A Clinical Psychological Group Support Approach for Adolescents with High-Functional Pervasive Developmental Disorders: On the Application and Benefits of Psychodramatic Role-Playing

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The purpose of this study was to investigate the value of psychodramatic Role-Playing for increasing an understanding of self and developing appropriate personal relations among the adolescents with High-Functional Pervasive Developmental Disorders in a clinical psychological group setting. Group members were 11 adolescents with High-Functional Pervasive Developmental Disorders who have difficulties with interpersonal relations and some staffs. We dealt with their reluctance to act by accepting this refusal, thereby giving them some peace of mind, by talking about their right to make suggestions freely, by conveying a positive message, by the practice of self-disclosure among the staff members, by allowing the members to be spontaneous within a structured situation and by allowing them to feel they were participating by just being present. The effect of psychodrama is discussed related to group coherence and the stimulation of emotion through physical movement or acting in terms of the following: the sequence of activities, talking about an absent member, attention to a common interest among the group, "private joke", kidding as a basis for rapport, helpful behavior and expressions, surplus reality and expressions of feeling and emotion through action in a structured scene. The development of their self-understanding was indicated as the purpose of the group.

Key words: Pervasive Developmental Disorders, Group Support Approach, Psychodramatic Role-Playing

1. Psychological and Educational Support for People with Pervasive Developmental Disorders

Pervasive Developmental Disorders are characterized by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. This classification includes
Autistic Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, Asperger’s Disorder, and Pervasive Developmental Disorders Not Otherwise Specified (DSM-IV-TR, 2000). These disorders are diagnosed without regard to the mental age level. In this paper we will focus on adolescents with a high mental age level, Asperger’s Disorder and High-Functional Autism. The essential features of these two types of disorder are the presence of markedly abnormal or impaired developmental interaction and communication, and a markedly restricted repertoire of activity and interests. They lack spontaneous desire to share enjoyment, interests, or achievements with their friends. Their parents are anxious about the fact that their children can not develop peer relationships appropriate to their developmental level. They have various hopes in having their children more interested in establishing friendships and require learning social skills. The first national survey for children with special educational needs in classrooms was conducted, and the results showed that regular education teachers estimate about 6.3% students have severe difficulties in their learning skills and social behavior.

Although having difficulties in social interaction, many of these children and adolescents are enrolled in regular classes because they have no mental retardation, no clinically significant delays in cognitive development or in age-appropriate self-help skills, and have normal curiosity about their environment. In Japan, it was reported that six percent of all pupils in elementary and junior high schools were in this category (Ministry of Education, Culture, Sports, Science and Technology, 2001). Therefore, these students need support in their need to learn more acceptable adaptive behavior in social interactions.

Recently, support for these children is under consideration in Japan. The Ministry of Education, Culture, Sports, Science and Technology published “Special Education in the 21st Century: Provision of Special Support to Meet the Needs of Each Child” in 2001. This report has four sections (Table1).

<table>
<thead>
<tr>
<th>Table1 Special Education in the 21st Century: Provision of Special Support to Meet the Needs of Each Child (2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&lt;1&gt; Fundamental Policies on Special Education for the Future</strong></td>
</tr>
<tr>
<td>① Development of Special Education in Japan</td>
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<tr>
<td>② Fundamental Policies on Special Education for the Future,</td>
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<tr>
<td><strong>&lt;2&gt; Improving the Assignment</strong></td>
</tr>
<tr>
<td>① Establishing a Consistent Advisory Support System from Infancy to the Post-school Years</td>
</tr>
<tr>
<td>② Reviewing the National Standards and Procedures of Assignment for Children with Disabilities, and Enhancing the Role of the Advisory Committee that Deliberates Which School Meets the Needs of Each Child,</td>
</tr>
<tr>
<td><strong>&lt;3&gt; Supporting Students who Need Special Educational Support</strong></td>
</tr>
<tr>
<td>① Improvement of Education Relating to Conditions of Disabilities</td>
</tr>
<tr>
<td>② Education at Special Schools, Special Classes, and Resource Rooms in the Future</td>
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<tr>
<td>③ Encouraging Upper Secondary Schools to Accept Students with Disabilities and Supporting Life-Long Learning of People with Disabilities</td>
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<td><strong>&lt;4&gt; Condition for Improving Special Education</strong></td>
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<tr>
<td>① Class Composition of Students and Teacher Allocation at Special Schools and Special Classes</td>
</tr>
<tr>
<td>② Teacher Development of Special Education</td>
</tr>
<tr>
<td>③ Conditions to Promote Special Education</td>
</tr>
</tbody>
</table>
In the third section, educational support for students with learning disabilities, Attention-Deficit/Hyperactivity Disorder and High-Functional Autism are covered. It is suggested that educational support for these students should be investigated based on research in order to understand their situation and selection criteria and effective teaching methods should be examined.

The special school and special education system in Japan has supported children and pupils with blindness, deafness, intellectual disabilities, physical disabilities, health impairments, and special classes have supported those with emotional disorders. In Japan, special education has endeavored to use special schools or classes appropriate to the type of disability. As this author noted a prior section, though there are students who have difficulties in social interaction, as yet they have no special support. This report discusses educational support for students with learning disabilities, Attention-Deficit/Hyperactivity Disorder, Asperger's Syndrome, and High-Functional Autism who are enrolled in regular classes, some of whom receive part-time special assistance. The advisory committee proposed that new, special support education should be done according to the special educational needs for all children with disabilities, and that education for children with LD, ADHD, and High-Functional Autism must be put in place. This indicates that there is an increasing need for additional educational support for these students and for the development of more concrete strategies for their education.

2. Clinical Psychological Group Approach for People with Pervasive Developmental Disorders

Clinical psychological support for people with pervasive developmental disorder has been studied in developmental psychology and clinical psychology. Many studies reported about individual therapies. However, even if the relationship between their therapist and themselves improves, this good relationship is not necessarily extended to their group or any other individual.

Further, they lack any spontaneous desire to share enjoyment, interests, or achievements with their friends and have other various problems in establishing friendships and learning or practicing skills. In other words, their problems and difficulties show up when dealing with just one person at time. It is significant however that they experience some resolution to their problems in a group setting where they express their own inner thoughts and share their feelings and wishes with other people.

According to Utena (2003), group counseling has the following four validities. First, even if a person doesn't have much insight, other members in the group may have some insight and
provide among themselves. A person who has insight can extend his or her ability to understand and share their experience with all members of the group. Second, a person who has a clear understanding of something and disclose about how he/she feels in s session, during the process of his/her feedback could learn the experience of helping others. This new-found knowledge of sharing helps increase self-esteem and confidence. Third, the non-verbal relationship between members of the group invites attitude changes even without everyone individually sharing their own ideas. Fourth, the group as an audience fulfills the role of monitoring each performer's behavior and bring an objective viewpoint, that learns and explains information that is happening inside their minds. The performer is thus enabled to judge his own performance better through the eyes of the audience. This suggests clearly that such group therapy produce the results intended the group members.

