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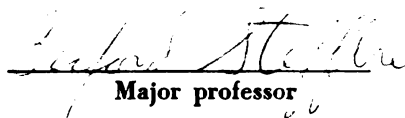
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Personality Change and the
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Evangeline Winn

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THE INFLUENCE OF PLAY THERAPY ON PERSONALITY CHANGE
AND THE CONSEQUENT EFFECT ON READING PERFORMANCE

by

Evangeline Winn

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
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It is a commonplace that the critical literature in the area of the problem of the retarded reader seems to be indeed inconsistent, contradictory and often confusing. The results of experiments carried on by psychologists and educators seems to demand much clarification through still further but more carefully controlled experimentation. One such attempt is the present study. More specifically, this writer has attempted to shed more light upon the function of play therapy in alleviating personality difficulties and its consequent effect, if any, on reading performance.

The data of the study were collected solely through the administration to 26 children of three sets of tests before and after the period of experimentation. The tests used were: the California Test of Mental Maturity, the California Tests of Achievement, and the Rogers Test of Personality Adjustment. These children were divided at random into two groups of thirteen, one experimental, the other control. The former group was given weekly individual play therapy for sixteen weeks.

The results derived from the compiled data of this study revealed that: 1) the experimental group showed a significantly greater improvement in personality than the control group. The value of "t" was significant at the .001 level; 2) that the experimental group did not show significantly greater improvement in reading than the control group; 3) that personality rating change and reading change in both experimental and control groups, through

rank order correlations, showed no significant relationships; 4) that, through further rank order correlations between various measures in the experimental group, showed no significant relationships other than that children with the lowest personality test scores made the greatest improvements in personality.

The significance of the therapy experience for positive personality change and its relatively slight effect on reading performance may have several possible explanations. First, it could be that personality change is relevant to reading improvement but not a crucial or determining factor. Second, it could be positive personality change has little or no bearing on reading improvement. Third, it could be the existence of reading skills in children has a bearing on the degree of reading improvement brought about by personality gains. Or finally, perhaps even parental and teacher attitudes were deterrents to possible experimental results.

The results of the investigation as a whole seem to indicate that: 1) play therapy effected an improvement in personality scores; 2) play therapy did not effect an improvement in reading achievement scores; 3) change in personality scores did not effect a change in reading achievement scores.

Although this study has brought to light the above facts this writer feels, if she were to replicate it, that more conclusive results would be obtained from an investigation which would depend first on pre-experimental information concerning the nature of the

reading retardation in the children involved, and then proceed to test the relative effectiveness of offering a combination of therapy and remedial reading. The writer also feels that results of this study and those of any other allied study for that matter would be greatly enhanced by including parent interviews and school visits with the therapy experience.

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CHAPTER I

THE PROBLEM

I. The statement of the problem and the conditions which give rise to the problem.

Since the time writing was first used as a means of communication there has been the problem of reading that writing. That problem has been with man ever since. In modern times, especially since the rise of the sciences of education and psychology, one particular phase of this problem has baffled educators and psychologists: why do children with normal or above normal intelligence either fail to learn to read, that is, to acquire basic reading skills, or, having learned basic reading skills, find it difficult to use the skills or to make further progress in learning?

Many theories have attempted to explain the first part of this problem. Barbe (5) claims that the child who is failing to learn to read is not "ready" to learn. Gates (20) says that although the child may be "ready" to learn, he may have emotional problems that prevent him from learning. Zolkos (73) states in this connection that faulty teaching methods and techniques are often to blame, and also claims that the teacher's inability to deal with individual differences is one outstanding reason for a child's reading failure. According to Russell (59) the lack of teacher-child rapport is also an important factor in this problem. If any one or a combination of the above factors is present, emotional problems will doubt-

less follow and add immeasurably to the child's original difficulties.

The second part of the problem is more involved than the first. Ellis (14) suggests that inasmuch as emotional problems may be a part of the child's inability to learn reading skills, he is therefore unable to fully absorb these skills. In other words he may have learned the skills accurately, or perhaps inaccurately or even only partially. Gray (24) suggests that further emotional difficulties will arise due to the child's feelings of inadequacy in the reading situation because of increased pressure from the school to maintain standards that are beyond his capacity. These feelings of inadequacy are intensified by his inability to keep up with his class and also by the fact that his class has labelled him a poor reader.

From this summary it is apparent that there are two factors operating in this problem: one is educational; the other is psychological. Many attempts have been made to find a satisfactory solution for each factor.

Some educators, Gates (20), Gray (25), Witty (71), have attempted solutions through improving teaching methods and introducing remedial reading programs. In the improvement of teaching methods the traditional alphabetical method was replaced by phonetic method, word method, sentence method and story method. Sometimes any one method or a combination of methods were used. This improvement was augmented by the new concept of the experiential or life situation method, in which the child learned to read from material that was familiar in his environment. More recently there has been an increased interest in the development of word perception skills. In addition to methods, materials have also contributed largely to helping the retarded reader. New and attractive graded reading books and posters are being

published every year.

Remedial reading programs were set up to give special attention to the teaching of reading skills or the correction of poorly learned ones. Techniques were employed to aid in the recognition of words, the development of an interest in reading, increasing reading vocabulary, providing practice in specific types of silent reading and improving rate of reading.

Yet, in spite of these attempts to help the child from an educational point of view, children were still unable to read.

From a psychological point of view attempts were made to deal with the emotional problems of the retarded reader by means of play therapy experiences. Through play, these experiences provide opportunities for expression of feelings, opportunities for gaining a new way of perceiving oneself, and opportunities for developing self-confidence and feelings of adequacy. The thinking has been that such experiences alleviate emotional problems. With emotional problems alleviated the child will be free from the disturbance that is preventing him from either learning the skills or from using his knowledge of the skills properly.

II. Purpose of study

The purpose of this study is to investigate the effectiveness of play therapy on personality change and the consequent effect on reading performance.

Axline (3) was the first to make such an investigation. She used what she called a therapeutic approach to reading. She found that the children made significant reading gains and that emotional problems were alleviated,

though she made no quantitative measure of the latter.

Bills (6) also made an investigation using a different approach to the problem. He employed individual and group therapy in his experiment with emotionally disturbed retarded readers. The children in this study also made significant gains in reading, but here again Bills made no quantitative measure of the personality change. In a second study Bills found that well-adjusted retarded readers made no significant gains in reading scores and concluded that reading gains were directly proportional to the degree of emotional disturbance in a child.

Seeman and Edwards (61) measured both reading achievement and personality gains in their study and found their therapy group made significant reading gains but did not, as did Bills' and Axline's groups, show any personality change. In fact there was a trend toward a decrease in scores.

Fisher (7) studied the effects of group therapy with six boys who were in a remedial reading group. In comparing them with a control group receiving remedial reading only, he found the experimental group made the greater gain in reading scores at the end of a six-month period.

Roman (58) studied the effects of group therapy, remedial reading and a combination of both in his experiment with delinquent boys. Roman reports the group receiving a combined program of remedial reading and group therapy made the greatest gains. Fisher made no quantitative measurement of personality gains, whereas Roman made extensive measurements to determine many aspects of personality change. Roman found that the tutorial therapy group made greater improvement in psycho-social adjustment than either the remedial reading or interview group-therapy groups.

From this brief overview of the work done in using play therapy as a means of alleviating personality difficulty and enabling the child to improve in reading performance, it is apparent that there has been a wide variation in the methodology employed. For example, the approaches have taken the form of 1) a therapeutic approach to reading, 2) individual and group therapy combined, and 3) group therapy alone, remedial reading alone, or group therapy and remedial reading combined. The length of therapy has varied from six weeks to seven months. The therapy has been given by teacher-therapists, teachers, or therapists. The number of children in the experiments have ranged from eight to thirty-seven, and the grade range extended from grade two through to senior high school level. The type of tests employed have varied greatly. In some experiments controls were used, while in others no controls were used.

In spite of the methodological inconsistencies, there is evidence to point to the positive effects of play therapy on reading performance. However, the conclusions regarding quantitative gains in personality change conflict markedly. Seeman and Edwards found a negative personality change and Roman found a positive one. Since positive reading change is dependent upon positive change in personality, it would seem that this aspect of the problem should be investigated further. The present study is therefore designed to investigate the positive personality changes as well as improvement in reading performance. In the process of finding a solution to the problem, this writer has used an approach based on the principles of relationship play therapy as introduced and practiced by Frederick Allen, Jessie Taft and Clark Moustakas.

III. Hypothesis

The experiment reported in this dissertation is designed to test the hypothesis that play therapy experiences modify personality and reading performance.

Specifically it is designed to show:

1. Given play therapy experiences, positive changes in personality will result.
2. Given play therapy experiences, positive changes in reading achievement will result.
3. As positive changes in personality take place, reading performance will improve.

Basic assumptions

1. Personality problems exist and are to some degree measurable.
2. Reading problems exist and are to some degree measurable.
3. One cause of reading retardation is personality disturbance.
4. Some retarded readers have personality problems.

Definition of terms

Relationship play therapy: "Relationship play therapy," as defined by Allen (1), "is a unique growth experience created by one person seeking and needing help and another person who accepts the responsibility of offering it." Play therapy experiences provide, through play, opportunities for expression of feelings, opportunities for gaining a new way of perceiving oneself and opportunities for developing self-confidence and feelings of adequacy.

Reading retardation: Reading retardation is defined as reading performance below expectations for the child's mental age.

Personality disturbance: Personality disturbance refers to the state of the child when he has ceased to grow as a unique person. As indicated by Moustakas (50):

The disturbed child has been impaired in his growth of self. Somewhere along the line he began to doubt his own powers for self-development He is unable to utilize his potentiality to grow with experience.

Reading readiness: Reading readiness is defined as the physical, mental, and emotional maturation necessary for undertaking instruction in reading, usually understood to imply a chronological age of six years, and an intelligence quotient of one hundred or more and no special handicaps to interfere with progress.

Remedial reading: Remedial reading is defined as individual or group instruction aimed at correcting faulty reading habits and at increasing the efficiency and accuracy of performance in reading.

Reading level: Reading level is defined as the level of achievement reached by a reader, generally referred to in terms of grade.

IV. Methodology

Selection of groups

The children in the experimental and control groups were drawn from the third grade classes of seven schools within the Royal Oak (Michigan) school system. For the selection of children with average intelligence and low

reading achievement, the scores received on the 1957 editions of the California Tests of Mental Maturity and Achievement were used. The selection criterion was based on a definition of "reading retardation" as reading performance below expectations for a given mental age. Therefore a negative discrepancy between reading age and mental age was taken as an indication of reading retardation.

Experimental and control groups were selected in the following way: First, the scores on the mental maturity and achievement tests from the seven schools were checked and forty-five children were found to fit the definition for reading retardation. Second, parents of the forty-five children were consulted as to their willingness to participate in the study. Participation involved the transporting of their child once a week to the play therapy room in the Merrill-Palmer School (Detroit) some fifteen miles distance from Royal Oak as well as attending once at an initial and once at the final interview. The parents of twenty-six children indicated their willingness to cooperate. Third, the twenty-six children were assigned, thirteen each, to the experimental and control groups by the method of random selection.

Third grade children were selected for four reasons. First, test data were readily available in this grade group. Third grade children in the school system of Royal Oak are given the California Mental Maturity and Achievement Tests at the beginning of each school year. Second, the experience of the writer as a therapist has been with children in the eight to ten year old age group. Third, the readiness factor in learning to read is normally established by the time the child reaches the third grade. Fourth,

if problems accompany reading retardation, they are apt to be less serious at this age than at a later period.

Pattern of testing

After the two groups were established the Rogers Personality Test was administered to the children in groups of four to six, as directed by the test instructions. This test was chosen to provide some measurement of personal adjustment. At the end of the experiment the Rogers Test of Personality was repeated and the California Reading Achievement Test was also administered to both groups.

Experimental treatment

Following the principles of relationship therapy, weekly individual play therapy sessions were held with the children in the experimental group for a period of sixteen weeks. Each session lasted forty-five minutes. No play therapy sessions were held with the control group. Classroom procedures did not deviate from the normal routine for either group, except that the members of the experimental group were absent from their classrooms for one-half day each week for the therapy session.

Treatment of data

Individual and group data were collected. The individual data consisted of chronological age, mental age, reading age, scores on two tests of reading comprehension, two tests of reading vocabulary, and two tests of personality adjustment, as well as differences between pre-test and post-test scores for both the reading and personality tests. In addition tape recorded interviews of individual sessions were transcribed. These data were used to provide

illustrations of the therapy experience and its influence on personality and reading scores. The group data consisted of the mean scores on both groups on the personality and achievement tests. The "t" test was used to determine the significance of difference between the means of the experimental and control groups in relation to changes between pre-therapy and post-therapy measures on both reading and personality scores. The rank-correlation method was used to test the relationships between the personality changes and reading changes in both the experimental and control groups.

This chapter has set forth first, a statement of the problem; second, some of the causes of the problem as perceived by educators and psychologists; third, the various attempts that have been made to solve the problem; fourth, justification for working on the problem established in the light of the inconsistencies of previous studies; and finally, a brief outline of the methodology. Chapter II will summarize a portion of the literature that deals with two of the basic assumptions of the study, namely: one cause of reading retardation is personality disturbance, and some retarded readers have personality problems. Chapter II will also review in detail the studies that have attempted to effect positive change in personality and reading performance. Chapter III will discuss the methodology of the investigation, Chapter IV the theoretical framework underlying the therapy, Chapter V the data and the treatment of the data, and Chapter VI the conclusions and implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE DEALING WITH THE RETARDED READER

There is probably no other area of school life that has been so thoroughly investigated and written on as that of the retarded reader.

Because of the preponderance of literature on the subject it has been necessary to confine this review to the scientific studies and literary reviews that deal with three aspects of the subject: 1) studies in which the relationship between reading retardation and personality disturbance is not considered; 2) studies and reviews which conclude that there is a relationship between the two but are not in agreement over whether emotional disturbance is cause, result or concomitant to reading retardation; 3) studies and reviews which conclude that emotional disturbance is only one of many factors in the reading retardation picture; 4) in addition to the above, research in two areas of play therapy will be reviewed. First, the investigations that have been made to explain the process of play therapy, second, the investigations that have been made to determine the influence of play therapy on reading achievement, and third, the influence of play therapy on personality adjustment.

