

Discussion on the Meaning of “Reverie of Groups” During School Consultation

Discusión sobre el significado de "Reverie de grupos" en la consultoría escolar



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Abstract

In schools, where teachers tend to seek immediate solutions, the question of how to provide meaningful interventions has drawn considerable attention from school psychologists all over the world. The purpose of the present study is to analyze case data, including the phenomenon named “reverie of groups” from a previous study, which refers to the retention of discomfort in a group of teachers, resulting in an indirect change in problematic students. In this case study, it was initially difficult to adopt a clear policy that created immediate solutions; the psychologist and teachers experienced feelings of uncertainty. After several consultations between the psychologist and teachers however, the troubled student indirectly changed. The teachers’ attitudes became responsive and pro-active in the aftermath. Thus, the significance of reverie in the school consultation context was demonstrated, as was the power of groups to maintain a sense of security by sustaining the capacity of reverie.

Key Words

Reverie of Groups, School Psychologist, Projective Identification, Scapegoating

Resumen

En las escuelas, donde los profesores tienden a buscar soluciones inmediatas, la cuestión de cómo proporcionar intervenciones significativas ha atraído una atención considerable de los psicólogos escolares de todo el mundo. El propósito del presente estudio es analizar los datos de un caso, incluyendo el fenómeno denominado “reverie” de grupos de un estudio anterior, que se refiere a la retención del malestar en un grupo de profesores, lo que resulta en un cambio indirecto en los estudiantes problemáticos. En este estudio de caso, al principio fue difícil adoptar una política clara que creara soluciones inmediatas; el psicólogo y los profesores experimentaron sentimientos de incertidumbre. Sin embargo, tras varias consultas entre el psicólogo y los profesores, el alumno problemático cambió indirectamente. La actitud de los profesores pasó a ser receptiva y proactiva a partir de entonces. De este modo, se demostró la importancia del ensueño en el contexto de la consulta escolar, así como el poder de los grupos para mantener una sensación de seguridad mediante el mantenimiento de la capacidad de ensueño.

Palabras clave

Reverie de Grupos, Psicólogo Escolar, Identificación Proyectiva Chivo Expiatorio

REVERIE OF GROUPS

The issue of the victim and victimizer dynamic between teachers and parents/students appears to be globally pervasive. According to Twemlow et al. (2012), teachers who try to place children in special education or to limit their psychological care “often do not feel they have the necessary social skills and psychological knowledge to cope with [them] ... and frequently request that the children be separated from their peer group into special classrooms or referred for treatment” (p.188). This is a frequent occurrence in Japan, where there has been a noteworthy surge in the number of special-needs students, despite the decline in the number of students overall (Ohashi, 2017). Twemlow et al. (2012) contend that the issue of disrupted school communities is psychological, and this approach can be considered a form of mentalizing. Therefore, it is not illogical to suggest that it is the imperative of school psychologists to intervene in such a context to provide psychological support to teachers and school communities (Twemlow et al., 2012).

Using an organizational analysis framework, Ohashi (2017) examined interventions to help teachers and school organizations employ psychological principles in the face of psychologically-challenging conditions. She presented a model of support for teachers at intellectual special needs schools, who presented mental health problems because they had to respond to violence or escape disturbing student behavior. Such experiences made teachers feel persecuted. The Educational Model for Attachment Disorders in Special-Needs School (EMADIS) was the first model to address this situation (see Fig. 1). This model was developed through a theoretical study based on multiple cases (Ohashi, 2017); isolation and the excessive closeness of the student-teacher pair were deemed central to the problematic situation. Indeed, the situation is explained in terms of student-teacher projective identification dynamics (Klein, 1946; Bion, 1957; 1959) and the concept of alpha functioning which depicts a shift from a pathological object relationship to a developmentally facilitative relationship.

