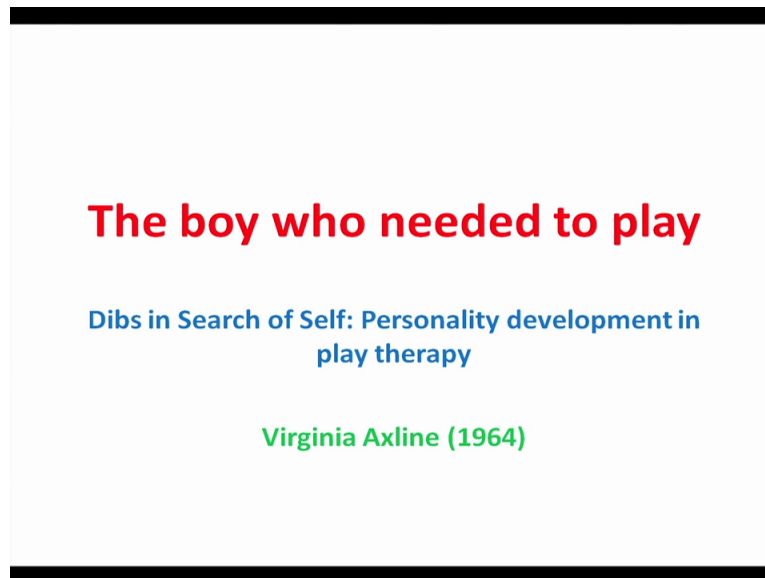


**Course on Great Experiments in Psychology**  
**Professor Rajlakshmi Guha**  
**Centre for Educational Technology**  
**Indian Institute of Technology Kharagpur**  
**Module 3**  
**Lecture No 14**  
**The Story of Dibs**

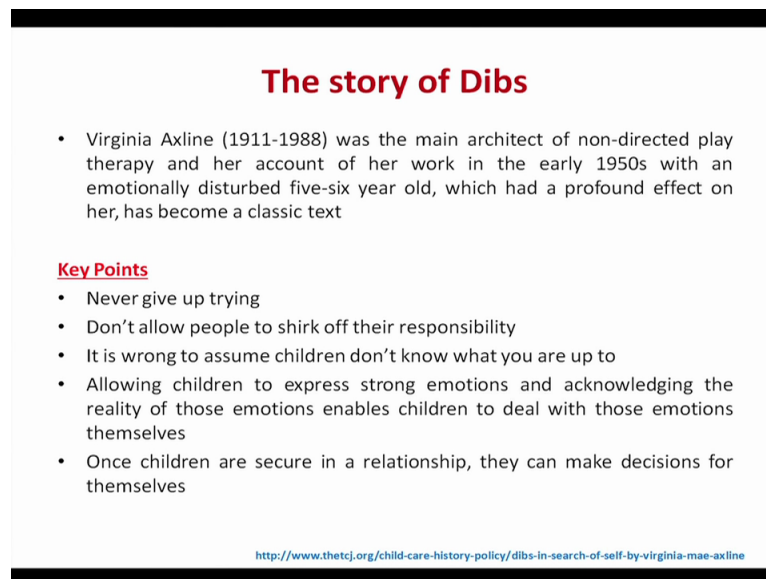
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Hello everybody, welcome back to the great experiment in psychology. In today's session we are going to talk about a very interesting case study in play therapy. This is about a boy about a boy who needed to play and this is I am taking the ((0:38)) from a very famous book which is one of the most public and most popular readings in play therapy and written by Virginia Axline in 1964 and the name of the child is Dibs, so this is today's study is about Dibs in search of self by Virginia Axline 1964. So why have we included this as a part of our experiment and studies in great experiments in psychology.

One of the reasons being that this gives us a view into what is a child's prospective is when he is going through emotional trouble and how this gives a different view again of how to deal with the situation. So we will go through Dibs life and I mean childhood years and how his emotional trauma was helped by Virginia. He was able to overcome his trauma by the help of Miss Axline in and this through play therapy.

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**The story of Dibs**

- Virginia Axline (1911-1988) was the main architect of non-directed play therapy and her account of her work in the early 1950s with an emotionally disturbed five-six year old, which had a profound effect on her, has become a classic text

**Key Points**

- Never give up trying
- Don't allow people to shirk off their responsibility
- It is wrong to assume children don't know what you are up to
- Allowing children to express strong emotions and acknowledging the reality of those emotions enables children to deal with those emotions themselves
- Once children are secure in a relationship, they can make decisions for themselves

<http://www.thetcj.org/child-care-history-policy/dibs-in-search-of-self-by-virginia-mae-axline>

So to understand the story of Dibs basically we will have to talk about Virginia Axline, who is the main architect of non-directive play therapy and her account has been put in public, she has worked a lot on the therapy in the early 1950s and this specially account has been was of a six year old child name Dibs and she had put this on her famous book “Dibs in search of self”.

