

Comparing risk and resilience in first and second sand-trays of youth in a rural school-based intervention

Keziah Coetzer

2017



Comparing risk and resilience in first and second sand-trays of youth in a rural school-based intervention

by

Keziah Coetzer

Submitted in partial fulfillment of the requirements for the degree

MAGISTER EDUCATIONIS
(Educational Psychology)

Department of Educational Psychology

Faculty of Education

University of Pretoria

Supervisor:

Prof. Liesel Ebersöhn

PRETORIA

MARCH 2017

DECLARATION OF ORIGINALITY

I, **Keziah Coetzer**, declare that the mini-dissertation entitled: **Comparing risk and resilience in first and second sand-trays of youth in a rural school-based intervention**, which I hereby submit for the degree Masters in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Keziah Coetzer

31 March 2017

---000---

ACKNOWLEDGEMENTS

I would like to express my thanks and gratitude to the following people who assisted me throughout this journey:

- First and foremost I would like to thank my heavenly father for giving me the strength, courage and perseverance to fulfil my life purpose. Without His love and spiritual guidance, I would not have been able to complete my journey.
- My supervisor, Prof Liesel Ebersöhn, thank you for your support, motivation, wisdom and patience.
- My parents, you have walked this journey with me from the beginning of my psychology career, thank you for your love, care, encouragement, prayers and providing me with the opportunity to reach my dream.
- Leroy Coleman, my husband, thank you for your unconditional love, care and inspiration. Thank you for believing in me when I felt defeated.
- My parents in law, thank you for your guidance, love and encouragement.
- Ms Simone Wilcock for language editing.
- Ms Mardeleen Ford for your kind words and technical editing.
- To my friends, thank you for your encouragement and ongoing support throughout this journey.

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah, 29:11

---000---

ABSTRACT

Comparing expressions of risk and resilience in first and second sand-trays by youth in a rural school-based intervention

by

Keziah Coetzer

Supervisor: Prof. Liesel Ebersöhn

Degree: Magister Educationis (Educational Psychology)

This study compared the projections by young people in a rural school of risk factors and protective resources in the first and second sand tray. From an indigenisation perspective, the assumption was that sand tray therapy could be suitable to understand risk factors and protective resources in two sand trays of young people. As part of a clinical case study design first and second sand trays (n=22) of clients (n=11) were purposefully selected for comparative analysis. Data sources included visual data (photographs), accompanying client narratives (verbatim transcriptions and field notes), ASL student reflections, and semi-structured interviews with purposefully sampled ASL students. Following thematic data analysis two main themes emerged: risk and protection in first and second sand trays of young people in a rural school; and progression in projections of first and second sand trays of young people in a rural school. Sand tray therapy has utility for use with young people in a rural ecology to (i) use as a contextually and culturally appropriate technique (ii) use in groups in school-based educational psychology services (iii) assess risk factors, (iv) protective resources and (v) the use of first and second sand trays for young people to project positive progression in their experiences of their life-worlds. Consequently, educational psychologists can integrate sand tray therapy, as a contextually appropriate technique, into intervention programmes to understand the experiences of young people in rural ecologies and support them.

KEYWORDS:

- Sand tray therapy, rural school, youth/young people, indigenisation, risk factors, resilience , diversity, contextual relevance, cultural relevance, non-verbal psychological methods, positive progression

---000---

DECLARATION BY LANGUAGE EDITOR

29 March 2017

To whom It may concern

This serves to confirm that I have electronically edited the dissertation "Comparing expressions of risk and resilience in first and second sand trays by youth in a rural school-based intervention" by Keziah Coetzer to conform with the latest conventions of style and expression.

Yours sincerely



Simone Wilcock

Language Editor

Tel: 076 532 8808

Email: sim1wi@gmail.com

---000---

ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATORS

DEPARTMENT

APPROVAL TO COMMENCE STUDY

DATE OF CLEARANCE CERTIFICATE

CLEARANCE NUMBER: EP 07/02/04 FLY 13-003

MEd

Comparing risk and resilience in first and second sand-trays of youth in a rural school-based intervention

Ms Keziah Coetzer

Educational Psychology

01 April 2013

27 March 2017

Please note:

For Master's application, Ethics Clearance is valid for 2 years.

For PhD application, Ethics Clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn



CC

Ms Bronwynne Swarts

Prof Liesel Ebersöhn

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

---000---

TABLE OF CONTENTS

Declaration of originality.....	i
Acknowledgements.....	ii
Abstract.....	iii
Declaration by language editor.....	iv
Ethical clearance certificate.....	v
Table of contents.....	vi
List of figures.....	xi
List of tables.....	xii
List of photographs.....	xiii
List of appendixes.....	xiv

---000---

CHAPTER 1

INTRODUCTION, BACKGROUND AND GENERAL ORIENTATION

1.1	INTRODUCTION.....	1
1.2	OVERVIEW OF THE STUDY.....	1
1.3	CONTEXTUALISING THE STUDY.....	2
1.3.1	Context of the study.....	2
1.4	PURPOSE.....	7
1.5	RESEARCH QUESTIONS.....	8
1.5.1	Primary research questions.....	8
1.5.2	Secondary research questions.....	8
1.6	CONCEPT CLARIFICATION.....	8
1.6.1	Educational psychology assessment and intervention.....	8
1.6.2	Sand tray.....	9
1.6.3	Resilience.....	9
1.7	PARADIGMATIC LENSES.....	10

	Theoretical framework.....	10
	Constructivist methatheoretical paradigm.....	12
	Qualitative methodological paradigm.....	13
1.8	RESEARCH DESIGN AND METHODOLOGY.....	15
1.8.1	Introduction.....	15
1.8.2	Clinical case study research design.....	15
1.8.3	Non-probability sampling.....	15
1.8.4	Methods of data collection.....	15
1.8.5	Inductive thematic analysis.....	16
1.8.6	Rigour of the study.....	16
1.8.7	Ethical considerations.....	17
1.9	CHAPTER OUTLINE.....	17
1.9.1	Chapter 1: Introduction, background and general orientation.....	17
1.9.2	Chapter 2: Literature review.....	17
1.9.3	Chapter 3: Research design and methodology.....	18
1.9.4	Chapter 4: Research findings.....	18
1.9.5	Chapter 5: Conclusion and recommendations.....	18
1.10	CONCLUSION.....	18

---000---

CHAPTER 2

LITERATURE REVIEW

2.1	INTRODUCTION.....	19
2.2	EDUCATIONAL PSYCHOLOGICAL IN THE SOUTH AFRICAN CONTEXT.....	19
2.2.1	Introduction.....	19
2.2.2	Educational psychology in rural communities: Global and in South Africa.....	20
2.2.3	Educational psychology assessment and therapeutic intervention techniques.....	21
2.3	RESILIENCE.....	23
2.3.1	The conceptualisation of resilience.....	23
2.3.2	Defining resilience.....	24
2.3.3	The cross-cultural measurement of resilience.....	25

2.3.4	Risk factors as a component of resilience.....	27
2.3.5	Protective processes as a component of resilience.....	28
2.4	SAND TRAY AS EDUCATIONAL PSYCHOLOGY TECHNIQUE.....	30
2.4.1	The history of sand tray.....	31
2.4.2	Logistics of the sand tray technique.....	32
2.4.3	Phases of the sand tray process.....	33
2.4.4	The role of the therapist.....	34
2.5	CONCEPTUAL FRAMEWORK.....	35
2.6	CONCLUSION.....	37

---000---

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1	INTRODUCTION.....	38
3.2	GENERATING DATA ON THE SECOND SAND TRAY.....	38
3.3	RESEARCH DESIGN.....	40
3.3.1	Clinical case study.....	40
3.3.2	Sampling of cases.....	42
3.3.3	Case data sources (second sand tray data sources).....	44
3.3.3.1	Client narratives of sand trays.....	44
3.3.3.2	Observation and visual documentation of the second sand tray process.....	45
3.3.3.3	ASL student's reflections on sand trays.....	47
3.3.4	Face-to-face semi-structured interviews with ASL students.....	48
3.3.4.1	Face-to-face semi-structured interviews.....	48
3.3.4.2	Process of face-to-face semi-structured interviews.....	51
3.4	DATA ANALYSIS.....	54
3.4.1	Introduction.....	54
3.4.2	Preparation of data sources.....	54
3.4.3	Inductive analysis.....	55
3.4.4	Coding and creating themes.....	55

3.5	RIGOUR OF THE STUDY	57
3.5.1	Introduction.....	57
3.5.2	Credibility.....	57
3.5.3	Dependability.....	58
3.5.4	Confirmability.....	58
3.5.5	Transferability/Comparability.....	58
3.6	ETHICAL CONSIDERATIONS	59
3.6.1	Introduction.....	59
3.6.2	Informed consent.....	59
3.6.3	Confidentiality.....	59
3.6.4	Prevention of harm.....	60
3.7	CONCLUSION	60

---000---

CHAPTER 4

DISCUSSION OF RESULTS AND RESEARCH FINDINGS

4.1	INTRODUCTION	61
4.2	DATA ANALYSIS RESULTS	61
4.2.1	THEME 1: Risk and protection in first and second sand trays of young people in a rural school.....	62
4.2.1.1	Sub-theme 1.1: Identification of risk factors.....	62
4.2.1.2	Sub-theme 1.2: Identification of protective resources.....	77
4.2.2	THEME 2: Progression in projections of first and second sand trays of young people in a rural school.....	90
4.2.2.1	Sub-theme 2.1: Positive progression.....	91
4.2.2.2	Sub-theme 2.2: Negative progression or regression.....	94
4.2.2.3	Sub-theme 2.3: Stable or neutral projections.....	96
4.3	LITERATURE CONTROL	98
4.3.1	Similarities with existing knowledge on risk and resilience within first and second sand trays completed by youth in a rural school.....	98
4.3.2	Differences with existing knowledge on risk and resilience within first and second sand trays completed by youth in a rural school.....	103

4.4	SILENCES AND NEW INSIGHTS	104
4.4.1	Silences found in current research.....	104
4.4.2	New insights.....	105

---000---

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1	INTRODUCTION	106
5.2	OVERVIEW OF PREVIOUS CHAPTERS	106
5.3	CONCLUSION IN TERMS OF RESEARCH QUESTIONS	107
5.3.1	Secondary research questions.....	107
5.3.2	Primary research question and contributions.....	110
5.4	POSSIBLE LIMITATIONS	112
5.5	DELIMITATIONS	113
5.6	RECOMMENDATIONS	114
5.6.1	Recommendations for future research.....	114
5.6.2	Recommendations relating to practise.....	114
5.6.3	Recommendations for training.....	115
5.7	CONCLUSION	115

---000---

6.	LIST OF REFERENCES	116
7.	APPENDIXES	130

---000---

LIST OF FIGURES

Figure 1.1: Risk factors and protective resources.....	10
Figure 1.2: Levels of indigenisation.....	11
Figure 2.1: Conceptual framework.....	36
Figure 3.1: Example of a completed client narrative.....	45
Figure 3.2: Example of ASL student reflection.....	48
Figure 4.1 Visual representation of identified themes and sub-themes.....	61
Figure 5.1: Adapted conceptual framework based on the findings of the study.....	111

---000---

LIST OF TABLES

Table 1.1: Objectives and roles of FLY team members during 2013 school site visits.....	6
Table 2.1: Seven tensions	26
Table 2.2: Examples of risk factors.....	28
Table 2.3: Examples of individual, family and community attributes fostering resilience.....	30
Table 3.1: Sampling of cases.....	43
Table 3.2: A summary of the interviews I conducted with the ASL students.....	50
Table 4.1: Evidence on the presence of violence.....	63
Table 4.2: Evidence on the need for protection.....	68
Table 4.4: Evidence on the presence of spirituality.....	78
Table 4.5: Evidence on the presence of fulfilled basic needs.....	82
Table 4.6: Evidence on the presence of identity and sense of belonging.....	86
Table 4.7: Evidence of positive aggression.....	91
Table 4.8: Evidence of negative progression.....	94

---000---

LIST OF PHOTOGRAPHS

Photograph 1.1: Google maps view of the sampled secondary school.....	3
Photograph 1.2: Aerial view of the untarred roads leading to sampled secondary school.....	3
Photograph 1.3: Researchers forming part of the FLY projects.....	4
Photograph 3.1: Empty sand tray ready to be used by grade 9 learners.....	39
Photograph 3.2: Figures are placed into categories next to the sand tray.....	39
Photograph 3.3: Presenting the ASL student with the first sand tray and accompanying narrative.....	52
Photograph 3.4: Empty sand tray ready to be used by grade 9 learners.....	52
Photograph 3.5: Presenting the ASL student both the first and second sand tray to compare them with one another.....	53
Photograph 4.1: Case 1-P1.1.....	64
Photograph 4.2: Case 4-P4.1.....	65
Photograph 4.3: Case 1-P1.2.....	69
Photograph 4.4: Case 9-P9.1.....	69
Photograph 4.5: Case 7-P7.1.....	74
Photograph 4.6: Case 11-P11.2.....	74
Photograph 4.7: Case 5-P5.2.....	79
Photograph 4.8: Case 5-P5.2.....	79
Photograph 4.9: Case 2-P2.2.....	83
Photograph 4.10: Case 8-P8.2.....	83
Photograph 4.11: Case 6-P6.2.....	87
Photograph 4.12: Case 9-P9.1.....	88
Photograph 4.13 and Photograph 4.14: Case 7-P7.1 and P7.2.....	92
Photograph 4.15 and Photograph 4.16: Case 1-P1.1 and P1.2.....	95
Photograph 4.17 and Photograph 4.18: Case 10-P10.1 and P10.2.....	97

LIST OF APPENDIXES

Appendix A: The sand tray process used by ASL students.....	130
Appendix B: Permission to conduct research and informed consent/asset.....	133
Appendix C: Examples of client narratives.....	134
Appendix D: Examples of ASL student reflections on first sand trays.....	137
Appendix E: Field notes on observations and researcher journal.....	140
Appendix F: Informed consent for ASL students participating in the face-to-face, semi-structured interviews.....	141
Appendix G: Interview questions and an example of a face-to-face, semi-structured interview with an ASL student	145
Appendix H: Thematic analysis of data sources.....	151
Appendix I: Example of an analysed case.....	155

---000---

CHAPTER 1

INTRODUCTION, BACKGROUND AND GENERAL ORIENTATION

1.1 INTRODUCTION

This chapter provides a brief synopsis of the research study and how the study was conducted. It commences with background information to the existing partnership from which the data and the study originated, followed by the purpose of the study and research questions. Thereafter, the conceptualisation of the literature and theoretical framework will be discussed. Lastly, an overview of the research methodologies and outline of each chapter is provided.

1.2 OVERVIEW OF THE STUDY AND RATIONALE

In South Africa, an increase in societal problems (fragmented families, youth and community violence, child abuse, maltreatment, HIV/AIDS etc.) has a direct impact on young people and places additional demands on the health care system (Bratton, Ray, Rhine & Jones, 2005; Ebersöhn & Ferreira, 2012). Identifying relevant forms of psychological assessment and intervention for young people in the local context has become a growing concern among various health practitioners. The diversity in the South African population also calls for indigenous methods that acknowledge the unique elements found within each culture (Hook, 2004). Through the process of indigenisation, foreign models can be transformed and adapted to make them more suitable and appropriate to local cultural contexts (Hook, 2004). Navigating different cultural backgrounds necessitates non-verbal techniques of intervention (Berry, Poortinga, Segall & Dasen, 2002).

Unlike adults, who naturally communicate through words, children, and sometimes youth, tend to express themselves through the concrete world of play and activity (Henderson & Thompson, 2011). Various materials can be used (e.g. toys, puppets, clay, and drawings) for them to directly or symbolically act out feelings, thoughts, and experiences that they struggle to express through verbal communication (Bratton, Ray, Rhine & Jones, 2005; Fritz & Beekman, 2007; Kalff, 1993). Sand tray therapy falls within the realm of play and acts as a non-verbal form of therapy and assessment (Richards, Pillay & Fritz, 2012). The sand tray provides an individual with a safe platform to express their inner state through the use of various symbols and miniature figures in the tray (Kalff, 1991).

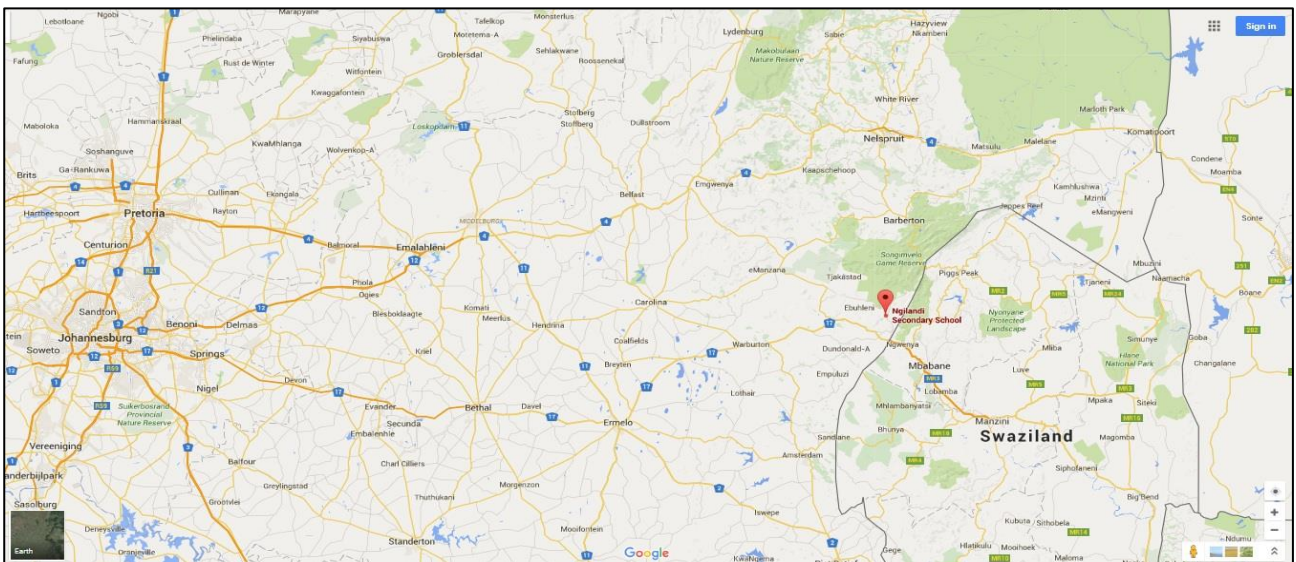
1.3 CONTEXTUALISING THE STUDY

1.3.1 Context of the Study

Extant data used in this study were products of an existing partnership, namely Flourishing Learning Youth (FLY). The FLY partnership started in 2005 as a partnership between the Centre for the Study of Resilience and rural schools in Mpumalanga. FLY aims to provide a platform for research to explore resilience in rural schools, as well as providing an academic service learning (ASL) opportunity for MEd students in educational psychology. Since 2006, MEd educational psychology students from the University of Pretoria have been visiting the secondary school twice a year as part of an ASL programme in partial fulfilment for a career guidance module. ASL is a teaching and learning strategy where students participate in a meaningful service activity that meet the goals identified within the community (Greenwood, 2015). This form of experiential learning is not only intended to help students reach certain programme outcomes, but also to enhance community well-being. Students are provided with the opportunity to put theory into practice and reflect on their personal and interpersonal development (Mouton & Wildschut, 2005). ASL requires a collaborative partnership that enhances reciprocal teaching and learning among all members of the partnership (Hatcher & Erasmus, 2008).

Important topics of focus for the FLY partnership involve diverse pathways to resilience in rural schools, and indigenous and multicultural psychological assessment and intervention (Ebersöhn & Lubbe-De Beer, 2014). ASL students in FLY are encouraged to draw from postmodern approaches to understand their group of clients. One of the methods undertaken during both the assessment (April 2013) and intervention (September 2013) visits is sand tray therapy. The current study draws on a MEd educational psychology study by Nel (2015). This researcher and I acted as field workers in each other's research. A variety of knowledge has been developed through the various publications emerging from the FLY platform. Some publications relate to teacher resilience and literacy (Prinsloo, 2012; De Jong, 2013); learners' experiences of school violence (Cherrington, 2010); community engagement and academic service learning (Ebersöhn, Malekane & Bender, 2010); as well as resilience, adversity and education (Ebersöhn, Ferreira & Beukes, 2012; Ebersöhn, 2012, Coetzee, 2013). Others relate to the tools used specifically in educational psychology: for instance, dissertations titled *The utility of a narrative approach to establish therapeutic alliance in a cross-cultural setting* (Malan, 2011) and *The utility of a Düss Fable for cross-cultural measurement of resilience in young children* (Grobler, 2011). Some publications relate to the South African context and the challenge of HIV/AIDS in various social systems (Ebersöhn & Ferreira, 2011; Loots, Ebersöhn, Ferreira & Eloff, 2012). Various research studies continue to flow from the FLY partnership.

With regard to the FLY dataset for the current study, an initial two-day visit took place on 17 to 19 April 2013 (six hours on each day) revolving mainly around educational psychology assessment. The second two-day visit took place on 11 to 13 September 2013 (four hours daily) where an educational psychology intervention was introduced to support youth in their emotional, academic and future career challenges. The group of ASL students ($n=12$) consisted of white females ($n=5$) speaking Afrikaans ($n=4$) and English ($n=1$), Afrikaans speaking males ($n=3$) and Sepedi-speaking females ($n=4$). The grade 9 clients ($n=64$) consisted of boys ($n=34$) and girls ($n=30$) with SiSwati ($n=56$) and IsiZulu ($n=8$) as their home language. The group of grade 9 clients varied in ages ($\leq 15 = 49$ and $> 15 = 15$), increasing the age diversity profile of the group. The secondary school is situated in Elukwatini, a remote part of rural Mpumalanga, close to the Swaziland border (see photograph 1.1). Youth attending the secondary school classify the school as remote, because the nearest town is approximately 160km away and the road between the town and school is a combination of dirt and tar (photograph 1.2).



Photograph 1.1: Google Maps view of the sampled secondary school



Photograph 1.2: Aerial view of the untarred roads leading to the sampled secondary school.

In a recent study conducted by Makiwane, Makoe, Botsis, and Vawda (2012) findings demonstrate that access to primary services such as transportation, infrastructure, sanitation and electricity is a common challenge faced by most families living in the Mpumalanga province. In addition, Statistics South Africa (2016) has found an increase in poverty from 41.8% to 42.7% in the last five years. In terms of resource constraints, the school faces challenges regarding sanitation, refuse removal, storage of laboratory equipment and desks, as well as a limited range of literature available in the school library. The school is equipped with a computer room, but challenges in electricity supply make frequent use of the computer room difficult. Local women from the community volunteer as part of the Department of Basic Education School Nutrition Programme to provide learners at the school with one cooked meal during break time (National School Nutrition Programme [NSNP] Annual Report, 2013/2014). The NSNP aims to enhance the learning capacity of learners through the provision of a healthy meal at school. According to the 2013/2014 annual report, the programme has shown to improve punctuality, regular school attendance, concentration, and the general well-being of the learners. For many learners this might be the most substantial meal they have during the day. Learner transport is made available to learners living far away, but many other learners walk to school (National Learner Transport Policy, 2015).

In the evenings before daily site visits I met with my supervisors Prof Liesel Ebersöhn and Prof Carien Lubbe-De Beer for a briefing on the research setting and to discuss my research responsibilities (see photograph 1.3). Throughout the process my own meaning-making of these meetings was captured in a research diary (Appendix E). I was able to reflect on where my study fits into the FLY partnership.



Photograph 1.3: From left: Prof Liesel Ebersöhn, myself and my fellow researchers forming part of the FLY study.

Table 1.1 outlines not only my role as a researcher, but also the objectives set out for the ASL students and grade 9 clients.

Visits	April 2013	September 2013
ASL students objectives	<p>The first visit mainly focused on educational psychology assessment of the grade 9 clients. ASL students were also encouraged to build rapport with and get to know their group of clients. Standardised psychometric media as well as postmodern measures such as sand tray therapy were implemented.</p>	<p>The second and final visit consisted of two parts. Firstly, ASL students produced a report for each grade 9 client and provided individual feedback on the following:</p> <ul style="list-style-type: none"> ▪ Recommended subject choices; ▪ Information on possible career paths; and ▪ Emotional support where necessary. <p>The second part included a therapeutic intervention strategy developed by the group of ASL students on the basis of theory. These intervention strategies included support with:</p> <ul style="list-style-type: none"> ▪ Trauma, loss, grief; ▪ Positive self-concept; ▪ Career aspirations; and ▪ Hopefulness.
ASL students' roles during the sand tray activity	<p>ASL students were responsible for administering and explaining the sand tray activity. Each ASL student was provided with a standard set of instructions. Once the instruction was given, the ASL student would note down any relevant observations. Once the sand tray had been completed, the ASL student would record the client's narrative.</p> <p>After their first visit ASL students were asked to reflect individually on the sand trays and the accompanying narratives.</p>	<p>ASL students provided their group of grade 9 clients with the standard instructions before the clients started with the activity. ASL students would still note any relevant observations and reflect on them later. Once a sand tray was completed the ASL student would capture the client's narrative individually.</p> <p>After the second and final visit, ASL students were asked to reflect on the second sand trays and narratives. Additionally they were encouraged to identify any form of progression between the clients' first (April 2013) and second (September 2013) sand tray as well as similarities and differences in risk and resilience factors.</p>



<p>2013 FLY field workers</p>	<p>Field workers included:</p> <ul style="list-style-type: none"> ▪ Eugene Machimana ▪ Keziah Coetzer ▪ Marinei Nel ▪ Marli Edwards <p>Roles included:</p> <ul style="list-style-type: none"> ▪ Sorting and preparing sand trays and miniature figures into categories; ▪ Disassembling sand trays once the client has finished; ▪ Taking photographs of the completed sand trays; and ▪ Capturing client narratives (See Appendix C). 	<p>Field workers included:</p> <ul style="list-style-type: none"> ▪ Corneli Oosthuizen ▪ Eugene Machimana ▪ Keziah Coetzer ▪ Marinei Nel ▪ Marli Edwards <p>Roles included:</p> <ul style="list-style-type: none"> ▪ Disassembling the sand trays before the next client starts to build their scene in the sand; ▪ Taking photographs of the completed sand trays; and ▪ Capturing client narratives (See Appendix C).
<p>My research objectives</p>	<p>During the first visit to the research site I was able to observe and gain insight into the diverse context of a rural school. I also assisted a peer (Marinei Nel) in her process of data collection.</p>	<p>During my second visit I had the following objectives:</p> <ul style="list-style-type: none"> ▪ Document observational data on the second sand trays made by the Grade 9 clients; ▪ Observe ASL students during the administration process of their sand tray activity; and ▪ Observe changes in the context of the rural school and the Grade 9 clients.
<p>Role of the Grade 9 clients participating in the study</p>	<p>The group of grade 9 clients participated in various activities for the purpose of self-understanding and finding a suitable career path.</p>	<p>The group of grade 9 clients participated in various activities for the purpose of personal growth and career development.</p>

Table 1.1: Objectives and roles of FLY team members during 2013 school site visits

For the assessment visit (April 2013), my research objectives involved acting as a field worker for other researchers conducting their research at the same rural school. During this visit I was able to gain insight into the ASL context in a rural school, as well as assist in the data collection process of a peer’s study. My primary objectives for the intervention visit (September 2013) were (i) to obtain

data on how risk and resilience are expressed in the second sand tray of youth at a rural school, and (ii) to gain insight into the context of the youth participating in the sand tray activity forming part of the study.

1.4 PURPOSE

Using an indigenisation perspective (Hook, 2004; Mkhize, 2004), the purpose of the study is to inform knowledge on the utility of sand tray for resilience assessment and intervention in educational psychology in South Africa by comparing expressions of risk and resilience in the first and second sand trays of youth in a rural school. Indicators of risk and resilience expressed in sand trays constructed by youth in high adversity settings have not been a focus within previous research. Sand tray therapy is well known in the international domain, but limited research has been conducted focusing on resilience and youth in a rural context.

Comparative studies involve the analysis and synthesis of similarities, differences and patterns across two or more cases that share a common goal and/or focus (Goodrick, 2014). The common goal within both the study by Nel (2015) and my own was to identify the expressions of risk and resilience in the sand trays of rural youth.

The purpose of this study is therefore to explore which risk and resilience factors are prominent across a period of time and what differences are observed between the sand trays. The comparative nature of the study allows me as researcher to arrive at a typology based on the observed differences and similarities (Azarian, 2011). By comparing the themes that arose in the analysis of risk and resilience in the first (Nel, 2015) and second sand tray, I wish to contribute to the body of knowledge in the fields of sand tray and resilience. My aim is to provide a comparison between the first and second sand trays of rural youth by analysing risk factors and protective resources, as well as identifying any form of progression from the first to the second sand tray. By adopting a comparative study (Goodrick, 2014), I will be able to gain an in-depth understanding not only into the possible indicators of risk and protection, but also the utility of sand tray with youth in a rural setting.

Choosing a comparative framework does have its limitations. A comparative approach is often scrutinised for the analysis of the information being too dependent on the researcher (Willig, 2008; Azarian, 2011). In order to address this limitation I was responsible together with a co-researcher for sampling and organising the data for the study. In addition I conducted semi-structured, face-to-face interviews with a sample of ASL students to gain more insight into the expressions of risk and resilience expressed within clients' sand trays.

1.5 RESEARCH QUESTIONS

1.5.1 Primary research question

The following primary research question is explored in the study:

- How can a comparison between a first and second sand tray of young people in a rural school inform knowledge on the utility of sand tray in educational psychology?

1.5.2 Secondary research question

In an attempt to understand the abovementioned question a series of sub-questions have been identified:

- How do projections of risk and resilience in first and second sand trays of young people in a rural school compare in terms of:
 - i. Similarities?
 - ii. Differences?
- What form of progression took place from the first to the second sand tray?

1.6 CONCEPT CLARIFICATION

In this section I provide a brief summary of the key concepts relating to the study. A more in-depth discussion is provided in Chapter 2 of this dissertation.

1.6.1 Educational psychology assessment and intervention

Psychological assessment and intervention in a cross-cultural setting poses many challenges. In order for assessment and intervention techniques to be relevant and appropriate to the South African context, the instrument needs to take into account the cultural experiences and context that shape our clients' identity (La Greca, Silverman, & Lochman, 2009). Culture is a complex concept and is often subject to a variety of definitions. However, one element that remains true in most definitions is "the shared learned behaviour that is transmitted from one generation to another for the purposes of individual and societal adjustment, growth and development" (Stead & Watson, pg. 182, 2010). Therefore, culture is made up of both internal representations (e.g. values, beliefs, ideologies) and external representations (e.g. roles, artifacts, activities, rituals) (Stead & Watson, 2010). Taking into account the complex interplay in the nature of culture, sand tray was proposed as an alternative form of assessment and intervention to identify risk and resilience among young individuals in a rural school. Within the particular study the sand tray technique was tailored to suit the context of

the study. For example, the miniatures used were more relatable for the clients partaking in the study (e.g. banana leaf figures, tin cans, shacks, stones, pine cones, wooden and steel animals etc.).

1.6.2 Sand tray

In this study the term sand tray will refer to the non-verbal modality of creating scenes or images in a sand tray through the use of various miniatures to express both the conscious and unconscious self. Within the particular study sand tray will be used as an alternative technique to explore psychosocial resilience in youth in a rural school-based intervention. Sand tray is a form of expressive therapy that evolved from the “world technique” developed by Margaret Lowenfeld (Turner & Unnsteinsdottir, 2011). Lowenfeld’s work inspired Dora Kalff, a Jungian analyst, to further develop this technique. This image-based modality allows the client to arrange various figures in a sand tray to create a “sand world” that corresponds with the various dimensions within the client’s social reality (Domgnei, 2009). The client is offered a safe and protected space, non-threatening and free of any judgement, to access their imagination and express an image that carries personal meaning (Kalff, 1991, Richards, Pillay & Fritz, 2012). South Africa is a country embedded in rich cultural and linguistic history (Ungar & Liebenberg, 2008). This often makes it difficult for a westernised therapist to engage and communicate with clients from a variety of cultural backgrounds. Sand tray provides the therapist with a technique to communicate and express meaning without the use of language. This is especially useful when there is a language barrier. The figures and symbols used are culturally specific and serve as a common language for children and adolescents to articulate their experiences.

1.6.3 Resilience

The term resilience has been variously used to describe elastic qualities, capacity for positive adaptation to a changing environment, and the character of hardiness and invulnerability (Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003). Initially, resilience theory focused on inherent characteristics (e.g. traits, skills, genes) residing within the individual that were associated with positive outcomes (Goldstein & Brooks, 2006; Masten & Tellegen, 2012). Traditionally, a pathogenic paradigm centring around the deficit model was used to identify “stress-resistant” individuals (Luthar, Cicchetti, & Becker, 2007). Despite the inconsistency among resilience scholars in defining resilience, most seem to agree on the process view of resilience.

Within the present study a more holistic and culturally embedded definition of resilience was adopted. In a country experiencing rich diversity, Ungar (2011) proposed a culturally updated definition of resilience. This definition views resilience as ecological in nature (Ebersöhn, 2012),

whereby resilience can be viewed as a contextually bound process associated with patterns of positive adaptation and/or successful coping in the midst of adversity (Donald, Lazarus, & Lolwana, 2010; Masten & Tellegen, 2012). Therefore resilience is a dynamic process involving the interplay between both risk and protective processes (internal and external) of the individual (Olsson, Bond, Burns, Vella Brodrick, & Sawyer, 2003; Goldstein & Brooks, 2006). According to Ungar (2011), resilient individuals demonstrate the capacity to make their way to resources that sustain well-being and promote elasticity. Chapter 2 provides a more detailed discussion of this complex phenomenon and the various risk factors and protective resources related to the adjustment of youth participating in the current study. Furthermore, the cross-cultural measurement of resilience is also discussed. Figure 1.1 provides a glimpse into the risk factors and protective resources associated with resilience (Carr, 2008; Ungar, 2008; Cameron, Ungar, & Liebenberg, 2007; Ungar, et al., 2007).

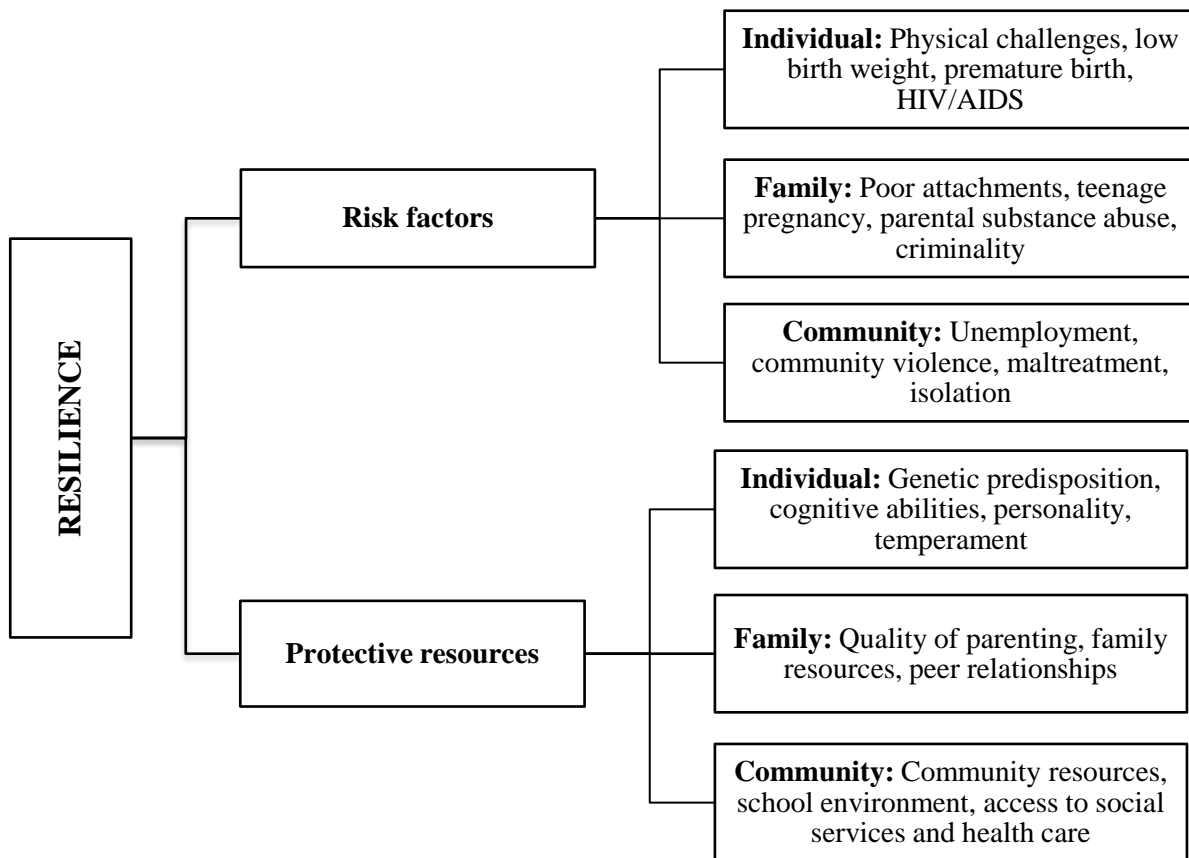


Figure 1.1: Risk factors and protective resources

1.7 PARADIGMATIC LENSES

1.7.1 Theoretical framework

The theoretical underpinning of my study is indigenisation (Mkhize, 2004). As a result of globalisation, various westernised psychological assessments and interventions have been introduced to South Africa. The challenge with these assessment and intervention techniques is their

applicability and relevance to the South African population (Fraser & Galinsky, 2010). With the lens of indigenisation it is possible for psychologists to blend both imported theoretical and methodological frameworks together with the unique elements of the cultural context the study takes place in (Hook, 2004). Through the process of indigenisation it is possible for me to study resilience and the utility of sand tray with rural youth in a school-based intervention while keeping in mind the cultural context of my participants — their values, concepts, belief systems, methodologies and other resources indigenous to their culture. A question that often arises is “How can something imported (e.g. psychology) become indigenous?” (Adair, 1999). Throughout the evolution of indigenisation numerous definitions have been proposed, resulting in confusion surrounding the meaning of the term. Four threads underlying the set of definitions have been proposed (Adair, 1999; Hook, 2004): psychological knowledge should (i) arise from within the culture, (ii) mirror local behaviours, (iii) be interpreted within a native frame of reference and (iv) produce results that are indigenous and relevant to the cultural context. Therefore, indigenous research emanates and reflects back upon the cultural context in which the behaviour was observed and studied. Figure 1.2 Identifies three levels of indigenisation (Adair, 1999; Hook, 2004 & Sinah, 1997).

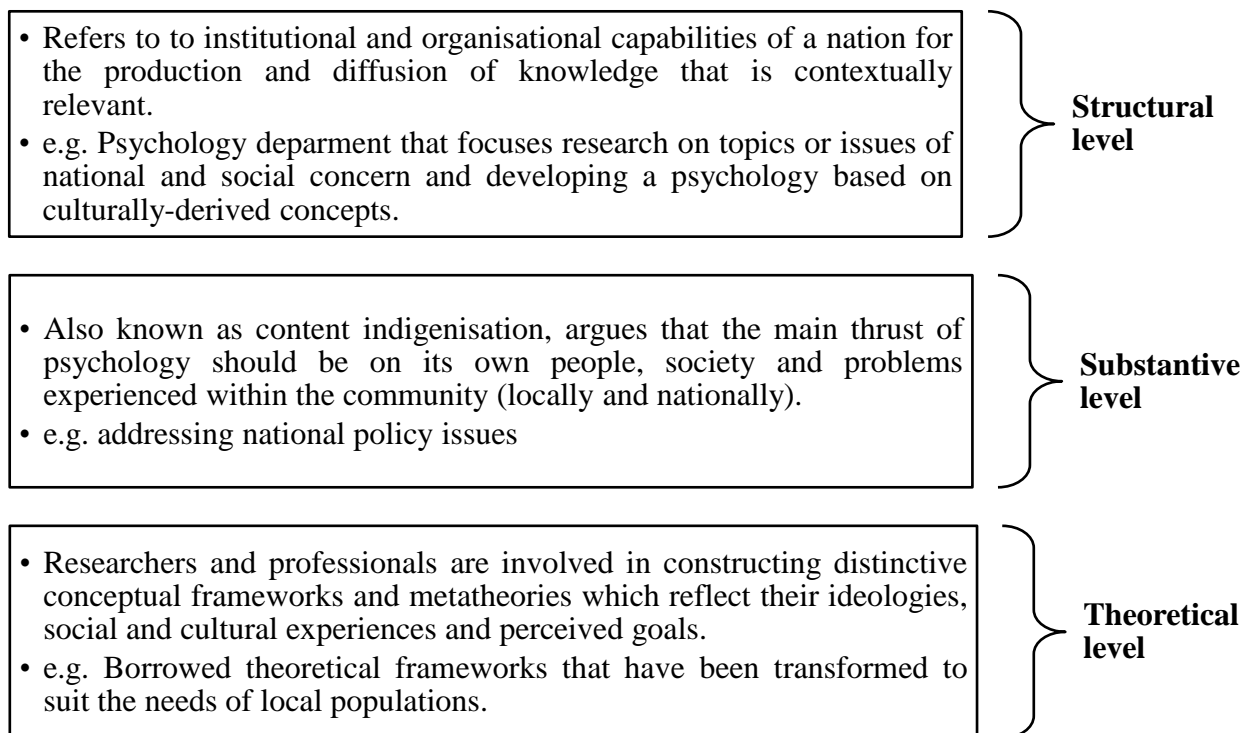


Figure 1.2: Levels of indigenisation

The goal of indigenisation is to alter the content of the psychological construct to make it “culturally sensitive” (Adair, 1999). Through the lens of indigenisation I aim to investigate the

utility of sand tray with youth in a rural school in order to identify risk and resilience for assessment and intervention purposes. With the current goal in mind, Adair (1999) cautions researchers not to develop a narrowed focus and divert their attention from other important factors. Adair (1999) further notes that even though increased levels of cultural sensitivity, indigenous concepts, and applications of research to local culture are desirable, not all research should be expected to address the local culture.

1.7.2 Constructivist metatheoretical paradigm

The favoured methodology in the current study, especially in the data analysis, was **constructivism**. Constructivism acknowledges the idea that knowledge is not passively received, but actively and continuously constructed and reconstructed by the individual in different social settings (Donald, Lazarus, & Lolwana, 2010). Therefore, individuals become active creators of their own knowledge. Constructivism is thus concerned with how individuals construct their own meaning and understanding of the world through life experiences and reflecting on those experiences (Lauckner, Paterson, & Krupa, 2012). The construction of knowledge involves social mediation within cultural contexts and is fostered by authentic and real-world environments (Doolittle, 2014). Within this research study client files were a representation of the meaning and knowledge clients gave to their real-world experiences through an educational psychology assessment and intervention. Constructivism facilitates qualitative research to engage in a form of research that probes for deeper understanding rather than examining surface features (Golafshani, 2003).

Constructivist researchers reject the notion of an objective reality, asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals in this world (Mills, Bonner, & Francis, 2006). In essence, constructivism assumes multiple, apprehendable and equally valid realities. Throughout the study I, the researcher, recognised that each client expressed their unique reality in the sand tray. It was acknowledged that the reality portrayed in the sand tray could differ from one client to another, but also for an individual client between one point in time to another. The distinguishing characteristic of constructivism is the centrality of the interaction between the researcher and the participant (Ponterotto, 2005), and only through this interaction can deeper meaning be uncovered. Thus, the researcher and the client become co-constructors of reality — the researcher becomes part of the research endeavour rather than an objective observer. Reality and meaning in the sand trays were not solely created by the individual, but also by the interaction between the participants and the ASL students.

Constructivism may be associated with descriptive data, in which the descriptive data (in the form of writing, spoken words or naturalistic observation) carry meaning independently of the

author's intention and are seen as a point of intersection for socially constructing meaning and/or reality (Fouché & Delport, 2005; Doolittle, 2014). In the current study, meaning is first constructed during the assessment visit by the participants when they express their reality in the sand tray and provide a narrative regarding the scene they created. This is followed by the understanding and meaning constructed by the ASL students as they reflect on the scene and the narrative associated with the sand tray. The procedure was then repeated, but the focus shifted to psychosocial intervention. As the participants expressed their realities in the sand trays with a corresponding narrative, ASL students paid attention to the progression from the first sand tray to the second. Finally, meaning and knowledge were constructed when I engaged with the data to compare the expressions of risk and resilience in the first and second sand trays. A constructivist methodological paradigm suited the study as it allowed for various techniques to be used in data gathering and interpretation, taking multiple and diverse realities into account (Golafshani, 2003). The study made use of various documents which contained clients' narratives, ASL students' reflections and interviews, and visual data.

A possible challenge for researchers using constructivism lies in this assumption of multiple realities (Flick, 2014; Denzin & Lincoln, 2000). To address this limitation, the researcher used multiple forms of data collection. Multiple investigators formed part of the study, including a supervisor, co-supervisor and peer, in order to enhance the rigour of the study. Another limitation involves the subjective influence of the researcher (Doolittle, 2014). The researcher needed to constantly remain aware of her thoughts, emotions and opinions throughout the study. Reflexivity was used to address this limitation (Willig, 2008). Through means of reflexivity the researcher was able to remain objective and aware of her own internal thoughts and processes (see Appendix E).

1.7.3 Qualitative methodological paradigm

The methodological approach adopted for the research in this study is **qualitative** in nature. Qualitative research focuses on understanding both the processes and the social and cultural context that underlie various behavioural patterns and the social construction of the individuals' meanings and interpretations (Nieuwenhuis, 2007). Qualitative researchers aim to better understand the interpretations and meanings individuals ascribe to life events, objects, people and environmental contexts (McMillan & Wergin, 2002). Making use of specific in-depth research methods the researcher gains insight into the individual's worldview, as well as the quality and texture of their experiences (Willig, 2008). Within the present study expressions of risk and resilience in the first and second sand trays were compared to determine the value and utility of this technique as a rural school-based intervention. In addition, the comparison between the first and second sand tray enabled the researcher to identify the progression within the tray specifically in terms of identified

risk and resilience.