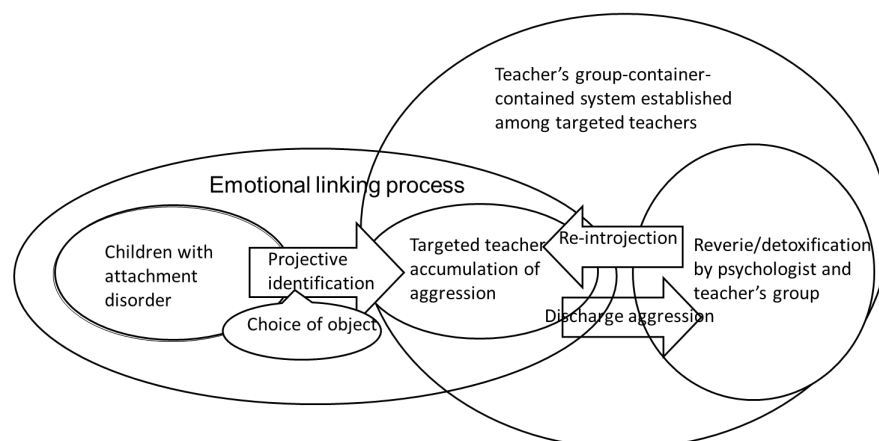


Fig.1: Educational Model for the Attachment Disorders in Special-needs Schools.(Ohashi, 2017)

Because the purpose of Ohashi’s study (2017) was to build an initial model to explain the dynamics of the problematic situation, case-related phenomenon was not fully explored. The current case study observed a release of teacher aggression, as shown in the EMADIS, but this problem was met with no resolution (e.g. an augmentation of teaching policy). Instead, the issue was dismissed amidst widespread – but repressed – feelings of discomfort and bewilderment. Notably, the psychologist also felt uncomfortable as if the consultation had failed. From the EMADIS-informed perspective, she could not recognize the process of detoxification and re-introjection. That is, she failed to see the transformation of the beta element into the alpha element (by the alpha function) in this case.

Nevertheless, immediately after this intervention, the student’s behavioral problem changed significantly, and the teachers were able to work with the student. The indirect change in the problematic student was deemed a result of the teacher group’s retained discomfort. This phenomenon is named the reverie of groups (Ohashi, 2017). According to Bion (1962, p.36), reverie is “that state of mind which is open to the reception of any ‘objects’ from the loved object and is therefore capable of reception of the infant’s projective identifications whether they are felt by the infant to be good or bad. In short, reverie is a factor of the mother’s alpha-function.” Thus, the EMADIS demonstrates the importance of reverie which runs counter to immediate solutions, and shows that the group supports this reverie.

Moreover, reverie is a necessary condition for alpha functioning – though the former alone is not sufficient to create the latter. Notably, however, in Bion's theory of projective identification, the concept of capacity of reverie has been replaced by the concept of alpha-functions. This leads one to question what group conditions support reverie. Therefore, the purpose of the present study is to analyze case data, including the phenomenon named reverie of groups in the previous study (Ohashi, 2017), and to summarize the elements of alpha function, reverie, and the role of the group in the EMADIS. This study is significant because it may identify elements necessary for psychologists as consultants in the difficult consultation process unique to problem-solving-oriented schools.

CASE STUDY

Naomi is a 13-year-old girl in the seventh grade at an intellectual special needs school. The seventh grade instructor group consists of three teachers. Ms. Sawa is a full-time head homeroom teacher in her 50s. Mr. Okubo and Mr. Honda are both part-time substitute homeroom teachers; both of them are in their 20s.

Ms. Sawa has been the target of Naomi's violence, which caused the experienced teacher to be absent from school. Similarly, a sub-teacher also became depressed and took a leave of absence after dealing with Naomi.

