Attachment to: "Between Individual and Mass", "Interaktives Lernen", "Komplex-Analyse"

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Social Learning, Reciprocal Inhibition, And Imaginaries By R.E.D. Learning Theoretical Systematics after Robert Desoille

To all those "fuzzies":

"Playing" therapy with children had lead to adaptations of R. Desoille's guided affective imagery with elder to methods in "Punch and Judy" (puppet) games with younger clients. A here developed seminary programme marathon (over several week ends or in training camps) leads over nine creativity games ("Babylon games") to play, towards scenic in vivo dramatically developing puppet games by application of Desoille's scenery, person ideals (puppets) and actions. A free evaluative structure of questionnaire to seminary leaders and participants is presented. Theoretically, scenario items after Desoille are presented and multivariately analyzed. "Reciprocal inhibition" (-+++, aversion conflict) appears at Desoille items after German assignments (after: appetence, Gf; aversion, Au; resistance, Aw; and ambivalence, Amb) and multivariate calculation in the following confirms the ongoing relevance of Desoille's contributions to psychology since the 1920ies.

R.E.D. imaginative-scenario (items)

A. Scenic directions of movements

1. walking along a landscape
2. climbing up a mountain
3. steep hill (climbing down a mountain)

B. Objects (of psychoanalytic symbolic):

4. sabre,
5. sword,
6. wand
7. vessel, (container)
8. pot,
9. vase, (vessel, container)

C. Scenes:

10. diving down to depth of sea (ocean)
11. down to, descent of well
    scenic images at:
12. lake, sea
13. river,
14. sea shore, coast

D. „Persons", fable beings, things/objects:

15. parents' images
16. sorceress
17. fairy
18. queen
19. witch, hag
20. sorcerer
21. wise old man
22. king
23. salvator
24. Cinderella, Snow White
25 Adam and Eve,
26. little prince
27. beauty and beast
28. dragon
29. inaccessibly closed treasure

E. Other items:

30. look into a mirror
31. mirroring in water
32. a mask
33. portrait of a man
34. portrait of a woman

35. *a path gone by many*
36. *an animal, beast*
37. *healing loam, clay*
38. *labyrinth*
39. *pyramid*
40. *three arrows*
41. *magic fluids*

Systematics of „Szenario"-Items:

Also because of efficiency of that learning theoretical (rather Da-Da like) surrealist Desoille-Method in work with children and educators, (grown ups), the author assigns by analytic systematics of four-configurated dimensions to 41 items.

Desoille-Items as response unit number (RUN) have been assigned by appetence (Gf), aversion (Au), defence (Aw), and ambivalence (Amb), binaryly (+ or -) and undertook an elaborated percentage e-KFA (table 1) with equal distribution and split-half (BIP) in rows. Assignments had been done twice: AI from out a rather learning theoretical view, AII from out a rather psychoanalytic view on the items.

Table 1: e-KFA,

KF Nr.	RUN I	% I	RUN II	% II
1 + - - -	12	29**	8	20
2 - - - -	7	17	1	2
3 ++ ++	2	5	8	20
4 - + ++	14	33(°)	11	27
5 - - ++	2	5	9	22
6 + - ++	4	10	4	10

BIP (bi-partation/split-half)

Percentages of configurations had been inter correlated (table 2).

That appearing of a very significant configuration, KF 1 (+ - - -)**, (a < 0,01), shows a *factor of social learning*.

KF 4 (- + + +)°, shows *aversion-conflict* as relevant a factor toward reciprocal inhibition about an Alpha error of 10% (a ~ 0,1), and might be still relevant for desensitization by reciprocal inhibition.

Thus, factors KF 1 and KF 4 after AI from out learning theoretical view affirm any validity to

psychology and especially to developmental psychology, usefully to game therapies with children and imagination with youth and younger grown ups.

There were to consider scenic Items of KF 1 and figurative or personal items of KF 2 to put into a hierarchic row of anxiety.

After AII, mere psychoanalytically, a factor of „transference", KF 5 (--++) becomes stronger, yet no configuration after AII appears significantly.

Table 2: tetrachoric inter-correlations after AI

%	33	29	17	10	5	5
33	---	.80	.90	.95	.97	.97
29	.78	---	.90	.95	.97	.97
17	.74	.80	---	.95	.97	.97
10	.72	.78	.90	---	.97	.97
5	.71	.78	.90	.95	---	.97
5	.71	.78	.90	.95	.97	---

Table 2 shows a coefficient of consistency for AI an r tet > .88***.

A consistency coefficient for AII ratings shows an r tet > .80***.
Tetrachoric coefficient appropriate to binaryly assigned data percentage, affirms also the bonity of assignments.

With learning theoretical interest after AI there appear among 41 scenario-items of above item list those (KF 1 + KF 4) = (12 + 14) = *26 Items, which were learning theoretically of relevance and appropriate to apply during imaginations with elder intelligent or imagination-games like Punk and Judy with young intelligent clients:*
For KF 1, social learning (+---) those items no. 1, 2, 3, 10, 12, 13, 14, 15, 30, 31, 33, 34, and for KF 4 aversion, reciprocal inhibition (-+++) those items no. 16, 17, 18, 19, 20, 21, 22, 28, 32, 35, 36, 38, 40, 41.
Guided affective imaginery shows very effective therapy results (especially with reciprocally inhibiting items of -+++ structure; Laufs, K.-W., 1989, 2008: author's WEB-site, here, windows "Interactive Learning", "between individual and mass", "Komplex-

Analyse" and attachments to those), when applying above 26 out of 41 items, (thus behalf of Desoille factor B with psychoanalytic symbolics).

A Kolmogorov-Smirnov test shows comparability, significantly to aversion, reciprocal inhibition (-+++), after ratings on Desoille's and Wolpe's FSSIII items (c.f., Laufs, K.-W., 2008, WEB-site, (2014 updates window and attachments to: "Komplex-Analyse")).

No e-mails, please, rather picture post-cards.

Bitte keine e-mails, lieber Ansichts-Karten!