Within qualitative research, reality is viewed as both subjective and as influenced by the context of the situation and/or the social environment (Forrester, 2010). Reality is socially constructed and constantly changing; therefore individuals were studied in their natural environment through observation and interaction between the researcher and the participant, in an attempt to understand and explain the meaning the individual attaches to it (McMillan & Wergin, 2002; Terre Blanche & Durrheim, 2006). The study was set at a rural school, where context played a significant role in the identification of risk and resilience over the course of two sand tray sessions. Furthermore, the influence of differing cultures and the more affluent context of the researcher on interpreting and making meaning of the data should also be noted. Qualitative research in its purest form is descriptive, naturalistic, holistic and inductive (Terre Blanche & Durrheim, 2006; Freebody, 2003). The study aims to contribute to the existing body of knowledge on sandplay, risk and resilience. Therefore, the researcher formulated broad, open-ended questions in order to best learn from the participants' experiences (Cresswell, 2008). In the study, analysis of risk and resilience in the second sand tray was compared to the first sand tray to understand how these indicators are presented as well as how the indicators have changed and/or transformed throughout the sand trays.

The value of adopting a qualitative approach is that the researcher observes the participants in a naturalistic setting and not in a clinical environment (Johnson & Onwuegbuzie, 2013). This produces authentic and information-rich data that contributes to an existing knowledge base. Data collected in a naturalistic setting provides the researcher with a lens to experience the world through the participants' eyes (Nieuwenhuis, 2007). In return the researcher becomes an instrument in the data gathering process (Yin, 2011). I was able to visit the research site twice for two days per visit within one year, not only to understand the context of the study, but also to partake in the data gathering process by means of sandplay. In addition a qualitative approach enabled the researcher to collect various forms of data including text and audio-visual to gain a rich and in-depth understanding of the individuals' experiences (Golafshani, 2003).

In using a qualitative approach, I had to keep certain challenges in mind while conducting my study. Several authors caution qualitative researchers to remain cognisant of their own personal bias and idiosyncrasies (McMillan & Wergin, 2002; Leedy & Ormrod, 2013). The challenge was addressed through means of personal reflexivity and not entering into a dual-relationship with participants (Willig, 2008). This limitation was addressed by clearly defining my research role, objective and responsibilities when I entered the research arena (see Table 1.1). In most cases of qualitative research the results of the study cannot be generalised (Goodrick, 2014). In order to

address this challenge thick descriptions of the research setting, study participants and observed transactions and processes were provided (Polit & Beck, 2010).

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1 Introduction

The following section provides an overview on the research design and methodology employed in the study, which will be discussed in detail in Chapter 3.

1.8.2 Clinical case study research design

Considering the nature of this study and its relative components and facets, the design selected is a **clinical case study** design (Terre Blanche & Durrheim, 2006). A clinical case study research design was used with the case defined as “first and second sand trays completed by Grade 9 clients in an educational psychology rural school-based intervention”. Adopting a clinical case study research design allows the researcher to develop a contextual understanding of resilience and the utility of sand tray with youth in a rural school environment (Baxter & Jack, 2008).

1.8.3 Non-probability sampling

The study utilised non-probability sampling, but more specific **purposive sampling**. Existing documents were purposefully sampled with the aim of selecting particular cases containing some identifiable characteristic (Maree & Pietersen, 2007). The client files selected formed part of an existing partnership, the Flourishing Learning Youth (FLY) partnership, between the University of Pretoria and a rural secondary school located on the border of Mpumalanga. I was specifically interested in answering questions pertaining to the utility of sand tray with youth in a rural school as well as the indicators of risk and resilience. Purposive sampling allowed me to use an inclusion criterion to enhance the richness of the data.

1.8.4 Methods of data collection

Chapter 3 provides a comprehensive discussion of data sources for this study, including:

Visual data: Within the particular study photographs were used to document the context of the study as well as the sand tray process (Kalff, 2003). Photographs allow the researcher to keep a permanent record of the data. Additionally visual data were used to capture the essence and meaning embedded within each client’s completed sand tray.

Client narratives: Client narratives were used to make sense of the experiences and events unfolding within the sand trays as well as the clients' sense of self (Pearson & Wilson, 2001). After the completion of a sand tray each client was given the opportunity to narrate their story relating to their sand world. Through the art of storytelling ASL students were given a glimpse into the client's thoughts and life experiences, enabling them to gain insight into who the client is and what they are experiencing.

ASL student reflections: Reflection forms an integral part of the present study. Reflexivity creates a safe space for the ASL students to become aware of their own thoughts, feelings and experiences as they enter their clients' sand world (Willig, 2008; Cresswell, 2008). Being able to reflect about their own process and facilitation brings about a more holistic understanding of their clients.

Face-to-face semi-structured interviews: Each ASL student forming part of the study took part in a face-to-face semi-structured interview. The main purpose of these interviews were to gain an in-depth understanding of the meanings ASL students ascribed to the first and second sand trays (Yin, 2011).

1.8.5 Inductive thematic analysis

Thematic analysis refers to the process of identifying patterns within a specific data set (Vaismoradi, Turunen, & Bondas, 2013). The data set within this particular study consisted of visual data, client narratives, ASL student reflections and face-to-face semi-structured interviews. For the purposes of this study **inductive thematic analysis** was used. Inductive thematic analysis allows the researcher to gain a holistic understanding of the data set. As patterns start to emerge from the data set the researcher starts to group information into themes and sub-themes (Yin, 2011). Coding forms an important part of inductive thematic analysis. The coding process followed through the study is based on a process described by Braun and Clarke (2006), which involves a series of six steps, namely familiarising yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and lastly producing a report (Braun & Clarke, 2006). A more detailed discussion will follow in Chapter 3.

1.8.6 Rigour of the study

Special attention was paid to the credibility, dependability, confirmability and transferability of the study. Credibility refers to the internal consistency of the study and whether or not the results gathered from the data is trustworthy (Tracy, 2012). Strategies used to enhance the credibility of the study include visiting the research site more than once, consulting multiple sources, and providing a

thick description of the phenomenon being studied. Dependability refers to the consistency of research methods over time (Cresswell, 2008). Through means of triangulation I was able to strengthen my study by incorporating multiple methods of data collection. Confirmability reflects the integrity of the research findings (Morrow, 2005). Continuous reflection and meaning making encourage me to remain objective, but also cognisant of my own thought process, beliefs, and biases. Lastly, transferability refers to the extent to which the findings can be generalised to another context with similar conditions (Terre Blanche & Durrheim, 2006). To enhance the transferability I provide an in-depth description of the context of the study, data collection process and methods used within the study.

1.8.7 Ethical considerations

As qualitative documents were the main source of data in the study, the ethical considerations related to obtaining informed consent from the grade 9 learners, confidentiality and prevention of harm. The researcher needed to obtain informed consent from both the grade 9 clients and the ASL students. Informed consent was obtained from the grade 9 clients for the use of their sand trays and accompanying narratives, whereas informed consent was obtained from each ASL student who participated in a face-to-face, semi-structured interview. Pseudonyms were used to protect the identities of the grade 9 clients and ASL students who participated in the study. In addition, the researcher refrained from engaging in any action that may have caused harm to the participants, and additional referral and debriefing services were made available where necessary.

1.9 CHAPTER OUTLINE

1.9.1 Chapter 1: Introduction, background and general orientation

Chapter 1 serves as an introductory chapter that provides a brief overview of my study and how research was approached and undertaken. The research problem is stated together with the purpose and background to the study, followed by the conceptualisation of key concepts. A brief account is given of the theoretical framework used in the study as well as the paradigmatic perspectives and methodology employed.

1.9.2 Chapter 2: Literature Review

Chapter 2 outlines key concepts pertaining to the study and therefore includes the concepts of educational psychology (assessment and intervention) in the South African context, resilience and sandplay, followed by the theoretical framework underpinning the study.

1.9.3 Chapter 3: Research design and methodology

This chapter discusses my research design and methodology in greater detail, focusing on the collection of data, selection of research site and participants, as well as the data analysis and interpretation procedures. Throughout the chapter I motivate the methodological choices in my study by highlighting the advantages and disadvantages of each. Lastly, I discuss the ethical guidelines that I adhere to and the procedures I implemented to enhance the rigour of my study.

1.9.4 Chapter 4: Research findings

Chapter 4 presents the raw data that was collected, analysis of the data, and a summary of the results of my study. Through means of thematic analysis, themes pertaining to risk and protection or adaptation are identified. These themes are substantiated by including relevant extracts and photographs.

1.9.5 Chapter 5: Conclusion and recommendations

Chapter 5 provides a summary of my study, followed by a discussion of my main findings by referring to my research questions, as formulated in Chapter 1. I also discuss the limitations and possible contributions of my study to the field of sandplay and resilience. Chapter 5 concludes with recommendations for future research, practice and training.

1.10 CONCLUSION

This chapter provides an outline of the proposed study. The background and context of the study was explained, followed by the purpose of the study. Primary and secondary research questions were then stated, and a brief overview on the conceptualisation of sand tray and resilience, as well as the theoretical framework of indigenisation were provided. Lastly, the paradigmatic approaches, as well as the methodology used to conduct the research were described. The chapter concluded with a summary of all the chapters.

---000---

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This study focuses on how sand trays can be used as a form of school-based intervention with youth in a rural secondary school. The study compares the expressions of risk and resilience over two sand trays to identify the similarities, differences and the progression between them. In this chapter the main concepts relating to the study will be reviewed. Firstly, a brief overview is presented on the practice of educational psychology in the South African context, specifically focussing on educational psychology in rural communities and educational psychology assessment and intervention techniques. This is followed by a critical investigation into the sand tray technique as well as the context in which the sand trays will be used. This includes the history of sandplay, the logistics of sand tray use, the process of therapy and the role of the therapist.

This is followed by a review of youth in rural settings as well as educational psychology services available to vulnerable communities. These concepts are viewed through the lens of resilience, including the challenges faced and protective resources available within the studied context. The chapter concludes with a discussion on the theoretical and conceptual frameworks used to make meaning in the study.

2.2 EDUCATIONAL PSYCHOLOGY IN THE SOUTH AFRICAN CONTEXT

2.2.1 Introduction

Reflecting on the developmental history of psychology in South Africa, it becomes clear that impressive progress has been made in the academic, research and professional spheres. According to the rules and guidelines set out by the Health Professions Council of South Africa (HPSCA), educational psychologists focus on learning and development across the individual's lifespan and in multiple contexts (Department of Health, 2011, p. 8). Educational psychologists are trained to promote healthy functioning and to evaluate, diagnose and treat pathologies of behaviour, mental processes, emotions and personality (Department of Health, 2011, p. 8). In addition, educational psychologists often work with clients with primary or co-morbid presentations that include disorders usually first diagnosed in infancy, childhood or adolescence. The field of educational psychology is currently undergoing a process of adaptation and re-design to make the service more holistic, contextual, inclusive and accessible to all (Ebersöhn & Ferreira, 2012; Maree, Ebersöhn, & Molepo, 2006). However, according to Maree et al. (2006) both psychological assessment and intervention in South Africa are, to an extent, typified by relatively privileged therapists offering psychological services to marginalised multicultural clients. Psychologists in tertiary institutions

have little exposure to practice learned skills and techniques in remote, rural, cross-cultural settings (World Health Organization, 2010). One of the most important ways in which South African institutions are attempting to overcome this particular challenge is through academic service learning programmes.

2.2.2 Educational psychology in rural communities: Global and in South Africa

A challenge in consulting rural literature is that the word ‘rural’ can have different meanings across time and space (Balfour, Mitchell, & Moletsane, 2008). However, a general definition of rural does exist, referring mainly to the geographic area of a country, not primarily included in the definition of urban households (Barley & Beesley, 2007). These areas are often isolated, and have little access to resources such as electricity, running water, sanitation, street lighting, public waste management, and public health and other services (Gregson, Waters, & Gruppetta, 2006; Ebersöhn & Ferreira, 2012). Internationally, special attention is paid to the issue of rural education (Arnold, Newman, Gaddy, & Dean, 2005; Barley Z., 2009; Coladarci, 2007). For example in Australian literature, comments are often made on “equity issues”, particularly in rural education (Hegney, et al., 2007). Another problem encountered with regard to rural education in Australia is the retaining of teachers within rural communities (Gregson, Waters, & Gruppetta, 2006).

Despite these challenges, a study conducted in the United States of America has identified three themes of success (Barley & Beesley, 2007). A prominent theme in successful schools was the central role of the school in the community. The communities became invested in the success of their schools, manifested in the form of fundraising or sponsorships for extracurricular activities. The second theme, according to Barley & Beesley (2007), is organisational support for effective instruction, where a culture of high expectations is fostered between the teachers and their learners. Therefore, in successful schools, each subject area course had specific identified goals and standards. Additionally, clear goals were established between teachers, learners and their outside community. The final theme referred to teacher support (Barley & Beesley, 2007). Teachers were provided with opportunities to collaborate during the school day. Some teachers preferred a late start or early-release days for their learners to provide the opportunity to discuss academic and behaviour strategies or design instructional plans for specific learners (Barley & Beesley, 2007).

Ebersöhn and Ferreira (2012) comment on the dynamically driven, systematically shaped, and individually informed concept of ‘rural’, while Wright (2012), indicates that South African schools differ because of economic disparity and patterns of migration. In South Africa the fact that the term ‘rural’ is used loosely and for different purposes leads to confusion. In 2014, the size of the South African rural population was estimated at 19 279 777, constituting 35% of the South African population (Trading Economics, n.d.). The multifaceted, multi-layered and complex nature of rural

South Africa includes farming communities, the peri-urban, informal settlements and the ‘deep’ rural communities (Chikoko, 2008). According to Chikoko (2008), the term ‘remote’ (deep rural) refers to both rural, isolated areas and low socio-economic status. Additionally, remoteness may also imply distance from neighbours as well as distance from large towns, cities and goods, services, facilities and opportunities offered (Chikoko, 2008; Coladarci, 2007).

Lifestyles in a remote rural area differ from lifestyles in urban areas. Living in a remote or rural area exposes one to various challenges, including economic deprivation such as poverty, neglect and poor infrastructure (Chikoko, 2008; Ebersöhn & Ferreira, 2012). In addition, rural communities are often characterised by a cocktail of social ills such as disease, limited facilities, little access to health services and low levels of education (Chikoko, 2008). Teachers often have to travel great distances to school or commit to living close to the school, but far away from their family (Mukeredzi, 2013; Mulkeen, 2006). Therefore, rural environments are often characterised by their intensity (Balfour, Mitchell, & Moletsane, 2008).

For youth in rural areas in South Africa, challenges such as teenage pregnancy, substance abuse, HIV/AIDS and a high unemployment rate are a reality (UNICEF, 2013). However, behind every one of these challenges, there are stories to be told — but not only from an adult perspective. The identification of adversity in rural settings requires research into resilience to identify risk and resilience factors. As professionals in the field of youth development understand the phenomenon of resilience, more effective intervention strategies can be put into place to address the challenges faced by youth in rural schools and communities.

2.2.3 Educational psychology assessment and therapeutic intervention techniques

Psychological intervention refers to the action or process of intervening (Ikizer & Blanton, 2016) to bring about self-reinforcing change. A wide range of intervention strategies exist which are directed towards various types of difficulties individuals experience. Each intervention strategy is made up of a series of activities used to promote good health and/or modify behaviour and emotional states (Ikizer & Blanton, 2016). Approaches to psychotherapy fall into five broad categories, namely psychoanalysis and psychodynamic therapies, behaviour therapy, cognitive therapy, humanistic therapy and integrative or holistic therapy (Henderson & Thompson, 2011).

According to Maree et al. (2006) it is the therapist’s responsibility to decide what needs to be done in psychological interventions with the aim of providing psychosocial support. Psychosocial support can be defined as “a process of facilitating resilience within individuals, families and communities” (Hansen, 2009). Psychosocial support enables families to bounce back and recover from the impact of crises and assists them to deal with such events in the future.

Therefore, psychosocial support promotes the restoration of social cohesion and infrastructure (Hansen, 2009).

Psychological intervention in a cross-cultural setting raises certain challenges and demands. Greater attention to issues of diversity is critical for psychological intervention research (La Greca, Silverman, & Lochman, 2009). Traditional approaches to psychological intervention emphasised the values of self-contained individualism and self-actualisation, which is insensitive to culture. Traditional psychology viewed the self as a bounded, autonomous entity, defined in terms of its internal attributes such as thoughts and emotions, independently of social and contextual factors (Hook, 2004). Therefore, when it comes to implementing intervention strategies to provide psychosocial support and promote resilience, the therapist needs to consider the culture and practices rooted within the community (Maree, Ebersöhn, & Molepo, 2006). Additionally, Goldstein and Brooks (2006) acknowledge that the mental health discipline must expand beyond symptom-driven treatment interventions. There must be an increased focus on ways of developing an understanding of those factors within individuals, in both the immediate environment and in the extended environment, that insulate and prevent emotional and behavioural disorders (Goldstein & Brooks, 2006).

Globalisation has brought with it many psychological interventions, but most of these intervention strategies are designed for a westernised community (Fraser & Galinsky, 2010). The challenge of the applicability of psychological interventions resulted in a shift from trying to adapt and translate traditional westernised strategies towards alternative intervention strategies in the field of indigenous psychology (Hook, 2004; Fraser & Galinsky, 2010; Smith, 2012). Indigenisation refers to an attempt to blend imported theoretical and methodological frameworks with the unique elements of the culture in question (Hook, 2004). It aims to transform foreign models to make them suitable in local cultural contexts. (Mkhize, 2004). Indigenisation may take place at structural, substantive and theoretical levels. Structurally, indigenisation refers to the nation's organisational and institutional capabilities to produce and distribute relevant knowledge, whereas a substantive level could be achieved by applying psychology to address national policy issues (Mkhize, 2004). Lastly, theoretical indigenisation seeks to develop conceptual frameworks that are consistent with the sociocultural experiences, ideologies and goals of the studied community (Mkhize, 2004). Using indigenous intervention strategies allows for a variety of informal and postmodern strategies to be used in a way that fits the context of the client best.

Multiculturalism is only one of many challenges found within the field of educational psychology. Other challenges include limited access to psychological services and the increase in population size. One of the strategies used to overcome the challenges of population size and

accessibility in rural environments is school-based interventions. These are interventions that take place within the school context targeted toward possible prevention of problems (Rones & Hoagwood, 2000). These interventions are usually guided by educators who have already identified possible challenges and barriers to learning (La Greca, Silverman, & Lochman, 2009).

The aim of the school-based intervention strategy examined in this study is to identify possible indicators of risk and resilience among rural youth and provide a more holistic intervention programme. Within the particular study the intervention strategies took place in group format. Group-based interventions can be defined as an intervention that takes place within a group setting with two or more individuals, but one facilitator (Henderson & Thompson, 2011; Wilson & Buttrick, 2016). This type of intervention has both benefits and challenges.

Group-based interventions prove to be more cost and time effective than individual interventions (Henderson & Thompson, 2011), and psychological services are often not readily available for youths living in rural environments (Ebersöhn & Ferreira, 2012). Additionally, participation in group-based therapy sessions provides youths with the realisation that they are not alone and that others experience the same difficulties. This opportunity allows them to feel a sense of belonging and cohesiveness. They are able to learn from each other and become aware of their own assets and resources (Wilson & Buttrick, 2016). However, research has provided evidence that group-based intervention is not a suitable intervention for all (Henderson & Thompson, 2011). Some individuals might struggle and feel uncomfortable expressing their true thoughts, emotions and ideas. Apart from this, some topics might not be appropriate for discussion within a group format — for example, abuse, neglect, suicide and family violence (Balfour, Mitchell, & Moletsane, 2008; Ikizer & Blanton, 2016).

2.3 RESILIENCE

2.3.1 The conceptualisation of resilience

The concept of resilience has captured the imagination of researchers across various disciplines. Pioneering works in the field of developmental psychology, published in the early 1970s, encouraged the first generation of researchers to focus on the concept of resilience (Henderson Grotberg, 2003). Pioneers in the study of resilience studied children who were succeeding and seemed to be well adjusted in spite of their considerable risk of developing problems and/or psychopathology due to environmental adversities or genetic vulnerabilities, or a combination of the two (Schoon, 2006; Goldstein & Brooks, 2006; Masten & Tellegen, 2012). Resilience was primarily conceptualised as residing within the individual in the form of traits (e.g. autonomy and/or high self-esteem), skills or genes that were associated with positive outcomes (Masten & Tellegen, 2012; Burlison & Davis, 2014). Early readings referred to these individuals as “invulnerable”,

“stress-resistant” or “resilient” (Luthar, Cicchetti, & Becker, 2007; Ungar, et al., 2007).

Traditionally, a pathogenic paradigm centring on a deficit or disease model was used to interpret risk and adversity (Schoon, 2006). This approach primarily focused on understanding maladaptive behaviour and diagnosing psychopathology (Goldstein & Brooks, 2006; Burleson & Davis, 2014), but as resilience research evolved, researchers started to focus on possible factors contributing to resilience. Researchers developed an enhanced understanding of resilience as a process utilising protective factors (Donald, Lazarus, & Lolwana, 2010), found not only within the individual, but also within their family and community, that act as a buffer against the effects of risk to achieve a positive outcome (Ungar, 2008; Ungar, et al., 2007; Shaikh & Kauppi, 2010). Resilience researchers then started to view resilience as ecological in nature (Ungar, 2008; Cameron, Ungar, & Liebenberg, 2007). This ecological view of the construct of resilience has laid the foundation for the majority of research that has been done on resilience. According to this approach, resilience may be understood as a “process of adaptation to adversity that is scaffolded by environmental, cultural, social, psychological and physiologic processes” (Cameron, Ungar, & Liebenberg, 2007; Luthar, Cicchetti, & Becker, 2007; Rutter, 2012).

2.3.2 Defining resilience

The term resilience has been defined and described in numerous ways by various researchers over the past few decades. As a result, the concept of resilience has come under scrutiny due to the inconsistency and ambiguity of its definitions and terminology (Luthar, 2003). However, what remains consistent throughout various studies is that resilience typically refers to a dynamic process of positive or successful adaptation within the context of past and/or present adversity (Masten, Hubbard, Gest, Tellegen, Garmezy, & Ramirez, 1999; Goldstein & Brooks, 2006; Luthar, Cicchetti, & Becker, 2007; Masten & Tellegen, 2012). Therefore, the identification of resilience is based on two fundamental judgements: (1) that a person is “doing okay” and (2) that there is or has been significant risk or adversity to overcome (Luthar, 2003; Masten & Obradovic, 2006).

According to Ungar there are two major limitations to defining resilience. Firstly, these definitions highlight individual and relational factors typical of mainstream and western culture, and secondly, they lack the recognition of cultural and community factors that contextualise resilience and influence how the construct might be defined by different populations (Shaikh & Kauppi, 2010; Ungar, 2008; Ungar, et al., 2007). In a diverse country such as South Africa, citizens and communities face multiple adversities, each posing a unique set of challenges, which calls for a broader definition of resilience (Donald, Lazarus, & Lolwana, 2010). Ungar (2011) proposes the following:

“Resilience is the capacity of individuals to navigate their way to resources that sustain well-being, the capacity of individuals’ physical and social ecologies to provide these resources and the capacity of individuals and their families to negotiate culturally meaningful ways for resources to be shared” (Ungar, 2011).

This definition of resilience emphasises a two-part process of navigation and negotiation. Navigation refers to the individual’s capacity to exercise personal agency to make their way to the many resources (internal and external) to meet their needs (Shaikh & Kauppi, 2010). These resources must be both available and accessible (Ungar & Liebenberg, 2008). According to Ungar & Liebenberg (2008), resources may range from psychological resources, such as self-esteem and sense of attachment, to accessing health care and schooling. Furthermore, external resources can be found within the individual’s family, community and culture. Therefore, the exercise of personal agency may take place within the context of past experiences, the individual’s current situation, cumulative risks or adversities, physical and social ecologies, and personal understandings of oneself and the world around us (Shaikh & Kauppi, 2010; Ungar, 2008).

However, at the same time resilient individuals require resilient physical and social ecologies, which are culturally determined (Ungar, et al., 2007). This is where the process of negotiation takes flight. Negotiation refers to the provision of resources in ways that are meaningful to the individual (Ungar & Liebenberg, 2008). Physical ecologies may include tangible aspects of the environment such as quality housing, water and sanitation, and safety of streets (Shaikh & Kauppi, 2010), whereas social ecology may include personal and structural support such as transportation, health services and schools (Ungar, 2008). Thus, resilience is understood as the process of navigation towards resources needed to maintain well-being and the ability of individuals and their families and communities to negotiate culturally meaningful ways to access needed resources (Ungar M, 2011; Ungar, et al., 2007; Ungar, 2008). Finally, the definition reminds us of the importance of culture and the meaning culture informs. Both culture and context shape the environment in which processes of resilience occur (Shaikh & Kauppi, 2010). By introducing contextual and cultural diversity into our understanding of resilience we contribute to a more heterogeneous definition of the construct (Ungar, 2012). This provides us with the possibility to identify hidden and socially marginalised coping strategies that may go unnoticed by those who typically define resilience from a Eurocentric and middle-class perspective (Ungar, 2012).

2.3.3 The cross-cultural measurement of resilience

According to Ungar & Liebenberg (2008), the South African context provides a rich and unique opportunity to examine the construct of resilience and coping among the South African population.

In the face of extreme inequality and hardship, South African society has been characterised by immense strength and a unique set of resiliencies (Ungar & Liebenberg, 2008; Ungar, 2008). Initially, protective factors associated with resilience were confined to individually mediated factors, but given the growth of resilience research, resilience is now conceptualised as a dynamic, context-bound process involving the interaction between both risk and protective factors, internal and external to the individual, that act to modify the effects of an adverse life event (Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, Adolescent resilience: a concept analysis, 2003). In order to fully understand the construct of resilience we need to remain aware of the social, cultural and structural forces at play (Rutter, 2012; Ungar, et al., 2007). Findings from the International Resilience Project (Ungar, 2008), identified seven universal ‘tensions’ through which youth must navigate in order to portray resilience (Ungar, et al., 2007; Ungar, 2008). Researchers found the tensions to be dynamic, converging in different ways (Ungar, et al., 2007). Thus, youth who experience themselves as resilient are those who successfully navigate their way through these tensions simultaneously according to the strengths and resources found within themselves and their family, community and culture (Ungar, et al., 2007). Many risk factors such as poverty or neighbourhood adversity cannot easily be ameliorated, but through the process of resilience resilient youth can reflect “the power of the ordinary” (Goldstein & Brooks, 2006). In Table 2.1 I present the seven universal ‘tensions’ (Ungar, 2008).

Tension	Explanation
1. Access to material resources	Availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing and shelter.
2. Relationships	Relationships with significant others, peers and adults within one’s family and community.
3. Identity	Personal and collective sense of purpose; self-appraisal of strengths and weaknesses, aspirations, beliefs and values, including spiritual and religious identification.
4. Power and control	Experiences of caring for one’s self and others; the ability to affect change in one’s social and physical environment in order to access health resources.
5. Culture adherence	Adherence to one’s local and/or global cultural practices, values and beliefs.
6. Social justice	Experiences related to finding a meaningful role in community and social equality.
7. Cohesion	Balancing one’s personal interests with a sense of responsibility to the greater good; feeling part of something larger than one’s self socially and spiritually.

Table 2.1: Seven tensions (based on Ungar, 2008)

2.3.4 Risk factors as a component of resilience

It is apparent that despite the sometimes muddled conceptualisations of resilience, all definitions have a common denominator — in order for resilience to surface, risk and adversity needs to be present. According to Donald et al. (2010), resilience can be determined by evaluating the balance between the stresses and developmental risks the individual is exposed to and the protective factors that might be operating to foster positive adaptation. O’Dougherty Wright and Masten (2006) define risk as an elevated probability of an undesirable outcome, whereas risk factors refer to measureable characteristics that may increase the potential occurrence of developmentally harmful or unwanted negative outcomes (Smith, 2006; O’Dougherty Wright & Masten, 2006). Adolescents and children have been exposed to a variety of risk throughout recorded history. Early studies on resilience focused on a single risk factor, such as maternal psychopathology, but it soon became apparent that individual risk factors do not exert their effect in isolation, but in interaction with other influences (Schoon, 2006). In 2013 it was found that 11.8 million children in South Africa live in poverty, primarily in rural areas (Statistics South Africa, 2013). However, poverty is only one of the many identified risk factors and recent research has questioned whether or not the manner in which it impacts children can be different as times change (Goldstein & Brooks, 2006).

Additionally, typical risks or adversities that vulnerable youth living within rural areas are exposed to include inadequate housing, water and sanitation and a lack of food and clothing (Donald, Lazarus, & Lolwana, 2010; Ebersöhn & Ferreira, 2011). Adversities are often experienced within or outside of the family system (Bradley, Davis, Kaye, & Wingo, 2014). Adversity experienced within the family often includes the death of a parent, divorce or separation, accidents causing personal injury, abuse, suicide, abandonment, homelessness, a disabled family member and/or loss of parents’ job or income (Henderson Grotberg, 2003). Adversity experienced outside the family system includes natural disasters (e.g. floods, drought, fires), war and/or community violence, adverse economic conditions, car accidents due to poor infrastructure, abuse by a non-relative and murders in the community (Mampane & Bouwer, 2011).

Furthermore, Goldstein and Brooks (2006) have identified two distinct types of risk factors facing youth. The first type reflects the at-risk status of the general population, such as children raised in a family with a depressed mother or absent father, whereas the second type includes risk factors that distinguish more or less positive outcomes among the population group with specified risks or with seemingly little risk. It is for this reason that the scientific research of resilience is so

complex, as each risk factor must be studied, understood and then placed within a context of other risk and protective variables. However, what distinguishes a high-risk individual from others is not the amount of exposure to a particular risk factor, but rather a life history characterised by multiple disadvantages (Ungar M. , 2008). Therefore it is important to take note of cumulative risk. Cumulative risk can be defined as increased risk due to (a) the presence of multiple risk factors; (b) multiple occurrences of the same risk factor; or (c) the accumulating effects of ongoing adversities (O' Dougherty Wright & Masten, 2006). Serious risk emanates from the accumulation of risk effects, and it has been suggested that it is the number of these factors and their combined effect that exert a deleterious impact on developmental outcomes (Schoon, 2006; Rutter, 2012). Table 2.2 provides an overview of some examples of risk factors faced by youth in the South African context.

Individual risk factors	Family risk factors	Community risk factors
<ul style="list-style-type: none"> ▪ Physical challenges ▪ Premature birth ▪ Low birth weight ▪ HIV/AIDS ▪ Antisocial behaviour ▪ Genetic predispositions 	<ul style="list-style-type: none"> ▪ Poor attachments ▪ Teenage pregnancy ▪ Parental psychopathology ▪ Parental substance abuse ▪ Parental criminality 	<ul style="list-style-type: none"> ▪ Community violence ▪ Lack of access to health services (e.g. hospitals, social workers, mental health services) ▪ Limited mobility (e.g. transportation) ▪ Isolation ▪ Maltreatment ▪ Socio-economic status ▪ Unemployment ▪ Rural environment ▪ War

Table 2.2: Examples of risk factors (based on Allan, 2008; Schoon, 2006; Masten & Tellegen, 2012; Donald, Lazarus, & Lolwana, 2010)

2.3.5 Protective processes as a component of resilience

As stated above, in the face of risk and adversity certain factors are associated with better adaptation than others — these are known as protective factors. Protective factors play a vital role in ameliorating risk and protect the individual from impending risks in the environment (Mampane & Bouwer, 2011). According to Smith (2006), protective factors have additive and cumulative effects, as they moderate the impact of adversity on adaptation. These factors are internal assets and/or external resources that shield, support or strengthen an individual's response to stress or developmental risks (Donald, Lazarus, & Lolwana, 2010). Internal protective factors are positive

self-esteem, good interpersonal communication skills, positive outlook, good problem-solving skills, good coping skills and positive sense of self-efficacy (Cameron, Ungar, & Liebenberg, 2007; Malindi & Theron, 2010; Shaikh & Kauppi, 2010; Mampane & Bouwer, 2011).

External protective factors involve two systems, namely the family system and educational system. Family-based protective factors have been found to be central in fostering the process of resilience (van Rensburg & Barnard, 2005). A stable family is a key protective resource in the lives of individuals who manage to rise above their circumstances (Walsh, 2002). Family protective factors include good parental supervision, a stable and consistent relationship with at least one stable parent or caregiver, parental involvement, a family in which there is clear adult guidance, monitoring and supportive authority, effective management of family stress and a family that has a strong, coherent and consistent set of values (Smith, 2006; Donald, Lazarus, & Lolwana, 2010). Furthermore, educational protective factors include being committed to school, attachment to teachers and a positive relationship with at least one teacher, academic achievement, effective school management and a supportive classroom environment (Dass-Brailsford, 2005; Smith, 2006). In addition, protective peer factors and community factors can also be identified. Protective peer factors include peers with conventional values and peers bonded to conventional social groups (Smith E. J., 2006). This network may become even more influential in disadvantaged contexts where the social support offered by the peer group may have to make up for the lack of other forms of support. Within the community protective factors relate to the social responsibility each member of the community adopts to care for one another in terms of the good for the whole community (Donald, Lazarus, & Lolwana, 2010). Regardless of adversity, key resources and/or attributes that contribute to positive outcome fall into three dimensions, namely individual attributes, characteristics of families and aspects of the wider social context (Schoon, 2006; Bradley, Davis, Kaye, & Wingo, 2014; Goldstein & Brooks, 2006).

Individual attributes	Family characteristics	Social context
<p><i>Genetic predisposition</i></p> <p><i>Cognitive abilities</i></p> <ul style="list-style-type: none"> ▪ Intellectual skills ▪ Psychological flexibility ▪ Problem solving ▪ Attentional skills ▪ Balance and prioritising <p><i>Personality and temperament</i></p> <ul style="list-style-type: none"> ▪ Empathy 	<p><i>Quality of parenting</i></p> <ul style="list-style-type: none"> ▪ Nurturing ▪ Parental warmth ▪ Democratic ▪ Authoritative traits ▪ Secure attachment ▪ Structure <p><i>Family resources</i></p> <ul style="list-style-type: none"> ▪ Supportive family 	<p><i>Community resources</i></p> <ul style="list-style-type: none"> ▪ Libraries ▪ Community centre ▪ Community cohesion ▪ Racial socialisation <p><i>School environment</i></p> <ul style="list-style-type: none"> ▪ Effective schooling ▪ Well-trained teachers ▪ School recreation (sport,

<ul style="list-style-type: none"> ▪ Motivation ▪ Active coping ▪ Self-regulation ▪ Emotion regulation ▪ Social competence <p><i>Positive outlook on life</i></p> <ul style="list-style-type: none"> ▪ Faith ▪ Sense of purpose ▪ Hope and optimism <p><i>Language ability</i></p> <ul style="list-style-type: none"> ▪ Verbal and non-verbal expression 	<ul style="list-style-type: none"> ▪ Mentoring ▪ Family bond <p><i>Peer influences</i></p> <p><i>Involvement in community and extracurricular activities</i></p>	<p>music, art etc.)</p> <p><i>Access to social services and health care</i></p> <ul style="list-style-type: none"> ▪ Access to medical, police and fire services <p><i>Connection to pro-social organisations</i></p> <ul style="list-style-type: none"> ▪ Religious organisations ▪ Places of safety
---	--	--

Table 2.3: Examples of individual, family and community attributes fostering resilience (Schoon, 2006; Bradley, Davis, Kaye, & Wingo, 2014; Goldstein & Brooks, 2006; Luthar, 2003).

However, protective factors are often rooted in culture and could be context specific (O' Dougherty Wright & Masten, 2006). Adaptation is often embedded within a context of multiple systems of interactions, including family, school, neighbourhood, community and culture, meaning the processes fostering resilience need to be understood within a holistic context. Cross-cultural researchers have started to move away from an individually based conceptualisation of resilience and more toward a contextually situated framework (O' Dougherty Wright & Masten, 2006). Some protective factors focus on individual functioning (e.g. good cognitive skills, self-regulation), the shape and function of these processes can be culturally influenced or interact with cultural demands and expectations.

Resilience differs from other terms such as general positive adjustment, or competence (Schoon, 2006), insofar that it takes into consideration the circumstances and processes under which positive adjustment takes place. Within the realm of positive psychology, protective factors often stimulate positive adaptation to enable the individual not just to survive, but to flourish (Fredrickson & Losada, 2005). According to Keyes (2007), flourishing refers to when an individual lives within an optimal range of human functioning, one that signifies goodness, generativity, growth and resilience. In order to flourish we need to reduce the impact of negative emotions, increase positive emotions and change the subject (MacConville & Rae, 2012). Changing the subject means that the individual needs to become more engaged in activities he or she finds compelling. Therefore intervention programmes need to encourage individuals to use their highest strengths to meet the challenges that come their way so that they can flourish (Wilson & Buttrick, 2016).

2.4 SAND TRAY AS EDUCATIONAL PSYCHOLOGY TECHNIQUE

I explore sand tray in terms of the history thereof, the method it involves, the process and the phenomenon underlying this technique. Finally, the therapist's role is briefly explained.

2.4.1 The history of sand tray

Play and creativity are often used within various therapeutic processes. For many children play is instinctual behaviour and their most natural mode of expression. According to McMohan (1992), play is not a mindless filling of time, but rather an active process in which thinking, feeling and doing can flourish. Through various methods of play children explore, create, master roles, release stress, rehearse roles and integrate their experiences of mind and body (Mitchell, 2008). Play therapy offers the child the opportunity to express negative and traumatic memories in ways that are less threatening than talking (Henderson & Thompson, 2011). By playing out their own feelings and fantasies in a symbolic form, children achieve a sense of mastery. Therefore, play therapy offers children an opportunity for release and renewal, in other words an opportunity to express negative and disturbing emotions, thereby creating the possibility of healing.

The use of sandplay intervention dates back to the 1900s. In the early 1900s, H.G. Wells wrote a book entitled *Floor Games* (Mitchell & Friedman, 1994), sharing the story of the elaborate games he and his two young sons played on the floor while using lifelike miniatures. As he observed his two sons playing on the floor he realised that they were using play to work out their problems with each other and with other members of the family (Domgnei, 2009). Wells' portrayal of the creative games and play materials used inspired Margaret Lowenfeld in her development of the 'world technique'. In the early twentieth century, Dr Margaret Lowenfeld worked as a physician in London where she explored the use of sand and small miniatures or toys with young children (Turner & Unnsteinsdottir, 2011). Lowenfeld would introduce the sand tray and ask a child to create a world in the sand. Within her research she recognised the potential of this therapeutic medium for the first time (Zoja, 2011). One of Lowenfeld's original goals was to find a medium that would be attractive to children, but also provide a way for the child and the facilitator to communicate. This new medium enabled children to communicate their deepest preverbal thoughts and feelings (Mitchell & Friedman, 1994). She emphasised her belief that interpretation of the play productions is unnecessary (Turner, 2005). The process of play itself, without interpretation, is therapeutic, because it allows for the expression of both acceptable and unacceptable behaviour, thoughts and feelings.

In the 1950s Lowenfeld's work inspired Dora Kalff, a Jungian analyst, who further developed and refined the technique to develop a type of play known as sandplay. Sandplay therapy

has been defined as a psychotherapeutic approach that enables clients to arrange miniature figures in a sand tray to create a 'sand world' that corresponds with various dimensions of his or her social reality (Domgnei, 2009). This form of play provides the child with a neutral therapeutic modality, allowing the expression of both the archetypal world and intra-personal worlds, as well as connecting the child to outer everyday reality (Mitchell & Friedman, 1994; Kalff, 2003). Apart from the child's conscious thoughts and feelings being communicated through play, Kalff added the dimension of the unconscious being played out in the sand by means of symbols. Therefore, the essence of sandplay is non-verbal and symbolic.

These symbols are based on Jungian symbolism. According to Kalff (2003) Jungian analysis focuses on the process of exploring one's psyche. It is a spiritual approach, which is more concerned with the expression of the psyche rather than diagnosing psychopathology (Pearson & Wilson, 2001; Bradway, et al., 1981; Mitchell & Friedman, 1994). The primary tools used in Jungian analysis are dreams and other symbolic material such as toys and objects. Through studying sand pictures, it could lead to the possibility of identifying the development of the relationship between the ego and the Self, the journey towards individuation, bridging and integration of unresolved issues, emergence of new creative energies and movement towards wholeness (Mitchell, 2008; Bradway, et al., 1981; Kalff, 2003; Richards, Pillay, & Fritz, 2012; Turner, 2005). However, Kalff cautions against interpreting these symbols, based on her belief in therapist bias. According to Kalff no interpretation is necessary, as play can be regarded as a self-healing process that opens a path toward balance and internal harmony (Kalff, 2003; Kalff, 1991).

2.4.2 Logistics of the sand tray technique

The basic equipment for sand tray consists of a shallow rectangular sand tray of approximately 70 x 80 x 10 cm in size. The bottom of the sand tray is painted blue to give the impression of water or sky. The tray is half-filled with sand, whilst water is made available to the child. Alternatively, two trays could be made available to the child, one with moist sand and one with dry sand (Kalff, 2003; Mitchell & Friedman, 1994; Vaz, 2000). The sand tray will act as a blank canvas, enabling the child to create their world whilst the observer acts as an active agent in the process of making sense of the child's world (Richards, Pillay, & Fritz, 2012).

A variety of miniature figures and objects are presented to the child. It is important to take note of the context and ensure that the miniatures represent a cross-section of all animate and inanimate images encountered in the external world, as well as in the inner imaginative world (Carey, 1999). Miniatures are grouped into categories such as human miniatures, animal miniatures, transport miniatures, nature miniatures, building miniatures, religious symbols and objects, fantasy miniatures, archetypal miniatures and miscellaneous objects. Human miniatures include families

and people from different ethnic groups, ages and occupations. Animal miniatures include wild animals, domestic animals, marine life, zoo animals, farm animals, reptiles, prehistoric animals and mystical creatures such as unicorns, dragons and fairies. Transport miniatures include trains, cars, taxis, busses and aeroplanes, while building miniatures refer to schools, hospitals, houses, churches, castles, stores and institutions.

Nature miniatures include mountains, rocks, stones, glass, trees, driftwood, plants, flowers, shells, sticks, nests, feathers, egg-shells and semi-precious stones. Religious and spiritual beings from different cultures should also be present; for example, symbols representing Christianity, Buddhism, Islam, Hinduism, African culture and gods and goddesses. Fantasy miniatures include wizards, dwarfs, crystal balls, sorcerers, ghosts, monsters and witches. Lastly, archetypical miniatures include figures and objects representing shadows and scary things, while miscellaneous miniatures include household items, food, farm equipment, fabric and different textures, containers, bridges, fences, barriers, bottle caps and mirrors.

Children are invited, in verbal and non-verbal ways, to build a world, create a picture or story in the sand (Richards, Pillay, & Fritz, 2012). They get the opportunity to select as many miniatures as they wish to construct their 'sand world'. A free and protected space is created by the facilitator to enable the child's imagination to emerge. The child will then construct a world that carries personal and individual meaning, which acts as a catalyst for the process of transformation (Bradway, et al., 1981; Kalff, 2003; Weinrib, 2004; Simonyi-Elmer, 2004). During this process the facilitator sketches the scene, quietly takes notes and acts as a witness to the drama that is unfolding. The facilitator creates an empathetic, trusting and safe environment in which the child can feel free to express and play (McMahon, 1992; Mitchell & Friedman, 1994; Kalff, 1991; Richards, Pillay, & Fritz, 2012).

2.4.3 Phases of the sand tray process

Most commonly the sand tray process consists of two central stages. The first involves the construction of the sand picture. The child is invited to create a picture in the sand, using any of the available miniatures. These pictures are generally considered to be a projection of the child's internal experiential world and a representation of his or her worldview (Campbell, 2004; Domgnei, 2009; Kalff, 1991). After the completion of the sand picture, if the child is comfortable to engage in verbal communication, the second stage of the process involves their sharing of a story or narrative about the sand picture they have created. During this stage the child is given the opportunity to clarify personal meanings and integrate new feelings and insights that may have emerged through the creation of the sand picture (Pearson & Wilson, 2001). Rather than reductively analysing what is going on in the tray, the therapist's primary role is to provide a safe and emotionally permissive

environment for the child's expression of feelings and experiences.

In addition Kalff noticed that the scenes created in the trays correspond in some way with the stages in the development of the child proposed by Erich Neumann (Kalff, 1991; Weinrib, 2004). Kalff proposed three stages of ego development, namely the chaos stage, the phase of struggle and the adaptation to the collective stage (Bradway, et al., 1981). The first few trays reflect a sense of disorganisation or chaos. The chaos stage is marked by emotional turmoil. Common responses during this stage include many figurines dumped into the sand tray, vast upheavals and mingling of sand and figures, or, on the other hand not using any objects at all and merely touching the sand. The child imposes no order and objects are placed in the tray at random (Pearson & Wilson, 2001). This stage is often apparent for a number of sessions (Carey, 1999; Kalff, 2003; Turner, 2005). The second stage, namely the struggle or fighting stage, is often marked by battle scenes and destruction. These include armies battling, battles between monsters, robot men, knights jousting or a scene where everything is blown up and/or destroyed. At the beginning of this stage no winner triumphs and there are often no survivors. Eventually, transition occurs where one side begins winning and the fighting may become more organised (Sweeney, 2001; Pearson & Wilson, 2001). During the resolution stage order is restored and there is more balance. According to Kalff (1991), during this phase there is active communication between the conscious and unconscious, which restores the feeling of wholeness and well-being. These scenes closely represent reality and the toy figures are in place. Other examples include animals being in their correct habitat, roadways being ordered and crops and trees bearing fruit (Sweeney, 2001; Pearson & Wilson, 2001). This is usually a sign that termination is appropriate.

2.4.4 The role of the therapist

Sand tray is an undirected process that utilises the therapeutic benefits of free play. Apart from the opening instructions and the second phase where the child shares his or her story, sand tray is not directed by the therapist. The child should be encouraged to express whatever he or she is experiencing with the freedom to determine how materials are used and what scene is created. Using play as a therapeutic technique provides the child with a natural and non-threatening environment to act out sensitive material (Campbell, 2004). The process of intervention by means of sand tray occurs in the presence of someone who appreciates, respects, acknowledges and honours the child's sand world, without judgement and excessive interpretation. The role of the therapist is to listen, observe and participate empathetically during the child's process of expression and healing. In this manner the therapist creates a free and protected space by functioning both as a physical and psychological container (Mitchell & Friedman, 1994; Kalff, 2003; Turner, 2005).