A line of research by Takahara (1995, 1998, 2002) provides some further answers. Her study evaluated the effects of psychodrama(1) on 3 adolescents with autism. A study by Takahara suggests that after experiencing and participated in a psychodrama, the group members were better able to understand each others' thinking, became more interested in others, and more readily expressed their own thoughts. The investigators found that the psychodrama is effective for supporting long-term changes in adolescents with autism.

Some of the group uses verbal communication, such as an encounter group. But the members in this study generally have limited speaking abilities, and have difficulty conveying their feelings and wants, despite the fact that they can speak fluently, although in a self-centered manner, about their own interests. Therefore, group therapy is a form of activity appropriate for them in terms not only of verbal communication but for nonverbal communication with other people with a Pervasive Developmental Disorders. For this reason, we have adopted psychodramatic role-playing.

### 3. Psychodramatic Role-Playing

According to Utana (2003), role-playing has five benefits, development of communication, advancing creative it, facing reality, getting an idea how to solve problems, and understandings the causes of various problems.

In Psychodramatic Role-Playing, the performer freely selects the role he/she prefers. They do not have to do it “right”. So the role, and how they play it, projects their inner mind: wish, ambivalent, anger, sadness, and so on. This is different from role-playing in social skill training (SST). The former is oriented to psychoanalysis, and the latter to behavioral therapy. To develop their social skills, group members play roles. This is effective because their own behavior would not likely fit the role or occasion. For example, speaking out of context
regardless of what listeners think and without allowing others a chance to speak. In SST, the therapist sets the goal as the target behavior that should be achieved, and group members as the clients, work at how they can appropriately play the role to achieve that aim. In Psychodramatic Role-Playing, everyone who joins a group does not practice in advance but rather improvises to perform their role. The role-playing in counseling produces member catharsis, and expressions are tolerated that would be indecent and lead to restraints in ordinary life. Also, they learn to think about themselves difficultly and learn self acceptance through psychodramatic role-playing. In this situation, they feel that their differences from others are due to personal failings instead of being caused by their disorders. Therefore, they need to learn about themselves without feeling such low self-esteem. This is the reason to adopt Psychodramatic Role-Playing.

4. Structure and Procedure of Group

(1) Practice procedures

The two groups practice once every two weeks. One session takes an hour and a half. In this section, we will analyze sessions of the two groups. Each group meets in a room of Sakura Children's Hospital. They have come to this hospital from childhood up to the present. One of the authors is a part-time clinical psychologist at this hospital.

(2) Group member

The name of one group is “Parasol Friends,” a name chosen by its members. The reason for this name was that the days of group therapy were usually rainy. The other group is “Monday Circle,” the group members also chose the name because they meet on Monday. All members remain the same, but some of the staff members change in some sessions. The staff members are the author or one of two graduate students acting as director; one of them is a master course graduate student, the other one is a doctoral course graduate student, and the clinical psychologists of this hospital act as Auxiliary Egos.

① “Monday Circle” Group

The participants are four adolescents with Pervasive Developmental Disorders, an adolescent with Learning Disability, and some staff members. Adolescents range from the first year of junior high school to freshmen in high school. They know about their disorders. They attend regular classes and receive no special educational support. The profile of each member is as follows: (Member's name is assumed name)

Rei: He is a first-year high school student diagnosed with Asperger's Syndrome. He has a good school record and has reached the school's highest academic level. He is a person of very high mental ability, and his intelligence quotient is about 150. When he thinks about his
disability, he says that he knows how he differs from other people. He wrote a composition about himself, “I have difficulty in understanding someone else's feeling and situation.” He goes into a panic when classmates swear at him.

**Aki**: She is a second-year student in junior high school, and is diagnosed with Autistic Disorder. She is enrolled in a special class. She likes to joke and continues to speak self centered and also likes to draw comics. She reads some of book about autism in the waiting room of the clinic after she was notified that she had autistic disorder by the clinical psychologist.

**Ryo**: He is a first-year student in junior high school, and is diagnosed with Asperger's Syndrome. He likes railroad trains very much and is likely to talk about trains even if the other people don't listen to him. When his counselor asked him what Autism is: He very nonchalantly answered that it means funny or strange. He wants to graduate from the university at a high academic level and then work on the railroad as professional motorman.

**Yoshinobu**: He is a first-year student in junior high school. He is diagnosed with Autistic Disorder. When his counselor notified him that he has autism, he did not respond in any special way except to say “huu···.” He sometimes says, “Why do I get angry so suddenly?” He often thinks himself unable to change in terms of his bad feelings and lack of emotional control. When his counselor asked “What do you think about yourself?” he does not answer about his inner self but rather about his external tastes such as his favorite subject or the food he dislike.

**Tatsuya**: He is a first-year student in junior high school diagnosed with a Learning Disability. Although he likes to make friends, he has difficulty maintaining relationships. He feels that he acts rudely often but doesn't mean to and sometimes he is abrasive. He has low motivation to participate in this group, and before each group therapy session he asks his counselor “If I don't want to be part of this group, can I stop attending?”

2 “Parasol Friends”

The participants are six adolescents with Pervasive Developmental Disorders and some of the staff members. The adolescents are from the first year of junior high school up to freshmen in high school. They are unaware of their disorders. They attend regular classes and do not receive special educational support.

**Takuto**: He is a first-year high school student. He has been diagnosed with Asperger's Syndrome. His intelligence quotient is only 65. But he performed the tasks of the WISC-R so indifferently that this author thinks he is higher. He talks a lot frequently, but is not good at sensing the atmosphere in the group. For example, he suddenly asks a stranger, “Are you a virgin?” He likes the actors and singers who are very popular with his classmates in high school, and he can understand and enjoy the jokes.
Taihei: He doesn’t like to talk to anybody. He isolates himself in his class. He keeps the rules stubbornly. If somebody acts in violation of the rules, no matter how minor, he becomes angry. His expression doesn’t change, and he withholds his gaze.

Taisuke: He likes trains very much and remembers the names of many stations. Usually he frowns and then suddenly laughs at somebody’s joke. He has unnaturally polite speech, especially using the first person pronoun. In Japanese, with age and depending on the relationship, we alter the personal pronoun “I”. We say “Boku” during childhood, “Ore” in adolescence, “Watashi” in adulthood, and usually “Watakushi” in polite situations. But he calls himself “Watakushi” all the time. His usage isn’t wrong, but it is very different from his classmates, and seems very odd.

Fuyuisha: He attended a special class until he was in the third year of elementary school, but he now attends regular classes. He feels that he is different from his classmates. He has trouble in his relationships with friends, so he avoids contact with them.