I. Studies in which the relationship between reading retardation and personality disturbance is not considered.

In the first category are found studies of remedial reading programs in which positive results were obtained when no consideration was given

to the emotional factors. This category also contains studies of poor and good readers in which the problem was to determine the personality maladjustment in each group.

Remedial reading programs are set up for diagnosis and treatment of reading difficulties. Treatment is given in terms of individual needs and may consist of help in increasing word knowledge, improving word perception, developing speed in comprehension, or training in oral reading. The emphasis is on the acquiring or improving of skills. Improvement has been shown in any one or all of these areas after a period of instruction.

The investigations of Bond and Fay (10) and Trimmer and Corman (69) are typical of many studies which do not deal with the problem of personality disturbance but attack the reading problem directly. Bond and Fay present evidence of a remedial reading investigation carried on by the clinic at the University of Minnesota. Twenty-three children, one girl and twenty-two boys, ranging in age from eight years to thirteen years and six months, attended a remedial reading program for two hours daily during a five week period. A thorough diagnosis was made of each child's difficulty and a program of remedial instruction planned and carried out for each child. The average gain for all the pupils was .50 of a school year or 5.0 school months. The gain expected on the basis of past experience was 1.0 school month. Thus the group gained five times as much as their previous achievement indicated they could be expected to gain.

Trimmer and Corman carried on a remedial program with a group of non-readers for a two-month period. The medial gain was .6 of a grade. This represents a gain of .4 of a school grade over what would be considered normal for the two-month period.

Wilking (70) questions the assumption that poor readers invariably display emotional maladjustment. In a consideration of investigations reported before 1940 he concluded that:

Much more study of the problem is necessary before definite conclusions can be drawn concerning the role played by personality as a causative factor or even as an accompanying factor in reading disability.

Witty (71) concluded from the findings in his comparative study that "The assumption that the poor reader is invariably a problem in personality adjustment is not warranted." In studies carried on at Northwestern University he found that 50% of 100 poor readers in grades 3 to 6 showed personality problems and 42% of 100 poor readers in grades 7 to 9 showed personality problems. It can be seen that only approximately one-half of the poor readers in these groups were classified as cases of emotional maladjustment.

II. Studies and reviews of studies in which a relationship is found between emotional disturbance and reading difficulty.

Some of the investigations in this category are concerned with emotional disturbance as a causal factor; others investigate emotional difficulty as a result of reading difficulty; still others treat it as a concomitant to reading difficulty.

Redmount (54) reports the results of a remedial program for 24 children experiencing difficulty in reading. The age range was 8 to 18 years and the grade range from two through twelve. At the end of a six-week period 48% of the pupils made varying degrees of improvement. Twelve per cent received reduced scores. Personality and reading changes in

scores occurred in the same direction in 75% of the cases. It was concluded that progress in these two areas is more or less closely related.

Ellis (14) also found that there was a relationship between emotional factors and reading difficulties. He carried on a study with 100 children who were retarded readers. He wanted to determine which of several variables were most closely associated with reading gains. As a result of a program which lasted throughout the school year, he found significant coefficients of correlations between reading gains and (a) the amount and quality of remedial reading tutoring afforded the child, (b) the intelligence of the child, (c) severity of the psychiatric disability as diagnosed, (d) the child's age at the time the reading disability was diagnosed. The evidence also showed that:

Both educational and emotional factors seem to be of vital importance in the etiology of reading disabilities and that the most effective attack upon them must be made on a concerted educational-emotional basis.

Blanchard (8) from the point of view of the analyst states that reading difficulties are the results of limitations in instinctual drives. She differentiates two types of reading difficulties: 1) the non-neurotic who develops emotional conflict largely out of an inability to learn to read, and 2) the neurotic whose reading difficulty is a symptom of and stems from his emotional conflicts. She arrived at the above conclusion after considerable work in a psychoanalytic setting. Her case studies point out that reading problems and emotional disturbance are closely associated.

Further case studies in the clinic by Sylvester and Kunst (66) conclude that poor readers should be looked upon as emotional problems.

They state:

It is our conclusion that the disturbances in reading are disturbances of the exploratory function and that symptomatic treatment by pedagogical methods is not enough. It is our impression that where tutoring succeeds it does so because the tutor intuitively has met some of the emotional requirements presented by the child.

Thirteen children were included in this study, two children receiving therapy and eleven reading tutoring.

At the same time that the analysts were coming to their conclusions educators also were making similar statements as a result of their studies. Gates (21) concluded in a review of investigations in this area that reading difficulty may be caused by personality maladjustment, or result from it or may be accompanied by it. He estimated in 1941 that among cases of very marked specific reading disability, about 75% will show personality maladjustment. Of these the personality maladjustment is the cause of the reading defects in a quarter of the cases, and an accompaniment or result in three-quarters.

In 1947 Russell (59) made a review of the educational literature of the past ten years and stated:

There tends to be an emphasis on the relationships between emotional and adjustment factors in all learning. Failure in school is frequently associated with emotional disturbances as well as unfortunate adjustments to school, to teacher and peers.

Gann (19) made a comparative study of average, good, and poor readers and found that the poor readers were emotionally less well adjusted and less stable than the good and average readers. She concluded that the retarded reader should be considered as a personality problem as well as a learning problem.

Gray (25) came to a similar conclusion as a result of his review of the literature:

In case the child does not meet the demands set with respect to reading, there is an excellent opportunity for the beginnings of an inferiority complex and the failure to attain efficiency in reading makes possible between teacher and class, between teacher and individual pupils and the entire class tensions which may lead to a serious consequences.

As a result of a review of 31 studies Zolkos (73) reports:

Reading problems stem from emotional, social and physical immaturity. They are symptoms of unmet needs. On the other hand, difficulty or failure in reading may lead to such a degree of fear conditioning that the sight of reading material causes a disorganized emotional response which further inhibits concentration, perservance and motivations.

There is no doubt in Strang's (64) mind about the presence of maladjustment in poor readers. She points out that there is clinical evidence to show that behavior difficulties either decreased significantly or disappeared altogether when the individual made improvement in reading.

Norman and Daley (51) report a study made of a group of forty-two superior readers that were compared with forty-one inferior readers. Both groups were composed of sixth grade boys from middle class schools and had comparable mean intelligence quotients. They were given the California Test of Personality in order to ascertain differential patterns of personal adjustment. An analysis of variance revealed no difference in pattern but superior readers achieved significantly higher adjustment scores on all parts of the test.

Grau (23) carried on studies with non-readers using the case study method and concluded that many reading difficulties can be and are caused by emotional states and vice versa, such as, "an appalling feeling of

insecurity and a feeling of inability to make the grade."

The following conclusions indicate that there are some general types of emotional reactions exhibited by children who have reading difficulties. Sherman (62) after a psychiatric study of poor readers concluded that the most common reactions were:

. . . indifference to failure with compensatory interests in other areas; withdrawal efforts; antagonism to academic problems with defense reactions; and refusal to improve reading as a bid for further attention.

In a review of studies Gates (21) points out that children with reading problems maintain consistent behavior patterns that indicate, ". . . nervousness, withdrawal, aggression, defeatism and chronic worry." In another review of studies Monroe and Backus (48) found,

. . . aggressive opposition, withdrawal, either astruancy or indirect as in daydreaming; compensating mechanism; defeatism; and hypertension with anxiety and nervous mannerisms,

while intensive case studies by Blanchard (8) revealed daydreaming, seclusiveness, lack of interest, "laziness," inattention, absentmindedness and sensitiveness. Hardwick (36) notes in her article that children with reading difficulties are "timid and manifest feelings of inferiority," while according to Challman's (12) study about one-fourth of all poor readers are able to compensate for reading failures and do not develop personality problems, others show "nervousness, withdrawal, aggression, defeatism, or become chronic worriers who are always afraid they will fail." Witty and Kopel (72) state that 50% of the children in their studies manifest personality problems such as, ". . . nervous and excitable behavior, slow, indifferent and recalcitrant reactions, timidity and withdrawal." Gann (19) concluded after a study that involved thirty-four

poor readers that,

. . . poor readers are emotionally less well adjusted and less stable; that they are insecure and fearful in relation to emotionally challenging situations and that they are socially less adaptable in relation to the group.

III. Studies and reviews of studies in which emotional disturbance is found to be only one factor in reading difficulty.

The following studies conclude that emotional disturbance is only one factor in reading difficulty and are particularly concerned with the home and the school as contributing causes of both reading and emotional problems.

There seems to be a growing opinion that there is more than one factor involved in reading retardation. Ellis (14) studied one hundred cases referred to a clinic and concluded:

. . . that there are emotional factors in many, if not in all cases of reading disability, and these factors are inextricably linked with education, intelligence and other considerations.

Ellis suggests that treatment involves "the total personality of the child rather than some set of particular sensory or intellectual factors."

Robinson (55) reports a very extensive study in which she was a participant. A social worker, a psychiatrist, a pediatrician, a neurologist, three ophthalmologists, a speech specialist, an otolaryngologist, an endocrinologist, a reading specialist and a psychologist (Robinson) all studied the effects of a remedial program on twenty-two severely retarded readers with intelligence quotients between 65 and 137. She reports:

Social, visual, and emotional difficulties appeared most frequently as causes of poor progress or failure in learning to read. Inappropriate school methods, neurological difficulties and speech or functional auditory difficulties appeared less frequently as causes of deficient reading.

Jackson (37) studied 300 advanced and 300 retarded readers and found that, "The causes of reading ability or disability are many and intertwined rather than individual and isolated."

The influence of the home seems to be a very important factor in the lives of retarded readers. In some studies it seems that the home conditions are causal. Preston (53) worked with one hundred children, 72 boys and 28 girls who were reading failures. Parent interviews and child interviews were conducted, to determine the effect of failure in reading upon the child's security in the home, in school and among his peers. A control group of 67 good readers was used. Preston concludes:

Reading failure causes not only a blighting insecurity in the school world which gives rise to serious maladjustment in personalities of these children, but more serious still, home security, the most precious to any child, is undermined to an unhealthful sometimes pernicious degree, and brings forth even greater maladjustments in the personalities as they are warped, twisted, and scarred by severe unrelenting treatment.

Missildine (47) studied thirty normally intelligent children with reading difficulties. He studied the influences surrounding the children and found that many had home influences that were detrimental to the personality development of the child.

Schubert (60) reports on a study in which comparisons were made by eighty teachers on the best and poorest reader in respect to twelve items. It was found that the poor reader is more frequently (a) male, (b) physically and emotionally immature, (c) a discipline problem, and (d) more apt to come from a broken home.

Bouise (9) compared the emotional and personality problems of thirty, seventh grade retarded readers with twenty-eight superior readers, using questionnaires and case histories. She attempted to find out the extent

to which emotional and social problems were causal factors in reading retardation. She found that:

A majority of the children with reading problems were also children with severe home problems or serious behavior problems or both, and they invariably felt insecure both at home and school.

Bouise also stressed the fact that emotional problems may be either a cause or a result of reading retardation.

In a recent paper Fabian (15) summarizes some of the feeling about the role of the home in the retarded reader's life.

. . . The child brings his family to school. Society, through the teacher, is then given its first opportunity to take inventory of the family's work. The way in which the child relates to his classmates, teachers and other adults in the school, his ability to adjust to new situations, to compete and to master, these reactions, attitudes, prejudices, and habits are patterns that have already been laid down prior to his school enrollment. The way in which the child learns has already been established.

In a recent study reported from Sweden, Malmquist (43) gave reading tests to 399 first grade children in various districts in Sweden. Among the factors that seemed to differentiate good from poor readers were the following: 1) intelligence, ability to concentrate, persistence, self-confidence and emotional stability, 2) spelling ability and visual perception, 3) social status of the parents, 4) teaching experience of the child's teacher.

IV. Studies in the research on play therapy.

The final category deals with research in three areas of play therapy - 1) the process of play therapy, 2) the influence of play therapy on reading achievement, and 3) the influence of play therapy on personality adjustment. In the second area are found some investigations in which

play therapy alone is considered an effective measure in influencing reading achievement, while others combine play therapy with remedial reading programs and still others use a therapeutic approach to the teaching of reading.

Educators, psychologists and psychiatrists have been interested in the process of play therapy as a means of helping the retarded reader.

Pearson (52) makes the statement that:

In recent years psychologists and educators tend to regard the majority if not all of the children who seem to have difficulty in learning their school work as suffering from neurotic problems and to refer them to child psychiatrists and child psychoanalysts.

Kunst (39) would substantiate this statement, for she says, "I view marked reading failure as a symptom of a general personality disturbance and I attempt to treat the child for the emotional disturbance."

Spache (63) studied the personality characteristics of retarded readers and found a consistent pattern that distinguished retarded readers from a normative group. He states, "Retarded readers appear to be significantly more aggressive and cocky, significantly less insightful and less apt to accept or acknowledge blame." Spache is one who feels that the retarded reader "is a candidate for play therapy or some other psychotherapeutic approach."

The question now arises, how can play therapy help the retarded reader? If the retarded reader has personality difficulties, the assumption is that in alleviating the personality problems the child's capacities will be "freed" to be utilized in the reading process. How does this take place? What is involved in the play therapy process? Three studies have

been reported that deal with this process.

In 1946 Landisberg and Snyder (40) attempted to analyze and find out by an objective approach what actually took place in play therapy. After analyzing the protocols of the children in the study they reported that the children's activity increased during the last three-fifths of therapy, that a release of feeling was found during therapy, that 50% of the children's actions and statements during the first two-fifths of treatment were devoted to emotional release and that this figure rose to 70% for the last three-fifths of the process, that negative feelings increased in frequency, that the major part of the children's feelings were directed toward others and not toward themselves nor the therapist.

In 1947 Finke (16) studied the changes in the expression of emotion-alized attitudes in six cases of play therapy. In her investigation she concentrated on expression of feelings, for she believed that such expression was indicative of the child's changing emotional reactions resulting from play therapy. She concluded that there were three stages in the change. At first the child is either reticent or extremely talkative. During this phase he explores the playroom and if aggression is shown at all it is exhibited at this time. In the second stage, if aggression is shown in the first stage, it now lessens and imaginative play takes its place. In the final stage an attempt is made to establish a relationship with the therapist.

From these studies it was shown that children's attitudes changed during therapy and that it is possible to report the changes in an objective manner.

