
ABSTRACT

Individual psychological support at a children's home for a child with difficulties in verbalizing emotions and with schoolwork

TAKAHASHI, Hiroyuki
Shouja-Jidougakuen

This paper focused on a case of 8 years of individual psychological support at a children's home for a child with difficulties in verbalizing emotions and with schoolwork. He had different challenges during different periods: keeping silent (Phase I), schoolwork (Phase II), attention to younger children at the children's home (Phase III), difficulty with reports and changing schools (Phase IV), and career-path selection (Phase V). The author continued to provide support for him considering his background and circumstances. Through experiences that led to mentalizing, his mentalizing ability increased, and he became able to verbally express what had happened, how he felt, how he coped, and how his coping changed his feelings. This support also helped him maintain his epistemic trust. He gained confidence in the subjects he could understand and chose to go on to college. This study showed that a therapeutic approach that leads to the therapist mentalizing the child's mental state increases the child's own mentalizing ability and ability to verbalize their own emotions, but also maintains the child's epistemic trust.

Key Words: verbalization of emotions, schoolwork, mentalizing, epistemic trust, children's home
