

(3) as far as distancing is concerned, progress is shown in that she sits alone on a bench still near but not between her parents. She is still passive and looks at the ornament but is not involved with anything.

Third visit

The same play medium still directed an appeal to her and she was willing to remain in the playroom without her mother. She was not willing to carry out any more formal tasks (e.g., draw a person, incomplete sentences). In figures 12, 13 and 14, she built a zoo with a variety of animals in separate pens. Flowerbeds, trees, and benches create a peaceful atmosphere enticing to a person. Grandpa and grandma sit and look at the animals, while papa and mama sit at a distance from them, and she is at an entirely different pen eating a banana.

(1) On this visit, the play shows that grandpa is still in their midst; his death, thus, is a traumatic experience which she cannot yet resolve.

(2) The distancing from her parents progresses well, although she still shows a pathetic directedness. She is already distanced from the farm (in play), although she is still together with her parents in town. She no longer cries in the playroom and allows her mother to stay in the waiting room. Her participation in actualizing the essentials of play is thriving.

Fourth visit

Upon entering the playroom, she asked if she again could build a zoo. She was more spontaneous and sociable, didn't cry, and asked when she could come back. There also was a noticeable change in the play situation and content. Grandpa was no longer with the family at the zoo. Grandma remains with papa and mama, and the little girl is at one of the animal pens feeding an animal.

(1) The corrective educating and redefining through play had now begun to take a favorable course; namely, she realized that grandpa must be absent because he is dead.

(2) The distancing from her parents continues to progress, and she feeds the animal rather than sitting passively and looking on; activity, which is necessary for actualizing the essentials of play, begins to appear.

Fifth visit

As with each therapeutic visit, she began with the Von Staabs play medium. In figures 15, 16, and 17, she finally designed a school ground but not yet the school itself with classrooms. The teacher is placed under a tree and chats such that she can watch so the children will not get hurt. The children sit in a single file under a tree and are busy eating their lunches brought from home.

A very favorable deduction that can be made is that she is now away from her parents on the farm and has ventured to the school ground. She doesn't experience the teacher as threatening but as directed at protecting the children on the playground. However, she still experiences herself as isolated, and the children do not play together but sit on a bench under a tree and eat.

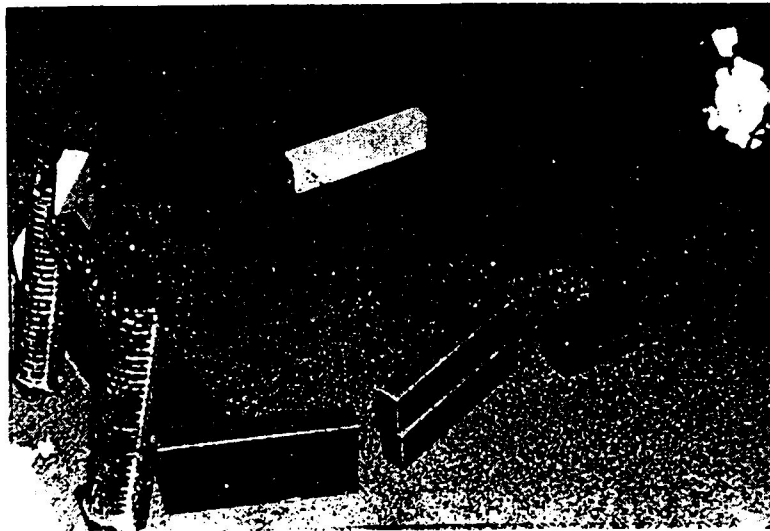


FIG. 15. Die leë klaskamer.

Figure 15. The empty classroom.



FIG. 16.
Die speelterrein by die skool. Heel regs die onderwyseresse en die kinders een-een onder 'n boom, besig om hulle kos te eet.
Let op leë klaskamer heel onder.

Figure 16. The playground at school. Far right teacher & children apart under a tree eating their food. Notice the empty classroom below.



FIG. 17.

Sixth visit

This time she entered the playroom genially and happily. Excitedly, she related the events of the previous day; namely, she went with her niece (with whom they are staying while she comes to the pedotherapist each day) to the ice skating rink, and her parents went to the movies the previous evening while she stayed at home with her niece.

While chatting, she **began to build a school** (see figures 18, 19 & 20). She had placed flowers and ornaments, as decorative art, in the classroom and also a blackboard with the teacher in front of it. Then, she made some benches and placed children on them; but she began crying uncontrollably, and pleaded with the pedotherapist to help her to not go back to school. The play image is still too close to the frightening reality. Suddenly, she stopped playing and began to ask the pedotherapist questions. The pedotherapist tried, through her answers, to allow her to see her problem in a new perspective and to guide her to redefine it. Because she is twelve years old, this could be done through conversation. Also, in play therapy, conversation is usually used, but on a level understandable to the child.

The play therapist continually is involved in pedagogically responsible ways, via personally giving meaning, to guide the child to different ways of lived-experiencing her problems. The pedotherapist had to answer the following questions:

- (1) why did only my grandpa die while many other children still have their grandpa and grandma with them?
- (2) Why do I have to go to school and learn all the necessary subjects when all I want is to be a typist or ballet dancer; why can't someone teach me to type or dance at home?
- (3) Why am I such a coward, afraid of death and afraid my mommy will die?

The meaning of death, the necessity of different subjects at school

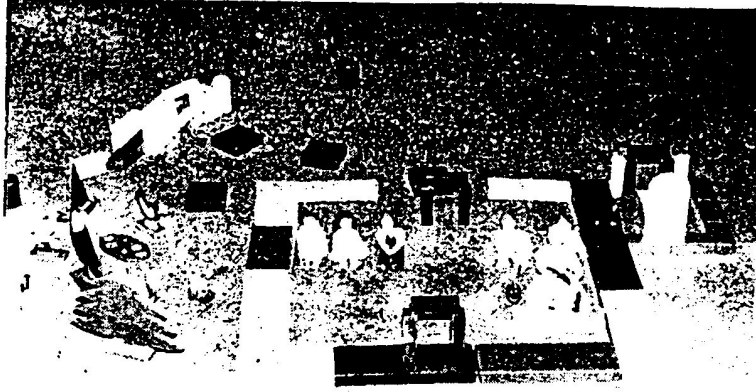


FIG. 18.

Klaskamer. Sy plaas die kinders en bankies. Begin huil en staak die spel.

Figure 18. Classroom in which she places children and desks. She begins to cry and stops playing.



FIG. 19.

Figure 19.



FIG. 20.

Figure 20.

and also the fact that her bodily presence with her mother is no guarantee that she will not die were situations that had to be elucidated for her. This opportunity also was used to show her that, in reality, she is not afraid of death since she can sit nearby without any alarm when a sheep is slaughtered (this is from information she provided). Also, she carries out assignments when it suits her and not when she is expected to. A good example of this is the Rorschach medium that was presented to her on a certain day, but she wanted to do it on another day. She wanted to regulate her own daily program and even to determine the time of therapy so she could sleep late, play tennis, swim, or go to the movies. All of these examples were mentioned to her as a retrospective view to convince her that she is not so much afraid of death but rather of the demands which school places on her. Thus, it is responsibility from which she recoils. She stayed home when her parents went to the movies, and she went ice skating without them, even though this was an unfamiliar place and among unfamiliar people. In fact, she clings tightly to her mommy only when she has to go to school.