In 1952 Lebo (42) studied the relationship between the responses made by the child and his chronological age. He found that chronological age did seem to account for some trends in the statements made by the children. He reports that as the child became older, he was less interested in telling the therapist his decisions, that he spent less time in testing limits and made fewer attempts to draw the therapist into his play.

The chief conclusions drawn from these studies by this writer is that the process of play therapy can be objectively measured, that children's emotional expressions do alter during therapy, and that there seems to be some relationship between the chronological age of the child and the manner of his expression.

From these conclusions established it would seem that such change in emotional expressions might have some effect on the child's personality difficulties, and this effect in turn might make it possible for him to overcome his reading difficulties. Axline (3) was the first one to make such a study testing this conclusion. In 1947 she studied the effectiveness of nondirective play therapy on the reading achievement of 37 second grade children who were poor readers. She worked within a school system and devised a program that provided opportunity for expression and release of repressed feelings. The program included, in addition to reading, creative dramatics, art and play experience. The children joined the groups only if they wished to do so. The program was in charge of a teacher-therapist and lasted for one semester. The results of reading and intelligence tests which were given at the beginning and at the end of the

semester were analyzed. Axline concluded that the therapeutic approach had been helpful. Some of the children showed significant gains in intelligence and although Axline made no attempt to measure objectively any change in the children's adjustment, many of them seemed to improve in this area.

The first study to measure objectively changes in personal adjustment resulting from nondirective play therapy was reported by Fleming and Snyder (18) in 1947. They worked with a group of children from a Children's Home and employed a control group. Measurable changes in adjustment took place, with girls showing greater improvement than boys, and girls showing more change in personal than in social adjustment.

In 1954 Seeman and Edwards (61) were concerned not only with quantitative changes in emotional adjustment but also with changes in reading performance. The experimental design included: (a) identification of children ranking low in personal adjustment and in reading achievement, (b) provision of an experience therapeutic in intent, (c) measurement of the effects of the experience on personal adjustment and reading performance, and (d) provision of adequate controls so as to rule out alternative explanations of the experimental outcome. Thirty-eight children who ranked low in both the Tuddenham Reputation Test and the Gates Reading Survey were selected for the study. The children were paired with reference to score similarity and one of each pair was assigned to the experimental group and the other to the control group. After the groups were selected the Rogers Personality Test was administered to the children in both groups. At the end of the study the Rogers and the Gates tests were given again to both

groups. A teacher-therapist met with the groups of 4 to 7 children for one-half hour daily. The children could use the time as they wished in talking, reading, making puzzles, drawing or just sitting. The average number of sessions for each child was 67 over a four-month period. The results showed that the experimental group scored significantly higher in reading than the control group. However, the experimental group was more maladjusted at the end of therapy than was the control group. The increase in severity of disturbance was explained on the basis that perhaps therapy ameliorated the conflict about school without a more generalizing effect or that in a four-month therapy period one might expect a tendency to become more disorganized as an initial step in the therapeutic process, since children in therapy might appear to become worse before they improved.

Bills (6) conducted two studies in which he investigated the effects of play therapy on retarded readers in which he was concerned only with measurable changes in reading improvement. The first study included children who were severely maladjusted, and the second included children who were well adjusted. In the first Bills combined a program of individual and group therapy for slow learners in the third grade. The study involved three periods of six weeks each: (a) control period, (b) therapy period, and (c) a period in which to assess the cumulative effects of therapy. Intelligence and reading tests were administered to eighteen children, and on the basis of these tests four children were chosen with high intelligence quotients and four with average intelligence quotients. All showed a negative discrepancy between mental age and reading age. Each child was

given individual therapy once a week over a three-week period and a combined group and individual therapy experience for the following three weeks. Two controls were employed in this study, the experimental group themselves and the remaining ten children in the class. The results indicated that the gains of the therapy group in the first and second periods of the study were significantly different and that the therapy group made a significantly greater gain in the therapy period than it did in the control period. As a result Bills concluded that:

1. "Significant changes in reading ability occurred as a result of the play therapy experience.
2. "Personal changes can also occur in nondirective therapy in as little as six individual and three group play therapy sessions and
3. "There appears to be no common personality maladjustment present in the group of retarded readers."

Since the design of the first experiment of Bills did not permit the conclusion that the treatment of the maladjustment was connected with the increased reading ability, he set up his second study to test the hypothesis that significant increases in the reading ability of retarded readers who exhibit adequate emotional adjustments occur when they are given nondirective play therapy. Bills (7) then concluded that if he could prove this hypothesis the changes he noted in the first study could be attributed to the treatment of the emotional maladjustment exhibited by the children.

The children in his second study were eight well adjusted third grade children who were retarded in reading. The tests used to determine the degree of adjustment of each were the Rorschach and TAT records. The design was similar to his first study using three periods of six weeks each.

The group was tested with the Stanford Achievement Test on the first day of the therapy period, and on the first day of the third period and again at the end of the therapy period. During the therapy period, each child was given individual and group therapy on the same basis as in the first study. The data indicated that the gains in reading, spelling and arithmetic do not differ markedly in the three periods of the study. Bills concluded that, "The gains in subject matter ability which accompany psychotherapy are directly proportional to the amount of emotional adjustment present in the child."

In neither study did Bills concern himself with any kind of reading materials. Axline and Seeman and Edwards combined special reading experiences with a therapeutic approach. The reading experiences were a part of the therapy program and could not in any way be called remedial reading. However three recent studies, Fisher (17), Mehus (46) and Roman (58), report combined therapy and remedial reading programs.

Fisher used a therapeutic approach in working with twelve children in an institution for delinquent boys. Six boys received therapy in addition to remedial reading while the remaining six received remedial reading only. All were tested with the Wechsler Intelligence Scale and the Gates Advanced Primary Reading Tests. At the end of the period of six months an alternate form of the Gates Advanced Primary Reading Tests was administered to both groups. The final results indicated that the group which received psychotherapy in addition to remedial reading showed the greater improvement in reading ability.

Mehus describes her work with four children with whom she used either

therapy alone or remedial reading alone or a combination of both, depending on the child with whom she worked. Mehus believes that:

A pattern of anxiety, discouragement, and passive adaptation to a learning situation is commonly found in children who have reading difficulty. The emotional drive and control needed to motivate their desire to learn and to activity are dormant or lacking. The child needs situations where he is free from threat and where he is given an opportunity to experience success. The purpose of giving reading help in clinical setting is not to continue treatment until the child is reading up to his ability, but only until he is emotionally ready and has sufficient reading facility to avail himself of school instruction and/or self help.

Roman worked with twenty-one boys who had been referred to a Treatment Clinic for delinquents. The boys were divided among three groups. Group I received group remedial reading. Group II received tutorial therapy. Group III received interview group therapy. The purpose of the study was to evaluate a new form of treatment for use with delinquent boys who were retarded in reading. Roman concluded that both remedial reading and psychotherapy are insufficient by themselves but that a combination of the two is desirable. Roman reports:

Tutorial group therapy affected greater improvement in psychosocial adjustment than either group remedial reading or interview group therapy. Tutorial group therapy resulted in improved reading ability and the tutorial therapy group showed a greater tendency toward improvement (though not statistically significant) than did the remedial reading group or the interview therapy group.

One final study by Dorfman (13) deals only with the change in personality after play therapy experiences. Dorfman tested the hypothesis that, "Personality changes occur during a therapy period which do not occur in control cases." The design also implies two subsidiary hypotheses: (a) that therapy can be conducted by an outsider in a school setting; (b) that child therapy is possible without parent therapy. The experi-

mental design included two types of control: first, the own-control method, and second, a separate control group method. The experimental group was studied over a thirteen-week interval prior to therapy thereby making it possible to determine the changes during the pre-therapy period but also to compare the changes during pre-therapy and therapy periods.

The therapy group consisted of seventeen children selected according to four criteria: (a) the teacher's judgment that the child was maladjusted in his class; (b) the school principal's concurrence of (a); (c) the consent of at least one parent; (d) age limits of 9 to 12 years. The control group was matched for age, sex and test scores. Three personality tests were given: the Rogers Test of Personality Adjustment, the Machover Human Figure Drawing Test, and A Sentence Completion Test based in part upon versions published by Rohde, Rotter, and Willerman and Shor. All seventeen children were seen in weekly therapy sessions for a period of ten weeks. If they wished to continue after that period they could do so. The maximum time allowed was one school year. The average length of therapy was nineteen sessions. One year after the study fifteen of the seventeen children were asked to write to the therapist telling what they remembered of the sessions and how they were currently getting along. In her conclusions Dorfman noted that:

On the Rogers Test, certain therapy improvements reliably greater than those of the pre-therapy period and of the separate control group. While the process of change did not continue in the follow-up period, the gains of therapy were maintained. Gains were also found in the Sentence Completion Test. The gains were shown during therapy and these were reliably greater than those of the pre-therapy interval and the separate control group. The general conclusion is that, reliable test improvements occur concomitantly with a series of therapy sessions. Therapy does not start a process of

change; therapy improvements occur without parent counseling; projective test improvements appear greater than those on an objective test; therapy gains are not proportionate to the number of sessions.

Criticism of the Literature

The literature on the subject indicates that in some cases there is a relationship between reading retardation and emotional disturbance. A close examination of the evidence points up certain weaknesses in the conclusions which may account for the lack of agreement on this point. For example, in many of the comparative studies there is no adequate differentiation between "good" and "poor" readers. Sometimes the criterion was the relative ranking within the group, Gann (19); more often the "good" and the "poor" were determined by a score on the standardized reading test without any consideration for the child's capacity as measured by his mental age [Jackson (37), Schubert (60), Bouise (9)].

Noteworthy also are the investigations made by the clinicians [Gann (19), Blanchard (8)], who tend to emphasize the severity of the personality disturbance, and the educators who tend, on the other hand, to be more concerned with the educational aspect of the problem [Gates (20), Witty (71)].

There is some confusion in the literature over what may be considered causal factors in reading and symptoms of maladjustment. Grau (23) indicates that many reading difficulties can be and are caused by emotional states, such as "an appalling feeling of insecurity and a feeling of inability to make the grade," while Gates (20) points out that children with reading problems maintain consistent behavior patterns that indicate,

"nervousness, withdrawal, aggressions, defeatism and chronic worry."

A wide variation exists among the studies cited in the way in which personality maladjustment is determined. The variation ranges from teacher judgment which may be quite unsound, through group psychometric devices which are designed to give only a very gross type of detection, to the individualized Rorschach and TAT records. Such variation in methods of determining maladjustment must without doubt not only affect the variation of the results, but also minimize the validity of the results as well.

Norman and Daley (51) and also Preston (53) report studies in which no controls were used. These studies are of limited value because normal readers may and often do reveal the same characteristics that are found in poor readers.

The studies that employed remedial reading as a means of studying its effect on retarded readers [Bond and Fay (10), Trimmer and Corman (69)] claim results without dealing with the emotional factors of the children. The relationship between the remedial reading teacher and the child may have had as much to do with the improvement shown as the instruction given.

There is a growing opinion that personality is an inevitable part of reading difficulty, yet Bills conducted a study in which he selected retarded readers who were well adjusted, and concluded that lack of reading improvement was due to the favorable adjustment factor in the children.

Summary and Conclusions

From over one hundred studies in the field of personality maladjustment and reading difficulties the writer has selected those which point up the major emphases in this study. Some of the studies have been summarized in general reviews covering a number of years. The research reports have utilized case studies, comparative studies, inventories and questionnaires. Remedial reading approaches and therapeutic approaches were used as means of investigating the problem. In conclusion it should be noted that there is fairly general agreement, that there is a relationship between reading difficulty and emotional maladjustment. There is however no agreement concerning the occurrence of emotional disturbance in cases of reading difficulty. The statements vary from those that say all reading difficulty assumes emotional difficulty to those that state there was little or no relationship between the two. Some of the investigators agree that there is more than one contributory cause for reading difficulty and that the parent and teacher are in many cases responsible not only for causing the difficulty but also for making cure impossible by their constant reminder to the child of his failure. There are many emotional symptoms of reading difficulty. In some cases they may be the cause, in some the result, and in others concomitant to the difficulty. From the comparative studies it was found that there is no personality trait that is especially peculiar to either poor or good readers.

Some children are able to read in spite of possessing characteristics of the poor reader. A few good readers are found who have poor vision,

poor hearing, emotional instability, and who come from environments which would appear to be detrimental to reading. In addition, many survive very poor teaching. As there is no single cause of reading difficulty; neither is one factor alone sufficient to inhibit the reading process because each child reacts to the difficulty in his own way. Finally the studies point to the conclusion that children with reading difficulties are found in all kinds of home backgrounds, personality types, and emotional patterns.

The research in this paper in the area of play therapy gives some information on the changes in reading achievement, and in personality. There is evidence that changes are facilitated and influenced by therapy experience. The studies also convey something of the nature of play therapy, the process, the child's behavior, the therapists' behavior and the therapeutic relationship.

This chapter has summarized a portion of the literature that deals with the basic assumptions of the study, namely: one cause of reading retardation is personality disturbance; and, some retarded readers have personality problems. This chapter has also reviewed the studies that have been made in attempting to effect positive change in personality and reading performance. The next chapter will discuss the method and approach used in this study to determine the effects of play therapy on personality change and reading performance.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

In order to test the hypothesis that play therapy experiences modify personality and reading performance, the following procedures were included in the methodology of the investigation: 1) selection of children who met the criteria of normal or above normal intelligence quotient and reading achievement below grade level, 2) provision for play therapy experiences for the experimental group, 3) measurement of the effects of this experience on personality adjustment and reading achievement, 4) provision for controls in order to rule out alternate explanations of the experimental outcome. These points are considered in greater detail below.

Selection of groups and tests used

The 26 children in this experiment were drawn from the third grade classes of seven schools within the Royal Oak (Michigan) School System. The children were selected on the basis of the mental age scores and reading age scores obtained on the California Test of Mental Maturity (67) and the California Achievement Tests (68) which are administered to all third grade at the beginning of each school term.

