim is jy. Jy is nou daai handpop. Hello.	
A2:	Hello.	
R:	Wat is jou naam?	
A2:	Cindy.	
R:	Hello Cindy. Hoe gaan dit?	
A2:	Goed en met jou?	
R:	Goed dankie. Wat doen jy? Wat doen jy hierso?	
A2:	<u>Ek weet nie.</u>	Needs prompting to participate actively. Difficult for her to identify with the duck.
R:	Hoe oud is jy?	
A2:	Twaalf.	
R:	Ek is ook twaalf. Is jy in die skool?	
A2:	Ja.	
R:	In watter skool?	
A2:	In <u>Queenswood.</u>	Wants to be in a mainstream school.
R:	Ek is ook in Queenswood. Wat is jou juffrou se naam?	
A2:	Juffrou Kensen.	
R:	Ek is by juffrou Byles. Watter graad is jy?	
A2:	<u>Graad 12.</u>	Wants to be in grade twelve as she will be

R:	En jy is twaalf jaar oud. So jy moet verskriklik verskriklik slim wees om twaalf jaar oud al in graad 12 te wees. Hoe het jy dit reg gekry?	leaving school. Wants more freedom and independence. Feels trapped in the children's home.
A2:	Ek weet nie.	
R:	Het jy hard geleer?	
A2:	Ja.	
R:	Ek is twaalf en ek is nou eers in graad 7. Jy is sewe grade bo my. Sê vir my waar bly jy?	
A2:	<u>Ek bly in Amerika.</u>	Escapism. Fantasises that she lives in another country.
R:	Amerika, maar jy is in Laerskool Queenswood.	
A2:	Ja.	
R:	Julle is seker baie ryk?	
A2:	Ja.	
R:	By wie bly jy in Amerika Cindy?	
A2:	By " <u>Bionce</u> ".	Does not like her life. Escapism and fantasises she had a different life.
R:	Waar is jou ma en pa?	
A2:	<u>My ma is Bionce en my pa is Vin Diesel.</u>	Fantasises she had rich and famous parents. Escapism. Does not like her life in the children's home. Feels that people will like her more if she is rich and famous. A need for love, acceptance and support.
R:	Dit is fantasties. Ek bly maar net by my "plain" ma en "plain" stout boetie en my pa het weggehardloop. Ek wens ek was jy. Ek wens Bionce en Vin Diesel was my ma en pa en ek wens ek het in Amerika gebly en ek was in graad 12. Jy het alles wat ek wil hê. Sê vir my Cindy hoekom het Annie jou gekies om mee vandag te speel? Hoekom het sy jou gekies? Wat is so "special" aan jou?	
A2:	Wat kan ek sê?	
R:	Enige iets. Hoekom het Annie jou gekies, Cindy?	
A2:	<u>'n Eend is mooi vir my.</u> Sy kleur is geel en dis al.	Negative body-image.
R:	So jy is mooi en jou kleur is geel, en dis hoekom Annie vir jou gekies het. Hoekom dink jy het Annie vir my gekies?	
A2:	Want tannie is mooi.	
R:	Maar hoekom het Annie 'n "dinosaur" gekies vir die tannie om mee te speel?	
A2:	Want die tannie hou van groen.	
R:	Sê vir my Cindy wat pla jou die meeste in die wêreld? Is daar iets waaroor jy bekommerd is? Wat pla jou?	
A2:	<u>Seuntjies moet nie lewe nie.</u>	Negative feelings towards boys. Aggression, hatred, anger and rage towards men.
R:	Hoekom?	
A2:	Hulle is "boring".	
R:	Seuntjies moenie lewe nie, want hulle is "boring".	
A2:	Ja.	
R:	Doen seuntjies ooit lelike goed aan jou?	
A2:	<u>Nee.</u>	Denial, suppression and avoidance.

R:	So hoekom is jy so bekommerd oor hulle? Hoekom pla hulle jou so baie?	
A2:	<u>Want hulle is net lastig.</u>	Feels irritated by boys.
R:	Wat bedoel jy lastig?	
A2:	Ek weet nie.	
R:	Wat doen hulle?	
A2:	Hulle doen alles. <u>Hulle terg my as ek rekenaar doen, dan druk hulle enige knoppie.</u>	Inadequate social relationships with boys. Boys tease her.
R:	Sê vir my Cindy, het jy 'n "boyfriend"?	
A2:	Nee.	
R:	Ek het 'n "boyfriend". 'n Oulike "boyfriend".	
A2:	<u>Ek is sterker as jy.</u>	Powerlessness. Feels vulnerable around boys. Wants to be stronger emotionally.
R:	Ek moet baie hard werk om so sterk soos jy te wees. Sê vir my het jy baie vriende?	
A2:	Ja.	
R:	Hoeveel?	
A2:	<u>So twaalf.</u>	Wants more adequate relationships with peer-group, companionship and friendship. Feelings of loneliness.
R:	Twaalf vriende. Cindy kan ek ook maar een van jou vriende wees?	
A2:	Ja. <u>Nou het ek somer dertien.</u>	Wants more friends, companionship and social interaction.
R:	Dit is baie. Ek het net een maatjie en ek weet nie of sy regtig van my hou nie. Ek dink jy is baie "lucky", want Bionce is jou ma. Vin Diesel is jou pa. Jy is baie ryk en jy is in graad twaalf en jy het twaalf vriende. Sjoë, ek wens ek was soos jy. Wat dink jy? Hou jy daarvan om jouself te wees?	
A2:	<u>Ja.</u>	
R:	Is dit 'n "cool" lewe?	
A2:	<u>Ja.</u>	Happier if she had a different life. Her real life sadeness her.
R:	Jy is so "lucky". Sê vir my Cindy, wat doen mense wat jou verskriklik kwaad maak, dat jy hulle nekke wil omdraai. Wat doen hulle?	
A2:	<u>Hulle is irriterend. Hulle maak mense kwaad.</u>	Irritability. Anger. Aggression.
R:	Wat doen hulle wat jou kwaad maak?	
A2:	<u>As ek my boek soek dan gee hulle nie my boek vir my nie en as ek praat dan sê hulle dieselfde goed soos ek.</u>	Inadequate social relationships. Annie is being bullied.
R:	Weet jy wat maak my kwaad as mense my seer maak. Soos as hulle lelik is met my en hulle slaan my en hulle skree op my. Dit maak my kwaad. Was mense al lelik met jou gewees?	
A2:	Ja. Baie keer.	
R:	Het dit jou kwaad gemaak?	
A2:	<u>Ja.</u>	Anger and aggression.
R:	Wat het hulle gedoen?	