As the tray is assembled the therapist records the activity. Factual observation is usually

recorded by means of sketches or photographs of the tray. In addition, notes are made on the miniatures that were taken or rejected and moved within the tray by the child. Kalff cautions the therapist that interpretations and explanations of the tray are not offered at the time the scene is completed (Friedman & Mitchell, 2008). Instead of projecting limited theories and concepts onto the child's sand world the therapist should wait for the child's psyche to unfold in the series of sand scenes (Kalff, 1991). Silent, respectful acceptance of the images that are created throughout process allows the child to feel increasingly safe and protected (Domgnei, 2009). However, the therapist can use the child's narrative to explore and understand the use and meaning of the symbols in the tray as well as the tray as a whole.

2.5 CONCEPTUAL FRAMEWORK

According to Maxwell (2005), a conceptual framework can be described as a written or visual product composed of a system of concepts to be studied, and the presumed relationship among them. Therefore, in order to understand and gain insight into the phenomenon being studied, the researcher would construct a conceptual framework by borrowing ideas from proven theories in order to contribute to an existing body of knowledge (Maxwell, 2005).

Within the particular study three main concepts form part of my conceptual framework, namely the South African context; resilience and educational psychology; and school-based assessment and intervention. These concepts are viewed through the lens of indigenisation. Indigenisation attempts to transform foreign models, such as sand tray, to make them more suitable to local cultural contexts (Hook, 2005). The study aims to investigate the utility of sand tray (a foreign, westernised modality), by comparing indicators of risk and resilience, with youth forming part of a school-based intervention. Figure 1.1 provides an outline of my conceptual framework.

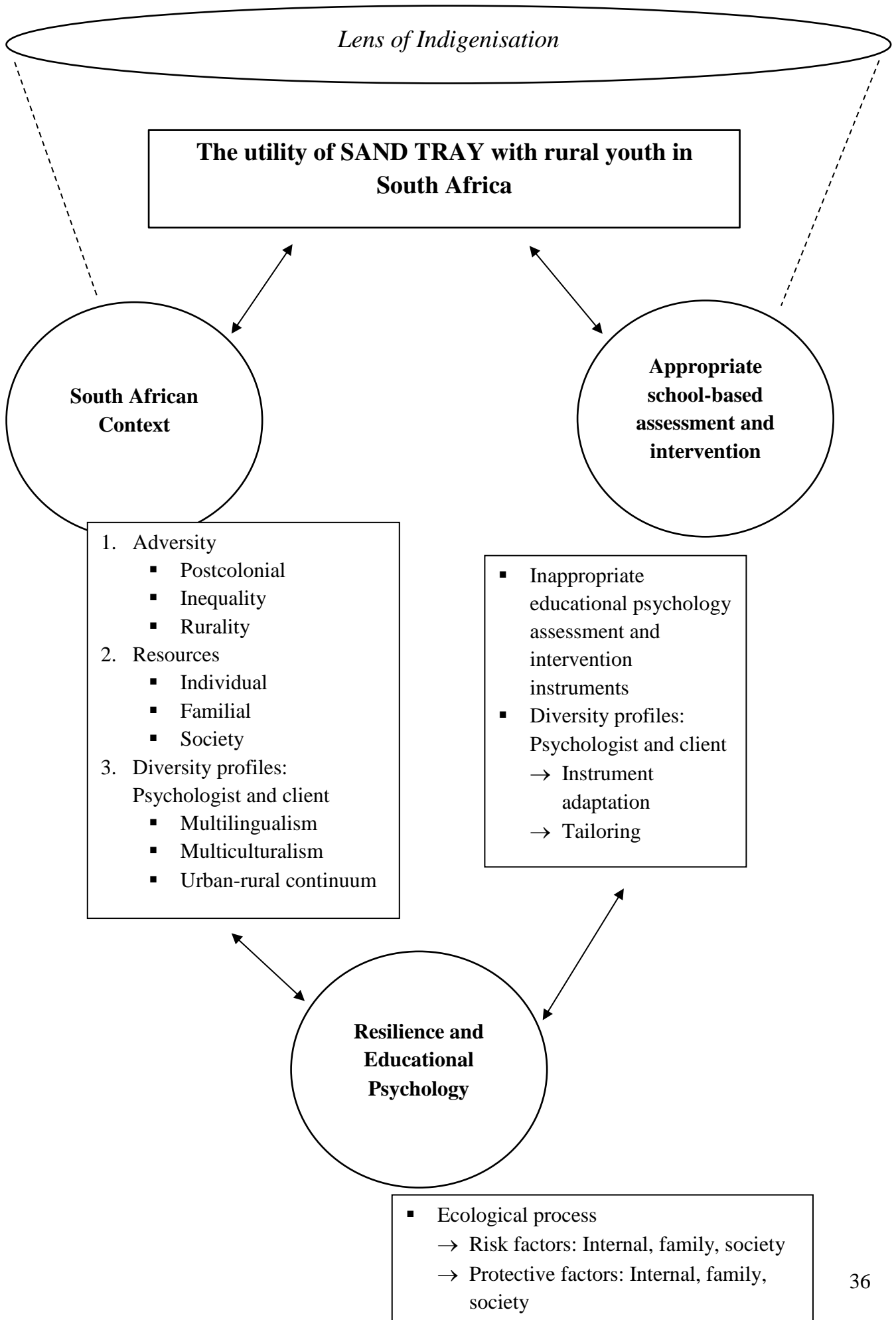


Figure 2.1: Conceptual framework

Following from the preceding literature study, certain assumptions have been formulated concerning the utility of sand tray with youth in a rural school-based intervention. Therefore, I approach the study with the following working assumptions in mind:

- a) *Sand tray can be used as a culturally appropriate assessment and intervention technique to identify indicators of risk and resilience in first and second sand trays of youth in a rural school.*
- b) *Sand tray is a developmentally appropriate tool that will elicit data on risk and resilience with regard to the thoughts, emotions and experiences of rural youth.*
- c) *Youth from a rural school will be able to connect with the sand tray and project images of risk and resilience through means of stories and symbols.*
- d) *Educational psychologists will find it relatively easy to use sand tray with young individuals in a rural school.*

2.6 CONCLUSION

This chapter provided a literature review concerning sand tray as a potential technique to be used with youth partaking in a school-based intervention within a rural environment. Part of this investigation would be to investigate the applicability of sand tray within the South African context. Therefore, it was important to elaborate on the concept of rurality globally and in South Africa to grasp a holistic understanding of this context. Furthermore, the concepts identified were viewed through the lens of indigenisation to stay true to the context of South Africa. In addition, concepts forming part of resilience were discussed, namely rural youth, risk and adversity, protective resources and adaptive coping strategies. The chapter concluded with my proposed conceptual framework, guiding me through the process of data analysis. In the next chapter I elaborate on the research methodology employed.

---000---

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 took the form of a literature review, according to which the study was planned and conducted. The literature review explored and discussed topics of resilience, vulnerable youth within rural areas, sandplay, and the use of educational psychology interventions in high-adversity settings. The chapter commences with a discussion around how data was generated for the study on the participants' second sand tray, followed by an outline of the research methodology. The research methodology is explored in terms of the chosen research design as well as the manner in which the sand trays were selected, analysed and interpreted. Throughout the discussion, the strengths and weaknesses of the methodology are highlighted, along how these were addressed. Lastly, the rigour of the study is discussed, followed by the ethical considerations that guided the study.

3.2 GENERATING DATA ON THE SECOND SAND TRAY

During a second annual ASL visit (September 2014), each of the 12 educational psychology students designed an intervention plan suited to supporting a group of Grade 9 clients. The process was supervised by two registered educational psychologists, Prof Liesel Ebersöhn and Prof Carien Lubbe-De Beer. These intervention plans focused on areas identified during a first assessment visit (April 2014). Each intervention plan was tailored to suite identified needs in groups of clients, ranging from group-based activities to individual sessions (Ebersöhn & Lubbe De-Beer, 2014). The initial assessment visit allowed clients to choose the group they wanted to belong to, resulting in mixed-gender and -age groups. The 11 groups ranged in size from 6 to 14 clients. During the intervention visit (September 2014) each of the Grade 9 clients remained in the same group. As a few clients transferred to different schools, group sizes in some groups were decreased.

Sandplay formed part of both the assessment and intervention visits. During both visits to the research site, each ASL student was required to complete a sand tray with each client forming part of their group. In addition, ASL students were required to make detailed observations of the sand tray process and other contributing activities. These observations were captured by taking photographs of each completed sand tray (visual observations – Appendix A), and through students making written notes to document narrations by each client on their sand tray (Appendix A). ASL students started the Sandplay process by inviting each Grade 9 client to participate in the sandplay

activity. Clients were provided with an empty sand tray and various figurines arranged by category (for example, people, animals, transportation, etc.), from which the client could choose. Each client also had the option of choosing between a dry or wet sand tray, or alternatively adding water where needed.



Photograph 3.1- Empty sand tray ready to be used by the Grade 9 client.



Photograph 3.2- Figurines are placed into categories next to the sand tray.

The following standard instruction was given: “Look, here is a tray filled with sand”. The ALS would open the sand and say “there is blue at the bottom and sides, and it can be whatever you want it to be, perhaps water or the sky”. “Here are some figures or toys. You can play with them in any way you want to. You can just play with the sand or you can make a story. Just let the sand and your hands guide you. When you are done, you can tell me or nod.” Approximately 30-40 minutes were given to each Grade 9 client to build their sand world. In order to ensure that the client had the opportunity to successfully complete his/her sand tray, the ASL student would inform the client when he or she only had 5 minutes left.

After the client completed the sand tray, the ASL student would take a few photographs of the completed sand tray (Appendix A), and ask the client to narrate a story about their sand world (Appendix A). As indicated earlier, these narratives were captured by ASL students by making notes or using an audio recorder, with these recordings later transcribed. ASL students asked probing questions when clients struggled to tell their story. Some of the probing questions involved: what type of feeling or emotion the picture evoked, for example happiness, anger etc.; the meaning of specific figurines from the client’s perspective and where the clients saw themselves in the sand tray (Appendix A).

English is the language of teaching and instruction at the school (Department of Basic Education, 1997). Therefore, clients and ASL students communicated in English and all activities were administered in English. Most of the clients’ home language is SiSwati. Three of the ASL

students were proficient in African languages (SiSwati and Northern Sotho), making it possible for them to use both languages interchangeably throughout the assessment and intervention process. This enabled some of the clients to communicate their thoughts, emotions and experiences more comfortably. In some cases, clients preferred to narrate their story in their mother tongue. The English speaking ASL student would record the narrative and note down any significant explanation or observation. Afterwards the ASL student would ask a peer confident in SiSwati to assist in translating the narrative. Five field workers assisted ASL students throughout the process of data collection by capturing client narratives and taking additional photographs of completed sand trays. At the end of each visit ASL students reflected on their observations of the completed sand trays individually in the language they felt most comfortable in. These reflections formed part of the client files, with nine ASL students reflecting in English and one reflecting in Afrikaans (Appendix A).

The data sources thus constitute the completed client files assembled by each ASL student. The sand tray data sources consist of visual documentation of client narratives on sand trays, ASL student reflections on sand trays, and interviews with ASL students on their clients' sand trays and accompanying narratives. Sand trays were captured visually through means of photographs and/or drawings (Appendix A). Each client was given the opportunity to narrate what was happening in their sand tray. These narratives were captured by the ASL student and field workers assisted where necessary (Appendix C).

ASL students' reflections were based on visual data sources and the narratives constructed by each client after they completed their sand tray. These reflections included the process behind the use of various figurines, the use of the sand itself, including how the sand tray and the figurines were used as a whole to construct and express their sand world (Appendix A). Additionally, interviews were conducted to gain insight into the similarities and differences between the first and second sand trays (Appendix A).

3.3 RESEARCH DESIGN

3.3.1 Clinical case study

According to Terre Blanche and Durrheim (2006) a research design refers to a strategic framework that serves as a bridge between research questions and the implementation of the particular study. A research design consists of a set of flexible guidelines with the aim of collecting empirical data (Cresswell, 2008; Denzin & Lincoln, 2000). A **clinical case study** design was used with the case defined as "first and second sand trays completed by Grade 9 clients in an educational psychology rural school-based intervention". This design relates to three distinct methodological issues, namely the case study per se, the clinical case study design and the comparative nature of this study.

With specific reference to clinical case study design, Terre Blanche and Durrheim (2006) clarify that the term clinical in this context does not refer to medical- or clinical-related studies expressly. This view is also supported by McMillan & Wergin (2002), who include the educational arena as a clinical context. A clinical case study design implies an in-depth and comprehensive investigation of a few cases, which in the current study were 11 cases consisting of both first and second sand trays, completed by 11 clients of six ASL students. Analysing these 11 cases allows the researcher to focus on the phenomenon in greater detail. The phenomenon investigated within this study compares the expressions of risk and resilience in the first and second sand trays of young clients in an educational psychology school-based intervention in a rural school.

Clinical case studies allow the researcher to investigate a contemporary phenomenon with the aim of developing a contextual understanding of a case or cases through the use of multiple data sources over a period of time (Creswell, Hanson, Clark Plano, & Morales, 2007). This ensures that the phenomenon is not explored through one lens, but rather a variety of lenses, which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008). Developing a holistic understanding of a selected phenomenon, in its particularity, can generate new insights and contribute to existing knowledge, and not just merely provide a description. As a result, clinical case studies facilitate theory generation (Willig, 2008). A single, bounded system or case is studied over time through detailed, in-depth data collection in order to deliver case-based themes and report thick case descriptions (Creswell, Hanson, Clark Plano, & Morales, 2007; Lauckner, Paterson, & Krupa, 2012). A clinical case study design enables the researcher to record details about the surrounding context of the case, including information about the physical environment and any historical, economic and social factors impacting the system as a whole (Leedy & Ormrod, 2013). This in turn facilitates an appreciation for the embeddedness of the case in various contexts. Therefore, the research was conducted in its real-world context (Yin, 2011): a particular rural school with a group of Grade 9 clients.

A key strength of a clinical case study design is the use of multiple sources and techniques in the data-gathering process (Nieuwenhuis, 2007). A clinical case study design enables the researcher to determine in advance what evidence to gather and what analysis techniques to use to answer research questions. Through means of triangulation, the richness and reliability of the study is enhanced. The use of multiple data collection procedures provides the researcher with an ideal opportunity to compare and contrast various interpretations, explore and expand on unforeseen findings and interpretations, as well as confirm or disconfirm original hypotheses and impressions (Freebody, 2003). Furthermore, the design complemented the epistemology of this study, constructivism, where the researcher aims to understand the interpretations and meaning of reality as perceived by the participants.

A potential challenge with a clinical case study design included limited generalisability (Yin, 2011). This challenge was addressed by providing the readers with detailed explanations of the research study, allowing them to construct their own judgement of the naturalistic generalisability of the findings (Willig, 2008). Another possible weakness that could affect the quality of the study is the question of observer bias (Cresswell, 2008). To monitor the effect of this challenge, the researcher continuously reflected on her interpretations, interactions and actions in a reflective journal.

3.3.2 Sampling of cases

The study utilised non-probable, purposive sampling of existing documents. According to Maree and Pietersen (2007), non-probability sampling methods do not make use of randomised techniques to select a sample. Embedded within non-probability sampling is purposive sampling. Purposive sampling is used when the researcher selects particular cases containing some identifiable characteristic or feature, making them applicable to the study (Seale, Gobo, Gubrium, & Silverman, 2004). Data sources in each case were obtained in group-based format. ASL students were responsible for compiling a client file for each client in their group. Each client file contained all data obtained during the assessment and intervention visit, including raw data obtained through the assessment battery, a client report, a photograph of the completed sand trays together with the accompanying narrative, and the ASL student's reflections. This means that the group of participants are homogenous to the extent that they share the experience of a particular situation or event (Willig, 2008).

The sample size largely depended on the richness of the ASL data within the client files. A key strength of purposive sampling is that the method allows the researcher to use an inclusion criterion to enhance the richness of the data. The following sampling criteria were used: (i) the client completed a sand tray during both the assessment and intervention visit; (ii) a comprehensive¹ and descriptive narrative existed for both sand trays; (iii) ASL reflections on the figurines used in the sand tray were included; and (v) demographic information on the client was present. ASL data included 94 client files. Based on the above selection criteria, the sample consists of 22 first and second sand trays (n=22) of 11 Grade 9 clients (male= 6; female= 5). Table 3.1 provides an overview of the sample.

¹ The term *comprehensive* refers to the amount of detail the client expressed in his or her narrative. This includes whether or not the narrative consisted of a concrete description of the sand tray and/or covering a vast amount of what is included in the sand tray itself and the possible meaning attached to figures.

	<u>Student</u>	<u>Home language</u>	<u>Gender</u>	<u>Case</u>	<u>Sand tray</u>	<u>Gender</u>	<u>Age</u>	<u>Home language</u>	<u>I: Interview</u>	<u>P: Visual data</u>	<u>N: Narrative</u>	<u>R: Reflection</u>
	Student A:	English	Female	1	1.1	F	17	SiSwati	Interview A1	X	X	X
					1.2							
				2	2.1	F	16	SiSwati	Interview A2	X	X	X
					2.2							
	Student B:	Afrikaans	Female	3	3.1	M	15	SiSwati	Interview B1	X	X	X
					3.2							
				4	4.1	M	16	SiSwati	Interview B2	X	X	X
					4.2							
	Student C:	Afrikaans	Male	5	5.1	M	15	SiSwati	Interview C	X	X	X
					5.2							
	Student D:	Afrikaans	Female	6	6.1	F	17	SiSwati	Interview D	X	X	X
					6.2							
	Student E:	Afrikaans	Female	7	7.1	F	13	SiSwati	Interview E1	X	X	X
					7.2							
				8	8.1	F	13	SiSwati	Interview E2	X	X	X
					8.2							
	Student F:	Afrikaans	Male	9	9.1	M	14	SiSwati	Interview F1	X	X	X
					9.2							
				10	10.1	M	16	SiSwati	Interview F2	X	X	X
					10.2							
				11	11.1	M	15	SiSwati	Interview F3	X	X	X
	11.2											
TOTAL	6 Students	Afrikaans: 5 English: 1	M: 2 F: 4	11	22	M: 6 F: 5	≤15: 6 >15: 5	SiSwati: 14	11	11	11	11

Table 3.1: Sampling of cases

A limitation of purposive sampling is that the findings may not be generalised (McMillan & Wergin, 2002). This limitation was addressed by clearly defining the sampling criteria to enhance the transferability of the data. From the six ASL students, three were white Afrikaans females, two white Afrikaans males and one white English-speaking female, limiting the ASL student sample to only white students working within a multicultural context. This limitation is noted in Chapter 5 of the current dissertation.

3.3.3 Case data sources (second sand tray data sources)

As mentioned earlier the second sand tray data sources consisted of the following:

- Client narratives (Appendix C)
- Visual documentation of sand trays through the use of photographs (Appendix A)
- ASL student reflections (Appendix D)
- Face-to-face semi-structured interviews with ASL students (Appendix G)

3.3.3.1 Client narratives of sand trays

Within the particular study, client narratives were used to make sense of the experiences and events unfolding within the sand trays as well as the clients' sense of self. (Pearson & Wilson, 2001) (Appendix C). ASL students came to know the clients and their perceptions through the sand worlds they created. A total of 22 client narratives, consisting of both first and second sand tray narratives, were sampled. Narratives are considered to be the most natural way humans express the inherent structure of their personal experiences (Maree, 2007). According to Burns (2001), each story or narrative carries a personal message or expresses a moral. Some researchers even believe that stories are rooted in human agency (Andrew, Day Sclater, Squire, & Tamboukou, 2004; Burns, 2001). After the construction of their sand trays, clients were given the opportunity to tell their own unique story and express their perception of their world (Kalff, 2003). Within the current study, sand trays provided clients with a safe and protected space to construct their reality through symbolic means (Fritz & Beekman, 2007). Storytelling through sandplay support clients to make unconscious connections between their stories and their lives (Russo, Vernam, & Wolbert, 2006).

A key strength in the use of narratives is that it allows the researcher to probe into the phenomenon being studied (Andrews, Day Sclater, Squire, & Tamboukou, 2004). The researcher was able to probe into indicators of risk and resilience, as expressed in the sand trays, as well as the meaning behind the use of various figures and/or figurines. However, a possible limitation of narratives in the previous (Nel, 2015) and current study, is that of language barriers (Ramsey, 2014). The majority of ASL students were from different cultural backgrounds and most were not

fluent in the clients' home language. When a client expressed the need to tell their story in their mother tongue the ASL student used an audio recorder to record the narrative. This could have influenced the quality of the narrative as the ASL student was unable to probe and gather meaning from the sand tray as the client expressed their story. To address this challenge, students worked together with their peers who were fluent in the Northern Sotho and SiSwati languages to assist with translations when required. Despite the varying linguistic skills and diverse languages, narratives still prove to be a useful tool used by researchers (Ferreira, Eloff, Kukard, & Kriegler, 2014). Narratives provide a window into the meaning clients ascribe to their world (Cochran, 2007; Ramsey, 2014).

Despite the steps taken to address the limitations of narratives in research, some other shortcomings were noted during the specific research study. Some of the narratives provided by the clients remained on a concrete level, merely describing the scene they created in the sand tray. This could be due to the multilingual setting or the reluctance to share their real story (Cresswell, 2008). During the sandplay assessment activity ASL students worked in conjunction with field workers. However, some students became over-reliant on field workers, limiting the quality of the narratives, because the clients did not have a relationship with the field workers. In order to address this limitation and strengthen the relational safety between the ASL student and the client, each student was given their own sand tray and was responsible for recording each narrative during the intervention visit (Homeyer & Sweeney, 2011).

Client narrative by Student A, Case 1, N 1.1

“This is the Kruger National Park.

People to talk.

People don't go by the animals it is a risk.

My favourite animal is a giraffe, because it is just African.

I don't like frogs, they are scary and I scream.

Soldiers and security and guide people they live in buildings and change night shifts.”

Figure 3.1: Example of a completed client narrative

3.3.3.2 Observation and visual documentation of the second sand tray process

Observations refer to the process of gathering open-ended, first-hand information by observing people and places at a particular research site (Cresswell, 2008). ASL students and field workers

documented their observations relating to the context and the administration process of the sand trays and other activities by means of photographs and additional field notes (Appendix A). The form of observational method used in the present study was participant observation. Participant observation refers to a form of observation where the researcher takes part in a variety of activities (Yin, 2011). During observation, field workers had to assist ASL students to capture the narratives of completed sand trays when necessary. Researchers also interacted with the Grade 9 clients to gain an in-depth understanding of the context and meaning they ascribed to their sand trays. Within the current study observations served the purpose of capturing first-hand experience of the phenomenon being studied within its naturalistic setting. In addition, observations were used to capture clients' gestures, social interactions and non-verbal behaviours (Willig, 2008). As a result, the researcher was able to gain a holistic understanding, take into account the clients' environment and view their sand trays as part of a larger system within a rural school (Donald, Lazarus, & Lolwana, 2010).

Photographs were used to document visual observations. This includes taking photographs of both the school context and the completed sand trays (Appendix A). Capturing a photograph of the school environment documents the context Grade 9 clients find themselves in. After the completion of the second sand tray photographs were taken, forming part of the raw data included in each client file. By observing the context, administration of the second sand tray, and the completed product of the sand tray allowed the researcher to further understand and identify indicators of risk and resilience expressed. Taking photographs of the completed sand scene also forms part of typical sandplay administration (Kalff, 2003). Photographs not only provide a visual representation of the data, but stimulate further reflection and search for meaning (Fritz & Beekman, 2007). Visual data, together with the client's narrative, provide a visual snapshot of each client's sand world.

An advantage of observations is that the researcher has the opportunity to record information as it occurs in its most natural form (Cresswell, 2008). The researcher is given the opportunity to gather an in-depth understanding of the context in which the study takes place. Observations are often used to strengthen the validity of a study, by providing additional and supporting information to existing evidence (Yin, 2011). Taking photographs of items or observations that hold significant meaning to the researcher and/or ASL students allows them to review the observations at a later stage.

A challenge in using observations was that interpretations based on observations can be subjective (Flick, 2014). ASL students and field workers were also vulnerable to the influences of the context and behaviour of the clients. Cresswell (2008) recommends that researchers familiarise themselves with the environment and become comfortable within the setting before making

interpretations. Another influence that should be taken into account is the Hawthorne effect (Nieuwenhuis, 2007). The Hawthorne effect refers to when participants in a study alter their behaviour due to their awareness of being observed (Maree, 2007). To reduce this limitation, the group of Grade 9 clients were informed on the presence of field workers and other researchers.

Observations also carry a high potential for role conflict (Yin, 2011). To address this challenge I kept a research diary to reflect on the process of sand tray and the challenges it posed. Personal reflexivity encourages the researcher to remain objective and reflect on personal issues that may have a negative effect on the interpretation of what has been observed (Willig, 2008). Some ethical challenges were also encountered throughout the documentation of sand trays and other observations. This challenge was addressed by taking photographs of the completed sand tray only and not of the client who completed the sand tray (Cresswell, 2008; Allan, 2011; Flick, 2014). In instances where participants were photographed, their anonymity was protected by blurring their appearance to remain unrecognisable to others outside of the study.

3.3.3.3 ASL student's reflections on sand trays

Reflection still forms an integral part of the study as it is one of the key components within the data set. Within qualitative methodologies, reflexivity creates space for the ASL student to become aware of their own contribution to the construction of meaning throughout the process (Willig, 2008). Therefore, without the clients' knowledge, personal and professional knowledge as well as the reflections of the ASL students, were used to gather more insight and understanding around their sand world (McMillan & Wergin, 2002; Fritz & Beekman, 2007).

ASL students' reflections were made up of personal as well as newly learned knowledge on the use of sand tray, together with their personal experiences of the client's sand world and the accompanying narrative. ASL students were encouraged to use checklists and guidelines set out by their supervisor to reflect on the completed sand trays (Appendix D). These reflections and checklists were added to each client file. In addition, students received extra guidance on the administration and interpretation of sand trays before their first visit in April 2013.

Reflection by Student B, Case 3, R 3.1

- The tray is very full
- Compartmentalisation of the figures (looks like it's packed in rows) – possibly hiding abuse, being abused at home
- Rows – need for structure, control and order
- Bridge – possibly showing that she wants to bridge her circumstances
- Umbrellas, tortoise and angel can symbolise protection or the need for safety against some sort of danger, possibly linking to her hiding abuse
- The helicopter can symbolise escaping circumstances
- The animal figures and people figures seem to be trapped. Especially the buffalo. She may feel trapped in her circumstances.
- The setting is animal/vegetative
- The figures in the tray look very bizarre, the figures don't fit or necessarily have anything to do with each other
- The stethoscope can possibly symbolise the need for help or support, maybe for her circumstances

Figure 3.2: Example of an ASL student reflection

The strength of reflective practice is that it allowed ASL students to be self-critical (become aware of their own thoughts, feelings and ideas) and ethical (Allan, 2011). Personal reflexivity encourages ASL students to consider their actions and act in the best interest of the client (Cresswell, 2008). Using ASL student reflections as a data source allows the researcher a view into what was experienced during and after the sand tray was completed.

3.3.4 Face-to-face semi-structured interviews with ASL students

3.3.4.1 Face-to-face semi-structured interviews

An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about ideas, beliefs, views, opinions and behaviours of the participant (Nieuwenhuis, 2007). Interviews can provide access to meanings people attribute to their experiences and social worlds (Maree, 2007). It provides the interviewer with an opportunity to see the world through the participant's eyes. In addition, having a conversation with a purpose allows the researcher and interviewee to co-construct knowledge (Willig, 2008). Qualitative interviews are

aimed at understanding participants “on their own terms and how they make meaning of the phenomenon being studied, their experiences and cognitive processes” (Yin, 2011).

Within this study face-to-face, semi-structured interviews were used to gain an in-depth understanding of the meanings ASL students ascribed to clients’ first and second sand trays. Semi-structured interviews require careful planning and preparation. The researcher needs to think about who to interview, how to recruit participants, how to record and transcribe the interview, what interview style to use and what to ask participants. The study allowed the researcher to interview eight ASL students who completed both first and second sand trays in 2013. These students were contacted via an e-mail in which the researcher described what the study was about and what is expected from each ASL student. Once the student agreed to participate, a date and time was set for the face-to-face interview.

In order to ensure that the researcher does not lose sight of the original research question, an interview schedule was set up. The interview schedule contained a list of predetermined questions (Appendix G). These questions act as a guide, but allow the ASL student to explore their own understanding of the phenomenon (Willig, 2008). In order to gain in-depth information, the interviews were conducted in the language the ASL student felt most comfortable in. Seven interviews were conducted in Afrikaans and one in English. Each interview was documented by using an audio recorder and later transcribed verbatim (Appendix G). Note-taking distracts both the interviewer and the interviewee (Yin, 2011). It interferes with eye contact and non-verbal communication and does not encourage the development of rapport between the researcher and interviewee (Willig, 2008). This method is common in qualitative research, and in this study provides a visual record of the interviews held with each ASL student. In addition, the transcript forms part of one of the data sources used to identify themes of risk and resilience within the completed sand trays.

<u>Interviewee</u>	<u>Date</u>	<u>Duration</u>	<u>Place</u>	<u>Goal</u>	<u>Documented</u>
Interview A	20/9/2016	45 Minutes	Pretoria Preparatory School	Discuss 2 first and second sand trays	Transcribed audio recordings
Interview B	28/9/2016	55 Minutes	Muriel Brand Special School	Discuss 2 first and second sand trays	Transcribed audio recordings
Interview C	7/10/2016	42 Minutes	Lynwood, Pretoria	Discuss 1 first and second sand tray	Transcribed audio recordings
Interview D	7/10/2016	40 Minutes	Lynwood, Pretoria	Discuss 1 first and second sand trays	Transcribed audio recordings
Interview E	4/10/2016	1 hour 8 Minutes	Lynwood, Pretoria	Discuss 2 first and second sand trays	Transcribed audio recordings
Interview F	27/9/2016	1 hour 10 Minutes	Lynwood, Pretoria	Discuss 3 first and second sand trays	Transcribed audio recordings

Table 3.2: A summary of the interviews I conducted with the ASL students.

Face-to-face interviews enable the researcher to capture both verbal and non-verbal cues, such as body language (Cresswell, 2008). This enables the researcher to ask a follow-up question to clarify confusion or any discomfort. Furthermore, the researcher can elaborate and explain when a question is unclear to avoid misunderstandings (Maree, 2007). Face-to-face interviews provide the researcher with the added advantage of using various probes to gain more in-depth information.

However, during my study, I did face the challenge of not leading the participant or being too directive in eliciting the answers I wanted or the goal I wanted to achieve. In order to address this challenge and to further improve the richness of my data, I documented my observations of ASL students during the interviews, and after each interview I reflected on the session in my research diary. Reflecting on the process in a research diary and a debriefing with my supervisor enabled me to remain more objective and transparent. In addition, I constantly had to remind myself that I was conducting interviews as a researcher and not as a peer. This implied that I needed to remain objective and aware of my personal relationship with each ASL student in order to obtain the necessary data (Cresswell, 2008).

3.3.4.2 Process of face-to-face semi-structured interviews

Ritchie, Lewis and Elam (2003) outline a number of stages involved in conducting an in-depth interview. The stages of an interview are as follows:

Stage 1: The arrival

The interview process effectively begins the moment the researcher arrives (Ritchie, Lewis, & Elam, 2003). The researcher needs to be aware that the ASL student may initially feel anxious. One of the pre-requisites for conducting a successful interview is to establish rapport, which may make it easier for the researcher to set the ASL student at ease. Once the ASL student is comfortable with the first step of the process it is time to move on.

Stage 2: Introducing the research

This is where business begins. The researcher sits opposite the ASL student and ensures that the ASL student is comfortably seated. The researcher would then invite the ASL student to participate in the study by presenting an informed consent form (Appendix C) (Allan, 2011). The researcher starts to direct the interaction by introducing the research topic. This involves providing a clear reiteration of the nature and purpose of the research, reaffirming confidentiality, addressing any potential risk and inconvenience, and seeking permission to record the interview with an audio recorder (Ritchie, Lewis, & Elam, 2003). The researcher informs the ASL student that participation in the study is voluntary and addresses any questions and/or concerns before the opening question. The researcher should ensure that the environment is suitably quiet, private and comfortable for the interview to proceed without distraction (Willig, 2008).

Stage 3: Beginning the interview

Ritchie et al (2003), suggests that the researcher starts the interview with a neutral topic such as the ASL student's personal details. This may help the researcher to ease into the conversation and help with question formulation. In order for the researcher to gain in-depth information, an interview schedule was generated (Appendix C). The interview schedule consisted of a relatively small number of open-ended questions (Yin, 2011). The researcher would start off with relatively informal questions such as "which word or phrase comes to mind when you think of the term resilience?", "how would you define resilience?", "what is your opinion of the utility of sand tray as an educational psychology technique in a rural school?" and "what worked well in the context and what did not work well?".

Additionally, questions were formulated through the course of the interview to make them more relevant. Each interview was conducted in the ASL student's home language to make it easier for the student to communicate his or her ideas, thoughts and knowledge more clearly. The researcher should remain neutral and remain aware of his/her facial expressions and body language. The goal of the interview is for the participants to vocalise their own experiences as part of their own way of describing the world as they perceive it.

Stage 4: During the interview

Throughout the interview the researcher needs to guide the ASL student through the key themes identified in the interview schedule (Ritchie, Lewis, & El am, 2003). The researcher would introduce the first sand tray to the ASL student and give the student a few minutes to analyse the sand tray and read through the accompanying narrative. The researcher would provide more than one photo of the sand tray so that the ASL student can clearly see the details and figures used. In order for the researcher to reach his or her goal, different types of questions are asked to gain a comprehensive understanding of each sand tray. These questions were descriptive, structural, contrast and evaluative (Willig, 2008). Descriptive questions were used to prompt the ASL student to provide a general account of what happened, for example describing the sand tray and which aspects of the sand tray stood out for the ASL student. Structural questions were used to gain a better understanding about how the ASL student organises his or her knowledge; for example, identifying themes regarding resilience in the sand tray. Once the researcher and ASL student have discussed the first sand tray the researcher would present the ASL student with the second sand tray constructed by the same client. The researcher would ask the same questions for the second sand tray before moving on to contrast and evaluative questions.



Photograph 3.3- Presenting the ASL student with the first sand tray and accompanying narrative.



Photograph 3.4- Presenting the ASL student with the second sand tray and accompanying narrative.

Once the second sand tray has been discussed the researcher would place the first and second sand tray next to each other, followed by contrast questions allowing the ASL student to make comparisons between events and experiences. For example, the ASL student would be asked to compare the two sand trays in terms of the materials and figures used, comparing resilience themes, the content of the sand trays and whether or not there is any progression from the first to the second sand tray. Throughout the interview the researcher would ask evaluative questions where necessary. Evaluative questions allowed the researcher to gain insight into what the ASL student was feeling towards something; for example, if the participant would voice any discomfort about the sand tray the researcher would address it (e.g. why does the sand tray make you feel uncomfortable?).



Photograph 3.5- Presenting the ASL student both the first and second sand tray to compare them with one another.

Throughout the interview the researcher and ASL student would work collaboratively discovering ideas, thoughts, and feelings pertaining to the use of sand tray with youth in a rural school. However, it is important for the researcher to ask follow up questions and to remain non-directive (Yin, 2011).

Stage 5: Ending the interview

About five to ten minutes before the end of the interview, the researcher would signal the approach of the end of the interview to allow the ASL student to gradually return to the level of everyday social interaction (Ritchie, Lewis, & El am, 2003). The researcher would give the ASL student a final chance to express any feelings or issues of burning importance to ensure that nothing is left unmentioned.

After the interview, it is important to ensure that the recorder is switched off. The researcher would thank the ASL student warmly and start to help the ASL student out of the interview mode

by saying something about how their contribution will help the research (Ritchie, Lewis, & El am, 2003). Any reassurances about confidentiality or the use of the interview should also be given. Additional time should be given to the ASL student should he or she feel the need to raise any questions or need information about support groups or services. It is important for the ASL student to be left feeling well after the interview.

3.4 DATA ANALYSIS

3.4.1 Introduction

For the purpose of this study, **inductive thematic analysis** was used to analyse sampled data sources, namely client narratives (Appendix C), ASL student reflections (Appendix D), ASL student interviews (Appendix G) and visual observations (photographs) (Appendix A). Thematic analysis is an independent qualitative descriptive approach and often described as a method for identifying, analysing and reporting patterns within a specific data set (Vaismoradi, Turunen, & Bondas , 2013). Through careful reading and re-reading, emerging themes become categories for analysis. Before these categories are interpreted, information needs to be encoded. The codes can represent a list of recurring themes capturing the qualitative richness of the phenomenon (Fereday & Muir-Cochrane, 2006). When themes are inductively noted, the coded categories are derived directly from text data (Nieuwenhuis, 2007).

One of the benefits of thematic analysis is its flexibility (Fugard & Potts, 2015). This form of analysis does not limit the researcher to using one specific approach, but rather an approach that can potentially provide a rich and detailed, yet complex account of data (Braun & Clarke, 2006). Therefore, inductive thematic analysis allows the researcher to engage in the process of coding the data without trying to fit it into a pre-existing coding frame (Vaismoradi, Turunen, & Bondas , 2013). Inductive thematic analysis is data-driven and allows for categories to emerge from text data and allocating themes to yield a reliable interpretation (Willig, 2008).

However, the high level of interpretation involved in inductive thematic analysis can pose a challenge to the researcher (Braun & Clarke, 2006). This challenge was addressed by consulting literature and familiarising myself with the topic of risk and resilience to gain an in-depth understanding of the phenomenon to avoid uninformed, interpretative analysis. In addition, a peer was involved in the coding process and acted as a co-coder to contribute to the validity of the allocated codes.

3.4.2 Preparation of data sources

Each ASL student was responsible for compiling their client files. These client files were provided to me and formed part of my data sources. The client files were captured electronically by me and

my fellow researcher. Data sources included observational data (photographs), client narratives, as well as the ASL students' reflections. Each client file was saved separately as an MS-Word document.

3.4.3 Inductive analysis

Information was categorised inductively, meaning coding and theme development are directed by the content of the data (Yin, 2011). A 'bottom-up' approach was followed, meaning themes identified are strongly linked to the data themselves (Braun & Clarke, 2006). From a constructivist perspective, inductive analysis allows the researcher to investigate multiple realities and gain an in-depth understanding of the phenomenon being studied (Lauckner, Paterson, & Krupa, 2012).

Inductive analysis allowed me to gain a rich understanding of risk and resilience as indicated in the second sand trays of youth attending a rural school, rather than limiting me to what is already known in the field of risk and resilience. The comparative nature of the study further allowed me to analyse the similarities and differences presented in the first and second sand trays of the youth over a period of time. The analysis was firmly grounded in the data and was approach without a preconceived theoretical framework (Vaismoradi, Turunen, & Bondas , 2013). With inductive analysis, the researcher was given the possibility of adding new thoughts to the existing fields of risk and resilience and sand tray.

3.4.4 Coding and creating themes

Due to the comparative nature of the study, the same method described in the first study referenced in Braun and Clarke (2006) was used to code the data set. These authors described a series of six steps in conducting a thematic analysis:

Step 1: Familiarising yourself with the data

The process starts when the researcher begins to actively read through the data and notice patterns of meaning and matters of potential interest. According to Vaismoradi et al. (2013), the first step involves noting down initial ideas and transcribing the data where necessary. I started the first step by actively reading through the narratives of all 11 cases. To gain an in-depth understanding I read the corresponding reflections of the postgraduate educational psychology students, while referring back to the photographs of the completed sand tray. In addition, I read through the interviews of each ASL student discussing the themes identified within the sand trays. This process was done once before sampling the data and conducting the analysis. In order to create initial ideas on risk and resilience, I read through the completed client files before formally conducting the analysis. I

recorded these initial ideas by making brief notes on the data whenever a noticeable aspect was observed. As I read through the data and my notes twice more I started to organise my data by marking all possible indicators of risk with a red pen and possible indicators of resilience (protective factors) with a green pen (Appendix D).

Step 2: Generating initial codes

The second step involves the production of initial codes from the data set (Braun & Clarke, 2006). Coding is often considered to be the most basic segment of raw data, but holds significant meaning to the researcher (Vaismoradi, Turunen, & Bondas, 2013). Codes identify a feature of the data that appears interesting to the analyst with regard to the phenomena being studied. The process of coding is part of analysis as the researcher organises data into meaningful groups. During this phase I tried to identify units that represent meaning in relation to risk and resilience within the first and second sand tray. As I systematically worked through the data I created a coding list where a specific letter (e.g. I= Interview, P= Photo) and colour were allocated to different meaningful segments (Appendix H). When repeated patterns and meaningful segments overlapped, a note was made to support the generation of themes. After coding the researcher compared the different codes with one another in terms of similarities and differences to ensure that all data extracts are coded.

Step 3: Searching for themes

When all data has initially been coded and collated, the researcher re-focuses the analysis at the broader level of themes, rather than codes (Braun & Clarke, 2006). Vaismoradi et al (2013), defines themes as ‘patterns emerging from a data set, capturing something important about the data in relation to the research question’. I organised my data in the form of a table indicating where the theme occurred and in which sand tray the theme occurred (Appendix H). This step involves sorting the different themes and collating all the relevant coded data extracts within the identified themes. Different codes were combined into sub-themes for overarching themes (Braun & Clarke, 2006), and themes were identified into primary themes and sub-themes. Primary themes held substantial meaning relating to risk and resilience, whereas sub-themes were codes supporting the primary themes (Appendix H).

Step 4: Reviewing themes

The fourth step starts with generating a thematic map to check if the themes work in relation to the coded extracts and the entire data set (Vaismoradi, Turunen, & Bondas, 2013). During this step, sub-themes identified in step 3 were reviewed and refined. As a result, some sub-themes collapsed

into merging sub-themes, while other sub-themes were discarded owing to a lack of evidence and support. The main aim of reviewing themes is to create internal homogeneity and external heterogeneity (Braun & Clarke, 2006). Therefore, data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. Before step five commenced, I re-read through the data set to determine whether or not the sub-themes made sense in relation to the data and whether some codes had been missed.

Step 5: Defining and naming themes

Step five involves ongoing analysis that refines the specifics of each theme and the overall story that the analysis tells (Vaismoradi, Turunen, & Bondas, 2013). The researcher ensures that each theme captures the essence of what the theme is about through further refining and defining. To do this, I created an accompanying sheet for each theme and sub-theme where the theme was described holistically and paraphrased examples were identified (Appendix H).

Step 6: Producing the report

The last step involves having a set of fully worked out themes followed by the final analysis, interpretation and write-up of the data (Braun & Clarke, 2006). The report should present a concise, coherent, logical, non-repetitive and interesting account of the story the data tells within and across themes. Ultimately, the data should be portrayed in such a way that it clarifies the topic the researcher set out to investigate.

3.5 RIGOUR OF THE STUDY

3.5.1 Introduction

In contrast to quantitative research, which requires a study to meet the criteria of validity and reliability, qualitative research requires the study to meet the criteria of credibility, dependability, confirmability, transferability and authenticity (Nieuwenhuis, 2007; Forrester, 2010; McMillan & Wergin, 2002; Allan, 2011).

3.5.2 Credibility

According to McMillan and Wergin (2002), credibility refers to the idea of internal consistency. It involves the extent to which the data, data analysis and results are an accurate and trusting representation of the given data (Morrow, 2005). To enhance the credibility of the study I visited the research site more than once to gain a contextual understanding of the participants' experiences. In addition, multiple data sources were used with the aim of gathering elaborate and in-depth

information, and therefore more credible interpretations. As such, crystallisation promoted credibility (Tracy, 2012), which strengthens the probability of the findings accurately reflecting participants' perceptions, experiences and thoughts. Furthermore, these multiple sources were not solely interpreted by the researcher, but also by the ASL students (through the use of client narratives, ASL student reflections and ASL student interviews).

3.5.3 Dependability

Dependability relates to the term reliability, found in quantitative research, which refers to the way in which a study is conducted should be consistent across time and analysis techniques (Tracy, 2012). Dependability ensures that the research process, through which the findings are derived, is well documented, explicit and repeatable as much as possible (Morrow, 2005; Cresswell, 2008). A strategy used to improve the reliability of this study is triangulation. Triangulation strengthens a study by combining multiple methods of data collection (Golafshani, 2003). In this study, client narratives, ASL students' reflections, face-to-face semi-structured interviews with ASL students, observations, field notes and visual data sources were used.

3.5.4 Confirmability

Confirmability closely relates to the traditional concept of objectivity, meaning that the findings should represent the phenomena being researched, rather than the beliefs, theories, or biases of the researcher (Morrow, 2005). Confirmability suggests that the integrity of the findings lies in the data and that the researcher must adequately tie together the data, analytic processes and findings in such a way that another researcher is able to confirm the adequacy of the findings (Morrow, 2005). Throughout the research process I made use of personal reflexivity to address confirmability. Reflexivity can be described as a self-critical account throughout the research process (Flick, 2014). I kept a reflective journal throughout the process of data collection and analysis. The reflective journal included my reflections, questions and insights gained throughout the process, and through self-reflexivity I remained cognisant of my own thinking to avoid researcher biases.

3.5.5 Transferability/Comparability

Transferability refers to the extent to which the study and findings can be generalised to another context with similar conditions (Morrow, 2005; Terre Blanche & Durrheim, 2006). This is achieved when the researcher provides thick, rich descriptions of the research context, processes, participants, and the researcher-participant relationship to enable to reader to decide how the findings may

transfer (Morrow, 2005). To enhance the transferability of the study I provided a rich contextual description of the remote school setting, the sampled sand trays, and the ASL activities.

3.6 ETHICAL CONSIDERATIONS

3.6.1 Introduction

The current research study received ethical clearance within the FLY partnership. Within the research study the researcher adhered to the ethical norms and principles set out by the Ethics Code for Psychologists Form 160 under the regulations of the Health Professions Council of South Africa (HPCSA). The following section contains a discussion of the ethical considerations relevant to the study.

3.6.2 Informed consent

The data documents, including the participants' narratives, visual documentation of their sand trays, and all documentation collected by the ASL students, resulted from an informed consent process (Appendix B). In addition, face-to-face semi-structured interviews were conducted with each ASL student to contribute to the transferability of the study. Separate informed consent forms were drafted for this interaction (Appendix F). The research study forms part of a larger study, and thus, informed consent for the study has already been obtained. The goal of the informed consent process is to provide sufficient information about the study so that the participants can make an informed decision on whether or not they would like to partake in the study (Allan, 2011). In addition, it is made clear that participation is voluntary and the participant has the right to withdraw from the study at any stage (Forrester, 2010).

