

**‘N SPELTERAPEUTIESE ASSESSERING VAN DIE  
ADOLESENT MET GESIGGESTREMDHEID IN  
INSTITUSIONELE VERBAND SE VERHOUDING MET SY  
GESIN**

deur

**YOLANDE VIVIER**

Voorgelê ter gedeeltelike vervulling  
van die vereistes vir die graad

**MAGISTER SOCIALIS DILIGENTIAE  
(SPELTERAPIE)**

In die

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Aan die

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**STUDIELEIER: DR. J.M. YSSEL**

**PRETORIA**

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**Hierdie verhandeling word opgedra aan my liefdevolle ouers, Flip en Marge Vivier**

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## **OPSOMMING**

### **SPELTERAPEUTIESE ASSESSERING VAN DIE ADOLESENT MET GESIGGETREMDHEID IN INSTITUSIONELE VERBAND SE VERHOUDING MET SY GESIN**

Deur

YOLANDE VIVIER

STUDIELEIER: DR. J.M. YSSEL

DEPARTEMENT MAATSKAPLIKE WERK

MSD (SPELTERAPIE)

Hierdie studie het ondersoek ingestel na die adolessent met gesiggestremdheid in instituutsorg se belewenis van sy verhouding met sy gesin. 'n Leemte is in die literatuur geïdentifiseer, wat aandui dat daar min riglyne bestaan om ouers van hulp te wees ten einde hul adolessent met gesiggestremdheid (in instituutsorg) se spesiale behoeftes ten opsigte van sy verhouding met sy gesin aan te spreek. Hierdie leemte is ook tydens gesprekvoering met kundiges uitgewys.

Die doelstelling van die studie was om die adolessent met gesiggestremdheid in instituutsorg se belewenis ten opsigte van sy verhouding met sy gesin te verken deur van spelterapeutiese assessering gebruik te maak.

Ten einde hierdie doelstelling te bereik, is bepaalde doelwitte gestel. Dit het onder meer behels dat 'n teoretiese raamwerk met behulp van 'n literatuurstudie en konsultasie met kundiges ten opsigte van die volgende saamgestel is: blindheid (as graad van gesiggestremdheid wat ervaar word) as verskynsel;

adolessensie as lewensfase en die adolessent se verhouding met sy gesin; instituutsorg en institutionalisering; asook spelterapeutiese assessering en spelterapie tegnieke.

'n Empiriese studie, waartydens semi-gestruktureerde onderhoude as data-insamelingsmetode benut is, is uitgevoer ten einde die adolessent met gesiggestremdheid in institusionele verband se belewenis van sy verhouding met sy gesin te assesseer. Die volgende aspekte is spesifiek gehanteer: adolessente met gesiggestremdheid wat in instituutsorg is, se ervaring van vakansies en/of naweke saam met hul gesin; hul beskouing van hul gesinslede se persepsie ten opsigte van die vooruitsig dat hulle vakansies/naweke huis toe kom; hul mening ten opsigte van take en verantwoordelikhede wat in die gesin aan hulle toegeken is; hul beskouing van hul deelname aan die besluitnemingsproses in hul gesin; hul perspektief ten opsigte van die behandeling wat hulle van hul ouers ontvang - verskil dit op enige manier van dié van hul sibbe?; hul beskouing met betrekking tot die "deel voel" as volwaardige lid van hul gesin; hul mening ten opsigte van dinge (met betrekking tot hul grootwordproses) wat hulle sou wou verander; asook hul raad aan ouers wat kinders met dieselfde gestremdheid as hulle het. Tien respondente is deur middel van individuele, semi-gestruktureerde onderhoude by die studie betrek.

Toegepaste navorsing is gedoen deurdat die navorser gepoog het om oplossings vir probleme wat die adolessent met gesiggestremdheid in instituutsorg ten opsigte van sy verhouding met sy gesin ervaar, te vind. Die navorser het van 'n kwalitatiewe benadering as navorsingsprosedure gebruik gemaak om kwalitatiewe empiriese data te verkry.

Aangesien daar in hierdie studie oor 'n relatief onbekende navorsingsveld navorsing gedoen is, is daar van 'n fenomenologiese strategie binne 'n verkennende studie gebruik gemaak ten einde 'n navorsingsvraag waarvan daar min bekend is, te verken, te verstaan en te interpreteer. Die navorsingsvraag wat vir die doel van hierdie studie geformuleer is, was: *Wat is die belewenis van die adolessent met gesiggestremdheid in instituutsorg ten opsigte van sy verhouding met sy gesin?*

Empiriese data wat deur die benutting van 'n onderhoudskedule en spelterapie tegniek verkry is, het die volgende aangedui:

- Adolessente met gesiggestremdheid wat in instituutsorg is, ervaar ambivalente (positiewe en negatiewe) gevoelens ten opsigte van vakansies en/of naweke wat hulle saam met hul gesinne deurbring. Daar is verskeie faktore wat hierdie ervaring kan beïnvloed, hetsy positief of negatief.