<p>A2: <u>Hulle het goed van my gevat sonder om te vra en dan sê hulle goed van my.</u></p>	<p>Inadequate social relationships. Gossiping.</p>
<p>R: Jy het gesê Annie het jou gekies, want almal hou van jou. Jy is mooi en jy is oulik.</p>	
<p>A2: Ja.</p>	
<p>R: Wat doen jy dat almal van jou hou?</p>	
<p>A2: <u>Ek maak nie net myself gelukkig nie, maar ook ander mense.</u></p>	<p>People pleaser. Tries to please people to gain their friendship, acceptance and companionship.</p>
<p>R: Hoe maak jy hulle gelukkig?</p>	
<p>A2: Ek weet nie.</p>	
<p>R: Wat doen jy vir hulle?</p>	
<p>A2: <u>Ek weet nie. As hulle vir my sê gaan bêre my goed dan gaan bêre ek hulle goed en ek speel met hulle.</u></p>	<p>People pleaser. Allows others to use her for their purposes just like her father did during the sexual abuse.</p>
<p>R: So hulle "order" jou rond?</p>	
<p>A2: Ja.</p>	
<p>R: As iemand dit vir my moes gesê het "Dino" gaan bêre dit, sal ek sê hello ek is nie jou slaaf nie. Doen dit jouself.</p>	
<p>A2: "Okay".</p>	
<p>R: Miskien is dit hoekom ek net een maatjie het en jy somer twaalf. Sê vir my wat maak jou bang?</p>	
<p>A2: <u>Spoke.</u></p>	<p>False expectations appearing real. Anxious, fearfull and frightened.</p>
<p>R: Hoe lyk hulle?</p>	
<p>A2: Ek weet nie.</p>	
<p>R: Het jy al 'n spook gesien?</p>	
<p>A2: Nee. Hulle lyk net soos 'n "skeleton".</p>	
<p>R: 'n "Skeleton". Ek is bang vir "skeletons". Kom hulle in die aande in jou kamer?</p>	
<p>A2: <u>Ja.</u></p>	<p>False expectations appearing real. Anxious, fearfull and frightened.</p>
<p>R: Wat sê hulle vir jou?</p>	
<p>A2: <u>Dan klap hulle my.</u></p>	<p>Physical violence. False expectations appearing real. Anxious, fearfull and frightened.</p>
<p>R: Hulle klap jou. Wie dink jy is dit? Ken jy hulle?</p>	
<p>A2: Nee.</p>	
<p>R: Wat soek hulle met jou?</p>	
<p>A2: <u>Ek weet nie.</u></p>	<p>Helplessness and powerlessness.</p>
<p>R: Dit is seker maar erg om baie bang te wees?</p>	
<p>A2: <u>Ja.</u></p>	<p>False expectations appearing real. Anxious, fearfull and frightened.</p>
<p>R: Kan dit nie "imagine" nie. Sê vir my Cindy hou jy van Annie? Wat dink jy van haar?</p>	
<p>A2: <u>Ek dink sy is oulik en sy laat nie toe dat mense haar rond "order" nie.</u></p>	<p>More willing to be more assertive.</p>
<p>R: Dis goed.</p>	
<p>A2: <u>Sy het 'n mooi persoonlikheid en goeie maniere.</u></p>	<p>Feelings of adequacy regarding her personality and manners.</p>
<p>R: Is sy goed in die skool?</p>	

A2:	<u>Ja. Baie, baie.</u>	Feels that she performs good in school.
R:	So jy sê jy hou van haar.	
A2:	Ja.	
R:	Is sy slim?	
A2:	<u>Ja.</u>	Regards herself as intelligent.
R:	Wat hou jy nie van Annie nie?	
A2:	<u>Sy is lank. Sy het lang vingers en sy is te maer.</u>	Negative body-image.
R:	Sê vir my Annie, doen jy ook partykeer sulke goed soos Cindy? Soos as iemand vir jou sê om goed te gaan haal dan doen jy dit sodat hulle van jou hou?	
A2:	<u>Ja.</u>	Pleases people to gain their acceptance, companionship and friendship.
R:	So dit is dieselfde in jou lewe en is jy ook partykeer bang in die aande soos vir “skeletons”?	
A2:	<u>Ja.</u>	Frightened, fear and anxiety.
R:	Wens jy ook partykeer dat jou ma Bionce was en jy was ryk en jou pa was Vin Diesel?	
A2:	<u>Ja.</u>	Identified with the puppets as she projected her feelings through them.
R:	Dink jy ook jy is lank en maer en jy het lang vingers?	
A2:	<u>Ja.</u>	Negative body-image.
R:	Sien jy wat Cindy gesê het is eintlik hoe jy voel?	
A2:	<u>Ja.</u>	Annie expressed her feelings through the puppets. Powerfull expression of the self.
R:	Maar jy het ook geê dat mense hou van jou. Jy het ook gesê jy is mooi en jy is slim. Onthou jy?	
A2:	<u>Ja.</u>	Prompting self-discovery by elaborating on parts of the activity.
R:	Jy het ook al daai mooi goed gesê. Jy is vol goeie goed. Wil jy nog iets vir my sê Cindy?	
A2:	Nee. Ek is reg.	
R:	<u>Ek wil net vir jou sê van Dino se kant af, ek dink jy Cindy en Annie is baie mooi en slim en ek sal my voortande gee om so lank en maer soos jy te wees. Jy is “lucky” om van natuur maer te wees en jy “smile mooi”. Jy is vriendelik en gehoorsaam. Jy raat mooi en het goeie maniere. Ek is mal daarvoor as ek kom kuier. Jy doen net altyd jou beste. Tata Cindy.</u>	Activity provided an opportunity to focus on Annie's assets, talents and positive characteristics.
A2:	Tata.	
R:	Sien ek jou môre by die skool?	
A2:	Ja.	
R:	Miskien kan ek eendag op julle “private jet” gaan ry saam Amerika toe. Kan ek maar partykeer, want ek sal baie graag vir Bionce en Vin Diesel wil ontmoet.	
A2:	Ja.	
R:	Ek dink jy is baie oulik. Dankie dat ek jou maatjie kan wees.	
A2:	“Okay”.	
R:	Totsiens. Dit was so oulik. Jy was so kreatief.	

Refleksie oor sessie 6

Ek het vandag my sesde sessie met Annie gehad. Dit het goed afgeloop, maar dit het nie soveel inligting verskaf soos wat ek gehoop het dit sou nie. Ons het van 'n baie populêre Gestalt tegniek gebruik gemaak naamlik handpoppe. Dit wou voorkom of dit moeilik vir Annie was om met die handpoppe te identifiseer. Dalk het ek die verkeerde vrae gevra of die gesprek net nie genoeg gestimuleer nie. Moet my nie verkeerd verstaan nie. Dit het nie sleg gegaan nie. Dit het net nie soveel inligting ingesamel soos die vorige tegnieke nie. Dit was soms moeilik vir Annie om te verstaan dat sy die handpop se stem moes wees. Sy het dus gereeld vir my gekyk in plaas van my handpop, so dit was moeilik vir haar om dit te doen. Dalk verander ek my perspektief as ek die sessie geanaliseer het. Ek dink egter nogsteeds dat dit 'n baie goeie tegniek is veral met jonger kinders. Hulle kan hulleself dikwels in die oomblik verloor en dit is ook dikwels makliker vir hulle om dit wat hulle graag wil deel, deur 'n handpop te doen. Ek het besluit dat ons volgende sessie op 'n meer konkrete vlak gedoen moet word. Annie is in 'n spesiale skool so sy sal ook moontlik daarvan hou om taktiel gestimuleer te word. Ek het dus besluit om gebruik te maak van klei. Ek is nuuskierig oor wat die sessie kan bring. Ek beseft verder dat my en Annie se sessies amper tot 'n einde kom. Die tyd het gevlieg.