Informed consent was obtained from the ASL clients, the school principal, as well as the Mpumalanga Department of Education. Beforehand the ASL clients were informed about the process and the reason behind the ASL activities. None of the clients were coerced into sharing their narrative after they completed their sand tray. All of the clients who participated in the ASL activities were both willing and able to provide consent for participation in the study.

3.6.3 Confidentiality

Allan (2011) refers to confidentiality as a dimension regulating the extent to which information shared between the researcher and participant should be kept confidential and which information could be made public. Each participant partaking in the research study was made aware of their right to confidentiality and privacy. Confidentiality was explained individually and additional time was granted to answer questions and raise any concerns they might have. From the start of the

research process, personally identifying information was anonymised, and only information relevant to the research questions was employed (Forrester, 2010). Sensitive information was not shared in reporting and was treated with respect. Anonymity was upheld by taking photographs of the participants' sand trays alone. Each sand tray was numbered, therefore no identifying information (e.g. names and faces) appeared on the trays. Participants' narratives and ASL students' reflections are confidential and only my supervisors, academic peers and I have access to identifying information.

In addition, each ASL student was given a separate informed consent form before participating in the face-to-face semi-structured interview. Before the start of the interview the ASL student was given a description of the research study, any risk and inconvenience, and the benefits of the study. ASL students were informed that all information acquired in the interview will be kept strictly confidential and will only be made available to the research team. Identifying information will be kept anonymous by using codes — for example, Student A, Interview A.

3.6.4 Prevention of harm

Participants in the research study were not harmed during the data collection period. During the study, no physical or psychological harm was induced as far as could be predicted and prevented (Forrester, 2010). ASL students adhered to their ethical obligations and kept a reflective diary of their own to share their experiences with each other and the course coordinator. However, within the practice of psychology there is always a possibility that assessment and intervention techniques may bring about unexpected emotional responses (Yin, 2011). The ASL students interacted with their clients on a continuous basis, paying special attention to the possible shift in their behaviour, and were made available for debriefing and further intervention and/or referral if necessary.

3.7 CONCLUSION

This chapter consisted of a comprehensive description of my methodological and metatheoretical stance underlying this research study. An outline of the research design was given in terms of the context of the study, processes involved in data collection and data analysis. Finally, the rigour of the study and the ethical considerations were discussed. Throughout the chapter the strengths and limitations of the proposed methods were highlighted, as well as the manner in which the researcher attempted to address and overcome these challenges.

---000---

CHAPTER 4

DISCUSSION OF RESULTS AND RESEARCH FINDINGS

4.1 INTRODUCTION

In the previous chapter I discussed and motivated my research design. I also discussed the process followed to identify and compare indicators of risk and resilience within the first and second sand trays completed by youth in a rural school, and I described the aim of my study as well as the background of the participants. The following chapter describes the results of the selected data sources, namely visual data sources (first and second sand trays), client narratives, ASL student reflections and face-to-face semi-structured interviews conducted with ASL students.

4.2 DATA ANALYSIS RESULTS

This chapter contains a detailed description of the research results obtained, followed by an analysis of the selected qualitative data sources. Through the process of inductive thematic analysis, two main themes have been identified. These are followed by sub-themes related to risk, resilience and the utility of sand tray with youth in a rural school. Figure 4.1 demonstrates these findings.

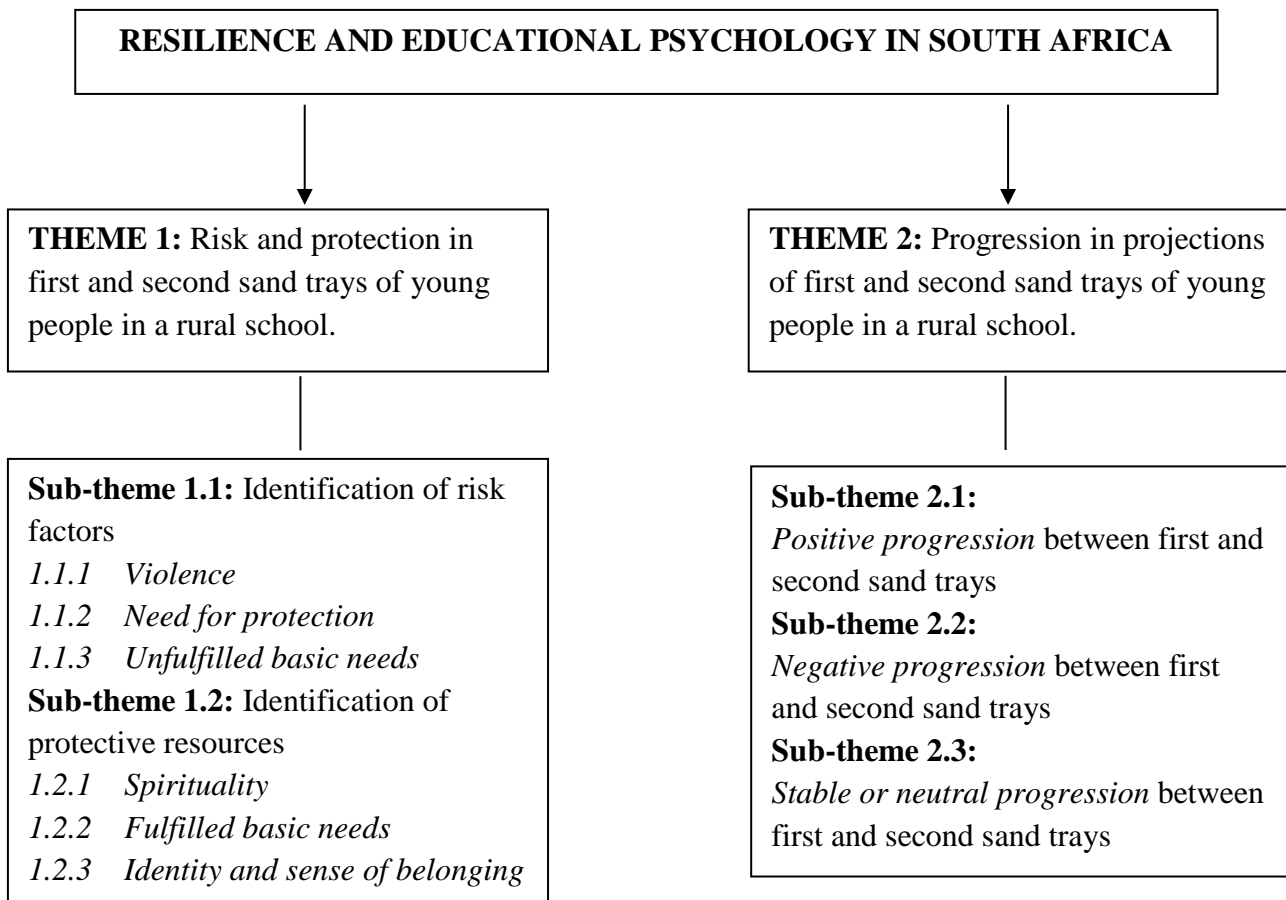


Figure 4.1: Visual representation of identified themes and sub-themes.

4.2.1 THEME 1: Risk and protection in first and second sand trays of young people in a rural school

The first theme relates to the identification of risk factors and protective resources in the first and second sand trays completed by a sample of grade 9 clients in a rural school. Each grade 9 client was given the opportunity to arrange miniature figures in a sand tray to project their inner world, which corresponds with various dimensions of their social reality. The first theme consists of two sub-themes, namely the identification of risk factors and the identification of protective resources.

4.2.1.1 Sub-theme 1.1: Identification of risk factors

As mentioned in Chapter 2, risk factors are conditions that increase the likelihood of developmentally harmful outcomes (Donald, Lazarus, & Lolwana, 2010). The term risk, as identified in the first and second sand trays of rural youth, refers to the challenges clients experience that may have a negative effect on their lives. Three main risk factors that can be indicated in both the first and second sand trays include violence, the need for protection and unfulfilled needs (instrumental, interpersonal and intra-personal). These three categories were evident in the visual data (photographs of the sand trays), accompanying narratives, ASL student reflections and semi-structured, face-to-face interviews. The results will now be discussed.

Category 1.1.1: Projection of violence in first and second sand trays

According to the World Health Organisation, *violence* refers to “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, physical harm, mal-development or deprivation” (Parker, Dawes, & Farr, 2004). Inclusion criteria for the projection of violence within the first and second sand trays are references in data sources to violent behaviour, external threat and aggression. Inclusion criteria for the projection of violence in the visual data were the use of weapons, crime and warfare (machine guns, thieves, tankers, coils, military vehicles and helicopters) and animals described as threatening, violent and aggressive. These animals included dinosaurs and snakes as reported by clients (see photographs 4.1 and 4.2). Table 4.1 provides an overview of violence in data sources.



Category 1.1.1: Projection of violence in data sources							
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>Sand tray</i>	<i>P:</i> <i>Visual data</i>	<i>N:</i> <i>Narrative</i>	<i>R:</i> <i>Reflection</i>	<i>I:</i> <i>Interview</i>
1	F	17	1.1	✓ ²	✓	✓	Present
			1.2	✓	✓	-	
3	M	15	3.1	✓	✗	✗	Present
			3.2	✓	✗	-	
4	M	16	4.1	✓	✗	✓	Present
			4.2	✓	✓	-	
5	M	15	5.1	✓	✓	✗	Present
			5.2	✓	✓	-	
6	F	17	6.1	✓	✓	✓	Present
			6.2	✗ ³	✗	-	
7	F	13	7.1	✓	✗	✓	Present
			7.2	✓	✗	-	
8	F	13	8.1	✓	✓	✓	Present
			8.2	✓	✗	-	
9	M	14	9.1	✓	✓	✗	Absent
			9.2	✓	✗	-	
10	M	16	10.1	✓	✓	✓	Present
			10.2	✓	✗	-	
11	M	15	11.1	✓	✓	✓	Present
			11.2	✓	✓	-	
10	M: 6 F: 4	≤ 15: 7 > 15: 3	20	19/20	11/20	7/10	9/10

Table 4.1: Evidence on the presence of violence

Violence was evident in 10 of 11 participants who built first and second sand trays. Six males and four females projected violence. In seven instances where violence was evident, participants were younger than or at the age of 15 (four male, and three female). In the remaining three instances, participants were younger than the age of 15 (one male, and three female). In 19 of 20 first and second sand trays indicators of violence were evident. Nine of 10 participants projected violence in both the first and second sand trays. Six were males (five at or older than the age of 15) and three were females (one older than the age of 15, and two younger than the age of 15).

² ✓ = Present

³ ✗ = Absent



Photograph 4.2: Case 4 – P4.1 with projection of violence

Certain words and phrases expressed by clients provide evidence for violence being projected in their sand trays. These can refer to violence or a violent nature, such as “people don’t go by the animals; it is a risk”, “dangerous animals in this place”, “animals can hurt them”, “they eat the people”, “thief, he wants to destroy where people live” “criminal wants to steal someone’s car”, and “Something kills the animals” (see extracts 4.1, 4.2, 4.3).

Extract 4.1: Case 1 – N1.2 (Narrative with expression of violence in the sand tray)

“This is the Kruger Park. **People are not allowed**, because it is **dangerous**. The **animals can hurt them** so there are security guards. Some animals live inside the water. There are animals who live in the wild. There is a building where security guards stay. They care are for the people who are not allowed to go in; **it is dangerous**. There is also a road for the cars. People come, because they want to see the animals in the zoo, the Kruger National Park.”

Extract 4.2: Case 4 – N4.2 (Narrative with expression of violence in the sand tray)

“It is about the animals and the hippo. **The animals want to eat the people, they eat the people.**”

Extract 4.3: Case 5 – N5.2 (Narrative with expression of violence in the sand tray)

“Here are wild animals. The other side is where the people stay, here is the cows, they are eating. This soldier is guarding the animals, a ranger. The chicken is going away to find food. Angels make our place more beautiful. **There is also a thief, he wants to destroy where people live.**”

The following words and phrases expressed by students in their reflections about the sand trays form part of the criteria for violence: “opposing forces”, “conflict”, “aggression”, “fear”, “a dangerous world”, “threatening atmosphere”, “*besittings word bedreig*”, “*voel onveilig of onseker*”, “*gevaar*” (see extracts 4.4 and 4.5).

Extract 4.4: Case 4 – R4.1 (ASL reflection with evidence of violence projected in the sand tray)

War figures – some sort of **conflict** in her life **or aggression** toward the self or someone else (like the conflict between her mother and father). Very full tray. **Chaotic tray** (may feel overwhelmed with **ambivalent feelings**). Might be unsure of herself and her current circumstances. The feel of the tray is **aggressive and dangerous** especially with the **war and snake figures**. The movement in the tray seems to be to the middle, almost a circle.

Extract 4.5: Case 8 – R8.1 (ASL reflection with evidence of violence projected in the sand tray)

Signs of danger – she says that this place she built is a **dangerous place**, two borders, angel, star also protective figures. Many of the **dangerous animals like sharks and snakes** are in the hole with the border around as well as high dam walls to keep them in. **Danger is thus contained** at this stage but at what cost.

Lastly, the presence of violence in sand trays was evident in the face-to-face semi-structured interviews with ASL students. Figures of violence as identified by ASL students include snakes, lions, war figures, sharks, crabs, spiders and dinosaurs. The words and phrases expressed by ASL students as evidence for violence projected in the sand trays include: “life is dangerous”, “*reptiele is koud*”, “thief comes to destroy”, “*geweld op baie plekke*”, “*verdrink*”, “*byt*”, “*verslinting*”, “*dereigement*”, “*gevaar*”, “*dreigende gevaar*” and “destruction” (see extracts 4.6 and 4.7)

Extract 4.6: Case 4 – IB2, pg. 2, 40-48

SB: Dit lyk of iets gaan **oorlog maak**, dit lyk so asof alles so **na mekaar toe beweeg om mekaar te ontmoet in die middel** en dis **aggressiewe goed** as ek byvoorbeeld dink aan daai um, velociraptor, 'n **velociraptor is 'n aggressiewe** – of hulle dit nou weet, weet 'n mens nie. Um, en hierdie *army* goedjies, jy weet vir **oorlog**, as jy kyk 'n **krap wat mens seer maak, slange**, hierdie lyk nie vir my, hierdie is nie so, um dis **hard**, as jy byvoorbeeld kyk na dogtertjies gebruik gewoonlik die blommetjies en jy weet, hierdie, as iemand vir my gevra het wat het hier aangegaan sou ek gesê het dat dit is 'n seuntjie wat dit gebou het.

Extract 4.7: Case 8 – IE2, pg. 1, 22-27

SE: As jy kyk wat is in die watergat lyk dit soos **haaie en slange so dis baie baie onveilig**, so dis diere wat **bedreig**, dis **diere wat byt** en ons weet **slange** kan ook dui op seksuele trauma, daar is bewys dat kinders wat seksuele trauma ervaar het dat hulle die slang kies ook as 'n middel punt, en hier is dit in die middel en ook natuurlik **animals that devour** daai element van **destructing**, um **verslinting** is ook hierso.

Category 1.1.2: Projection of need for protection in first and second sand trays

Need for protection refers to evidence where an external threat was projected and expressed within the data sources. Protection can refer to safe-keeping and/or the act of guarding and defending against attacks, invasion, loss, insult and/or shield from injury or danger (Donald, Lazarus, & Lolwana, 2010; Smith, 2006). Criteria for the need for protection in visual data sources were compartmentalisation and building boundaries and/or fences in the sand tray (wooden blocks, military and farm fences, use of pebbles and sand). Participants identified the following figures to symbolise the need for protection (soldiers, medical equipment, guard towers) (see photographs 4.3 and 4.4). Table 4.2 provides an overview of the need for protection in data sources.

Category 1.1.2: Need for protection in data sources							
<u>Case</u>	<u>Gender</u>	<u>Age</u>	<u>Sand tray</u>	<u>P:</u> <u>Visual data</u>	<u>N:</u> <u>Narrative</u>	<u>R:</u> <u>Reflection</u>	<u>I:</u> <u>Interview</u>
1	F	17	1.1	✓	✓	✓	Present
			1.2	✓	✓	-	
2	F	16	2.1	✓	-	✓	Present
			2.2	✗	✗	-	
3	M	15	3.1	✓	✗	✓	Present
			3.2	✗	✗	-	
4	M	16	4.1	✓	✗	✓	Present
			4.2	✓	✗	-	
5	M	15	5.1	✓	✓	✗	Present
			5.2	✓	✓	-	
6	F	17	6.1	✓	✓	✗	Present
			6.2	✗	✗	-	
7	F	13	7.1	✓	✓	✓	Present
			7.2	✗	✗	-	
8	F	13	8.1	✓	✓	✓	Present
			8.2	✓	✓	-	

9	M	14	9.1	✓	✓	✓	Present
			9.2	✓	✓	-	
10	M	16	10.1	✓	✓	✓	Present
			10.2	✓	✓	-	
11	M	15	11.1	✓	✗	✗	Absent
			11.2	✓	✓	-	
11	M: 6 F: 5	≤ 15: 8 > 15: 3	22	18/22	13/22	8/11	10/11

Table 4.2: Evidence on the need for protection

Evidence for a need for protection was projected by all male participants and all female participants. In 18 of 22 first and second sand trays, indicators of the need for protection were evident. Seven of 11 clients projected the need for protection in both the first and second sand trays, namely two female (one younger than or at the age of 15, and one older than the age of 15) and five male participants (three younger than or at the age of 15, and two younger than the age of 15). Three female participants (one younger than or at the age of 15, two older than the age of 15) and one male participant (younger than or at the age of 15) only projected the need for protection in the first sand tray.

Expression of the need for protection was evident in 13 of 22 client narratives on sand trays. Six sand trays made by females (three younger than or at the age of 15, and three older than the age of 15) and seven made by males (five younger than or at the age of 15, and two older than the age of 15) projected the need for protection. Eight of 10 ASL student reflections indicated that ASL students observed the need for protection being projected by their clients in sand trays. ASL students observed that half of the young girls (two younger than or at the age of 15, and two older than the age of 15), and half of the young boys (two younger than or at the age of 15, and two older than the age of 15) projected the need for protection in their sand trays.

Within the ASL student interviews, 10 of 11 students reported evidence of the need for protection in the data sources. According to the ASL students, the need for protection was evident in the sand tray data of five females (two younger than or at the age of 15, and three older than the age of 15) and five males (three younger than or at the age of 15, and two older the age of 15). All data sources (visual data, client narratives, ASL student reflections and ASL student interviews) contained indicators of the need for protection, and they were most prominent in visual data, ASL student reflections and interviews. Within visual data sources, 70% of young girls and 92% of young boys projected the need for protection in their first and second sand trays. In client narratives, 60% of females and 58% of males projected the need for protection in their sand trays. ASL

students' reflections expressed that 80% of young girls and 67% of young boys projected the need for protection in their sand trays.



Photograph 4.3: Case 1 – P1.2 with projection of the need for protection



Photograph 4.4: Case 9 – P9.1 with projection of the need for protection

In the client narratives, the following words and phrases expressed by clients provide evidence of the need for protection projected in their sand trays: “guarding”, “protecting”, “homes need protection”, “helicopter for surveillance”, “I want to protect”, “protect others” and “protect myself” (see extracts 4.8, 4.9 and 4.10).

Extract 4.8: Case 5 – N5.1 (Narrative with expressions of the need for protection in the sand tray)

“The animals live here. Dangerous animals live here. And here animals that we eat. The **protection of the soldier**, **protects the animals**. **Need protect** because something kill animals. **Homes need protection**. [Points to the star and says] To make tray beautiful. The umbrella protect people from the sun. The angel is the thing that make it most beautiful.”

Extract 4.9: Case 7 – N7.1 (Narrative with expressions of the need for protection in the sand tray)

“The picture is the animals because I like animal I make this him because **I want to protect the animals** like a cow. Make this picture, at home we have a cow. Q: Where do you want to be? A: Want to be in drinking hole, be cow. Q: How do you feel? A: Happy.”

Extract 4.10: Case 9 – N9.1 (Narrative with expressions of the need for protection in the sand tray)

“There are many things that happening here. At the beach you have the animals. They go and do whatever they want to. There are many kinds of animals. These are all my cars. I go to the beach to relax and sit in the sun. I want to be something, beautiful. You have the motorbikes, aeroplanes, skateboards, trains these are mine, I come with them to the beach. Me= Soldier, **gun in my hand to protect myself** when the animals come, protect others to survive. We go to swim at the beach (protect others at the beach from the animals so that they can swim). My cat comes with me in my car. **The blocks are a garage to protect all my cars**. I enjoy it at the beach, playing with a ball. All the people are at the beach. These people, my family are the rest of the soldiers (Joy, because everyone is at the beach together)”

The following words and phrases expressed by ASL students in their reflections about the client’s sand tray form part of the inclusion criteria for the need for protection: “self-protection”, “protecting her family”, “separating people and animals”, “people crowded together”, “guarding them”, “need for structure”, “control”, “need for safety”, “need for help and support”, “organising”, “structuring”, “containment”, “feel insecure”, “*moet beskerm word*”, “*sekuriteit verseker*”, “*verdedigsmagte*”, “*voel onveilig*”, “*behoefte aan grense*” (see extracts 4.11 and 4.12).

Extract 4.11: Case 3 – R3.1 (ASL reflection with evidence of the need for protection in the sand tray)

Compartmentalisation of the figures (looks like it's packed in rows) – possibly hiding abuse, being abused at home. Rows – **need for structure, control and order**. Bridge – possibly showing that she wants to bridge her circumstances. Umbrellas, tortoise and angel can symbolise **protection or the need for safety** against some sort of danger, possibly linking to her hiding abuse. The helicopter can symbolise **escaping circumstances**. The animal figures and people figures seem to be trapped. Especially the buffalo. She may feel trapped in her circumstances.

Extract 4.12: (ASL reflection with evidence of the need for protection in the sand tray)

Kliënt heg groot waarde aan beroepe soos die weermag wat sekerheid en **sekuriteit verseker**. Daar is 'n **skeiding** tussen die diere wat mense se **sekuriteit en besittings bedreig**. Hierdie bedreigings word nie deur 'n muur of heining *protect* nie maar deur **verdedigingsmagte**. Dit mag alles daarop dui dat hy 'n belangstelling in daardie rigting het. Die huis is 'n belangrike tema wat dui op 'n gevoel van geborgenheid en hy is **baie protective** daarvoor. Die middel is oop en alles teen die kante. Voel onveilig of onseker en daar is 'n **behoefte aan grense**. Die self is in 'n oorgang en is ouderdoms gepas.

Lastly, the presence of the need for protection was evident in ASL student interviews. Figures indicating the need for protection as identified by ASL students include boundaries built from various materials, separation of people and animals or fenced off areas, guard houses, soldiers, medical kits, and umbrellas (protection from heat or sun). The following words and phrases expressed by ASL students as evidence of the need for protection projected in the sand trays include: “separated”, “boundaries”, “compartmentalisation”, “*beskerm deur mure te bou*”, “she wants to protect”, “*voel nie veilig nie*”, “need refreshment”, “*toe te maak*”, “*besittings beskerm*” (see extracts 4.13 and 4.14).

Extract 4.13: Case 5 – IC, pg. 6, 149-155

Die *soldiers*, ek weet nie hoe daai, hoe die *soldiers* 'n rol speel in daai konteks nie, um, maar ek weet dat baie van die outjies ***soldiers gebruik het, vir protection, beskerming*** wat dalk nodig is by die huis. So ek voel baie van sy huislike omstandighede en ervarings het wel uit gekom in die sand tray, dat hy nie weet wat sy toekoms inhou nie, dat hy wel net vat en voel waar hy kan, maar daar is wel ***dat hy wil protect***, dat ***hy wil daar wees vir sy familie***, dat hy wel iets wil maak van homself.

Extract 4.14: Case 6 – ID, pg.5, 133-135

Um, ek dink die tema van ***protection*** is ook iets wat duidelik uitkom oor dat ***die soldate is eintlik dit wat, wat ja protection skep, protection gee***.

Category 1.1.3: Projection of unfulfilled basic needs in first and second sand trays

In order to develop and survive, both physical and non-physical elements are needed (Noltemeyer, Bush, Patton, & Bergen, 2012). Human needs are a powerful source of explanations for human behaviour and social interaction (Schreuder & Coetzee, 2011). The inclusion criteria for *unfulfilled basic needs* within the first and second sand trays refer to the absence of some elements needed to live and develop. Inclusion criteria projected in the visual data for unfulfilled needs were birds' nests, stoves, pots, pans, refrigerators, homes, skeletons, islands, buried objects and blockages. According to Amatroda and Simpson (2008), hidden or buried objects in a sand tray can also indicate unfulfilled needs (photographs 4.5 and 4.6). Table 4.3 provides an overview of unfulfilled basic needs in data sources.

Category 1.1.3: Projection of unfulfilled basic needs in data sources							
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>Sand tray</i>	<i>P:</i> <i>Visual data</i>	<i>N:</i> <i>Narrative</i>	<i>R:</i> <i>Reflection</i>	<i>I:</i> <i>Interview</i>
1	F	17	1.1	✓	✓	✓	Absent
			1.2	✓	✗	-	
3	M	15	3.1	✓	✓	✓	Present
			3.2	✓	✓	-	
4	M	16	4.1	✓	✗	✗	Present
			4.2	✓	✗	-	
5	M	15	5.1	✓	✗	✓	Present
			5.2	✓	✓	-	
6	F	17	6.1	✓	✓	✗	Present
			6.2	✗	✓	-	
7	F	13	7.1	✓	✗	✓	Present
			7.2	✓	✗	-	
8	F	13	8.1	✓	✓	✓	Present
			8.2	✓	✓	-	
9	M	14	9.1	✓	✓	✓	Present
			9.2	✓	✓	-	
10	M	16	10.1	✓	✗	✗	Present
			10.2	✓	✗	-	
11	M	15	11.1	✓	✓	✗	Present
			11.2	✓	✓	-	
10	M: 6 F: 4	≤ 15: 7 > 15: 3	20	19/20	12/20	6/10	9/10

Projections of unfulfilled basic needs were evident in 10 of 11 participants' first and second sand trays. Four females (two younger than or at the age of 15, and two older than the age of 15) and six males (four younger than or at the age of 15, and two older than the age of 15) projected unfulfilled basic needs. In 19 of 20 first and second sand trays, indicators of unfulfilled basic needs were evident. Nine of 10 participants projected unfulfilled basic needs in both first and second sand trays. Of these, three were female participants (two younger than or at the age of 15, and one older than the age of 15) and six were male (four younger than or at the age of 15, and two older than the age of 15).

Client narratives on the sand trays showed evidence of unfulfilled basic needs in 12 of 20 first and second sand tray narratives. Five of these sand trays were by females (two younger than or at the age of 15, and three older than the age of 15) and seven were by males (six younger than or at the age of 15, and one older than the age of 15). Six of 10 ASL student reflections indicated that ASL students observed the projection of unfulfilled basic needs by their clients in their sand trays. Half of these ASL student reflections were based on sand trays by young girls (two younger than or at the age of 15, and one older than the age of 15) and the other half were based on sand trays by young boys (all younger than or at the age of 15).

There was evidence of students reporting on the presence of unfulfilled basic needs in nine of 10 ASL student interviews. Unfulfilled basic needs were evident in the sand tray data of three female participants (two younger than or at the age of 15, and one older than the age of 15) and six males (four younger than or at the age of 15, and two older than the age of 15). As evident in the visual data, all the male participants projected unfulfilled basic needs in their sand trays, whereas only 88% of female participants projected unfulfilled needs. In client narratives 63% of females and 58% of males projected unfulfilled basic needs in their sand trays. ASL student reflections expressed that 75% of the female sample and 50% of the male sample projected unfulfilled basic needs in their sand trays. During student interviews 90% of the ALS students expressed evidence of unfulfilled basic needs in sand tray data.

In client narratives the following words and phrases expressed by clients provide evidence for the inclusion criteria for unfulfilled basic needs projected in their sand trays: Words and phrases referring to loss and negative affect, such as “there is no people”, “she wants to get away”, “I want to relax”, “I want to have fun” “I am not there”, “hate” and “forget what happened”, and words and phrases referring to unfulfilled basic needs, such as “drive to buy food”, “look in dustbins to find food”, “people need food everyday”, “I need to refresh”, “she is having a problem” and “I am going to fetch something to cook” (see extracts 4.15, 4.16 and 4.17).

Extract 4.15: Case 8 – N8.2 (Narrative with expression of unfulfilled basic needs in the sand tray)

“This is me by the beach. I came to the beach, I want to relax and swim and forget what happened at home. There is a zoo, I come to see animals. I like to see animals, like the rhino, I also like a zebra, how they look. I like the rhino’s nose. This is my car, and here is a tree. The woman wants to get away. She is having a problem with the husband.”

Extract 4.16: Case 9 – N9.1 (Narrative with expression of unfulfilled basic needs in the sand tray)

“I like cars a lot. I want to be a businessman so that I can buy myself some nice cars. I want a nice house with my own motorbike. This man is looking after the animals. They have to get food every day. The most important room in the house is the kitchen. People need food and have to eat every day. The woman works in the kitchen. The stove cooks the food and the fridge helps that the food doesn’t go bad.”

Extract 4.17: Case 11 – N11.1 (Narrative with expression of unfulfilled basic needs in the sand tray)

“I want to farm one day. I do not like the city. People stay in garages, they sleep on the street. The people do not have food and eat out of the dustbin. Here where I stay, we care about each other. I want to have a nice car one day. I drive with my own car to town to buy food. I put the animals inside, because they want to hurt the people and people want to eat them.”

The following words and phrases expressed by students in their reflections about their clients’ sand trays form part of the inclusion criteria for unfulfilled basic needs: “being or feeling trapped”, “isolated”, “destitute”, “stranded”, “helpless”, “no escape”, “need for order”, “unpeopled sand world”, “drowning”, “geborgenheid”, “afwesigheid van primêre behoeftes” (see extracts 4.18, 4.19).

Extract 4.18: Case 5 – R5.1 (ASL reflection with evidence of unfulfilled basic needs in the sand tray)

There is **disorder** in the tray. Disorder may symbolise ego weakness. The Tiger appears to be **alone**. The tiger is the only animal looking to the right side. Can potentially symbolise his **feelings of being isolated**. The left hand corner also usually symbolises the person's unconscious. His unconscious wishes possibly want to shift to reality. He wants to fit in. Right back corner stands in contrast to the tiger. It has a goat in it. The goat can be a symbol of resources, or **providing** (milk etc.) He **may want to provide** for his family and others one day.

Extract 4.19: Case 7 – R7.1 (ASL reflection with evidence of unfulfilled basic needs in the sand tray)

Isolation, destitute, stranded on an island. Human **figure isolated** on an island with water around and **nowhere to go** – maybe she **feels trapped** a in her abusive situation and **helpless** as nobody comes to rescue her or know that she is **stranded** on an island. She feels **isolated form the rest of the world**. **Confinement** = figures that are normally free are trapped. Rigid or schematic world = a world of rows symbolises control or hiding abuse. **Unpeopled world** = pain/abuse. Parts of the tray are **blocked**.

Lastly, the presence of unfulfilled basic needs in sand trays was evident in ASL student interviews. Inclusion criteria for unfulfilled basic needs include: “no people”, “ambivalent feelings”, “finding food”, “not present in sand tray”, “confusion”, “incongruent”, “lack instrumental needs”, “cook and clean”, “*min blootstelling*”, “*figure wat lê*”, “*vrees*”, “*bang*”, “*vir ander mense goed te wees*”, “*ander te beïndruk*”, “*geraamtes*”, “*weggesteek*”, “*vlugting*”, “*ongemaklik*”, “*sy het nie toegang nie*”, “*geen mense*”, “*blokasies*”, “*isoleer*” (see extracts 4.20 and 4.21).

Extract 4.20: Case 3 – IB1, pg. 8, 209-210,218

SB: “**There is no people**”. Ok, eerste ding wat ek nou gesien het is dat sy weer die **geraamte** gebruik, so ek wonder 'n mens moet maar vra of daar nie **n moontlike dood** of iets was nie. Um, maar hierdie ding spesifiek wat nou op dieselfde plek is, dis nou so half 'n ding wat, hy kyk hier oor hierdie storie en hys daar, hy skuif nie, jy weet dis soos 'n, hys 'n *observer* en hys daar en *it's not a good thing*. Ek **voel nie 'n goeie gevoel oor die ding nie**.

SB: Daar het sy ietsie **weg gesteek** (links onder in die hoek), dit lyk soos 'n *panther* of 'n tipe leeu of 'n ding. Sy het weer 'n skilpad gebruik, hier is 'n **boom wat lê**, nou bietjie plaas diere by gesit.

Extract 4.21: Case 8 – IE2, pg. 3, 60-64

SE: Weereens dis 'n empty tray in terme van mense, so dit dui weereens op isolasie, sy voel geïsoleerd van mense, sy voel nie dat daar is 'n uitkoms by mense nie, um en die tray is op 'n manier 'n lewelose tray in terme van mense, hier is ook nie baie vegetation nie wat ook kan dui op leweloosheid, maar hier is tog baie diere, maar baie van die diere is gevaar.

4.2.1.2 Sub-theme 1.2: Identification of protective resources

Protective resources refer to factors that act as a shield to ameliorate and compensate for the presence of developmental risk, stress and adversity (Mampane & Bouwer, 2011; Donald, Lazarus & Lolwana, 2010; Ungar, 2008). Within the analysis of identified data sources, the term protective resources, as identified within the first and second sand trays of rural youth, refers to the internal and external resources clients possess that minimise the impact of negative outcomes. Three main protective resources embedded in both first and second sand trays include spirituality, fulfilled needs, and identity and sense of belonging. These three categories were evident in all data sources (visual data, accompanying narratives, ASL student reflections and ASL student interviews). The results will now be discussed.

Category 1.2.1: Spirituality: Protective resource projected in first and second sand trays

Spirituality refers to a sense of connection to something bigger than ourselves. Spirituality refers to the process of reflecting faith in God or a supreme being, as well as connectedness to oneself, others and nature (James & Fine, 2015). Spirituality does not equate to religion, but rather refers to the integration of dimensions of mind, body and spirit (Soriano, Sarmiento, Songco, Macindo, & Conde, 2016). Inclusion criteria for spirituality within the first and second sand trays are references in the data sources to acts of beauty, faith and connection to self and nature. Inclusion criteria for spirituality in visual data sources were elements such as stars, angels, flowers and feathers (see photographs 4.7 and 4.8). Table 4.4 provides an overview of spirituality in data sources.

Category 1.2.1: Projection of spirituality in data sources							
Case	Gender	Age	Sand tray	P: Visual data	N: Narrative	R: Reflection	I: Interview
1	F	17	1.1	✓	✗	✗	Present
			1.2	✓	✗	-	
2	F	16	2.1	✓	-	✓	Present
			2.2	✓	✗	-	

3	M	15	3.1	✓	✓	✘	Present
			3.2	✓	✓	-	
4	M	16	4.1	✓	✘	✘	Present
			4.2	✓	✘	-	
5	M	15	5.1	✓	✓	✘	Present
			5.2	✓	✓	-	
7	F	13	7.1	✓	✘	✘	Absent
			7.2	✓	✘	-	
8	F	13	8.1	✓	✘	✓	Present
			8.2	✓	✘	-	
9	M	14	9.1	✓	✓	✘	Absent
			9.2	✓	✘	-	
8	M: 4 F: 4	≤ 15: 8 > 15: 3	16	16/16	5/16	3/8	6/8

Table 4.4: Evidence on the presence of spirituality

Spirituality was evident in eight of 11 participants' first and second sand trays. Half of the participants were young girls (two younger than or at the age of 15, and two older than the age of 15) and the other half young boys (three younger than or at the age of 15, and one older than the age of 15). The projection of spirituality was present in all 16 first and second sand trays. Eight female (four younger than or at the age of 15, and four older than the age of 15) and eight male (three younger than or at the age of 15, and one older than the age of 15) clients' first and second sand trays projected spirituality.

Based on client narratives, spirituality was projected in only five first and second sand trays – all in the narratives of male participants, all younger than or at the age of 15. Three ASL students reflected on their observation of spirituality being projected in the first and second sand trays. Two of these ASL student reflections were based on sand trays by young girls, one younger than or at the age of 15, and one older than the age of 15. The remaining ASL student reflections were based on sand trays build by one young boy, younger than or at the age of 15.

Within the ASL student interviews, six of eight students reported evidence of spirituality present in data sources. ASL students mentioned evidence of spirituality in the sand tray data of three females (one younger than or at the age of 15, two older than the age of 15) and three males (two younger than or at the age of 15, one older than the age of 15). Within the first and second sand trays, 100% of the visual data contained evidence of spirituality. Only 31% of the client narratives expressed evidence of spirituality. In ASL student interviews only 37% of the students

expressed the projection of spirituality in data sources. As a result, spirituality was less prominent in narratives and ASL student reflections.



Photograph 4.7: Case 5 – P5.2 with indicators of spirituality



Photograph 4.8: Case 5 – P5.2 with indicators of spirituality

In the client narratives, the following words and phrases expressed by clients provide evidence for the inclusion criteria of spirituality in the first and second sand trays: spiritual practices and features such as “angels make our place more beautiful”, “flowers for beauty” (see extracts 4.22, 4.23, 4.24).

Extract 4.22: Case 5 – N5.1 (Narrative with expression of spirituality in the sand tray)

“In the sand I put **flowers**, animals and vehicles. I did because it **is beautiful**. I put **beautiful animals to make something that looks beautiful**. I make it so that other people will like it.”

Extract 4.23: Case 5 – N5.1 (Narrative with expression of spirituality in the sand tray)

“The animals live here. Dangerous animals live here. And here animals that we eat. The protection of the soldier, protects the animals. Need protect because something kill animals. Homes need protection. [Points to the star and says] **To make tray beautiful**. The umbrella protect people from the sun. **The angel is the thing that make it most beautiful.**”

The inclusion criteria for spirituality expressed by students in their reflections include describing and engaging in spiritual or religious practices (see extracts 4.24 and 4.25).

Extract 4.24: Case 2 – R2.1 (ASL reflection with evidence of spirituality projected in the sand tray)

The **angel** placed close to the people, almost guarding them from the animals could highlight **her faith** in one day having a better life. The cats and use of marbles as decorations could represent her obsession with her appearance and cats symbolise **beauty**.

Extract 4.25: (ASL reflection with evidence of spirituality projected in the sand tray)

Spiritual – angel, star

Lastly, the presence of spirituality in sand trays was evident in ASL student interviews. The inclusion criteria for the projection of spirituality refer to describing spiritual or religious elements among the data sources (see extracts 4.26, 4.27).

Extract 4.26: Case 3 – IB1, pg. 5, 140-44

So hier staan die mense agter en alles beweeg hierna toe en um, die **engeltjie** was altyd vir my 'n ding van beskerming. Jy weet mense sien **engele as, ook as 'n religious ding**, of 'n ding wat gaan oor beskerming en um, jy weet daar is vir my 'n *link* wat daar aangaan. Ja so dis maar net vir my opvallend hoe dit so is (wys af in rye).

Extract 4.27: Case 8 – IE2, pg. 2, 54-58

Sy het ook baie, soos kyk die sambreel, gee vir jou skaduwee en dis 'n teken van beskerming, **die kruis en die ster**, weereens **daai spiritualiteit** daai beskerming wat sy nodig het. Die **engel** weereens, *so why does she put symbols of protection? Because she probably feels that she needs it.*

Category 1.2.2: Fulfilled basic needs: Protective resource projected in first and second sand trays

As stated above in category 1.1.3 healthy individuals have basic needs that are essential for survival and optimal human development (Noltemeyer, Bush, Patton, & Bergen, 2012). Inclusion criteria for *fulfilled basic needs* within the first and second sand trays are the presence of resources important for survival. Inclusion criteria for fulfilled basic needs in the visual data were the use of bridges, railway trains, roads, vegetation, trees, pine cones, butterflies, planes, cars, skateboards, busses, and tractors, as these all indicate growth and movement towards Maslow's highest level of self-actualisation (see photographs 4.9 and 4.10). Table 4.5 provides an overview of fulfilled needs in data sources.

Category 1.2.2: Projection of fulfilled basic needs in data sources							
Case	Gender	Age	Sand tray	P: Visual data	N: Narrative	R: Reflection	I: Interview
1	F	17	1.1	✓	✗	✓	Present
			1.2	✓	✓	-	
2	F	16	2.1	✓	-	✓	Present
			2.2	✓	✓	-	
3	M	15	3.1	✓	✗	✓	Present
			3.2	✓	✓	-	
4	M	16	4.1	✓	✗	✓	Present
			4.2	✗	✗	-	
5	M	15	5.1	✓	✓	✓	Present
			5.2	✓	✓	-	
6	F	17	6.1	✓	✓	✓	Present
			6.2	✓	✓	-	
7	F	13	7.1	✓	✓	✓	Present
			7.2	✓	✓	-	
8	F	13	8.1	✗	✓	✓	Present
			8.2	✓	✓	-	
9	M	14	9.1	✓	✓	✓	Present
			9.2	✓	✗	-	

10	M	16	10.1	✓	✓	✓	Present
			10.2	✓	✓	-	
11	M	15	11.1	✓	✓	✓	Present
			11.2	✓	✓	-	
11	M: 6 F: 5	≤ 15: 8 > 15: 3	22	20/22	16/22	11/11	11/11

Table 4.5: Evidence on the presence of fulfilled basic needs

The protective factor of fulfilled basic needs was evident in all 11 participants' first and second sand trays. Five females and six males had projections of fulfilled basic needs. In six instances where fulfilled basic needs were evident, participants were younger than or at the age of 15 (four male, and two female). Of the remaining five cases, participants were older than the age of 15 (two male, and three female). In 20 of 22 first and second sand trays indicators of fulfilled basic needs were evident. Five female participants (two younger than or at the age of 15, three older than the age of 15) and six male participants (four younger than or at the age of 15, and two older than the age of 15) projected fulfilled basic needs in their sand trays.

Of the client narratives on sand trays, 16 of 22 expressed fulfilled basic needs. Half of the sand trays were made by females (two younger than or at the age of 15, and two older than the age of 15) and the other half were made by males (four younger than or at the age of 15, two older than the age of 15). All 11 ASL student reflections indicated that students observed clients projecting fulfilled basic needs in sand trays. Five of these ASL student reflections were based on sand trays by young girls, two younger than or at the age of 15, and three older than the age of 15. The six remaining ASL student reflections were based on sand trays by young boys, four younger than or at the age of 15, and two older than the age of 15.

Within all 11 ASL student interviews, students reported on the presence of fulfilled needs in the data sources. ASL students mentioned evidence of fulfilled basic needs in the sand tray data of five females (two younger than or at the age of 15, and three older than the age of 15) and six males (four younger than or at the age of 15, and two older than the age of 15). From the above results, it is evident that fulfilled basic needs were a prominent protective resource across all data sources. Fulfilled basic needs were most prominent in ASL student reflections and interviews. As evident in visual data, 80% of female participants and 92% of male participants projected fulfilled basic needs in their sand trays. In client narratives 80% of females and 67% of males projected fulfilled basic needs in their sand trays.

In the client narratives, the following words and phrases expressed by clients provide evidence for fulfilled basic needs being projected in sand trays: “relaxing”, “playing”, “I drive with my car” and “road going to town”, as well as aesthetic features of nature such as trees and butterflies and actions of enjoyment, happiness and laughter (see extracts 4.28 and 4.29).

Extract 4.28: Case 2 – N2.2 (Narrative with expression of fulfilled basic needs in the sand tray)

“This is the Kruger National Park. The parking area has people who come to look at the animals and relax. I like the zebra, the colour, the way it looks. Q: What is happening? A: See the animals play together and not fighting or eating each other. There is also a guide that shows the people the animals. They like to see many visitors.”

Extract 4.29: Case 7 – N7.2 (Narrative with expression of fulfilled basic needs in the sand tray)

“I like animals. There is a bridge to help people to pass. There is a person coming into the mountain. It is me, I am going to fetch something to cook.”

The inclusion criteria for fulfilled basic needs as expressed by students in ASL student reflections include having transport and access to opportunities, a desire to explore, helping others, family, tight grouping of people, bridges, movement, providing for family, nurturing and development (see extract 4.30).

Extract 4.30: Case 1 – R1.1 (ASL reflection with evidence of fulfilled basic needs projected in the sand tray)

The overall impression of this scene is one of opposing forces, self-protection, and organisation. A very busy and packed tray. The water in the middle seems to create the image of tranquillity and peace amongst the busy activities of people and animals. There is a clear separation as the animals are placed on one side of the tray and the people and cars on the other side. The people are protected by a fence which indicates her overprotectiveness of her family. Cars lined up in between people and the guard tower with a ladder to the top of the tower, this could indicate her road to success depends on having transport or opportunities to get where she wants to be. The cars could also indicate the ability to leave quickly should something bad happen and can thus be seen as escapism. She loves to learn new things and the ladder could be symbolic of her desire to explore new situations.

Lastly, the presence of fulfilled basic needs in sand trays was evident in face-to-face semi-structured interviews with ASL students. Words and phrases identified by ASL students include transformation, transportation, movement, trains, awareness, cars, trees, growth and future opportunities (see extracts 4.31 and 4.32).

Extract 4.31: Case 5 – IC, pg. 10, 293-299

SC: Ok, so nou het hy twee. Die mense is vir my bietjie anders, hulle lyk bietjie anders nie net asof hulle terug leen nie. Hierdie is **eintlik werker mense**, hulle is eintlik **mense wat werk**, waar in die vorige tray was dit mense wat terug geleen het, **so hierso is hulle klaar besig om te werk**, hulle is klaar **besig om te kyk na die diere**, hulle het **strooi** op hulle rûens. Um, so hy het definitief hier mense wat baie **meer werk gefokus** is, dalk al klaar bietjie meer *resilience*, want werk is al klaar ‘n bietjie meer.

Extract 4.32: Case 8 – IE2, pg. 7, 184-194

SE: Die temas van *resilience* is vir my hierso die **feit dat sy al kan verbaliseer**. Dan die tekens in die sandtray, al die simbole van beskerming so dit is of eksterne beskerming of **interne beskerming** soos byvoorbeeld die sambreel, wat eintlik ekstern is en dan die **skoenlapper wat dui op transformasie**, die **brug dui ook op transformasie** vir my, **iets wat gaan gebeur**. Die feit dat daar **lewende diere** is, dis ook vir my tekens dis nie ‘n totale dooie tray nie, **daar is lewe**, daar **is hoop** en weereens sy het ‘n plekkie *either* ekstern om haar in haar *environment* of in haarself, *she goes to the beach to relax*, *she goes to the mountain to recharge* so daar is daai tema van waar **sy kan recharge en recuperate** en dit is ook ‘n teken van *resilience* vir my.