- Adollesente met gesiggestremdheid wat in instituutsorg is, se beskouing van hul gesinslede se persepsie ten opsigte van die vooruitsig dat hulle vakansies en/of naweke huis toe kom, word deur hoofsaaklik drie faktore beïnvloed, naamlik die doen van spesiale aktiwiteite gedurende die tyd wat die adollesente by die huis is, asook verbale en nie-verbale gedrag wat teenoor hulle gekommunikeer word.
- Adollesente met gesiggestremdheid wat in instituutsorg is, het 'n spesifieke mening ten opsigte van take en verantwoordelikhede in die huis wat van jongs af aan hulle toegeken is. Dit sluit aspekte in soos die bereidwilligheid van die adollesente om die take uit te voer, hul vermoë om die take uit te voer, asook hul bereidwilligheid om hulp te vra. Adollesente met gesiggestremdheid het aangedui dat hulle bereidwillig is om take en verantwoordelikhede in die huis te aanvaar, aangesien dit positiewe gevoelens tot gevolg het indien bemeestering plaasvind.
- Adollesente met gesiggestremdheid wat in instituutsorg is, het 'n spesifieke mening ten opsigte van hul deelname aan hul gesin se besluitnemingsproses. Dit sluit aspekte in soos die emosies wat ten opsigte van hul deelname aan die besluitnemingsproses ervaar word (positiewe emosies word ervaar indien hul mening gevra word voordat 'n gesinsbesluit geneem word), hul betrokkenheid by die besluitnemingsproses, asook die invloed van besluitneming op die atmosfeer in die huis.
- Adollesente met gesiggestremdheid het 'n bepaalde persepsie ten opsigte van die behandeling wat hulle van hul ouers ontvang. Hierdie persepsie sluit die volgende aspekte in: 'n behoefte aan normale behandeling, die gevolge van voorkeurbehandeling (bederf) wat hulle van hul ouers ontvang, strenger behandeling (oorbeskermende houding) van hul ouers, asook die emosies wat ten opsigte van die tipe behandeling waaraan hulle blootgestel word, ervaar word.
- Adollesente met gesiggestremdheid se beskouing met betrekking tot die “deel voel” as volwaardige lid van hul gesin word deur die volgende aspekte beïnvloed: die invloed van institusionalisering op die gevoel van “behoort aan” (die adollesent is vir lang tye weg van die huis en is net soms in kontak met sy ouers, byvoorbeeld tydens 'n telefoongesprek), gesinsgebeurtenisse (spesiale aktiwiteite wat die gesin gedurende vakansies of naweke saam met die adollesent doen), gesinsinteraksie (kommunikasiëpatrone van die gesin tydens vakansies of naweke), asook die privaat ruimte van die adollesent (slaapkamer).

- Adollesente met gesiggestremdheid het 'n spesifieke mening ten opsigte van dinge wat hulle anders sou wou gehad het met betrekking tot hul grootwordproses. Hulle is van mening dat hul gesin meer begrip vir die wêreld van die persoon met gesiggestremdheid moes (en moet) toon en het ook 'n behoefte daaraan om normaal behandel te word (dus nie oorbeskerm te word nie).
- Adollesente met gesiggestremdheid wil relevante raad aan ouers wat kinders met dieselfde gestremdheid het, gee. Die raad wat hulle genoem het, sluit die volgende in: die kind se onafhanklike funksionering moet verhoog word, ouers moet te alle tye eerlik met hul kind wees, die kind moet normaal gehanteer word, ouers moet 'n houding van onvoorwaardelike, positiewe aanvaarding teenoor hul kind openbaar en die kind moenie onnodig beperk word nie. Hulle het ook raad met betrekking tot algemene inligting gegee (om ouers se kennisbasis te verbreed).

Die studie het dus meer lig gewerp op die adollesent met gesiggestremdheid wat in instituutsorg is, se belewenis van sy verhouding met sy gesin, wat verdere navorsingsmoontlikhede inhou. Die verlangde inligting is bekom en kan benut word in verdere werk met adollesente in dieselfde situasie.

**SUMMARY**

**A PLAY THERAPEUTIC ASSESSMENT OF THE RELATIONSHIP OF THE ADOLESCENT WITH VISUAL IMPAIRMENT IN INSTITUTIONAL CARE WITH HIS FAMILY**

By

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DEPARTMENT SOCIAL WORK

MSD (PLAY THERAPY)

This study is aimed at looking at the relationship experiences between the adolescent with visual impairment in institutional care and his family. A lack of sufficient guidelines in this field has been identified in the relevant literature. Experts working with these adolescents have confirmed this shortcoming.

