

The Development of the Expression of Will and Self-control in a Mentally Retarded Child with an Autistic Inclination: A Case Study

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SUMMARY

This case study investigates the developmental process of the expression of will and the self-control of feeling in a mentally retarded child with an autistic inclination, from the age of 6 to 9 years old. The materials are based on the records of daily activities in the educational treatment. The process of development was divided into the following five stages: [1] The expression of displeasure, although not directed towards others. The cause is difficult to determine. Self-circular behavior is seen when the child is troubled. [2] The beginning of the expression of refusal, though it is weak yet. The causes of anger and irritation become easier to understand. Comfort from a particular person (his mother or teacher) pacifies him. [3] The strong expression of refusal, "Iya (No)", accompanied by a specific feeling and clearly directed toward a particular person. [4] The clearer and stronger expression of feeling together with that of refusal. Tenacity of will is seen. There appears an obvious conflict in his behavior. [5] The manifestation of autonomous self-control of feeling and expression of will.

These changes are discussed from the viewpoint of developmental psychology, focusing on the changes in the child's ego development and his mother's attitude, and also on the problems related to the use of symptomatic therapies in treating autistic children.

INTRODUCTION

Autistic children have many weaknesses and deviations in their psychological functions, especially in the field of ego development and in the communication of their feelings with other people, including their mothers. Their ego stays at an immature stage, that is, their expression of demand and will is weak and is not directed toward people around them. When they are in difficulty, they have trouble controlling and calming themselves. Their inability to tell others what they want to do makes them irritated. Because they are unable to express their will to others, it is difficult to understand if they are content with our suggestions. They are inclined to ignore when they are spoken to, or even when they follow others' directions,

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they become irritated or angry later. When they are in difficulty, for example, when they cannot do things as they wish, or when their demands are not satisfied, they are unable to ask for another's help. They give up without asserting themselves. They blurt out words from TV commercials, get excited, and abandon themselves to self-circular behavior, such as obstruction, self-injury, and self-consolation.

Self-circular behavior is significant in the later development, but its significance has not been appreciated in the field of treatment and education of autistic children, where simple repetitive training and symptomatic therapies are often used. Then problems may be temporarily solved by these methods, but will reappear in the future when the children are older and physically stronger; they will suddenly begin to weep, act violently, hurt themselves, destroy things around them, or become aggressive toward other people, including their parents. Or on the contrary, they may lose the desire to do anything, and fail to react to things and people around them. When they fall into a state of panic and confusion, they may become uncontrollable even by their parents, who will have no other means but to use tranquilizers, or send their children away to residential institutions.

Whenever we see the acute situation of older autistic children and their families, we cannot help thinking that we, as clinical students in the field of the educational treatment of autistic children, should ask ourselves some serious questions. What has led them to such a severe condition? Why must they continue to remain rigid and autistic in the future? Are their handicaps congenital, or are there identifiable factors which led them to such a condition? We think that the factors which cause autism must be clearly identified by examining the formation as well as the improvement of autistic behavior through the use of educational treatment based on the developmental theory of normal children.

Hitherto, weakness in the expression of demand and will, and difficulty in autonomous control of feeling have been considered two unmistakable features of autism, from the pathological point of view, but not as very important factors, from the developmental point of view. The mechanisms which are responsible for the formation of the problems mentioned above are not taken into consideration in symptomatic therapies which simply reward desirable behavior, while prohibit the problematic.

We disagree with the approach of symptomatic therapy and training (Nakura, K. and others, 1982, 1984·a, and 1984·b). Our hypothesis is that autistic features reflect the immaturity of ego formation and the inability to form a basic human relationship with a specific person (the mother, in general). We think that autism results, on the one hand, from the child's inability or weakness to suck, cry, smile, move, and respond to stimuli, etc., and on the other hand, from problems in child-rearing experienced by people around the infant, including their mothers. In other words, autism reflects the problems of communication between children and their caretakers. Those arguments which conclude that the cause of autism must

lie, either in the children, for example, from brain damage, or in the parents, because of their rearing attitudes, are too simple and fail to describe the situation of autism accurately.