Category 1.2.3: Identity and sense of belonging: Protective resource projected in first and second sand trays

Identity refers to the way a person identifies him- or herself in relation to others and what their place is in the world, including their hopes, dreams and aspirations (Louw & Louw, 2007; Donald, Lazarus, & Lolwana, 2010). According to Walsh (2002), individuals often have the need to belong. Belonging offers an individual a shared sense of socially constructed meaning that provides a sense of security and relatedness (Walsh, 2002). A sense of belonging creates a space where the individual feels respected, accepted and valued by a defined group (e.g. a family, community, and peer group) (Louw & Louw, 2007). Inclusion criteria for identity and sense of belonging in the first and second sand trays are references in data sources to family interactions, friendship, a sense of community and identification of roles and responsibilities. Inclusion criteria for identity and sense of belonging in visual data sources were the presence of family, a house or home, people from the same gender grouped together, animals grouped together in a non-threatening way and peaceful interactions between animals, as well as identifying with an object in the sand tray (as referenced by

the client) (see photographs 4.11 and 4.12). Table 4.6 provides an overview of identity and sense of belonging in data sources.

Category 1.2.3: Projection of identity and sense of belonging in data sources							
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>Sand tray</i>	<i>P: Visual data</i>	<i>N: Narrative</i>	<i>R: Reflection</i>	<i>I: Interview</i>
1	F	17	1.1	✓	✓	✓	Present
			1.2	✗	✓	-	
2	F	16	2.1	✓	-	✓	Present
			2.2	✓	✓	-	
3	M	15	3.1	✗	✓	✗	Present
			3.2	✓	✗	-	
5	M	15	5.1	✓	✗	✓	Present
			5.2	✓	✓	-	
6	F	17	6.1	✓	✓	✗	Present
			6.2	✓	✓	-	
9	M	14	9.1	✓	✓	✗	Present
			9.2	✓	✓	-	
10	M	16	10.1	✓	✓	✓	Present
			10.2	✓	✓	-	
11	M	15	11.1	✓	✓	✓	Present
			11.2	✓	✓	-	
8	M: 5 F: 3	≤ 15: 8 > 15: 3	16	14/16	13/16	5/8	8/8

Table 4.6: Evidence on the presence of identity and sense of belonging

Projections of identity and sense of belonging were evident for eight of 11 participants who made first and second sand trays. Three females (all older than the age of 15) and five males (four younger than or at the age of 15, and one older than the age of 15) projected identity and sense of belonging. In 14 of 16 first and second sand trays, indicators of identity and a sense of belonging were evident. Six of eight participants projected identity and a sense of belonging in both the first and second sand tray. Of these, two were female (both older than the age of 15) and four were male (three younger than or at the age of 15, one older than the age of 15). The remaining two participants projected evidence of identity and a sense of belonging only in their first sand tray. One female participant older than the age of 15 and one male participant younger than or at the age of 15 projected identity and a sense of belonging only in their first sand tray.

Client narratives on sand trays showed evidence of identity and sense of belonging in 14 of 16 first and second sand tray narratives. Five sand trays were female (all older than the age of 15) and eight were male (six younger than or at the age of 15, and one older than the age of 15). Five of eight ASL student reflections indicated that students observed identity and sense of belonging projected by their clients in their sand trays. Two of these ASL student reflections were based on sand trays by young girls, all older than the age of 15. The three remaining ASL student reflections were based on sand trays by young male clients, two younger than or at the age of 15, and one older than the age of 15.

Within the ASL student interviews all eight students reported evidence of identity and sense of belonging to be present in data sources. Identity and a sense of belonging were evident in the sand tray data of three females (all older than the age of 15) and five males (four younger than or at the age of 15, one older than the age of 15). Identity and a sense of belonging was most prominent in ASL student interviews and visual data sources. Within ASL student interviews, all students reported on the importance and relevance of identity and sense of belonging as a protective resource. In the visual data sources, identity and a sense of belonging was evident in 88% of the first and second sand trays. Furthermore, 81% of client narratives and 63% of ASL student reflections expressed evidence of identity and a sense of belonging.



Photograph 4.11: Case 6 – P6.2 with projection of sense of belonging



Photograph 4.12: Case 9 – P9.1 with projection of identity

In the client narratives, the following words and phrases expressed by clients provide the inclusion criteria for identity and sense of belonging projected in their sand tray: references made to talking to others, identifying with an object, types of animals grouped together, my home, dreams and aspirations, family relationships and community ties (see extracts 4.33 and 4.34).

Extract 4.33: Case 6 – N6.1 (Narrative with expression of identity and sense of belonging in the sand tray)

“Here there is a party under the umbrellas. Here is a criminal that wants to steal someone’s car. The soldiers are there to take away the criminal. Here is a zoo where the people can watch the animal. The bridge also goes to the zoo. I am also there watching the animals. The other people is my friends and family. My mom is the purple one. Here is a motorbike and it belongs to my friend. The helicopter I put there was for the soldiers to use to go around and check if there is something wrong. They protect the people. The animals I used, was a snake and a hippopotamus, I liked the lizard the most because it is small and it is not going to hate you. The sand is smooth to make sure the figures can stand up straight.

Extract 4.34: Case 11 – N11.1 (Narrative with expression of identity and sense of belonging in the sand tray)

“I want to farm one day. I do not like the city. People stay in garages, they sleep on the street. The people do not have food and eat out of the dustbin. Here, we care about each other. I want to have a nice car one day. I drive with my car to town to buy food. I put the animals inside, because they want to hurt the people and the people want to eat them.”

The following words and phrases expressed by students in their reflections about the sand trays form part of the criteria for identity and sense of belonging: Family, sense of belonging, community, cohesion, helping and caring for others within the community, support and providing for family and others, and importance of home and occupation (see extracts 4.35, 4.36).

Extract 4.35: Case 2 – R2.1 (ASL reflection with evidence of identity and sense of belonging projected in the sand tray)

The overall impression of this tray is one of integration of people and animals. There appears to be some co-ordination in that the people are grouped together and then the animals fill the rest of the tray. The relationships portrayed indicate a family unit and people relating to the environment. There are no distinct boundaries as the entire scene seems to run together, she is maybe looking for more care and support within her life. She values family and this is portrayed in her use of a tight grouping of women. She lives with her grandmother who is an abusive alcoholic and she longs for quality time with her mother who works in Johannesburg. The angel placed close to the people, almost guarding them from the animals could highlight her faith in one day having a better life.

Extract 4.36: Case 10 – R10.1 (ASL reflection with evidence of identity and sense of belonging projected in the sand tray)

Kliënt heg groot waarde aan beroepe soos die weermag wat sekerheid en sekuriteit verseker. Daar is ‘n skeiding tussen die diere wat mense se sekuriteit en besittings bedreig. Hierdie bedreigings word nie deur ‘n muur of heining protect nie maar deur verdedigingsmagte. Dit mag alles daarop dui dat hy ‘n belangstelling in daardie rigting het. Die huis is ‘n belangrike tema wat dui op ‘n gevoel van geborgenheid en hy is baie protective daaroor. Die middel is oop en alles teen die kante. Voel onveilig of onseker en daar is ‘n behoefte aan grense. Die self is in ‘n oorgang en is ouderdoms gepas.

Lastly, the presence of identity and sense of belonging in sand trays was evident in ASL student interviews. The inclusion criteria include references made to family interactions, sense of belonging in a family or community, certainty about an occupation and supporting and providing for others (see extracts 4.37, 4.38).

Extract 4.37: Case 9 – IF1, pg. 5, 122-128

Dit is asof hierdie gedeelte die **toekoms** is en hierdie gedeelte wat vir hom nou **bekend** is, maar hy sal so bietjie **wil uitkom en eksploreer** en sy materiële besittings wil oppas. So hier is vir my baie te doen met die alledaagse behoeftes en die belangrikheid van materiële behoeftes, **maar family** is *obviously* as ons ook sy storie lees ‘n **baie belangrike** ding en wat vir my interessant is hy wil nie alleen strand toe gaan nie hy wil **saam met sy familie strand toe gaan**.

Extract 4.38: Case 10 – IF2, pg. 3, 59-64, 74-79

SF: Daar is vir my minder, dit is amper asof hy bly by sy storie. **Hy wil weermag toe gaan**, hy wil sy **eië huis hê**, maar die huis is nie noodwendig groot of *glamorous* waar hy nou is nie. So hy wil **weermag** toe gaan, ‘n goeie **job hê en dan weer na sy familie toe terugkeer**. Dis nie asof hy wil heeltemal wegbreek van sy situasie af nie.

SF: Vir my voel dit, um dat sy *mind*, asof die kliënt redelik al sy **mind opgemaak** het en dat **hy weet waarna hy gaan**. Um en dat dit heelwat **realisties** is, miskien is dit ‘n goeie ding of ‘n kenmerk van *resilience*, as jy sê *bounce-back*, hy *bounce* nie na iets toe wat onrealisties is nie. ‘n **Beroep** in die weermag sou realisties kan wees en die waarin hy wil bly is nie onrealisties nie...

4.2.2 THEME 2: Progression in projections of first and second sand trays of young people in a rural school

The second theme refers to the progression in projections from the first sand tray to the second sand tray. According to Homeyer and Sweeney (2010), the assessment of progress in sand tray therapy is essentially similar to other therapeutic modalities, except that the therapist has the additional input of the sand tray process. Within this particular study, the term progression refers to the positive, negative, or neutral progress observed in: visual data sources, accompanying client narratives and ASL student interviews. Different forms of progression were identified namely, positive progression (e.g. positive change), negative progression (e.g. regression or negative change) as well as instances where there were no changes reported.

4.2.2.1 Sub-theme 2.1: Positive progression

Within the particular study positive progression refers to the increase of protective resources and decrease of risk factors as projected by the client in the sand tray and accompanying narrative (Amatroda & Simpson, 2008). Table 4.7 provides an overview of positive change as expressed in ASL student interviews.

<i>Positive Progression between the first and second sand tray</i>									
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>P:</i> <i>Visual data of identified <u>risk</u> factors</i>			<i>P:</i> <i>Visual data of identified <u>protective</u> resources</i>			<i>I:</i> <i>Interview</i>
			<i>Violence</i>	<i>Need for protection</i>	<i>Unfulfilled basic needs</i>	<i>Spirituality</i>	<i>Fulfilled basic needs</i>	<i>Identity and sense of belonging</i>	
4	M	16	⁴ ↓	↓	×	⁵ ↑	×	×	Present
5	M	15	↓	↓	↓	↑	↑	×	Present
6	F	17	↓	↓	↓	×	↑	↑	Present
7	F	13	↓	↓	↓	↑	↑	×	Present
8	F	13	↓	↓	↓	↑	↑	×	Present
9	M	14	↓	↓	↓	↑	↑	↑	Present
11	M	15	↓	↓	↓	×	↑	↑	Present
7	M: 4 F: 3	≤ 15:5 >15:2	7/7	7/7	6/7	5/7	6/7	3/7	7/7

Table 4.7: Evidence of positive progression

Positive progression was evident in seven of 11 participants' first and second sand trays. ASL students reported evidence of positive progression in the projections between the first and the second sand tray of four male participants (three younger than or at the age of 15, and one older than the age of 15) and three female participants (two younger than or at the age of 15, and one older than the age of 15). As evident in the visual data, all seven participants' first and second sand trays projected a decrease in the presence of violence and the need for protection. Additionally, a decrease in the presence of unfulfilled needs was evident in six of seven of the first and second sand trays. Three were based on sand trays by young boys (all younger than or at the age of 15) and three

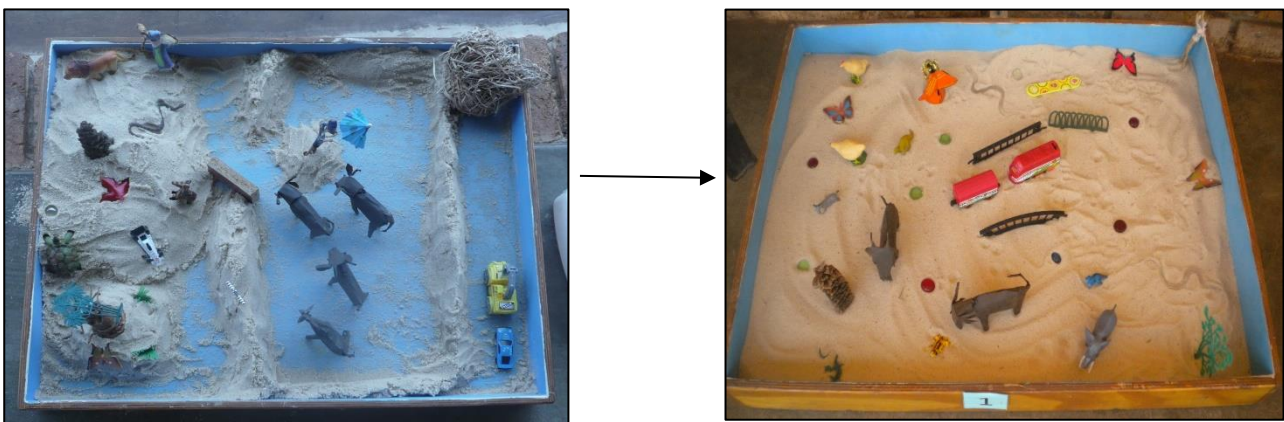
⁴ ↓ = Decrease

⁵ ↑ = Increase

were based on sand trays by young girls (two younger than or at the age of 15, and one older than the age of 15).

ASL students reported on an increase in the protective resource of spirituality in five of seven first and second sand trays. As evident in visual data three males (two younger than or at the age of 15, and one older than the age of 15) and two females, younger than the age of 15, projected an increase in spirituality. Six of seven participants projected an increase in fulfilled needs when we compare their first and second sand trays. Half of these participants were male (all younger than or at the age of 15) and the other half female (two younger than or at the age of 15, and one older than the age of 15). Lastly an increase in the presence of identity and sense of belonging was evident in three participants' first and second sand trays.

All ASL students were able to identify a positive progression between the first and second sand trays in the face-to-face semi-structured interviews. Visual data of Case 7 demonstrates how a positive progression was established by the researcher and the ASL student. Inclusion criteria for a positive progression between the first and the second sand tray was evident in the increase of protective factors of spirituality and fulfilled needs and a decrease in the risk factors of violence, need for protection and unfulfilled needs (see photographs 4.13 and 4.14).



Photograph 4.13 and 4.14: Case 7 – P7.1 and P7.2 projecting a positive progression from the first to the second sand tray

Lastly, the presence of a positive progression between the first and second sand tray was evident in face-to-face semi-structured interviews with ASL students. In these interviews, the ASL students were provided with visual data (first and second sand tray) and client narratives for both the first and second sand trays. The following words and phrases expressed by the ASL students as evidence for positive progression from the first to second sand tray include: observing a positive change from the first to second sand tray, noticing significant improvements, access to positive resources and decrease in risk factors previously projected and expressed (see extract 4.39 and 4.40).

Extract 4.39: Case 7 – IE1, pg. 12, 345-355

SE: Definitief, wel die eerste tray gaan vir my absoluut daaroor om kompartementalisering om in beheer te bly en om vir my 'n boodskap te gee van sy is in die moeilikheid en dat sy tien teen een abuse word by die huis en dat daar, dat sy alleen is, daar is isolasie, sy gee nie om waar sy heen gaan nie, daar is gevaar reg rondom haar en dat sy afgesny is van die nessie wat die tekens is van bevryding, redding, warmte, sekuriteit. In die tweede tray toe kry ek nie daardie gevoel nie, ek kry in die tweede tray absoluut 'n gevoel van amper ek kon hier speel, ek kon eksperimenteer, ek kon myself, ek kon beheer los, ek kon bietjie my vlerke spreï, ek kon saam met die skoelappers rond hardloop wat in my tray is. Dis die gevoel wat ek met hierdie tray kry.

Extract 4.40: Case 5 – IC, pg. 11-12, 316-320 and 323-329

SC: Ja daar is definitief daardie progression as ek nou terug dink daarna. Of as ek nou kyk na die narratives. Daar is definitief ook progression in die narratives "it needs to happen" en hierso dit gebeur eintlik. Ja so dis die just of it ek gaan nie verder in lees of enige iets ander sê nie, want dit was so lank terug en dis gevaarlik om dan in te lees.

SC: Nee daar is baie verandering, um daar is baie veranderinge in die spasio gebruik, ook in die spasiëring, die uitleg um ook in hoe die goeters posisionering, hierso die mense, die mense is definitief anderste en hierso is dit meer, dis meer gestruktureerd (tweede sand tray). Ja hier is die figure orals gepak en hier is daar 'n definitiewe skeiding. Ja en daar is bietjie meer interaksie dis baie meer sosiaal en interaksie tussen die diere. Amper so half asof hulle saam lewe, mekaar half help waar hierso was dit almal vir hulself (eerste sand tray).

4.2.2.2 Sub-theme 2.2: Negative progression or regression

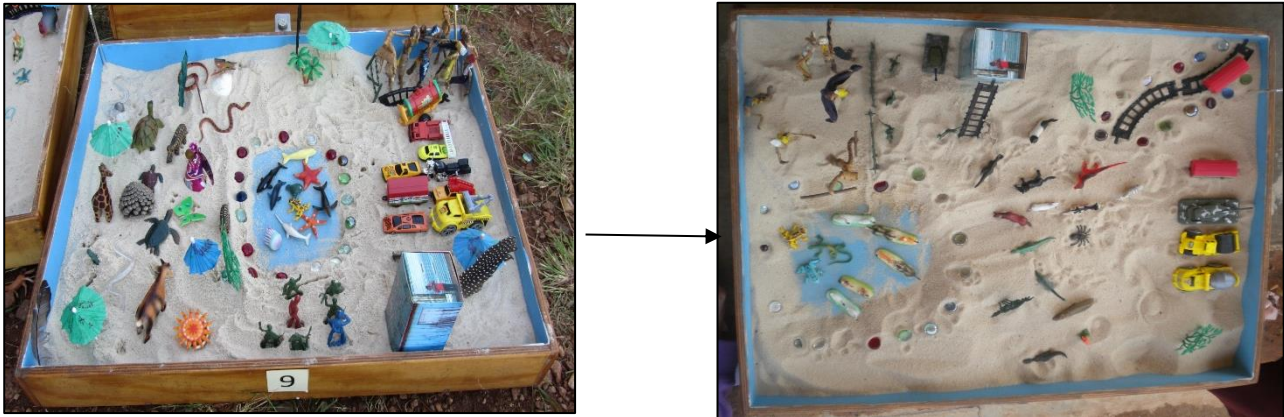
Negative progression from the first to the second sand tray refers to the increase of risk factors and decrease of protective resources as projected by the client in the sand tray and accompanying narrative (Amatroda & Simpson, 2008). Table 4.8 provides an overview of negative change or regression as expressed in ASL student interviews.

<i>Negative progression between the first and second sand tray</i>									
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>P:</i> <i>Visual data of identified <u>risk</u> factors</i>			<i>P:</i> <i>Visual data of identified <u>protective</u> resources</i>			<i>I:</i> <i>Interview</i>
			<i>Violence</i>	<i>Need for protection</i>	<i>Unfulfilled basic needs</i>	<i>Spirituality</i>	<i>Fulfilled basic needs</i>	<i>Identity and sense of belonging</i>	
1	F	17	↑	↑	↑	↓	↓	×	Present
3	M	15	↑	↑	↑	↓	↓	×	Present
2	M: 1 F: 1	≤ 15:1 >15:1	2/2	2/2	2/2	2/2	2/2	0/2	2/2

Table 4.8: Evidence of negative progression

Negative progression was evident in only 2 of 11 participants' first and second sand trays. From visual data sources, the ASL students observed that both of these participants demonstrated a negative progression between the projections of the first and the second sand trays. The ASL students reported evidence of a negative progression from the first to the second sand tray of one male (younger than or at the age of 15) and one female participant (older than the age of 15). They observed that both participants projected an increase in the risk factors of violence, need for protection and unfulfilled needs. ASL students observed a decrease in the protective factors of spirituality and fulfilled basic needs in the projections of both participants. ASL students noticed the absence of projections of identity and sense of belonging in both participants when comparing their first and second sand trays. The ASL students were able to identify a negative progression between both participants' first and second sand trays within the face-to-face semi-structured interviews. Visual data of Case 1 demonstrates how a negative progression was established by the researcher and the ASL student. Inclusion criteria for a negative progression between the first and second sand tray was evident in the increase of the risk factors of violence, need for protection and unfulfilled

needs and a decrease in protective factors of spirituality and fulfilled needs (see photographs 4.15 and 4.16).



Photograph 4.15 and 4.16: Case 1 – P1.1 and P1.2 projecting a negative progression from the first to the second sand tray

Lastly, the presence of negative progression between the first and second sand tray was evident in ASL student interviews. As stated in section 4.2.2.2, students were provided with both data sources (visual data and accompanying narratives). The following words and phrases expressed by ASL students as evidence for negative progression from the first to the second sand tray include: observing a regression in the scene created by the client, noticing an increase in risk factors and a decrease in the availability and access to protective resources and the increase of difficulties and challenges (see extract 4.41 and 4.42).

Extract 4.41: Case 1 – IA1, pg. 9, 237-244

SA: Well the **first one is a bit more happier**. I get sort of a **more happier feel** than the second one. Um, I also think there is a little element of **care free**, **relaxation** with the umbrellas and the sun and the sea shells. You know a little bit of like **peace**, whereas the **second tray** is a lot more like **the bare minimum for survival**, if you know what I mean. It is a lot **more sort of angry** and it's funny how she did a lot of the things similar. Like the **guard house**, **people with the fence** and **the guards** and then the cars. And those were the **people who couldn't go in**.

Extract 4.42: Case 3 – IB1, pg. 12, 353-357

SB: Ja ek dink so, maar dis maar waarom ons gepraat het van die rigting wat baie opvallend, die hoeveelheid goed wat gebruik is, um ja ek dink dis die vordering wat daar was, en **dis vir my van half dat dit erger geword het, die toestand**, die gevoel binne haar het vordering getoon in die feit dat dit **meer chaoties of erger geword het**.

4.2.2.3 Sub-theme 2.3: Stable or neutral projections

During the process of thematic analysis, it became evident that some participants projected no progression or change. ASL students observed no differences or struggled to identify either a positive or negative change when comparing the first and second sand tray. Amatroda and Simpson (2008) note instances of stagnation can be present in the construction of the first few sand trays where minimal similarities and/or differences would be identifiable. Within the particular study, the term stable or neutral projection refer to instances where no changes are reported in terms of the projection of risk and resilience in the first and second sand trays. Table 4.9 provides an overview of stable or neutral projections expressed by ASL students in the face-to-face semi-structured interview.

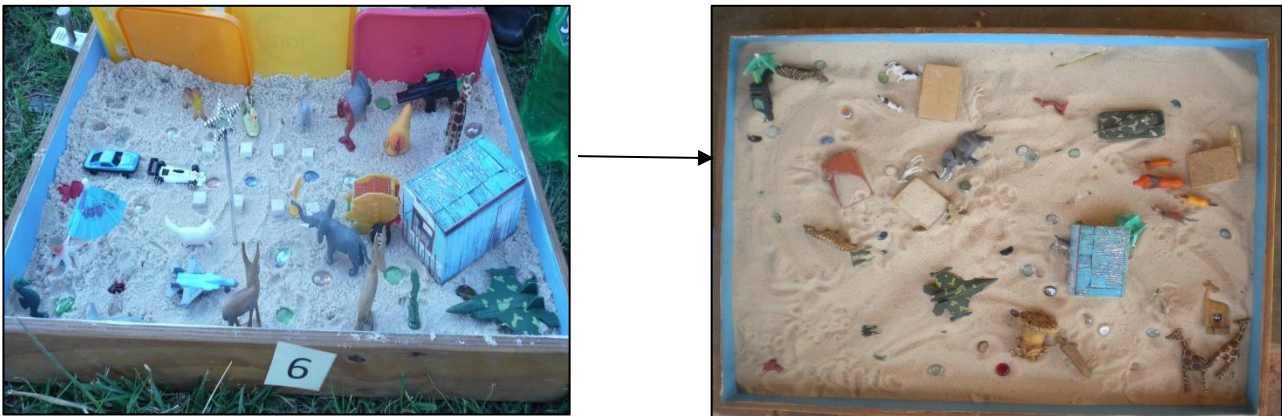
<i>Stable or neutral progression between the first and second sand tray</i>									
<i>Case</i>	<i>Gender</i>	<i>Age</i>	<i>P:</i> <i>Visual data of identified <u>risk</u> factors</i>			<i>P:</i> <i>Visual data of identified <u>protective resources</u></i>			<i>I:</i> <i>Interview</i>
			<i>Violence</i>	<i>Need for protection</i>	<i>Unfulfilled basic needs</i>	<i>Spirituality</i>	<i>Fulfilled basic needs</i>	<i>Identity and sense of belonging</i>	
2	F	16	*	neutral	*	neutral	neutral	neutral	Present
10	M	16	neutral	neutral	neutral	*	neutral	neutral	Present
2	M: 1 F: 1	>15:2	1/2	2/2	1/2	1/2	2/2	2/2	2/2

Table 4.9: Evidence of a neutral or stable progression

Neutral projections were evident in two of 11 participants' first and second sand trays. ASL students reported evidence of neutral projections from the first to the second sand trays for one male and one female participant, both older than the age of 15. As evident in the visual data sources no change occurred from the first to the second sand tray for both participants, specifically for the risk factor need for protection. Furthermore, the projection of violence and unfulfilled needs was absent in the first and second sand trays of the young female, but remained neutral in the projections of the young male participant. Both the first and second sand trays made by a young female contained neutral projections of spirituality, fulfilled needs, and identity and sense of belonging. As evident from the visual data sources, the first and second sand tray constructed by a male participant remained neutral with regard to projections of fulfilled needs and identity and sense of belonging.

However, projections of spirituality were absent in both the first and second sand trays of the male participant.

ASL students were able to identify a neutral progression between the first and second sand tray of both participants in the face-to-face semi-structured interviews. Visual data of Case 10 demonstrates how a neutral progression was established by the researcher and ASL student. Inclusion criteria for a neutral or stable progression between the first and second sand tray were evident in the lack of change in both risk factors and protective resources (see photographs 4.17 and 4.18).



Photograph 4.17 and 4.18: Case 10 – P10.1 and P10.2 indicating a projection of stable progression from the first to the second sand tray

Lastly, the presence of a neutral progression between first and second sand trays was evident in face-to-face semi-structured interviews with ASL students. Students were presented with both data sources at the same time and asked to identify similarities and differences between the first and second sand trays and accompanying narratives. The following words and phrases expressed by ASL students as evidence for a neutral progression from the first to second sand tray include: observing minimal to no changes between the first and second sand tray, noticing more similarities between the sand trays, as well as expressing uncertainty about whether or not progression took place (see extract 4.43 and 4.44).

Extract 4.43: Case 2 – IA2, pg. 4, 92-96

SA: The first sand tray there were more people, whereas here (second sand tray) there is only one person. Maybe she is feeling a bit left out or isolated. Um, she's got nothing to protect her in this one (second sand tray), whereas here she had the umbrella (first sand tray). But the skateboard she might be on could be like the need for movement or she wants to move.

Extract 4.44: Case 10 – IF2, pg. 4, 112-116

SF: Dit is vir my baie moeilik om te sê ek, al wat ek sal sien as vordering, is dat hy bietjie meer aan sy beroep dink as aan die huis, die huis is nie hier so teen die kant nie en die vliegtuig is hierso, maar verder kan ek nie eintlik vordering sien nie. Die tweede sand tray is eintlik vir my bietjie minder georganiseerd as die eerste ene, maar dieselfde elemente is daar.

4.3 LITERATURE CONTROL

4.3.1 Similarities with existing knowledge on risk and resilience within first and second sand trays completed by youth in a rural school

The **first theme** describes the assessment of risk and protective resources within the first and second sand trays completed by youth in a rural school. In order for resilience to take flight, adversity needs to be present. Risk factors refer to characteristics of the individual or the circumstances that are associated with harmful or negative outcomes (Bezuidenhout & Joubert, 2010). Three main risk factors identified within the qualitative data sources include the presence of violence, the need for protection or to provide protection and unfulfilled needs. Violence continues to dominate the daily existence of South Africans as we are overwhelmed with disturbing information on crime in both the public sphere and in family life. According to Crime Stats SA (2016), a total number of 1 127 crimes were reported in the Elukwatini district of Mpumalanga in 2016. The rates of violent crimes in the Elukwatini district are quite high, with 12 murders, 46 sexual offences, eight attempted murders, 168 assaults with the intent to inflict bodily harm, 40 cases of common assault, 30 of common robbery and 38 aggravated robberies (Crime-Stats-SA, 2016). From the abovementioned statistics, the sampled population face multiple forms of violence, which in turn creates the need for protection and/or the need to provide protection.

Community violence was one of the many forms of violence projected within both sand trays. This form of violence can be defined as the exposure to intentional acts of interpersonal violence, including acts of robbery, homicide, sexual assault and weapon attacks (Yakubovich, et al., 2016). Community violence is not limited to the social environment of the individual, but also occurs within their inner-circle such as schools, homes and communities. It is estimated that incidents of violence are higher in rural settings and youth living within these contexts are exposed to higher levels of risk and violence (Yakubovich, et al., 2016), which proves to have a negative impact on their psychological well-being. Factors increasing the exposure to violence include, substance abuse, poverty, social injustice and resource scarcity (Ratele, 2010; Bezuidenhout & Joubert, 2010; Snodgrass & Heleta, 2009). Within existing knowledge it is found that women are particularly vulnerable to domestic and sexual violence, highlighting the indicators of violence and

need for protection especially within the female sample of the study (Kaldine, 2010; Jennings, et al., 2017). Additionally, indicators of violence and need for protection among males were shown to be just as important as in the female sample. However, males tend to be more prone and vulnerable to interpersonal violence (Bezuidenhout & Joubert, 2010), because of views on masculinity and biological factors, such as an increase in the hormone testosterone, which increases the level of aggression in males (Kerig, Ludlow, & Wenar, 2012). Violence and the need for protection were not only limited to inter- and intra-personal factors, but also related to the context in which the study takes place. Due to the rural and remote context of the study, the community is also prone to experiencing environmental risk factors. Many reported scenes of animals eating individuals or animals fighting. Statements such as “the animals are eating the people” or “animals are hurting the people” supports the identification of violence and the need for protection or the need to protect others. Within a study conducted by Kalatzkaya (2015), being attacked by animals or witnessing an animal attack can have a psychological impact on the individual. Exposure to community violence leads to chronic hyper-arousal and the pervasiveness of violence in rural communities is likely to lead to a communal sense of insecurity (Fowler, Tompsett, Braciszewski, Jaques-Tiura, & Baltes, 2009). The last identified risk factor that emerged from the data sources was the unfulfilled needs of children and youth. Abraham Maslow proposed that healthy human beings have a certain number of needs that are essential to optimal human existence (Noltemeyer, Bush, Patton, & Bergen, 2012). Maslow proposed five basic needs that are arranged into lower order needs (deficiency needs) and higher order needs (growth needs) (Saeednia & Nor, 2013). Deficiency needs are basic and psychological needs. Basic needs include the need for safety and security, whereas physiological needs include needs such as food, water, clothing, warmth and rest (Noltemeyer, Bush, Patton, & Bergen, 2012; Schreuder & Coetzee, 2011). According to Maslow, if these physiological needs are not met it can be assumed that the individual will not be able to focus on growth points and higher order needs, of self-esteem and self-actualisation (Noltemeyer, Bush, Patton, & Bergen, 2012).

Within the South African context, youth are beset by emotional and behavioural problems arising from a multiplicity of social ills, which include a high incidence of poverty, violence, child-headed homes, homelessness, abuse, HIV/AIDS and ineffective parenting (Mampane & Bouwer, 2011; Bezuidenhout & Joubert, 2010). From the demographic questionnaires it was found that many parents of the clients work in the city, town or even countries far away from their home environment, limiting parental contact. Due to financial stress, these youths are required to adopt certain roles and responsibilities to step in for the absent parent (Cameron, Ungar, & Liebenberg, 2007). This was evident in cases where youth projected their roles and responsibilities within the sand tray.

Various indicators of **protective resources** were indicated within the data sources.

According to Bezuidenhout and Joubert (2010), protective resources represent characteristics of the individual or in his or her circumstances that ameliorate or buffer the effects of risk factors. The three main protective resources that emerged through inductive thematic analysis include spirituality, fulfilled needs, and identity and sense of belonging. Spirituality is often misunderstood and at times referred to as religion (Wink & Dillion, 2003). Spirituality refers to transcendent beliefs and practices lived out in daily life and relationships (Walsh, 2002). Spirituality is the heart and soul of religion and can be experienced outside of religious structures through active investment in personal faith and humanistic values by those who are not religious (Walsh, 2002). Therefore, it can be seen as a part of human experience. Spiritual resources include prayer or meditation, contemplative processes and traditional healing rituals (Soriano, Sarmiento, Songco, Macindo, & Conde, 2016). Within this particular study clients made reference to spirituality through the use of various figures such as angels, stars and feathers (Amatroda & Simpson, 2008). Youth perceiving themselves as spiritual positively correlates with indicators of positive youth development (James & Fine, 2015). A strong sense of spirituality buffers adolescents against promiscuous behaviour, substance abuse and crime (James & Fine, 2015). Therefore, spirituality does not only enhance resilience in individuals, but also in families. Most families seek strength, comfort and guidance in troubled times through connections with their spiritual and cultural traditions (Walsh, 2002).

The second protective resource identified among the data sources was fulfilled needs. As stated previously, unfulfilled basic human needs pose various challenges for youth development. The fulfilment of basic needs thus lowers the prevalence of the exposure to risk and allows the individual to continuously develop towards self-actualisation. Fulfilled basic needs increase the basic health and contentment of individuals, making it a protective resource in a rural school (Noltemeyer, Bush, Patton, & Bergen, 2012). Several studies suggest that the fulfilment of basic needs can be indicated by the expression of positive affect (Ryff & Singer, 1998; Noltemeyer, Bush, Patton, & Bergen, 2012). Positive affect refers to the expression of positive moods (Ryff & Singer, 1998). This was illustrated in Case 11, where the client perceives his community to be a safe and supportive environment for him to develop into a farmer one day. This may suggest that his basic needs (safety and security) have been met and fulfilled, allowing him to move towards the ultimate level of self-actualisation.

Sense of belonging as a protective resource includes social and other forms of support (Walsh, 2002). Social support enables an individual to turn to others, family and friends, in times of need or crisis. Social support is a multi-dimensional construct that includes instrumental, emotional and informational elements, positive interaction, self-esteem and affection (Armstrong, Birnie-Lefcovitch, & Ungar, 2005). Instrumental support refers to physical support, for example money, and providing support to satisfy instrumental and basic needs (King, Fairbank, Keane, & Adams,

1998). Informational support refers to providing someone with information to support them whereas emotional support refers to mental support (Armstrong, Birnie-Lefcovitch, & Ungar, 2005). Resilient individuals showed a consistent presence of protective resources relating to social support, including parents, peers, role models, teachers and members of the community (Carr, 2006; Ungar, 2008). It was evident in the present study that sense of belonging was an important protective resource for both the male and female participants.

Theme 2 relates to the progression from the first to the second sand tray. According to Homeyer and Sweeney (2011), sand tray therapy is an expressive and projective technique involving the unfolding and processing of intra- and inter-personal difficulties through the use of specific sand tray materials as a non-verbal medium of communication. Sand tray therapy can be used with clients of all ages and in various settings (Sweeney, 2001). The grade 9 clients forming part of the sample are moving into the early stages of adolescence ($n \leq 15 = 6$); however, some have already reached adolescence ($n > 15 = 5$). During this stage, it is typical for youth to build sand trays representing Erikson's fifth stage of psychosocial development, identity vs role diffusion (Amatroda & Simpson, 2008). This stage occurs during adolescence between the ages of approximately 12 and 18 years (Louw & Louw, 2007). During this stage adolescents explore their independence and develop a sense of self. Friedman and Mitchell (2008) describe adolescent sand trays as often depicting realistic worlds. Their sand worlds are often filled with figures and occupy up to 90 to 100 per cent of the sand tray (Friedman & Mitchell, 2008). The intentional orientation of figures is clear (e.g. figures are placed in specific positions) and would either represent a strong sense of community and integration or a lone figure will be used (Richards, Pillay, & Fritz, 2012). Adolescents often work extensively with the sand to mould boundaries, create land and water forms as well as build bridges (Friedman & Mitchell, 2008). These images were present in most of the visual data sources.

Current trends within the field of sand tray research introduces this modality into the school setting. The sand tray technique has been openly accepted as an aid to academic development, psychological growth, diagnosis and therapeutic intervention (Friedman & Mitchell, 2008). Within the specific study the sand tray was used as a non-verbal technique to identify markers of risk and protection within both the first and the second sand tray as well as the progression between them. A similar study was conducted with primary school children in a rural township area of Johannesburg in August 2007 (Zoja, 2011). The children were referred by their teachers after conspicuous behaviour within the classroom was noted. In the sand trays and accompanying narratives, imminent danger and abuse were portrayed, as well as African traditions such as initiation practices and sangomas (Zoja, 2011). In all the cases children projected their fears and concerns authentically enabling authorities to take action and implement appropriate intervention programmes.

A study completed by Richards, Pillay and Fritz (2012) evaluated the use of sand tray as a technique used by school counsellors to assist children with emotional and behavioural problems. It was found that sand tray was especially beneficial for individuals with socialisation problems as they were able to externalise their trauma in a safe space contained within the frame of the sand tray (Richards, Pillay, & Fritz, 2012). Furthermore, it was found that cultural sensitivity was required when engaging with individuals from diverse cultures. This finding strongly correlates with the diverse nature of the presented study. Richards, Pillay and Fritz (2012) concluded that a variety of symbols, representing different cultural constructs is beneficial, but not restrictive, as children have the ability to use their imagination to attach different meanings to symbols. For example, as illustrated in Case 9, a few wooden blocks stacked together have the possibility of becoming a garage used for safekeeping.

Sand tray therapy is a projective and expressive therapy with compelling flexibility that is made up of three distinct stages (Sweeney, Baggerly, & Ray, 2014; Homeyer & Sweeney, 2011). The first stage is chaos, in which clients may dump miniatures into the sand, often without following any deliberate selection process (Homeyer & Sweeney, 2010). Chaos can often be easily identified within the sand tray and could possibly reflect emotional turmoil in the client's life (Bradway, et al., 1981). This stage can be characterised by chaotic sand pictures, impulses, symbols and emotions (e.g. confusion and insecurity). The second stage is described as the struggle or battle stage, where overt and/or covert conflict or battle scenes are portrayed (Homeyer & Sweeney, 2010). The theme of conflict becomes more visible in the sand tray as the sand world depicts a no-win situation. This is often found within the early stages of sand tray therapy and continues for a period of time until the individual is ready to move towards the stage of resolution (Friedman & Mitchell, 2008). From the visual data sources and accompanying narratives, it was evident that the stages of chaos and struggle were identified by both the researcher and ASL students. All participants' first and second sand trays contained evidence of some form of chaos and/or struggle. This was evident in visual data where 100% of the young boys and young girls projected violence, the need for protection and unfulfilled basic needs within either or both the first and second sand tray.

The first sand tray is often characterised as the problem or diagnostic tray in which the client projects his or her inner and outer struggles and/or challenges (Domgnei, 2009). This pattern was evident within the current study. It was evident in all data sources (visual data, client narratives, ASL student reflections) that all participants projected and/or expressed some form of challenge or difficulty they experience through the use of miniatures in the sand tray. Overall, 64% of the participants projected a positive progression from the first to the second sand tray. A positive progression was evident for 57% of the male participants and 43% for the female participants.

Existing literature states that females are often more likely to draw on the protective resources of spirituality to ameliorate risk and adversity (Armstrong, Birnie-Lefcovitch, & Ungar, 2005; James & Fine, 2015). This similarity was present in the positive progression of two of three female participants, both younger than the age of 15. All female participants and 75% of the male participants projected an increase in the protective resource of fulfilled basic needs when their first and second sand trays were compared. According to Maslow, an individual first needs to satisfy his or her deficiency needs (basic needs such as food, safety, security etc.) before they can reach their higher order needs of growth and self-actualisation (Noltemeyer, Bush, Patton, & Bergen, 2012). More male participants than female participants showed an increase in the protective resource of identity and sense of belonging. Existing research suggests that young males in the early stage of adolescence during the psychosocial stage of identity versus identity confusion (Louw & Louw, 2007) develop a stronger sense of identity that act as a buffer against various risk factors. Within the African culture, it is an honour to partake in various cultural practices that enable young boys to make the transition into adolescence (Louw & Louw, 2007; Vincent, 2008). This could be a possible reason for the increase in male participants who identify with the protective factor identity and sense of belonging.

When we compare the first sand tray with the second sand tray, evidence of a negative projection was evident in 18% of the participants' sand trays. Only one male participant and one female participant projected a negative progression from the first to the second sand tray. As stated earlier by Friedman and Mitchell (2008), some clients may continue to build scenes of chaos and struggle within the early stages of sand tray therapy and only move towards the stage of resolution once they are ready. As a result, it was evident that 18% of the participants were still moving between the stages of chaos and struggle. Therefore, when we assess progress from one sand tray to the next, indicators should be present within and outside of the sand tray. Some examples highlighted by Homeyer and Sweeney (2010) include an increased ability to solve problems and make decisions, increased verbalisation, greater willingness to explore and experiment, increased ability to organise and decreased chaotic thinking and behaviour, decreased aggression, decreased depression and anxiety and increased willingness to receive and give nurturance.

4.3.2 Differences with existing knowledge on risk and resilience within first and second sand trays completed by youth in a rural school

Within the **first theme** gender differences were noted in the assessment of risk and protective factors. Identified risk factors were mostly in line with existing knowledge, but a few differences were noted. Existing knowledge suggests that females tend to experience the need to be protected

more than males within rural communities due to their vulnerability (Wandersman & Florin, 2003; Bezuidenhout & Joubert, 2010). However, within the current study males and females projected the need to be protected or provide protection to others equally. When it comes to protective factors, existing research suggests that spirituality as a protective resource is more prevalent among females than males (Brown, Chen, Gehlert, & Piedmont, 2013; Wink & Dillion, 2003). However, within the current study male and female cases projected indicators of spirituality equally.

Differences noted within the **second theme** of the study mainly pertained to the use of the sand trays. Existing knowledge emphasises the importance of creating of a safe and protected space for authentic projection to take place (Homeyer & Sweeney, 2017). Within the particular study the sand tray station was set up outside of the school library. It is often advised for the sand tray station to be set up in a quiet room or area away from distractions that could have a negative impact on the sand tray process (Homeyer & Sweeney, 2017; Kalff, 2003). Even though the study consisted of 11 cases, with 22 sand trays, only two sand trays per client were completed, complicating the identification of the sand tray processes. As stated in 4.3.2, the first two phases, namely the chaos and struggle phases (Amatroda & Simpson, 2008), occurred within the two sand trays, but it was not possible to identify the resolution phase where the client would be ready to terminate therapy.

4.4 SILENCES AND NEW INSIGHTS

4.4.1 Silences found in current research

Existing knowledge indicates that women are more prone to experience forms of sexual and domestic violence (Kerig, Ludlow, & Wenar, 2012; Stadler, Delany-Moretlwe, Palanee, & Rees, 2014), whereas males might experience more interpersonal violence (Ratele, 2010; Bezuidenhout & Joubert, 2010). This was not evident in the current study. Another aspect that was not present in the current study is that male figures often portray the role of the protector in the face of violence or when protection is needed. What was evident was that some male clients projected a need to protect others or enter into a career where protection can be offered to their family and community. No distinction could be made in the needs the clients experience. Maslow's hierarchy of needs is made up of five levels (Noltmeyer, Bush, Patton, & Bergen, 2012), and within the study unfulfilled and fulfilled needs were identified, but the specific categories into which the need would be placed were not identified in the current study. The progression from the first to the second sand tray was evident in 82% of the participants' first and second sand trays. It was evident in both visual data sources and ASL student interviews that a positive progression projected a decrease in the risk factors of violence, need for protection and unfulfilled basic needs for all participants (Homeyer & Sweeney, 2010). In turn, this resulted in an increase in spirituality for 57% of the participants, 86% for fulfilled needs and 43% for identity and sense of belonging. From the first to the second sand

tray 18% of the participants projected a negative progression where there was an increase in risk factors and a decrease in protective resources. All participants projected an increase in the risk factors of violence, need for protection and unfulfilled needs and a decrease in protective resources of spirituality and fulfilled needs. The remaining 18% of the participants projected a neutral progression. Evidence for positive, negative and neutral progression between the first and second sand tray was present and consistent with existing literature.

4.4.2 New insights

To date no studies have been undertaken where the researcher compares first and second sand trays of youth in a rural context to identify risk and resilience factors and the progression between the sand trays. The current research study found that sand tray therapy can be used to assess possible risk factors and protective resources within both the first and second sand trays of youth in a rural school. Furthermore, it was established that some form of progression, either positive or negative, takes place when we compare first and second sand trays.

---000---

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In this final chapter I answer my research questions and discuss the conclusions of the study. The chapter commences with an overview of the previous chapters, followed by a discussion on the findings of the data obtained. I aim to answer the research questions I posed in Chapter 1, reflect on the possible limitations and delimitations of the study and discuss its potential contribution to resilience research and sand tray therapy. The chapter concludes with recommendations regarding practice, training and future research.

5.2 OVERVIEW OF PREVIOUS CHAPTERS

Chapter 1 served the purpose of orientating the reader regarding the study and what to expect. I presented an overview of the rationale for undertaking the study, followed by the context in which the study takes place. I reflected on my role as a researcher and my objectives within the FLY study. The comparative nature of the study was highlighted, and the primary and secondary research questions were stated. I briefly defined the concepts underlying the study, namely *educational psychology assessment and intervention*, *sand tray*, and *resilience theory*, in order to better orientate the reader with regard to the meanings that I ascribed to these concepts within the context of the study. I briefly introduced the paradigmatic stance of my study, clarified my research design, data collection and documentation methods, as well as my data analysis and interpretation strategies. Lastly, I discussed the ethical considerations of the study and provided a brief outline of each chapter.

