

**HELENA DE KLERK**

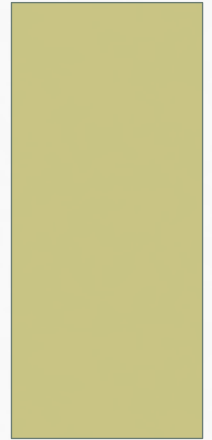
**CURRICULUM VITAE**

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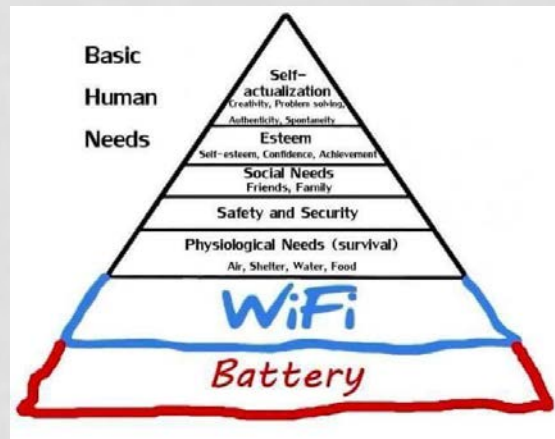
# HOW DO PEOPLE LEARN?

- Not every person learns the same or at the same time
- Every person perceives life and the world around them differently and according to their own frame of reference
- People develop at different paces whether it be Spiritual, Physical, Mentally or Psychological
- The need is to obtain optimal development



# MASLOW'S NEED HIERARCHY

- Self-Transcendence
- Self-Actualisation
- Appreciation & Self-Esteem
- Affiliation And Love
- Safety and Security
- Physiological Needs



# 8 STAGES OF PSYCHOSOCIAL DEVELOPMENT

## Erikson's Eight Stages of Psychosocial Development

<b>Trust vs Mistrust</b>	0 - 18 months		<b>Infant</b>
<b>Autonomy vs Shame &amp; Doubt</b>	 18 months - 3 years	<b>Toddler</b>	
<b>Initiative vs Guilt</b>	3 - 5 years		<b>Pre-Schooler</b>
<b>Industry vs Inferiority</b>	 5 - 13 years	<b>Grade-Schooler</b>	
<b>Identity vs Role Confusion</b>	13 - 21 years		<b>Teenager</b>
<b>Intimacy vs Isolation</b>	 21 - 39 years	<b>Young Adult</b>	
<b>Generativity vs Stagnation</b>	40 - 65 years		<b>Middle-Age Adult</b>
<b>Integrity vs Despair</b>	 65 years onwards	<b>Older Adult</b>	

# THE THEORY OF PSYCHOLOGICAL DEVELOPMENT ACCORDING TO ERIKSON

- Birth to 1 year : Basic trust vs basic mistrust (Hope)
- Age 1 to 3 : Autonomy vs doubt and shame (Willpower)
- Age 3 To 6 : Initiative versus Guilt (Purpose)
- Age 6 To 12 Years: Industry versus Inferiority (Competency)
- Age 12 to 20: Identity vs Role diffusion (Trustworthiness)
- Age 20 to 40: Intimacy vs Isolation (Love)
- Age 40 to 65: Generative vs Stagnation(Care)

# PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

- Sensory Motor stage - Birth to 2 Years: Infancy, motor, memory (Soap)
- Pre-operational stage - 2 to 7 Years: Symbols, language, memory, imagination (children copy)
- Concrete Operational Stage - 7 to 11 Years: Logical, and systematic thinking related to concrete objects
- Formal Operational Stage - 11 to 16 Years: Logical use of symbols related to abstract concepts
- The view of cognitive development is a socially mediated process

# VYGOTSKY'S SOCIOCULTURAL THEORY OF DEVELOPMENT

- Children actively explore their environment and are influenced in shaping their own knowledge
- Culture and the values, beliefs, customs and skills of a social group is transmitted to the next generation
- Social interaction in particular co-operative dialogues between children and more knowledgeable members of society is necessary for children to acquire the ways of thinking and behaving that make up a community's culture
- As children internalise the essential features of these dialogues they use the language within them to guide their own thoughts and actions and acquire new skills