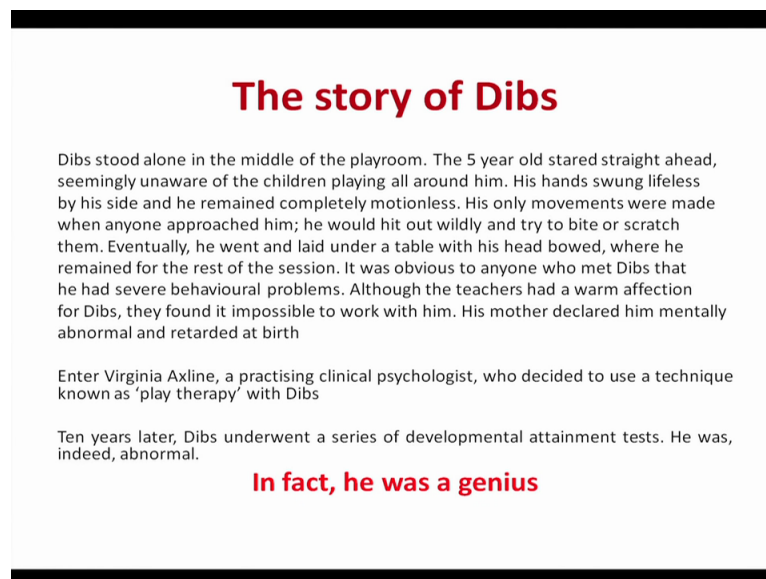
So today's study is on, “Dibs in search of self”, the key points of this study that will emanate as you as we see is never to give up trying and not to allow people to shirk off their responsibility, it is wrong to assume children that that to assume that children do not know what they are up to and allowing children to express strong emotions and acknowledging the reality of those emotions enable children's to deal with these emotions themselves.

This is a very important point for therapist who are listening to this lecture or would be therapist, primarily because that most of the time we as a therapist we have this attitude of just going up and helping, so it would be a good idea to let the children to acknowledge the emotions but also led the children deal with it himself and once children are secure in a relationship it is expected that they can make the decisions by themselves, so through this discussion on Dibs will go through a journey and we will also understand how to deal with an emotionally difficult child and also what were the objectives of play therapy what are the objectives of play therapy and how to deal how to actually get a therapy into action.

This is clear look into it, so to start off with the story of Dibs. So if the books starts with Dibs who is a 6 who is a 6 years old child who goes to play school and there he is he generally

stands in the corner of the room and when he enters he does not make any move to get into the classroom but there has to be somebody who has who assist him one of the teachers actually would always open his coat for him and his hat for him and then it came to the class. So he would not take any independent step. The child would not look at anybody, he would sit or stand on the corner of the room almost near a wall and keep touching the wall not touching the objects around the wall generally by all by himself.

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**The story of Dibs**

Dibs stood alone in the middle of the playroom. The 5 year old stared straight ahead, seemingly unaware of the children playing all around him. His hands swung lifeless by his side and he remained completely motionless. His only movements were made when anyone approached him; he would hit out wildly and try to bite or scratch them. Eventually, he went and laid under a table with his head bowed, where he remained for the rest of the session. It was obvious to anyone who met Dibs that he had severe behavioural problems. Although the teachers had a warm affection for Dibs, they found it impossible to work with him. His mother declared him mentally abnormal and retarded at birth

Enter Virginia Axline, a practising clinical psychologist, who decided to use a technique known as 'play therapy' with Dibs

Ten years later, Dibs underwent a series of developmental attainment tests. He was, indeed, abnormal.

**In fact, he was a genius**

So the story of Dibs starts with Dibs who stand alone in the middle of the playroom. The 5 year old stared straight ahead seemingly unaware of the children playing all around him, his hands swung lifeless by his side and he remained completely motionless. His only moments were made when anybody approached him he would hit out wildly and try to bite or scratch them. Eventually, he went and played under table with his head bowed, where he remained for the rest of the session.

It was obvious to anyone who met Dibs that he had severe behavioural problems. Although the teachers had a warm affection or Dibs, they found it impossible to work with him and his mother declared him mentally abnormal and retarded at birth. So this is basically the underlined story that brings Virginia Axline or the clinical psychologist into action and when, actually this was what was happening in school, where Dibs was not interacting with the other children's.


We will see the gives behaviour so he did not speak to people there was no eye contact he preferred staying alone he did not interact with people in anyway so even not even non-

verbally. So there are many children who might not wish to talk to others that they would perhaps pass a pen to a friend or you know another child or may be hold his hand or do something together.

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### Dib's behaviour

- Did not speak to people
- No eye contact
- Preferred staying alone
- Did not interact with anyone in any way
- often stood for minutes on end with his head buried in his arms leaning against a wall
- sometimes sat in the same place all morning, not moving and not saying a word
- Loved books
- During story time in school would crouch under a nearby table so that he could hear the story
- in the playground, he usually sought out a far corner, crouched down scratched the dirt with a stick
- He was a silent, withdrawn and unhappy child



So Dibs on the other hand would not interact with anyone in any way and he often stood at minutes on end with head buried in his arms leaning against the wall so the action would be something like this you would prefer to be by the wall. Sometimes he sat in the place same place all morning not moving and not saying a word. He loved books, so he would he would go around the wall touch the books occasionally you would pick out one and keep looking at it in the teachers felt specially the was a teacher named Heather who felt that she he could he had the ability to read.

So during the time the story time when the story time came for the children and they would sit in a circle on a table with a teacher and they would show their things and say stories about it or the teacher would narrate the story, Dibs would always be crouching under a table and he was more if he wish he could actually in such an angle that he would be able to see the objects that the children showed me he could hear the story that was being said.

In the playground gives behaviour was very different from the other children so when the other children played together of played with objects, others sports activities where they participate of they use the slide and the swing, Dibs generally took up a stick and kept scratching the mud with a stick. In fact the first day when Axline visited the school and he she went through Dibs daily activities in school she saw the same thing that he was scratching

the ground with a stick and he was generally overall a silent, a withdrawn and an unhappy child.