Considering these problems, the developmental view of normal children needs to be introduced in the educational treatment of autism. A normal baby only cries when he is unpleasant and his mother removes the causes of displeasure to return the child to a normal state. Because of her persistent and patient care, the baby gains not only physiological equilibrium but also psychological satisfaction. Through the cumulative effort of his emotional relationship with his mother and others, and the satisfaction of his basic physiological needs, the child develops a basic, trusting human relationship with a particular person (his mother, in general), after passing through the stage of experiencing intimacy with people in general. The expression of will and the intention to act on people and things around him will only grow on such a base.

In the process of development, he begins to respond in certain ways to his mother after the first six months: he begins to smile at her, then develops a fear of strangers, a following behavior, a strong attachment to his mother, and the imitation of her simple gestures and speech. His mother becomes the object of his attachment and a security base for him psychologically. Based on his selective relationship with his mother, he cries for and demands his mother's help when he is confronted with problems or fearful situations, and her comfort brings him a sense of security and calm, which makes it possible for him to step into the outer world again with security and curiosity. With the deepening of his understanding and interest in the outer world brought about by his active investigations as well as the enhancement of his physical movements, there is an increase in the number of things which he wants to do by himself. The combination of his desire for independence and the extension of his ego region results in the conflict between his own will and that of his mother and others around him, causing him irritation, anger, and psychic tension because he is unable to realize his own intentions as he wishes. In these frustrating situations, it is comfort from his mother, her encouragement and respect for his own will and intentions that help him control his anxiety and anger, and finally bring him the autonomous self-control of feeling, self-constraint, and independence in the true sense.

In the case of autistic children, some factors must prevent the formation of the above mentioned basic human relationship between the child and his mother, and keep his ego formation in an immature or autistic state. Owing to this, autistic children are unable to experience pleasure and joy like other children, cannot express their feelings to others, nor calm their anxiety and irritation through a particular person. For these reasons, their expression of feeling is unnatural and tense, and they easily fall into a self-circular state, such as self-mutilation, stereo-typed repetitive movement, or obstruction, as mentioned above.

Therefore, in the educational treatment of autistic children, it is not enough to

simply remove the undesirable behavior from the pathological point of view. It is necessary to investigate the causes of their autistic behavior and compare them with the mechanisms involved in the development of normal children. Our first task is to examine the factors which obstruct their imitation of and emotional communication with other people, experiences which normal children all have in the process of development, and then, to lead our patients into the normal pattern of development, while making up for their weakness through activities in the educational treatment.

However, autistic children cannot communicate their feelings and desires clearly and spontaneously. It is often difficult to understand what they dislike, why they hesitate, what they want to do, and what they want others to do, by only observing their superficial behavior. It is necessary to study the context of their behavior by paying careful attention to their facial expressions, gestures, speech, actions, and so on, and help them express their feelings and desires by themselves.

Simple conditioning, that is, the use of repetition to create desirable and remove undesirable behavior patterns, is dangerous, because, while a particular behavior or function may appear to be improved temporarily, the natural expression of feeling is apt to be suppressed and the general personality development of the child is to be distorted. By forcing the children to perform a task, the suppression of their will becomes all the more strong and the solution of their problems all the more difficult.

It is regretful to find that, in many cases, autistic children have been treated on the philosophy that "Endurance is necessary for independence in the future", or "Dependence prevents independence. Doing something by oneself without the help of others is quite necessary not only for the adults but also for infants". But these ways of thinking neglect the developmental stages or order of ego formation, justify the enforcement of tasks on the children, and after all keep them in an autistic state without the true formation of autonomous self-control and independence.

The purpose of the present research is to examine, from the viewpoint of developmental psychology, the formation of autistic behavior by looking at the developmental history of a mentally retarded child with an autistic inclination, and to investigate and analyse the developmental process of autonomous self-control and expression of will, through the use of educational treatment based on the developmental theory of ego formation.

SUBJECT AND METHOD

The subject of the present study is a mentally retarded boy with an autistic inclination (See History of Development mentioned under).