In **Chapter 2** I explored existing literature relating to educational psychology in the South African context, as well as on resilience theory and sand tray therapy, in order to situate the study theoretically. I commenced the chapter by elaborating on educational psychology within the South African context, as well as the availability and access to psychological services for individuals living in a rural context. This is followed by a discussion of resilience theory and sand tray therapy. Through the lens of indigenisation, sand tray therapy is proposed as the technique used to compare the expressions of risk and resilience in the first and second sand trays of rural youth.

The manner in which I planned and conducted my study is explained in **Chapter 3**. The chapter commences with an explanation of how data for the second sand tray was generated. I then describe the research methodology I implemented in terms of my selected research design, namely clinical case study design. For this study I purposefully selected 11 cases consisting of first and

second sand trays based on a predetermined selection criteria. I discussed the various data collection and documentation strategies and provided the reader with a list of case data sources. These case data sources consist of client narratives, visual documentation of sand trays (photographs), ASL student reflections and face-to-face semi-structured interviews with ASL students. These data sources and the chosen method behind each data source are described in depth in the chapter, along with examples of each data source. I discussed the manner in which I thematically analysed and interpreted the data. Lastly, I concluded my chapter with my attempts to enhance the rigour of the study, followed by an explanation of the ethical principles I adhere to in undertaking of my study.

In **Chapter 4** I reported on the results of my study and provided the reader with an outline of the identified themes and sub-themes that emerged through the process of data analysis outlined in Chapter 3. Two primary themes emerged in the study. The first theme identified was *risk and protection in the first and second sand trays of young people in a rural school*. The two sub-themes identified within this theme were the identification of risk factors (violence, need for protection, and unfulfilled basic needs) and the identification of protective resources (spirituality, fulfilled basic needs, and identity and sense of belonging). The second theme related to the *progression in projections of first and second sand trays of young people in a rural school*. Within this theme three sub-themes were identified, namely positive progression, negative progression and stagnant or stable projections. Chapter 4 concluded with a comparison between the results of the study and existing literature.

5.3 CONCLUSIONS IN TERMS OF RESEARCH QUESTIONS

As discussed in Chapter 4, the findings from the research will be used to answer the research questions posed in Chapter 1.

5.3.1 Secondary research questions

How are projections of risk and resilience in first and second sand trays of young people in a rural school similar?

There were similarities regarding young people's projections of risk and resilience in their first and second sand trays. Within the findings, **violence** was one of the three main risk factors projected within both the first and second sand trays of young males and females. Several studies have indicated that the incidence of violence tends to be higher within rural communities (Yakubovich, et al., 2016, Crime-Stats-SA, 2016). This similarity was evident in the comparison of young people's first and second sand trays, with 86% of the participants projecting instances of violence. The main factors increasing the exposure of violence in rural communities are social inequality and poverty

(Ratele, 2010; Snodgrass & Heleta, 2009), leading to challenges in healthy development and well-being. In the presence of violence, **the need for protection** is inevitable. Based on the various data sources, 82% of the participants projected the need for protection in both the first and second sand tray. The similarity with exposure to violence highlights the importance of this risk factor. Young people in this rural school ecology may express violence as a chronic risk factor given the consistent projection of violence by participants in both their first and second sand trays (Fowler, Tompsett, Braciszewski, Jaques-Tiura, & Baltes, 2009).

Participating youth also projected **unfulfilled basic needs** in their first and second sand trays. As stated in Chapter 4, section 4.2.1.1, in order for youth to survive and develop, both physical and non-physical elements are needed (Noltemeyer, Bush, Patton, & Bergen, 2012). When the first and second sand trays of young people are compared, 86% of the participants were shown to project unfulfilled basic needs. Given the consistent projection of unfulfilled basic needs by participants in their first and second sand trays, within this rural school young people's expression of unfulfilled basic needs may be an important risk factor. According to Maslow's theory, an individual can only reach self-actualisation when their deficiency needs have been met (Bezuidenhout & Joubert, 2010). Within the findings of the study, three main protective resources were identified: spirituality, fulfilled basic needs, and identity and sense of belonging. Similarities between the first and second sand trays of young people found the projection of **spirituality** to be a relevant protective resource. When the first and second sand trays of young males and females are compared, 73% of the participants projected spirituality. Existing research indicates that a consistent projection of spirituality encourages young people to strive towards positive youth development (James & Fine, 2015). Within the findings of the study, both young males and females projected equal instances of spirituality within the first and second sand tray.

Participating youth also projected **fulfilled basic needs** in the first and second sand tray. Having fulfilled basic needs ultimately advances individuals towards the highest level of Maslow's hierarchy of needs, self-actualisation (Noltemeyer, Bush, Patton, & Bergen, 2012). A comparison between the first and second sand tray of young people indicated that 90% of the participants projected fulfilled basic needs as a protective resource. This similarity coincides with existing research indicating that when individuals project an increase in fulfilled basic needs, a decrease in unfulfilled basic needs is expected. Similarities in the projection of **identity and sense of belonging** were evident when the first and second sand trays of these young people were compared. This similarity was evident in the comparison of the young people's first and second sand trays, with 64% of the participants projecting instances of identity and sense of belonging. Young people in this rural school may have identity and sense of belonging as a chronic protective factor, given the consistency with which identity and sense of belonging were expressed by participants in both the

first and second sand trays. Patterns with relation to gender differences were evident in the first and second sand trays of young males within this rural school. When the first and second sand trays of young males were compared, it was evident that young males projected an increase in identity and sense of belonging. This similarity can be linked to the various cultural practices young males partake in towards the transition into adolescence (Louw & Louw, 2007).

How are projections of risk and resilience in first and second sand trays of young people in a rural school different?

There were differences regarding young people's projections of risk and resilience in their first and second sand trays. Gender differences were noted in the projection of **violence** and **the need for protection** when the first and second sand trays of rural youth were compared. Existing knowledge suggests that females are more prone to being exposed to violence and experience a greater need to be protected due to their vulnerability in rural communities (Wandersman & Florin, 3003). However, this study found that young boys and young girls equally projected the need to be protected (Chapter 4, category 1.1.2) or the need to provide protection to others. Within the study **unfulfilled and fulfilled basic needs** were evident, but the specific categories into which these needs are placed were not identified within the current study. This requires further investigation. Regarding the identification of protective resources, existing research (James & Fine, 2015; Brown, Chen, Gehlert, & Piedmont, 2013; Wink & Dillion, 2003) suggests that **spirituality** is more prevalent in females than males. However, within the current study the projection of spirituality was equally present for young male and female participants.

What form of progression took place from the first to the second sand tray?

When comparing the first and second sand trays of the sample, positive, negative and neutral progressions were all evident. Evidence was found of mostly positive progression between the first and second sand tray. A positive progression was projected between 64% of the participants' first and second sand trays. When there was an increase in protective resources (spirituality, fulfilled basic needs, and identity and sense of belonging) and a decrease in risk factors (violence, need for protection and unfulfilled basic needs) a positive progression was projected. Positive progression may signify that clients were moving towards a state of improvement. Future research is required to investigate that. Furthermore, it is possible that such positive progress could indicate that participants were progressing through the sand tray therapy process identified in Chapter 2, section 2.4.3, towards the final stage of resolution.

Negative progression was projected where there was an increase in risk factors (violence, need for protection and unfulfilled basic needs) and a decrease in protective resources (spirituality, fulfilled basic needs, and identity and sense of belonging). A negative progression was evident in only two (18%) of the young clients who participated in the study. Negative progression from the first to the second sand tray may signify that the clients were either stuck in the first two stages of the sand tray process (Chapter 2, section 2.4.3), namely chaos and struggle, or were not ready to move to the next phase towards resolution (Homeyer & Sweeney, 2017; Amatroda & Simpson, 2008). Further research is required to investigate this. A stable or neutral progression was evident where minimal to no change were projected when the first and second sand trays of young people were compared. A neutral projection represented instances where there were no changes in the risk factors and protective resources projected across two sand trays constructed by the same client. Within the current study, only two participants (18%) projected a neutral progression, which may signify that these clients are not yet ready to invest in the sand tray process.

5.3.2 Primary research question and contributions

How can a comparison between a first and second sand tray of young people in a rural school inform knowledge on the utility of sand tray in educational psychology?

The current study contributes to knowledge on the use of sand tray therapy as an educational psychology assessment and intervention technique to understand resilience in rural youth in a school-based intervention. Due to globalisation, various westernised psychological assessments and interventions have been introduced to professionals practicing in South Africa. The challenge with these methods is their applicability and relevance to the South African population (Fraser & Galinsky, 2010). With indigenisation, professionals are able to blend both theoretical and methodological frameworks to make them more applicable to the needs expressed by their clients. Through the process of indigenisation, it was possible for me to contribute to existing knowledge on the use of sand tray and resilience theory. In order to answer the primary research question, the conceptual framework posed in Chapter 1 is revisited (see figure 5.1).

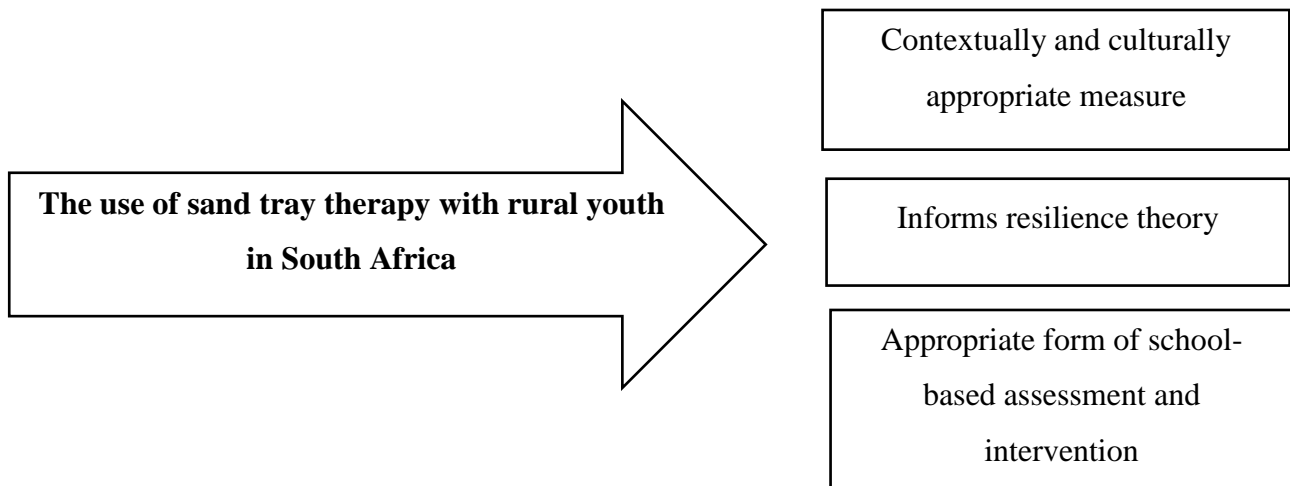


Figure 5.1: Adapted conceptual framework based on the findings of the study

From the current study it is apparent that sand tray therapy is a contextually and culturally appropriate form of assessment and intervention with young people in a rural school. Participants were able to project both risk factors and protective resources within the sand tray without the use of verbal language. Sand tray therapy falls within the realm of play, providing an educational psychologist with a non-verbal method of communication. Therefore, play forms a universal language between the therapist and the client. This is especially useful in the current school context, where clients and therapists did not share similar home languages. Sand tray therapy provided these young people with a platform to play out their experiences of reality, thoughts, and emotions within a safe and non-threatening space. Sand tray therapy’s image-based modality allows the client to construct his or her reality in the sand tray through the use of miniatures. The figures and materials used in the study appeared appropriate, as participants used a range of these miniatures (for example banana leaf figures, rocks, tin cans, bottle caps, steel animals, wooden figures, farm animals, wild animals) in their projections. Consequently, it is plausible to conclude that the young people in the rural school ecology were able to relate to the figures they placed in the sand tray.

With regard to resilience theory, existing research defines resilience as a dynamic process of positive or successful adaptation within the context of past and/or present adversity (Masten, Hubbard, Gest, Tellegen, Garmezy, & Ramirez, 1999; Goldstein & Brooks, 2006). Given the projections of protective resources in the sand trays, it is evident that young people can draw on certain protective resources in their rural ecology. Further investigation is required to determine if young people access these protective resources in transactional-ecological processes as buffers against the presence of risk and adversity. The similarity of projected risk factors (violence, need for protection, and unfulfilled basic needs) in the first and second sand trays establishes the intensity of challenges present in the rural ecologies of young people’s lives. Further study is needed to find evidence-based ways to support young people in rural ecologies to address these challenges.

Additionally, the identification of unfulfilled basic needs within the first and second sand trays requires further intervention to ensure that the basic needs of the young people in this rural school are met. Three main protective factors were projected in the first and second sand trays of young people, namely spirituality, fulfilled basic needs, and identity and sense of belonging. These buffering elements highlight the value of spirituality as a protective resource in both male and female rural youth in South Africa.

Mostly positive progression was evident in the projections of both young men and women between the first and second sand tray of young people. Given the high instance of positive progression projected between the first and the second sand trays, it is evident that young people found therapeutic value in creating their social reality in two sand trays, despite the fact that the two sand trays was created five months apart from each other. Further investigation is required to determine the therapeutic value of creating two sand trays in a long-term school-based intervention programme.

Furthermore, I found that sand tray therapy is an appropriate form of school-based assessment and intervention. One of the main challenges within rural communities is their limited access to educational psychology services. A strategy used to overcome this challenge is group-based intervention. By means of school-based assessment and intervention, more individuals have access to psychological services. The current school-based assessment and intervention strategy enabled students forming part of an academic service learning programme to identify risk factors and protective resources among young people in a rural school ecology. Sand tray therapy can be used within a group format and can be administered in any space where the client feels safe and protected. The versatility of sand tray therapy also makes this form of assessment and intervention readily available.

I found that sand tray therapy has utility for young people in a rural ecology to (i) as a contextually and culturally appropriate technique to (ii) use in groups in school-based educational psychology services to (iii) assess risk factors, as well as (iv) protective resources and (v) that the use of first and second sand trays had value for young people to project positive progression in their experiences of their life-worlds. Consequently, educational psychologist professionals can integrate sand tray therapy into intervention programmes to understand the experiences of young people in rural ecologies and support them.

5.4 POSSIBLE LIMITATIONS

During the research process various limitations to the study were recognised. The difference in background between the client and the researcher was an identified limitation. The study took place in a resource-constrained African community in the town of Elukwatini, while the researcher was

part of a middle-class urban community in Johannesburg. The researcher was Afrikaans-speaking and the participants mostly speak SiSwati, so this linguistic limitation could have had an impact on the quality of the data. English was the language of communication, and as a result some students struggled to express their narratives. At times clients would report their narratives in their home language and the ASL student would need to use a translator to understand the narrative. This would happen after the visits to the school, making it difficult for the ASL student to follow up on the meaning behind the narratives. Diversity issues may have led to me using my own meaning to make sense of the participants' world as projected in the sand trays. Although from a constructivist perspective this is inevitable, in order to monitor the influence of different backgrounds I continuously reflected on this experience with the participants in a researcher diary (Appendix E) (Cresswell, 2008; Yin, 2011).

Another limitation was the quality of data sources. This was especially noted in ASL student reflections and face-to-face interviews. In the ASL student reflections, not all students provided content-rich reflections of their experiences. ASL students provided reflections from different viewpoints and in different languages. ASL students further gave reflections from their own viewpoints, which may be seen as subjective (Nieuwenhuis, 2007). In addition, some ASL students struggled to remain objective during the interviews and expressed their own thoughts and feelings rather than what they were observing in the presented data sources. To address this limitation, other data sources such as field notes, observations, visual data sources and client narratives formed part of the dataset. Therefore, ASL student reflections and interviews were used to add richness to existing data sources and provide a holistic image of the first and second sand trays of the young people in the sample.

The last limitation involves the chosen sampling method, namely purposive sampling. Purposive sampling often makes it difficult for the researcher to transfer research findings beyond the selected sample (Nieuwenhuis, 2007). This limitation was addressed by providing a thick description of the context and the data sources used in the study. Another limitation of purposive sampling is the lack of sufficient information on the studied population. However, this study forms part of an existing partnership where necessary information on the population is readily available.

5.5 DELIMITATIONS

Generalisability refers to the extent to which research findings can be applied to settings other than that in which they are originally tested (Cresswell, 2008). The generalisability of the findings is restricted to transferable cases similar to that of the current study (One group of ASL students enrolled at one university with a single group of grade 9 clients in a rural school). In order to enhance the generalisability of the study, I provided thick descriptions of the research context,

participants and the researcher-participant relationship. More detail is provided in Chapter 3 section 3.6.5, which describes the rigour of the study.

By using a constructivist paradigm, the researcher and the client became co-constructors of reality (Doolittle, 2014). Constructivism further allowed me to investigate the utility of sand tray with rural youth through more than one data source and acknowledge multiple and diverse realities (Golafshani, 2003). The dataset was made up of visual data (first and second sand trays), accompanying client narratives, ASL student reflections and ASL student face-to-face semi-structured interviews which allowed me to gain an in-depth understanding of the use of sand tray with young people in a rural school. The transferability of the study could be made possible based on the cross-validation used in the study and the in-depth descriptions presented in Chapter 1, Chapter 3, and Chapter 4.

5.6 RECOMMENDATIONS

Based on the findings of the study, I make recommendations for further research and recommendations relating to practice and training.

5.6.1 Recommendations for future research

- Within the particular study sand tray therapy was administered in group format which may have an impact on the results obtained. The ASL student relied on the support from fieldworkers to assist when necessary (e.g. capturing client narratives). It would be advantageous to investigate the impact of individual one-on-one sessions on the projection of risk factors and resilience resources in both the first and second sand tray.
- Existing research often refers to the healing process of sand tray itself and that no interpretation is necessary (Bradway, et al., 1981; Domgnei, 2009; Kalff, 2003; Richards, Pillay, & Fritz, 2012). Further studies are recommended to determine the role of sand tray as a process of healing with youth in a multicultural setting.

5.6.2 Recommendations relating to practice

- Professionals within the field of psychology should be trained in sand tray therapy if they wish to use this technique with clients or for research purposes. Competency is of utmost importance for sand tray therapists. It is recommended that professionals using the sand tray technique be well trained in the administration of the technique, including the instructions on how to make significant observations as well as possible probing questions to ask when the client gives his or her narrative on the sand tray.

- Professionals should enhance their understanding of cultural influences that may play a significant role in the construction of the sand tray and the meanings clients attach to various miniatures. Sand tray has the potential of offering the professional with culturally neutral and unbiased data, but they should be cautious and remain aware of the possible influences leading into the interpretation of the sand tray.
- Professionals working within a multicultural and multilingual context should consider using sand tray as a form of assessment and intervention.

5.6.3 Recommendations for training

- It is recommended for psychologists and researchers working with youth to be trained in sand tray therapy, as it is a non-verbal technique that allows for communication despite barriers in language. As stated in Chapter 2, play is often a less threatening medium to address emotions and sand tray is a simple technique that can be used to build rapport.
- Providing educational psychology services to a diverse population, such as South Africa, requires educational psychologists to receive additional training in the development of cultural appropriate assessment and intervention techniques.
- Professionals working with youth should be trained to enhance resilience. Through the necessary training professionals should be able to identify the presence of risk and protective resources available to overcome risk and adversity.

5.7 CONCLUSION

The study compared expressions of risk and resilience projected in the first and second sand trays of young people in a rural school. Comparing indicators of risk and resilience across two sand trays allowed me to identify whether or not a positive, negative or neutral progression took place. The findings of the study indicate that sand tray can be used with rural youth not only to assess risk factors and protective resources, but also to identify whether there was an increase or decrease in both indicators. In this study it was evident that through the process of indigenisation, a comparison between the first and the second sand trays of rural youth can inform knowledge on the utility of sand tray in the field of educational psychology in the South African context.

---000---

LIST OF REFERENCES

- Adair, J. G. (1999). Indigenisation of Psychology: The concept and its practical implementation. *Applied Psychology: An international review*, 48(4), 403-418.
- Allan, A. (2011). *Law and Ethics in Psychology an international perspective*. South Africa: Inter-Ed Publishers.
- Amatroda, K., & Simpson, P. H. (2008). *Sandplay the sacred healing: A guide to symbolic process*. California: Trance*Sand*Dance Press.
- Andrews, M., Day Sclater, S., Squire, C., & Tamboukou, M. (2004). Narrative research. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman, *Qualitative Research Practice* (pp. 109-124). London: SAGE Publications.
- Armstrong, M. A., Birnie-Lefcovitch, S., & Ungar, M. T. (2005). Pathways Between Social Support, Family Well Being, Quality of Parenting, and Child Resilience: What We Know. *Journal of Child and Family Studies*, 14(2), 269-281.
- Arnold, M. L., Newman, J. H., Gaddy, B. B., & Dean, C. B. (2005, April 27). A look at the Condition of Rural Education Research: Setting a Direction for Future Research. *Journal of Research in Rural Education*, 20(6), 1-22. Retrieved from <http://jrre.psu.edu/articles/20-6.pdf>
- Azarian, R. (2011). Potentials and Limitations of Comparative Method in Social Sciences. *International Journal of Humanities and Social Science*, 1(4), 113-125.
- Balfour, R. J., Mitchell, C., & Moletsane, R. (2008). Troubling Contexts: Towards a Generative Theory of Rurality as Education Research. *Journal of Rural and Community Development*, 3(3), 95-107.
- Barley, Z. (2009). Preparing Teachers for Rural Appointment: Lessons from the Mid-continent. *The Rural Educator*, 30(3), 10-15.
- Barley, Z., & Beesley, A. D. (2007). Rural School Success: What Can We Learn? *Journal of Research in Rural Education*, 22(1), 1-13.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559.

- Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). *Cross-Cultural Psychology: Research and Application*. Cambridge: Cambridge University Press.
- Bezuidenhout, C., & Joubert, S. (2010). *Child and youth misbehaviour in South Africa: A holistic approach*. Pretoria: Van Schaik Publishers.
- Bradley, B., Davis, T. A., Kaye, J., & Wingo, A. (2014). Developmental Social Factors as Promoters of Resilience in Childhood and Adolescence. In M. Kent, M. C. Davis, & J. W. Reich (Eds.), *The Resilience Handbook: Approaches to Stress and Trauma* (pp. 197-208). New York: Routledge Taylor and Francis Group.
- Bradway, K., Signell, K. A., Spare, G. H., Stewart, C. T., Stewart, L. H., & Thompson, C. (1981). *Sandplay Studies Origins, Theory and Practice*. San Francisco: C.G. Jung Institute of San Francisco.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <http://eprints.uwe.ac.uk/11735>
- Brown, I. T., Chen, T., Gehlert, N. C., & Piedmont, R. L. (2013). Age and Gender Effects on the Assessment of Spirituality and Religious Sentiments (ASPIRES) Scale: A Cross-Sectional Analysis. *Psychology of Religion and Spirituality*, 5(2), 90-98.
- Burleson, M. H., & Davis, M. C. (2014). Social Touch and Resilience. In M. Kent, M. C. Davis, & J. W. Reich (Eds.), *The resilience Handbook: Approaches to Stress and Trauma* (pp. 131-143). New York: Routledge Taylor and Francis Group.
- Burns, G. W. (2001). *101 Healing Stories Using Metaphors in Therapy*. Canada, USA: John Wiley & Sons Inc.
- Cameron, C. A., Ungar, M., & Liebenberg, L. (2007). Cultural Understandings of Resilience: Roots for Wings in the Development of Affective Resources for Resilience. *Child and Adolescent Psychiatric Clinics of North America*, 16, 285-301.
- Campbell, M. A. (2004). The Value of Sandplay as a Therapeutic Tool for School Guidance Counsellors. *Australian Journal of Guidance and Counselling*, 14(2), 211-232.
- Carey, L. J. (1999). *Sandplay Therapy with Children and Families*. New Jersey, USA: Jason Aronson Inc.

- Chikoko, V. (2008, December). Developing teachers for rural education? Reflecting on the 2nd Kwa-Zulu Natal Department of Education teacher development conference. *Perspectives in Education*, 26(4), 74-85.
- Cherrington, A.M. (2010). *UPSpace Institutional Repository*. Retrieved September 2, 2016, from <http://repository.up.ac.za/bitstream/handle/2263/25511/dissertation.pdf;sequence=1>
- Cochran, L. (2007). The promise of narrative career counselling. In K. Maree, *Shaping the story: A guide to facilitating narrative counselling* (pp. 7-19). Pretoria: Van Schaik Publishers.
- Coladarci, T. (2007). Improving the Yield of Rural Education Research: An Editor's Swan Song. *Journal of Research in Rural Education*, 22(3), 1-10.
- Cresswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Prentice Hall.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. E., & Morales, A. (2007, March). Qualitative Research Design: Selection and Implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Dass-Brailsford, P. (2005). Exploring resiliency: Academic achievement among disadvantaged black youth in South Africa. *South African Journal of Psychology*, 53(3), 574-591.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of Qualitative Research* (2nd ed.). London: SAGE Publications.
- Department of Basic Education. (1997). Language in Education Policy. *Government Gazette*. (Vol. 17997, No. 383).
- Department of Health. (2011). Health Professions Act, 1974 (Act no. 56 of 1974). *Government Gazette*. (Vol. 34581, No. R. 704).
- Department of Transport. (2015). National Learner Transport Policy. *Government Gazette*. (Vol. 39314, No. 997).
- Domgnei, Z. (2009). A Review of Sandplay Therapy. *International Journal of Psychological Studies*, 1(2), 69-72.
- Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational Psychology in Social Context: Ecosystemic applications in southern Africa*. Cape Town: Oxford University Press Southern Africa.

- Doolittle, P. E. (2014). Complex Constructivism: A theoretical model of complexity and cognition. *International Journal of Teaching and Learning in Higher Education*, 26(3), 485-498.
- Ebersöhn, L. (2012). Adding 'Flock' to 'Fight and Flight': A Honeycomb of Resilience Where Supply of Relationships Meets Demand for Support. *Journal of Psychology in Africa*, 22(1), 29-42.
- Ebersöhn, L., & Ferreira, R. (2012). Rurality and resilience in education: place-based partnerships and agency to moderate time and space constraints. *Perspectives in Education*, 30(1), 30-42.
- Ebersöhn, L., Ferreira, R. & Beukes, J. 2012. An attractive choice: Education researchers' use of participatory methodology. *South African Journal of Higher Education*, 26(2), 455-471.
- Ebersöhn, L., & Lubbe-De Beer, C. (2014). *Study guide: OPR 800*. Pretoria: Faculty of Education .
- Ebersöhn, L., Malekane, W., & Bender, G. 2010. Informing educational psychology training with students' community engagement experiences. *Perspectives in Education*, 28(3), 87-98.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 80-92.
- Ferreira, R., Eloff, I., Kukard, C., & Kriegler, S. (2014). Using sandplay therapy to bridge a language barrier in emotionally supporting a young vulnerable child. *The Arts in Psychotherapy*, 41, 107-114.
- Fletcher, D., & Sarkar, M. (2014). Psychological Resilience A Review and Critique of Definitions, Concepts and Theory. *European Psychologist*, 18(1), 12-23.
- Flick, U. (2014). *An Introduction to Qualitative Research* (5th ed.). London: SAGE Publications.
- Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. London: SAGE Publications Ltd.
- Fouché, C.B. (2005). Introduction to the research process. In A.S. de Vos, H. Strydom, C.B. Fouché, & C.S. Delpont, *Research at grass roots: For the social sciences and human service professions* (3rd ed., pp. 70-88). Pretoria: Van Schaik Publishers.
- Fowler, P. J., Tompsett, C. J., Braciszewski, J. M., Jaques-Tiura, A. J., & Baltes, B. B. (2009). Community violence: A meta-analysis on the effect of exposure and mental health outcomes of children and adolescents. *Development and Psychopathology*, 21, 227-259.

- Fraser, M., & Galinsky, M. J. (2010). Steps in Intervention Research: Designing and Developing Social Programs. *Research on Social Work Practice, 20*(5), 459-466.
- Fredrickson, B. L., & Losada, M. F. (2005, October). Positive Affect and the Complex Dynamics of Human Flourishing. *American Psychological Association, 60*(7), 678-686.
- Freebody, P. (2003). *Qualitative Research in Education: Interaction and Practice*. London: SAGE Publications.
- Frenz, A. W., Carey, M. P., & Jorgensen, R. S. (1993). Psychometric Evaluation of Antonovsky's Sense of Coherence Scale. *Psychological Assessment, 5*(2), 145-153.
- Friedman, H. S., & Mitchell, R. R. (2008). Introduction. In H. S. Friedman, & R. R. Mitchell, *Supervision of Sandplay Therapy* (pp. 1-9). New York: Routledge.
- Fritz, E., & Beekman, L. (2007). Engaging clients actively in telling stories and actualizing dreams. In K. Maree, *Shaping the Story* (pp. 163-175). Pretoria: Van Schaik.
- Fugard, A. J., & Potts, H. W. (2015). Supporting thinking on sample sizes for thematic analysis: A quantitative tool. *International Journal of Social Research Methodology, 18*, 669-684.
- Greenwood, D. A. (2015, May). Outcomes of an Academic Service-Learning Project on Four Urban Community Colleges. *Journal of Education and Training Studies, 3*(3), 61-71.
- Gregson, R., Waters, R., & Gruppetta, M. (2006). Breaking the ice: Introducing trainee primary and secondary teachers to rural education settings. *Australian Teacher Education Association Conference, 152-159*.
- Grobler, A. (2011). *UPSpace Institutional Repository*. Retrieved September 2, 2016, from <http://repository.up.ac.za/bitstream/handle/2263/23028/dissertation.pdf?sequence=1&isAllowed=y>
- Golafshani, N. (2003, December). Understanding Reliability and Validity in Qualitative research. *The Qualitative Report, 8*(4), 597-607.
- Goldstein, S., & Brooks, R. B. (2006). Why study Resilience? In S. Goldstein, & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (pp. 3-17). United States of America: Springer.
- Goodrick, D. (2014). Comparative case studies. *Methodological beliefs: Impact Evaluation 9*, 1-14.
- Hansen, P. (2009). *Psychosocial Interventions: A handbook*. Denmark: Paramedia 1388.

- Hatcher, J. A., & Erasmus, M. A. (2008). Service-Learning in the United States and South Africa: A Comparative analysis informed by John Dewey and Julius Nyerere. *Michigan Journal of Community Service Learning*, 49-61.
- Hegney, D. G., Buikstra, E., Baker, P., Rogers-Clark, C., Pearce, S., Ross, H., . . . Watson-Luke, A. (2007, October 22). Individual resilience in rural people: a Queensland study, Australia. *The International Electronic Journal of Rural and Remote Health Research*, 1-12. Retrieved from <http://www.rrh.org.au>
- Henderson, D. A., & Thompson, C. L. (2011). *Counselling children* (8th ed.). California: Long Beach.
- Henderson Grotberg, E. (2003). What is Resilience? How do you promote it? How do you use it? In E. Henderson Grotberg (Ed.), *Resilience for Today: Gaining strength from adversity* (pp. 1-31). London: Praeger.
- Homeyer, L. E., & Sweeney, D. S. (2011). *Sandtray Therapy: A practical manual* (2nd ed.). New York: Routledge.
- Homeyer, L. E., & Sweeney, D. S. (2010). *Sandtray Therapy: A practical manual*. California: Routledge.
- Homeyer, L. E., & Sweeney, D. S. (2017). Sand Tray Therapy: A variety of approaches. In B. A. Turner, *The Routledge International Handbook of Sandplay Therapy*. London: Routledge.
- Hook, D. (2004). *Critical Psychology*. Cape Town: UCT Press.
- Ikizer, E. G., & Blanton, H. (2016). Media Coverage of "Wise" Interventions Can Reduce Concern for the Disadvantaged. *Journal of Experimental Psychology Applied*, 22(2), 135-147.
- James, A. G., & Fine, M. A. (2015). Relations between youths' conceptions of spirituality and their developmental outcomes. *Journal of Adolescence*, 43, 171-180.
- Jennings, W. G., Okeem, C., Piquero, A. R., Sellers, C. S., Theobald, D., & Farrington, D. P. (2017). Dating and intimate partner violence among young persons ages 15–30: Evidence from a systematic review. *Aggression and Violent behaviour*, 33, 107-125.
- Johnson, R. B., & Onwuegbuzie, A. J. (2013). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26.

- Kalatzkaya, N. N. (2015). The Content of Childhood Fears of Primary School Children Living in Urban and Rural Areas. *Social and Behavioural Sciences, 191*, 2291 – 2295.
- Kaldine, F. (2010). Violence against women and children. In M. Visser, *Contextualising Community Psychology in South Africa* (pp. 229-242). Pretoria: Van Schaik Publishers.
- Kalff, D.M. (1991). Introduction to Sandplay Therapy. *Journal of Sandplay Therapy, 1(1)*, 1-7.
- Kalff, D. M. (2003). *Sandplay a Psychotherapeutic Approach to the Psyche*. California: Temenos Press.
- Kerig, P., Ludlow, A., & Wenar, C. (2012). *Developmental Psychopathology*. Berkshire: McGraw-Hill Education.
- Keyes, C.L.M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist, (62)2*, 95-108.
- King, D. A., Fairbank, J., Keane, T., & Adams, G. (1998). Resilience-Recovery Factors in Post-Traumatic Stress Disorder Among Female and Male Vietnam Veterans: Hardiness, Postwar Social Support, and Additional Stressful Life Events. *Journal of Personality and Social Psychology, 74(2)*, 420-432.
- La Greca, A. M., Silverman, W. K., & Lochman, J. E. (2009). Moving Beyond Efficacy and Effectiveness in Child and Adolescent Intervention Research. *Journal of Consulting and Clinical Psychology, 77(3)*, 373-382.
- Lauckner, H., Paterson, M., & Krupa, T. (2012). Using constructivist case study methodology to understand community development processes: Proposed methodological questions to guide the research process. *The Qualitative Report, 17(25)*, 1-22.
- Leedy, P. D., & Ormrod, J. E. (2013). Qualitative Research. In P. D. Leedy, & J. E. Ormrod, *Practical Research: Planning and Design* (9th ed., pp. 147-172). New Jersey: Peachpit Press.
- Linley, A. P. (2006, March). Counseling Psychology's Positive Psychological Agenda: A Model for Integration and Inspiration. *The Counseling Psychologist, 34(2)*, 313-322.
- Loots, T., Ebersöhn, L., Ferreira, R., & Eloff, I. 2012. Teachers addressing HIV/AIDS-related challenges resourcefully. *South African Research in Education, 18(1)*, 56-84.

- Louw, D., & Louw, A. (2007). *Child and adolescent development*. Free State: Psychology Publications.
- Luthar, S. S. (2003). *Resilience and Vulnerability: Adaptation in the context of childhood adversities*. (S. S. Luthar, Ed.) Cambridge: Cambridge University Press.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2007, May 31). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development, 71*(3), 543-562.
- MacConville, R., & Rae, T. (2012). *Building Happiness, Resilience and Motivation in Adolescents: A Positive Psychology curriculum for well-being*. Philadelphia: Jessica Kingsley Publishers.
- Makiwane, M., Makoae, M., Botsis, H., & Vawda, M. (2012). *A baseline studies on families in Mpumalanga*. Pretoria: Human Sciences Research Council.
- Malindi, M. J., & Theron, L. C. (2010). The hidden resilience of street youth. *South African Journal of Psychology, 40*(3), 318-326.
- Mampane, R., & Boucher, C. (2011). The influence of township schools on the resilience. *South African Journal of Education, 31*, 114-126.
- Maree, K. (2007). First steps in developing an interest inventory to facilitate narrative counselling. In K. Maree, *Shaping the story: A guide to facilitating narrative counselling* (pp. 176-205). Pretoria: Van Schaik Publishers.
- Maree, K., Ebersöhn, L., & Molepo, M. (2006). Administering narrative career counselling in a diverse setting: trimming the sails to the wind. *South African Journal of Education, 26*(1), 49-60.
- Maree, K., & Pietersen, J. (2007). Sampling. In K. Maree, *First Steps in Research* (pp. 172-181). Pretoria: Van Schaik Publishers.
- Masten, A. S., & Obradovic, J. (2006). Competence and Resilience in Development. *New York Academy of Sciences, 13-27*.
- Masten, A. S., & Tellegen, A. (2012). Resilience in developmental psychopathology: Contributions of the Project Competence Longitudinal Study. *Development and Psychopathology, 24*, 345-361.

- Masten, A. S., Hubbard, J. J., Gest, S. D., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. *Development and Psychopathology, 11*, 143-169.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- McMahon, L. (1992). *The Handbook of Play Therapy*. New York: Routledge.
- McMillan, J. H., & Wergin, J. F. (2002). *Understanding and Evaluating Educational Research* (2nd ed.). New Jersey: Merrill Prentice Hall.
- Mills, J., Bonner, A., & Francis, K. (2006). The development of Constructivist Grounded Theory. *International Journal of Qualitative Methods, 5*(1), 25-33.
- Mitchell, R. R. (2008). Mentoring supervisors: a process model. In H. S. Friedman, & R. R. Mitchell, *Supervision of Sandplay Therapy* (pp. 140-150). New York: Routledge.
- Mitchell, R. R., & Friedman, H. S. (1994). *Sandplay Past, Present and Future*. Canada, USA: Routledge.
- Mkhize, N. (2004). Psychology an African Perspective. In D. Hook, *Critical Psychology* (pp. 24-52). Cape Town: UCT Press.
- Morrow, S. L. (2005). Quality and Trustworthiness in Qualitative Research in Counseling Psychology. *Journal of Counseling Psychology, 52*(2), 250-260.
- Mouton, J., & Wildschut, L. (2005). Service learning in South Africa: lessons learnt through systematic evaluation. *Acta Academica Supplementum, 3*, 116-150.
- Mukeredzi, T. G. (2013). Professional Development through teacher roles: Conceptions of professionally unqualified teachers in rural South Africa and Zimbabwe. *Journal of research in Rural Education, 28*(11), 1-16.
- Mulkeen, A. (2006). Teachers for Rural Schools: A challenge for Africa. *Paper presented at the Association for the Development of Education in Africa* (pp. 3-33). Libreville, Gabon: Biennale on Education in Africa.
- Nel, M. (2015). *UPSpace Institutional Repository*. Retrieved September 2, 2016, from http://repository.up.ac.za/bitstream/handle/2263/52955/Nel_Analysing_2016.pdf?sequence=1&isAllowed=y

- Nieuwenhuis, J. (2007). Introducing qualitative research. In K. Maree, *First Steps in Research* (pp. 47-68). Pretoria: Van Schaik Publishers.
- Noltemeyer, A., Bush, K., Patton, J., & Bergen, D. (2012). The relationship among deficiency needs and growth needs: An empirical investigation of Maslow's theory. *Children and Youth Services Review, 34*, 1862-1867.
- O' Dougherty Wright, M., & Masten, A. S. (2006). Resilience processes in Development: Fostering Positive Adaptation in the context of Adversity. In S. Goldstein, & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (pp. 17-38). United States of America: Springer.
- Olsson, C. A., Bond, L., Burns, J. M., Vella-Brodrick, D. A., & Sawyer, S. (2003). Adolescent resilience: a concept analysis. *Journal of Adolescence, 26*, 1-11.
- Parker, Z., Dawes, A., & Farr, V. (2004). Interpersonal youth violence prevention. In Z. Parker, S. Suffla, A. Dawes, A. van Niekerk, V. Farr, & N. Duncan, *Crime, Violence and Injury Prevention in South Africa: Development and Challenges* (pp. 22-26). MRC Press.
- Pearson, M., & Wilson, H. (2001). *Sandplay and Symbol work: Emotional Healing and Personal Development with Children, Adolescents and Adults*. Australia: Australian Council for Educational Research.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International Journal of Nursing Studies, 47*, 1451-1458.
- Ponterotto, J. G. (2005). Qualitative Research in Counseling Psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology, 52*(2), 126-136.
- Ramsey, L. C. (2014). Windows and Bridges of Sand: Cross-Cultural Counseling Using Santray Methods. *Procedia- Social and Behavioural Sciences, 159*, 541-545.
- Ratele, K. (2010). Poverty. In M. Visser, *Contextualising Community Psychology in South Africa* (pp. 217-228). Pretoria: Van Schaik.
- Richards, S. D., Pillay, J., & Fritz, E. (2012). The use of sand tray techniques by school counsellors to assist children with. *The Arts of Psychotherapy, 39*, 367-373.
- Ritchie, J., & Lewis, J. (eds.). (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: SAGE Publications.

- Rones, M., & Hoagwood, K. (2000). School-Based Mental Health Services: A Research Review. *Clinical Child and Family Psychology Review*, 3(4), 223-239.
- Russo, M. F., Vernam, J., & Wolbert, A. (2006). Sandplay and storytelling: Social constructivism and cognitive development in child counseling. *The Arts in Psychotherapy*, 33, 229-237.
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24, 335-344.
- Ryff, C. D., & Singer, B. (1998). The Contours of Positive Human Health. *Psychological Inquiry*, 9, 1-28.
- Saeednia, Y., & Nor, M. D. (2013). Measuring Hierarchy of Basic Needs Among Adults. *Procedia-Social and Behavioural Sciences*, 82, 417-420.
- Schoon, I. (2006). *Risk and Resilience: Adaptations in changing times*. New York: Cambridge University Press.
- Schreuder, A. M., & Coetzee, M. (2011). *Careers an organisational perspective*. Claremont: Juta.
- Seale, G., Gobo, G., Gubrium, J. F., & Silverman, D. (2004). *Qualitative Research Practice*. London: SAGE Publications.
- Shaikh, A., & Kauppi, C. (2010). Resilience: Myriad Conceptualizations and Interpretations. *International Journal of Arts and Sciences*, 3(15), 155-176.
- Simonyi-Elmer, S. (2004). From Basic Theory to Advanced Techniques and Practice. *Jungian Sandplay Therapy*.
- Sinah, D. (1997). Indigenizing Psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey, *Handbook of Cross-Cultural Psychology: Volume 1* (pp. 129-170). Boston: Allyn & Bacon.
- Smith, E. J. (2006, January). The Strength-Based Counseling Model. *The Counseling Psychologist*, 34(1), 13-79.
- Smith, G. (2012). An introduction to psychological interventions. In G. Smith (Ed.), *Psychological Interventions in Mental Health Nursing* (pp. 1-11). New York: McGraw-Hill Education.
- Snodgrass, L., & Heleta, S. (2009). Teachers' experiences of conflict and violence in township schools. *Commonwealth and youth development*, 7, 41-54.

- Soriano, C. A., Sarmiento, W. D., Songco, F. J., Macindo, J. R., & Conde, A. R. (2016). Socio-demographics, spirituality, and the quality of life among community-dwelling and institutionalized older adults: A structural equation model. *Archives of Gerontology and Geriatrics, 66*, 176-182.
- Stadler, J., Delany-Moretlwe, S., Palanee, T., & Rees, H. (2014). Hidden harms: Women's narratives of intimate partner violence in a microbicide trial, South Africa. *Social Science and Medicine, 110*, 49-55.
- Stead, G.B., & Watson, M.B. (2010). *Career Psychology in the South African Context*. Pretoria: Van Schaik Publishers
- Sweeney, D. (2001). *Counseling Children Through the World of Play*. United States: Wipf & Stock Publishers
- Sweeney, D. S., Baggerly, J. N., & Ray, D. C. (2014). *Group play therapy: a dynamic approach*. New York: Routledge.
- Terre Blanche, M., & Durrheim, K. (2006). *Research in Practice*. Cape Town: UCT Press.
- Tracy, S. J. (2012). Qualitative Quality: Eight "Big Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry, 16*(10), 837-851.
- Trading Economics. (n.d). Retrieved from <http://www.tradingeconomics.com/south-africa/rural-population-wb-data.html>
- Turner, B. A. (2005). *The Handbook of Sandplay Therapy*. California: Temenos Press.
- Turner, B. A., & Unnsteinsdottir, K. (2011). *Sandplay and Storytelling: The impact of imaginative thinking on children's learning and development*. California: Temenos Press.
- Ungar, M. (2008). Putting Resilience Theory into Action: Five principles for Intervention. In L. Liebenberg, & M. Ungar (Eds.), *Resilience in Action* (pp. 17-39). Toronto: University of Toronto Press.
- Ungar, M. (2008). Resilience across Cultures. *British Journal of Social Work, 38*, 218-235
- Ungar, M. (2011). *Counseling in Challenging Contexts: Working with Individuals and Families Across Clinical and Community Settings*. Belmont: Brooks/Cole Cengage Learning.
- Ungar, M. (2012, August 1). Researching and theorizing resilience across cultures and contexts. *Preventative Medicine, 55*, 387-389.

- Ungar, M., Brown, M., Liebenberg, L., Othman, R., Kwong, W. M., Armstrong, M., & Gilgun, J. (2007). Unique Pathways to Resilience Across Cultures. *Adolescence*, 42(166), 287-308.
- Ungar, M., & Liebenberg, L. (2008). *Resilience in Action*. Toronto: University of Toronto Press.
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15, 398-405.
- van Rensburg, E., & Barnard, C. (2005). Psychological resilience among sexually-molested girls in the late middle childhood: A case study approach. *Child abuse research in South Africa*, 6(1), 1-12.
- Vaz, K. M. (2000). When is sandplay psychotherapy process completed? *International Journal of Action Methods*, 53(2), 66-85.
- Vincent, L. (2008). 'Boys will be boys': traditional Xhosa male circumcision, HIV and sexual socialisation in contemporary South Africa. *Journal of Culture, Health and Sexuality*, 10(5), 431-446.
- Walsh, F. (2002). A family resilience framework: Innovative practice applications. *Family relations*, 51(2), 130-137.
- Wandersman, A., & Florin, P. (2003, June/July). Community Interventions and Effective Prevention. *American Psychologist*, 58(6/7), 441-448.
- Ward, C., Martin, E., Theron, C., & Distiller, G. (2007). Factors affecting resilience in children exposed to violence. *South African Journal of Psychology*, 37(1), 165-187.
- Weinrib, E. L. (2004). *Images of the Self: The Sandplay Therapy Process*. California: Temenos Press.
- Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in theory and method*. Philadelphia: Open University Press.
- Wilson, T. D., & Buttrick, N. R. (2016). New Directions in Social Psychological Interventions to Improve Academic Achievement. *Journal of Educational Psychology*, 108(3), 392-396.
- Wink, P., & Dillion, M. (2003). Religiousness, Spirituality, and Psychosocial Functioning in Late Adulthood: Findings from a longitudinal study. *Psychology and Aging*, 18(4), 916-924.