The mental age score is determined from the California Test of Mental Maturity which yields a years-and-months estimate of the amount of general intellectual growth that has occurred. The test measures: (a) the predominantly verbal skills and (b) the less academic and less environmentally

influenced aspects of intelligence; that is, abstract reasoning, spatial relations, mechanics and non-verbal logic. The total of these two scores gives the mental age. The mental age score was used also to determine the intelligence quotient of each child. In all cases the mental age was either equal to or above the chronological age. This criterion is used to rule out the possibility of mental retardation as an explanation of the children's inability to learn to read.

The reading age score is determined from the California Achievement Test. This is a battery of tests which yields a grade level score for reading, arithmetic, mechanics of English and spelling. The reading age score yields a reading grade placement for each child. The test is divided into two parts: (a) reading vocabulary which determines the child's skill in answering questions on the content of given reading matter. The average of these two scores gives a reading grade placement for each child. The actual grade placement is the grade level of the class to which is added a fraction to allow for the approximate one-tenth of a year that has elapsed by the time the tests are taken.

In order to determine the discrepancy between the reading grade score and the mental age, it is necessary to convert the reading score into an equivalent years and months score by reference to grade placement and age norms as found in the California Achievement Tests Manual. Reading retardation has already been defined as reading performance below expectations for a given mental age.

Forty-five children with normal or above normal intelligence quotients were found to fit the definition for reading retardation and were then

eligible for the experiment. Parent cooperation was the next consideration. Thus, it was necessary to contact the parents of all forty-five children in order to determine their interest in and their ability to cooperate in the experiment. The principals of the schools involved, who undertook this task, found that the parents of twenty-six children were willing to allow their children to participate in the experiment.

To participate meant 1) to be willing to drive the child once a week for sixteen weeks to the Merrill-Palmer School (Detroit), some fifteen miles distance from Royal Oak; 2) to attend an initial and final interview; 3) to look on this study as an experiment with no "promise" of results.

By the method of random selection, thirteen children were assigned to the experimental group and thirteen to the control group. After the groups were established, the Rogers Test of Personality (57) was administered to the twenty-six children in groups of from four to six as directed by the test instructions. The Rogers Test of Personality Adjustment is a standardized objective-type paper and pencil test yielding five indices of maladjustment: Personal Inferiority, Social Maladjustment, Family Maladjustment and Total Score. Intended to cover an age range of from nine to thirteen, the test's questions are so arranged that the child may put check marks or numbers by those answers which are true for him. The personal inferiority score "indicates roughly the extent to which the child thinks himself to be physically or mentally adequate." The social maladjustment score "attempts to measure the child's group adjustment or maladjustment, that is, the extent to which he is unhappy in his group contacts, poor at making

friends, poor in the social skills." The family maladjustment score "measures the amount of conflict and maladjustment which the child shows in his relations with his parents or siblings." The day-dreaming score is disguised to measure the extent of the child's fantasy life. The total score as well as each index of maladjustment is classified in a "low," "average," or "high" score. The lower the score the "better" the degree of adjustment. On total scores, "low" averaged below 33, "average" ran from 33 to 43, and "high" was 44 or above.

Treatment of Experimental Group

Weekly individual sessions were scheduled for the 13 children in the experimental group. Following the therapeutic principles of Frederick Allen, Virginia Axline, and Clark Moustakas, the writer conducted the sessions in the playroom of the Merrill-Palmer School Counseling Service. At the beginning of the initial session, the writer told the children that they had been referred to her by the principal of their school because of their reading difficulties; that the therapist was not going to teach them to read, but reading materials were available if they chose to use them; that they were free to use the play materials in any way they wished; and finally that the time allotted for each session was forty-five minutes and that the sessions would be held once a week for a total of sixteen weeks.

A wide variety of play materials was provided in the play room. Wood-working tools - hammer, saw, brace and bit, plane, and a file - along with a large assortment of different sized wood-ends were of particular interest to some of the boys. The girls found the dolls, doll house, doll furniture,

farm animals and puppets of special interest. Shared by boys and girls alike were guns, knives, swords, darts, the punching bag, the punching come-back toy and the art materials - finger paints, easel paints and clay. Toys used less frequently by the children included soldiers, cars, trucks, sand box, water, drums, xylophone, balloons, and blackboard. The way in which the materials were used and the therapeutic process will be discussed in Chapter IV.

Illness of parent or child prevented complete attendance at all sessions. Two attended 16 sessions, five attended 15 sessions, one attended 14 sessions, four attended 13 sessions and one attended 12 sessions. All the sessions were tape recorded.

Treatment of data

The pre-test reading data for the experiment which began in February, 1959 was based on the California Test of Mental Maturity and the California Achievement Tests that were administered in October, at the beginning of the 1958-59 school year by the classroom teachers. The post-test reading data were based on the scores obtained from the reading section of the California Achievement Tests which was administered by the classroom teachers, or by the principals of the schools involved in the study.

The chronological ages of the twenty-six children, seven girls and nineteen boys, ranged from seven years, nine months to ten years, the mental age ranged from eight years, two months to eleven years, the intelligence quotients from 99 to 130. The reading age ranged from 1.8 to 3.3 while the reading discrepancy varied from 4 months to 3 years and 11 months.

The pre-test personality data for the experiment were based on the Rogers Test of Personality Adjustment that was administered in February, 1959 at the beginning of the experimental period. The post-test personality data were obtained from the scores on the same test administered at the end of the sixteen-week period. The test was administered by a graduate psychology student at the Merrill-Palmer School. The pre-test scores ranged from 67 (high) to 28 (low).

It may be seen that the California Achievement Test served two purposes: it afforded scores against which retests were checked, and it formed a criterion by which subjects were selected for treatment. The Rogers Personality Test also afforded scores against which retests were checked, but did not form a criterion for selection.

In order to determine the possible existence of significant initial differences between the experimental and the control groups in relation to intelligence quotients, personality adjustments and reading discrepancies, the pre-test data scores were treated statistically using the "t" test. No significant differences were found.

The post test data scores were treated statistically using the "t" test in order to determine the significance of the differences of the means between the experimental group and the control group on the basis of changes between pre-therapy and post-therapy measures on both reading and personality scores. The rank-correlation method was used to test the relationship between the personality changes and the reading changes in both the experimental and control groups.

This chapter has described how the groups were selected, what tests

were used and how they were administered, how the experimental group was treated, and finally how the data were treated.

The following chapter will outline some of the therapeutic principles of Allen, Axline and Moustakas in order to provide a frame of reference for the therapy used by the writer. This chapter will also include a description of the way in which the children used the play materials.

CHAPTER IV

THEORETICAL FRAMEWORK UNDERLYING THE THERAPY USED IN THE INVESTIGATION

In Chapter III it was stated that play therapy experiences were given to the children according to the principles of Allen, Apline, and Moustakas. This chapter will discuss the theoretical framework underlying the play therapy experiences. Play therapy has been defined by Allen as a unique growth experience created by one person seeking and needing help and another person who accepts the responsibility of offering it. There are two underlying assumptions in this definition: 1) the human being has the power to grow; and 2) growth is dependent upon a relationship.

Many personality theorists have advanced the notion that there is within man a force that drives him to attain maximum growth. This force has been named by Goldstein (22) as the drive to self-actualization, by Rogers (56) as the drive to self-realization. Whatever the name, it is agreed that every individual strives to bring to fulfillment his unique self. Maslow (44) asserts that it is essentially "good." Duber (11) believes that it is neither "good" nor "bad" but "neutral" holding within it the potentiality for good or bad depending upon the interaction of the self with environmental conditions. Sometimes conditions interfere with the striving for growth, and the self becomes restricted or disturbed.

Moustakas (50) says:

The disturbed child has been impaired in his growth of self. Somewhere along the line, he began to doubt his own powers for self-development. His faith in himself and his self-reliance have been shattered. He does not trust himself and he does not trust others. He is unable to utilize his potentiality to grow with experience.

Maslow's theory of defense and growth offers an explanation of the cause of this condition. Maslow postulates that every human being has two sets of forces working within him. One force reaches out, tries out one's powers, explores, and experiences; the other holds back, clings to safety, fears independence and separateness. The former is called a growth trend; the latter a defensive force.

The conflict between these two forces is imbedded in the interaction of man with his environment. As Maslow (45) points out:

We can consider the process of healthy growth to be a never-ending series of free choice situations, confronting each individual at every point throughout his life, in which he must choose between the delights of safety and growth, dependence and independence, regression and progression, immaturity and maturity. Growth takes place in little steps and each step forward is made possible by the feeling of being safe, of operating out into the unknown from a safe home port, of daring because retreat is possible. In general only a child who feels safe dares to grow forward healthily. His safety needs must be gratified. Safety needs are prepotent over growth needs.

Only the child himself can make the decision concerning his ability to take the next step forward, since he is the only one who knows what the inner urge to grow means for him. If choice is forced upon him by anything other than his own self, there is confusion between his own judgment and the judgment and standards of others. Since the child is so dependent on the approval and love of his environment, it is sometimes

necessary for him to make a choice in favor of environmental approval even to the extent of losing his own experiential self. Maslow comments further:

If adults force this choice upon him, of choosing between the loss of one vital necessity or another vital necessity, the child must choose safety even at the cost of giving up self and growth.

It is at this point, when the child gives up "self and growth" and "fails to trust himself or to utilize his potentiality to grow," that therapy may be used to provide a relationship which makes it possible for him to rely on his defensive forces, but at the same time to reach out with his growth forces. In reaching out with the growth forces within the therapeutic relationship he may once again find his self.

The therapeutic relationship is perceived by Allen (1) as an "immediate experience;" that is to say that "reality exists in a present." It is this quality of the relationship between therapist and child as it exists in the present moment that helps to initiate the growth process once again. It is up to the therapist and the child to make of that present moment what they will.

The therapeutic relationship cannot be separated from the therapeutic process itself. The child, unlike the adult, does not seek the help he needs, but, because he functions in the immediate present the therapeutic process begins to operate as soon as he comes to the playroom. The child makes no attempt to explain his present behavior in terms of the past, nor does he think of blaming anyone for his inability to grow. Indeed it is doubtful if he is aware of the growth or non-growth of his self. Because he is concerned with the immediate and because play is his natural means

of expression, he finds the play materials a satisfactory medium for getting acquainted with both the therapist and the new situation.

The therapist believes that the child or adult has the ability and the desire to grow. The very fact that the child finds himself in the presence of someone who really believes this, sets the process in motion. The therapist also accepts the child exactly as he is. He accepts the present stage to which the self has developed. He accepts the uniqueness and the child's way of expressing his uniqueness. Through faith and acceptance the child feels understood. He realizes that the therapist is interested in what he is right now. The therapist has no goals set because the uniqueness prevents the establishment of such goals, and because in fact it is impossible to predetermine the kind or amount of growth that can be attained.

"Firm backlog" is a descriptive term for the role of the therapist. The "backlog" supports and is there "waiting" to be used. The backlog does not "do" anything to the child but "waits" for the child to come to it. The therapist knows the child has the capacity to do his own growing, but he needs the support and help of the therapist. Allen states, "Therapy begins when the therapist is brought into a relationship as a supporting and clarifying influence around the patient's need and desire to gain or regain a sense of his own worth."

In the accepting atmosphere the child tries out many ways of perceiving the therapist. He makes many attempts to fit the therapist into preconceived stereotypes. He finds that the therapist is not like his teacher who tells him what to do, or like his older brother who makes fun

of him, or like his parents who expect from him certain standards of behavior. The therapist--to use the expression of one child in her wonderment--is "different." "Who are you?" she said. "Are you a mother? No, you aren't like my mother. Are you a teacher? No--I don't know who you are or what you are--what are you anyway? I guess you are really just you."

In the accepting atmosphere the child also tries out many ways of perceiving himself. In an atmosphere where it is safe he tries out--holding on to his defensive forces--the possibilities of the growth trends in the new situation. He tries out his old patterns of behavior first. Then he becomes bolder and tries out new patterns of behavior. Axline (2) describes the process of "trying out," as "Feeling their way, testing themselves, unfolding their personalities, taking responsibility for themselves--that is what happens during therapy." As a result, old patterns of behavior are seen in a new light; new patterns are accepted or rejected, in light of the values inherent in the situation. The child responds to the challenge of the play therapy situation, that is, the challenge to realize himself, through an awareness of his capacities and his limitations. He comes to see himself in a "new" way. He no longer feels the "inadequate me" but comes to find a "tremendous me;" he no longer thinks of himself as "stupid" but in some situations one of the "bright kids." Thus the acceptance experienced by the child in the therapeutic relationship enables him to perceive himself in terms of what he really is and to realize power within himself to be what he really is.

The levels of feeling in the therapeutic process

Suttie (65) states, "Therapy deals not with ideas and their logical arrangements but with free emotion of an unpleasant character or with its inhibition effects such as loss of interest, seclusiveness, etc." The therapist in dealing with free emotion knows that emotion is a product of human relations. The emotions involve the feeling part of the individual, the feeling part of the self. Negative emotions are manifested in attitudes of hostility and anxiety which lead to many different forms of behavior, such as withdrawal, aggressiveness, anger, or fear. Such behavior is brought into the situation during the therapy sessions.

Moustakas (50) has found a pattern of emotional expression that takes shape as the child explores his feelings about himself, his peers and the adults in his life. When the child finds himself in a situation that is free from external pressures, he is faced with the problem of knowing what to do. He is confronted by his feelings of hostility alone, anxiety alone or a mixture of the two. When hostility predominates, the first phase shows that the feelings are diffuse in character and are expressed in a diffuse manner. This behavior may take the form of violent striking out, running around the room, breaking toys or throwing sand or water. The next phase reveals this behavior in combination with anxiety, that is, the child's anger and fear are mixed. In the third phase, the child expresses a more direct hostility. A particular person, a playmate or a sister or even the therapist himself, may be attacked with great violence. Moustakas points out, "The child expresses and releases these negative feelings in direct ways, and as these expressions are accepted by the

therapist, the feelings become less intense and affect the child less in his total experience." The fourth phase reveals an ambivalence of feelings. The child's complete negative attitudes are mixed to some degree with positive attitudes, for although he may continue on occasion "beating up" a "sister," he may proffer the sister solace afterwards. In the final stage the child expresses predominantly positive attitudes. As one girl said in her final session, "I love my father and my mother and two sisters and even my third sister, a little."