Kensuke: He is a third-year student in junior high school and is 15 years old. He is diagnosed with a Pervasive Developmental Disorders. His intelligence quotient is 97. He likes to watch movies and knows very many actors and actresses and information about the release of new movies. He speaks too quickly for us to follow. So the members of our group sometimes do not catch what he says. But he is not aware that we do not understand him. He continues talking about movies for some time, and then finally notices our blank looks. He will stop talking or change the subjects momentarily, but then he resumes talking about movies.

Nobuaki: He is diagnosed with Asperger’s Syndrome and has trouble in his relationships with friends and often behaves inappropriately. He assumes that he has a mental illness and has high anxiety.

(3) General Process

① Warming up: Each session is composed of some games for warming up and some gesture games that will apply to the Psychodramatic Role-Playing. The purpose of the warming up has its main purpose in creating a relaxing setting by acting through physical movement and brainstorming, and to begin thinking about other group members' intentions and emotions, because they usually feel isolated at the beginning of their classes. For example, the “Who am I?” game, the “Kokontozai” game, the “Fruit Basket” game, “Takenoko Nyokki” game, and so on. The rules of some of the game follow:

· “Who am I?” game: When the members of the group meet for the first time, I ask them, “What is he/she like?” The aim of this question is to have them think about others' personalities, internal traits, character, and so on, not just external appearances.
The members wrote down their answers, but no one knows which member made which response. The Director asks, “Who is this?” while showing responses on the cards.

**Illustration 1**

| I am often careless. |
| My favorite thing is watching sports games. |
| Athletics is something I don't like. |
| If I were a child, I would play games all the time. |

**Illustration 2**

| I am often forgetful. |
| My favorite thing is playing basketball. |
| Athletics is not my favorite. |
| If I have money, I want to go to watch the football in Spain. |

· “Kokontozai” game: The main rule of this game is to give one example from a category. For example, when the category is “Fruit,” all members must say the name of a fruit: apple, orange, banana, and so on in turn quickly. If someone is at a loss for a word, the game stops briefly. It then resumes with a new category. This game is a little like the “Hot Potato” game.

One of the purposes of this game is to adopt the category proposed by each child. Another important point of this activity is to give a child the opportunity to suggest a game for everyone to play. Because they usually are not the center of attention in their classes, and they do not have the chance to propose any projects or plans, the adoption of their proposals is a valuable experience.

· “Fruit Basket” game: Members sit down in a circle, and a member stands up and goes to the middle. The member then says something. For example, “People who like apples,” “People who didn't have breakfast this morning.” All participants who apply to what the member standing has said must move to another chair rapidly. Any member left standing must become the new person in the middle of the circle who then says something new, and the process repeats itself. This game is a little like musical chairs.

If staff members become the person in the middle, their theme always focused on not appearance but the others' mental states, others' personalities, internal traits, etc. For example, “People who enjoy this game now,” “People who were not willing to come to this group session,” “People who think that I am kind.”

Because children with autism have understanding deficit about other people (lack understanding, have difficulty in understanding), we staff members always say these types of things to encourage the children to think about other members' emotions and feelings.

An additional benefit of this game is that members relax and loosen up by moving around and laughing when funny things happen. For example, two Auxiliary Ego people tried to sit in
the same seat.

To succeed in this game, participants need to say a theme that applies to many members so that they must all change their seats. Therefore the person in the middle must think of common traits, mental states, likes, dislikes, etc. among the members. Most members, however, are not interested in others and in this game, so when they go to the middle, they are likely to say something about their own interests rather than those of another member’s. Because a member likes the railroad, one might say, “People who like the railroad.” But none of the other members move. In another case, because the member is very interested in movies, so he or her says, “People who think actor A in the movie C is better than actor B in the movie D.” But except for him, no one knew A, B, C, or D, so no one moves.

For these children who have difficulty focusing on others, the skills needed to succeed in this game require training about focusing on others and thinking about others’ minds and mental states. This helps them build a base for social interaction and communication.

- “Takenoko Nyokki” game: Everyone sits down in a circle. All members of the group say “TAKENOKO TAKENOKO NYOKKI-KI!!.” “TAKENOKO” is bamboo shoot in Japanese. “NYOKKI” is the mimetic word for what TAKENOKO looks when springing up.

Someone says “one-NYOKKI,” “two-NYOKKI,” “three-NYOKKI,” while raising their hand up, palms together, at random. They mustn’t say “NYOKKI” at the same time as another member or be the last one to speak to win. Therefore, to win a member must speak early and not be the last person.

To not say something at the same time as another member, participants must observe the other members while thinking about “who will speak next?” To win this game, they need to focus on others’ mental states. This is the purpose of this therapy session.

The warm-up for each session is shown in Table 2.

<table>
<thead>
<tr>
<th>Session</th>
<th>① “Monday Circle” Group</th>
<th>② “Parasol Friends” Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Fruits basket game</td>
<td>Fruits basket game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who am I game</td>
</tr>
<tr>
<td>#2</td>
<td>Who am I game</td>
<td>Cap verses game by drawing</td>
</tr>
<tr>
<td>#3</td>
<td>Who am I game</td>
<td>Who am I game</td>
</tr>
<tr>
<td>#4</td>
<td>Takenoko Nyokki game</td>
<td>Who am I game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kokontozai game</td>
</tr>
<tr>
<td>#5</td>
<td>Takenoko Nyokki game</td>
<td>Fruits basket game</td>
</tr>
<tr>
<td>#6</td>
<td>Takenoko Nyokki game</td>
<td>Fruits basket game</td>
</tr>
</tbody>
</table>

① Role-Playing

Gesture games are used as the introduction to Psychodramatic Role-Playing, because most
members had resisted playing a role improvisationally. One of the aims of this game is to facilitate verbal and non-verbal communication. Another goal of this activity is to make the children more comfortable with Role-Playing. The children are generally very resistant to Role-Playing situations at the beginning of the session, but enjoy acting in game conditions. Also, this is good preparation for future sessions when the children will be performing in a psychodrama.

In the first half of this game, half of the children and staff members choose topics. The other members gesture and act out the topic while their teammates guess what the topics is. This game is similar to “Charades.” Their topics were shopping, starfish, Ring (movie title), and marriage ceremony, etc. In the latter half of this game, I wrote a word on the white board something that relates to interpersonal relationships. For example, wisecrack, teasing, make an excuse, joke, to be suspected of (to be doubted). With excuses, members need to understand the difference between the real reason, and the given reason. They must understand the connotation, not just the external content (literal meaning). Children with Pervasive Developmental Disorders tend to get others’ intent only from external content (surface meaning, not hidden meaning, not literal meaning). These expressions relate to the “Theory of Mind” approach to Pervasive Developmental Disorders. A “Theory of Mind” is held to be necessary for both social interaction and communication.