When the psychologist went to observe the class, Ms. Sawa had bruises all over her body. Naomi, whom the psychologist had never met before, was found standing in front of the door, yelling "don't come near me!" When Naomi realized that the psychologist would not leave, she ran to her and assaulted her with a jump-kick and blows. The sub-teacher, Mr. Honda, then approached the psychologist and advised her not to join the class, because the group would be unable to continue its course work while she remained, observing. The psychologist reports that this occurrence left her feeling angry with him.

Returning to the student, it is worth noting that Naomi's birth mother had a mild intellectual disability and her father was a member of a Japanese gang. Moreover, since the matriarch subjected Naomi's brother to severe physical abuse, Naomi herself was taken into protective custody during infancy. Later, she was placed in a residential welfare facility for disabled children. Naomi was diagnosed with reactive attachment disorder (RAD), oppositional defiant disorder (ODD), and a mild intellectual disability. She was also extremely thin, with the distinctly expressionless face associated with psychotics. The current circumstances of her mother were unknown, and her father sporadically came to see her.

At school and the facility, Naomi presented impulsive and extreme violence toward teachers, staff, and other children. This included direct physical violence. In addition to harming others, she also hurt herself by gouging her shins so hard that the bones were visible.

Notably, other teachers believed the problem was not Ms. Sawa's leadership or instruction. Indeed, they felt that the problem was Naomi's violence toward women in general. According to the psychologist, Naomi would depend on Ms. Sawa, and make demands, but as the teacher acquiesced, the student's demands became greater. One such demand was that Ms. Sawa show Naomi her menstrual blood. When she refused, Naomi became verbally and physically violent, then ran away. But, when Ms. Sawa appeared downtrodden in the aftermath, Naomi surreptitiously came back to ask her what was wrong. Such occurrences gave Ms. Sawa a strong sense that she had to be there for Naomi.

At the start of the academic year, Ms. Sawa, Mr. Okubo, and another male teacher began working together. Two weeks later, the male teacher fell ill and took sick leave. After another two weeks, Mr. Honda joined the team. Following Mr. Okubo's first student home visit, Ms. Sawa asked, "How was it?" Mr. Okubo responded, in jest, "It was a good hook." In response, Ms. Sawa reprimanded him about his attitude, and Mr. Okubo subsequently began ignoring her and demonstrating disdain for her professional requests. They did not even engage during the morning teacher's meetings.

On the other hand, Mr. Okubo and Mr. Honda talked often, being of the same age and with much in common. Whenever Ms. Sawa left the class to follow Naomi or was unable to control her, both Mr. Okubo and Mr. Honda criticized her. Thus, she began to lose confidence in her own teaching abilities. Indeed, she even took a course on attachment disorder during the summer break, which led her to conclude that she should help Naomi form an attachment. Still, believing other teachers would not understand or support her, she became professionally lost. Ultimately, she resolved to simply wait for the school year to end.

ASSESSMENT AND INTERVENTION

Ms. Sawa was scapegoated. Concerned that the unhealthy dynamic of the teacher group would negatively impact the entire class, the psychologist opted to intervene with the teacher group instead of Naomi. The intervention aimed to stimulate individual aggression, which would allow the teachers to expel what they defended. It also sought to promote individual differentiation and support the

regressed ego functions underpinning this pathological group dynamic (Blanck & Blanck, 1994).

VIGNETTE OF GROUP SITUATION

Following the psychologist's proposal, a school coordinator commenced the first session by inviting members involved to "have a talk [about] classroom management regarding Naomi with the psychologist." The second session was inspired by her proposal to "continue [the] talk from [the] last session." The attendees were Ms. Sawa, Mr. Okubo, Mr. Honda, the psychologist, and the school coordinator – who had observational and recording duties. The session was held in the school's meeting room.

