

## OPSOMMING

### **Die impak van 'n spelterapeutiese emosionele intelligensie- vaardighedsprogram op die kleuter binne 'n speelgroep**

deur

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Die doel van hierdie navorsing is, om te bepaal wat die impak van emosionele intelligensievaardighede is, wat aan kleuters in 'n speelgroep met behulp van spelterapeutiese tegnieke oorgedra word. Ten einde hierdie doel te bereik, is 'n emosionele intelligensievaardighedsprogram wat bestaan uit spelterapeutiese tegnieke soos kleiwerk, tekening, musiek, handpoppe en rollespel binne die gestaltbenadering benut. Die kleuters kon hierdeur emosionele intelligensievaardighede aanleer. Tydens die middel kinderjarefase word kleuters gekonfronteer met belangrike emosionele ontwikkelingsake soos die aanpassings in skoolverband, sosiale vaardighede, asook die ontwikkeling van nuwe kommunikasie-vaardighede. Voorbereiding vir hierdie take kan deur die aanbieding van 'n emosionele intelligensievaardighedsprogram tydens speelgroep bywoning, plaasvind.

'n Kennisbasis is opgebou uit die literatuurstudie aangaande emosies, emosionele intelligensievaardighede met betrekking tot die kleuter in 'n speelgroep en spelterapeutiese tegnieke wat benut kan word, asook die meting van emosionele intelligensievaardighede. Emosionele intelligensie bestaan uit verskillende komponente, naamlik persoonlike en interpersoonlike komponente. Persoonlike komponente verwys na aspekte wat te doen het met die kleuter se selfbewussyn en die emosionele bestuur daarvan. Interpersoonlike komponente verwys na aspekte wat te doen het met die

kleuter se emosionele verhouding met andere; dus empatie en die bestuur van ander se emosies.

Toegepaste navorsing is gebruik om emosionele intelligensievaardighede by die kleuters binne 'n speelgroep aan te leer. Die agt voorskoolse kleuters in die speelgroep is as respondente by die studie betrek en het twaalf spelterapeutiese sessie deurloop. Die terapeutiese intervensieprogram wat gevolg is, is die emosionele intelligensievaardighedsprogram wat deur Blom (2004:16-48) ontwikkel is vir laerskoolkinders. Dit is aangepas vir kleuters en is tesame met die program en werkboeke (2002) van "Wisechild: foundation for the development of emotional intelligence in children", in die studie gebruik. Hoewel die program ander emosies insluit, is daar hoofsaaklik aan die emosies van gelukkig, kwaad, bang, hartseer en empatie, asook die bestuur daarvan tydens die sessies aandag aangegee. Speltherapeutiese tegnieke gefundeer vanuit die gestaltbenadering, is gebruik om die empiriese studie te loods.

Die navorser het die kwantitatiewe benadering in terme van gestruktureerde waarneming aan die hand van 'n selfontwerpte meetinstrument gebruik om die impak van emosionele intelligensievaardighede by die kleuters te meet. Data is ingesamel deur waarneming tydens die intervensiesessies asook deur 'n waarnemingsinstrument wat voor en na die intervensie deur beide ouers en die respondente, bygestaan deur die navorser, voltooi is. Aan die einde van die emosionele intelligensievaardighedsprogram kon daar by al agt respondente goed ontwikkelde emosionele intelligensievaardighede soos deur die literatuurstudie omskryf, waargeneem word.

Die hipotese is vir hierdie navorsing gestel dat, indien emosionele intelligensievaardighede met behulp van speltherapeutiese tegnieke aan 'n kleuter in 'n speelgroep oorgedra word, die kleuter se emosionele intelligensievaardighede verhoog sal word. Die navorsingsresultate ondersteun hierdie hipotese, beide vanuit die waarnemings tydens die terapeutiese intervensieprogram met die respondente, sowel as deur die resultate van die voor- en natoets wat deur die waarnemingsinstrument versamel is.

Die resultate van die studie dui daarop dat kleuters in `n speelgroep se emosionele intelligensievaardighede verhoog kan word deur die gebruik van `n emosionele intelligensie vaardigheidsprogram.

**SLEUTELTERME**

Emosionele intelligensie

Empatie

Emosies

Gelukkig

Kwaad

Bang

Hartseer

Impak

Gestaltterapie

Kleuter

Speelgroep

Selfbewussyn

Speltherapeutiese tegnieke

**KEYWORDS**

Emotional intelligence

Empathy

Emotions

Happiness

Anger

Fear

Sadness

Impact

Gestalt therapy

Toddler

Playgroup

Self-awareness

Play therapy techniques

## Summary

### **The impact of a play therapeutical emotional intelligence skills program on the toddler in a playgroup**

by

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The aim of this study was to determine the impact of a play therapeutical emotional intelligence skills program on the toddler in a playgroup. To achieve this aim use was made of an emotional intelligence skills program including play therapeutical techniques such as clay work, drawings, music, puppets and role play within the gestalt approach. This enabled the toddlers to improve their emotional intelligence skills. During middle childhood phase toddlers are confronted with important emotional developmental tasks. These tasks encompass adaption for school, social skills and the development of new communication skills and will be honed by attending an emotional intelligence skills program at a playgroup.

A literature study focussing on emotions, emotional intelligence skills of toddlers in a playgroup and play therapeutical techniques that can be used during the program as well as methods to measure emotional intelligence skills was conducted to build a knowledge base about the subject. Emotional intelligence comprises of a personal and interpersonal component. The personal component refers to the self consciousness of the toddler and the emotional management thereof. The interpersonal component comprises empathy, the emotional relationship the toddler has with other humans and the management of these emotions.

Applied research was used to impart knowledge about emotional intelligence skills to the toddlers within the playgroup environment. The respondents consisted of the eight per-school toddlers of the playgroup who attended the twelve play therapeutical sessions. The therapeutical intervention program was developed by Blom (2004:16-48) to increase the emotional intelligence of primary school children. This program was adapted for the respondents together with the program and workbooks of Wise child, a foundation for the development of emotional intelligence in children. The program encompasses a large spectrum of emotions and as this study focused on the basic emotions of a toddler, only the emotions of happiness, anger, fear, sadness and empathy and the management of these emotions were use in this study. The empirical study was initiated using play terapeutical techniques ground on the gestalt approach.

The researcher used the quantitative approach in terms of structured observation measurement by the use of a self developed measurement instrument to determine the impact of emotional intelligence skills of the toddler. Data was gathered by observation during the intervention session as well as by the use of an observation instrument that was completed pre and posts the intervention by both the parents and the respondent who was assisted by the researcher. On the completion of the emotional intelligence skills program good develop emotional skills as described by the literature study, were present in all eight respondents

The hypotheses set for this study was that if emotional intelligence skills could be learned to a toddler by using play therapeutical techniques the toddler's emotional intelligence skills will be increased. The results of the study support this hypothesis both from the observations attained during the theurapeutical intervention program with the respondents as well as the results obtained from the pre and post test gathered via the observation instruments.

The results of the study prove that toddlers in a playgroup can improve their emotional intelligence skills by attending a play therapeutical emotional intelligence skills program.