Episode: The theme is “Jokes.” Almost none of them can understand jokes. In their class, some of them can’t tell (understand) the difference between a joke and the literal meaning (surface meaning), so they get angry easily and feel down because of the joke. This theme also allows us to assess the degree of understanding of a joke.

Nobuaki says, “I heard that the neighbor died.”
The staff member says, “Really?”
Nobuaki says, “Why do you think that it is real!?”
No one has not answered yet.
The staff member says, “Yesterday I saw the teacher wandering around downtown at night.”
Takuto answered, “That’s a lie!”
Taihei said nothing. I helped him to do a gesture.
Taihei says, “I was spotted and recruited into the world of entertainment.”
The staff member says, “Wow!! Really!!”
Nobuaki says, “I’m telling a lie.”
Takuto says, “That’s a joke!” correctly.

To understand and enjoy a joke, participants need to be able to distinguish the literal meaning from the true meaning. Takuto can understand and enjoy it. Nobuaki can understand but can’t enjoy it. So Nobuaki
makes a joke “in seriousness.” Kensuke, Taisuke, and Taihei also understand the difference between truth (reality) and fiction (falsehood), but can’t enjoy it. “A Theory of Mind” contains different classes of mental states: belief, desire, knowledge, pretense, perception, and emotion. Kensuke, Taisuke, Taihei, and Nobuaki might understand the others’ knowledge but can’t understand others’ emotions.

“Theory of Mind” proposes that people have minds and mental states, and that mental states relate to behavior. So a gesture game uses the ideas contained in “Theory of Mind.” Some examples of topics on each session are shown in Table3, Table4. As can be seen in Table3, Table4, the staff proposes the themes about interpersonal relations, state of emotion, and “Theory of Mind”.

**Table3 Example of topics on each session in “Monday Circle” Group**

<table>
<thead>
<tr>
<th>Session</th>
<th>By member</th>
<th>By staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td>(Gesture game was not done.)</td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>Jump, Surfing, Ski, Ping-pong</td>
<td>Marriage, Delicious, Disappoint</td>
</tr>
<tr>
<td>#5</td>
<td>(Gesture game was not done.)</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>Driving, Synchronized, Swimming, Attendant</td>
<td>Marriage, Grim mother, Misunderstanding,</td>
</tr>
<tr>
<td></td>
<td>Station, Firework, Typhoon</td>
<td>Get angry, Cooperation, Harassment, Help</td>
</tr>
</tbody>
</table>

**Table4 Example of topics on each session in “Parasol Friends” Group**

<table>
<thead>
<tr>
<th>Session</th>
<th>By member</th>
<th>By staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td>(Gesture game was not done.)</td>
</tr>
<tr>
<td>#2</td>
<td>Shopping, Prayer, Forklift truck, Outdoor</td>
<td>Marriage, Go home ones parents, Date,</td>
</tr>
<tr>
<td></td>
<td>hot spring, SMAP(name of Japanese popular</td>
<td>Quarrel, Friend, Tease, Ashamed</td>
</tr>
<tr>
<td></td>
<td>singer group)</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>Lion, Giraffe, Shark, Sumo, Bowling, Softball</td>
<td>Please, Sorrow, Lose the way, Make up a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>quarrel, The person who dropped his key</td>
</tr>
<tr>
<td>#4</td>
<td>Shopping, Jellyfish, Ring (title of a movie),</td>
<td>Quarrel, Sarcasm, Excuse, Joke, Doubtful,</td>
</tr>
<tr>
<td></td>
<td>Marriage, Whale, Cobra, Tarminater (title of</td>
<td>Accuse, Pleasure</td>
</tr>
<tr>
<td></td>
<td>a movie), Merry-go-round</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>(some titles of movie), Storm</td>
<td>Crybaby, Persons who scare of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>earthquake</td>
</tr>
<tr>
<td>#6</td>
<td>Exercise, Spite, Color, The person with</td>
<td>Request, Help, Neglect, Offense, Trust,</td>
</tr>
<tr>
<td></td>
<td>painful, Stupid person</td>
<td>Confide</td>
</tr>
</tbody>
</table>

② Sharing

After all programs, each member gives his/her impression, feeling, or sentiment about the entire session, other members, and “here and now.” We have three aims regarding sharing. First, all of the members share the feelings and thinking of one of the members. Second, we expose ourselves by expressing hidden feelings. Third, we find together the new theme for the next session.
5. Group Process and Discussion

(1) Regarding for resistance to act

Some of members did not want to participate in this group especially during early sessions, because they did not intend to joint the group but were required to do so by their parents or doctors. So, they refused to play the games or said that they had nothing to say even when they were requested to talk about a question by the director. Therefore, we took the following six therapeutic points into consideration in this group activity.

① We accepted their resistance or refusal to participate in the group and relieved their mind. ② We talked about a topic on which they speak spontaneously in the group even if we do not do it as they want. This talking facilitates the next spontaneous level. We give positive feedback to the members. ③ We open ourselves up and we set a good example so that all of the members in this group can express anything that they think about, want to do, have difficulties in saying now or in the past without worry. We agree with Earley, J. (1999) that leader self-disclosure is useful for enhancing the group therapy process. ④ We set the structured situation to allow comments and behavior and facilitate their spontaneity. ⑤ If they exhibit resistance to playing a role, we give them the role that fits their feeling or way of thinking. We convey the message that regarding Role-Playing it is no problem if they are just there and choose not to participate.

Through the corresponding episodes demonstrating five points, we explain clearly about the resistance to acting and our thoughts for dealing with it.

① Acceptance of resistance or refusal and relieving their minds

Episode (#3): Resistance to Role-Playing and how this is handled by the staff

This was the scene when the Director proposed to start Role-Playing: Some members turned their faces down a showed great reluctance to Role-Playing. When this happened, the Director said they could participate in the Role-Playing as audiences. Additionally, one of the staff members took on a role on her own initiative. In this situation, the Director was aware of the members' resistance to Role-Playing and the staff members sensed it also and decided to adopt a role to act as a model to the reluctant members. This process showed two important elements that must be considered by the staff.

(The part where the role is decided)

Director: Then, Let's decide who will take these two roles. One is the role to speak, and another is the role to listen. Are there people who want to take the role to speak?

(Yoshinobu and Tatsuya remain face down. Then, AE( Auxiliary Ego) raises her hand.)

Director: OK. You are speaker. Is there a person to listen?
AE1: Me? (AE1 raises his hand)

② Talking about spontaneous proposal

Episode (#1): Taking up of a member's proposal by staff

This is the scene where the Director told members to think about the contents of the game for the next session. One of the members raised his hand to ask the Director a question. But the Director refused to answer until she heard what the game was about. Then one of the staff members asked him again about why he said that. The staff member's position was that an idea for a game should be shared with everyone even if it was not feasible. Moreover, by showing that he (the staff member) agreed with the questioning member on the proposed idea, he could therefore help the member experience sharing with the others.