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### Dib's in nursery school

- The school received many complaints about Dibs's disruptive and aggressive behaviour and the staff arranged for him to have some psychological tests. The psychologists failed to assess him since he refused to participate in any of their tests.

- **Was he mentally retarded?**
- **Was he autistic?**
- **Did he have some mental illness?**

- After 2 years of this behaviour, when Dibs was 5 years old, his nursery school teachers called in a clinical psychologist
- Dibs first met Virginia Axline
- She was to provide the stimulation and prompting necessary for Dibs to overcome his problems through **Play Therapy**



But the problem was that though his though most of the teachers felt that there was something wrong with him, but they did not give up on him and the problem actually was that they could not even sign him off as a mentally retarded child. Now Dibs came from a family where his parents were his mother was a surgeon and his father was a very famous scientist. So they to them this child was clearly abnormal who did not wish to talk who did not wish to interact what to the teachers who saw him daily they felt that no, there was something wrong with this child, probably emotionally rather than retardation especially when he was sitting with the books.

So he would do all his activities by himself if anybody really disturbed him or you now even went near him, he would scratch at them and bite them and throw things away and he would never ever smile. So none of the teachers of his school had actually ever seen him smile. So they were the teachers were pretty convinced that something had to be done with this child and then there was this the school received several complaints about Dibs disruptive behaviour and aggressive behaviour, especially from the other parents whose children Dibs had sometimes bitten or scratched and the staff arranged for him to be seen by to be undergo psychological tests by the school psychologist.

Unfortunately Dibs did not participate at all with the school psychologist and there for no test could be done. Also the paediatrician of the school saw him and he was also exasperated by

Dibs behaviour, so there was they were really not sure what exactly was going on, so the question was, was a mentally retarded? Was he autistic? Did he have some mental illness? His parents had actually thought he might have schizophrenia if it is not mental if he does not have a brain issue then definitely it is schizophrenia and if he is not retarded.

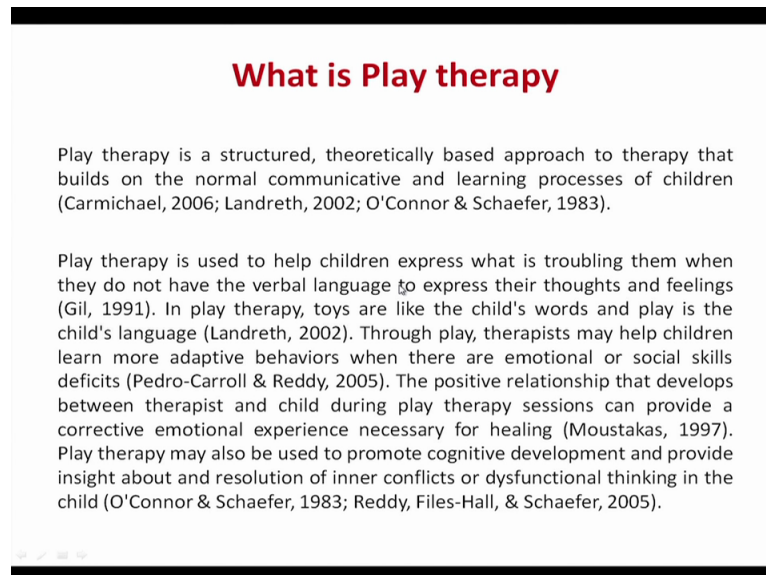
So they had actually taken him to a psychiatrist who denied having any problems who denied seeing any problem child in fact the psychiatrist had recommended treatment for the mother and but nevertheless Dibs was here in school, he was definitely having some problems he was absolutely not like other children and they the teachers did not know what to do with him. So exasperated in such a condition if finally and this mind you Dibs was coming from as I told you about his background he was coming from a family which was really rich and influential and they were from the Academia and Dibs mother had persuaded the school which was again a very high up in school to take in Dibs, so they were really not sure what to do with Dibs and they before signing him off was you know asking him to leave the school, they wanted Dibs to be seen by clinical psychologist.

At this point in time Virginia Axline was actually well known for her work in play therapy and thus she was she was already working on play therapy for quite a while and then therefore somebody had recommended this case to Virginia Axline and she was requested by the teachers to come to school to see Dibs, so and provide play therapy for him. So this is how Dibs basically got into an interaction with Axline. Now the one of the other strange thing about Dibs was in school I forgot to mention that though he did not interact with anybody, most of the time he was crouching under the table or staring at something for an hour at length or may be just sitting aside near the wall, he would never want to go home, he would still prefer school.

So he would fight and scratch and bite people if he was when the school time was up and it was lunchtime for everybody to go home, he would not wish to go home and most of the times his mother would come in late so that all this fighting and putting on the coat all the stuff was over and many a times he did not wish to go with his mother. So then the shofer would be asked to of his of his mother's car would be asked to come and pick him up and take him as he was an object and during this time either he would fight or just become limp and go, but he would never behave this way when he came to school, so he was very prompt about coming to school and he was never absent.

So that this also added to the teacher's opinion that there was something emotionally wrong with the child and something that acquired treatment, in fact the teachers were also very concerned about the family's treatment towards Dibs as compared to labelling him as a mentally retarded child.

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So now talking about spoke about Virginia Axline and play therapy and she was already prominent and well known in the Academic circles for play therapy, then what is play therapy? So play therapy is a structured and theoretically based approach to therapy that builds on the normal communicative and learning processes of children, so this is the definition given by Carmichael and it is also being supported by the others.