World Health Organization. (2010). *Increasing access to health workers in remote and rural areas through improved retention: Global Policy Recommendations*.

Wright, L. (2012). Rural teachers, reading, and the social imagination. In L. Wright (Ed.), *South Africa's Education crisis*. Cape Town: NISC.

Yakubovich, A. R., Sherr, L., Cluver, L. D., Skeen, S., Hensels, I. S., Macedo, A., & Tomlinson, M. (2016). Community-based organizations for vulnerable children in South Africa: Reach, psychosocial correlates, and potential mechanisms. *Children and Youth Services Review*, 62, 58-64.

Yin, R. K. (2011). *Qualitative Research from start to finish*. New York: The Guilford Press.

Zoja, E. P. (2011). *Sandplay Therapy in Vulnerable Communities: A Jungian Approach*. Canada, USA: Routledge.

---000---

APPENDIX A

THE SAND TRAY PROCESS USED BY ASL STUDENTS

Ngilandi FLY M2 (2013)

ACTIVITY: SANDPLAY



- What is needed (Students):
 - Clip board with paper, pencil/pen, elastic band
 - Camera

- Administration
 - Introducing the sandplay process (* translation)
 - Invite the child to the sand
(“Look, here is a tray filled with sand”, open up the sand and say “there is blue at the bottom and sides, and it can be whatever you want it to be, perhaps water or the sky”; “here are some figures/ toys, you can play with it in any way you want to; you can just play with the sand or you can make a story, just let the sand and your hands guide you. When you are done you can just tell me or nod”)
 - Be prepared that some children will start immediately and you don’t even finish your sentences.
 - Some might need more encouragement or repetition of instructions
 - Follow your “gut”, if you want to say or offer a suggestion, you may (or you can ask me)
 - Child play/ create scene in sand
 - Therapist notes (2 column strategy – left hand side is where you write what the child does (e.g. what figure, what movements, you can also attempt drawing etc; right hand side is for your own thoughts, feelings, hunches, whatever goes through your mind)
 - Child shares story (“tell me about your tray”)
 - Take photographs
 - Only clean up tray once child is no longer present (or able to observe)
 - Then take another photo from empty tray – only with marks in the sand
 - Flatten sand in order to be ready for next session

- LOGISTICS
 - Logistics of taking photos:
 - Number trays and map of where the children are seated
 - Write child’s name on map
 - Options:
 - Wait until all is done and left the surroundings (break away to another space) – then only take photos in special order

- Assistants can help (one take photos, another take apart and clean up, one assist with breakaway group)
- Take photos as child finishes and write down order of trays (sometimes it helps to take photo of child with tray – NOT for research use, only for you)
 - Dismantle trays (clean, organised, ready for next group)
 - Then ensure all stories captured (child don't have to share, but it will help)
- **Discussion/ capturing the story**
 - Tell me about your tray
 - Less (is more)
 - If you could be somewhere in the tray, who/what/where would you be
 - How does the picture make you feel
 - How did you feel whilst building/ making the scene
 - How was it like making the scene (the process)
 - NO interpretation
- **Client file administration**
 - Process notes
 - Photos
 - Story
 - Own insights: thoughts, feelings, images
 - Reflection
- Keziah Coetzer & Marinei Nel will call you when it is your group's turn
- They (the support team) will prepare all the sandtrays and toys, as well as water etc
- They will also clean up and prepare setting for the next group

APPENDIX B

PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT/ASSENT

- Permission for use of research data
- Parent/Guardian consent
- Learner assent
- Learner consent

APPENDIX C

EXAMPLES OF CLIENT NARRATIVES

Examples of client narratives transcribed verbatim

Client narrative by Student B, Case 3, N 3.1

“In the sand I put flowers, animals and vehicles.

I did because it is beautiful.

I put beautiful animals to make something that looks beautiful.

I make it so that other people will like it.”

Client narrative by Student C, Case 5, N 5.2

“Here are wild animals. The other side is where the people stay, here is the cows, they are eating.

This soldier is guarding the animals, a ranger.

The chicken is going away to find food.

Angels make our place more beautiful

There is also a thief, he wants to destroy where people live”

Client narrative by Student E, Case 8, N 8.2

“This is me by the beach.

I came to the beach I want to relax and swim and forget what happened at home.

There is a zoo, I come to see animals.

I like to see animals, like the rhino, I also like a zebra, how they look.

I like the rhino’s nose.

This is my car, and here is a tree.

The woman wants to get away.

Client narrative by Student D, Case 6, N 6.1

“Here there is a party under the umbrellas.

Here is a criminal that wants to steal someone’s car.

The soldiers are there to take away the criminal.

Here is a zoo where the people can watch the animal.

The bridge also goes to the zoo.

I am also there watching the animals.

The other people is my friends and family.

My mom is the purple one.

Here is a motorbike and it belongs to my friend.

The helicopter I put there was for the soldiers to use to go around and check if there is something wrong.

They protect the people.

The animals I used, was a snake and a hippopotamus, I liked the lizard the most because it is small and it is not going to hate you.

The sand is smooth to make sure the figures can stand up straight.

APPENDIX D

EXAMPLES OF ASL STUDENT REFLECTIONS ON FIRST SAND TRAYS



Reflection by Student E, Case 7, R 7.1

- Setting = people/animal
- Main psychological expressions= organizing/structuring
- Tray is about being trapped, danger. She places herself with the cows in the river. She is drowning like them and in danger.
- Meaning of cows – African culture riches, and your life stock, trade cow for a wife that is how valuable cows are. Animals are trapped
- Compartmentalization, containment and confinement
- Isolation, destitute, stranded on an island. Human figure isolated on an island with water around and nowhere to go – maybe she feels trapped a in her abusive situation and helpless as nobody comes to rescue her or know that she is stranded on an island. She feels isolated form the rest of the world.
- Nest – nurturance and a home. Far in the comer - humans in cars going that direction towards the nest but again it is a dead end as there is no other path to take or turn-offs – deterministic. Driving to your doom.
- Cars facing same direction – nest, cars masculine
- Animal facing same direction towards man on island. Again no escape for the animals.
- Man and lion, giraffe facing same direction.
- Get away car facing opposite direction.
- Sand dunes, tree on a dune.
- Second human looks as if walking out of river (dead-end) but still in danger because there is a lion and a snake that can eat and bite the human.
- Almost look like that truck is going to take the nest apart like a bulldozer.
- Human lives through one danger (water), now face second danger, the lion and snake.
- Rows = compulsive, need for structure and order
- Threatening atmosphere of the tray = human with lion and snake, other human surrounded by water, cows caught in river.
- Confinement = figures that are normally free are trapped
- Rigid or schematic world = a world of rows symbolizes control or hiding abuse
- Unpeopled world = pain/abuse
- Parts of the tray are blocked

Examples of ASL student reflections on first sand trays

Reflection by Student B, Case 3, R 3.1

- The tray is very full
- Compartmentalization of the figures (looks like it's packed in rows) – possibly hiding abuse, being abused at home
- Rows – need for structure, control and order
- Bridge – possibly showing that she wants to bridge her circumstances
- Umbrellas, tortoise and angel can symbolize protection or the need for safety against some sort of danger, possibly linking to her hiding abuse
- The helicopter can symbolize escaping circumstances
- The animal figures and people figures seem to be trapped. Especially the buffalo. She may feel trapped in her circumstances.
- The setting is animal/vegetative
- The figures in the tray look very bizarre, the figures don't fit or necessarily has anything to do with each other
- The stethoscope can possibly symbolize the need for help or support, maybe for her circumstances

Reflection by Student F, Case 10, R 10.1

INTERPRETASIE

Given heg groot waarde aan beroepe soos die weermag wat sekerheid en sekuriteit verseker. Daar is skeiding t.s. die diepe wat mense se sekuriteit en besittings bedreig. Hierdie bedreigings word nie deur die in muur of heining protekte nie maar deur die verdedigingsmaate. Dit mag alles daarop dui dat hy 'n belangstelling in daardie rigting het. Huis is 'n belangrike tema wat dui op 'n gevoel van geborgenheid en hy is baie "protective" daarvoor. Die middel is op en alles teen die kante. Voel onveilig of onseker en daar is 'n behoefte aan grense. Die self is in 'n oorgang en is onderdoms gepas.

APPENDIX E

FIELD NOTES ON OBSERVATIONS AND RESEARCHER JOURNAL

APPENDIX F

INFORMED CONSENT FOR ASL STUDENTS PARTICIPATING IN THE FACE-TO-FACE, SEMI-STRUCTURED INTERVIEWS



FACULTY OF EDUCATION

Individual consent for participation in a Research Study

A research project of the University of Pretoria

Project title: Flourishing Learning Youth (CEC12091412827)

Invitation to participate

We would like to invite you to participate in a research study. Your participation is voluntary and you may withdraw from the study at any time. However, in order to take part in this research you will be requested to sign this consent form which gives you permission to participate in this study.

Description of the research

This study aims to capture your experiences on the use of sand tray as an educational psychology technique with rural youth within a secondary school. Furthermore, we would like to understand the progression of risk and resilience within the sand trays administered by the above mentioned participant. Lastly we would enjoy learning more about what worked throughout the process and what they found challenging.

Risk and Inconvenience

We do not foresee any risks in your participation of this study. If any problems do arise we will avail ourselves to you and ensure that you comprehend all the proceedings and feel comfortable to continue in the study. Your identity will not be revealed to anyone and any information that we acquire from this study will be kept confidential.

Confidentiality

All the information we acquire from this study will be kept strictly confidential and will only be made available to the research team. No information will be shared with anyone else. The only exception is if there is a serious problem concerning your safety or that of any other person in which case we are required to inform the appropriate agency. If such a concern does arise, we will ensure that we discuss the matter with you before taking action. Please note that none of the questions in this study are designed to collect information that will require us to contact anyone. All the information obtained from this study will be stored in locked files in research offices at the University of Pretoria. Because confidentiality is important we would expect that any information that you provide also remain confidential and that you would not discuss this information with anyone.

Benefits

We hope that knowledge generated from this study may benefit theory building on the use of sand trays as an educational psychology technique with rural youth. There are no financial benefits to this study.

What are the rights of the participant in this study?

Participation in this study is purely voluntary and any participant, can at any time during the study, may refuse and discontinue their participation without any given reason. You will not be affected in any way, should you decide not to participate or to discontinue your participation in the study.

Has this study received ethical approval?

This study has been approved by the Education Faculty Ethics Committee of the University of Pretoria. (Ethics Reference Number: **EP 07/02/04 FLY 13-003**).

Questions

Please feel free to ask about anything that is unclear and take as long as you feel necessary before making a decision about whether or not to give consent to take part in the study. If you perhaps have any further questions that may arise later on in the study feel free to contact my supervisor Prof. L. Ebersöhn at, 012 420 2337 or you may contact me at, 082 829 1032 or by e-mail: keziahcoetzer@gmail.com

Informed Consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and the information about this study will be processed anonymously. I may, at any stage, without any prejudice, withdraw my consent to participate in this study. I have had sufficient opportunity to ask questions and (of my own free will) declare that I may participate in this study.

- (a) Writing your name below means that you voluntarily consent to participate in the project and that you are aware of what will happen to you in this study. If you decide to withdraw from the study, all you need to do is inform the principal investigator, Prof. L. Ebersöhn.

Name: _____ (Please print)

Signature: _____ Date: _____

- (b) ⁶Writing your name below means that you voluntarily consent that we may take audio recordings of you during the project and share these during discussions as well as in reports that we may write about this project. We will not share your name with the people who hear these recordings.

Name: _____ (Please print)

Signature: _____ Date: _____

I, _____ herewith confirm that the person above has been fully informed about the nature, conduct and risks of the above study.

If you have any further questions about this study, you may contact the principal investigator, Prof. L. Ebersöhn at 012 420 2337. If you have any questions about your rights as a participant you may contact the University of Pretoria Education Faculty Ethics committee at 012 339 8612.

⁶ This point is only relevant for face-to-face or telephonic interviews.

APPENDIX G

INTERVIEW QUESTIONS AND AN EXAMPLE OF A FACE-TO-FACE, SEMI-STRUCTURED INTERVIEW WITH AN ASL STUDENT

List of predetermined interview questions (English and Afrikaans)

- English

INTERVIEW QUESTIONS

Welcoming:

- Thank participants for coming
- Explain informed consent and the purpose of the interview
- Answer any questions and address concerns

List of questions:

1. Which word/phrase/image comes to mind when you think of the term resilience?
2. How would you define resilience?
3. What is your opinion of the utility of sandtray as an educational psychology technique to use with young clients in a rural school?
4. Describe your experience of how your use of sandtray as an educational psychology technique *worked well* in this context? (Give examples of: Where, how, for whom and for which purpose. Think of elements of culture and rural context the client portrayed; as well as issues of therapeutic relationship, given school space, group-space, multilingualism.)
5. Describe your experience of how sandtray *did not work* as an educational psychology technique in this context? (Give examples of: Where, how, for whom and for which purpose. Think of elements of culture and rural context the client portrayed; as well as issues of therapeutic relationship, given school space, group-space, multilingualism.)
6. (Show photograph and accompanying narrative of a sandtray constructed by a young client of the ASL-student during the *first* visit)
 - 6.1 Describe the sandtray?
 - 6.2 Which aspects of the sandtray stood out for you as an educational psychologist then, and now?
 - 6.3 Why?
 - 6.4 Could you then, and can you now, identify themes regarding resilience?
7. (Show photograph and accompanying narrative of a second sandtray constructed by the same young client of the ASL-student during the *second* visit)
 - 7.1 Describe the sandtray?
 - 7.2 Which aspects of the sandtray stood out for you as an educational psychologist then, and now?

7.3 Why?

7.4 Could you then, and can you now, identify themes regarding resilience?

8. How do the two sandtrays compare in terms of:

8.1 Materials and figures used, space used, etc.

8.2 Resilience themes (risk, resilience, assets, resources, adaptation processes, wellbeing outcomes)

8.3 Progressions

8.4 Did the content of the sandtray change and is there a distinct difference between the two sandtrays?

- Afrikaans

ONDERHOUD VRAE

Verwelkoming:

- Bedanking
- Verduidelik die doel van die onderhoud asook informed consent
- Beantwoord enige vrae

Lys van vrae:

1. Watter woord of prentjie ervaar jy in jou gedagtes wanneer jy aan die term veerkragtigheid (resilience) dink?
2. Hoe sal jy veerkragtigheid (resilience) definieer?
3. Wat is jou opinie in terme van die bruikbaarheid van sandtray as 'n opvoedkundige sielkunde tegniek veral met jonger kliente in 'n rural (landelike) skool?
4. Beskryf jou ervaring oor hoe sandtray as 'n opvoedkundige sielkunde tegniek *goed gewerk* het in hierdie konteks? (Give examples of: Where, how, for whom and for which purpose. Think of elements of culture and rural context the client portrayed; as well as issues of therapeutic relationship, given school space, group-space, multilingualism.)
5. Beskryf jou ervaring oor hoe sandtray as 'n opvoedkundige sielkunde tegniek nie *goed gewerk* het nie in hierdie konteks? (Give examples of: Where, how, for whom and for which purpose. Think of elements of culture and rural context the client portrayed; as well as issues of therapeutic relationship, given school space, group-space, multilingualism.)
6. (Show photograph and accompanying narrative of a sandtray constructed by a young client of the ASL-student during the *first* visit)
 - 6.1 Beskryf die sandtray?
 - 6.2 Watter aspekte van die sandtray staan uit vir jou as 'n opvoedkundige sielkundige dan en nou?
 - 6.3 Hoekom?
 - 6.4 Kon jy dan, en kan jy nou, temas van veerkragtigheid (resilience) identifiseer?
7. (Show photograph and accompanying narrative of a second sandtray constructed by the same young client of the ASL-student during the *second* visit)
 - 7.1 Beskryf die sandtray?
 - 7.2 Watter aspekte van die sandtray staan uit vir jou as 'n opvoedkundige sielkundige dan en nou?
 - 7.3 Hoekom?

7.4 Kon jy dan, en kan jy nou, temas van veerkragtigheid (resilience) identifiseer?

8. Hoe vergelyk die twee sandtrays met mekaar in terme van:

8.1 Gebruik van material, figure en spasie etc.

8.2 Veerkragtigheid (resilience) temas (risk, resilience, assets, resources, adaptation processes, wellbeing outcomes)

8.3 Vordering (progression van die sandtray)

8.4 Het die inhoud van die sandtray verander en is daar unieke of duidelike verskille en/of ooreenkomste tussen die twee sandtrays?

Example of a transcribed face-to-face semi-structured interview with an ASL student

APPENDIX H

THEMATIC ANALYSIS OF DATA SOURCES

- Phase 2
- Phase 3
- Phase 5

Phase 2: Generating initial codes – coding interesting data in a systematic manner across the dataset, and allocating codes to the relevant data.

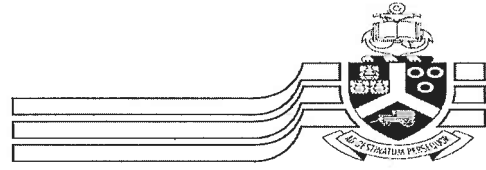
Phase 3: Searching for themes – collate codes into potential themes

Phase 5: Defining and naming themes – proceed with data analysis and refine the specifics of each theme to generate clear definitions and names for each theme.

Risk factors projected			
Possible theme	Description	Code (RED)	Examples found within the data sources
<i>Category 1.1.1 Violence</i>	The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, physical harm, mal-development or deprivation	2	<p>“people are not allowed”</p> <p>“danger”</p> <p>“animals want to eat the people”</p> <p>“dangerous animals”</p> <p>“criminals/thief”</p> <p>“destroy”</p> <p>“steal”</p> <p>Guns, war crafts, tankers in the sand tray (visual data)</p>
<i>Category 1.1.2 Need for protection</i>	The act of safe-keeping and/or guarding and defending against attacks, invasion, loss, insult and/or shield from injury or danger	3	<p>“need to protect”</p> <p>“protect myself”</p> <p>Security/army men, compartmentalisation, stethoscope in the sand tray (visual data)</p>
<i>Category 1.1.3 Unfulfilled basic needs</i>	<p>When basic needs as identified by Maslow’s hierarchy of needs are not met (deficiency needs)</p> <p>When participants display negative affect, loss, the idea of death, fear, anxiety, need for social interaction</p>	<p>1</p> <p>5</p> <p>8</p> <p>10</p>	<p>“they like to see many visitors”</p> <p>“frogs are scary, I scream”</p> <p>“there is no people”</p> <p>“I am not there”</p> <p>“people died”</p> <p>“forget what happened”</p> <p>“going away to find food”</p> <p>“people eat out of dustbins”</p> <p>“people want to eat the animals”</p> <p>Pots, pans, refrigerator in the sand tray (visual data)</p> <p>Stranded, trapped, buried objects (visual data)</p>

APPENDIX I

EXAMPLE OF AN ANALYSED CASE



Universiteit van Pretoria

PERMISSION FOR USE OF RESEARCH DATA

I hereby grant permission for the data generated by myself in the FLY / Ngilandi School Procticum to be used for the purposes of research. I understand that I can withdraw this permission at any time, should I wish to do so. I also understand that all data will be used anonymously, in order to protect my own identity, as well as the identities of the learners/families in my group. Your research contribution will be acknowledged in publications, and where relevant your authorship will be included.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

**Parent/Guardian consent for participation of a minor in a Research Study
A research project of the University of Pretoria**

Project Title: Flourishing Learning Youth

Invitation to participate

We would like to invite your child to participate in a research study. In order to decide whether or not to participate in the research study you should know enough about the study and its risks and benefits to be able to make an informed decision. Once you understand what the study is about you can decide if you want your child to take part in the study. If so, you will be asked to sign this consent form, giving your child permission to be in the study.

Description of the research

The purpose of this project is to help identify your child's strengths and resources to help support them in their learning at school and in planning a career. The study will also try to help the child deal with daily challenges in their life and identify their own strengths as well as the resources that exist in their environment that could help benefit them in their learning and career planning and development. The study also aims to teach the child new skills that will help them in their learning at school and for planning a career in the future. The name we use for this is Career and learning development intervention: Skills transference for learners.

If you want your child to be part of our study he/she will spend some time with us answering some questions. This will be done at 2 different times when we come to the school this year – once some time soon then again for a second visit later on in the year. The questions will be about the child and his/her learning is here at school. There are no right or wrong answers, only what the child feels is best. The child may also be asked to join some other children in a group, just like at school, except this time it would be playing games and talking.

Risks and Inconveniences

We do not see any risks for your child participating in this study. If any problems do arise we will speak to the child and make sure he/she understands what is going on and feels comfortable to continue in the study. The identity of the child will no be revealed to anyone and any information that we get from the study will be kept private.

Confidentiality

All of the information that we get from the study will be kept strictly confidential and will only be available to the research team. No information will be shared with anyone else. The only exception is if there us a serious problem about the safety of the child or any other person in which case we are required to inform the appropriate agency. If such a concern arises we will make every effort to discuss the matter with you before taking any action. Please note that none of the questions in this study are designed to collect information that will require us to contact anyone. All the information we get from the study will be stored in locked files in research offices at the University of Pretoria.

Because confidentiality is important we would expect that any information you provide is also private and that you would not discuss this information with anyone.

Benefits

We hope this study will benefit your child and his/her learning at school and also contribute towards the development of his/her career one day but we cannot guarantee this. There are no financial benefits to this study.

What are the rights of the participants in this study?

Participation in this study is purely voluntary and both the parents/guardians as well as the child may refuse to take part in the study or stop at any time without giving any reason. If the child decides not to participate or wants to stop taking part in the study after they said yes, this will not affect you or the child in any way.

Has this study received ethical approval?

This study has been approved by the Health Sciences Ethics Committee of the University of Pretoria.

Questions

Please feel free to ask about anything you don't understand and take as long as you feel necessary before you make a decision about whether or not you want to give permission for your child to take part in the study. If you have questions later that you don't think of now you can phone Prof Liesel Ebersöhn, at 012 420 2337 or you can ask us next time we come to visit the school.

Informed consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and information about this study will be processed anonymously. I may, at any stage, without prejudice, withdraw my consent for the child to participate in this study. I have had sufficient opportunity to ask questions and (of my own free will) declare that the child may participate in this study.

Name: _____ (Please print)

Signature: _____ Date _____

I, herewith confirm that the above person has been informed fully about the nature, conduct and risks of the above study.

Student's name _____ (Please print)

Student's signature _____ Date: _____

If you have any further questions about this study, you can phone the investigator, Prof Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria Health Sciences Ethics Committee at 012 339 8612



**Learner's Assent for participating in a Research Study
A research project of the University of Pretoria**

Project Title: Flourishing Learning Youth

To be read to children under the age of 18 years

Why am I here?

Sometimes when we want to find out something, we ask people to join something called a project. In this project we will want to ask you about yourself and we will ask you to participate in activities focused on your own development and learning. Before we ask you to be part of this study we want to tell you about it first.

This study will give us a chance to see how we, together with your school and teachers, can help you address career and learning challenges that you may have here at school. We also want to help you gain some skills in your learning here at school so that you can be better equipped to support yourself during your education and after leaving school. We are asking you to be in this study because your parents/guardians have agreed that you can be part of our study.

What will happen to me?

If you want to be part of our study you will spend some time with us answering some questions and participating in some activities. This will be done at 2 different times when we come to your school this year – once some time soon then again for a second visit later on in the year. The questions and activities will be about you and your career development and learning. There are no right or wrong answers, only what you feel is best. You will also be asked to join some other children in a group, just like at school, except this time it would be playing games and talking.

If you agree, we would like to take photographs and audiovisual footage of you during some of the project activities. People will be able to see your face and hear your voice if we decide to show the images during discussions, as well as reports we write about the project. However, we will not tell anyone your name.

Will the project hurt?

No, the project will not hurt. The questions and activities can take a long time but you can take a break if you are feeling tired or if you don't want to answer all the questions at one time. If you don't want to answer a question, or participate in an activity, you don't need to. All of your answers will be kept private. No one, not even someone in your family or your teachers will be told your answers.

Will the study help me?

We hope this study will help you feel good about yourself and learn more about yourself and what you can do in school and one day when you want a job or career, but we don't know if this will happen.

What if I have any questions?

You can ask any questions you have about the study. If you have questions later that you don't think of now you can phone Prof Liesel Ebersöhn at 012 420 2337 or you can ask us next time we come to visit you here at your school.



Do my parents/guardians know about this project?

This study was explained to your parents/guardians and they said you could be part of the study if you want to. You can talk this over with them before you decide if you want to be in the study or not.

Do I have to be in the project?

You do not have to be in this project. No one will be upset if you don't want to do this. If you don't want to be in the project, you just have to tell us. You can say yes no and if you change your mind later you don't have to be part of the project anymore. It's up to you.

(a) Writing your name on this page means that you agree to be in the project and that you know what will happen to you in this study. If you decide to quit the project all you have to do is tell the person in charge.

Signature of Client

Date

Signature of Student

Date

(b) Writing your name here means that you agree that we can take photographs and audiovisual footage of you during the project and share these images during discussions, as well as reports we write about the project. We will not share your name with the people who see the images. If you decide that we should rather not take photographs or audiovisual footage of you in the project, all you have to do is tell the person in charge.

Signature of Client

Date

Signature of Student

Date

If you have any further questions about this study, you can phone the investigator, Prof Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria faculty of Education Ethics Committee at 012 420 3751.

Learner's Consent for participating in a Research Study
A research project of the University of Pretoria

Project Title: Flourishing Learning Youth

To be read to children over the age of 18 years

Why am I here?

Sometimes when we want to find out something, we ask people to join something called a project. In this project we will want to ask you about yourself and we will ask you to participate in activities focused on your own development and learning. Before we ask you to be part of this study we want to tell you about it first.

This study will give us a chance to see how we, together with your school and teachers, can help you address career and learning challenges that you may have here at school. We also want to help you gain some skills in your learning here at school so that you can be better equipped to support yourself during your education and after leaving school. We are asking you to be in this study because your parents/guardians have agreed that you can be part of our study.

What will happen to me?

If you want to be part of our study you will spend some time with us answering some questions and participating in some activities. This will be done at 2 different times when we come to your school this year – once some time soon then again for a second visit later on in the year. The questions and activities will be about you and your career development and learning. There are no right or wrong answers, only what you feel is best. You will also be asked to join some other children in a group, just like at school, except this time it would be playing games and talking.

If you agree, we would like to take photographs and audiovisual footage of you during some of the project activities. People will be able to see your face and hear your voice if we decide to show the images during discussions, as well as reports we write about the project. However, we will not tell anyone your name.

Will the project hurt?

No, the project will not hurt. The questions and activities can take a long time but you can take a break if you are feeling tired or if you don't want to answer all the questions at one time. If you don't want to answer a question, or participate in an activity, you don't need to. All of your answers will be kept private. No one, not even someone in your family or your teachers will be told your answers.

Will the study help me?

We hope this study will help you feel good about yourself and learn more about yourself and what you can do in school and one day when you want a job or career, but we don't know if this will happen.

What if I have any questions?

You can ask any questions you have about the study. If you have questions later that you don't think of now you can phone Prof Liesel Ebersöhn at 012 420 2337 or you can ask us next time we come to visit you here at your school.

Do my parents/guardians know about this project?

This study was explained to your parents/guardians and they said you could be part of the study if you want to. You can talk this over with them before you decide if you want to be in the study or not.

Do I have to be in the project?

You do not have to be in this project. No one will be upset if you don't want to do this. If you don't want to be in the project, you just have to tell us. You can say yes no and if you change your mind later you don't have to be part of the project anymore. It's up to you.

(a) Writing your name on this page means that you agree to be in the project and that you know what will happen to you in this study. If you decide to quit the project all you have to do is tell the person in charge.



Signature of Client

Date

Signature of Student

Date

(b) Writing your name here means that you agree that we can take photographs and audiovisual footage of you during the project and share these images during discussions, as well as reports we write about the project. We will not share your name with the people who see the images. If you decide that we should rather not take photographs or audiovisual footage of you in the project, all you have to do is tell the person in charge.

Signature of Client

Date

Signature of Student

Date

If you have any further questions about this study, you can phone the investigator, Prof Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria, Faculty of Education Ethics Committee at 012 420 3751.



Diary entry on second visit

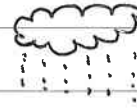
20-9-2013

The clients struggled to express their narrative or story in English making it difficult for the English student to understand and the client to express. As an alternative tape recorders were used for clients to express their stories in their home language. This will be transcribed by Sepedi students when we get back. Interesting to note the role it plays in the STtherapy session. (Maybe ask students?)

This round field workers had to assist in recording the stories. It was difficult, because we have not formed a relationship with the clients. How can they truly express their true experiences?



Field Notes



- rainy day

* Group 3 - Day 2 (SAND TRAY)

* 11:25

Tray 2

- mould sand continuously
- diere
- army
- engele

Tray 3

- staan op die grond voor sandtray (sandtray nie op vloer)
- slang
- boom heel voor in die middel
- army men + helicopter
- vliegtuig

vra oor ST's
Note: Groot mense
kan kyk na die

ST's

↳ free + protected
space?

Tray 8

- sambrele
- bou border met diere + army men
- bou meer afskottings
- helicopter

Tray 9

- sambrele
- bome
- army
- speel in sandtray met karretjie

Tray 10

- vryf sand plat
- gebruik emmer om vorms (O) te maak
- werk presies
- baie movement in die tray



20/9

45 minute interview

She was comfortable throughout the interview & we communicated well. At times it was difficult for me to remain objective and not lead the questions in a way to gain the specific answer I knew would work well for the study. I tried to steer away from closed ended questions and probed where necessary. I realised that I would need to prepare more readings to ensure that the data I am gathering would be worthwhile. I will need to explain the informed consent and purpose of the study better. At times she was confused and didn't know what I was asking. My goal is not to test their theory knowledge but their experience.

27/9/2016

14:00

1 hour and 10-minute interview

He was very nervous about the interview and didn't know what to expect. He preferred to read through his reflection of the 1st sandtray before the interview. His main focus was on concrete figures and he didn't want to make assumptions. He did mention that it was a long time ago and he cannot remember everything. He focused more on the career aspect and use of the sandtray than the intervention part. He struggled to recognise the therapeutic part of sandtray use. For his interview the topic of gender differences came up and cultural practices e.g. initiation (we don't know if it occurs, but the male clients were more aware of their identity and was a strong theme in the 3 sandtrays we discussed). At the end he mentioned that the skeletons were above the sand and not buried, meaning that it had surfaced and trauma is not hidden. For him he



Focused more on the career development of the client. He did not want to go into depth or meaning behind the use of various figures.

28/9/2016
55 minute interview

She was easy to relate to and I asked and probed more throughout the interview. Her openness to explore different meanings attached to certain figures made it easier to identify resilience themes. I was more prepared for this interview and knew I need to probe more (push) to get what I need at the end. The limitation of time and that it occurred long ago also came up, but she was able to remember each client.



FLY visit

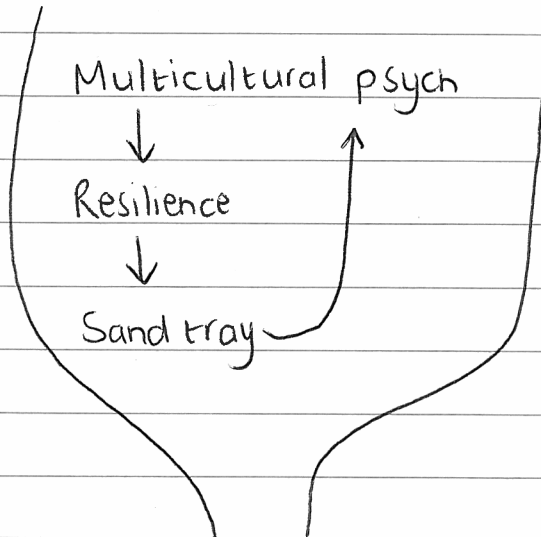
17-4-2013

* FLY project

* Methodology

↳ Sample + participants + purpose

Think about



Intervention Research

* Data collection


- purpose of tomorrow

↳ observe resilience indicators (Folkman → significant risk → maladapt / adaptive)

Significant risk
(e.g. poverty, loss, SES)



OUTCOME
Well-being
(e.g. ⊕ adaptation)

* Remember field notes 

↳ note informal conversations, document everything

* September = INTERVENTION

- redo process (check what changed)

↳ change in 2nd ST

↳ 2nd ST stable

↳ 2nd ST maladaptive

} Key focus areas

NB!

Reflective diary

- Rigour
- Your own position
- Embrace subjectiveness
- Write down insights, thoughts, emotions
- Hypothesize



1 *** Onderhoud met Student E**

2 **4 Oktober 2016**

3 **N: Navorser; SE: Student E**

4 ❖ *Voordat ons met die onderhoud begin het, het die navorser die*
5 *ingeligte toestemming vorm saam met die student deur gelees en*
6 *enige vrae beantwoord.*

7 **Onderhoud E1**

8 **N:** Watter woord of prentjie ervaar jy in jou gedagtes wanneer jy aan die
9 term resilience dink?

10 **SE:** Ek sal sê resilience is vir my, hang af van support, as jy support het
11 enable dit resilience.

12 **N:** Goed kan jy vir my bietjie uitbrei as jy sê support?

13 **SE:** Soos byvoorbeeld ondersteuning in jou omgewing. Soos jy kan deur
14 trauma werk as jy support kry van byvoorbeeld, jou ma of jou pa of
15 belangrike mense in jou lewe. Jy kan selfs deur depressie werk as jy 'n
16 sosiale support sisteem het wat jou ondersteun. So jy is net so resilient soos
17 wat jou support is.

18 **N:** Ok goed so resilience en support loop hand aan hand?

19 **SE:** Ja.

20 **N:** Ok so hoe sal jy resilience definieer?

21 **SE:** Kyk navorsing het bewys, toe ek nou met trauma gewerk het dat daar
22 is dinge wat trauma buffer, byvoorbeeld 'n optimistiese persoonlikheid of as
23 jy byvoorbeeld 'n persoon is wat, um jy sien die positiewe kant in. So daar
24 is interne goed soos daar is byvoorbeeld 'n genetiese geen wat wys dat daar
25 iets is soos optimisme, maar ek sê die eksterne faktore is vir my baie sterker
26 as die interne faktore, want daar is net soveel navorsing wat bewys dat goed



27 soos trauma hang baie baie af van die support wat daardie persoon kry en
28 depressie ook.

29 N: Ok goed so wat sal dan jou opinie wees in terme van die bruikbaarheid
30 van sandtray as 'n opvoedkundige sielkunde tegniek veral met jonger kliënte
31 in 'n rural (landelike) skool?

32 SE: Baie, weet jy wat as ek gekyk het net na byvoorbeeld hoe my groep met
33 die sandtray in interaksie getree het, daar was geen requirement van my om
34 'n instruksie te gee, om te verduidelik wat gedoen moet word nie, daai mense
35 het inherent geweet wat om te doen. Die onderbewuste het gedoen wat
36 gedoen moes word om vir daai mense meeste uit die sessie te kry. Ek hoef
37 nie te verduidelik het nie, ek het byvoorbeeld een kandidaat gehad waarmee
38 ek gewerk het met trauma en sy is maklik deur 5 of 6 fases van breek en
39 bou, breek en bou, breek en bou. So daai persoon het absoluut die sand, die
40 sand het geconnect met daai persoon. Ek het nie nodig gehad om te
41 verduidelik nie, ek het ook nie nodig gehad om dit te struktureer vir daai
42 persoon nie, want die navorsing sê dat die onderbewuste, die sand het
43 direkte access daartoe en omdat die sandtray ook 'n protective barier is, is
44 dit soveel makliker vir so persoon om goed uit te speel want hulle voel
45 veilig, dis 'n medium want daar is nie woorde nodig nie so daai persoon het
46 uitgespeel wat direk uit die onderbewuste, wat moes gebeur sonder om dit
47 hoef vir jou te verbaliseer.

universal
language

voel veilig

48 So ek dink dit is ongelooflik bruikbaar en uit my navorsing, internasionale
49 goed wat ek gevind het oor trauma wat hulle gesê het, toe oorsese mense
50 trauma uit gespeel het in die sand het my rural kliënte ook gedoen.

51 N: Goed so hoe sal jy jou ervaring oor hoe sandtray as 'n opvoedkundige
52 sielkunde tegniek goed gewerk het in hierdie konteks beskryf? Met ander
53 woorde wat het vir jou goed gewerk?

54 SE: Weet jy wat vir my was dit net, vir van my participants of kliënte het
55 hulle nie eers figurines nodig gehad nie. So as jy vir hulle net daai sand
56 gegee het, soos daai een girl van my wat tussen 5 en 6 trays gedoen het, net
57 met sand, net met breek en bou, so vir my was die sand baie



58 deurslaggewend, want dit is ook 'n basis wat hulle ken en dan ook natuurlik,
59 ek sal sê jou figurines, ons het baie rural tipe figurines gebruik en ek het
60 gevoel dat my kliënte identifiseer met dit. So hoe meer jy jou objects, amper
61 culturally specific maak voel ek jy kry meer daaruit, maar ek al het ons nie
62 eers dit gedoen nie, verstaan jy, en ons het daar klomp speelgoed sal ek jou
63 belowe daai persoon sou nogsteeds kon speel wat hy moes speel.

64 N: Dink jy kultuur en ander elemente soos terapeutiese verhouding het 'n
65 rol gespeel in die maak van die sandtray self?

66 SE: Kyk teen die tyd dat ek my sandtrays gedoen het, het ek klaar tot 'n
67 mate van 'n terapeutiese rol of verhouding met my kliënte gehad plus ek het
68 byvoorbeeld 'n wheel of influence met my kliënte gedoen wat vir my
69 fenomenale resultate gegee het en 'n onderhoud en baie van daai temas het
70 in my trays uit gekom so dit kon gewees het dat ek klaar begin werk het met
71 die dinamika en toe hulle die tray access dat hulle meer toegang daartoe
72 gehad het, maar wat ek geobserveer het daar op daai stoep, irrespective wat
73 tussen my en my kliënt gebeur het die tray het sy werk gedoen. Die sand
74 was die terapeut, die objekte, die woorde, die language so nee wat ek hoef
75 nie eers daar te gewees het nie.

76 N: Goed so is daar enige iets wat **nie vir jou goed gewerk het nie** in terme
77 van die sandtray?

78 SE: Weet jy wat ek dink al wat vir my moeilik was, was die feit dat ons, dit
79 was 'n groep situasie so daai fynere observasie wat ek sou wou doen, met 'n
80 enkele kliënt kon ek nie doen nie, maar ten spyte van dit het ek nogsteeds 'n
81 magdom inligting gekry, maar ja ek meen na die tyd het ek byvoorbeeld
82 gesit met my kliënte en ek kon nie alles vra rondom die tray wat ek wou nie
83 weens die language barrier en ek het byvoorbeeld al hulle stories op geneem
84 en um ja so daar kon goed verlore gegaan het weens daai bietjie taal wat
85 ingekom het, maar ek het meer as wat ek nog kon imagine met my kliënte
86 gekry.

87 N: So jy voel dat dit goed met jou kliënte gewerk het?

Gain more information

language



88 SE: Ja ek het gevoel ek het 6 kliënte gehad, wat met baie trauma in hul
89 lewens en baie disadvantaged circumstances na my toe gekom het en vir my
90 kliënte en vir daai tipe dinamika wat ek nie sou kon uitkry in 'n one on one
91 of 'n verbale terapie of 'n verbale assessering waar daar language en taal en,
92 verstaan jy dit sou verlore gegaan het, waar die tray het dit gedoen. Ek is
93 baie passievol oor 'n sandtray.

94 N: Goed ek dink ek het alles so nou kan ons oorgaan na die sandtray toe.
95 Ek gaan die eerste sandtray vir jou wys en dan gaan ons hom bespreek en
96 dan gaan ons na die tweede een kyk hom bespreek en dan die twee vergelyk
97 met mekaar.

98 (Wys vir die student die eerste sandtray, saam met die storie, wat deur die
99 jong kliënt gebou was tydens die eerste besoek)

- 100 ❖ Student was twee foto's gewys van die eerste sandtray. Die sandtray
- 101 was van verskillende kante af geneem om 'n beter prentjie te gee van
- 102 wat binne die sandtray geplaas was.
- 103 ❖ Die navorser het die student 'n paar minute gegee om na die
- 104 sandtray en die storie te kyk.
- 105 ❖ Student kon die kliënt mooi onthou.

106 N: Ok so is jy reg?

107 SE: Ja jy kan maar vra.

108 N: Goed so hoe sal jy die sandtray beskryf?

109 SE: Weet jy wat hierdie eerste tray, die eerste indruk wat ek van hierdie tray
110 gehad het was compartmentalisation^{3.}. Daar is amper 3 verskillende stories
111 wat in hierdie tray afspeel. Die oor grote meerderheid van hierdie tray was
112 isolasie^{10.}, 'n gevoel van daar is geen hulp^{10.} nie, van "it does not matter if I go
113 this way" of daar dan verdrink^{2.} ek, as ek daar uit gaan dan byt^{2.} die slang my
114 of die leeu my, so there is no escape^{5.}, daar is geen uitkoms^{5.} nie. So ja, maar
115 geweldig baie kompartmentalisering^{3.}. Hierdie persoon probeer ook om iets
116 te beheer^{5.}.

117 N: Goed so wat staan die meeste uit vir jou in die sandtray?

Sandtray
Net sand

3.
compartmentalisation

10. isolasie, 10. geen hulp

verdrink, byt 2.

no escape, 5. geen uitkoms

compartmentalisation 3.

beheer 5.



118 SE: Dis vir my nogal moeilik want vir my is dit hierdie twee dele van die
119 sandtray wat met my praat, die nessie gedeelte met die karretjies en dan die
120 koeie met die blokasies,^{5.} ok en dan die koeie in die water en die persoon wat
121 geïsoleer is op 'n eiland,^{10.} dis vir my die twee dele van die tray wat my raak
122 want dit speek absoluut uit van hierdie hulpeloosheid en nie 'n uitkoms nie.^{5.}

5. blokasie
isolasie 10.
hulpeloos, geen uitkoms 5.

123 N: Ja want dit sou nou my opvolg vraag gewees het. Wat sien jy raak in
124 terme van die nessie met die twee karretjies?

125 SE: Kyk 'n nessie^{7.} beteken sekuriteit, warmte, liefde, gebondenheid, my
126 nessie is soos my huis, my veilige vesting^{7.} so as jy byvoorbeeld kyk die
127 nessie is apart van die res van die tray, so sy het gesê sy plaas haarself in
128 die middel van die tray by die koeie so sy het nie toegang, al was daar
129 resilience al was daar vir haar 'n uitkom kans, al was daar veiligheid en
130 sekuriteit, sy kan nie daarby kom nie weens hierdie barrier muur wat daar
131 tussen loop. Ek meen hierdie karre wat soontoe loop, dit voel vir my amper
132 soos 'n one way there's not a two way it's almost like there is one destiny,
133 en daar is ook nie mense nie^{10.} dis koud en klinies,^{10.} dis karre, dis karre wat na
134 hierdie nessie toe ry en hierdie nessie lyk verlate en baie primitief.^{10.} Dis nie
135 hierdie mooi huis nie, dis 'n nessie.

7. nessie = sekuriteit, warmte, liefde, gebondenheid
7. my huis, veilige vesting
↓
5. sy het nie toegang nie
↓
5. kan nie daar uitkom
5. barrier - muur

one way, one destiny
10. geen mense, koud
10. klinies
primitief 10.

136 N: Goed en dan die tweede gedeelte met die koeie wat vir jou uit gestaan
137 het?

138 SE: Die heel eerste ding wat my hier getref het is dit voel vir my asof sy
139 hier probeer het om rye te maak^{5.} en wat ek al alles gelees het oor hierdie
140 tray, is wanneer 'n persoon amper rye maak wat, dis amper onlogies,
141 verstaan jy, hoekom moet koeie in rye staan in die revier, dit kan dui op
142 abuse, dit dui daarop dat daai persoon ook probeer om beheer,^{5.} daai pak in
143 die ry, daai impulsiwiteit, daai orde en beheer^{5.} wat hulle probeer behou, tien
144 teen een in 'n situasie wat totaal as jy kyk na hierdie situasie daar is nie^{5.}
145 beheer nie, nobody is going to come and rescue her, sy skree maar as jy in
146 'n abusive environment is wie sê ek, tien teen een glo niemand my nie.

5. rye maak

5. probeer om te beheer
5. impulsief, orde
beheer

5. situasie uit beheer
↳ beheer uit geefen
in die tray
abusive environment

147 N: Ja en sy het baie gewerk met die sand. Hoe sal jy die gebruik van die
148 sand beskryf?



149 SE: Wel sy het die sand volgens my gebruik om kompartemente te stig en
 150 dan half veilige hawens soos drie eilande. So sy het die drie mure en sy het
 151 die sand gebruik om so half eilande te maak, maar self eilande is isolasie.
 152 So dit is asof sy met die sand wou weereens haarself beskerm deur mure te
 153 bou wat kompartementaliseer, want onthou met trauma daai persoon bou
 154 baie kere omdat daar nie grense in hulle normale lewe is nie, bou hulle
 155 grense maar daai grense is onlogies, daai grense isoleer. Deur daai grense
 156 isoleer sy haarself van haar nessie.

3. Compartmentalisation
 3. eilande = veilige hawens
 3. mure = beskerm, compartmentalisation
 ↳ trauma
 bou grense
 10. grense = isolasie
 10. isoleer van nessie

157 N: Ja mens kan dit sien in hierdie tray.

158 SE: In die werklike lewe ook byvoorbeeld, they pull away from people
 159 want mense maak hulle seer en in die proses kry hulle nie toegang tot
 160 redding nie, as jy verstaan wat ek bedoel met onrealistiese grense, wat
 161 isoleer.

10. isolasie
 onrealistiese grense
 10. isolasie

162 N: Ok so kon jy dan en kan jy nou enige temas van resilience identifiseer?

163 SE: Net resilience?

164 N: Of enige ander temas wat vir jou uitstaan.

165 SE: Ok, ek moet vir jou sê my kop is nie baie resilience georiënteerd nie,
 166 ek weet nie ek is maar 'n mens ek, dit is maar asof die dinge wat sleg is in
 167 die lewe, die trauma en die hulpeloosheid, dit waarmee mense sukkel praat
 168 baie meer met my hart. As ek ook met 'n kliënt werk ek is geneig om, ek
 169 vang baie maklik die dinge wat daai persoon moet aan werk en ek moet
 170 altyd gaan soek wat ek moet sê om hierdie persoon te kan opbou, ek sukkel
 171 baie om balans te hou.