Director: For the next time, think about a game what you want to do. But, you can't use any tool at all.

What would you choose?

Taihei: Teacher. Could you use the CD player?

Director: You can't use such a tool. Like today's game. It moves or uses something only a little.

AE1: By the way, what did you plan to do with the CD player?

Taihei: Introduce an application game.

Director: Indeed

Takuto: That's good. (Agree with Taihei's suggestion)

③ Self-disclosure by staff members

Episode (#3): The Staffs' self-disclosure is presented as a model

This is the scene where one of the staff members introduced herself in the “Introduction Game.” She talked about a painful desire in the past to go out. The Director asked the other members if they also had similar episodes to what she said. Then, one of the members raised his hand and talked about his experience. It is clear from this episode that the staff member showing "self-disclosure" presented an effective model.

(The scene in the Introduction Game. AE2 reads her paper on which she has her introduction written)

Director (reading AE2's introduction card): “When I was a student in high school, I always wanted to go out.” Well, what is this, a prank?

Taisuke: I wanted to play volleyball.

Fuyuhisa: I wanted to be kind to someone.

Director: No, this is not such a beautiful story. The real reason was that you “wanted to get even with my teacher.” Why is this?
AE2: When I was a student in junior high school, I hated one of my teachers. He was always scolding me unjustly, so I wanted to get even.

Director: Did anyone ever have a similar episode to hers? (Taisuke raised his hand.)

Taisuke: I had one in elementary school.

4 Spontaneity in a structured situation

Episode (#4): Increasing of spontaneity

This was the scene where one of the members showed improvement in his spontaneity after the "gesture game". He played more positively, and led other members. With his confidence raised, he said "I want to leave the badminton club and to join the play". He seldom showed such emotion in other situations. In the "gesture game," he acted spontaneously because the game's structure allowed it. This indicated that such a structure environment improved his spontaneity.

(Gesture: Fuyuhisa, Kensuke, AE7 Answerer: Taisuke, AE1 Theme: "Fight")

(Fuyuhisa, Kensuke by gesture.)

Director: Why are you hitting?

Taisuke: Reconciliation (he answers)

AE1: To fight (This is the correct answer)

Fuyuhisa: My action ability is terrible. (talking toward the Director)

AE1: Yes, you are good.

Fuyuhisa: I want to leave the badminton club and to enter the play

5 Allowing the role that he/she can just be there

Episode (#2): Consideration by staff

This was the scene in the "gesture game." The performers were Yoshinobu and the Auxiliary Ego. The answerers were all the members. The theme was "a doctor". Yoshinobu expressed his feeling that he did not want to play a part. So the Director gave him a different role, "just sitting down," to minimize the pressure on him. Then, he accepted the role and his posture actually changed. This consideration, that of the Director giving him a role suitable for his character, led him to play the "gesture game".

Yoshinobu: I do not want to do it (gesture). I can't do it.

AE2: Can't you do it?

Director: Ok, can you play a role of just sitting down?

Yoshinobu: Yes.

Director: OK! Do it. Can Yoshinobu play right there?
AE2: Yes.

Director: OK, then the stage is here.

(Yoshinobu is just sitting down. AE2 took the role of a doctor, and simulated using a stethoscope. At that time, Yoshinobu turned his body toward her a little bit.)

Tatsuya: A doctor! (He answers)

AE2: Yes. A doctor and a patient.

As we show these examples, we did not encourage them strongly to participate in this group. We sent the message “If you don’t like to do it, you don’t have to do it” or “You can just watch other members when you are not interested in this group activity.” Our understanding of their reluctance relieved the pressure on them. (1) Almost all the members are afraid of having do something in regular school activities. But here they can attend without any worry. This group means something different from regular school life · an opportunity where they can communicate without fear of any trouble.

Although they show some spontaneity at a low level, most of the members are fairly passive. Each member has some wish or hope that they can not express directly or passively. The Director who controls each episode usually goes into the group activity unaware of their wishes and thoughts. Therefore, it is the role of the Auxiliary Ego to notice and share the feelings of the group. This kind of sensitivity will encourage a more active and open attitude rather than a passive one. Also, they will be able to have the sense their own cooperative activities make up the group. This gives them a positive message.

It is made clear that members can talk about anything except to attack other members and that they can disclose their inner thoughts and feelings within the group. Self-disclosure by the staff themselves demonstrated how to do this as mentioned above. For example, a staff member might say “You can talk about anything in this group.” This is verbal message does not reach into the minds of the members. In this case, the staff must disclose their own inner feelings and show emotion. This self-disclosure by the director and the Auxiliary Ego can significantly enhance the therapy process when handled properly.

It is difficult for everyone to express or reveal themselves until the coherence of the group members is close to some degree. Most people are reluctant to face their emotions or inner thoughts publicly. Therefore, in such cases we do it through Role-Playing. Performers (those who take a role) play their roles and express themselves while keeping some distance between themselves and the roles. A structured situation or the protection of the role are required.(2) We can express the aggression and anxieties in our mind freely and without worry as long as we are protected in such a framework and structure. Especially at the beginning of a session, to
play any role without the scenario being explained first involves instead a lot of anxiety and leads to a lower level of spontaneity. In such a case we have to move from the planned situation, e.g. the conversation between salesperson and customer in the fast food shop, to a setting involving gradually a higher level of impromptu playing of the role.

However, some of the members resist any Role-Playing itself, even in a spelled-out situation. In this case, we give the member a role to reduce his/her concern or one of just sitting there. (5) This way they are able to have rather the experience of participating in Role-Playing. Do "nothing" isn't an experience of failure but rather success.

(2) Coherence of the group

In this study we examine not the significance of individual therapy but rather the group setting. The members of this group are off class that they belong although they are members of their class. So it is very important for them to experience being part of a smaller class such as this group. What do we have to consider in order to admit them? What are the things we must consider to predict if they will fit into and add to the group? In this regard, we will examine the following six points: (1) All the members review what has happened in past session and talk about what they want to do in the future. (2) Members talk about anyone who is absent and why they are not there. (3) The staff talks about something that is common to all group members such as hobbies, favorites, common experiences, and so on. In our concerns about group coherency and members being able to contribute, (4) we were able to share a "private joke" that only members of the group knew about and how it came about. (5) They kid another person to establish some rapport with them and (6) they help each other on their own even if the staff doesn't reward them for doing so.

By reviewing some of the group episodes related to these six points, we give actual example of group coherency and member contributions.