Now what the use of play therapy is to help children express what is troubling them, when they do not have the verbal language to express their thoughts and feelings. In fact many times it is seen that even when the child has an access to verbal language he might not be able to select the right words when in emotional distress or most of the times you know even if they have an access they would prefer to simulated or express their emotions through play. So without probably that was less that is less alarming to the child as compared to speaking out the thought even if the child has the use of language and through play, therapist may help children learn more adaptive behaviours when there are emotional or social skills deficit.

So the play therapy not only helps the child to express his feelings but for the therapist to understand the underlying the trauma or the emotional turbulence that the child is going through, it also helps to train the child and social skills and emotional skills. So many times it

is done through role-play where the child is taught through puppets say that if such a thing happens at home, say there is a fight at home between parents, then how would you respond to it? How would this baby bear respond to it? So this you know just through play just through role-play in this case there many times a lot of you know the appropriate emotional and social skills are taught to the child.

The positive relationship that there will between the therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing. Most of the times when we see children during having emotional problems the underlying problems probably most of the time as I said have been somewhere in the home setting or the home front and they have many times gives the child and understanding that these relationships are so these are conflicting relationship, so the mother and child relationship perhaps or the father and child relationship is disturbed and the child starts generalising it to other relationship also.

So that, say for example nobody can be trusted or I cannot have faith in people. now the relationship between the child and the therapist being an unconditional relationships, so as in it is not based on you know any condition that I am going to like you if you do well this, so this is unconditional positive regard as Rogers (1956) said so that's why if the trust and believe in relationship per se is also brought out through therapy.

The goal of the therapy perhaps is the primary goal of the therapy of play therapy is to elicit the emotional turbulence or the emotional problems of the child and made the child express, but on the other hand it also helps to identify that at type of problems that the you know that has affected his belief system or is actually affecting the belief system, structuring the belief systems of the child. So there you know the relationship the rapport between the therapist and the child also works as a corrective emotional experiences and which is also necessary or healing. Play therapy may also be used to promote cognitive development and provide insight about the resolution of inner conflicts or dysfunctional thinking in the child.

So as I was just mentioning at many times the believes there may be some belief system that is forming and maybe some dysfunctional thinking patterns that the child is developing through un through you know unwanted relationship problems at home perhaps. So these things you know so the therapy also provides a corrective platform for you know restructuring the thought pattern.



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| <b>Types of Play Therapy</b>  |  |
|---|--|
| <b>Non-directive Play therapy</b> <ul style="list-style-type: none"><li>• Allows the child a free rein in the playroom</li><li>• They can play with anything that interests them</li><li>• The therapist listens or records all the behaviour - (video from behind a one-way mirror)</li><li>• The therapist uses factual comments on the behaviour such as 'So you're going to play with the father doll today' to allow the play to develop</li></ul> | <b>Directive Play Therapy</b> <ul style="list-style-type: none"><li>• Therapist takes a more active role in the play</li><li>• Gives suggestions as to appropriate games to play and uses the sessions for specific diagnostic purposes</li><li>• Role-playing scenes are enacted to symbolise child's own life experience and then work on possible solutions</li></ul> Example: animal glove puppets may be used in play fights that symbolise arguments between parents |

So play therapy there are two types of play therapy, so one is the nondirective play therapy and the directive play therapy. So in nondirective play therapy allows the child a free rein in the playroom and they can play with anything that interests them so the here the therapist listens or records to the behaviour and either with video writes down the notes or behind the one-way mirror and the therapist uses factual comments on the behaviours such as so you are going to play with the Father doll today to allow the play to develop.

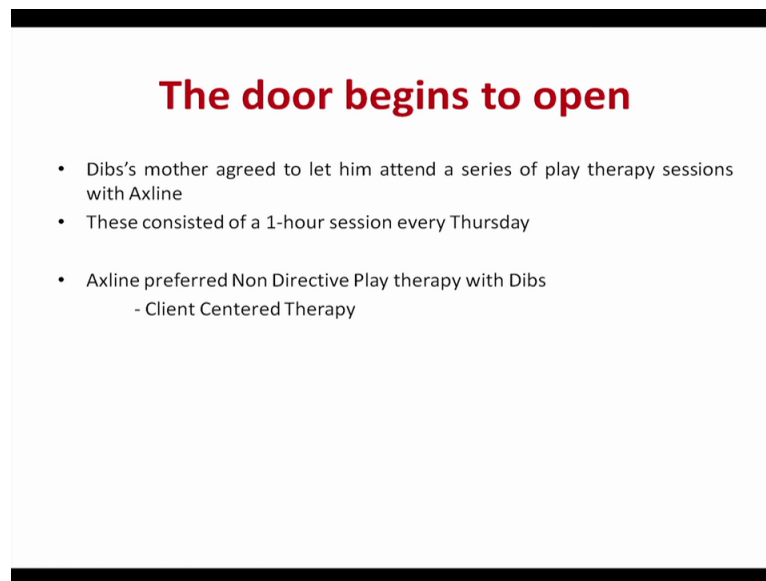
So the work of the therapist is just to you know to keep the child in the activity, whatever unity the child is interested in, so it is to keep the child engaged so it is not like directing the area of play, the focus of play, the objective of play. Directive play therapy or in in directive play therapy, the therapist takes a more active role in the play so it gives suggestion as to the appropriate games play and use this use this as a session to for specific diagnostic purposes.

