
ABSTRACT

The process of play therapy using dolls for a boy with school refusal and autistic spectrum disorder

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This study explored changes in interpersonal relationships and a therapist's involvement with a boy with school refusal and autistic spectrum disorder, focusing on role relationships through doll playing. In the initial stage of doll playing, the client stuck to recreating objects of his obsession and did so alone. During this process, the therapist supplemented doll playing with words, guessing at the content of the fragmented storyline described by the client. The therapist simultaneously verbalized the emotional state of the doll characters according to the storyline and gave feedback to the client in the form of easy-to-understand directions. Furthermore, the structural features of doll playing made it easier for the client to share play and promoted interaction without immersion in the objects of his obsession. Gradually, however, the client shared his play with the therapist and lessened social anxiety through mutual exchange.

Key Words: autistic spectrum disorder, dolls, communication, objects of obsession