① The sequence of activities: talking about past and future sessions

Episode (#2): Looking back at past activities

The session was begun and immediately, The Director asked members whether they remembered the content of the activity in the past session. Last time, one of members proposed the "Myanmar game," and it was played. The Director shares his thoughts with members on the past sessions with the group and recalls the activities and experiences of the last session.

Director: What do you remember from the last session? Do you remember anything?

AE7: I wrote it down. (She asks the paper be shown around)
Director: What else do you remember?
Taihei: Fruit baskets (name of game)
AE1: Nandemo basket (name of game). I remember that too.
AE7: I know that.
AE1: I can't quite say it. (“Myanmar” is hard to pronounce)
AE7: The Myanmar game.

② Talking about absent members

Episode (#2): Confirmation of members who were absent

In this scene everyone looked back on last session. In that session, self-introductions were written on paper by each member. Then, each paper was read, and the game was to discover who had written it. This enable members not only to enjoy the game but also recall absent members by discussing them. This leads each member to think about the absent members.

Director: Are we done introducing everyone who is here today? Do you remember the person who is not here?
Takuto: I forgot the name.
Director: I like national language and society in the class.
(A self-introduction card from the absent person is shown and its content read.)
Takuto: I can remember him coming every time.
AE1: Nobuaki? (tries to apply the name.)
AE7: Kensuke? (tries to apply the name too)
Director: Nobuaki. (The Director gives the correct answer)

③ Calling attention to something among all members of the group

Episode (#1): Sharing one closed theme among all members

This was the scene where all members introduced themselves in first session. One member asked a question of another member. In this case, the Director did not intend to finish the topic but rather to extend the conversation on that topic to all the other members. By finding a common ground between “the others and I,” the Director tried to increase their awareness of other people.

Taisuke: Is there a question?
AE1: Do you like sports?
Taisuke: I don't play sports very much.
AE1: I don't play sports much either.
Director: Who likes sports? (Nobody raises their hand). Who is not good at sports?
(All members raise their hands. Laughter occurs.)

4 Private joke

Episode (#3): A trait one of members is understood and accepted with humor by the other members

This was the scene that in the “Who am I game” where the Director asked members to whom the self-introduction sentence written on the paper applies. In this paper there was a key phrase that was “Never mind”. There was just one person who had the habit of saying that often to other members. All members, excluding that one person, understood who had that habit. This indicated that the other person’s characteristics were shared among this group and that cohesion in the group was growing.

Director: (reading what's written on the paper) “I like KARAOKE, games... but sport is ...” Following will be understood soon. “Sports are Never mind”. (When the Director has finished reading, members, excluding that one person, all pointed toward Aki.)

Ryo: It is likely to understand if it thinks usually.

Aki: That's right.

5 Kidding as a basis of rapport

Episode (#2): Teasing based on mutual trust

In this case, the Director read the cards with the sentences that were the answers to the “Who am I game.” When the Director read the first sentence, some of the members pointed to one of the staff members. When the second sentence was read, some members pointed to the same staff member. They were making fun of him but without any animosity. This made one of the members near them laugh at the situation. They felt that the staff caught on to their joke. It is believed that mutual trust is the basis for such comfortable humor between the members and staffs.

Director: The first is “I like playing guitar”. (reading what's written on the paper)

(Ryo and Tatsuya point to AE1)

AE1: Is it me?

Director: The second is “The teacher is often angry to me”

(Ryo and Tatsuya point to AE1 quickly)

AE1: Is it me, really?

(Yoshinobu laughed then)

Director: The last is “I don't have a girl friend”.

(Tatsuya and Aki point to AE1 and they are smiling)
Director: Is this yours?
AE1: Yes, that's right.

6. Helpful behavior and remarks

Episode (#5): Remarks that members use to help other members

This was the scene where the name of this group had been decided. This conversation occurred after the “Parasol Friends” name was decided. One of the staff members asked one of the members about what he thought about the new name for the group. He responded with a very soft voice. Even if what the member said was fine, no one could say because they couldn't hear what was said. One member told the other member to “speak up louder.” It is thought that this remark was a sign that the members could relate to each other and that this improvement in relations improved because of this session.

Director: Call our group “PARAFURE (it means “Parasol Friends”)”.
AE3: Do you like “Parasol Friends”?
Taihei: OK (little voice)
Takuto: Taihei! Do your best (Taihei smiles a wry smile.)
Director: It feels good! (The name of group)

By reviewing the activities from past sessions with the group (1) this also forces them to think about themselves and each other in the process. Talking about a person who is absent from the group (2) is an opportunity for each member to hear the others talking about the absent member and the awareness that the missing person is a group member keeps them repetitively acknowledged as members even though their absence may continue. This is a benefit of being admitted to a group involved in psychodrama (Mashino, 1977). This group is an opportunity to be interested in one’s self and also to be supported by the other members.

Attention to something in common among group members (3) deepens their awareness of the distinction between themselves and the others. To know and understand others deepens self-understanding. Sharing difficulties and concerns that others bring allows the group to work on them towards solutions. That is to say, as the group grows closer together they begin to benefit from peer-counseling. Actually, we could have helpful behavior and comments among the group in many situations except the one scenario above(6). In the future, some of the members may be able to share a role as an Auxiliary Ego. The experience of their enjoyment in group activities motivate them to come the next time. In this regard, sharing the group's “private joke” is very important (4)(5).
(3) The stimulation of emotions through physical movements and acting

Role-Playing emphasizes the development of social relations through improvements in physical action. It has been suggested that physical difficulties or awkwardness are closely related to uneasy attitudes or moods when Role-Playing and reflect the mental tension in social relationships. Therefore, we made a much of physical movement. Almost everyone, including staff members, felt extreme pressure at the beginning of each session, especially the first and second sessions, because they had no information about the other members or about what was going to happen in that session.

Psychodramatic Role-Playing is a method that involves activity. Its characteristic approach is not only verbal but non-verbal. This characteristic works to cause an emotional state we can’t explain. For example, we stir up more emotion when we express our anger with the action of shaking our head or stomping on the floor with the experience “here and now” than we ever do when we try to explain it verbally. This action method has two benefits: (1) we experience maximum “surplus reality” in that we have real feelings through the stirring of emotion when we are playing a fictional role in a fictional scene and (2) we can experience a catharsis by releasing these repressed and uneasy feelings incurred in our regular life. By expressing them in a structured situation without anxiety, the action involved in Role-Playing is very helpful, because people with PDD have difficulties expressing their feelings and emotions properly.

By matching these two key points against some episodes, we can give concrete examples of the value of stirring emotions through physical action.

1 Surplus reality

Episode (#4): Interplay with reality

This was the time the gesture game was enacted. The theme was “It's a joke.” The Director urged one of the members to make a gesture and he did. The content of the joke was “Yesterday I got scouted by the entertainment industry.” In a conversation before this group session began, he had indicated how he wanted to get into the entertainment industry. It seems that this hope from his real life showed up in a scene in the gesture game.