So the role-playing scenes are inactive to symbolise child's own life experiences and then work with possible solutions, so generally when we are trying to use trained social skills or emotional skills in a child then directive play therapy is often used, so but for exploration again the nondirective play therapy is used, so when you are actually not telling the child to do anything, so he does whatever he likes for the one hour that he got that he has, he does whatever he likes and he is with whatever things he.

So it is basically we say it is a projection of your own thoughts into the object into the play object and that is how the child is expressing, so many times the child as we will see in Dibs what Dibs does is he takes up a the so there was a doll house in the a room where Dibs did

not prefer the walls in the doll house, so kept saying that no walls no locks, Dibs like no locks, so probably because most of the time he was shut up in a room and the door was locked, so he did not prefer room with lock doors. So in the dollhouse what he would take out the doors and remove all the walls, so the dollhouse at no walls or game so he did not like walls.

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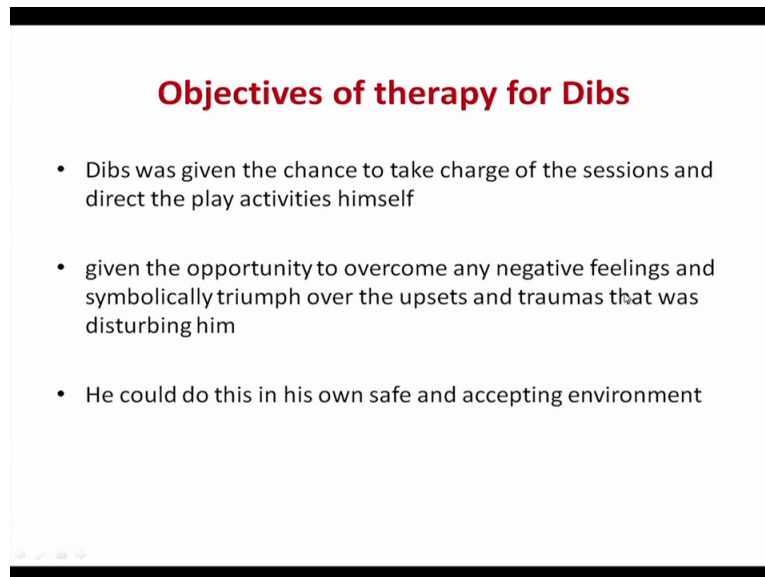
**The door begins to open**

- Dibs's mother agreed to let him attend a series of play therapy sessions with Axline
- These consisted of a 1-hour session every Thursday
- Axline preferred Non Directive Play therapy with Dibs
  - Client Centered Therapy

So basically he Axline starts using non-directive play therapy for Dibs and after a lot of conjecture Dibs parents agree to send Dibs for play therapy for an hour into Axline's center, so there, child guidance Centre. Initially Dibs parents, Dibs mother wanted him his therapy to be to be continued at Dibs house, they were as I mentioned earlier they were rich family and they Dibs had a playroom in his house, so the mother said to be could get anything at you wanted. But because of the insistence of Axline they agreed finally agreed to send Dibs to the child guidance Centre.

In the interaction if you go through the book, it is very interesting piece where in the interaction Axline mentioned that Dibs mother, the way she portrays her child she says that it is like they had no hope the child, they know that the child is retarded and if Axline wishes to use him as a scientific data for her study for her research, then that was okay with them but they did not actually see it see any hope or improvements in Dibs.

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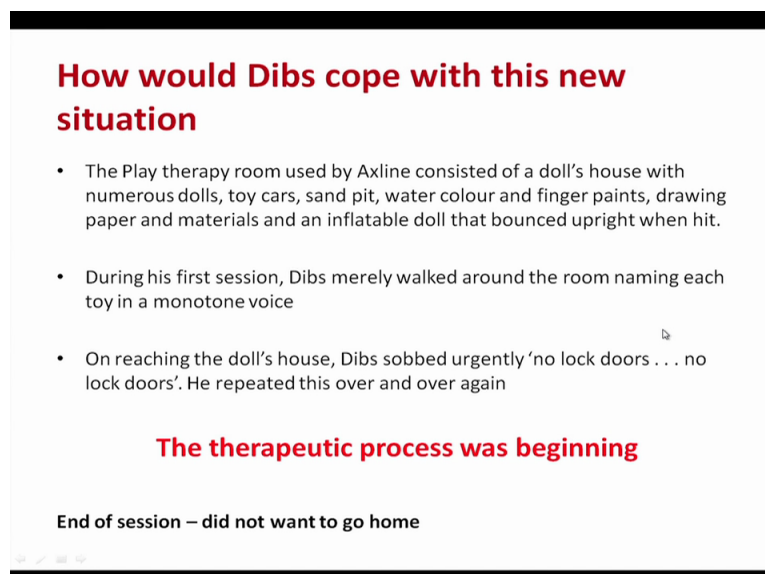
**Objectives of therapy for Dibs**

- Dibs was given the chance to take charge of the sessions and direct the play activities himself
- given the opportunity to overcome any negative feelings and symbolically triumph over the upsets and traumas that was disturbing him
- He could do this in his own safe and accepting environment

Now the so the session started with a one hour every Thursday and the objective was the dip was given a chance to take charge of the sessions and direct the play activities himself so it would as I said in non-directive play. But the objective was to give the opportunity give him the opportunity to overcome any negative feelings and symbolically triumph over the upsets and traumas that was disturbing him.

So through play whoever was actually disturbing them, the objective was to allow them to overcome them to play and he could do this in his own safe and accepting environment. That was one of the reasons why Axline decided on continuing the play therapy sessions in her in the child guidance Centre instead of Dibs house, where he was already feeling bondage.