172 So as ek na die trays kyk, daai absoluut weer daai, my temas is daai
 173 boundaries wat gesit word, daai boundaries wat isoleer, daai eensaamheid
 174 soos byvoorbeeld hier as daar 'n mens is is die mens op die eiland met water
 175 omring saam met koeie wat niks vir daai persoon kan beteken nie. Hier is 'n
 176 persoon weereens daar is nie ander mense nie, daar is 'n leeu, daar is 'n slang
 177 dis gevaar so hier is vir my baie temas van gevaar, verlatenheid, isolasie
 178 amper dreigende gevaar, that feeling of there is no safety, wanneer gaan die

10. boundaries = isolasie, een saamheid
 10. no way out
 2. leeu & slang = gevaar
 2. gevaar, verlatenheid
 isolasie
 2. dreigende gevaar
 3. no safety



179 volgende ding gebeur, wanneer gaan die volgende probleem kom. As ek
180 kyk en moet dink aan resilience dan sal ek gaan sê dat daar is 'n bietjie lewe,
181 byvoorbeeld daar is koeie, daar is 'n nessie wat wys dat daai persoon het
182 dalk 'n gevoel van êrens is daar 'n uitkoms, êrens is daar liefde en warmte
183 en 'n caring environment.

184 Weereens as jy gaan kyk na haar storie "she wants to protect the animals,
185 like the cow" so sy identifiseer ook met hierdie tray sy sê dit laat haar
186 herinner hulle het ook 'n koei by die huis en as 'n persoon praat van
187 beskerming in 'n storie dikwels dui dit op trauma en dit stem oor een met
188 die gevoel en van die temas in die tray so sy confirm dit net weer hier in
189 haar storie en as ek ook kyk na hoe sy sê sy voel en dit wat sy projekteer in
190 haar tray dit stem nie oor een nie, weereens met mense met trauma, dit wat
191 hulle sê en dit wat hulle voel en doen is inkongruent.

192 **N:** Reg is daar enige iets anders wat vir jou uitstaan in die tray wat ons nie
193 bespreek het nie of kan ons aan beweeg na haar tweede sandtray toe?

194 **SE:** Um, kyk wat nogals vir my interessant is oor die tray, is daar is baie
195 sirkels in die tray en die sirkels is gewoonlik, dui daarop dat die persoon
196 eintlik besig is om soos 'n spiraal amper to get in touch with the inner self
197 en meer amper 'n positiewe ding wat interessant is vir 'n eerste tray dat daar
198 baie half sulke sirkelbewegings is wat eintlik as jy deur terapie gaan met
199 sandtray bereik jy 'n tray waar daar amper 'n sirkel tray, maar eers verder
200 weg in terapie. So dis eintlik vir my interessant wat ook op resilience kan
201 dui.

202 **N:** Ja dis 'n goeie observasie.

203 **SE:** Dat daar amper, ja daai sirkels is klaar daar so sy het dalk klaar begin
204 deel met goeters in haarself.

205 **N:** Ja goeie observasie. Is jy nou reg om na die tweede sandtray te kyk?

206 **SE:** Yes sure.

207 **N:** Goed so hierdie was haar tweede sandtray.

bietjie lewe = koeie, nessie 7.

12. êrens uitkoms
↓
liefde, warmte
7. caring environment
3. protect the animals

beskerming

5. confusion, incongruent
↳ Feeling "happy" vs projection in tray

Sirkels 12.
↓
in touch with inner self
positive

processing 12.



208 (Wys vir die student die **tweede sandtray**, saam met die storie, wat deur
209 die jong kliënt gebou was tydens die tweede besoek)

210 ❖ *Student was twee foto's gewys van die tweede sandtray. Die*
211 *sandtray was van verskillende kante af geneem om 'n beter prentjie*
212 *te gee van wat binne die sandtray geplaas was.*

213 ❖ *Die navorser het die student 'n paar minute gegee om na die*
214 *sandtray en die storie te kyk.*

215 SE: Oh ek weet cooking dui op nurturing en food want food is daai warmte
216 en daai nurturance. Shoe.

13. cooking = nurturance
food
warmte

217 N: Ok so as jy nou na haar tweede sandtray kyk hoe sal jy dit beskryf?

218 SE: Ek gaan bietjie na die eerste tray toe ook verwys as dit ok is. Ek wou
219 ook gesê het van die eerste tray wanneer daar min mense eintlik in 'n tray is
220 dui dit ook op, soos 'n empty tray dui ook dikwels op trauma, dit dui dikwels
221 op, jy weet daai persoon sukkel byvoorbeeld hy voel nie veilig in sy
222 omgewing nie, hy voel baie keer hys geïsoleerd van mense, soos people
223 empty tray. Ek bedoel hier weereens.

min mense
empty tray } 10.
? trauma
voel nie veilig nie 3.
geïsoleerd 10.
"people empty tray" 10.

224 N: Ja hier is net een persoon in hierdie tray.

225 SE: Ja en dis in die hoekie. Ok ek neem aan dis die bruggie (die trein wat
226 op die brug staan).

227 N: Ja en onthou jy sien nou haar tray soos wat sy hom gebou het. Ons het
228 seker gemaak dat die nommer aan die kant is waar die kliënt haar storie
229 gebou het.

230 SE: Ok jy weet natuurlik ek kan nie onthou of die trays so geplaas was nie,
231 maar 'n sandtray werk eintlik so (vertikaal) en wanneer 'n sandtray so is
232 (langwerpig), is dit 'n verlenging van die liggaam en baie kere, dikwels ook
233 het daai persoon seksuele trauma of issues, daar is goed wat met daardie
234 persoon se liggaam gebeur.

extension of the
self
↓
trauma?
iets wat met die
liggaam gebeur



235 N: Onthou ons het net die sandtrays neer gesit, hulle kon kies hoe hulle die
236 tray wou gebruik en daar is van die kliënte wat die sandtray gedraai het. So
237 daar is van die sandtrays wat vertikaal gedraai is en ander is langwerpig.

238 SE: Ja ek sê net want dit is iets wat in my eie navorsing uit gekom het. Ok
239 so heel eerste dit laat my dink aan daai vegetative, plant stage in die sandtray
240 proses, baie keer ek dink dis die tweede fase, waar daar is eintlik animals
241 en baie plante en sulke goed en daar is nie mense nie. So wat ek hou van
242 hierdie tray is daar is daai beheersheid en daai kontrole en daai boundaries
243 is nie meer daar nie. Dit is asof sy hier heeltemal net kon laat gaan, asof sy
244 'n klomp dinamika daar kon deurwerk met die eerste sandtray wat hier nie
245 nodig was om te doen nie.

246 Ek meen hier is ook baie meer tekens van resilience soos skoelappers wat
247 vir my dui op transformasie, vryheid, ek kan vlieg so daai tipe van ding. As
248 jy kyk sy sê daar is 'n brug en ons weet, oh en wat ook interessant is 'n brug
249 kan dikwels hierdie kan nou mos wees op die onderbewuste en die bewuste
250 jou tray kan gesplit wees so daar is ook dinge aan hierdie kant wat die brug
251 nou weer maak dat jy kan oor beweeg, so 'n brug is altyd access, ok so goed
252 kan deur gewerk word, goed kan van die onderbewuste oorspoel na die
253 bewuste, maar wat ek nie van hou op haar brug nie is daar is 'n blokasie in
254 haar brug weens die treine wat in die middels van die brug staan. So jy kan
255 sê dat hulle om die brug, om die treine loop of hulle moet bo oor die treine
256 loop, maar daar is definitief nogsteeds volgens my dis nie 'n vry brug nie,
257 daar is blokasie wat dit maak ook dat op 'n manier, ek weet nie waar sit sy
258 haarself nie "she is coming from the mountain".

259 N: Ek dink sy het haarself by hierdie figuur geplaas (regs bo).

260 SE: O ok so sy is by hierdie persoon.

261 N: Ja dit lyk of sy sê sy kom uit die "mountain".

262 SE: Ok so ek dink wat positief vir my is dat daar wel vegetation is, daar is
263 diere, daar is 'n boom, daar is hoenders so daar is baie dinge wat vir my wys
264 bietjie meer op lewe, op positiewe dinge. Daar is ook nogsteeds tekens dat
265 daar moontlike gevaar is, soos wat ek vir jou gesê het die slang wat daar is.

12. vegetative stage

12. geen beheer, boundaries

12. laat gaan

12. resilience → skoelapper

vry, transformasie
vlieg

brug: bewuste → onderbewuste

Tray split

brug = access

5. trein → blokasie op brug

5. nie vry brug nie
blokasie

"she is coming from the mountain"

12. positief = vegetation
→ boom, hoenders

12. lewe

2. moontlike gevaar
slang



266 um die brug wat geblokkeer is laat my ongemaklik voel. Ek weet ook nie
267 wat is hier versteek nie, ek kan nie sien nie.

268 N: Ek dink dit lyk soos 'n akkedis?

269 SE: Um something that is buried. Wat is daai? Dit lyk amper soos 'n coil
270 (regs bo van die trein). Soos 'n coil wat, maar weereens dis nogsteeds vir
271 my 'n baie, dis nie 'n tray wat vol mense is nie, soos daar is lewe, maar daar
272 is nie menslike interaksie nie, daar is nie menslike kontak nie, dis sy met
273 either animated objects of met diere so daar is nogsteeds isolasië um daar is
274 nogsteeds volgens my definisie van resilience min support, maar wat ek
275 die meeste hou van die tray is dat daar absoluut daai boundaries en daai
276 beheer en daai gevoel van daar is geen uitkoms nie ek gee nie om of ek van
277 die eiland af klim in die water of dan eet die leeu of die slang my ek kry nie
278 meer daai gevoel nie, want daai persoon is die hele tyd in dreigende gevaar
279 nie, um ja.

280 N: Goed so wat staan die meeste uit vir jou in die sandtray?

281 SE: Wel definitief die middel. Die brug wat vir my, vir my is 'n oorgang
282 van die een kant na die ander kant. Hierdie kant as jy dink is baie leeg, hier
283 gaan baie minder aan so as sy aan hierdie kant kan kom, daar is meer lewe,
284 daar is meer hoop.

285 N: Ja en ook as sy haarself daar identifiseer en sy sê "I'm going to fetch
286 something to cook" en sy kom uit en dit lyk asof sy oor wil beweeg.

287 SE: Ja wel dit is wat sy hier so sê sy gaan op die ou einde oor beweeg hierdie
288 kant toe, en hierdie kant lyk of daar meer nurturance is meer lewe um meer
289 veilige dinge, skoelappers, hoendertjies wat eiers lê, haar koeie wat sy so
290 voor lief is. Ja en aan hierdie kant is daar ook soos 'n olifant wat 'n wilde
291 dier is, hier is meer mak diere, meer veilige diere. Ja maar soos wat ek vir
292 jou sê wat my worry is is dat daar is nogsteeds daai obstacle, daai blokasie
293 wat haar miskien kan verhoed om daai nurturance te kry wat sy nodig het.

294 N: Ok so ons het klaar bietjie aan temas van resilience geraak soos
295 byvoorbeeld die skoelapper, is daar enige ander temas wat jou opval?

10. min mense
1. geen/min menslike
interaksie / kontak
10. isolasië
10. min support
10. geen boundaries, beheer
12. meer nie

12. minder dreigende gevaar

6. brug = oorgang
↓
van leeg na lewe
2 kante (split)

13. cooking

12. LHS = meer nurturance
resilience

mak diere

5. blokasie van trein
↳ verhoed nurturance



296 SE: Vir my kry ek ook die gevoel dat daar is baie goed asof dit net neergesit
297 is. Dit is asof dit nie vir my 'n baie georganiseerde tray is nie daar is vir my
298 bietjie chaos ook in die tray wat natuurlik ook baie kere dui op trauma en
299 daai tipe van negatiewe dinamika. So vir my is die temas dat daar is
300 nogsteeds um, skeiding in haar tray dis amper meer 'n leë wêreld, 'n world
301 of destitute or desilation of um, en 'n wêreld waar daar meer lewe is, meer
302 resilience, maar daar is nogsteeds daai skeiding, sy moet nog oor die brug
303 gaan, maar daar is blokkasies op die brug.⁶ ^{5.}

304 N: So dis nogsteeds vir jou, waar die vorige sandtray in drie gedeel was.

305 SE: Die vorige een was vir my in drie gedeel.

306 N: Ja mens kon dit duidelik sien, waar jy voel hierdie een is net in twee
307 gedeel, maar dis nie so sigbaar nie as jy bietjie dieper kyk sien jy dit eers
308 raak.

309 SE: En sy kan ook nog verby die trokke menouwer, so in hierdie tray is daar
310 baie meer vir my vloei en baie meer access,^{6.} daar is nie meer daai control
311 nie, daar is nie meer vir my daai angstigheid^{12.} en daai gevoel van bedreiging^{12.}
312 nie.

313 N: Ok so as ons nou die twee sandtrays vergelyk en dit langs mekaar sit.
314 Hoe sal jy sê vergelyk die twee in terme van die materiaal, figure, spatie
315 ensovoorts gebruik word? Dink jy dit stem oor een of is dit baie anders?

316 SE: Wel ek het eintlik nie eers gesê in die eerste tray nie, maar is daar baie
317 minder sand en sy het baie meer van die bodem gebruik gemaak om die
318 water voor te stel. En ek meen water het ook baie simboliese dinge soos
319 clensing, um ek wil skoon kom, bevryding.

320 Ja in die eerste tray het ek gesê sy het die sand ook baie meer gekompakteer,
321 daai feit dat sy so druk en dui ook op die onderdrukking van emosies, so sy
322 is bang dat van die goed wat sy nie kan beheer nie kom uit, dis hoekom
323 hulle ook druk in die sand, dit lyk of sy goed af gedruk het en
324 gekompartementaliseer het, die sand was hier ook baie, dit lyk ook vir my
325 nat, sy het dit nat gemaak sodat sy dit kon mould en dit mooi kon bewerk

nie baie georganiseer of nie

skeiding
leë wêreld na meer lewe

6. meets nog oor brug kom

5. blokkasie

sy kan omgaan
→ meer vloei & access^{6.}
nie angs of bedreiging
nie^{12.}

1ste:
minder sand meer
bodem
↳ water = stroom, berg

1ste:
gekompakteer
onderdruk emosie
beheer
nat sand
druk sand

mould sand, werk
met sand.



326 waar in die tweede tray het sy vir my die sand baie meer vrylik gebruik, die
327 sand was die basis, sy het glad nie weer die bodem gebruik nie, want sy het
328 nie nodig gehad om hierdie tipe tema te illustreer van dit wat sy hier probeer
329 uit druk het nie so die sand was vir my hier baie meer vrylik gebruik as 'n
330 basis vir wat sy ook al sy besig was om vir ons hier te vertel.

331 Dit is nogsteeds vir my sê een figuur, waar in die eerste figuur is dit net 'n
332 bietjie meer kleurvolle figuur maar ek kan amper nie mooi sien of hierdie 'n
333 man of 'n vrou is nie, waar hier in die eerste tray kan jy sien dis 'n meisie dis
334 'n vrou. Weereens in die tweede tray die figuur is vir my in die hoek, um
335 weg gestee, kruip weg, die figuur is nie prominent nie die figuur is amper
336 so after thought tot die tray. Dis amper vir geen rede daar in gesit is om 'n
337 mensie in te sit, maar in die eerste tray ook die figuur is ook amper in die
338 hoek, um ook nie op 'n goeie plek nie, by die leeu en hier is die figuur in die
339 tweede tray in die hoek. Ek voel net met die tweede tray weereens is daar
340 ook meer spontaneïteit met die sand gewees, dis nie af gedruk nie sy het
341 bietjie met dit gespeel so dis asof die sand haar bietjie, asof sy bietjie van
342 haar frustrasie net deur dat sy met die sand gewerk het in die tweede tray.

343 N: Dink jy daar het enige vordering of progression van die een tray tot die
344 volgende tray plaas gevind?

345 SE: Definitief, wel die eerste tray gaan vir my absoluut daarvoor om
346 kompartementalisering om in beheer te bly en om vir my 'n boodskap te gee
347 van sy is in die moeilikheid en dat sy tien teen een abuse word by die huis
348 en dat daar, dat sy alleen is, daar is isolasie, sy gee nie om waar sy heen
349 gaan nie, daar is gevaar reg rondom haar en dat sy afgesny is van die nessie
350 wat die tekens is van bevryding, redding, warmte, sekuriteit. In die tweede
351 tray toe kry ek nie daardie gevoel nie, ek kry in die tweede tray absoluut 'n
352 gevoel van amper ek kon hier speel, ek kon eksperimenteer, ek kon myself,
353 ek kon beheer los, ek kon bietjie my vlerke spei, ek kon saam met die
354 skoelappers rond hardloop wat in my tray is. Dis die gevoel wat ek met
355 hierdie tray kry.

356 Wat vir my ook baie baie nice is van haar tweede tray is dat sy 'n brug
357 suggereer dat hy daar is en alhoewel daar 'n blokasie is, daar is plekkies

2de:
sand vrylik gebruik
nie bodem gebruik

vrylik

Albei:
figure in hoek
nie prominent

zde:
meer spontaan
nie afgedruk nie
gespeel.

⊕ Progression:

Progression:

1ste:

- kompartementaliseer
- beheer
- moeilikheid
- alleen, isolasie
- gendaar rondom haar
- afgesny van nessie

zde:

- speel
- eksperimenteer
- beheer los, vlerke spreik

Brug → oorgang

blokasie



358 langsaan om deur te beweeg. So definitief begin sy 'n ander uitweg sien, sy
359 begin 'n oorgang bou. As jy kyk as sy in die leë kant is dat sy meer na die
360 beter kant toe. So dit is asof haar brein, daar het al klaar genesing begin
361 plaasvind dat sy al deur baie issues in die tray begin werk het want as ek reg
362 kan onthou met haar tray het sy ook vir 'n rukkie, sy het baie gebou en gebreek
363 voor sy hierby uitgekom het. So sy kon ook baie werk met die sand en die
364 dinamika.

365 Die tweede tray is vir my baie meer kleurvol en kyk daar, daar is ook 'n
366 teken van 'n engeltjie wat ook 'n teken is van soos 'n guardian angel. So hier
367 is tekens van ek voel veilig, maar dit kan ook dui dat ek het veiligheid nodig
368 en as jy kyk na die linkerkant eintlik my kant die regterkant is daar minder
369 tekens van, dis asof die protection, die butterflies, die engel, die lewe is aan
370 die ander kant van die brug so sy moet hier oor gaan. Verstaan jy en sy sê
371 vir ons "I (want) to go and cook" dat die nurturance is aan die ander kant van
372 die brug, sy moet nou net die guts kry om oor te gaan, maar sy sê "I am
373 (going) to fetch" so haar storie klink vir my baie resilient, sy het klaar daardie
374 besluit geneem, ek gaan oorstap of ek gaan oor die trokke klim as ek moet,
375 maar ek gaan oorkom om daai nurturance te kry, ek gaan oor hierdie muur
376 klim om by die nessie uit te kom. Hierdie "cooking" is vir my die nessie,
377 dis dieselfde tema.

378 N: Goed is daar enige iets anders wat vir jou uitstaan?

379 SE: Shoe nee.

380 N: Ok ek dink ons het dit goed deur gewerk.

381 SE: Ja ek meen as jy ook kyk na die eerste tray sy heg baie waarde aan die
382 koeie en dis die koeie wat saam met haar in gevaar is. Ek meen in hulle
383 tradisie en hulle kultuur is die koei rykdom, dis 'n besitting, dis amper meer
384 werd, jy betaal labola met koeie so die simboliek net daarvan dat jy eintlik
385 dink sy, dis hoekom ek partykeer al gedink het die koeie is al meer werd as
386 sy, want sy is saam met die koeie. Ek weet nie daar is net vir my baie
387 simboliek rondom hulle, met koeie en sy is saam met die koeie in die water
388 in die moeilikheid wat miskien kan wys in wase groot moeilikheid sy is.

2de:
- sien 'n uitweg
- leë kant → kant van genesing

1ste:
- baie gebou en breek
- baie met sand
- gewerk

2de:
- kleurvol
- engel
- voel veilig / veiligheid nodig

- leë kant vs butterfly, protection, engel
- moet oor gaan
- "want to and going"
↳ resilience

1ste: nessie } selfde
2de: cooking }

koeie = rykdom
waardesol
besitting

koeie in water = vlak van moeilikheid



389 En in die tweede tray is die koeie meer aan die ander kant van die brug,
390 meer aan die veilige kant of die kant waar die veilige hawe, die nurturing
391 is. As jy dink in die eerste tray was sy saam met die koeie in die moeilikheid
392 waar hier het die koeie al klaar oor die brug geloop en hulle wag vir haar.
393 Ja hierdie is vir my 'n baie positiewe tray (tweede een) en dit lyk amper asof
394 hier baie terapie sessies plaas gevind het as jy dink van die mate van beheer,
395 want onthou net met trauma daai persoon met die eerste tray, sy moet soveel
396 grense in plek stel om haarself te beskerm omdat haar realiteit is grensloos
397 en daardie grense word die hele tyd oorgesteek en sy het geen beheer of input
398 daartoe nie en hier het sy nie nodig gehad om daardie boundaries neer te sit
399 nie.

400 N: Ok goed wil jy 'n breek vat of kan ons na die laaste kliënt se twee
401 sandtrays kyk?

402 SE: Nee ek is reg dankie.

2de:
Koeie meer aan ander
kant
- veilige hawe
- positiewe tray

1ste:
grense = beskerming



③ Need to be protected

- "soldiers & security"
- "night shift"
- "security guards"
- guard tower
- "security care for the people"
- umbrellas for shelter from sun "umbrella for comfort from the sun"
- stethoscope
- "soldiers protect us from animals"
- "need to protect"
- "homes need protection"
- umbrella protect people from sun"
- Wild animals separated from people "animals are hurting the people"
- "soldiers are guarding the animals"
- protect what is theirs (belongings)
- "soldiers take away the criminal"
- "helicopter I put there for the soldiers to use to go around and check if there is something wrong"
- helicopter → surveillance.
- "soldiers protect the people"
- I want to protect the animals"
- "person coming into the mountain it is me"
- "forget what happened at home"
- "protect all my cars" - boundaries around cars
- "protect myself"
- "protect others to survive"
- "soldiers are guarding my cars"
- "soldiers protect them"
- compartmentalization



② Violence

- "people don't go by the animals it's a risk"
- thief
- crime
- "animals are scary ; I scream"
- "people are not allowed to enter"
- "dangerous"
- "animals can hurt them"
- aggressive animals directed to people (moving towards them)
- "the animals want to eat the people"
- "they eat the people"
- "dangerous animals live here"
- "something kills the animals"
- war crafts
- tankers
- coil
- "thief, he wants to destroy where people live"
- "criminal wants to steal someone's car"
- "dangerous animals in this place"
- boundaries around waterhole
- "people died"

Risk Factors

VIOLENCE

- guns
- violent anti-tankers
- compartments

2. Violence

NEED FOR/TO BE PROTECTION/ PROTECTED

- garages
- soldiers
- guard house

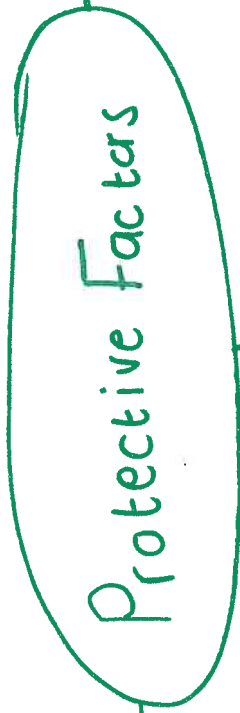
3. Need to be protected

- blockages
- nurturing animals
- stove
- isolation
- min mense

UNFULFILLED NEEDS

8. Instrumental & daily / everyday needs

1. Need for social in action
5. Fear, anxiety
10. depression, sadness



Protective Factors

→ angels
stars
flowers
pebbles
teardrops

SPIRITUALITY

11. Spirituality

FULFILLED NEEDS

12. Transformation

6. Transportation
mobility

7. sense of belonging

13. Fulfilled needs

IDENTITY

4 Identity



POSITIVE PROGRESSION

- positive change
- more protection & less risk
- less chaotic sand tray

NEGATIVE PROGRESSION

- regression
- more risk & less protection
- more chaos

STAGNANT

- negative instance (did not work)
- not sure
- nothing changed



boundaries
people are crowded

transformation
flight, free, escape

snakes = danger
negative

religious,
spiritual

cat

cars =
trans-
movement
- need to
escape

protection
shelter

water - centre
- bridge
- peace

soldiers = guarding
protecting

* centre of tray
scales her
makes her
- focus
- care
screen

- a lot of colour
- movement
= energy high

angel
protection

Hope



STORY

- 1 "This is the Kruger Park.
- 2 People to talk. ^{1.} → interaction
Social
- 3 People don't go by the animals it's a risk. ^{2.} → animals = danger
- 4 My favourite animal is a Giraffe because it's just African. ^{4.} → identity
- 5 I don't like frogs they are scary and I scream. ^{5.} → fear, need for safety
- 6 Soldiers and security and guide people they live in buildings and change like
night shift. ^{3.} → need for protection
- feel protected



REFLECTION

1 Figures:

- 2 • Animals- whale, dolphin, star fish, sword fish, jelly fish, frog, goat, turtle, zebra, giraffe, snakes,
- 3 butterfly and tortoise
- 4 • People- men and women, soldiers
- 5 • Structures- building, ladder, fenced barriers
- 6 • Objects- marbles, umbrella, star wand, sun
- 7 • Vehicles- cars, motorbike, train, trucks, fire engine
- 8 • Natural elements- trees, feathers, shells, pine cones

9 Setting: organised; people/animal; community → order, organisation

10 Use of human and animal figures: used appropriately and realistically, people crowded^{3.} into a tight mass and

11 some objects are hidden under others and buried in the sand^{10.}

→ threat, hiding, repression

12 Use of sand: dry, attempts to smooth with fingers is evident^{6.}

→ movement, energy

13 Use of tray: very full. Many areas of focus (emphasised all areas of the tray). The water is in the centre with

14 marbles patterned around it.

→ tranquil, peace

15 The overall impression of this scene is one of opposing forces^{2.}, self-protection^{3.}, and organisation. A very

16 busy and packed tray. The water in the middle seems to create the image of tranquillity and peace amongst

→ boundaries

17 the busy activities of people and animals. There is a clear separation as the animals^{3.} are placed on one side of

18 the tray and the people and cars on the other side. The people are protected by a fence which indicates her

19 over-protectiveness of her family^{3.} Cars lined up in between people and the guard tower with a ladder to the

20 top of the tower, this could indicate her road to success depends on having transport or opportunities^{6.} to get

21 where she wants to be. The cars could also indicate the ability to leave quickly^{6.} should something bad happen

22 and can thus be seen as escapism. She loves to learn new things and the ladder could be symbolic of her

23 desire to explore new situations^{6.} → future / goals / aspirations

24 The soldiers could indicate her keen awareness of her surroundings. The soldiers take turns in guard towers

25 to protect the people^{3.} from others crossing the border of Swaziland into Mpumalanga. Protection is a

26 prominent theme in her life and could also imply her desire to help others^{7.} → sense of community

27 The use of marbles, feathers and umbrellas indicate her creativity and love for the beautiful things in life.

28 The scene also represents her bubbly and enthusiastic personality.



escape future madament

ward-type

tanker

violent unpredictable

aggressive, danger, violent
↳ dinosaurs

* movement to the left of tray

○ guard house

○ tanker = violence

○ army protection

people are crowded



STORY

- 1 "This is the Kruger Park. ^{danger, violence}
- 2 People are not allowed, because it is dangerous. ^{2. need for protection}
- 3 The animals can hurt them so there are security guards. ^{2. hurt, danger 3. protection}
- 4 Some animals live inside the water. ^{peace tranquil 7. sense of belonging}
- 5 There are animals who live in the wild.
- 6 There is a building where security guards stay. ^{3. guard tower / protection}
- 7 The care are for the people who are not allowed to go in, it is dangerous. ^{2. people are fenced off not allowed to leave}
- 8 There is also a road for the cars. ^{6. transportation isolated, immobile}
- 9 People come, because they want to see the animals in the zoo, the Kruger
- 10 National Park."



1 *** Interview with Student A**

2 **20 September 2016**

3 **R: Researcher; SA: Student A**

4 ❖ *At the start of the session the researcher explained the informed*
5 *consent form and addressed any concerns or questions the*
6 *participant had.*

7 **Interview A1**

8 **R:** Which word/phrase/image comes to mind when you think about the term
9 resilience?

10 **SA:** Um...

11 **R:** If it is something you picture in your mind, I have some crayons available
12 for you to use.

13 **SA:** I think what comes to mind for me, is the FLY project, because that for
14 me was my first encounter of like really disadvantaged, rural learners and
15 going in there with a strengths based approach, where we were looking at
16 the resilience and assets. It was the first time where theory actually made
17 sense practically. So if I even think about resilience today, I think of us, our
18 group sitting in the mountains and just really working with those learners in
19 terms of their career development, funny how that still happens.

20 **R:** Yes. So now after you have this image how would you define resilience?

21 **SA:** Ok, so to me resilience is, um basically the ability to move forward,
22 despite all the obstacles.

23 **R:** Ok, if you think about the context, within a rural area, what type of assets
24 could you recognise?

25 **SA:** Well I think the fact that they had a school; they had a uniform; they
26 had a place where they received meals, really good food which was nice.
27 They had still, even though they still lived in their little home villages, they



28 had these dreams and aspirations to go sort of out, and do something, but it
29 was always to benefit the community. So I think for them their systems and
30 community is a massive asset. I mean the school was willing for example
31 to come on board with TUKS for that whole process, so for me they are
32 making use of the assets that are made available to them. I think that their
33 resilience in itself is an asset.

34 **R:** Definitely and that brings me to the next question. What is your opinion
35 on the use of sandtray as an educational psychology technique to use in that
36 context or specific area? What do you think about the use of the technique?

37 **SA:** You see I do not know much about the whole sandtray, I obviously did
38 not go into depth when I studied it, but I do see a lot of projective value in
39 it. The learners that we worked with there, did not want your conventional
40 stuff, so they wanted the sweets, they wanted the juice, they wanted the
41 beading thing and they wanted the social aspect. So I think for them it is a
42 very non-direct, non-intrusive way for us to get inside their worlds. Because
43 otherwise they did not really open up very much in the group. They would
44 like to call you aside, but them sort of the whole group was watching them.
45 Um, so I think especially if you look at the black culture, where it is very
46 open, there is not very much for secrets and if they think you are telling
47 secrets it is sort of very negative. Um, that the sandtray does create a space
48 where they can possibly share these secrets.

non-directive ?
non-intrusive

safe space

49 **R:** Ok, so describe your experience of how your use of sandtray as an
50 educational psychology technique worked well in this context?

51 **SA:** Well there was a massive language barrier and just by being able to sort
52 of one word phrases of how they designed their sandtrays, you could sort of
53 get a pretty good idea of what they are projecting. So I think it is good, like
54 I said, non-threatening, non-directive, um it helped with the language
55 barrier and it was fun for them, they enjoyed it.

language barrier
Fun, enjoyment

56 **R:** Yes and if we think about the elements of culture, what do you think was
57 the impact and do you think it had an impact on the use of sandtray?

58 **R:** Do you think culture played a role?



59 SA: I think we tried to be very culturally specific with all our little figures
60 we chose to bring. Um, but for me it was also based on limited research. so
61 I think it is very cultural neutral as well. I mean we were very culturally
62 specific with our figures, and we were putting in things that would apply to
63 their world, but at the same time I think it is cultural neutral.

64 R: Ok and if you think about the therapeutic relationship you had with the
65 learners, do you think it played a role?

66 SA: Yes definitely.

67 R: Ok and how would you describe the impact of the relationship.

68 SA: Well they did not only engage in a relationship with the tray itself, but
69 afterwards they were sort of a lot more open to letting us in. You know they
70 wanted to tell us more about things. Um I know even between the different
71 lives that the boys and the girls lead in that culture, the girls would sort of
72 allude to the 'boys were out hunting', and were we 'so tell us more' and at
73 times they would be 'well we don't talk about that'. Whereas when we got
74 to the sandtray they were 'no they go out and hunt the elephants and that's
75 the meat'. I don't think we would have got to that if it wasn't for the
76 sandtray, so it definitely created an element of trust.

77 R: Ok, so what did not work well in terms of the sandtray as an educational
78 psychology technique in the described context?

79 SA: It was a bit tedious, the packing out and packing the stuff back again. I
80 must admit that was a little bit tedious. Um, I think sometimes as well, as
81 culturally neutral as it was, and as good as it was for the language barriers,
82 there was still that times where you wished you could probe a bit more into
83 something. And there were those that did not want to say anything at all.
84 Like that was there story, it was visual and that was it, and that was
85 something that was a little bit frustrating, but just because it is in our nature
86 to want to know these things.

87 R: Yes and that's understandable, because when you do read through the
88 stories there are times where you wish they would say a little bit more. So

Tedious

Gain more information



89 would it be ok for us to just take a moment and reflect on that a bit. Why do
90 you think it is that sometimes they did not want to expand or share and say
91 more?

92 **SA:** Well I think it's hard to, well I'm just putting myself in their shoes, like
93 I don't know if I would open up this black women that came into my culture
94 and started to want to know everything. I would sort of, well thinking back
95 to being a teenager, I would think that 'she would be a bit bossy or being
96 too intrusive'. I would not see the value behind helping me, I would
97 experience it as she wants to get information. So I also try to think from that
98 side.

99 **R:** Ok, thank you for sharing that. So for the last part I am going to show
100 you a picture of the sandtray and ask you a few questions. We are going to
101 start with the first sandtray and then read the accompanying narrative
102 together. Then when we are done we are going to do the exact same thing
103 with the second sandtray and lastly we will compare the two sandtrays. Is
104 that ok with you?

105 **SA:** Yes, sure.

106 **R:** (Show photograph and accompanying narrative of the **first sandtray**
107 constructed by a young client of the ASL-student during the first visit)

108 ❖ *Student was able to remember the client; however she mentioned*
109 *that there were time constraints. Additionally she mentioned that it*
110 *was a long time ago and she will try to remember as much as she*
111 *can.*

112 ❖ *Student was given two photographs of the same sandtray. These*
113 *photographs were taken from different angles. Student was given a*
114 *few minutes to look at the sandtray and the accompanying narrative.*

115 ❖ *Before we started we read the narrative together.*
116

117 **R:** If you look at the sandtray how would you describe it?



118 SA: Well, she is obviously somewhere where there are animals, but there
119 are also people, because the vehicles are parked on the one side. Um there's
120 the definite element of the guards and the soldiers sort of been cornered off
121 in the one side as well as the watch tower. I can see the animals obviously
122 relating to the Kruger Park.

Cornered off

123 R: How would you describe the setting of the tray? Is the tray organised,
124 disorganised chaotic ect.

125 SA: No, it is very organised, the animals are all in the same direction and
126 the cars are sort of parked nicely, everything has its own little space. I mean
127 even the defining of the water creatures.

Very organised, same
direction
own little space

128 R: What is your opinion in terms of figure use?

129 SA: She used a lot of figures and filled up the whole tray. She categorised
130 them quite nicely as well.

Full tray, categorised

131 R: What is your opinion on how she used the sand?

132 SA: She worked with the sand and made good use of it.

133 R: Ok and your overall impression of the sandtray?

134 SA: I don't know I keep thinking of that word order and place, everything
135 has its place, everything has a specific order, but also like a bit of harmony,
136 because everything have sort of worked, definitely in its little category and
137 there are boundaries in between some of the things, but they are all flowing
138 together. There is no visible aggression or it's just like everything has its
139 order, has its place carrying on.

order, place
specific order, harmony
category

~~boundaries~~³
flowing together
no visible aggression

140 R: Which aspects stood out for you in the sandtray? What captured your
141 attention?

142 SA: I am bothered by the snakes, in between the animals and the two zebras
143 that are the wrong way. That sort of stands out.

Snakes
zebras facing opposite
direction

144 R: Ok, so why does it stand out for you?



145 SA: Well snakes are not normally things you would see in and amongst the
146 animals she has put here, um they are normally under rocks or um they are
147 not often visible in the veld, whereas tortoises and giraffes and pine cones
148 and butterflies and farm animals, I suppose are.

149 R: Ok so that is something that bothered you.

150 SA: Yes and then there is this angel, um it is almost as if she is talking to
151 the animals. Um, but I think something that stood out in the beginning was
152 the boundaries and the categorisation, like everything had its place, nothing
153 was really mixed. There wasn't like animals between the cars.

154 R: Yes, like you said the word order comes to mind. Everything is in order.
155 So looking at the tray could you then, and can you now, identify themes
156 regrading resilience?

157 SA: Yes, definitely. I think for example the snakes could possibly be like
158 the danger or the negative, but there are still other things in between, life is
159 still going on. There are the assets of like the cars and the soldiers who she
160 talked about protect them.

161 R: Is there maybe something in the story?

162 SA: Yes, maybe the people, there is people so you've got that community
163 and cohesion and the people to talk to. The soldiers and the security guards
164 and they live in the buildings and taking shifts so those are definitely assets
165 and in their little community, like most of the men were the protectors and
166 the guards, so I think she is identifying that as an asset. And also like the
167 acknowledgement of the animals as dangerous, she's got that knowledge
168 and knowledge is an asset as well that she is portraying here. The people
169 are the other side of the animals and the people close the animals are the
170 soldiers and they've got guns. Um, so protection.

171 R: Is there anything else you would like to say about the sandtray or can we
172 take a look at the second sandtray?

173 SA: No, let's look at the next one.

not normally amongst animals

not visible = hidden

Angel talking to animals

Boundaries, categorisation

order

snakes 2
danger, negative

cars + soldiers = asset
Protection

community 7.
cohesion, people to talk to

soldiers + security 3

men = protectors

animals = danger 2.

people + animals
separated 3.

Protection 3.



174 **R:** (Show photograph and accompanying narrative of the **second sandtray**
175 constructed by the same young client of the ASL-student during the second
176 visit)

177 ❖ *Student struggled to remember the second sandtray.*

178 **R:** How would you describe the client's second sandtray?

179 **SA:** Well there is the same theme of the water animals surrounded by the
180 little, um, marble purls. You've still got the people who are sort of fenced
181 off, so in their corner. You've still got the guard house; it is amazing to how
182 similar it is to the last one. You've got the cars at the same side as what they
183 were last time. She has added the train and the animals are a lot more
184 chaotic, I mean there are cats in the water and then there are dinosaurs. Um
185 the soldiers are sort of keeping the people to their side. Um she was
186 obviously drilled into her head about safety at this Kruger Park trip and um
187 and that could also be a reflection of how she feels about life in general that
188 you know life is dangerous, I suppose out there it is, animals do hurt them,
189 animals do kill a lot of them. So her sort of humans not associating very
190 closely specifically with wild animals it seems and that the security guards
191 play quite an important role in her life, she probably trusts them and relies
192 on them a lot.

193 The little wand there is quite interesting.

194 **R:** Why would the wand be interesting?

195 **SA:** The wand for me is sort of hope or dream, or sort of like a good
196 outcome. I'm not too sure of what the train is though, maybe that she wants
197 to move her future or her hopes and her dreams are in moving, somewhere
198 maybe away, because it does sort of lead towards the end of the tray which
199 could be for her the unknown future.

200 **R:** What is your opinion in how she used the tray?

201 **SA:** She still used the space well, not as well as in the first one, but she
202 definitely made use of the tray, I mean you've got the water pond

people fenced off
guard house ³

chaotic

soldiers keeping people
separate ³

life is dangerous ^{2.}
animals hurt them
animals kill them
security guards =
trust + relies on them

wand = hope + dream ¹¹

train
move her future
hopes, dreams } ⁶

away
unknown future

used space well



203 R: Ok, so if we reflect back some of the things that stood out for you was,
204 for example the wand, but is there anything else that stood out for you?

205 SA: Yes, like the dinosaurs and the mixture of the animals here is not what
206 you would typically find in the wild. I mean there are farm animals,
207 insects, there are pets, and extinct animals and then also in the water, ok
208 we understand the frogs and the lizard, but then there are the cats and dogs,
209 the ducks are fine, but the cats and dogs together. So I don't know if she
210 maybe does not see those as pets, maybe they are wild animals there, or
211 maybe because they are sort of in the same format as the ducks she probably
212 just picked them up and assumed they were ducks and not paying attention,
213 it could be. But I don't know this whole conglomeration of really strange
214 animals here is a bit concerning. And the giraffe was her favourite animal
215 in the narrative, but it is not in here.

216 R: Yes that's true.

217 SA: I mean in the first tray she liked it, because it was African. Maybe she's
218 just not feeling very African and then there is also the tanker, but ja, these
219 animals she chose does, like the spider, all like violent and unpredictable. If
220 you think about cats, they are unpredictable and horses are very
221 unpredictable and then dinosaurs which are obviously very dangerous and
222 spiders.

223 R: Ok, so from the description what resilience themes do you recognise in
224 the second sandtray?

225 SA: Well I think more danger she is trying to portray danger. Um, if you
226 look at her words as well "it is dangerous" "they can hurt you", "dangerous"
227 again. So there is definitely a theme of danger and then the security.
228 Psychologically, maybe a bit of abuse.

229 R: Why would you say abuse?

230 SA: Because of like the danger elements and the violent figures used.

231 R: (Place the two sandtrays next to each other so that the student can
232 compare the two)

mixture of different animals

Strange animal placed together

Giraffe = african⁴

2. Spider = violent & unpredictable
cats + horses = unpredictable
dinosaurs + spiders = danger

Danger²
dangerous, hurt you

danger²
security³
abuse

danger
violent figures



233 Ok. So now, if we put the two sandtrays next to each other. So this is the
234 first one and this is the second one. So if you look at both of the sandtrays
235 now and compare them, what do you recognise in terms of the materials and
236 figures used?

237 SA: Well the first one is a bit more happier. I get sort of a more happier feel
238 than the second one. Um I also think there is a little element of care free,
239 relaxation with the umbrellas and the sun and the sea shells. You know a
240 little bit of like peace, whereas the second tray is a lot more like the bare
241 minimum for survival, if you know what I mean. It is a lot more sort of
242 angry and it's funny how she did a lot of the things similar. Like the guard
243 house, people with the fence and the guards and then the cars. And those
244 were the people who couldn't go in.

245 R: Yes so she used similar figures in both of the trays. In terms of the space
246 she used?

247 SA: She used more of the space in the first tray than in the second tray.

248 R: Why do you think that is?

249 SA: I don't know. She used her space well here and not there. She may have
250 been more organised here (pointing to the first sandtray), maybe feelings
251 and thoughts might have gotten a bit more disorganised.

252 R: Ok, and in terms of the resilience themes. You said in the first sandtray
253 it was more organised, themes of security and more categorised and then
254 the second sandtray you portrayed to be more dangerous. What other themes
255 come to mind if we compare the two sandtrays?

256 SA: See there is also the feather here in this corner (first sandtray) and then
257 the wand in the second sandtray. That could be a sense of hope. I mean if
258 you think birds also move and then the train. I'm just getting that feeling of
259 movement.

260 R: Ok so do you think there is any progression in the trays?

261 SA: What do you mean in terms of progression?

Progression

- 1st
happier, happier feel
care free
umbrellas = relaxation
peace
minimum for survival
- 2nd
angry
guard house
people fenced off
people can not go in

- 1st
more organised
- 2nd
then disorganised

- 1st
organised
security
categorised
- 2nd
dangerous

feather + wand =
sense of hope
birds + train = move-
ment
feeling of movement



262 **R:** Like do you think there is any movement in the tray towards something,
263 or a significant shift or change in the tray?

264 **SA:** Yes there is. Like the water has moved. Um the cars are still on the
265 same side, the guard house has moved, so there is definite movement.
266 Where did she identify herself as in the story, did we ask her that question?

267 **R:** No I don't think she said anything in the story.

268 **SA:** I remember it is quite interesting to see where they put themselves. Um
269 I would say there is movement.

270 **R:** Do you think it is a positive or negative movement?

271 **SA:** I'm not sure, because I think a lot of the middle, like most of the tray
272 is danger (in the second tray). Um so if I'm thinking whether it is a positive
273 or negative movement, I'm seeing a lot of danger, but then this train, the
274 fairy wand. You see there are less cars, less people that now cannot go in,
275 whereas here there were more people that cannot go in. Um so I don't know
276 maybe it's an awareness of the negative and a move towards the positive,
277 but I'm not sure if the whole movement is positive or negative.

278 **R:** Ok, so you do acknowledge some movement, but do you think the
279 content of the sandtrays have changed? Is there a distinct difference between
280 the two trays?

281 **SA:** I think we did touch on it in terms of the figures. She used more or less
282 the same figures and materials, but in different parts of the tray. Ja, the water
283 moved, some of the sea creatures have been replaced with farm animals, but
284 she still has the boundaries and sort of the same representation of the people,
285 she still got the soldiers, she still got the guard house, she's got the trees and
286 the cars and the little purls.

287 **R:** Ok good, is there anything else you would like to discuss about the
288 sandtray?

289 **SA:** I don't know it is almost like she tried to smooth out the sand in the
290 first sandtray and in the second sandtray you can see the indentations where

movement = water + cars moved

most of the tray = danger
a lot of danger
train, fairy wand
less cars
less people
aware of ⊖ move to ⊕

± same content
different parts of tray

boundaries
same representation of people
soldiers
guard house

smooth out sand
indentations in sand



291 some of the stuff moved and was then picked up and replaced, whereas here
292 you can see she tried to smooth it out. Whereas here, she isn't really worried
293 about that. Maybe neatness wasn't important to her anymore. She's fed up
294 with school, maybe she's tired.

295 **R:** Ok, but it is definitely significant that you picked up on that, because it
296 refers to how she used the sand, where in the first tray as you said it was
297 more neat more smoothed out, whereas in the second tray it is a little bit
298 more rough and you could noticed where she picked up figures and moved
299 them around.

300 **SA:** Yes, which almost looks as if these animals have been walking around
301 here, whereas this side is a lot calmer. That's why I think this is still kind of
302 a hope thing (star/wand) whereas this is still chaotic here (animals) (she was
303 referring to the second sandtray). And also the train may be a sign of hope.

304 **R:** Ok thank you for your thoughts, I appreciate it. Can we go over to the
305 next client or do you want to take a little break?

306 **SA:** No let's continue with the next one.

animals walking

star/wand = hope
chaotic
train = hope