(Gesture: Taihei, Tatsuya; AE2, AE5 Answerer: Takuto Theme: “It's a joke”)

AE2: Yesterday the teacher was seen wandering around town at night.

Takuto: That's a lie!

AE2: He lies? (still playing her role)

Director: Please do something, Taihei (The Director is urging Taihei to say something)
Taihei: Yesterday I got scouted by the entertainment industry.

AE2: Oh! Really?

Taihei: Liar!

Takuto: He's joking (The answer is explained)

② Expression of feeling and emotion through action in structured scenes

Episode (#6): Expression of character different from usual

The scene is the “gesture game.” One member and one staff person tried to explain that the theme is “to iron out misunderstandings” by using gestures. When a gesture was made the staff side took the role of blaming him and the member’s side was taken a role to be blamed. In reality, he always preferred to withdraw. But in the gesture game, he resisted the staff’s remarks with a strong tone of voice. Because the circumstances were maintained as a game, his remark was different from his usual character.

(Gesture: Rei, AE1 Answerer: Tatsuya, AE6 Theme: “to iron out misunderstandings”)

AE1: Yesterday I lost my wallet. Do you steal it?

Rei: No, I don’t know anything about it. Why do you suspect me?

AE1: Only you were in the classroom.

Rei: Is there evidence? (strong tone)

AE1: Sure, I have no evidence.

Rei: Is this not a case of mistaken identity?

AE1: Just ironing out misunderstandings (He answers)

Episode (#6): The strong expression of one’s mind

The scene is the “gesture game.” Some members played roles. One member took a role that is “He is disliked.” He answered back when another member blamed him. He had seldom expressed himself like this in other scenes. This suggests that the stimulus of the work on the gesture game had allowed him to show his emotion.

(Gesture: Takuto, Tatsuya Answerer: Other people Theme: “He is disliked”)

Takuto: So, I have a role to perform.

(The gesture starts.)

Tatsuya: You have been rather vulgar recently.

Takuto: Why? (very strong tone)

Tatsuya: I think I hate you a little bit.

Takuto: I cannot understand what you are saying. (He seems very angry.)
Taisuke: He speaks very badly. (One of members answered a question.)

(4) Evolution to Psychodramatic Role-Playing from the gesture game

Most of the members had resistance to Psychodramatic Role-Playing especially in the first two sessions. Therefore we set up the gesture game and the impromptu Role-Playing involved in this game. The members exhibited various levels of creativity but everyone played their role properly. Because of their strong resistance to this activity, we didn't set up a formal situation for Role-Playing but rather focused on the fun of the game.

Though relations some of the episodes to our points, we can explain more clearly the evolution of Psychodramatic Role-Playing and its benefits.

Episode (#4): One member acts out a role that touches upon his real life.

This was the scene where one of the members and the staff played the gesture game. In the gesture game, when the member was hanging his head, one of the staff members asked him why. Then he told the story that he got a bad score on a test. In truth, this story crossed into his real life a bit. Here, “Role-Reversal” is considered the next appropriate step. In this case, Rei can act as Auxiliary Ego, the comforting role and say to the other Auxiliary Ego “Getting a good grade is not your purpose in life.” By saying this he sees himself from another perspective.

(Gesture: Rei, AE1 Answerer: Yoshinobu Theme: “Disappointment”)
Rei: Haaa.
AE1: What’s the matter with you?
Rei: I got a bad grade.
AE1: really. Me too.
Rei: Haaa. (to AE1)

Episode (#4) Discussing an episode that leads to “Catharsis”

This is a scene from a “Gesture Game” where the theme was “Anger.” One of the members acted the role of someone who is angry. He released his shut up feelings through his acting. But he seldom normally showed his feeling. It is believed that this release of feelings happened in the gesture game because he was protected by the framework of the role. First of all, the Director must hear from him why he expressed his feelings. Then, it can become possible to use “Role-Playing” by reenacting an episode from his real life experience. Then he can begin to understand those feelings he cannot usually verbalize. To express these repressed feelings could lead to a “Catharsis”

(Gesture: Tatsuya, AE7 Answerer: Aki, AE2 Theme: “Anger”)
Tatsuya: Oh, I got so mad, mad, mad. (stamping his foot)
AE7: Me, too.
Tatsuya: I got so mad at him. He still has that borrowed game software I gave him a long time ago.
AE7: Yes, he is really bad!

Members expressed openly and spontaneously their own attempts at lines and behavior for a role when Role-Playing. The Director has to then adapt the themes of Role-Playing naturally. In this way Psychodramatic Role-Playing becomes useful as a clinical psychological approach. In the process we have to do much thinking about the reasons for the resistance to acting, the growth in group coherence, and becoming deeply affiliated with the group. Psychodramatic Role-Playing is very useful to help us go through this process.

④ Assignment
The purpose of this form of group support is threefold. The first is the creation of a relaxing setting in which the members can enjoy the activities in this therapy. Usually, if they don't win games or succeed at school activities they dislike it. But in this form of therapy they even enjoy failing (losing) as well as the thrill of participation, the various tactics and so on. Talking about one group, one of my cases said, “I enjoy this group. In my class I am sometimes teased, but in this group I feel I fit in and feel comfortable.” Another case said, “in this group I can make friends!” Another said, “I am always looking forward to participating in this group.”

The Second point is training them to think about others' intentions and emotions. (Building their social skills to include thinking about others' intentions and emotions) They are making progress in building their social skills. At the beginning of the therapy, they were likely to act egocentrically and to talk about their interests. For example, though some members, who were children, asked other members “Do you like basketball?” “Do you know about the new car styles?” they didn't think to find out whether other members liked the topic and knew about it or not. They just liked basketball and knew new car styles, and they wanted to talk about their own interests not about others' hobbies or knowledge. Therefore they asked their own questions and sometimes answered them themselves before the person whom they asked was able to finish answering.

But gradually they focused on others' interests, knowledge, beliefs, intentions and so on. They voluntarily and successfully conversed with others and enjoy talking about others' interests. They began to think more often about what other members thought, what other members wanted to do, what other members knew etc.

The third point is thinking about themselves and self acceptance. Until now they have had
low self-esteem. In their classes, they are looked down upon as strange. So they thought of themselves in terms of their weaknesses. Now they are aware of their strengths. They accept both their strengths and weaknesses as part of themselves. They can distinguish between their personality and their disorders. They did not realize their potential. Gradually they come to like themselves.

However we have assign them to future session. We have to establish the method for assessing the change process of members in terms of the correlation between each of the group member, cognition, behavior, emotion, spontaneity, and so on through a questionnaire or description of themselves or some form of mental test. It is necessary that we assess in not only group therapy sessions in but also in the ordinary life settings. The particular resulting assessment will lead to the next appropriate therapy.

