Contents

List of illustrations x
Foreword xi
Preface xv
Acknowledgements xxiii

1 H.G. Wells: Inspired the creation of the “World Technique” 1
   References

2 Margaret Lowenfeld: Originator of the “World Technique” 5
   Basic tenets of the World Technique
   The equipment
   Introducing the World Technique
   Therapist response
   Recording
   Written works and professional presentations
   Conclusion
   References

3 Erik Homberger Erikson: Originator of the “Dramatic Productions Test” (DPT) 23
   The Dramatic Productions Test
   Research with the DPT
   Conclusion
   References

4 Charlotte Bertha Bühler: Originator of the “World Test” 29
   Basic tenets of the World Test (a.k.a. Toy World Test)
   Introduction to the World Test
   Examiner response
   Research on the World Test
   Conclusion
   References
5 Hedda Bolgar and Liselotte Fischer: Originators of the "Little World Test"

   Basic tenets of the Little World Test (a.k.a. Bulgar–Fischer World Test)
   Written works and professional presentations
   Scoring categories
   Research findings
   Conclusion
   References

6 Dora Maria Kalff: Originator of "Sandplay"

   Basic tenets of Sandplay
   Physical guidelines for the work
   Introducing the tray
   Therapist's role and attitude
   Recording
   Written works and professional presentations
   Conclusion
   References

7 Laura Ruth Bowyer (Pickford): Major contributor to sand tray research

   Research contributions
   Evaluation criteria
   Developmental norms
   The use of sand
   Comparison of World Technique with other projective approaches
   Assessment of special populations
   Conclusion
   References

8 Current trends

   Expansion of Kalffian Sandplay theory
   The healing process
   Therapeutic power of Sandplay from a Jungian perspective
   Role of the therapist
   Transference
   Delayed interpretation

   Current practice
   Professional and personal development
   Development of the Sandplay environment
   Introduction of Sandplay to clients
   Deciphering of trays
Empirical research
Reliability of Sandplay technique
The effect of children's age on their use of miniatures
The effect of children's age and mental health on use of miniatures
Piagetian stages in children's Sandplay
Comparison of MMPI scores to adult Sandplay products
Effectiveness of Sandplay in eliciting fantasy play
Sandplays of psychiatric patients
Sandplays of men abused in childhood
Archetypal themes in Sandplay
Sandplay as used by Jungian-oriented therapists
Conclusion

Use of Sandplay with special groups
Maternal deprivation
Sexual abuse
Post-traumatic stress

Use of Sandplay in schools
Current leadership
References

9 The future of Sandplay
Questions for the future
What is the role of empirical research in the future of Sandplay?
Sand tray as diagnostic instrument or clinical technique?
Besides the sand picture, what other elements need to be considered to further psychological integration?
How can the sand tray be better integrated into clinical practice?
In what settings, under what conditions, and with what types of clients should the sand tray be used?
Can the present structure of ISST meet training needs of therapists interested in using Sandplay?
What are the future challenges for effective training?
The place of Sandplay within emerging therapeutic and world trends
References

Bibliographies
Sandplay and other related techniques (English language)
Sandplay and other related techniques (Non-English language)
ISST Sandplay papers on symbols or theory
ISST final case reports
Videotapes and audiotapes on Sandplay

Index
Illustrations

PLATE SECTION

[Between pages 72 and 73]

Figure 1  Margaret Lowenfeld
Figure 2  Charlotte Bühler
Figure 3  Hedda Bolgar
Figure 4  Dora Maria Kalff
Figure 5  H. G. Wells
Figure 6  Erik Erikson
Figure 7  Laura Ruth Bowyer (Pickford)
Figure 8  H. G. Wells and his wife Jane, with their two young sons playing Floor Games
Figure 9  Doorway backing into Dora Kalff’s historic home
Figure 10  Dora Kalff’s Sandplay room in her home
Figure 11  Margaret Lowenfeld
Figure 12  Liselotte Fischer