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Social Learning, Reciprocal Inhibition,  
And Imaginaries  
By R.E.D. Learning Theoretical Systematics  
after Robert Desoille  
(as a summary in English)

„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, (and not Rapaport’s “game theory is meant!). 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: appetite/desire, 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 “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 „Scenario“-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-configured dimensions to 41 items,

Desoille-Items as response unit number (RUN) have been assigned by appetite/desire (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, 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 (table 2).

That appearing of a very significant configuration, KF 1 (+ - - -)\*\*, ( $\alpha < 0,01$ ), shows a *factor of social learning*. KF 4 (- + + +)°, shows *aversion-conflict* as relevant a factor toward reciprocal inhibition about an Alpha error of 10% ( $\alpha \sim 0,1$ ), and might be still relevant for desensitization by reciprocal inhibition.

Thus, factors KF 1 and KF 4 after 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 II, mere psychoanalytically, a factor of „transference“, KF 5 (-+++) becomes stronger, yet no configuration after 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 I. an  $r_{tet} > .88^{***}$  in middle.

A consistency coefficient for II 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 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, or imagination-games like Punk and Judy with young intelligent clients:

Listing, 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, 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 and 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).

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