The records of daily activities in the educational treatment from the age of 6 to 9 were used as data, and the materials concerned with the themes mentioned above are discussed in observations 1 to 44 (See Material 1).

RESULTS AND DISCUSSION

Outline of Behavior at Time of Entrance into Day Care Center:

The boy's facial expression was anxious and he stared vacantly into space. We rarely saw him smile, except when he was playing on the trampoline. He rarely smiled at his mother or teacher and almost never laughed. There was almost nothing he enjoyed with others.

He was strained when his mother called him, and his face suddenly became rigid and looked irritated when he was given directions or scolded by his mother. On the other hand, he often ignored or behaved indifferently to other people. When he was asked or told to do something when playing on the trampoline, for example, "Stop", or "Let's go to have lunch", he stopped, even though he was enjoying himself and his expression suddenly became rigid. He suddenly got angry and cried loudly, or went up to his mother, hugged her, and slapped her in the face.

He rarely asked others to do something for him, and even when he once muttered quietly, "A...ke...te (Please open this)", he didn't repeat himself when the others did not hear him. As he pointed at pictures in a book, he muttered quietly to himself, "Ne...ko (cat)", "O...hi...sa...ma (sun)" and his mother repeated the words after him. However, if she did not say, "Nya:-nya: (Mew-mew)" after he said, "Ne...ko", he suddenly got angry and slapped her in the face.

On seeing an infant, he drew near and tried to move the baby. As he couldn't understand the infant's intention and feelings, he finally made it cry by forcibly pulling its hand. He accurately imitated other children's gestures and activities, but with almost no expression on his face.

History of Development:

The historical background on the formation of the subject's autistic behavior will be investigated here.

His family consists of three members, his father, mother, and himself. He was born when his father was 27 years old and his mother 24.

Pregnancy Period: Stomachache in the sixth month of pregnancy. Three day's rest restored mother to health. In 8-9 month, about to have premature birth, but restored to normal by rest.

Birth: Pregnancy period: 10 months

Weight at birth: 2,745 g. Use of labor-inducing drug. Vacuum extraction.

Babyhood and Infancy: Physical growth and the development of motor skills normal. Head control: 0; 4 Sitting: 0; 8 Walking: 1; 2

He was eager to nurse but poor at sucking. His mother changed to bottle feeding on the 10th day after her discharge from hospital. He drank from the bottle well. He frequently cried in the first 2 or 3 months after birth when he was hungry. He drank sufficient amounts of milk, but frequently vomitted. Because vomiting continued, during and after the weaning period, until he was 2 years old,

his mother was always worried about feeding him. She followed child-rearing books carefully and forced the baby to take fixed amount of milk and food, even when he vomitted or he had no appetite.

In general, he stared vacantly, rarely smiled, and did not babble like other babies. When his mother humoured him, he smiled only for a short time and rarely looked at her. He showed no interest in toys. A good sleeper and very quiet baby rarely disturbed his mother. He stopped crying after 0; 3. Because he did not respond to her when she humoured him, she gradually came to have little emotional communication with him. At 0; 8 or 0; 9, he began to cry when he was held in a stranger's arms. He stopped crying as soon as he was returned to his mother, but the response to the stranger was not clear. From his first birthday, this fear of strangers disappeared.

At the age of one and a half, he went crying to his mother for help when another child took his toy away. He was afraid of a boy in his neighbourhood who was 9 months older, and cried and clung to his mother when he saw the boy coming. He often came near his mother to watch her when she washed dishes in the kitchen. A selective relationship seemed to have developed between him and his mother to some degree at about 1; 6; he recognized her as a security base, and showed some interest in what she was doing, which are normal behavior patterns seen in the development of non-autistic children.

But his mother, after compared him with other children of his age, and worrying about the retardation of his development, began to interfere with and punish his actions consistently from the age of 1; 6. She forced him to speak repeatedly, asking him for names of things by pointing to pictures in a book. She forcibly put food into his mouth and made him return toys he had taken from other children. When he pulled another child's hair, she pulled his to make him understand what it felt like. She even taught him in detail how to ride a swing.

