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Sand Tray Therapy as an intervention method in School Counseling

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Introduction to Sandtray for Counselors in Training

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ABSTARCT

Sandtray therapy has roots in a variety of orientations including Jungian and Humanistic orientations. It has been identified as a dynamic form of expressive psychotherapy where the client is able to express both their intra and interpersonal world and issues using the creative process to communicate their world (Homeyer and Sweeny, 2011)

As expressive art therapy modalities including sandtray have expanded over time, counselors in training mat benefit from having knowledge about sand tray techniques. Counselors in Training (CITs) may benefit from having a sand tray available for students or clients in their offices and therefore should have basic knowledge regarding the process. Additionally, CITs may have their supervision experience enhanced through using sand tray in supervision.

This presentation will build upon developed interventions and prepare CITs to have a basic understanding od sand tray. Additionally, resources will be provided for those who would like to learn more about using sand tray. An overview of sand tray as a tool for clinical supervision will be provided.

Using Sandtray in a Clinical Setting

- Many therapists make use of analytic techniques that might include symbolism, and interpretation of play or various experiential techniques such as art, and sandtray work.
- The use and function of the sandtray will align withthe theory the clinician has identified for the client. For example, a CBT approach might include a prompt of how to handle a conflict issue at school.Setting the environment: Elements include a tray with sand, miniatures and can include water. A spray bottle can be a great tool.
- Intentionality of categories of miniatures which can also include Jungian Archetypal figures. Sandtray and miniatures should by place together.
- Prompts can be directive or non-directive.
- Client creates a scene in the sand.
- Therapist may or may not be interactive during the creative process.
- Interpretation of the scene can vary.
- Deconstruction of the tray can also vary based on orientation.

Sandtray in Clinical Supervision

- Sandtray may enhance clinical supervision.**
- Bernards Discrimination Model has been used as a supervision framework and can organize the supervision process with the addition of the creative layer.**
- The movement of creative therapeutic practice is growing.**
- Using sandtray in supervision can support client work directly and overall counselor development.**
- Examples may include creating a world that represents their work with a client, creating a tray to represent goals or creating a group tray to express supervision experience.**



Sandtray Theory and History

- Sandtray technique was first used in the 1930's**
- Marget Lowenfeld was the first known person to use a sandtray technique as a therapeutic intervention. She was atheoretical.**
- Lowenfelds World Technique and the "Wonderbox."**
- Dora Kalf studied under Lowenfeld and developed Sandplay using Jungian Theory. The goal being to reestablish a connection and relationship between the conscious and unconscious.**
- Virginia Axline created client-centered play therapy**
- Focus is on understanding the clients' inner world.**
- The emphasis is on empathy.**
- Can be utilized by many theoretical and clinical approaches including Psychodynamic, Adlerian, Cognitive Behavioral and Humanistic approaches to name a few.**

THE 12 ARCHETYPES

	Ruler	Wants to Rule
	Innocent	Wants to be Happy
	Magician	Wants to Understand
	Caregiver	Wants to Help
	Sage	Wants to Teach
	Hero	Wants to Protect
	Rebel	Wants Freedom
	Explorer	Wants to Live Life to the Fullest
	Creator	Wants to Change the World
	Orphan	Wants to Belong
	Jester	Wants to Revel
	Lover	Wants Harmony

16 Processing Prompts for ADOLESCENTS AND ADULTS IN THE SANDTRAY

Use these prompts to guide clients who aren't getting started with the sandtray. Remember: the goal is to explore and to play, not to create a "perfect" sandtray. Clients can be encouraged to explore the sandtray and then to share their thoughts and feelings about it.

SOME OF THE COMMON PHRASES I'LL USE ...

- 1. Tell me more about...
- 2. I noticed the...
- 3. You have a very... (adjective)...
- 4. You have the... (adjective)...
- 5. Where in your body do you feel...
- 6. The space between... seems to have much, but not too much...
- 7. I noticed...
- 8. What impact is this...?
- 9. If you had a choice, what would you do with this...?
- 10. Tell me about how you are feeling now. What are you most...?
- 11. Help me understand...
- 12. Tell me if it's okay to... (ask a question about what makes a year special)
- 13. Tell me about... (ask a question about...)
- 14. How does this... for you...?
- 15. Can you... about...?
- 16. How would it be...?



RESOURCES

- Homeyer, Linda E; O'Connor, Kevin J ; Schaefer, Charles E ; Braverman, Lisa D, *Handbook of Play Therapy*, 2015, p.241-257
- Markos, P, Coker, K., Jones P. (2008). Play in Supervision, Exploring Sandtray with Beginning Practicum Students. *Journal of Creativity in Mental Health*
- Anekstein, A.M., Hoskins, WJ., Astramovich, R.L., Garner, D., Terry, J. (2012) "Sandtray Supervision" : Integrating Supervision Models and Sandtray Therapy. *Journal of Creativity in Mental Health*.
- Southern Sandplay Association, <https://southernsandtray.com/>
- The Association for Sandtplay Therapy: <https://sandplayassociation.com/>



SANDPLAY VS. SANDTRAY

SANDPLAY

- 1. No need for a tray or container
- 2. Open to the surrounding environment
- 3. Flexible with time and space
- 4. No cultural or developmental assumptions
- 5. Can be used by anyone at any time
- 6. Can be used in a variety of settings
- 7. Can be used in a variety of settings
- 8. Can be used in a variety of settings
- 9. Can be used in a variety of settings
- 10. Can be used in a variety of settings

SANDTRAY

- 1. No need for a tray or container
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