Annie: Session 7
23 August 2006

- R: Vandag soos jy kan sien gaan ons 'n bietjie met klei speel. Jy gaan vir my jou ogies toe maak en dan gaan jy so aan die klei vat, want as jou oë toe is dan word jou aandag nie afgetrek van dit wat jy sien nie en jy kan baie beter die klei voel. Met jou oë toe kan jy konsentreer en jy kan lekker die klei voel en jy kan dit beter voel. Nou as jy partykeer jou oë wil oopmaak kan jy. Jy kan maar loer, maar maak net weer jou ogies toe. Watter klei wil jy mee speel?
- A2: Moet ek een kies? Enige klei kies?
- R: Ja. Enige een nes jy wil. Nou dit gaan snaaks klink, maar ek wil hê jy moet vriende maak met die klei. Is dit glad? Hoe voel dit?
- A2: Dit is glad.
- R: Is dit grof?
- A2: Nee.
- R: Is dit hard of sag?
- A2: Sag.
- R: Sag. Is dit koud of is dit warm?
- A2: Koud.
- R: Ja. Jy is oulik jong. Is dit nat of is dit droog?
- A2: Natterig en droogerig.
- R: Jy is reg. Nat voel ook droog. Tel dit gou op. Is dit lig of is dit swaar?
- A2: Bietjie swaarerig.
- R: Bietjie swaarerig, maar nie te swaar dat jou arm pap raak nie.
- A2: Ja.
- R: Nou wil ek hê, jy weet as jy iemand knyp, wil ek hê jy moet die klei knyp. Met altwee handjies. Ek wil hê jy moet dit goed leer ken. Knyp dit eers stadig dan knyp jy dit al hoe vinniger en al hoe vinniger al hoe vinniger. Dan vat klein stukgies af. Breek dit so af. Klein stukgies en dan groot stukgies van dit af. Ja. Dit is oulik. Nou sit dit by mekaar en maak dit weer glad.
- A2: Glad maak.
- R: Ja. dit weer bymekaar sit. Met jou ogies toe. Gebruik nou jou duime en al jou vingers en die palms van jou hande om te voel hoe glad dit is. Voel net hoe glad is die klei. Slaan die klei met jou vuis. Nou is dit plat. Nou moet jy weer 'n balletjie maak.
- A2: Net een balletjie?
- R: Ja. Skeer nou weer groot en klein stukgies af. Dan gooi jy dit neer. Doen dit die hele tyd. Klein stukgies. Groot stukgies. Dan sit jy dit so neer. Jy doen baie goed. Jy is goed in dit. Nou die stukkie wat oor is in jou hand, slaan dit weer met jou vuis. Moenie bang wees om dit hard te slaan nie. Ek slaan dit sommer so. Moenie bang wees nie. Maak dit plat en slaan dit. Nou moet jy weer 'n balletjie maak. Jy kan maar jou ogies oop maak om te sien waar is al die stukgies. Sit al die stukke weer in een groot balletjie. Vat jou vinger dan maak jy 'n gat daarin. Dan kan jy baie gate maak en jy maak 'n gat reg deur die klei. Nou voel jy ook aan die kante van die gate. Kan jy sien waar jy gate gemaak het? Nou kan jy dit weer in 'n

Active participation.

Wanted her to become more comfortable with the clay so that she might be more willing to experiment with it.

<p>balletjie maak. Vat nou jou vingers of jou naels, maar jy het baie kort naels. Vat jou vingers en dan maak jy sulke strepe op die klei. Sulke strepe. Ja. "Stunning". Baie mooi. Voel nou hoe voel dit as jy oor die strepies vat. Jy kan nou jou kneukels gebruik om gaatjies te maak.</p>		
A2:	Moet ek gaatjies in maak?	
R:	Ja.	
A2:	Kan ek maar neer sit?	
R:	Ja. Enige iets. Dit is mos jou klei. Weet jy wat doen ek? Ek gebruik sommer partykeer my elmboë. Nou breuk jy vir my 'n stukkie af en maak 'n slang.	
A2:	Klein stukkie of groot stukkie?	
R:	Nes jy wil.	
A2:	Moet ek my oë toe maak?	
R:	Nee, dis "oraait".	
A2:	<u>Hier is dit meer rustiger.</u>	Clay relaxes Annie.
R:	Ja. Baie rustiger.	
A2:	'n Lank of kort een?	
R:	Nes jy wil. Daar is nie 'n regte of verkeerde manier nie. Dit is jou slang.	
A2:	<u>So?</u>	Annie feeling more comfortable with clay.
R:	Ja. Het jy gesien as dit heelyd rol dan raak dit langer en dunner? Eers begin jy met 'n klein stukkie, toe jy dit begin rol word dit langer en dunner. Nou wil ek hê ...	
A2:	<u>Ek moet my ogies toe maak en dit weer in 'n bal sit.</u>	Active participation. Gaining more confidence as activity progresses.
R:	Ja, weer in 'n bal. Dan sit jy weer met jou handjies op die klei. Nou kan jy maar jou ogies weer oop maak. Sê gou vir my wat het jy die meeste gehou van om te doen?	
A2:	<u>Om met die klei te speel en dit te voel. Om die slangetjie te maak.</u>	Active participation. Enjoys playing with clay.
R:	Wat het jy nie van gehou nie? Wat het "weird" gevoel?	
A2:	Toe ek die strepies gemaak het.	
R:	Hoekom was dit "weird" vir jou? Hoekom het jy nie daarvan gehou nie?	
A2:	Want ek weet nie hoe ek dit doen nie en ek voel so snaakserig.	
R:	Dit voel snaaks en jy weet nie hoe en jy weet nie hoe dit lyk nie nê? Terwyl jy so met die klei gespeel het, het dit jou aan enige iets laat dink? Herinner dit jou aan iets?	
A2:	Ja.	
R:	Wat?	
A2:	Ek weet nie.	
R:	Hoe voel dit om dit te doen? Om met die klei te speel?	
A2:	<u>Dit voel lekker en dit is ook sag.</u>	Enjoys playing with clay. Relaxes her. Escapism.
R:	Nou wil ek hê, jy moet vir my ietsie met die klei maak. Enige iets wat jy wil. Daar is nie regte of verkeerde goed nie. Enige iets wat jy wil maak wat in jou kop op kom. Wat jy dink oulik sal wees.	
A2:	Moet ek my oë toe maak?	
R:	Nee. Wat jy lus voel om te maak. Jy doen dit mos op skool, so jy is goed in dit.	

<ul style="list-style-type: none"> ❖ Tydverloop. ❖ <u>Luister goed na instruksies.</u> ❖ <u>“Smile” op gesig.</u> ❖ <u>Geniet aktiwiteit.</u> ❖ <u>Rol klei en gebruik al die hulpmiddele wat ek saam gebring het.</u> ❖ Maak eerste man se gesig en hoed. ❖ Sny dan vir hom bolyf en arms af. ❖ Maak pienk knopies. ❖ <u>Sny broek uit met die gereedskap spesiaal ontwerp om klei te sny.</u> ❖ <u>Elke keer as ek sê oulik dan lag sy hardop.</u> ❖ Maak vierkantige skoene. ❖ Sy vra kan sy 'n boompie uit dit maak. ❖ Sit boompie onder by die man se regter voet. ❖ Soek nog vorms en sê dan ja dit is al. ❖ <u>Geen hande.</u> 	<p>More happiness and joy during activity. More confidence as activity progressed as experimenting with clay and different clay utensils.</p> <p>Happiness and joy.</p> <p>Feelings of helplessness, powerlessness to perform and insecurity.</p>
<p>Ek kan sien dit is 'n mannetjie, maar beskryf dit. Wat het jy gemaak?</p>	
<p>A2: <u>Ek het 'n klein man gemaak.</u> Dan het ek vir hom 'n hoed gemaak.</p>	<p>Does not identify with her mother.</p>
<p>R: Baie “cute”. Hoe oud is die man?</p>	
<p>A2: Vyftig.</p>	
<p>R: En watter werk doen hy?</p>	
<p>A2: <u>Hy doen nie werk nie. Hy gee vir mense persente en die werk wat hy doen is kinders skryf vir hom briewe. Dan sê hulle vir hom wat hulle wil hê. Dan kry hy pos van die kinders. Dan vat hy briefies en dan gee hy vir die kinders die persente wat hulle opgeskryf het.</u></p>	<p>Fantasises. Escapism. Referring to father christmas. People pleaser. Wants to be accepted and loved.</p>
<p>R: Dit is “cool”. So hy maak mense bly, want hy gee vir hulle persente. Sê vir my hierdie man klink baie besig, as hy so vir mense persente gee. Het hy baie vriende?</p>	
<p>A2: Ja.</p>	
<p>R: Hoeveel?</p>	
<p>A2: <u>So 10.</u></p>	<p>Wants companionship, friendship and social interaction.</p>
<p>R: 10 Vriende. Is hy getroud?</p>	
<p>A2: <u>Ja.</u></p>	<p>Wants to get married in the future.</p>
<p>R: Met wie is hy getroud?</p>	<p>Unconditional acceptance and love.</p>
<p>A2: Die tannie langs my.</p>	
<p>R: Met my? Wat is die beste gedeelte van sy liggaam?</p>	
<p>A2: Wat ek van hou?</p>	
<p>R: Ja.</p>	
<p>A2: Die hoed en die kop.</p>	
<p>R: Wat is die slegste gedeelte van sy liggaam? Wat hou hy niks van nie?</p>	
<p>A2: Sy voete.</p>	
<p>R: Hoekom?</p>	
<p>A2: <u>Want dit is rond.</u></p>	<p>Negative body-image.</p>
<p>R: Het hy kinders?</p>	
<p>A2: Ja.</p>	
<p>R: Hoeveel?</p>	
<p>A2: <u>So een of twee.</u></p>	<p>Wants to have children in the future.</p>