Because of such thoroughgoing inhibition and interference, he gradually came to reject her in various ways; he threw away the book he had been looking at when he saw her approaching and pinched her in the mouth when she spoke to him. There also appeared behavior patterns which reflected his distorted feelings, such as self-consolation and self-mutilation, that is, hitting himself on the head, striking his head on the floor, or slapping his own hands, for example, when he was compelled to do something or he couldn't do things as he wished.

He went to kindergarten from 3;6 to 6;10 and was rigorously disciplined there. He did become toilet-trained after entering, but in general behaved in an egocentric manner and had difficulty coping with other children and participating in the group work. He was able to obey the directions of the teacher, but rarely expressed his demands to others. The expression of his feelings also became unnatural and he even behaved indifferently to his mother when she left him at the kindergarten in the morning.

Pointing: about 2;3 (to the trademark of electrical goods)

First word: about 4 years old "Uma(food)"

We can say, in conclusion that behind the child's inability to express his will and his difficulty with self-control, there are factors, not only attributable to problems within the child himself and the rigid discipline in the kindergarten, but also to the mother, that is, her anxiety about nursing and weaning, her forced feeding, the infrequency of her interaction and emotional communication with him in his babyhood, and her severe restrictions and constant interference with his activities since 1;6. It is probable that a combination of these greatly influenced the ego development of this child.

Policy of the Educational Program:

Taking the above historical background and the child's behavior on entrance into the day care center into consideration, we planned the policy of his educational program as follows. One teacher took charge of him in order to develop a close relationship with him and to help him and his mother develop a basic relationship with each other.

[1]. Make an effort to lessen the restrictions on his behavior. The rigidity of his facial expression, his indifference, and silence, are an expression of his unhappiness. Try not to force him to do what he is unwilling to do, try to understand the cause of his displeasure, and find a way to make him feel happy.

[2]. Find the causes of his self-mutilation, self-consolation, irritation, and aggression toward his mother or teacher, and remove them. Do not inflict punishment on him, or leave him alone. Hug and comfort him when he is irritated, excited or angry.

[3]. Try to enjoy experiences together with him, for example, hugging him, carrying him on our back, tickling him, or jumping on the trampoline with him holding his hands. In addition, plan activities outside the center, for example, swimming in a pool, or playing in the park. Accommodate ourselves to his interests, in order to help him express his desires and show his attachment to his mother, his teacher, and others.

Process of Educational Treatment: The Change in the Expression of Will and in the Control of Feeling

When the subject first entered our day care center, he had a so-called autistic inclination as mentioned above; he was not able to express his will to others, ask his mother for help, nor calm himself, when he was in trouble.

Material 1 includes concrete episodes showing the development of autonomous self-control and the expression of will in the educational treatment of the subject. The process was divided into the following 5 stages, based on the changes in his way of expressing his demands and developing self-control, though it was difficult to determine the exact period of transition.

The characteristics of each stage will be investigated here, with reference to

the observations.

<Stage 1> [6;0-6;4]: The expression of displeasure, although not directed towards others. The cause of the displeasure is difficult to determine. Self-circular behavior can be seen when the child is in difficulty.

In this stage, as shown in observations 1 to 5, the child could not express immediately what he did or did not want to do to other persons (even to his mother). When he was in trouble and felt unhappy, he suddenly became irritated, cried aloud, became restless, vacant, and acted negatively. Self-circular behavior was also seen, such as crying alone, irritating, beating himself on the head, and slapping his own hands strongly (Obs. 1, 2, and 3), as well as aggression against his mother, such as slapping her in the face (Obs. 4 and 5). The expression of aggression is considered to be more advanced in ego development than self-circular behavior, because the child's feeling can be controlled by a particular person in the former, while the latter reflects the child's refusal of or indifference toward other persons by retreating into his own private world. But in this early stage, they share some things in common, in that the cause of irritation or anger is very hard to understand. The subject yielded to the directions, demands, and proposals of others, even when he was unwilling to do then, and later became irritated, and fell into uncontrollable states of self-mutilation and vacantness.

