

details of the situation.

Ongoing observation and diagnosis, and the use of videotapes play an important part in research. Research makes it possible to demonstrate the progress of a program. Objective and reliable data are important to determine if, and how the program is effective. There is little research "...that attempts to describe the parameters of social-emotional development, and even fewer manipulative studies that evaluate the effectiveness of educational interventions designed to increase prosocial behavior"(Strain et al., 1976, p.vii). "Most psychodynamic or psychoeducational studies rely heavily on narrative reports or measures of uncertain validity and reliability"(Wood F., 1975, p.326f.). Cayton (1978) did not find any comparable outcome studies of psychotherapy with preschool children. The comparison with other treatment facilities will be worthwhile when the most effective combination of techniques and conditions is found (cf. Haring, 1963). Different methods for teaching and therapy are examined in the next chapter.

Techniques: Curricula and therapy. Socio-emotional curricula, psychotherapy, art-therapy and other sorts of therapy (individually and/or in groups) all seem to pursue the same goal: improvement in the socio-emotional development of the child. And also: "In the past several decades... it has become increasingly clear that the emotional status of