SESSION 1: 30 MINUTES, AFTER SCHOOL

- 1 Mr. Okubo and Mr. Honda sit next to each other; Ms. Sawa occupies the open seat she finds beside them.
- 2 The psychologist stated: "You all came in the midst of a busy day." Mr. Okubo and Mr. Honda would not look at her. The psychologist continued: "I know you are all having difficult time instructing Naomi and Ms. Sawa believes she should improve Naomi's development of attachment to others." Mr. Honda said nothing. When the psychologist asked him what the problem was, Mr. Honda said, "nothing particular." Mr. Okubo said, "I don't have a particular problem."
- 3 The psychologist then stated, "The other day, I could not observe the homeroom class. I heard the class has a problem dealing with Naomi. Having heard various stories, the sub-principal and I feel there is a problem, so I called you to this meeting." As the psychologist spoke, she had enough self-awareness to know that she tends to retreat when she feels slightly irritated. Thus, she tried not to withdraw and, instead, continued.
- 4 The psychologist asked, "Mr. Okubo does not really have a problem, right?" He replied, "Mr. Honda is dealing with this issue well; Naomi does not cause trouble in front of us. I think Ms. Sawa is in trouble, isn't she?" Ms. Sawa said in an exasperated manner, "Yes! I'm in trouble!"
- 5 Mr. Honda then said, "I appreciate your effort in assembling us like this, but I think psychology is not necessary for education." Ms. Sawa became annoyed and said, "Don't you think it is rude to talk to her like that?" She was ignored.

- 6 The psychologist stated, "Other teachers informed me that Naomi may become violent toward women. But, this is only a psychology-related talk." Mr. Honda said, "Well, both male and female educators have to be able to deal with –" he suddenly showed a little interest and asked whether gender could influence the target of student violence. Ms. Sawa, Mr. Honda, and the psychologist continued discussing the differences between males and females in a relatively neutral way.
- 7 The psychologist subsequently said: "According to psychology, when teachers have bad relationships like this, it obviously has a negative influence on students – including Naomi." Mr. Okubo said, "It is not my intention to have a bad relationship," to which Ms. Sawa answered, "I have never had a homeroom teacher group who fails to communicate like this one (Mr Okubo)."
- 8 The psychologist said: "In any case, you seem to feel that you cannot talk to each other. I am sure you have many complaints. We need more time to discuss your complaints, and to talk." Ms. Sawa then said, "No, that is not necessary; I think it is just impossible." Mr. Okubo said, "I don't see the necessity of doing so." Mr. Honda did not reply.
- 9 The exchange ended. On her way home, the psychologist felt disturbed.

SESSION 2: 90 MINUTES, AFTER SCHOOL

- 10 The psychologist began by conveying the following goal: "In order to help you communicate better, I will try to create a safe space for you to tell each other what you are thinking, including your complaints."
- 11 Ms. Sawa said, "I give up. It's impossible."
- 12 The psychologist then asked all three teachers what they associated with the idea of there being "no need to talk."
- 13 Mr. Okubo said that although Mr. Honda was the same age as he, Mr. Honda managed the homeroom well, so he felt safe. With a negative demeanor, Mr. Honda asserted that he could not understand what the psychologist had in mind for Naomi's future, and that he wondered what was wrong with the current situation. Furthermore, he stated that if

Naomi was calm, she would not create trouble for other classes or students, and that it was better for her to be confined. Ms. Sawa said, "The way we think is just different." She did not speak much, and maintained an avoidant demeanor. It was obvious that she was angry.