There were obviously reasons why he suddenly cried and got irritated. He probably wanted to play on the trampoline more (Obs. 1) or in the pool (Obs. 2). However, he had difficulty expressing his demand or displeasure immediately to other persons, which made it all the more difficult for them to understand him. As shown in observation 2 and 3, it was very often the case that his behavior could only be understood after a close examination of the context. These observations are good examples showing the psychological tension he feels at this stage when he cannot express his will and feeling well to others (The continued psychic tension in this stage is often came over for many days or sometimes much more).

In the educational process, both the mother and the teacher occasionally forced him to obey their proposals, without noticing the subtle signs of unhappiness and unwillingness. The subsequent repression made his feelings and behavior all the more incomprehensible. Therefore, in this stage, the mother and the teacher were required to make a great effort to understand him and help him express his desires and will as clearly as possible to them, according to the policy of educational program mentioned above.

<Stage 2> [6;4-6;11]: The beginning of the expression of refusal. The causes of anger or irritation become easier to understand. Comfort from a particular person (his mother or teacher) pacifies him.

As a result of practice, he gradually came to express his demands to his mother and his teacher, and showed an attachment to them; for example, he asked the

latter to hold him, to carry him on her back, and when she hugged him, he kissed her and put his head against her chest.

With the formation of such a relationship to a particular person, there appeared great changes in various aspects of his behavior. In regard to feeling, he stopped behaving indifferently to the people he knew, hid his face shyly behind his arms when he was spoken to by the staff member he liked, and responded to the people around him as he played on the trampoline. These changes in his behavior reflected the growth of self-consciousness.

There also appeared changes in his cognition of the external world. He became afraid of darkness in the closet and in the washroom, although he had not been afraid before. This change seems to show that the world he saw began to differentiate into a positive one which was pleasant for him and a negative one which was unpleasant.

There were also changes in the physical, motor, and physiological aspects of his behavior. He began to feel dizzy when he was swung in circles, and unlike in the past, became tired after playing on the trampoline for a long time. This change is probably based on or reflects the reconstruction of a cognitive system in a deep psycho-physiological level.

In the aspect of language, there were changes in comprehension and expression. He began to answer simple questions about things he had just experienced, for example, "What did you eat?"... "Kare: (Curry and rice)", "Where are you going?" ... "Izumiya". These changes show that he developed the ability to hear and comprehend what others said to him, as well as to communicate with others about what he had experienced and what he was going to do. These changes also reflect the growth of his ability to distinguish himself from other selves or the growth of ego in his psychological functions.

As a result of these changes, his way of expressing unhappiness or unwillingness became easier to understand, and at last the expression of refusal "Iya (No)" appeared, although it was still weak. For example, when he was unwilling to do something, he left the scene, even after initially yielding to his mother's suggestion (Obs. 6), and returned to playing on the trampoline. He also ignored his teacher's proposal (Obs. 11). He didn't obey these suggestions meekly as before and began to resist them. These attitudes certainly cannot be considered a positive response to other persons, but it is certain that, at least, there exists a will of his own. Thus when his unwillingness was recognized and respected as such and he was given the opportunity to express his will, he was somehow able to refuse by saying, "Iya (No)" (Obs. 6), and say what he wanted to do, "Asobuno (I want to play more)" (Obs. 10).

Accompanied with these changes in the expression of feeling, will, and refusal, the causes of his anger and irritation became more easily understandable, which made it possible to soothe his feelings through the support of a particular person (his mother or teacher). It is clearly obstructive for the ego development of autistic children that, when troubled, they do not become conciliatory or contain their feelings of

frustration and cannot help falling into self-excitement, self-consolation, and self-mutilation. The role of the teacher and the mother mentioned under was therefore crucial in this transitory stage; for example, going together with him to buy what he wanted (Obs. 7), his mother acting as a go-between and helping him play with another boy (Obs. 8), noticing him and calling to him to play (Obs. 9), recognizing that he did not want his teacher to leave, and playing a little more with him until he was content (Obs. 10), and going with him when he came to pull his teacher's hand (Obs. 14).