R:	By wie bly hy?	
A2:	<u>Hy bly by sy vrou.</u>	Wants unconditional love and acceptance.
R:	Hoe oud is sy kinders?	
A2:	Sy kinders. Een is nul jaar oud en een is een jaar oud.	
R:	Waar bly hulle?	
A2:	<u>Hulle bly in Amerika.</u>	Escapism. Fantasy.
R:	Amerika. Vir wat is hierdie man die bangste?	
A2:	<u>Hy is bang vir bloed.</u>	Trauma and anxiety.
R:	Hoekom?	
A2:	<u>Want dan dink hy hoe mense dood gaan.</u>	Depression, sadness, loss.
R:	Watse mense gaan dood?	
A2:	<u>Enige mense. Soos mense van sy familie.</u>	Frightened, abandonment, loss, sadness.
R:	Wat gebeur met hulle?	
A2:	<u>Hulle gaan dood.</u>	Abandonment, loss, sadness.
R:	Hoe gaan hulle dood?	
A2:	<u>Iemand kom breuk in en dan maak hy geluide en as hulle weer kyk is hy nie daar nie. Dan as hulle weer agter kyk dan is hy agter hulle. Dan steek hy hulle met 'n mes of hy skiet hulle met 'n "gun".</u>	False expectations appearing real. Frightened, anxiety and fear. Illusions. Exposure to crime and violence. Scared that perpetrator kills her.
R:	Hoekom? Hoe ken die diewe hulle? Sy familie?	
A2:	<u>Want sy familie is ryk en hulle kom elke keer op tv.</u>	Escapism and fantasy.
R:	Gaan hulle hom ook dood maak?	
A2:	Nee.	
R:	Hoekom nie? Wat doen hy? Wat voorkom dat hulle hom dood maak? Wat is so "special" aan hom?	
A2:	Hy is 'n mooi kersvader en hy gee om vir kinders. Daarom maak hulle hom nie dood nie.	
R:	En hoe voel hy as hulle die mense dood maak?	
A2:	<u>Hy voel sleg oor dit.</u>	Depression and sadness.
R:	Hoekom?	
A2:	<u>Want dit maak hom hartseer, want dan sien hy sy familie wat dood is.</u>	Depression and sadness. Abandonment, feelings of loss.
R:	Wat maak hom verskriklik kwaad?	
A2:	<u>As mense vloek en vieslik is.</u>	Inadequate social relationships.
R:	Hoe bedoel jy vieslik, wat doen hulle?	
A2:	<u>As hulle mekaar seer maak en met mekaar baklei.</u>	Exposure to physical violence and social conflict.
R:	Hoe maak hulle mekaar seer?	
A2:	So. <u>Die een stamp die ander een of die een het eerste sy "marble" of sy potlood gevat dan sê die ander een gee terug. Dan sê hy nee dit is nie jou potlood nie dit is myne. Dan begin hulle baklei.</u>	Inadequate social relationships. Does not have the skills to resolve social conflict.
R:	Sê vir my wat maak hom gelukkig?	
A2:	<u>As hy sien hoe kinders bly is en hy gee vir hulle persente dan maak dit hom gelukkig.</u>	Likes to surround herself with happy and positive people. Nurturer.
R:	Dit is oulik. Nou vat hierdie ou. Is hier enige enige iets van jou lewe dink jy?	
A2:	Ekskuus?	

R:	Is enige iets van hierdie man se lewe dieselfde soos jou lewe?	
A2:	Ja.	
R:	Hoe?	
A2:	<u>Soos mense gaan dood.</u>	Loss and abandonment. Self-awareness.
R:	Is dit ook dat jy goeters doen om ander mense gelukkig te probeer maak?	
A2:	<u>Ja.</u>	Please and obey people to gain their acceptance, companionship and friendship.
R:	As hulle vir jou sê Annie gaan doen dit of kry dit of maak dit dan sê jy "okay", omdat jy wil hê hulle moet gelukkig wees?	
A2:	<u>Ja.</u>	Please and obey people to gain their acceptance, companionship and friendship.
R:	Dit is wat hy ook doen. Hy koop klomp geskenke om gelukkig te wees. Sien jy en jy raak ook kwaad as mense vieslik is?	
A2:	<u>Ja.</u>	Supported Annie to become aware of herself and her emotions.
R:	Dit maak jou ook kwaad. Dit maak jou gelukkig as ander mense gelukkig is.	
A2:	<u>Ja.</u>	Self-discovery.
R:	Wie het in jou familie dood gegaan?	
A2:	<u>My oupa.</u>	Loss of her grandfather at a young age.
R:	Jy sien jou familie so min. Is dit soms vir jou asof hulle dood is.	
A2:	<u>Ja.</u>	Abandonment, rejection and loss.
R:	Want jy hoor nie van hulle nie.	
A2:	<u>Ja.</u>	
R:	<u>As hulle hierso was wat sou jy vir hulle gesê het? Soos jou ma. Wat sou jy sê? Mamma hoekom kom kuier jy nie vir my nie? Waar is jy? Wat sal jy vir haar sê?</u>	Empty chair technique.
A2:	Ek weet nie. Ek sal geskok wees.	
R:	Ja, natuurlik. Wat sal jou volgende woorde wees?	
A2:	<u>Ek sal vir haar sê, ek sal nie vir haar sê sy moet loop nie. Gaan vir haar sê waar was jy al die pad en hoekom het jy my nie gebel of iets nie?</u>	Anger towards mother for abandoning her. Rejection.
R:	<u>Wat dink jy gaan sy terug sê? As jy jou ma was wat dink jy? Maak asof jy jou ma is. Wat sê jy terug?</u>	Empty chair technique.
A2:	<u>Ek dink sy sal sê, want ek het nie baie tyd gehad nie en daar is probleme en ja ek was al die pad ver sê sommer Soweto.</u>	Annie believes that her mother does not have time to make contact with her and she is experiencing financial constraints. Rationalising her mother's behaviour.
R:	So sy is ver?	
A2:	Ja.	
R:	Sê gou vir my, wil jy vir my ietsie meer vertel oor jou man of familie of enige iets? Is dit moeilik vir jou? Jy doen so goed. Jy is so slim. Jy weet alles en jy beantwoord al my vrae. Jy het so 'n mooi mannetjie daar gemaak. So oulik. Hy het selfs 'n kersboom. Is dit 'n kersfeesboom langs	