- 14 There was a growing sense of tension between Mr. Okubo and Ms. Sawa. When Ms. Sawa talked, Mr. Okubo made sounds of disapproval. When Mr. Okubo talked, Ms. Sawa snorted.
- 15 Mr. Okubo suddenly blurted out in a loud voice: "Well, Ms. Sawa, you are the head of this grade! What are you doing? You are so unlike a leader. Without a leader, the younger ones become unsure of what to do, but we have to manage anyway!"
- 16 The psychologist noticed transference as this remark seemed to reflect his pent up anger toward the group. The psychologist felt hopeful.
- 17 Ms. Sawa immediately and angrily replied, "What is your attitude toward seniors? Who do you think you are?" The psychologist thought a positive process was now underway.
- 18 From there, an emotional shouting match ensued. Mr. Honda appeared confused and rapidly lost his confidence.
- 19 The psychologist mirrored each member's claim, using the keyword "anger" several times (e.g. "you are angry with ****"), and let them continue yelling at each other.
- 20 When they calmed down, the psychologist asked Mr. Honda what he was feeling. Uncharacteristically, he stammered and said nothing noteworthy.
- 21 Ms. Sawa stated that she was irritated by younger people who treat her as if she were stupid. Mr. Okubo discussed his wish to be accepted by seniors but mused that they would not embrace or protect him anyway. He had a sense of distrust toward seniors. Mr. Honda did not articulate much, but the confusion / lack of confidence beneath his expressionless face was clear.
- 22 Ten minutes before the session ended, the psychologist commented on the significance of the talk they had had, despite the fact that no resultant policy was yet formed. In response,

Mr. Okubo said, "I don't see any meaning to this meeting at all." Later, Ms. Sawa came to talk to the psychologist. She said, "See, they were making me look stupid, weren't they? I have to do it alone." The psychologist felt both fatigue and disappointment. She put the matter on a temporary hold while she sojourned for the day.

One week later, when the psychologist returned she was informed that Naomi had become violent toward Mr. Okubo and Mr. Honda. Mr. Honda thought that the prior meeting may have had an intuitive, indirect effect on Naomi. He began talking to Ms. Sawa, and Mr. Okubo joined the discussion. Ms. Sawa then announced, "I have come this far; I think I can still be a maternal figure to Naomi." She continued to interact with Naomi, surrendering her body too. She reported on her interactions with Naomi, and the results, to the psychologist with enthusiasm. Her role as instructor was expanded and she established a peer group for adolescent female students.

Around this time, Naomi would sometimes fall asleep while Ms. Sawa read a picture book to her in a sunny place. Ms. Sawa gazed lovingly at Naomi, saying, "I feel like [when] I used to breastfeed my own children." Before she commenced ninth grade, Naomi became a caring student who displayed almost no violent behavior. In retrospect, she said, "I tended to be violent when I was having fun, or if I was with a person I liked." This surprised the teachers. Mr. Honda resigned the next spring, stating a desire to re-think his pursuit of a teaching career. Mr. Okubo obtained the qualification to become a regular teacher and was transferred to another special needs school.

ANALYSIS

Case Material. I will attempt a minimal analysis, focusing on the points that serve the purpose of this study. To this end, the analysis will focus on the quality of the beta elements introduced by Naomi's projective identification. In addition to the self-injury (gouging her shins to her bone), her "show me the blood" statement may be considered psychotic. Still, it is reasonable to assume that she is unable to singlehandedly contain her fear of bizarre objects, and that she was projecting or acting out her fear of them. The fact that these statements were made not long after the onset of menarche seems to be due to the heightened anxiety associated with secondary sexual characteristics, and the search for a container. At the same time, her insistent demand of "show me" felt like a demand for the teacher to be naked or to show Naomi the very marrow of her bones. This refusal to tolerate secrecy seems to express the trauma of secrecy,

her intense desire for a symbiotic relationship, and the intense fear of not being able to obtain it. This desire for a symbiotic relationship can also be inferred from the “breastfeeding in a sunny place” incident between Naomi and Ms. Sawa. The strong desire for a symbiotic relationship can subject those who experience this projective identification to experience a strong sense of

intrusiveness.

The interventions and their results.

The processes before, during, and after the intervention can be summarized as they appear in Fig. 2. The following is an analysis of the intervention and its results.