These same phases are seen also in the expression of anxiety. The first phase finds the child withdrawn, frightened and tense. He may be so anxious that it is impossible for him to begin an activity. If he does begin one, he is unable to finish it. He flits from one activity to another without finding satisfaction in any. The second phase may find the child's anxiety becoming more focused. He will express his fears of failing in school or getting a spanking from his mother. This phase is followed by an expression of hostility toward the feared person or object. After the hostility has had an opportunity to be fully expressed, positive attitudes take over and the anxiety becomes milder in its expression. In the final phase the child differentiates his negative and positive feelings of anxiety, clarifies for himself the feelings as they exist and works out a solution for dealing with them in a constructive manner.

It is an over-simplification to name these four phases as separate, distinct and mutually exclusive categories. It must be remembered, as Houstakas says:

The levels of the therapeutic process and the changes in feeling tones are not distinct entities or even always definitely observ-

able. They occur in the child's play and in his emotional behavior, not step by step, but in individually varying sequences. The levels overlap at many points, as do the children's attitudes themselves. On the other hand, they are sequences of the process which can be seen and understood.

The setting

The setting for this study was one of the playrooms in the counseling service of the Merrill-Palmer School in which there are play materials of many varieties. The materials used most frequently by the children were: woodworking tools--hammer, saw, brace and bit, file--and a large assortment of pieces of wood of different shapes and sizes. Also used were the popgun, bows and arrows, darts and board, dolls and dollhouse, punching bag and come-back punching toy, checkers, toy soldiers, sandbox and sand toys, painting easel and brushes, finger paint and clay.

Some of these materials were used to express positive feelings exclusively, others negative feelings exclusively, and still others to express both positive and negative feelings. The sand and the water, for example, provided the means for expressing the child's desire to live on a farm, as he created gardens, pools, houses and animal shelters. Too, the bows and arrows, guns and darts provided the means of expressing a feeling of self-confidence when the child used them to try out his skills. As for exclusive negative feelings, the punching bag and come-back toy were especially useful for bringing out in the child feelings of hostility toward playmates, brothers and sisters. Sometimes the activity was accompanied by verbalizations of the object of hostility; other times the activity in itself was sufficient. Finally, such things as art materials, dolls and dollhouse were used to express both positive and negative feelings. Clay,

being punched and pounded, was sometimes used to give vent to feelings of hostility, and, being molded, to bring out a fear, say, of a devil, a horned creature that "lives down below and gets you if you're bad;" and sometimes it was used to mold a turtle, a snake and a horse. Paints and crayons were sometimes used to release feelings of anxiety about failure in school and feelings of inadequacy in school relationships; sometimes they provided a medium for expressing a child's love for animals and "all living things." The dolls and dollhouse were used to dramatize family relationships. One little girl whose parents are separated played consistently with the mother, father and child-dolls, always involving the family in loving relationships. The dollhouse held so much significance for her that her first activity during every session was to put the house in order. She always referred to the house as "my precious house."

Frequently a child would ask the therapist to engage in an activity with him. This occurred most often in playing checkers. Children who were acquainted with the game and played it at home used the situation to try out their skill against someone who "played fair." One child expressed it, "At home my brother cheats, then I cheat too. A little devil gets inside and tells me to. I shouldn't let him, but I do."

The room provided an atmosphere of quiet and security for the children. This feeling was expressed in words, such as: "I like it here"; "This is a beautiful room"; "This room should be kept clean; I will sweep it up"; "At school I have to do what the teacher wants; here I can do what I want." The room is the child's room, a place where he experienced a sense of belonging and a feeling of joy. "This is a play-work school,

a place where you can have fun and also a place to work, like making things for your mother and father and sisters."

The playroom is a place where the child finds freedom to express his feelings of hostility and anxiety. The expression of feelings, however, is not free from limits. As Koustakas says, "Limits define the boundaries of the relationship and tie it to reality. They remind the child of his responsibility to himself, to the therapist, and to the playroom." There are limits to the way in which some materials are used. Paints, for example, may be used on paper, but not to smear the child's or the therapist's clothing. There are also safety limits which prohibit the child from hurting himself or the therapist.

There are limits in regard to length of session and, in this study, to the number of sessions. Sometimes a child finds it difficult to end an experience which is meaningful for him, and when reminded by the therapist that, "Five minutes remain for today," will reply, "Perhaps that is true in your world, but in my world there are a hundred minutes left." Some of the children found it difficult to accept the limit of sixteen sessions and expressed their feelings by saying, "I wish it didn't have to be the last session," or "I'd like to come here until I'm an old lady."

In the therapeutic setting the child learns that limits exist in relationships and limits exist within his own self. It is an integration of these two facts that allows the child the freedom to grow and to develop the self.

This chapter has dealt with some of the theoretical constructs underlying the therapy used in this study. It has enumerated the materials used in the therapeutic situation. And finally it has elaborated upon

the way in which these materials were used in that situation.

Chapter V will present the quantitative results of the data and examine the extent to which they support the hypothesis stated in Chapter I.

CHAPTER V

DATA, THEIR TREATMENT AND DISCUSSION OF THE FINDINGS

This chapter will deal first with the general data, second with the treatment of the data and finally with a discussion of the results.

General data

Table I contains the chronological age, mental age, intelligence quotient scores, reading age scores, and reading retardation scores of the children in the experimental and the control groups. The data show that the children in the experimental group had a mean chronological age of 8 years 5 months, a mean mental age of 9 years 5 months; the mean intelligence quotient was 110.2, the mean reading age score was 7 years 7 months and the mean reading retardation score was 1 year 7 months. The data show also that the children in the control group had a mean chronological age of 8 years 4 months, a mean mental age of 9 years 4 months; the mean intelligence quotient was 111.2, the mean reading age score was 7 years 8 months, and the mean reading retardation score was 1 year 8 months. The student "t" test revealed that no initial significant differences existed between the experimental and control groups on the pre-test data scores in relation to intelligence quotients, personality adjustment and reading discrepancies.

TABLE I. Chronological Age, Mental Age, Intelligence Quotient, Reading Age* and Reading Retardation** of the Children in the Experimental and Control Groups.

Subject	<u>Experimental</u>									
	<u>C.A.</u>		<u>M.A.</u>		I.Q.	<u>R.A.</u>		<u>R.R.</u>		
	<u>yr</u>	<u>mo</u>	<u>yr</u>	<u>mo</u>		<u>yr</u>	<u>mo</u>	<u>yr</u>	<u>mo</u>	
A	9	- 0	9	- 9	110	7	- 7	2	- 2	
B	8	- 0	8	- 6	106	7	- 8	0	- 10	
C	9	- 7	9	- 6	99	7	- 4	2	- 2	
D	8	- 4	9	- 2	110	8	- 0	1	- 2	
E	7	- 11	9	- 4	117	8	- 4	1	- 0	
F	9	- 1	9	- 0	99	7	- 8	1	- 4	
G	8	- 8	9	- 11	113	7	- 9	2	- 2	
H	8	- 3	8	- 11	108	7	- 6	1	- 5	
I	7	- 11	9	- 5	118	7	- 10	1	- 7	
J	8	- 0	9	- 6	118	7	- 5	2	- 1	
K	8	- 10	10	- 2	115	7	- 3	2	- 11	
L	8	- 7	8	- 7	100	7	- 9	0	- 10	
M	8	- 9	10	- 9	122	8	- 2	2	- 6	
Mean	8	- 5	9	- 5	110.3	7	- 7	1	- 7	
<u>Control</u>										
N	7	- 10	9	- 0	114	7	- 3	1	- 9	
O	8	- 7	10	- 2	118	8	- 2	2	- 0	
P	8	- 2	10	- 4	122	8	- 3	2	- 1	
Q	8	- 2	8	- 2	100	7	- 11	0	- 3	
R	7	- 11	9	- 8	122	7	- 1	2	- 7	
S	8	- 7	8	- 7	100	7	- 4	1	- 3	
T	8	- 1	8	- 8	107	8	- 4	0	- 4	
U	7	- 9	8	- 9	112	8	- 0	0	- 9	
V	8	- 2	10	- 8	130	8	- 7	2	- 1	
W	8	- 2	8	- 4	102	7	- 0	1	- 4	
X	10	- 0	11	- 0	109	7	- 1	3	- 11	
Y	8	- 9	9	- 3	105	7	- 7	1	- 8	
Z	8	- 4	9	- 6	114	7	- 2	2	- 4	
Mean	8	- 4	9	- 4	111.9	7	- 8	1	- 8	

* Reading Age determined by converting grade placement according to Table 23 of California Achievement Tests Manual.

** Reading Retardation obtained by subtracting R.A. from M.A.

Table II contains the total personality rating score for each child in the experimental and control groups on the pre and post personality tests. The data show the gain or loss made for each child. The total personality rating score gain made in the experimental group varied from -1 to +43 with a mean score of 13.1. The total personality rating score gain made in the control group varied from -14 to +14 with a mean score of -2.0.

TABLE II. Pre and Post Personality Rating Scores for Experimental and Control Groups as Measured by Rogers Test of Personality Adjustment*

Subject	<u>Experimental</u>		
	Pre	Post	Difference
A	35	24	+11
B	36	26	+10
C	55	51	+04
D	59	33	+26
E	56	42	+14
F	44	28	+16
G	53	48	+05
H	36	37	-01
I	58	15	+43
J	42	39	+03
K	54	27	+27
L	35	27	+08
M	<u>37</u>	<u>32</u>	<u>+05</u>
Mean	46.1	33.0	13.1
	<u>Control</u>		
	Pre	Post	Difference
N	36	44	- 8
O	33	34	- 1
P	37	29	+ 8
Q	60	59	+ 1
R	28	42	-14
S	50	53	- 3
T	67	66	+ 1
U	28	42	-14
V	35	32	+ 3
W	43	42	+ 1
X	45	48	- 3
Y	51	37	+14
Z	<u>32</u>	<u>43</u>	<u>-11</u>
Mean	41.9	43.9	- 2.0

*According to the total score on the Table of Norms for the Rogers Test of Personality Adjustment, 44 or above constitutes a "high" score and 33 or below a "low" score.

Table III contains the average reading grade for each child in the experimental and control groups on the pre and post reading tests. The data show the gain made for each child. The reading grade gains made in the experimental group varied from 0.0 to 2.8 grades with a mean of 1.38. The reading grade gains made in the control group varied from 0.3 to 1.9 grades with a mean of .96.

TABLE III. Pre and Post Reading Grade Scores for Experimental and Control Groups as measured by the California Achievement Tests

Subject	<u>Experimental</u>		Difference
	Pre	Post	
A	2.4	2.4	0.0
B	2.5	4.1	1.6
C	2.2	3.3	1.1
D	2.8	3.8	1.0
E	3.1	4.3	1.2
F	2.5	4.1	1.6
G	2.6	3.2	0.6
H*	2.3	---	---
I	2.6	4.2	1.6
J	2.2	3.1	0.9
K	2.1	4.9	2.8
L	2.6	4.6	2.0
M	3.0	5.2	2.2
Mean	<u>2.47</u>	<u>3.93</u>	<u>1.38</u>
	<u>Control</u>		
	Pre	Post	
N	2.1	3.3	1.2
O	2.9	3.2	0.3
P	3.0	3.7	0.7
Q	2.7	4.1	1.4
R	1.9	3.0	1.1
S	2.2	3.1	0.9
T	3.1	4.2	1.1
U	2.8	3.6	0.8
V	3.3	3.9	0.6
W	1.8	2.1	0.3
X	1.9	2.7	0.8
Y	2.4	4.3	1.9
Z	2.1	3.6	1.5
Mean	<u>2.48</u>	<u>3.45</u>	<u>.96</u>

*Subject H did not do post reading test.

Treatment of data

The mean values of the results of the before and after testing for personality rating scores and for reading grade scores for both experimental and control groups are shown in Tables IV and V.

Table IV lists the mean test personality rating scores for the experimental and the control groups and the differences. A student "t" test, used to determine whether the experimental group showed a significantly greater increase in test score than the control group, revealed a "t" = 3.75. This value of "t" for the total population number of 26 is significant at the .001 level.

Table V lists the mean test reading grade scores for the experimental and the control groups and the differences. A student "t" test, used to determine whether the experimental group showed a significantly greater increase in test score than the control group, revealed a "t" = .46. This value of "t" for the total population number of 25 is not significant.

TABLE IV. Mean Personality Rating Scores for the Experimental and Control Groups

	Pre	Post	Difference
Experimental Group	46.1	33.0	13.1
Control Group	41.9	43.9	- 2.0
Difference			15.1

"t" = 3.75 N = 26 df = 2

Significant at .001 level

TABLE V. Mean Reading Grade Scores for the
Experimental and Control Groups

	Pre	Post	Difference
Experimental Group	2.47	3.93	1.38
Control Group	2.48	3.45	.96
Difference			.42

"t" = .46 N = 25 df = 2

Not significant

In order to test the effect of personality rating change on reading score change, the following tests were performed: a rank order correlation between personality rating change and reading change was obtained for the control group and also for the experimental group. The Rho value for the experimental group is +.32. The Rho value for the control group is -.11. Neither of these values is significant. In addition Rho values were obtained on various measures in the experimental group. These are presented in Table VI.

TABLE VI. Relationships Between Various Measures in
the Experimental Group as Measured by the
Rank Order Correlation

	Rho Scores
1. Reading Improvement vs Pre-Personality	.07
2. Reading Improvement vs Reading Retardation	.02
3. Pre-Personality vs Personality Improvement	-.51
4. Intelligence Quotient vs Reading Improvement	.09
5. Reading Retardation vs Pre-Personality	-.09
6. Personality Improvement vs Intelligence Quotient	.32

- 1 - The Rho score of .07 indicates that the children's original scores on the personality test showed no relationship to the degree of improvement in their reading scores. This result does not corroborate Bills' (3) conclusion in which he states that "The gains in subject matter ability are directly proportional to the amount of emotional maladjustment present in the child."
- 2 - The Rho score of .02 indicates that there is no relationship between reading improvement and reading retardation scores.
- 3 - The Rho score of $-.51$, which is significant at the .05 level with $N = 13$, indicates that the children who were lowest in personality rating to begin with made greater gains than the children who were highest; conversely the children who were highest made less gain than those who were lowest. In other words, while there was systematic or uniform improvement shown by practically all the children, those with the lowest scores tended to show the greatest improvement.
- 4 - The Rho score of .09 indicates that there is no relationship between reading improvement and intelligence.
- 5 - The Rho score of $-.09$ indicates that there is no relationship between the children's pre-personality scores and their retardation scores. Again this correlation fails to corroborate the thinking of Gann (19) and Norman and Daley (51) who found that poor readers were emotionally less well adjusted than the good readers.