<p>A2: hom?</p> <p>A2: Ja.</p> <p>R: Sê vir my hoe voel jy oor dit wat jy nou net gemaak het?</p> <p>A2: <u>Voel gelukkig oor dit, want dit vertel my meer oor myself. Moenie selfsugtig wees nie, as jy net van jouself “worry”, nie oor ander mense nie.</u></p> <p>R: Ja. Dit is “stunning” en dis hoe hy is. Dink heelyd aan ander kinders wat minder bevoorregd is of arm is en hy gaan gee vir hulle persente. Jy is glad nie selfsugtig nie. Ek kom agter jy dink altyd aan ander mense. “Okay?”</p> <p>A2: “Okay”.</p> <p>R: Dankie daarvoor. Ons is klaar. Kan ek maar hierdie hou?</p> <p>A2: Ja, tannie.</p> <p>R: Moet dit nie opbreek nie. Ek wil dit hou. Dit laat hard word. Ek wil dit in my kantoor sit.</p> <p>A2: Nee, dit is reg.</p> <p>R: Kan ek maar ‘n foto daarvan neem vir my boek?</p> <p>A2: Ja.</p> <p>R: Baie “cute”. Dankie.</p>		<p>More happiness and joy. Enjoyed the activity. Prompted self-discovery. Believes that she will be selfish if she does not please others. Mother selfish as not thinking of Annie.</p>
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Refleksie oor sessie 7

Ek het vandag my sewende sessie met Annie gehad. Dit het goed afgeloop. Ons het gebruik gemaak van klei en sy kon enige iets wat sy wou met die klei skep. Sy het genoem dat sy baie met klei in haar skool werk en dat hulle punte daarvoor kry. Sy het dadelik ‘n mannetjie met die klei gebou en ek het haar vrae oor haar skepping gevra. Dit wou voorkom of sy dit geniet het, veral die buigbaarheid van die klei en die taktiele ervaring daarvan. Dit is eintlik ‘n wonderlike tegniek aangesien dit morsig, sag en “mushy” is. Ek dink dit is ‘n wonderlike medium vir kinders en volwassenes.

Annie is ‘n fantastiese deelnemer tot dusver. Sy is oop en eerlik, maar hou nie daarvan om te veel vas te hou aan die verlede nie. Sy is dus ‘n wonderlike kandidaat vir Gestalt terapie aangesien die fokus op die hier en nou ‘n baie belangrike beginsel van die terapie is. Sy vertoon egter baie minder nie-verbale duidinge in vergelyking met Jennifer wat heelwat meer van haar nie-verbale gedrag gebruik het om ‘n boodskap oor te dra. Annie hou meer van gesels. Die Gestalt tegnieke verskaf eerder vir haar ‘n medium waar sy haar emosies op ‘n veiliger wyse kan deel aangesien dit dikwels vir haar moeilik was aan die begin van ons sessies saam om woorde te vind om haar emosies te beskryf.

Aan die einde van die sessie het Annie my gevra wanneer ek haar gaan “los”. Dit het duidelik vir my geword dat die meeste mense in haar lewe vir wie sy om gegee het haar gelos het. Dit het dus baie te make met verwerping. Ek het dit in gedagte gehou en genoem dat ons nog seker twee sessies saam sal hê. Ek besef egter dat hierdie inligting nie genoeg was nie en dat ek tydens ons laaste sessie aan haar gaan moet verduidelik dat dit is hoe die proses en navorsing werk. Sy het dus niks verkeerd gedoen nie. Ek gaan ook meer moet uitvind oor hoe sy daarvoor voel en haar goed moet voorberei. Ek beplan dus nog een sessie en ‘n afsluiting sessie met Annie. Die tyd het gevlieg. Ek sien uit om haar weer Donderdag te sien.

Annie: Session 8
24 August 2006

- R: Het jy geweet dat 'n mens ook met jou vingers kan sien?
- A2: Nee.
- R: Jy het dit nie geweet nie. "Obviously" weet ons dat jy met jou oë kan sien, maar jou vingers kan vir jou soveel meer sê soos oor goed wat jou oë nie kan sien nie. Soos byvoorbeeld as jy met jou vingers voel dan wys dit vir jou is dit warm? Is dit koud? Is dit grof? Is dit sag? Is dit hard of glad? Verstaan jy? Jou oë kan nie voel of dit koud of hard of grof is nie. So jou vingers sien dan ook. Ek weet nie of jou baadjie hard of sag is nie, maar as ek voel dan sien my vingers dit is sag en glad. Ek is mal daarvoor om verskillende goed te voel. Ek hou van voel. Hierdie voel so lekker tussen my vingers. Dit help my ook om oor die wêreld uit te vind. Dit sê ook vir my hoe ek voel oor goed, maar partykeer hou ek daarvan om aan iets te vat en ander kere hou jy glad nie daarvan nie, soos 'n gogga. Ons almal is anders. Dit is wat ons spesiaal en uniek maak. Jy gaan nou vir my 'n prentjie maak oor wat jy voel. Jy kan hieruit prentjies knip. Dit kan iets wees wat jou aan iets herinner soos byvoorbeeld jou eerste dag by 'n nuwe skool. As hier 'n prentjie hier binne is wat jou herinner of jy kan sê dit was rof gewees soos hierdie sandpapier. Voel hierso dit is grof. So jou eerste dag van skool kan so wees, grof. Verstaan jy? Of iets wat met jou gebeur het, het jy so gevoel. Grof en hard. Verstaan jy wat ek sê of toe jy jou eerste maatjie ontmoet het, toe raak alles sagter en beter. Sien jy wat ek probeer doen? So jy gaan vir my sê hoe jy voel deur van hierdie goed gebruik te maak. Jy hoef nie van almal gebruik te maak nie, maar jy kan. Verstaan jy? Soos 'n klip. Dit is hard. Partykeer is mense se lewens ook hard. Soos toe jy na die kindershuis toe gekom het was dit dalk hard soos 'n klip. Sien jy wat ek bedoel? Of as jy prentjies hier binne kan vind, kan jy dit vir my uitknip en op plak. Ons gaan daarvoor praat, maar net soveel soos wat jy wil. Dit kan enige iets wees. Hierdie blaar is dood. Iets wat met jou gebeur het wat jou dood laat voel het. Of party van hierdie klippies is baie mooi. Dit kan soos iemand in jou lewe wees wat vir jou mooi is. Jy kan maak net wat jy wil. Jy kan daar deur kyk. Jy kan dit voel of kan dit net gebruik om jou prente te versier. Verstaan jy? Jy kan dit net so oor jou prent sit om dit te versier.
- A2: Nou verstaan ek wat tannie bedoel.
- R: Net wat jy wil. Hier is baie goed wat ek saamgebring het. Jy kies die goed wat vir jou sê hoe jy binne jou hart voel. Enige iets oor jousef. Wat jou gelukkig maak. Wat jou hartseer maak. Wat jou kwaad maak. Enige iets oor jousef. Byvoorbeeld as jy opgewonde of eensaam is dan kan jy hierdie blaartjie op sy eie gebruik. Net een blaartjie kan dalk 'n tyd wees toe jy baie alleen gevoel het. Toe jy gevoel het daar is niemand by jou nie. Jy kies hoe jy dit wil plak. Jy kan dit plak nes jy wil. Dit is net oor jousef, oor Annie. Die prent se naam is Annie. Onthou daar is nie regte of

verkeerde goed nie. Dit is jou keuse. Daar is nie 'n regte of verkeerde manier om dit te doen nie. Kom ons kyk gou-gou. Maak gou vir jou spasie om te werk. Jy kan koerante gebruik net wat jy wil. Enige iets wat jy wil gaan jy hierop plak. Sien jy wat ek bedoel? Grond as jy 'n rowwe tyd in jou lewe gehad het. Iets mooi in jou lewe. Hier is papier wat jy op kan plak. Jy kan enige iets hier uitknip. Met wat wil jy begin? Seker eers prente te soek? Enige iets wat jy wil.