# SELF-CONCEPT THEORY OF CARL ROGERS

- The individual has constructive potential
- The nature of the individual is basically goal-directed
- The individual is capable of changes
- The need for positive regard



# CHILDREN BIRTH TO AGE 2

- Good time to introduce children to water
- Children can develop many positive skills while receiving instruction and direct parental attention
- Water exposure at this age fosters trust and reduces fear of water
- Activities should include toys and play
- Attention span is as short as 10 seconds
- Motor skills are taught eye-hand coordination and lower torso skills

# CHILDREN AGE 3 TO 5

- Short attention span: activities should change every 60 to 90 seconds
- Switch activities quickly
- Gross motor activities includes eye-hand co-ordination and eye-foot co-ordination with equipment
- Unrefined gross motor skills – catch a ball with their body and arms rather than hands
- High levels of imaginations and curiosity- use acting like animals and environment to support expressions of ideas while using the body
- Very active with high levels of energy. Continuous use of activities to hold their attention.

# CHILDREN 6 TO 9 YEARS

- Increased attention span
- Introduce more advanced concepts, games can be longer
- Becoming more social and enjoy group activities
- Gross motor skills becomes more refined
- Better balance and body control

# CHILDREN AGE 9 TO 12 YEARS

- Have longer attention span
- Having fun is primarily issue
- Physical and emotional maturity
- Co-ordination is more highly developed, learn more difficult skills and need to learn more on refinement of those skills
- Need to be accepted by the teacher, use positive or negative behaviour to receive attention

# TRAUMA

- Physical loss: Possessions, belongings, or loss of body parts.
- Emotional or Psychological loss: loss of self-esteem, self-image, purpose & aim and security.
- Spiritual loss: loss of beliefs
- Social loss: loss of family members or friends, child, marriage. Also feelings of being different and no one else can understand. Intellectual loss (confusion, cognitive distortions)

# TRAUMATIC EVENTS

- Overwhelms
- Loss of sense of control
- Loss of connection
- Loss of meaning
- Type A (fractures of the soul)
- Type B (fractures of the mind)
- Different responses

**F.E.A.R.**  
has two meanings -

Forget Everything And Run  
OR  
Face Everything And Rise

The choice is yours.

# THE PROCESS OF TRAUMA

- An experience of loss is considered a grieving process
- Stage 1: shock
- Stage 2: anger
- Stage 3: depression
- Stage 4: acceptance and healing

# PSYCHOLOGY OF TRAUMA

- Attacks persons sense of self
- Helplessness and powerlessness
- Early childhood trauma interferes with the development of the self in a child as well as the development of trust and the ability to express emotions in words
- If trauma is not dealt with the person will be overwhelmed by the experience and can develop lasting alterations in psychological functioning and it may lead to self-destructive, self mutilation, eating disorders substance abuse and suicidal behaviour
- Emotional and mental level there may be a loss of awareness of the true self to various degrees



# TYPES OF TRAUMA

- Sexual abuse
- Physical abuse
- Psychological abuse
- Emotional neglect
- Parental alcoholism and drug addiction

# STRESS DISORDER

- Acute stress disorder (last one month)
- Post traumatic disorder:
  1. Re-experiencing of the traumatic event
  2. Avoidance of trauma-relevant stimuli and numbing of general responsiveness
  3. Persistent hyper-arousal

# INTEGRITY

- It is a personality trait
- Sound moral and ethical principles
- The root of integrity is to do the right thing in all circumstances



# EMOTIONAL INTELLIGENCE

- Sympathy
- Empathy
- Expressing and understanding feelings
- Emotional supportive
- Approachability
- Caring & Giving
- Emotional availability

# LEARNED SKILLS

- Learned behaviour
- Learn through play
- Observation
- Experiences
- Environment
- Learn through teaching
- Learn through learning



"Learning never  
exhausts the mind."

~Leonardo Da Vinci