We also need to examine how they express traits of their self-perception concerning group activity or Psychodramatic Role-Playing. Damon and Hart (1988) explored the relation between self-understanding development and mental health. They indicated that self-understanding is influential in their childhood and adolescent lives, and self-understanding is related to psychological adaptation and maladaptation. Their developmental model of self-understanding is described by two basic types: the “me” and the “I.” The “me” is broken down into four constituent “self-schemes”: the physical, active, social, and psychological schemes. The “I” is broken down into three subjective processes of awareness: the sense of continuity, the sense of distinctness, and sense of agency. Damon and Hart have written about the relation of mental health and each of the components of self.

The developmental discrepancies that we have identified suggest that mental health difficulties might be related to partial, but not holistic, developmental delays in perhaps only one component of self-understanding. In contrast to monolithic-self models, therefore, we would argue that an adolescent's mental health difficulties are usually not related to a broad developmental delay, or to the process of transition between two basic types of self, but instead are reflected only in limited areas of functioning. The value of this approach is that it potentially allows different mental health difficulties to be reflected in different patterns of self-understanding development, rather than attributing all cases of maladaptation to a single type of self-concept flaw. (1988, pp.147).

They explored self-understanding for two adjustment problems, anorexia and conduct disorder. Their findings indicated that the anorexic's understanding of agency was less mature than that of normal adolescents. Also drawing upon theoretical work by Damon & Hart (1988), Melcher (1986) showed that the conduct disorder adolescents had lower average developmental level scores for the questions concerning the self over time, and indicated the finding that they
had lack of concern with the future integration of the self into a network of social acceptance: family, friends, and society, and that self-understanding on adolescents with conduct disorders was shaped and formed by external forces in the same way the anorexic's understanding of agency was less mature.

Lee and Hobson (1998) adopted the self-understanding interview of Damon and Hart (1988) to assess the self-concepts of children and adolescents with autism. They indicated that the participants with autism show a relative dearth of the origins of social and psychological self-concepts in their talk about themselves, even though they were similar to the nonautistic control group in producing other kinds of self-concept. Similar to these studies, we should put serious efforts toward the relation of mental health and self-perception. Together, these findings suggest that an examination in terms of a development of self-perception has interpretative value for mental health difficulties.

Some of the members presented in this paper know that he or she has Pervasive Developmental Disorders; all of the “Monday Circle” Group members were notified about their disorder, but none of “Parasol Friends” Group members as yet. Therefore, the two groups are different in terms of self-understanding. According to the autobiographies by people with autism (Gerland, 2003; Moriguchi, 2004), they worry about what their difficulty in social interaction could be attribute to and were ridden by anxiety until they were informed that they have Autistic Disorder. To inform them appropriately about their disorder as one of the traits they have is very important for their self-understanding, because they trend to misunderstand their difficulty as a lack of effort or being ill-mannered, and this compounds their low self-esteem.

Regarding the “Monday Circle” Group members, they have knowledge of their similarity to each other. These common traits function as peer-counseling: for example, they recognize that it isn't only me who has Pervasive Developmental Disorders, that they have the same worry and trouble that the others have, and that they can work on these problems together when they are puzzled because of their disorder. However, although they have the same disorder, they are aware of and recognize their own and each others. This is the process of development in self-perception that accepts self. Also, the relation of self and other understanding parallels. Damon & Hart, “Like self-understanding, our knowledge of another must also include the features that serve to identify that person uniquely. Knowing others, therefore, is a cognitive activity with some close links to knowing self (which follows also from the basic realization that the self and other are both persons) (p175).” Therefore, we have to study the relation of self-perception and experience in group support.
References


Acknowledgements

We are grateful to many sources of assistance and support during the course of this investigation. Kimiya Kon, Motoko Kawamura, Kumiko Hoshi, Nobutaka Ozeki, Mami Ogasawa, Yukako Nakagawa, and Mikako Akagi assisted with the clinical activation. Sayoko Ochi also collaborated with us in every phase of data collection and data analysis.

We wish to thank all of the members of the two groups and their parents who generously helped us complete this study.

(1) Psychodrama was evolved by Moreno, J. L. from the 1940's. It is composed of five components: director, Auxiliary Ego, protagonist, audience and stage. The director is the leader of psychodrama, who moves the other players in and out of roles and generally attempts to explore and resolve a protagonist's dilemma. Auxiliary egos are antagonists, or those who challenge or support the protagonist. Landy R.J. have wrote “Moreno took a giant step in conceiving of the human being as a role player, rather than simply a role taker. Role is part of self, which is immersed in mind.”
高機能広汎性発達障害のある青年を対象とした
心理臨床的グループアプローチ
—心理的ロールプレイングへの可能性—

田 中 真 理

廣 澤 満 之

本研究は、広汎性発達障害のある青年を対象とした心理臨床的グループアプローチにおける心理劇的ロールプレイングの試みについて、その有効性を検討した。対象は、アスペルガー障害または高機能自閉症と診断された中学１年生から高校１年生の青年11名であった。各セッションの流れは、ウォーミングアップ、ロールプレイング、シェアリングで構成された。2グループ計12セッションの経過について、行為化に対するメンバーの抵抗へのディレクターおよび補助自我による配慮は、①グループへの参加に抵抗を示す場合には、その抵抗感や拒否感をそのまま受容する、②グループの活動内容についてなど、メンバーから自発的な提案が出た場合にはそれを積極的に受容する、③ディレクターや補助自我が自身の体験や感情を自己開示することによって、自己開示のモデルを示すとともに、自己開示することの抵抗感を減らさせ、メンバーがそれを認知したものをグループ全体が共有していくことに対して安心感をもつ、④現実の会話場面では表現できなかったネガティブな感情体験について、ロールプレイング行なう非現実の場面設定によって自発的に自己の情動的体験の表現を引き出す、⑤ロールをとることへの抵抗がみられる場合には、「その場にいる」という役割を付与したり、そのメンバー自身のパーソナリティを重ねるようなロールを付与することによって、ロールプレイングを行なっていき、ロール体験を行なう、の5点にまとめられた。このような配慮やセッションの積み重ねによりグループの凝集性やグループへの帰属意識がみられる場面として、欠席メンバーへの言及、メンバー間の信頼関係にもとづくからかい発言、メンバー同士の援助的行動、メンバーの共感している話題や情報にもとづいた「クローズドな笑い」などがみられた。また、余剰現実の体験や行為化に伴う情動の活性化という点から、ロールプレイングにおける行為化の意味について述べられ、ジェスチャーゲームにおける即興でのやりとりを心理的ロールプレイングへ展開していく可能性について示唆された。

キーワード：広汎性発達障害、集団的援助アプローチ、心理的ロールプレイング

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