- ❖ Tydverloop van min of meer twintig minute.
- ❖ Plak prent van vrou met geel blomme.
- ❖ Plak spaghetti en watte.
- ❖ Plak skuurpapier, swart klip en plakker met 'n geraamte op dit.
- ❖ Lyk of sy hard konsentreer terwyl sy dit doen.
- ❖ Kyk gereeld in die kamer rond terwyl sy dink oor was sy nog wil plak.
- ❖ Teken iets wat soos 'n vriendelike gesiggie lyk.

Sê vir my dit is pragtige klippies. Hoekom het jy hier twee geplak?

A2: Want partykeer voel dit vir my ek kan deur die lewe sien. Wat met mense aangaan en alles.

Intense concentration.

Emotional intelligence. Had to develop this skill to survive in challenging situations. Notices and interprets people's emotions.

R: Hoe bedoel jy dat jy deur die lewe kan sien wat met mense aangaan?

A2: Soos as mense seerkry.

Emotional intelligence. Intuitive and empathetic.

R: Dan kan jy dit raak sien. Soos is jy goed met dit? Is dit soos as mense kwaad is en hulle stap verby jou, kan jy dit sien? Is dit wat jy bedoel?

A2: Ja.

Intuitive regarding people's emotions. Survival mechanism.

R: So, as ek hier moet aankom en iets is nie lekker of iets is fout of hoe bedoel jy?

A2: As tannie hier aankom en tannie lyk nie gelukkig soos altyd nie en as iets met tannie gebeur het. Ek weet nie regtig wat met jou gebeur het nie maar jy lyk nie reg nie en lyk hartseer, dan sal ek weet.

Intuitive regarding people's emotions. Emotional intelligence. Survival mechanism.

R: So jy kan dit vinnig raak sien. Nou weet ek as jy healtyd vir my vra is tannie moeg? Is dit al weer tannie se hondjie wat tannie opgehou het. Jy weet nie hoekom ek moeg is nie, maar jy kan dit sien. Dit beteken jy is goed met mense. Jy kan hulle lees. So dalk moet jy eendag met mense werk?

A2: Hierdie is dieselfde as daai om deur die lewe te sien.

- ❖ Wys na deurskynende materiaal wat sy op koerant geplak het.

R: Want jy kan deur hierdie sien. Wat is onder? So jy sê jy kyk na die lewe en jy kan deur die lewe sien, en mense sien wie hulle regtig is en hoe hulle regtig is.

Annie does not trust people so she has to sum their characteristics up to protect herself.

A2: Ja.

R: As ek reg verstaan, party mense sal maak of hulle

	<p>“happy” is, maar jy sal weet hulle is “sad”, want jy kan hulle goed lees. Van wanneer af is dit so? Kan jy onthou? Was jy nog altyd so?</p>	
A2:	<p>Ja. Ek was nog altyd so.</p>	
R:	<p>Dit is fantasties. Hierdie prentjie.</p>	
A2:	<p><u>Hierdie prentjie van die vrou met die geel blomme vertel vir my toe ek by my ma hulle was toe kom ek na die kindershuis, toe was ek vry om alles te doen.</u></p>	
R:	<p>Toe jy na die kindershuis toe gekom het?</p>	
A2:	<p><u>Ja. Ek was vry om alles te doen toe. Kon ek die lewe geniet het. Dit is amper soos dit, maar nie heeltemal nie.</u></p>	<p>Felt trapped, depressed and sad at parent’s home as she was being sexually abused. Physical and sexual abuse caused her to feel helpless and powerless. Abuse stopped when she lived in children’s home. Provided her with a sense of joy, freedom and empowerment.</p>
R:	<p>So dit is vir jou beter hier as wat dit was vir jou by jou ma en pa?</p>	
A2:	<p><u>Ja.</u></p>	<p>Happier at children’s home as sexual abuse stopped.</p>
R:	<p>Wat maak dit beter hier?</p>	
A2:	<p><u>Dit maak dit beter, want daar voel jy nie vry nie, maar hier voel jy vry. Daar is nie so baie mense om jou wat jou kan gelukkig hou en alles nie. Hierso is daar meer en daar is meer ander goed wat jy kan doen en voor tyd gee.</u></p>	<p>Felt entrapped, helpless and powerless during the sexual abuse. Had limited social contact with other people when she lived with her parents. Inadequate social relationships and poor peer-group relationships when she lived with her biological parents. Happier in the children’s home as the sexual abuse stopped and can focus on age-appropriate activities.</p>
R:	<p>Ek verstaan wat jy sê en die wêreld? Hierdie een? Die aardbol.</p>	
A2:	<p><u>Ek het dit saam met dit gesit om te wys ek voel meer vry.</u></p>	<p>Insight. Self-discovery. Experiencing a sense of freedom and happiness.</p>
R:	<p>“Okay” en hierdie spaghetti hier onder?</p>	
A2:	<p><u>Die wêreld draai om. Ek sê die wêreld draai, want daar’s baie mense en die wêreld draai by elke een.</u></p>	<p>What you do unto others will be done to you. Annie thinks of others before she thinks of herself. Sacrifices her own needs to please others.</p>
R:	<p>Dit is so waar. Die wêreld is rond en dit stop nie net by jou nie. Dit draai om en om en daar is soveel dinge wat gebeur in die lewe. Wat jy nie oor beheer het nie. Ek is mal daaroor. Dit wys jy is slim. Jy het soveel insig dat jy sê die wêreld draai nie net om jou nie en alles verander die hele tyd. Die watter?</p>	
A2:	<p><u>Toe ek na die skool gegaan het toe dog almal ek is te lui. Toe begin almal met my vriende te word. Toe raak ek meer vriendelik en alles. Sag te wees met mense. Nie meer so kwaad soos wat ek altyd was by die kindershuis nie. Toe het ek altyd met mense geraas, maar nou doen ek dit nie meer nie, want nou het ek sag geword en ek dink nie meer aan myself nie. Dink ook aan ander mense, wat hulle voel.</u></p>	<p>Fluctuating school achievements. Feared intimacy and isolated herself socially by being angry, rude and aggressive. Less angry and aggressive. More empathetic and friendly. Wants social interaction, companionship and friendship.</p>
R:	<p>“Wow”. Dit is “stunning”. Jy was lelik en kwaai met mense, toe het jy verander. Hoekom het jy verander? Het jy net besluit of wat het gebeur?</p>	
A2:	<p><u>Die eerste keer toe ek kindershuis toe gekom het was ek</u></p>	<p>Less racist and hatefull. Had to adapt to her life in</p>