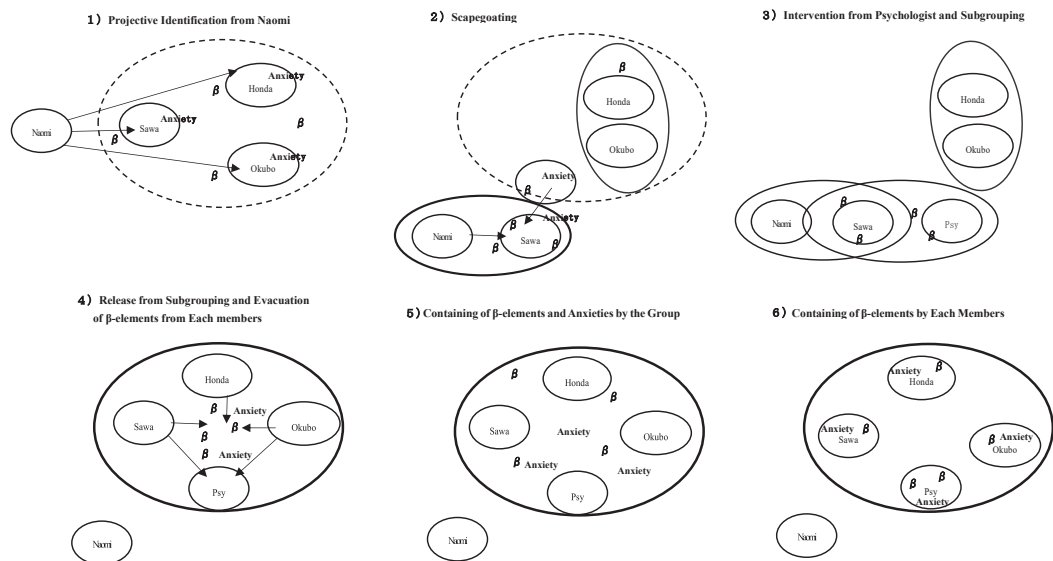


Fig. 2: The Process before, during and after the intervention

Fig. 2-1 shows the effects of Naomi’s projective identification (β). In addition, it can be assumed that the teachers were anxious from the beginning of the term, due to Naomi’s reputation and the fact that the previous homeroom teacher had taken a leave of absence. Thus, the teachers’ anxiety is also described. Fig. 2-2 demonstrates the scapegoating situation that occurred. According to the EMADIS, this could be explained by the fact that Mr. Honda and Mr. Okubo, who were unable to contain the β-element projected by Naomi, discharged it from the group, along with the Ms. Sawa-Naomi pair. Moreover, the lack of information sharing between Ms. Sawa and the other teachers in this case may have caused the scapegoating situation. Ms. Sawa’s resolve to tackle the situation head-on promoted Naomi’s projective identification. Rather than Ms. Sawa’s inappropriate attitude, Naomi’s conviction that Ms. Sawa could be a container may have triggered a storm of emotions (Blanck & Blanck, 1994) and could have been seen as

a threat to Mr. Okubo and Mr. Honda. Neither had been teaching for a long time, and this would have aggravated their anxiety. Therefore, Mr. Okubo and Mr. Honda reinforced the scapegoating dynamic by maintaining that “Naomi was in trouble because Ms. Sawa’s instruction was inappropriate” (Fig. 2-2). Consequently, Ms. Sawa’s performance declined, and Mr. Okubo and Mr. Honda were able to defend themselves against the negative emotions within themselves.

In this defensive group constellation, Mr. Okubo and Mr. Honda’s fears were well protected, until the psychologist intervened. Then, Mr. Okubo and Mr. Honda unconsciously perceived the psychologist’s attempt to intervene in the stable, defensive group structure as dangerous. Thus, they adopted a negative attitude, evidenced by actions such as the refusal to make direct eye contact with the psychologist. This attitude angered the psychologist, who sensed that a subgroup structure of “Sawamura the sensei and the psychologist” versus “Mr. Okubo and Mr. Honda” had been established (Fig. 2-3). Moreover, the psychologist felt that she was already

strongly involved in the group dynamics, and concluded that the normalization of group dynamics was a necessary intervention.

