

Some Comparisons of Sand Tray Approaches

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The charts below are a way to begin to compare and contrast a few aspects of sand tray therapies that have evolved from the Lowenfeld World Apparatus. They were developed solely for my personal study and I offer them as tools to assist you. I have provided page numbers where possible so that anyone may study these sections and draw their own conclusions.

One note I would like to make is that Lowenfeld's devaluing of transference was based on Freud's definition of "Id Transference" and was not meant to deny that a relationship developed between the child and the therapist.

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	Lowenfeld ₁	Kalff ₂
Goal of Therapy	"The central task of psychotherapy is that of making contact with the whole of the patient's mind, not only by intuition; but by direct and conscious knowledge and understanding of the laws of mind." p. 3.	Realization of the self-releasing new energies to form a healthy ego. p. 32
Purpose of the Sand Tray What is it for?	The builder "can demonstrate his own emotional and mental state without the necessary intervention of an adult either by transference or interpretation, and which will allow a record being made of such a demonstration. " p. 3. "...like a cipher language, [I] concentrate my attention on an endeavor to discover what exactly the objects used represent to <i>the child who uses them.</i> " p. 7.	"A three dimensional representation of some aspect of the client's psychic situation. An unconscious problem is played out in the sandbox, just like a drama; the conflict is transposed from the inner world to the outer world and made visible. This...influences the dynamics of the unconscious...and this affects his psyche." p. 32.
How is this done?	The world is treated like a cipher language. The therapist concentrates attention on an endeavor to discover what exactly the objects used represent to <i>the child who uses them.</i> p. 7. Careful inquiry is made. p. 6	Recreating the mother-child union; interpreting the creation of the builder and holding this interpretation, only sharing it when and if the therapist deems appropriate, usually months into treatment. p. 31 and others.
Transference	Is not an issue for her. Children did their sand trays witnessed by staff but changed observers often. She does talk about the observer being moved and development of a creative communication between the two that transcends the conventional forms. p. 13.	Encourages mother-child unity. p. 118.

	Lowenfeld₁	Kalff₂
Psyche	The builder's psyche becomes the active force governing the creative process. p. 13.	<ul style="list-style-type: none"> A. Has capacity to heal itself B. Therapist interprets the message to the client from their psyche with archetypal interpretations. C. Provides unconscious information in the sandtray. pp. 29, 32.
Symbols	Focus is on meaning of the builder using the objects. pp. 6 & 7.	"...Embodies an image of a content transcending consciousness and points to the eternal foundation of our nature given us by God". p. 31. To be interpreted by the therapist. p. 32.
Interpretations	"It is essential for the proper understanding and use of this technique that no interpretation be given by the therapist." p. 6.	Therapist interprets for herself the symbols emerging in the course of a series of sand tray pictures. It is not necessary to communicate the therapist's insight to the client. p. 32.

	Weinrib₃	De Domenico_{4, 5}
Goal of Therapy	Healing and expansion of consciousness. p. 22. To revitalize the ego. p. 20, For the ego to relinquish its' illusory dominance, and to reestablish connection and continuing relationship between the conscious and the unconscious. p. 20.	To increase one's ability to live a more actively conscious life. To be connected to the multiplicity of experiences and have this accessible in daily life, interpersonally and intrapersonally.
Purpose of the Sand Tray What is it for?	<ul style="list-style-type: none"> A. A symbolic and creative act. p. 23. A place for symbolic ritual. B. It encourages reconstruction of the mother-child unity. p. 26. C. Encourages therapeutic regression. pp. 2, 26. D. Offers really free play. p. 13. 	To allow the psyche to manifest experiences that have been present, are present, and that are emerging. These are explored to assist the builder in becoming more actively conscious.

	Weinrib ₃	De Domenico _{4,5}
How is this done?	Repair damage to the archetypal mother image by metaphorically reconstructing the disturbed uroboric mother-child unity, which enables the positive constellation of the Self, restoration of the psychic system, and the consequent emergence of an effective ego. p. 35.	Through various methods of helping the builder link to their experiences in the sand tray. This is most often done during the session in which the tray is created.
Transference	The transference moves at least partially from the person of the therapist to the sand tray as it becomes an independent object. p. 52. Focus is on relationship between therapist and client. p. 16.	Is encouraged to be to the sand tray creation itself.
Psyche	A. Has capacity to heal itself. pp. 7, 20, 86. B. Is to be watch cautiously. p. xiii. C. Same as Kalff in her view on the unconscious.	A. Has the capacity to heal itself. B. Is to be trusted. C. Needs to lead the therapy.
Symbols	"Therapist evaluates the sand tray in light of Jungian Symbology and archetypal amplifications that suggest themselves." p. 13.	Objects depicting experiences are to be defined by the builder. They are not "symbols" or "representatives", they are the psyche's experiential reality once they are used in the tray.
Interpretations	Therapist evaluates the sand tray in light of Jungian Symbology and any archetypal amplifications that suggest themselves. p. 13. There is no interpretation during the sand tray session.	Are not helpful to the builder and hinder the process toward the therapeutic goal.

References:

1. Lowenfeld, Margaret, *Understanding Children's Sandplay*, Margaret Lowenfeld Trust, Cambridge, 1993.
2. Kalff, Dora, *Sandplay*, Sigo Press, Boston, 1980.
3. Weinrib, Estelle, *Images of the Self*, Sigo Press, Boston, 1983.
4. De Domenico, Gisela, *The Lowenfeld World Apparatus*, U.M.I. Dissertation Services, Ann Arbor, 1986.
5. Personal conversations and trainings with Gisela De Domenico.