6 - The Rho score of .58 indicates that children with high intelligence quotients did not make any greater improvement in personality scores than the children with low intelligence quotients, and conversely children with low intelligence quotients did not make any greater gains than those with high intelligence quotients. Because of the restricted range of the intelligence quotient scores, there is little opportunity for any relationship to be revealed.

Discussion

The results of the application of the student "t" test to the pre and post data for the experimental and control groups provides conflicting data concerning the relation of the therapy experience on changes in personality rating scores in contrast to reading grade scores. The results show that while there was an improvement in personality rating in the experimental group, there was no improvement in the control group. The apparently beneficial effects of therapy on personality rating, however, does not extend over into the reading grade score performance.

The correlational material also substantiates the findings based on the tests for significant difference between the mean scores of the two groups, for again the results show no significant effect of personality rating change on reading change. Within the experimental group, further correlations revealed no relationships with but one exception: there seemed to be a possible trend in the area of the personality test

for children with the lowest scores to make the greatest improvements. These results are consistent with the findings of the "t" tests and the rank order correlations made between the groups.

The fact that the personality gains made by the experimental group, as a group, failed to effect the reading improvement leads to a number of possible conjectures: 1) that those particular elements of personality tested by the personality rating scale are not the only elements of personality which affect reading performance; 2) that these elements have little or no bearing on reading performance; 3) that a child's personality adjustment does not invariably influence or control his reading achievement; 4) that no matter how much a child's personality improves, his reading ability will not, unless he has somewhere acquired a knowledge of reading skills.

It is possible that an analysis of data compiled for individual children could reveal the effects of the positive personality change on reading improvement, depending on the child's knowledge of reading skills. There were children whose personality change brought about marked reading improvement because the change enabled them to use the reading skills they already possessed. There were others whose personality change brought about some reading improvement because the change enabled them to use the partial knowledge of reading skills they already possessed. Finally there were children whose personality change brought about no reading improvement because they possessed no reading skills.

There is yet one more possible explanation for reading improvement in some children. It has been the experience of this writer that in the

cases of children whose reading ability did improve, there was almost invariably marked cooperation with and interest in the whole experiment on the part of both parents and teachers.

It is apparent from this investigation that play therapy alleviates personality difficulties but personality adjustment alone is insufficient to bring about reading improvement. It has been suggested that a knowledge of reading skills is needed. Those children who possessed reading skills were able to utilize the personality gains in order to improve their reading, while those who did not possess reading skills were unable to utilize their personality gains. In dealing with the retarded reader, therefore, it is necessary to recognize not only the psychological aspects of the problem, but the educational aspects as well. The psychological aspects may include not only the partial or total presence of emotional difficulties but also the attitude of parents and teachers, sibling and playmate rivalries, and worries over meeting the expectations of parents and teachers. The educational aspects may include a consideration of not only the existence of reading skills but also classroom conditions, school administration, and quality of teaching.

The child's reading problem, then, becomes an educational as well as a psychological one. The therapist cannot assume that in all cases therapy alone can improve reading achievement. On the other hand, the remedial reading teacher cannot assume that in all cases a remedial reading program alone can improve reading achievement. The question seems to be whether the therapist includes remedial reading with therapy

or whether the remedial reading teacher includes therapy with remedial reading. Either approach is, in the mind of this writer, acceptable. The choice of one approach in preference to the other would depend on the individual child and his particular situation. It must be pointed out, however, that whatever the choice, the full cooperation of the home and the school is essential.

This chapter has dealt with the data, their treatment and a discussion of the results. The following chapter will summarize the investigation, draw the final conclusions and make suggestions for further research in this area.

CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR RESEARCH

Summary

The purpose of this investigation was to study the influence of play therapy on personality change and the consequent influence, if any, on reading performance. This writer designed an experiment to test the hypothesis that play therapy experiences modify personality and reading performance. An experimental and control group were drawn from the third grade classes of seven schools in the Royal Oak, Michigan, School System. The groups were selected as follows: on the basis of scores received on the 1957 edition of the California Test of Mental Maturity and the California Achievement Tests, 26 children whose reading age was lower than their mental age were assigned, at random, 13 to the experimental and 13 to the control groups. The Rogers Test of Personality Adjustment was administered to both groups. Initially there were no significant differences between the two groups in relation to personality adjustment, reading grade scores and intelligence quotients. Each child in the experimental group received individual weekly play therapy 45-minute sessions, for a period of sixteen weeks. Classroom procedures did not deviate from the regular routine for either group except that the children in the experimental group were absent from the classroom one half day each week to attend the therapy session. On completion of the therapy experience in the experimental group both

groups were retested on personality performance and reading achievement. Pre-experiment and post-experiment test scores were used for comparing the two groups. The following results were derived from these data:

- 1) a student "t" test revealed that the experimental group showed a significantly greater improvement in personality than the control group. The value of "t" was significant at the .001 level;
- 2) A student "t" test revealed that the experimental group did not show significantly greater improvement in reading than the control group;
- 3) Rank order correlations between personality rating change and reading change in both experimental and control groups revealed no significant relationships. The Rho value for the experimental group is +.32, for the control group -.11;
- 4) Further rank order correlations between various measures in the experimental group revealed no significant relationships other than that children with the lowest personality test scores made the greatest improvements in personality.

A number of possible explanations were set forth in attempting to understand the significance of the therapy experiences for personality change and its relative insignificance in reading improvement. These were:

- 1) positive personality change is relevant to reading improvement but not a crucial or determining factor;
- 2) positive personality change has little or no bearing on reading improvement;
- 3) the existence of reading skills in children has a bearing on the degree of reading improvement brought about by personality gains;
- 4) parental and teacher attitudes were detrimental to positive experimental results.

Conclusions

The results of the investigation seem to warrant the following conclusions: 1) relationship play therapy effected an improvement in personality scores; 2) relationship play therapy did not effect an improvement in reading achievement scores; 3) change in personality scores did not effect a change in reading achievement scores.

Suggestions for further research

In order to determine the implications of the results of this investigation, it is necessary to know how representative the 26 children included in this study are of the total population of retarded readers. The pre-personality test revealed children with both high and low scores. The fact that both exist would seem to substantiate the present thinking of educators and psychologists that personality maladjustment may or may not be a factor in reading difficulty. The post-personality scores, with two exceptions, revealed improvement for both the maladjusted and the well adjusted children. These results would again substantiate the findings of previous studies concerning the effects of therapy on personality performance. The present study does not, however, substantiate the findings of either of Bills' studies, in the first of which he found that a six week period of therapy brought about reading gains for maladjusted retarded readers and in the second of which he found no reading gain for well adjusted retarded readers. Bills conjectured from the results of his first study that the gains made by the children in reading resulted "from information which the child already possessed but was unable to utilize with

maximum effectiveness." But since the conjecture that the children failed to make reading gains because they did not possess reading information was made in the present study, it would seem that further research is needed to determine in the pre-experimental period the nature of the reading retardation. Any such attempt would be best accomplished by a thorough application to the problem of both psychological and educational principles. In other words, the individual child's difficulties should first be understood in terms of any one or a combination of one or more of the following factors: a) reading skills, that is, what particular skills are lacking? b) personality adjustment, that is, what elements of personality are lacking? Is the child lacking in self confidence, or does he feel inadequate in the eyes of teacher, parent or peers? c) teacher misunderstanding of the child's capacities; d) parental pressure to "make" the child learn to read. In the light of the results obtained from the pre-experimental research an investigation could then be designed to test the relative effectiveness of offering therapy included in remedial reading or remedial reading included in therapy.

Further investigation is also needed to emphasize the extreme importance and effectiveness of parent and teacher cooperation in the therapy experience. Many educators have long stressed the importance of teacher's concern for the "whole" child and the parental interest in the child's school experiences. Any investigation that purports to add to the body of information concerning the effects of a total approach to the problem of the retarded reader would achieve greatest success by including parent interviews and school visits with therapy

experience.

This study has pointed up the complex nature of the problem of the retarded reader. It is clear that for it there is no one successful form of treatment, nor is there any one best approach to the treatment. Remedial reading, therapy, remedial reading combined with therapy, a therapeutic approach to reading all have been used with varying degrees of success. Perhaps the greatest contribution to the solution of the problem of the retarded reader would be the prevention of the reading difficulty in the first place. The first step in this procedure would begin in: 1) the teacher training institutions in which teachers would be made sensitive to the importance of good teaching and its consequent effects on the lives of children; 2) school administration policies which would temper the strict conformity to curriculum requirements by every teacher irrespective of the nature of the class; 3) school administration policies which would limit the number of pupils in a classroom in terms of the needs of the children.

The suggestions made above have some relevance to the problem of prevention. Concrete suggestions for prevention, however, cannot be stated in simple terms, for the solution to the problem of the retarded reader may really be found in the relationships that evolve around learning situations. "Problems" disappear only when each child is perceived in terms of his capacities and his uniqueness. When he is, a relationship between the teacher and that child has then evolved from a deep understanding of the child by the teacher, from an intensive desire to grow as an individual on the part of both the child and the

teacher, and, finally and most important, from a mutual realization that growth is a two-way process--the child learning from the teacher and the teacher learning from the child.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text notes that without reliable records, it is difficult to track progress, identify issues, and make informed decisions.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather qualitative information, as well as the application of statistical software for quantitative analysis. The importance of ensuring the validity and reliability of the data is stressed throughout this section.

3. The third part of the document describes the process of interpreting the collected data and drawing meaningful conclusions. It highlights the need for critical thinking and the ability to identify patterns and trends within the data. The text also discusses the importance of considering external factors that may influence the results and the need to communicate findings clearly and effectively.

4. The fourth part of the document provides a summary of the key findings and conclusions drawn from the research. It reiterates the importance of accurate record-keeping and the use of appropriate data collection methods. The text concludes by emphasizing the value of the research in informing future decisions and the need for ongoing monitoring and evaluation.

5. The final part of the document includes a list of references and a bibliography, citing the various sources used in the research. It also includes a list of appendices, which contain additional information and data that support the findings of the study.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization.

2. The second part outlines the specific procedures for recording transactions. It details the steps involved in the accounting process, from the initial entry to the final reconciliation.

3. The third part addresses the role of the accounting department in ensuring compliance with relevant laws and regulations. It highlights the need for regular audits and the implementation of internal controls.

4. The fourth part discusses the importance of communication and collaboration between different departments. It stresses that effective communication is key to the successful implementation of any financial policy.

5. The fifth part provides a summary of the key points discussed in the document. It reiterates the importance of accuracy, transparency, and compliance in all financial activities.

6. The sixth part concludes the document with a statement of intent. It expresses the organization's commitment to maintaining the highest standards of financial integrity and to providing accurate and timely financial information.

7. The seventh part lists the names of the individuals responsible for the implementation and monitoring of the financial policies. It includes the names of the accounting department head and the relevant managers.

8. The eighth part provides a list of references and sources used in the preparation of the document. It includes references to relevant laws, regulations, and industry best practices.

9. The ninth part contains a list of appendices, which include additional information and documents related to the financial policies.

10. The tenth part provides a list of contact information for the accounting department. It includes the department's name, address, phone number, and email address.

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be carefully documented to ensure the integrity of the financial data. This includes recording dates, amounts, and the nature of the transactions.

The second part of the document outlines the procedures for reconciling the accounts. It states that the accounts should be reconciled at the end of each month to identify any discrepancies. This process involves comparing the internal records with the bank statements and ensuring that they match. If there are any differences, the reasons should be investigated and corrected.

The third part of the document describes the process of preparing the financial statements. It notes that the statements should be prepared on a regular basis, typically at the end of each quarter. This includes the balance sheet, the income statement, and the cash flow statement. Each statement should provide a clear and concise summary of the financial performance of the organization.

The fourth part of the document discusses the importance of maintaining proper documentation for all financial transactions. It states that all receipts, invoices, and other supporting documents should be kept in a secure and organized manner. This is essential for auditing the records and ensuring that they are accurate and reliable.

The fifth part of the document outlines the responsibilities of the accounting department. It states that the department is responsible for ensuring that all financial transactions are recorded accurately and that the accounts are reconciled regularly. It also notes that the department should provide timely and accurate financial information to management for decision-making purposes.

The sixth part of the document discusses the importance of maintaining proper internal controls. It states that internal controls are essential for preventing fraud and ensuring the accuracy of the financial records. This includes implementing procedures for approving transactions, separating duties, and maintaining proper documentation.

The seventh part of the document outlines the process of conducting an external audit. It states that an external audit should be conducted annually by an independent auditor. The auditor will review the financial records and provide an opinion on their accuracy and reliability. This process is essential for ensuring the integrity of the financial data and for providing confidence to stakeholders.

The eighth part of the document discusses the importance of maintaining proper communication with stakeholders. It states that the accounting department should provide regular updates to management and other stakeholders on the financial performance of the organization. This includes providing reports on the balance sheet, the income statement, and the cash flow statement.

The ninth part of the document outlines the process of preparing the annual financial statements. It states that the annual financial statements should be prepared at the end of each year and should provide a comprehensive summary of the financial performance of the organization. This includes the balance sheet, the income statement, the cash flow statement, and the statement of equity.

The tenth part of the document discusses the importance of maintaining proper records for tax purposes. It states that all financial transactions should be recorded accurately and that the records should be kept for a sufficient period of time to support the tax returns. This is essential for ensuring compliance with tax laws and for minimizing the risk of penalties.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every detail, from small expenses to major investments.

2. The second part of the document addresses the challenges of managing large-scale operations. It highlights the need for effective communication and coordination among different departments and teams. The author argues that without clear lines of communication, projects can become chaotic and inefficient. It provides several strategies to improve communication, such as regular meetings and the use of collaborative tools.

3. The third part of the document focuses on the importance of innovation and creativity in driving growth. It encourages organizations to foster a culture where new ideas are welcomed and encouraged. The text suggests that companies should invest in research and development to stay ahead of the competition. It also mentions the importance of hiring talented individuals who can think outside the box.