During the first session, the psychologist informed the teachers of the significance of group discussion and the need for the group's dynamics to normalize. The statements of Ms. Sawa and Mr. Okubo at (8), suggest that the aforementioned remarks were not accepted. Notably, however, Ms. Sawa's rebuttal to the psychologist at (8) and the fact that she refuted the psychologist at (11), caused the latter to relax. From this, one may determine that the subgrouping had been released and the group boundary between the three teachers and the psychologist had been reinforced. Thus, a transition, such as that from Figure 2-3 to 2-4, occurred.

Gradually, the psychologist uncovered their respective grievances regarding the theme of "anger," which led to outbursts of aggression from Mr. Kubo and Ms. Sawa. This is consistent with the process shown in the EMADIS. At (15), where the outburst occurs, lies another point of interest: Mr. Okubo's anger that Ms. Sawa was "not like a leader."

Mr. Okubo wanted to *Amaeru* on seniors (to depend on), and Ms. Sawa did not accept that the *Amae* was a form of affection and desire to be supported/loved; this caused their relationship and communication to break down. It can be assumed that Mr. Okubo, whose first teaching year was made anxious by Naomi, had felt and expressed relief that he could feel safe with his guardian (Ms Sawa). This was evidenced by his friendly and familiar "It was a good hook" comment. However, Ms. Sawa noted only his impolite manner and ignored Mr. Okubo's anxiety and *Amae*. He may have been hurt by this, and prompted to scapegoat her as a leader who did not accept his *Amae*. At (17), Ms. Sawa said, "What is your attitude toward seniors?" in response to Mr. Okubo's outburst. Through this statement, Ms. Sawa's attitude toward Mr. Okubo's indulgence is again expressed.

In Japan, there exists a culture in which teachers are considered fully-fledged from the time they begin teaching. Clearly, Ms. Sawa agreed with this sentiment. However, the psychologist felt that behind her cultural attitude, Ms. Sawa may be carrying some pain and playing the role of a strong and domineering mother. In the situation she became a weak mother who was abused. As shown from (15) to (17), the personal conflicts of Mr. Okubo and Ms. Sawa are discharged without anyone being fully aware of them. Moreover, although Mr. Honda rarely spoke, his expression was unmasked,

and his apparent upset reflected his anxiety as it was. In this sense, the β -element discharged here is not so much Naomi's β -element as it is a mixture of individual conflicts and anxieties that were stimulated by Naomi and were discharged without being thought about (Fig.2-4).

Thus, from (15) to (17), the psychologist began to feel hope. This hope can be analyzed from the framework of Blanck & Blanck's (1994) point that it is important to distinguish between transference with hostile aggression and developmental movements toward a separation. Additionally, as shown in Figs. 2-4 and 2-5, the reinforcement of the group boundary enabled the group to hold the β -elements and anxiety of each individual without interpreting them. It might be more appropriate to say that they physically experienced them.

At (22), the psychologist was left feeling fatigue and helplessness. Moreover, all three teachers felt bad afterwards and retained that feeling, although they would normally rationalize, split or dispose of such ill feelings. Also at (22), Mr. Okubo and Ms. Sawa's remarks to the psychologist seemed to indicate the discharge of the β -element to the latter. Although the group as a whole remained bewildered by the β -elements, they must have tried to make the psychologist hold them, to some extent (Figure 2-6 demonstrates more beta-elements of the psychologist). Through all of this, the psychologist did not intervene much, but carried and endured a considerable amount of the beta elements that emerged in the group. By extension, it was assumed that the teachers also carried and endured their own β -factors (Figure 2-6).

In the process that followed, Naomi underwent a sudden change. Previously directed only at Ms. Sawa, her violence became directed at Mr. Okubo and Mr. Honda. I assume that the reason for this change is that Naomi felt that Mr. Honda and Mr. Okubo became capable of being containers. Thus, she was able to unleash her emotions on each teacher. This indicates that the α function of each teacher had been restored. Subsequently, Ms. Sawa frequently consulted the psychologist and used the psychologist as a container to maintain her own α function, thereby helping Naomi to grow. This process is consistent with the process shown in the EMADIS.

