5.2. PC 2. Creative Social Learning by Imagination, Imaginaries, Reciprocal Inhibition, by R.E.D. Learning Theoretical Systematics after Robert Desoille

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Avant propos.

„Playing" therapy with children had lead to adaptations after R. Desoille's guided affective imagery (RED) analogously to elder, to methods in "Punch and Judy" (puppet) games with children (younger clients), by rather reciprocal inhibition (according to R. Desoille theory) by during guided puppet game basing on Desoille's items; (not to mingle with Rapaport's economical "game theory" in modern computerism and it's abuses to and with children).

A by the author developed seminary programme marathon (over several week ends or in training camps) had lead toward over nine creativity games ("Babylon games") to play, with toward scenic in vivo dramatically developing puppet games by application of Desoille's scenery, person ideals (puppets) and imaginative game actions with puppets (c.f. author's WEB-Site "Babylon-Spiele"). A free evaluative structured questionnaire to seminary leaders and participants can serve self analysis to educators theoretically, playing "Punk and Judy" with children by scenario items after Robert Desoille.

Desoille items are presented and multivariately analyzed after criteria of reciprocal inhibition for puppet games in the following.

"Reciprocal inhibition" (by -+++, aversion conflict) appears at Desoille items after German assignments (configurations per sentence after: good feelings, approach, appetence/desire, as Gf; negative feelings, avoidance, aversion, as Au; defense, resistance, ego-strength, as Aw; and creatively original ambivalence, Amb) and multivariate calculation to the assignment (signations) in the following items (of -+++), and confirm the ongoing relevance of Desoille's contributions to psychology since the 1920ies.

The following table presents scenario-items by Robert Desoille for imagination in guided affective imagineries, here as proposal adopted as items to "Punk and Judy" games (c.f. Laufs, K.-W., 1989, loc. cit.).

Table: R.E.D. imaginative-scenario (items for guided affective imagineries by Robert Desoille)

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 "symbolics"):
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 RED „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 (l.a.) by approach, appetence/desire (Gf), avoidance, aversion (Au), defence (Aw), and ambivalence (Amb), binaryly (+ or -), and under gone an elaborated percentage e-KFA (table 1) with equal distribution and split-half (BIP) in rows. Assignments had been done twice: All from out a rather learning theoretical view, and all from out a rather psychoanalytic view on the items.

Table 1: e-KFA, to shortened Desoille Item List

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 (in table 2).

That appearing of a very significant configuration, KF 1 (+ - - -)**, (a < 0,01), shows a *factor of social learning.* Appearing of 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 RUN I) 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 RUN II, rather psychoanalytically, a factor of „transference", KF 5 (--++) becomes stronger, yet no configuration after RUN II appears significantly.

Table 2: tetrachoric inter-correlations after Rating I (learning theoretically)

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

Table 2 shows as coefficient of consistency for RUN I an r tet > .88*** in mean, and for RUN II ratings an r tet > .80*** in mean. Tetrachoric coefficient appropriate to binaryly assigned data percentage, affirms also the bonity of assignments.

With learning theoretical interest after RUN I. 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 intelligents, and imagination-games like Punk and Judy with young intelligent clients:*
Listing, for KF 1, social learning (+---) selection of items shows those items effectively: 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 by above selection of items 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, as e.g. on psycho-galvanic respond, "Reponse Électro-Dermale", R.E.D.), 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 R. Desoille's, to J. Wolpe's FSS III items (c.f., Laufs, K.-W., 2008, WEB-site, windows to: "Komplex-Analyse", "Between Individual and Mass", "Interaktives Lernen"/"Apprentissage Interactionelle", and further attachments).