4. The fourth part of the document discusses the role of technology in modern business. It notes that technology has revolutionized many aspects of the business world, from marketing to production. The author suggests that organizations should embrace new technologies to streamline their processes and improve their efficiency. It also mentions the importance of cybersecurity in protecting sensitive data.

5. The fifth part of the document addresses the issue of sustainability and its impact on business. It argues that companies have a responsibility to be environmentally and socially responsible. The text suggests that organizations should adopt sustainable practices to reduce their carbon footprint and improve their public image. It also mentions the importance of ethical sourcing and fair labor practices.

6. The sixth part of the document discusses the importance of customer satisfaction and loyalty. It suggests that companies should focus on providing high-quality products and services to their customers. The text mentions the importance of listening to customer feedback and making improvements based on their input. It also suggests that companies should offer excellent customer service to build long-term relationships.

7. The seventh part of the document addresses the issue of financial management and budgeting. It suggests that organizations should create a detailed budget and stick to it. The text mentions the importance of monitoring expenses and finding ways to reduce costs without compromising quality. It also suggests that companies should regularly review their financial performance and make adjustments as needed.

8. The eighth part of the document discusses the importance of leadership and management. It suggests that effective leaders should be able to inspire and motivate their teams. The text mentions the importance of setting clear goals and expectations for team members. It also suggests that leaders should be open to feedback and willing to make changes when necessary.

9. The ninth part of the document addresses the issue of risk management. It suggests that organizations should identify potential risks and develop strategies to mitigate them. The text mentions the importance of having a contingency plan in place for unexpected events. It also suggests that companies should regularly assess their risk levels and update their risk management strategies.

10. The tenth part of the document discusses the importance of continuous learning and improvement. It suggests that organizations should encourage their employees to learn new skills and stay up-to-date with industry trends. The text mentions the importance of providing training and development opportunities for employees. It also suggests that companies should regularly evaluate their performance and make improvements based on feedback.

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APPENDIX

In this section three children* from the experimental group are presented to illustrate the influence of relationship play therapy on personality performance and reading achievement. The before and after scores for these children on both personality and reading tests are given below:

	<u>Personality</u>	
	Pre	Post
David	36	26
Susan	35	24
Peter	36	37

	<u>Reading</u>	
David	2.5	4.1
Susan	2.4	2.4
Peter	2.3	—

It can be seen that both David and Susan made improvement in personality scores. The transcribed recordings of these two children reflect the significance of the therapy experience in that they corroborate the personality scores. Both children used the experience to gain a new sense of self-worth and self-confidence.

*The names of the three children are fictitious.

In David's case the awareness of a "new" self enabled him to use the reading skills he already possessed as reflected in his improved reading score. Susan, on the other hand, showed no improvement because she possessed no reading skills.

Peter's score shows a decrease in personality improvement and a failure to attempt the post reading test. The therapy experience failed to bring about any measurable positive change in either personality or reading performance. The transcribed recordings reflect a beginning of an awareness of self, but anxieties in him were so deep seated that it was impossible in a sixteen week period to alleviate them. In Peter's case it is apparent that the anxieties were so closely related to his reading problem, that therapy alone proved to be ineffective. In the opinion of the writer this case would demand a combination of therapy and remedial reading.

Susan

The case of Susan is an illustration of a child whose personality change failed to bring about any change in reading performance because she lacked the reading skills necessary for reading improvement. Susan was a little girl failing in school, feeling rejected by her school mates and "just another child who can't read" to her teacher. During her experience in play therapy she found in the relationship with the therapist a means of exploring the emerging self and of discovering the creative imagination that made it possible for her to give expression to the richness of her inner resources.

Three phases can be noted in her exploration of the self, although each is not in itself at times clearly separated from the other two. The three phases are: 1) a restriction of the self, 2) an exploration of the self, 3) a birth of an open and expanding self.

In the first phase, Susan represents a restricted self, curbed by the social conditions of our day. During her second session she finds in using the dolls, a means for her expression of feelings, a part of her self that was disconnected and alienated from the whole. A self that was made to feel inadequate and was in truth inadequate to its owner. Susan is the youngest in a family of five children. As she played with the dolls she said, "Four is a good sized family, a mother, father and two children. We have six in our family, five children and a mother. It doesn't pay to have big families these days. People are so fussy about their property; why even when I'm in my own yard playing ball and the ball goes over the fence, the neighbor hollers, 'Get out of my yard!' Houses aren't big enough for big families either, everyone getting in everyone else's way, -- and so many dishes to do! There aren't enough jobs for people to earn money to buy all the things children need." Later in the session as she painted a picture of a large house she said, "You are looking at a girl with no imagination at all. I cannot paint like the other kids in school. I'm different. All the girls in school think I am different, so then I must be different. I hate all my paintings.

Sometimes I get so angry that I tear them all up."

Susan's sense of failure and self alienation is further illustrated two sessions later. Sitting at a table she uses the crayons on a piece of paper, not attempting to draw anything, but merely filling the space with color, with very quick movements of hand and arm. "One year I failed in school, I felt real bad. Mother said, try, that's the important thing, that's the main thing. But I get lots of zeros in spelling, zero, zero, zero! Me, I've been trying ever since I've been in school. It just doesn't seem to work with me. I don't know why, I've tried and tried and tried, but I just can't do it as well as everyone else can."

The second phase of Susan's growth toward a worthy self was marked by a groping and searching for a meaning of the conflict both within herself and within the school situation. She is trying to find a deeper awareness of the situation and the part she plays in it. By doing so she is trying to establish her self as a part of the whole situation. "When they say, never doubt yourself, now what does that mean? Does it mean, never say I just can't do it, I'm gonna do it?" Later in the same session during a checker game she stopped for a moment, looked at the therapist and said, "The kids say I'm stupid, they say, 'Susan, you're stupid, you can't do reading and you can't do spelling.' But you know what I say? I say, each day I learn something new and each day I learn to do borrowing better, so I can do arithmetic and the reason I can is because I tried and that's all

anyone can do, just try. I tried and tried and tried and the first thing I knew I could do arithmetic."

The next session found Susan moving to find a level of adequacy for herself, a place to belong in the world of her school mates. Here it is apparent that she is testing both herself and the therapist. "I can't do spelling and reading but I can do arithmetic. The Good Book says 'All men are created equal' and that is true and I'll tell you how it is true. Supposing I make a 100 in arithmetic and a 0 in spelling and another kid makes 100 in spelling and 0 in arithmetic, so it all adds up to the same thing, see what I mean? Some kids are good spellers, some are good readers and I'm a good arithmeticer!" As she talked she graphically illustrated the "truth" of her statement on the blackboard. When the therapist commented that it seemed as if she were finding for herself some of the answers she replied, "Yes, the important thing is to try. To do it the best you can do it without talking or looking on someone else's paper."

School mates were responding to the "new" Susan. School mates who formerly looked upon her as stupid were "surprised." "At my table I'm the only girl. One girl and three boys. I got my arithmetic done first. The boys were surprised. All men are created equal and all men can do some things well and I can do arithmetic well. I also can do drawing sometimes. My teacher put one of mine up on the wall and all the kids were so surprised to find out it was mine. They asked, all the high class kids, 'Is it yours, is it yours?', and they found out it was mine."

The same philosophy of trying and realizing one's own abilities can also be applied to one's schoolmates, for after finishing her own arithmetic, she says, "I help the boys with their problems. I don't give them the answers though, I just help them to do it themselves, because they've got good brains on their shoulders, in their heads." Susan was playing with a ball as she spoke. As the ball went down she said, "I'm away down, down in reading." As the ball went up, she continued, "The other kids are away up, up, up. I'm away up there in arithmetic, kids away down, down."

After finding a place for herself in the school world, Susan was ready to reach out in the larger world. At the next session, as she drew a picture of an office building on the blackboard, she said, "Which floor would you want to be on?" She had drawn it in the shape of a tower with four windows on the first floor, three on the second, two on the third, and one on the fourth. Without waiting for a reply she said, "I'd want to be on the first or second floor, because if I were in an office and I wanted a phone number or something I could just run over into another office and ask. If I were away up on the top floor I'd be too far away from anybody." When the therapist commented that she would be lonesome, she added, "Yes, people like people. People help people. My mother helps me with my arithmetic. Teachers are made to help people to, --to help them to be educated, It's nice to have people. Everybody needs to have someone to love and someone to love them."

During the next sessions it was apparent that she was gaining faith in her own ability and in the place of trying, in determining one's abilities. "If I have to wait until I get to grade eight, I'll still learn to read, because I'll just keep on trying." She was finding that within her was the source of help, but also she was realizing that strength also may be found in others, for she added, "My mother helps me."

The sessions were coming to an end. Four more remained, when Susan came to the playroom with very light steps. Her whole body moved with a lightness comparable to the movement of white clouds on a summer's day. Her face shone with sparkling eyes. She began to blow up balloons. When she finished she tossed them in the air. With head uplifted and hands scarcely touching the balloons she danced about the room, keeping the balloons aloft. The bodily movements gave expression to the lightness of her spirit, and the radiant light in her face matched the color of the balloons. Altogether the picture was one of great beauty, a beauty that is expressed in the richness and fullness of the discovery of a "new" self. This discovery is epitomized in her own words, "I passed the cotton test. There was only about half in the class passed. No there is 40 in the class. Thirty-eight passed, two failed. I was one who passed and I'm almost the worst in the class and that's a bad subject, because there's lots you have to do like reading in it. I got an 80 and if I got a 90 I would have been one of the best in the class, but I got an 80 and that's one of the highest marks you can get. I only got four wrong. The

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text outlines various methods for organizing and storing data, including digital databases and physical filing systems. It also mentions the need for regular audits and reviews to ensure the integrity of the information.

2. The second section focuses on the role of communication in achieving organizational goals. It highlights the importance of clear and concise communication, both internally and externally. The text provides examples of effective communication strategies, such as regular team meetings, open-door policies, and the use of various communication channels like email, phone, and face-to-face interactions. It also discusses the importance of listening and understanding the needs and concerns of all stakeholders.

3. The third part of the document addresses the challenges of managing a large and diverse workforce. It discusses the importance of providing ongoing training and development opportunities to ensure that employees have the skills and knowledge needed to perform their jobs effectively. The text also touches on the importance of creating a positive work environment that fosters collaboration and innovation. It mentions the need for flexible work arrangements and the importance of recognizing and rewarding employee achievements.

4. The final section discusses the importance of staying up-to-date with the latest trends and technologies in the industry. It emphasizes that continuous learning and innovation are key to long-term success. The text provides examples of how organizations can stay ahead of the curve by investing in research and development, attending industry conferences, and collaborating with external partners. It also mentions the importance of having a clear vision and strategy for the future.

teacher said it was a miracle that half the class passed. It was hard to do it. I thought, Oh, I can't do this, I won't be able to do it and all that, and when I passed I was one of the highest kids. And when she said my grade, I felt like, oh, oh, I was so happy I nearly got sick because I thought, Oh, I'm going to fail for sure, and then I passed. I thought she was kidding, you know, I said to myself, Oh, she's kidding. But when I saw my paper, she wasn't. It seems almost like it was a miracle." When the comment was made that she really surprised herself that time, she added, "I really did that time. I thought, oh boy, I'm going to try. I did and I passed. I felt like, 'Hello, Everybody.' I wanted to treat everybody. I wanted to but I couldn't. My mother is going to give me five cents for passing." When the comment was made that it makes you feel good when you find out you can do things yourself, she added, "You think you can't and you turn around and you can. You feel like yelling out, 'Hello, Everybody.' You feel like you're a kid on top of something. It makes you feel so proud, sort of like you were in your best uniform. And you always want to go [say], I'm the best in the class but there's always lots of kids ahead of you and the teacher said I was one of the best ones. After the comment was made that the sun was really shining for her that day, she added, "It's just like the sun was shining and never stopped. Lots of kids said, Oh, you're not going to pass and I made a higher mark than they did. As they say, have faith in yourself. I did; now I know I can do it!"

Her feelings about school changed as she was able to find a self

that could do things when she tried. "All of our fun is when the work is done. Work first and pleasure next in our room: no pleasure and then work, work before pleasure, whether we like it or not. I'm getting used to it now, and I like it. I used to hate school, now I don't, I'm getting used to it."

As her awakening self was coming to fulfillment she was reaching out to others and they in turn were reaching out to her. She expressed the feeling of loneliness one experiences when one is "different" and when one is not a member of the group. She did this in retrospect as she looked back over the past four months, "If you don't have friends you feel as if everybody hates you and you want to run away. I had that feeling once, but not anymore!"

During the last session which coincided with the closing of school she said, "I'm going to miss school. At first I hated it, then I got used to it and now I like it." The children who called her stupid and contributed to her feelings of inadequacy and her feelings of hatred about school are now her friends. "Tomorrow is the last day of school," she said. "To some children that's going to be a big, big relief, and to others, not. I like to be at school, when you're out, you miss the children you like. It's going to be half relief for me and half not, some of my friends are real nice, that's the half not, leaving them, the half relief — well, there's no more school! Just the same I don't like leaving it, just when I get to liking it, I have to leave it. I wish we could go to school when we wanted to. I don't like having to stop and having to start again. Some things about school make me happy,

some make me sad. It's the happy things that make me sad leaving them."

David

In contrast with Susan, who was able to express her feelings in direct verbal expression, David used the medium of play to express his feelings. To be sure he used verbal expression occasionally, but almost always as an accompaniment to the feeling expressed by his play. Susan, on the other hand, found words her principal means of expression with play as an accompaniment.

The initial interview with David's mother revealed a child who was a virtual nonentity as a member of the family. His mother expressed the feeling that she had not been able to relate to David as an individual. His younger brother and sister were "different," in that both parents seemed to think of them in concrete terms, with special patterns of behavior. David seemed to remain in the background while the other children found themselves as individuals. David's teacher corroborated his parents' view of him. He found it difficult to keep up with the other children, yet strangely enough, no one seemed to be aware of it. In a word, he simply was not noticed. He never gave the teacher any "trouble" nor did he contribute in any positive way in the group. In the classroom he was hidden in the group and at home, in the family. Conditions were such as to make it impossible for him to emerge as an individual in his own right.

He was limited as a self, but if he felt the restraint, he did not

talk about it. On his first visit to the playroom he talked about his family, his dogs and his pets, but without definitive thought or feeling. He began with his immediate interests and the life in which he was submerged. He found it difficult to decide on an activity and sat for the major part of the session biting his fingernails and blinking his eyes. He was anxious about the time element in this session and at various intervals in a strange way he kept thinking he heard his sister calling him.