<p><u>rassisties. Toe was ek in wit mense se huise. Toe kon ek dit nie geglo het nie. Na 'n ruk was ek nie meer rassisties nie.</u></p>	<p>the children's home.</p>
<p>R: En jou skool?</p>	
<p>A2: My skool?</p>	
<p>R: Was jy lelik met party van die kinders?</p>	
<p>A2: <u>Ja.</u></p>	<p>Inadequate social relationships and poor peer-group interaction.</p>
<p>R: En toe?</p>	
<p>A2: <u>Toe begin ek meer vriendelik met hulle te word. Toe sê ek vir almal jammer. Toe sê hulle jammer vir my. Toe begin ons vriende te word. Toe het ek baie vriende begin kry.</u></p>	<p>More dequate social relationships and interaction. Socially accepted behaviour. Apologising for mistakes.</p>
<p>R: Sien jy as jy vriendelik is en mooi met mense is en jy dink hoe dit moet wees vir hulle dan hou mense van jou en hulle wil vriende wees met jou. Hoekom dink jy was jy rassisties en kwaad en lelik?</p>	
<p>A2: <u>Want toe hulle baklei het in my pa hulle se huis het ek kwaad geword, Nou toe ek in die kinderhuis gekom het haal ek dit uit op ander kinders uit.</u></p>	<p>Family violence. Physical abuse. Anger, aggression and rage. Insight into her behaviour. Self-discovery. Aware that her feelings caused her to behave aggressively and inappropriately.</p>
<p>R: Maar nie meer nie. Nou is jy "okay". Jy is so oulik. Weet jy dit? Jy het so gegroei. Jy is 'n beter meisiekind. Sien jy? Nou weet jy ook van die wêreld daar buite en hoe om ander mense beter te hanteer, en hierdie growwe sandpapier en swart klippie en die "skeleton"?</p>	
<p>A2: <u>Hierdie was toe ek nog by my ma hulle was, was ek hard.</u></p>	<p>Anger, rage, aggression and hatred when she lived with her parents as she was being sexually abused. Feared intimacy and isolated herself emotionally.</p>
<p>R: Toe was jy hard, want alles wat met jou gebeur het.</p>	
<p>A2: <u>Ja, en die klippie. Partykeer voel die lewe vir my swaar en partykeer kom daar mos "bad stuff" en "good stuff". As daar "bad stuff" kom voel die lewe vir my swaar. Dan sê ek altyd hoekom moet dit met my gebeur? Dan voel die lewe vir my meer slegter as wat dit goed is.</u></p>	<p>Depression and sadness. Questions why bad experiences like sexual abuse, happened to her.</p>
<p>R: "Okay", soos wat? Wat vra jy hoekom moet dit met my gebeur?</p>	
<p>A2: <u>Sê maar as ek erg erg seer gekry het dan vra ek hoekom het dit met my gebeur? Hoekom het dit nie met iemand anders gebeur nie? Dan voel die lewe vir my swaar en nie meer lekker nie.</u></p>	<p>Depression and sadness regarding sexual abuse. Questions why she was sexually abused. Sexual abuse traumatic for her.</p>
<p>R: Wat het gebeur wat jou seer gemaak het?</p>	
<p>A2: <u>Toe byvoorbeeld my pa my ma geslaan het. Sy was lelik in haar gesig. Sy het 'n "blue eye" gehad. Daar was sere op haar gesig. Toe stap my pa uit die huis uit om iets te gaan koop by die winkel. Toe gaan hy. Toe kom hy terug. Dit is hoe dit eerste begin het. My ma. Ek het by my ma gelê toe sê my pa dit is tyd om op te staan toe maak sy met hom 'n grappie. Toe begin hy haar te slaan.</u></p>	<p>Family violence. Felt anxious, frightened, helpless and powerless. Perpetrator aggressive and violent.</p>
<p>R: <u>Toe wonder jy hoekom dit met jou gebeur. As ek reg verstaan het dit jou hard gemaak, want as jy sulke goed sien maak dit jou hard. Dit maak jou hartseer en maak</u></p>	<p>Activity provided opportunity for therapeutic intervention.</p>

	<p><u>jou hard vir die lewe, maar dit maak jou ook sterker, want jy het daaruit geleer. As jy ooit eendag trou en 'n man slaan jou wat gaan jy doen? Jy gaan wegloop van hom af of gaan jy by hom bly?</u></p>	
A2:	<p><u>Weg loop.</u></p>	<p>Escapism.</p>
R:	<p><u>Want jy weet mos nou waar deur jy is. As jy eendag kinders het gaan jy sê ek wil nie dieselfde vir my kinders hê as wat ek gehad het nie. Ek dink alhoewel dit jou hard gemaak het, het jy geleer. Weet jy wat is vir my fantasies? Na alles wat met jou gebeur het, is jy tog nou 'n sagter, vriendeliker en lieflike meisiekind. Hierdie "skeleton"?</u></p>	<p>Activity provided opportunity for therapeutic intervention.</p>
A2:	<p>Gaan saam met dit.</p>	
R:	<p>Dit lyk soos 'n lelike gesig saam met al die lelike goed wat gebeur het en hierdie vriendelike gesiggie? Jy teken so mooi.</p>	
A2:	<p><u>Net 'n prentjie wat vertel van alles wat met my gebeur het, sit ek agter en ek gaan aan met die goeie goeters.</u></p>	<p>Trying to put the past behind her. Has hope for the future. Focusing on the here and now. More joy and happiness.</p>
R:	<p><u>So jy sit dit agter jou en jy leer daaruit. Jy sal dit nooit vergeet nie, maar een ding wat ek weet is dat Jesus laat sekere goed met ons gebeur, want Hy wil hê ons moet iets daaruit leer. Jy kan besluit om eendag op te eindig soos jou ma en pa wat mekaar slaan en drink en lelik wees met julle kinders of jy kan besluit jy gaan 'n ander lewe hê. Jy gaan al hierdie agter jou sit en jy gaan aan om sag te wees en vriendelik te wees en 'n beter lewe vir jouself te maak en nie deur alles weer deur te gaan nie. Dis hoekom Hy vir jou hierdie geleentheid gegee het. Ek weet dit is sleg om in 'n kinderhuis te wees en jy hou nie baie van jou skool nie, maar Hy gee jou die geleentheid om in 'n skool te wees en in die kinderhuis te wees, om eendag 'n goeie werk te kry, om 'n goeie ma te wees. Om 'n beter lewe te hê. Sien jy? As jy al hierdie goed agter jou kan sit en daaruit leer, goed wees vir mense, want dit is 'n baie goeie eienskap dan sal jou lewe beter wees in die toekoms. Dit is "amazing" wat jy my nou vertel het. Dit is "stunning". Dink jy baie oor die goed?</u></p>	<p>Activity provided opportunity for therapeutic intervention.</p>
A2:	<p><u>Ek moes eintlik geld hier op gesit het, want dit laat my net nie dink dat die wêreld om geld draai nie. Dit gaan oor ander goed ook. Nie net oor mense wat ryk is nie.</u></p>	<p>Annie mentioned during previous sessions that money was very important as people like you more when you have money. Expressing her feelings through creativity as she does not have the words to describe her emotions.</p>
R:	<p><u>Ja. Dit is belangrik. Daar is 'n geldsakkie plakker. As ek reg verstaan, jy wil sê daar is soveel meer in die lewe as om ryk te wees en geld te hê. Gaan ook oor liefde en ondersteuning en omgee vir mekaar. Wat sê jy nog?</u></p>	<p>Provided opportunity for therapeutic intervention.</p>
A2:	<p>Dis wat ek sê.</p>	
R:	<p><u>"Okay", ook dat die lewe nie net om geld draai nie. Daar is soveel meer in die lewe soos om gelukkig te wees en om vrede in jou hart te hê en om liefde in jou lewe te hê. Vryheid en nie om die hele tyd te baklei en al daai goed nie. Geld is ook belangrik, want 'n mens moet werk om</u></p>	<p>Activity provided opportunity for therapeutic intervention.</p>

aan die lewe te bly, maar dit is nie die belangrikste nie. Soos wat ek en jy hier sit vandag is baie belangrik. Baie belangriker as al die geld in die wêreld. So nie net het jy oor die afgelope paar weke wat ek hier was by my geleer nie, maar weet jy hoe baie het ek by jou geleer? Ek is nou 'n ryker mens en 'n slimmer mens as gevolg van jou, want jy het my soveel geleer. Jy sal nie glo hoeveel dit vir my beteken nie. "Oraait". Dit is baie "stunning". Kan ek dit maar huis toe vat?