There were no problems when, as in observations 6 to 11, it was possible for his mother and his teacher to support and help him overcome a crisis, but some hesitation and confusion resulted in the child when, as in observation 12, his mother herself, who is his psychological support, could not repeat his feelings because she was being forced to leave him by the school teacher. Perhaps it was because the child did not know how to express his feeling to her, that his face stiffened and he stopped suddenly as he was coming to meet her. He probably hesitated in running up to her, because his attitudes toward his mother and the teacher of the special class were so different from each other. Such behavior is often seen in autistic children, when they meet a person whom they know well in a strange place.

As mentioned above, the posture of his mother and teacher in respecting his feelings was subtly but directly reflected in his desire to express his feeling and will. Therefore, the goal of his teacher was always to reconfirm what he wanted to do, examine his responses carefully, attempt to have him do things voluntarily, not forcibly, and feel satisfaction in the end.

<Stage 3> [6;11-7;8]: The strong expression of refusal "Iya (No)", accompanied by a specific feeling and clearly directed toward a particular person.

In this stage, he showed a positive attachment to his mother. For example, he expected her to carry him on her back whenever he went somewhere. He also started to look more objectively at what other children were doing, without simply imitating them as before, reflecting the formation of his own point of view in the cognitive system. He began to imitate his mother in daily life at home, such as her cooking. Self-consciousness became clearer. He answered distinctly, "Ha:i", when he was called by his name (6;11). In speech, the mere imitation of others' words decreased in frequency, and he answered questions after thinking about the answers, while the words for demands increased in number, such as "Papa osuwari (Sit down, Daddy)", "Toramporin shite (Please play on the trampoline with me)", and "Ichi-nino-san! (Ready, get set, go!)", etc.

As for his feelings, he developed a fear of stranger and a general feeling of fear. He became afraid of a husky male staff member. He ran away from him as soon as he saw him. He also became afraid of the roller coaster which he had enjoyed before, and the darkness of a haunted house (7;2).

As a result of these changes in his ego development and human relationships,

there appeared changes in his expression of will and self-control, that is, showing his discontent by getting angry when he yielded to his teacher's suggestions (Obs. 15), crying angrily when he felt jealousy against his mother (Obs. 17), and beginning to cry, saying, "Iya (No)" (Obs. 16). He began to express his anger toward a particular person and cry. At the same time, the will to communicate his demands to a particular person became more intense. When his teacher could not understand what he said, he got angry, but did not give up as before. For example, in observation 18, he made an additional remark "Choko", when his teacher could not understand "Ashumu". He probably made this remark because he was certain that she would understand what he said. This persistence until he is understood by the other person shows that, in the process of the daily activities in the educational treatment, there had been developed trusting relationships, in which he knew his partner would understand what he wanted to say.

This stage is the prolongation of stage 2 in that, as shown in observation 19, the attitude of those who accept the expression of the child's will have a great influence on his responses, particularly when he cannot express his will directly. When his teacher asked the subject, "Oriru? (Will you get off here?)" he answered sullenly, "Oriru (I'll get off)". When she asked, "Iya? (No?)" he answered in the same way, "Iya". Then she asked again, "Oriru?", this time he answered firmly, "Iya". Perhaps the first question "Oriru?" had too strong a tone for him to answer no. It seemed to him that she was saying, "You are going to get off, aren't you?" or "You should get off!". His inner feelings must have been reflected in sullen expression.

<Stage 4> [7;9-8;9]: The clearer and stronger expression of feeling, together with that of refusal. Tenacity of will is seen. There appears an obvious conflict in his behavior.

When the subject began to attend school, his life environment was entirely changed. From his personal child-centered association with adults, he entered into the framework of school life where he came to associate with a group of children and did not have the freedom to play as he liked as before. Because of these changes, he experienced various conflicts.

In the area of language, he spoke louder and developed an accent. Although he was poor at articulation, he came to be able to accommodate his pronunciation to that of companion. For example, when he said, "Kakokaki (Takoyaki)" and his teacher presented a model, saying, "Ta-ko-ya-ki", he voluntarily imitated it, "Ta-ko-ya-ki". Also in the area of cognition and language expression, there appeared a great change. He began to use situation-adjusted expressions, such as "Karai (salty)", "Samui samui (Cold, cold)", "Hiri-hiri (It tastes hot)", "Atama-piko-piko (I have a headache)", "Onaka-suita (I am hungry)", etc.