During the second session he explored the room more freely. He expressed surprise in "finding more things here today." After a rather cursory survey of the room and a few attempts to use the guns and the bow and arrow without success, he said he would like to have a doll house for his sister and wondered if it would be all right for him to make one. When he found that such decisions were entirely up to him, he went to the work bench and taking out all the tools in the drawer prepared to make a doll house. For the remainder of the session he sawed on a large piece of wood. He found the sawing very difficult but persisted until the time was up, though he appeared to be exhausted.

The third session found him eagerly entering the playroom, walking straight to the work bench and his piece of wood. He completed the sawing and then decided to nail it to another piece. With feverish activity he tried to hammer nails in the edge of a very thin piece of wood. He repeated this activity until he had the four sides precariously nailed together. He decided to paint the framework he had made and then left it to dry. As he worked in this compulsive fashion he thought

he heard voices and several times stopped his pounding or sawing to ask if the therapist had said anything. Each time he said it sounded like someone saying David. His anxiety pervaded his whole being. His movements were sporadic and uncoordinated. The "house" — five pieces of wood all going in different directions — symbolized in some measure the undifferentiated, and diffuse, quality of its creator.

For six more sessions David worked on the house. It came to pieces; he put it together again, he painted it one day and decided to paint it a different color the next day. He attempted to put rooms in it, to make a roof for it. When the nails proved unsatisfactory for his purposes he tried screws; when the screws failed he tried glue. Each day he worked on it. At one point he said, "This is rough on me, but my sister will be happy." Another day he said, "My sister is pretty anxious to see this house. She has spread rumors about it all around the neighborhood." He also decided that when he finished the house for his sister he was going to make a boat for his brother.

During the six sessions, the time he spent on the house decreased steadily. Though he worked on it each day, he explored more and more the play environment. One day as he played checkers and won two games he said, "I didn't know I was so good." Another day he played with the puppets. He faced them toward the therapist, making them wave, dance and nod their heads. He said, "The puppets can't speak, the only thing they can say is, 'Hello'." The next session he stopped in the middle of his painting and came over and stood directly in front of the therapist. His face was alive, his voice filled with a mixture of hostility, anxiety,

and delight. Delight in finding within himself a satisfying answer to his feelings about himself and his relations to his family, delight also in finding a means of directly expressing his hostility in words. "I went to visit my aunt and uncle over the Easter holidays, but, every time I go away for a visit, my brother and sister have a better time than I do. This time they went to the carnival and had twelve rides." When the comment was made that he certainly didn't think that was fair, he replied, "No, I don't, the same thing happened in the summer when I went away. They had picnics or something special every day. I'm going to get smart and not go the next time."

In making the doll house for his sister David was trying very hard to attain status as a contributing member of the family, a member who could "do" things. His wish for recognition and approval was further exemplified during a session in which he was making a model airplane. As he worked he said, "I can't wait to see the expression on my father's face when he sees this. I just can't wait. He thinks I can't do a model, but I'll show him!" The next session David entered the room saying, "You know my Dad wasn't a bit surprised about the model I made. He wasn't a bit surprised. He just smiled and said, 'YOU can make models!'" The remark that David then made would seem to indicate that outward approval as a means of inner satisfaction was becoming less significant in his life, for he said, "Well at least he knows now I can, and also I know that I can."

The crucial moment in David's experience occurred in the tenth session. "I told my sister I was sorry to disappoint her, but I wasn't

going to finish her doll house." He proceeded to the work bench, took the hammer in his hand and demolished the house, throwing the pieces of wood in the box. With a wiping of his hands and a broad smile on his face he said, "That didn't take long." With great freedom of movement and lightness of touch he went to the easel and painted a large target, several circles within each other. Tacking it on the wall he threw darts and on each bulls-eye exclaimed, "I did it, I thought I could do it, I can do it, I did it!" David was now finding strength within. He was finding that the greatest rewards come from knowing that dependence on one's own ability is more satisfying than the approval of the outside.

In demolishing the house he left the "old" self behind. He freed himself from the approval of others and said, in effect, "What I want to do is important, the way in which I do it is important and the fact that I have done it is all the reward I need." Thus David decided to be someone in his own right, not just approved of and not a nonentity. He took a step forward to the center of his own being.

David's teacher reported a "new" child in his classroom. Six weeks after the therapy sessions began the teacher reported that David had "come out of his shell." His teacher continued, "David is now willing to try things. He interacts with the children and participates actively in class discussion." During a recent discussion of clothing worn in different countries, David volunteered that he had a kilt at home and if it was all right he would bring it to school. This was David's first active participation in classroom activities. Although his school work was still far behind the expectations of his grade level at least he

seemed to be "there" now, and the teacher was hopeful of further progress. At the end of the term his teacher said he had no hesitation in promoting David to the fourth grade. "His school subjects are pretty well up to grade level and with his changed attitude I have no doubt about his success in the years to come. He is a very intelligent boy, and I am delighted that he has at last been enabled to use his ability."

The final interview with his mother was in marked contrast with the initial interview. A self-assured mother radiated happiness as she entered the office. She reported that David's report card showed great improvement. However, more important than the newly developed skills in school achievement was the "new" David. His mother proudly exclaimed, "He is more outspoken, and at the same time more down to earth. He knows that he can do things and that he can do them without the help of anyone." She reported that no longer does he expect or look for approval. He reads the newspaper and shares his experiences with her. Formerly at meal time David sat silent. Now he enters into the family conversation. He recently made a tray which his mother thought must be a present for her for Mother's Day. To her surprise he decided to give it to a neighbor, "because she has done so many things for me." He recently decided to write a letter to his grandmother in which he said, "Thank you for all the things you've given me." His mother added that she is "amazed at his initiative and the ideas that are his." She ended by saying, "We have both grown from this experience." A letter

which followed said in part, "I find that David and I are drawn closer each day. Perhaps until now I had unconsciously given more of myself to the younger children . . . I can understand him more and more."

Peter

It is not possible to pre-determine the amount of time it will take to enable a child to gain the feeling of independence and worth experienced by both David and Susan. For them, sixteen sessions were long enough, for Peter it was not. Susan experienced a "new" self, and the new self was manifested in her attitude toward herself and her abilities, and also in her attitudes toward others. Because of her increased self-knowledge, she was able to use her capacities in arithmetic and in passing the "cotton test." Yet, because she did not have the basic skills needed, she was not able to utilize her capacities in reading achievement. David was freed to use his capacities, and because he did have the basic reading skills, he was able to increase his reading achievement.

Peter had many difficulties to overcome, and sixteen weeks did not give him enough time to overcome them. Neither did he have the required skills. This child was filled with feelings of failure, inadequacy and worthlessness. He was never at ease in the therapy situation, for he was continually reminded by home and school that he could not read. Before coming to therapy he had had a thorough diagnostic program at a reading clinic and it had been recommended by the clinic that he be given an intensive remedial reading program. The principal and teacher in the school felt that he had many personality difficulties and they

recommended therapy as the first step in alleviating his reading problem. His parents were willing to cooperate in the program, but were doubtful from the beginning that it would have any effect on Peter's reading achievement. After each session his mother anxiously wanted to know if Peter "had read today," in spite of having been told in the initial interview that he would not be expected to read, as reading was to be a part of the session only if he wanted it.

Although Peter seemed initially relieved when he was told that he was free to do with the forty-five minutes as he wished, it was apparent that the pressure from home and the constant reminder in school of his inability to read caused a great deal of confusion and anxiety within him. Some days he would try very hard to read to the therapist; other days he would sit during the forty-five minutes while the therapist read to him. Even when the therapist stopped briefly to see if he was tired of sitting, he would immediately say, "Keep going. I'll tell you when I want you to stop." He felt that this was closer to what he should be doing than playing with the toys. Sometimes he would sigh in the middle of the story and say, "I want to be able to read more than anything else in the world." He became so involved in the reading process as the therapist read that many times he became oblivious to the story content. This was evident when he would bring the same book to the therapist and say, "Read this, you didn't read this yet," when perhaps the book had been read to him the week before.

He did not want to play with the toys to any great extent, saying they were all "little kids' toys." When he did play with them his

feelings of inadequacy always came through. One day, for example, as he played with the bow and arrows he kept repeating, "I can't do it," or "I won't be able to do it," though many times he hit the target. The therapist said to him, "I'm wondering who it is that hits the target. Are there two me's, one who hits the target, and one who doesn't?" Peter replied, "The me who doesn't hit is me, the one who hits is you." Later in the same session he said, "I hit it! I hit it! The I that is me, tremendous me!"

One day he threw darts at many balloons that were hanging from the ceiling. He succeeded in hitting and breaking them all and found satisfaction in doing it. Afterwards, however, he sat down on the chair and looked at the ceiling with a very sad expression on his face. When the therapist commented that the I that was he, was really successful this particular day, and that it must make him feel better to know he can succeed, he replied, "Sometimes it does, sometimes it doesn't. It [the room] doesn't look as pretty now as it did." It was almost as if he could not let himself find satisfaction in anything he did.

This feeling was further illustrated in a session in which he painted a ship. Here Peter said aloud, "It's not very good, even you couldn't tell what it is." The feeling of inadequacy was expressed again on many occasions when he would speak of trying to "toughen himself up." He would butt his head against the wall, or hit his hands against the workbench and say, "You will think I'm goony, but I'm toughening up my head and I'm toughening up my hands." Sometimes his feelings of inadequacy were mixed with feelings of adequacy. For example, he said, "I can't

tell time. I'm not much good at doing things, except at arithmetic, but spelling I can't, nor reading. That's why I'm here, of course, but I can run and climb trees and fight." Peter would compare himself with his friend, John. He would say, "I can't swim as far as my friend; he can swim underwater about the whole length of this room. He's only seven and I'm eight."

Peter felt the duties of home and school so overwhelming that it seemed to him that he never had time to play. One day he said, "I never have time for playing. I plan a long time ahead to play, but take last night, for instance, what did I have to do? First, the dishes, and I hate doing dishes; then I had to make something for cubs, then I had to get my hair cut, then shine my shoes, have a bath, and then it was time for bed . . . no time for play. I never have time to play."

Not only did Peter feel that he was inadequate himself, but also that his father was inadequate. "John is lucky," he would say. "His Dad is a doctor. When he gets hurt, his Dad can fix him. His Dad makes twice as much as mine does and his house is twice as big. And he has a swimming pool to swim in in summer, and to skate on in winter. His walls are wooden, and there is a whole bunch of furniture—nice furniture."

Although Peter was experiencing success in many areas, he couldn't quite let himself admit that he was successful in the playroom. Even when approval was not given of his paintings and drawings, he would read approval into the interest which the therapist would show in his work. One day after he had made a painting and had left it in the playroom to dry, his mother asked what he had done. Peter said to the therapist,

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track and document every aspect of their operations, from procurement to sales.

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for flexible and scalable solutions that can adapt to evolving requirements. The author argues that investing in modern data infrastructure is crucial for ensuring long-term success and competitiveness.

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4. The fourth part of the document focuses on the importance of collaboration and communication within an organization. It stresses that effective teamwork and clear communication are vital for achieving common goals and overcoming challenges. The author suggests implementing regular meetings and open channels of communication to foster a collaborative culture.

5. The fifth part of the document discusses the significance of continuous learning and development. It argues that organizations must invest in training and development programs to keep their workforce up-to-date with the latest industry trends and technologies. The text encourages a growth mindset and a commitment to ongoing education for all employees.

6. The sixth part of the document addresses the issue of risk management. It emphasizes that organizations should proactively identify and assess potential risks to their operations and develop strategies to mitigate them. The text suggests that a comprehensive risk management framework is essential for ensuring the resilience and sustainability of the organization.

7. The seventh part of the document discusses the importance of ethical considerations in business operations. It argues that organizations should adhere to high ethical standards and maintain transparency in their dealings. The text suggests that ethical behavior is not only a moral imperative but also a key factor in building trust and a positive reputation.

8. The eighth part of the document focuses on the role of leadership in driving organizational success. It emphasizes that effective leaders should inspire and motivate their teams, set clear vision and goals, and foster a culture of innovation and excellence. The text suggests that strong leadership is the foundation for long-term success and growth.

9. The ninth part of the document discusses the importance of customer satisfaction and loyalty. It argues that organizations should prioritize the needs and expectations of their customers and strive to provide exceptional service. The text suggests that implementing customer feedback mechanisms and personalized service can significantly enhance customer loyalty and drive business growth.

10. The tenth part of the document concludes by summarizing the key points discussed throughout the document. It reiterates the importance of maintaining accurate records, managing data effectively, leveraging technology, fostering collaboration, investing in learning, managing risks, adhering to ethical standards, and strong leadership. The author expresses confidence that these principles will guide organizations towards a successful and sustainable future.

"It's all right to tell my mother what I do but it's not all right to tell her it's good."

He was reluctant to depend on himself or to take responsibility for his own decisions. One day he went to the easel and the following conversation between himself and the therapist ensued:

Peter: Now what shall I paint?

Ther: It's up to you what you paint.

Peter: But I want you to tell me what to paint.

Ther: When you are here you do what you want to do.

Peter: If I can do what I want, and have what I want . . . what I want is for you to tell me what to paint.

Ther: I can't tell you what to paint. It's up to you entirely.

Peter: OK. Shall I paint trains going past houses, or ships, or airplanes . . . ? You chose one of those.

Ther: You will have to make the decision. If you want to paint, then what you paint is up to you.

Peter: OK. I'll paint a picture, but you will have to guess what it is.

This child tried to find his real self. Toward the end of the sixteen weeks he worked on a model and said, "The me that can do things is here today. I thought this would be too hard, but I can do it."

The session before the last, he decided to draw an engine and give it to the therapist. As he drew he spoke of his love for trains and his hope of being an engineer when he grew up, "If there are still steam engines, but not if there are only diesels." He pointed out various

parts of the engine as he drew them, saying he knew this was right because every day on his way to school he looked at an engine and found out more things about it.

Peter expressed his feelings about himself when he said, "I like coming here because I can relax."

It was at this point that the sessions stopped. His parents, who were still anxious about his inability to read, said he would begin the remedial reading program during the summer.

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