A2: Ja.

R: As ek ooit klaar maak met daai boek dan sal ek vir jou kom wys hoe lyk dit en al jou foto's en wat ek alles gebruik het. Is dit "oraait"?

A2: Dis reg.

R: Baie oulik.

Refleksie oor sessie 8

Ek het vandag my tweede laaste sessie met Annie gehad. Ek het tydens hierdie sessie haar voorberei dat ons sessies saam amper verby is. Sy het my gevra hoekom en ek het aan haar verduidelik dat dit is hoe die boek werk. Dit is dus nie oor enige iets wat sy verkeerd gedoen het nie. Sy het genoem dat sy verstaan en dat dit reg is.

Annie se samewerking was regtig wonderlik vandag gewees. Ons het vandag 'n kollage gemaak. Ek is bewus van die feit dat Annie in 'n spesiale skool is en ek het eers gewonder of hierdie aktiwiteit nie te abstrak vir haar sal wees nie. Ek het 'n verskeidenheid items saamgebring soos byvoorbeeld skuurpapier, watte en klippe. Ek het ook baie tydskrifte saam gebring om haar op 'n meer konkrete vlak te ondersteun. Ek het aan haar genoem dat die skuurpapier en swart klippe 'n tyd in haar lewe kan voorstel wat vir haar rof, hard of moeilik was. Die watte kon moontlik iets in haar lewe wees wat goed of makliker was. Annie het dadelik aan die werk gespring en ek was nie seker wat sy sou skep nie. Sy was vir twintig minute besig gewees terwyl ek geobserveer en veldnotas gemaak het. Ek het ook enige vrae wat sy gehad het beantwoord. Ek was aangenaam verras gewees aangesien Annie dadelik met die verskeidenheid items "geclick" het en genoem het dat dit amper soos kuns is. Die beskrywings wat uit haar kollage gekom het was asemrowend. Dit het haar ondersteun om op 'n emosionele wyse met haarself te "connect" en na die sessie het sy genoem dat sy haarself nou beter ken. Die sessie was binne 'n uur verby, maar ek het baie betekenisvolle inligting verkry. Ek het Annie weer voorberei op die feit dat ons volgende sessie die laaste een sou wees.

Annie: Session 9
25 August 2006

R: Nou wil ek hê jy moet jou verbeel. Jy gaan nou jou ogies vir my toe maak. Maak vir my jou ogies toe. Nou “imagine”. Dink soos ek praat. Verbeel jou soos ek praat. Jy is ‘n sneeuman. Jy weet ‘n sneeuman wat hulle bou in die sneeu as dit winter is. Jy is ‘n sneeuman en kinders het jou gemaak en nou het hulle jou gelos om alleen te staan. So sien jouself in jou kop as ‘n sneeuman en hierdie kinders het jou gemaak en nou is jy alleen. Jy het ‘n kop, jy het ‘n liggaam en twee arms wat langs jou liggaam uitsteek en jy staan met sulke dik sneeu bene. Die volgende oggend is die weer pragtig. Die sonskyn briljant. Die warm strale begin op jou af te skyn en binnekort word die son lekker warm en jy voel jy is besig om te smelt. Eerste smelt jou kop en nou smelt jou arms en bietjie vir bietjie vir bietjie begin jou hele liggaam te smelt. Net jou voete is oor en hulle smelt ook. So jy is nou in a plas water op die grond, maar nou kom daar weer so ‘n koue wind. Dit blaas op jou. Soos die wind op jou blaas staan jy weer regop. Jou bene word weer gevorm en jou liggaam word weer gevorm en jou arms word weer gevorm en jou kop word weer gevorm. Daar staan jy weer mooi en groot soos ‘n sneeuman. Klaar. Sien jy dit is “cool”.

Refleksie oor sessie nege

Voor ek hierdie sessie beplan het, het ek eers weer na die vorige data gaan kyk. Dit het vir my gevoel of ek alreeds so baie inligting ingesamel het, dat dit nie nodig was om vandag weer te fokus op die assessering van emosionele aspekte in Annie se lewe na die seksuele mishandeling nie. Ek het besluit dat dit dalk goed sal wees as ons ‘n laaste sessie het wat meer ontspannend is. Ek het ook besef dat net soos ‘n ysbreker aan die begin van ons sessies saam belangrik was, ‘n afsluiting ook belangrik was vir “closure”. Ek het egter ook besef dat dit nogsteeds ‘n aktiwiteit gaan moet wees wat fokus op Gestalt terapie beginsels. Ek het gebruik gemaak van ‘n ontspanningstegniek en ek kon sien dat dit Annie baie rustig gemaak het. Dit het ook soms voorgekom of sy aan die slaap wou val aangesien haar kop nou-en-dan voortoe gesak het tydens die aktiwiteit.

Ek het myself herinner aan ‘n belofte wat ek aan Annie tydens ons tweede sessie saam gemaak het. Sy het my gevra of ek haar nie wil uitneem vir roomys nie en ek het genoem dat ons dalk so iets kan reël aan die einde van ons sessies saam. Ek het haar dus na ons afsluiting vir ‘n ete en roomys geneem. Ek het aan die begin van hierdie gebeurtenis in gedagte gehou dat ek ‘n navorser is, maar aangesien dit ons laaste sessies saam was, ook ‘n opvoedkundige sielkundige in opleiding is. Ek was gevolglik bewus van die feit dat as ek nie die vorige belofte nagekom het nie, ek vir Annie sou teleurstel en dat sy my dalk nie meer sou vertrou nie. Sy het ook tydens ons sessies genoem dat sy nie daarvan hou as mense nie goed doen wat hulle gesê het hulle gaan doen nie. Ek wou nie gehad het dat ons sessies so moes eindig nie. Dit was moontlik nie een van die beste besluite nie, maar sy het regtig goed saamgewerk die afgelope paar maande en ek het gevoel ek wou graag vir haar dankie sê. Ek dink nie dat hierdie “outing” my interpretasie van die inligting sal beïnvloed nie. Ek het hierdie gebeurtenis wel gesien as ons laaste sessie saam, maar in gedagte gehou dat die navorsing insameling verby was en dat dit wel net nodig was vir “closure”. Ek onthou ook hoe baie dit vir my as ‘n kind beteken het as iemand tyd afgestaan het om met my te spandeer sonder enige andere motiewe soos data insameling. Ek hoop ek het die regte besluit gemaak.

Annie het ons laaste sessie saam mooi hanteer. Ek kon sien dat sy nie eintlik na die sessie wou huis toe gaan nie om moontlik nog net 'n klein bietjie langer aan te hou met ons sessies saam. Dit was vir my 'n goeie duiding dat sy die aktiwiteite saam geniet het en baie oor haarself geleer het. Ek sien uit na die analisering en interpretering van die data.