In order to reach the required goal, a number of objectives were set. By means of a literature study and consultation with experts in the field of blindness as a symptom (in terms of the degree of visual impairment that is experienced), a theoretical framework was set up with regard to the following: adolescence as part of life; the adolescent's relationship with his family; institutional care and institutionalization; as well as play therapeutic assessment and play therapeutic techniques.

An empirical study where semi-structured interviews were used as a method of data collection, was undertaken to assess the relationship of the adolescent with visual impairment in institutional care with his family. The following aspects were handled specifically: the way the adolescents with visual impairment in institutional care experience holidays and weekends with their families; their view of their families' perception of them coming home for holidays or weekends; their opinion with regard to family chores and responsibilities that are allocated to them; their experience of participating in the decision making process in the family; their perception of the treatment that they receive from their parents – does it differ in any way from that of their siblings?; their view with regard to “feeling part of” the family as an equal and complete family member; their opinion with regard to things that they would have liked to be done differently during their growing up process; as well as advice that they would give to parents who have children with the same disabilities. Individual semi-structured interviews were used with the ten respondents.



Applied research was undertaken as the researcher aimed at establishing solutions for problems that occur with the adolescent with visual impairment in institutional care with regard to his relationship with his family. The researcher used a qualitative approach as research procedure in order to get qualitative empirical data.

Considering that in this study a relatively unknown field was researched, a phenomenological strategy within an exploratory study was used to explore, understand and interpret the research question, which is not well known. The research question formulated for this study was: *What are the experiences of the adolescent with visual impairment in institutional care with regard to his relationship with his family?*

Empirical data, which was obtained by using an interview schedule and a play therapeutic technique, showed that:

- Adolescents with visual impairment in institutional care are experiencing ambivalent feelings (positive and negative) with regard to spending holidays and/or weekends with their families. There are a variety of factors influencing this experience, whether positively or negatively.
- The way adolescents with visual impairment in institutional care view their families' perception with regard to them coming home for holidays or weekends, is mainly influenced by three factors, namely: special activities that are organized during the time that the adolescent is at home, as well as verbal and non-verbal behavior that is communicated towards the adolescent.
- Adolescents with visual impairment have a specific opinion with regard to chores and responsibilities that were allocated to them since they were younger. This includes aspects like the adolescents' willingness and ability to complete chores, as well as their willingness to ask for help. They intimated that they are willing to accept chores and responsibilities as they experience positive feelings when they are able to complete such tasks successfully.
- Adolescents with visual impairment in institutional care have a specific opinion about their participation in the decision making process in the family. This includes emotions that are experienced with regard to the decision making process (positive emotions are experienced when their opinions are asked in family decisions), their involvement in the decision making process, as well as the influence of decision making on the atmosphere in the house.

- Adolescents with visual impairment have a fixed perception with regard to the treatment that they receive from their parents. This perception includes the following aspects: a need for normal treatment, the consequences of preference treatment from their parents, strict treatment (overprotective treatment) from their parents, as well as the emotions they experience about the type of treatment that they are exposed to.
- The way adolescents with visual impairment view themselves as “part of” the family - as equals to all household members - is influenced by the following aspects: the influence of institutionalization on the feeling of “belonging to” (adolescents are away from home for long periods of time and the only contact they have are telephone calls); family events (special activities in which both the family and the adolescent participate during holidays or weekends); family interaction (the families communicational patterns during holidays or weekends); as well as the private space of the adolescents (bedrooms).
- Adolescents with visual impairment have a specific opinion with regard to things that they would have liked to be done differently during their process of growing up. They feel that their families should have more insight into the world of people who are visually impaired. They also have the need to be treated in the same way as other family members – they do not want to be overprotected.
- Adolescents with visual impairment want to give relevant advice to parents of children who have the same disability. The advice that they suggested are: The child must function more independently; parents must be honest with their child at all times; the child must be treated normally; a feeling of unconditional, positive acceptance must be revealed to the child; no unnecessary restriction must be imposed on the child. They also gave advice with regard to general information (to expand parents' knowledge).

The study revealed the experience of the adolescent with visual impairment in institutional care of his relationship with his family, which holds further research possibilities. The desired information was acquired and can be used in further studies of the adolescent in a similar situation.

**YOLANDE VIVIER**

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**SLEUTELTERME / KEY TERMS**

<b>Speltherapeutiese assessering</b>	<b>Play therapeutic assessment</b>
<b>Adolesent met gesiggestremdheid</b>	<b>Adolescent with visual impairment</b>
<b>Instituutsorg</b>	<b>Institutional care</b>
<b>Verhouding</b>	<b>Relationship</b>
<b>Gesin</b>	<b>Family</b>