As for expression of demand, he began to show what he wanted, not only through words as before but also through gestures, such as pointing or pulling someone's

hand. At the same time, he could express, by means of language, what he wanted to do, what he wanted others to do, and where he wanted to go, and answer simple questions like "Who participated in the athletic meet?"... "K sensei (Teacher K)", "What was he doing?"... after thinking a while, he answered, "Sensei, Obento: (Teacher was eating lunch)". While he was absent from school and staying at home with his mother since 7;11, he gradually came to eat a more balanced diet and in more moderation, although he tended to drink soft drinks when he was troubled and irritated (Obs. 26).

With the deepening of the mother-child relationship, the behavior which showed that he recognized his mother as a security base appeared. For example, when he was going to the washroom one evening, he asked for his mother's help, saying, "Oka:san (Mother)", and then returned quickly to her because of his fear of darkness. He began to develop a natural relationship with a familiar person. He went up to his school teacher to be hugged and looked at him, and rarely behaved indifferently to her even if the teacher was not paying special attention to him.

Along with the stabilization of his human relationships and the development of the language function and cognition, there also appeared, in the area of the expression of will and self-control, conflicts, which characterize the fourth stage. For example, he refused a suggestion firmly, saying, "Iya (No)", when he was really unwilling to accept it, and voluntarily expressed his will by saying, "Gakko: iku (I'll go to school)", "Kodomoen iku (I'll go to Kodomoen)". At the same time, he could not refuse some proposals easily, when the surrounding situation was not pleasant for him, when he did not know how to associate with other children, or when he was in a strange place (Obs. 24).

There also appeared a hesitation to do things. He hesitated to prepare going out, did not go straight to his destination, or said that he wanted to go elsewhere. Such behavior can be considered an indication that he was beginning to come out of his autistic state, now having a positive attitude to the external world around him. This is well manifested in the fact that he did not try to run away from an unpleasant situation (Obs. 25 and 28).

In the process of overcoming a conflict situation, his expression of feeling became more intense, and the expression of refusal, which was accompanied by his feelings to some degree, appeared. He more frequently cried out loud and with tears in his eyes. The more attachment he felt to his mother, the more he cried and appealed to her, showing his growing awareness of her existence. There was an increase in behavior such as appealing to his mother by stamping his feet and shaking his head sideways, reflecting a certain development of his ego and his desire to make her understand his feelings (Obs. 27, 28, and 29).

It was not until the subject reached this stage that he came out of his autistic state and entered the stage of real self-assertion.

<Stage 5> [8;9-9;6]: The manifestation of autonomous self-control of feeling and expression of will.

In this final stage, the subject's behavior and response to others can be clearly differentiated from those of the previous stages. He came to be guided by his own will and after considering others' proposals, either accepted or refused them, one of the steps in the normal process of ego development. He also manifested various changes in other aspects of his behavior. He became flexible enough to be able to adjust his will and feeling according to the situation. When he was satisfied or content with his play or activities, he voluntarily said, "Oshimai (It is over)", "Wakatta, Hai (Yes, I understand)" (Obs. 30), "Oriko:san (A good boy)" (Obs. 31), and "Naotta, daijo:bu (It's better now. I'm OK.)" (Obs. 37). When he was unwilling to do something, he refused firmly, saying, "Iya (No)" (Obs. 34), or expressed his discontent by saying, a bit dissatisfied, "Wakatta, Hai" (Obs. 33).

The process of the formation of autonomy, where he manipulated another's proposal in his own way, was manifested clearly in the observation 39, where he answered the question which he had purposely made his teacher ask just a moment before. In this stage, it is clear that the psychic mechanism which tries to return an unpleasant situation to a safe one by appealing to a particular person, such as his mother or teacher, was under formation (Obs. 37, 38, 42, 43, and 44). On the other hand, the mechanism which enabled him to understand the connection between his expression of his own feelings and the reaction to this of others was developing simultaneously. In conjunction with the formation of these psychic mechanisms, there grew a feeling of sympathy with others (Obs. 40).