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**How would Dibs cope with this new situation**

- The Play therapy room used by Axline consisted of a doll's house with numerous dolls, toy cars, sand pit, water colour and finger paints, drawing paper and materials and an inflatable doll that bounced upright when hit.
- During his first session, Dibs merely walked around the room naming each toy in a monotone voice
- On reaching the doll's house, Dibs sobbed urgently 'no lock doors . . . no lock doors'. He repeated this over and over again

**The therapeutic process was beginning**

End of session – did not want to go home

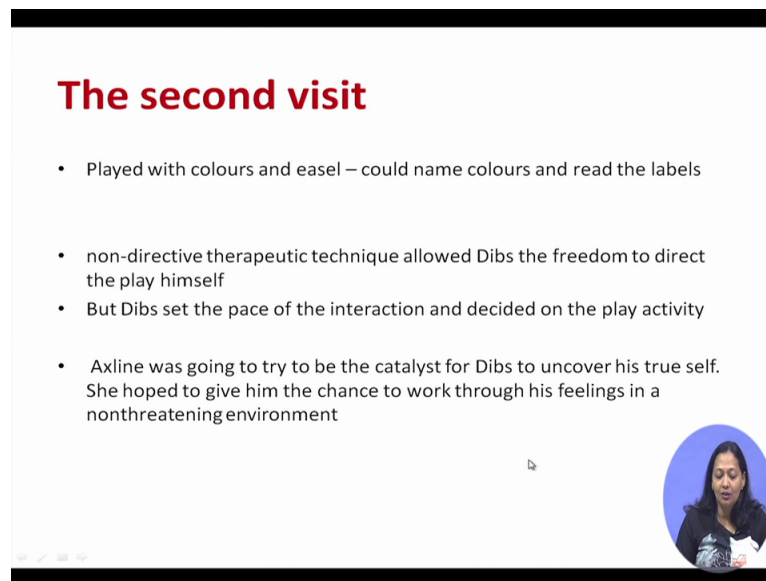
So how would Dibs cope with this new situation? So the play therapy room used by Axline consisted of a doll's house with numerous dolls, toy cars, sand pit, watercolour and finger paints, drawing paper materials and an inflatable doll that doll that bounced upright when it. So in his first session, Dibs came with his mother and he held Axline's hand walked up to the playroom. Earlier mind you when Axline had gone to Dibs school observed him, that they also he did hold Axline's hand and he never touched anybody. So this was the first time he held Axline's hand any other stranger's hand and walked with the stranger till the playroom and he played with the things they there.

Now in the first session in the child guidance Centre, he came with his mother and on reaching the doll's house, so he was moving around in the playroom and on reaching naming each object in a monotonous voice, so he could he actually could identify all the objects and we will see that he could also read, so on reaching the doll's house, he sobbed urgently no locks doors... no locked doors.

He repeated over and over again and he did not like lock doors as we mention. So the therapeutic process was beginning that is what Axline thought and at the end of the session again just like school he did not wish to go home, so there was law of fighting and arguments, fighting and biting and things and then Axline here she was in a dilemma whether to really go with the child or let him be, so participate in the conversation or convinced the child to leave.


So finally she decided that no, she had to let him be independent. The objective of therapy would also be to make its independence as an individual, so it would not be right to eat there during the time when he was going home so after the session she walked back to her office and Dibs continued the go no-go situation with his with his mother.

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**The second visit**

- Played with colours and easel – could name colours and read the labels
- non-directive therapeutic technique allowed Dibs the freedom to direct the play himself
- But Dibs set the pace of the interaction and decided on the play activity
- Axline was going to try to be the catalyst for Dibs to uncover his true self. She hoped to give him the chance to work through his feelings in a nonthreatening environment



In the second visit Dibs played with color and easel and could name colours and also read the labels in all the colours. He knew all the colors and he knew how to read the labels and this nondirective therapeutic technique allowed tips the freedom direct the play himself and Dibs set the pace of the interaction and decided on the play activity.

So what had happened years, he decided like on the on the third day decided at Key West to have a tea party, so he would also test Axline, He would put dip his fingers in the color paint and then remove it, keep the water open for a long time in the saying just to see what Axline would do? Initially you would not have eye to eye contact with Axline but gradually with time, he started interacting with Axline and also developed his language. So Dibs earlier would always address himself as you, so you would like to open your coat so Axline again point out, you want me to open your coat to help you open your coat.

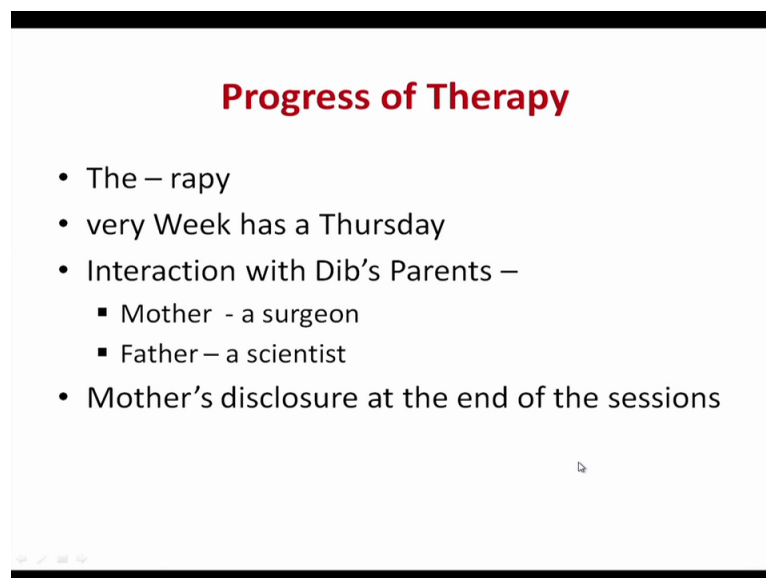
So this way it is actually learnt the use of the pronouns himself. Also another interesting thing that was seen was that whenever Dibs was emotional so he was disturbed, the language would get affected. So in this in this through these visits every day and through this nondirective play, Axline was actually being the catalyst for Dibs to identify his true self and she gave him a chance to work through his feelings in a non-threatening environment. Mind you play therapy's objective primarily is to wire an environment for the child, which is nonthreatening.

