OUTLINE

Foundations of sandboxing
Use in contemporary studies
Sandboxing activity
Your reflections
Some reflections from my studies
Q&A
THE WORLD TECHNIQUE

Sand therapy - NOT Freudian or Jungian

Lowenfeld (1939) – ‘world technique’

Do not attempt to interpret the symbolism of the world but rather wait for the meanings to be identified by the child, ‘in recognition of the multiplicity of meanings the world may contain’

Figures in the sand tray become a primary vehicle for intra-personal and inter-personal communication, where ‘each figure holds unique and personal meaning for individuals’

**THE STUDIES**

Drew on the world technique to develop sandboxing

Participants created three-dimensional scenes, pictures or abstract designs in a tray filled with sand and a range of miniature, realistic and fantasy, figures; and everyday objects to reflect their experiences

Mature students, care experienced children, new mothers

Elicitation interviews – auteur theory

Engage participants at the level of affect


SANDBOXING ACTIVITY

Please create a sand scene that reflects a transition in your life, for example the first few months in university, in a new job or becoming a parent.

Discuss your sand scene with a partner.
REFLECTIONS

Feeding back on your experiences of sandboxing
They were all the same and were friends and I was just this sort of strange entity in the lecture theatre

You feel quite isolated
I partially buried her because she’s like in quick sand, because there’s too much for one person to do

I had to some how be a magician to keep everyone happy
NO ENTRY

‘Do not enter’ is there, obscuring the way, because I don’t know the way

Menacing man is, that I always feel like somebody is going to find out that I shouldn’t be here. And kick me out
ASPIRATION AND ALTRUISM

‘because there’s some little wars which are going on and people are trying to fight for their country to keep it... I want to help them and keep them going’

‘help everyone... if there was an earthquake’, alternatively, if they joined the fire brigade they could ‘save some people and actually be a hero’
MOTHERHOOD

Lion
Handcuffs
Complete
Should we take psychoanalysis outside of the clinical situation of the ‘consulting room’? (Frosh 2010)

Should we be engaging with a psychoanalytically informed technique in the absence of a trained therapist?

Important to explore the boundaries sensitive topics (Dickson-Swift 2006)

Similarities with other visual methodologies and in-depth qualitative inquiry
For Lowenfeld (1950), the action of making worlds can in itself begin the process of amelioration in the disturbances and discomforts.

Interior experience persists throughout the life course and is of profound importance but has so far been insufficiently studied.

It is this aspect of the interior life that the ‘world technique’ can elicit.

PRACTICALITIES

Individual activity
Group activity
Collaborative activity
Auteur theory and elicitation
Costs and transportation
Mosaic approach – use with other techniques
REFLEXIVITY, ANONYMITY AND DISSEMINATION

Time to think through the mundane – yet important – aspects of everyday life

No link between the object – person – meaning

Possibilities for dissemination and impact -
http://www.exchangewales.org/laceproject
Lowenfeld (1950, p. 325) writes, ‘I am anxious that my whole research and therapeutic method, of which this equipment is part, should not be misunderstood or distorted when part of the equipment is borrowed and adapted for a different purpose’

Hope that Lowenfeld would see this development as respectful to her original work; and see its potential as a tool of qualitative inquiry; to extend the parameters of visual methods, to fight familiarity, to engage with subjective worlds of participants, and ultimately to contribute to informed policy initiatives