DISCUSSION

The purpose of this study was to use a detailed case analysis to re-examine and elaborate upon the concept of reverie of groups from the EMADIS. The analysis discussed the clinical significance of emphasizing

reverie, and the contribution of the psychologist's sense of safety and how the group contributed to that sense.

THE CLINICAL SIGNIFICANCE OF EMPHASIZING REVERIE

An important question in this study was whether it was necessary to emphasize reverie, which is positioned as a necessary condition for α function in the EMADIS, which was constructed based on the process of alpha functioning. In this case, it is thought that the recovery of α function in each teacher was because they were conscious of anxiety and inexpressible discomfort. Moreover, they vividly experienced and endured these feelings. If the term reverie is replaced by the term α function, and only the importance of α function is emphasized, we may neglect reverie – which is the essential perspective. If this happens, the transformation from β to α will not occur. Particularly because school is a place where immediate solutions are required, we should emphasize reverie, not the α function.

THE PSYCHOLOGIST'S SENSE OF SAFETY AND WHAT THE GROUP CONTRIBUTED TO IT

It is not easy to help teachers maintain their reverie amidst group dynamics shaped by interaction with such difficult students. It goes without saying that it is important for psychologists themselves to continue to undergo reverie to support teachers' reverie. However, it is possible that school psychologists sometimes lose the psychic space to maintain their own reverie because of such complicated group dynamics. Unfortunately, it is difficult to find studies that examine ways in which to maintain the psychologist's own reverie during difficult situations beyond psychotherapy settings.

Bion (1970) referred to negative capability as the ability of the mind to maintain reverie. Negative capability is the ability "of being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason" (Bion 1970, p.125). According to Bion, this is supported by a sense of "security" and "patience" (1970, p.124). The psychologist in this case consistently stated that "this meeting was meaningful" because she was able to observe the teachers' growth with hope. Also, although the anger directed at the psychologist was hard for her, it was also an indicator of their differentiation. It was a relief to the psychologist that they did not rush to superficial anger, but continued to follow the process of becoming more like themselves. The fact that the psychologist could

follow this process among the teachers was conducive to the psychologist's own sense of security.

Still, the teachers' projections were very heavy, and the psychologist did not feel as if she contained them alone. As shown in Fig. 2-5, it was not only the psychologist's effort to contain it, but the group's. This experience of not being contained by the psychologist alone may have been the source of the tentative and intuitive term reverie of groups. Moreover, I believe that the three teachers' reverie was supported by the group, that is, the group provided the teachers with a sense of security for their reverie. In addition to the containing function of the group, the teachers could see and hear others emit irrational and emotional voices. Since they were also in the presence of others and emitted those voices, they were able to more safely admit that there was indeed a chaos within themselves that was difficult to immediately resolve.

CONCLUSION

This was a singular case study used to examine the necessity of the term reverie of groups. To this end, it demonstrated the importance of emphasizing the term reverie to support the α function of teachers – one of the purposes of school consultation. This study also suggests the possibility that the power of the group may help support teachers' reverie by providing a sense of security to both teachers and psychologists.

The limitations of this study are detailed below, as are perspectives on the future. First, the term β -elements requires further elaboration in terms of its operative definition. This will facilitate the term's use beyond the field of psychotherapy. Moreover, the group's contribution to the psychologist's and teachers' reverie was presented, which is an important point in terms of the use of the group in consultation. In the present case, the psychologist's familiarity with organizational theory and group psychotherapy may have made her feel more comfortable with the group. In the future, it would be useful to deepen the study of the power of groups to support reverie through a review of group psychotherapy theories. Further case analyses to examine the conditions under which groups contribute to the members' sense of security would enhance this initiative.

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