So if we have in many schools these days, especially with the Montessori schools you have a playroom, so some of the paediatrics paediatrician's centers also do have a playroom. So one

of the, the major objective of this is to provide an envoy event which is nonthreatening to the child, so the child when if again you know if the child specially is going having emotional issues to be dealt with, which is keeping him withdrawn, then play would probably the best be the best way to bring out those unresolved conflicts out in the open because they would not be the child would not need to direct it towards an alarming figure say the father or the mother were much bigger than him and who might harm him.

So through play therapy he could easily project these this anger this frustration to a soldier to a toy soldier and many a times it was seen that say for three toy soldiers, Dibs buried them in sand and said they are gone forever. And he also asked Axline in one of the sessions keep it like that so he would come and see the next Thursday that things were same.

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So through the progress of therapy it was seen that gives actually read very well in fact in the second session Dibs could read therapy so he read it as “the rapy” so then after Axline told him and he could really read well. His functioning was way better than these children of his age and he was very happy about the fact that every week had a Thursday because Thursday's would be the day when he would come to meet Axline in the play therapy for the play therapy session and he addressed Axline as Miss A.

So later on it and interaction with Dibs parents finally just before the end of the session it was seen that, I told you earlier that Dibs mother was a surgeon and her father was a scientist and it came out during the final interaction the mother that she did not wish to have this child and there was another sister that Dibs had and the mother kept saying that she was a perfect child,

so got Dorothy or the elder other sister that Dibs had, was appreciated by the parents, especially because these parents were very intellectual and there their way of assessing the children were through intellectual capacity stop now Dibs did not express himself and probably it would be his so to them he was a shame and embarrassment.

So they kept him locked away as much as they could and not trying to bring him out to society, so the public interactions. Now this thing, the more they did that the more Dibs used his anger and to withdraw him to his shell and he stopped interacting with people. Actually how important these interactions are with children has been seen in several studies earlier. One of the major studies with children was with the child called Genie and if you just look up, if you Google up Genie you will see that this is this was one child he is she was called the feral child or the wild child who was kept locked up because his father because her father did not want the child and did not feel she was weak and she was most of the time locked up in the rooms so much so that she actually did not develop language skills.

She could not walk properly she was extremely malnourished and when the child was identified it was quite late, when the mother had taken her to a to a social security some NGO sort of a centre and there when it was identified then after that it was lot of research was done on Genie and the effects of you know of low environmental support of interaction left a mark throughout the life of Genie. The same has been studied way back in the 1700 by Itard who actually studied a boy called victor. So you can that is also a very interesting study where he is known as the victor of Aveyron.

This boy was living in the wilds and once when he came into the village, it was seen that this boy not speak the language, he behaved like he was not aware of any of the social norms and he defecated in public in a way standing up and also the way he...it did not matter to him whether he was eating raw food or cooked food, so he did not finally Itard did not really pick up the language at all, so finally victor did not pick up the language at all. Itard worked with him for quite some time but, so basically you know even in the case of Dibs it was seen that, this this locking him up, keeping him away, not interacting with him had made Dibs moved get into a shell of his own and he also his just like his parents and his resort was again intellectual skills.

So he also, when he started coming out so that is why he liked books, he liked looking at books, he liked reading things, so the mother at the end when he was perfectly healthy and happy then the mother at the end of therapy disclosed that she had started teaching the child

to read letters way before two years age of age and Dibs could actually read by two years of age.

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### Dib's last session

- Dibs was relaxed, out-going and happy. All his behaviour was spontaneous. He said a final goodbye to 'the lady of the wonderful playroom'.

### Psychological assessment

- A clinical psychologist administered an intelligence (IQ) test to Dibs a week later
- **Intelligence tests:** This is a standardised test used to establish an intelligence level rating by measuring a person's ability to form concepts, solve problems, acquire information, reason, and perform other intellectual operations. The
- average IQ score of the general population is 100. Dibs had an astoundingly
- high IQ of 168. Less than one person in a thousand would score as high. He
- did not finish the reading test since he grew bored but he had already achieved a score far in advance of his years. He was an intellectually gifted individual who was thriving in all respects

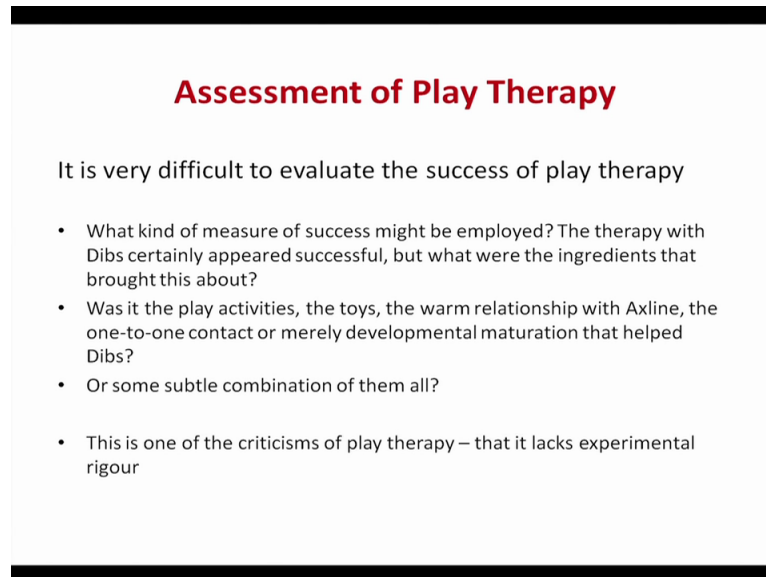
So in Dibs last session with Axline you was very relaxed, outgoing and happy and all his behaviour was spontaneous. He said a final goodbye to the lady of the wonderful playroom and after that and basically a week after the final session and IQ test was done on Dibs to see his concepts, this problem-solving ability, the acquisition of the information, reasoning and other intellectual operations and it was seen that Dibs had an IQ of 168.

So imagine they started with thinking that this child is perhaps a retarded child and perhaps he had mental disability of some sort so probably a mental illness. But here was a child with an IQ of 168 and less than 1% in a thousand would score as high as him and in fact if he did



not, he got so bored the test IQ test that he did not finish reading the reading part of it so probably you know by then he had already scored 168.

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**Assessment of Play Therapy**

It is very difficult to evaluate the success of play therapy

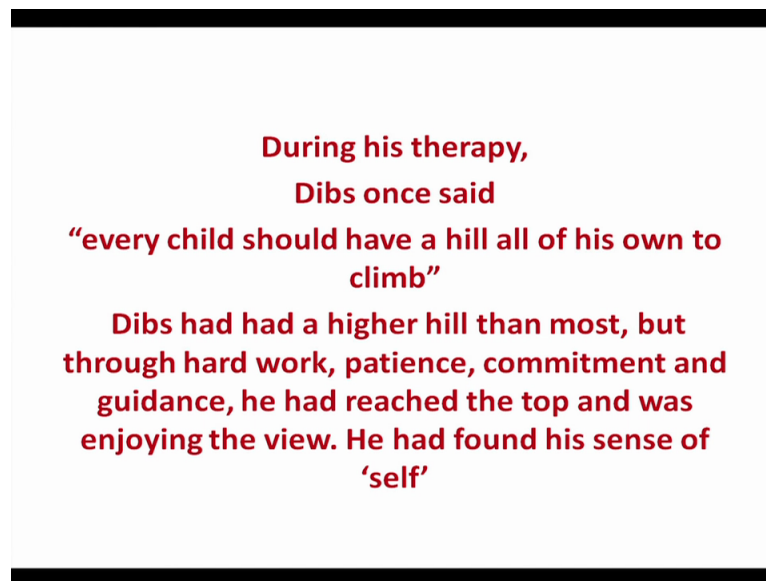
- What kind of measure of success might be employed? The therapy with Dibs certainly appeared successful, but what were the ingredients that brought this about?
- Was it the play activities, the toys, the warm relationship with Axline, the one-to-one contact or merely developmental maturation that helped Dibs?
- Or some subtle combination of them all?
  
- This is one of the criticisms of play therapy – that it lacks experimental rigour

So later on he actually got to meet Axline ones and there it was seen Dibs remembered Axline. He also remembered the after two years he met Axline coincidentally on the road and Dibs remembered exactly the number of days before how many Thursdays before he had had the last session with Axline and later on when quite several years later by then Axline was pretty prominent in her circle dealing with emotional turbulence of children specially through play therapy and there one of friends showed a letter from a school where a child of 15-year-old boy had written an eloquent letter, complaining about the steps that the school administration should take for treating children for helping children who are ill-treated.

So this and that letter was written extremely eloquently and was followed up the administration was planning to follow it up and this letter when show to Axline, she saw that this was actually written by Dibs. So now and assessment of play therapy, so how is it whether is it good whether it is bad over whether it is doable, so the most important part is, it is difficult to evaluate the success of play therapy, primarily because you are dealing with one individual at a time and what kind of measure of success might be employed? The therapy that Dibs and through appears to be successful but what brought this about? Was it the play activities, the toys, the relationship with Axline, the one-to-one contact or merely the development maturation that helped Dibs?

Or was it a combination of it all? So we actually do not know and the problem is that this is very individualistic and tailor made for each child. So an assessment of play therapy would really be tough and one of the major criticisms of play therapy is, it lacks experimental rigor. So though we are talking about psychology as a science today and that is why we have we are discussing so many cases, but I still felt that it would be important to discuss its case that because when we are talking of individuals with any times each case is each individual is important when we are discussing cases.

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So it is not only of quantitative study that is important in psychology so psychology deals with numbers we tried to we are trying to show at it can actually be experimentally verifiable but there are... The case studies specially in no single case studies are also importance to the qualitative material in psychology is also important or analysing data and to understand human behaviour and that I will end this lecture just buy one of Dibs saying so during his therapy, Dibs once said "every child should have a Hill of all of his own to climb" and Dibs had had a higher hill than most, but through hard work, patience, commitment and guidance, he had reached the top and was enjoying the view. He had found his sense of self. Thank you.