Other changes also appeared, which reflected the growth of autonomy. For example, when he told his mother, "Oka:san tatchi-shite (Mother, stand up)", "Oka:san kotchi-muite (Mother, look at me)", or "Kocho-kocho-shite (Tickle me)", he reproved her, saying, "Oka:san, peke! (Mother, you are bad!)", if she did not respond to him.

In the area of language, the differentiation of himself from others and the growth of self-consciousness are reflected in his frequent use of the first person, "Shu:chan (his nickname)" and the use of the demand form "—shitai (want to)". He looked at his own picture, saying, "Shu:chan naiteru (Shu:chan is crying)", "Shu:chan Kodomoen ikanai (Shu:chan won't go to Kodomoen)", "Unchi-shitai (I want to go to the toilet)", and "Osoto-ikitai (I want to go out)", etc.

There also developed an internal language and thought. He said to himself, "Hendana? (It's strange, isn't it?)", when the tape recorder broke down, and "A! Chigatta (Ah! Wrong)", when he put the wrong record on the record player. While looking for some soap, he said to himself, "Sekken doko? (Where is the soap?)", and when he found it, he said, "Atta! (I found it)".

The expression of language became more structured and elaborate; "Mazui (Tastes bad)", "Oishikunai (It doesn't taste good)", "Marui denki (Round light)",

“Aka jido:sha (Red car)”, etc.

Symbolic play came to be seen. Pushing a straw into a container of coffee drink, and looking at the coffee spout out of the straw, he said to his teacher, “Ko:hi:, funsui, pu:ru (Coffee, fountain, pool)”.

Observing his behavior in this stage, we find that his will, demand, and feeling became easily understandable, and showed almost no unnatural expression of feeling and that he fell into the normal pattern of ego development of 2 to 3 year old children.

CONCLUSION

Conditions Leading to Autonomous Self-control and Expression of Will:

Looking at the process of change in the subject's behavior from stage 1 to 5, it can be said that he came to follow a normal course of development, although his weak ego function allowed him to express his will directly, only when the other person was prepared to accept him. The conditions which led to autonomous self-control and the clear expression of will can be arranged in the following:

- [1]. The development of a basic human relationship, or a basic trust, in other words, a close attachment to a particular person (his mother or his teacher).
- [2]. The formation of a psychological recovery mechanism, which he could use to appeal to a particular person, or ask for help, and thus subdue his feelings of confusion, anger, and irritation and feel a calm sense of security.
- [3]. The growth of the desire to do things by himself and the ability to perceive, understand, and judge the situation around him.

The above changes were achieved through the persistent effort of his mother and teacher to understand him and develop a basic human relationship with him, although it took a long time before he could express his will and control himself especially when he was in trouble (stage 5). There are many obstacles which make it difficult for autistic children to achieve the above conditions: the lack of understanding, by the teaching staff and the mother, of the meaning of the child's autistic behavior, the difficulty in grasping the subtle signs and barely understandable expressions of feeling and will, the need to spend a long period of time with the child to form a close relationship, and finally problems in the children themselves such as their poor ability in expressing themselves, evident ever from birth.

Changes in the Mother's Attitude and Behavior:

Extrication from the autistic state was largely due to the persistent effort and the growth of the mother. There had been extreme interference with and restriction on the subject's behavior by the mother until he entered the day care center at the age of six. She came to learn, through her actual participation with her child in the classroom activities, as well as through the long period of individual counseling by the staff and group counseling with other mothers of mentally handicapped children, that coercion generally distorts the development of the child's personality, and that she was responsible for the results in the end. Because she was determined not to repeat the same mistakes she had made in his infancy and childhood, she made

a great effort to understand her child and encourage him to express what he wanted and did not want to do. The change in the mother's attitude gradually strengthened his demands and his attachment to her and he tried to confirm her love for him by begging her to hold him, carry him on her back or having her take him to play or have a picnic in the park and stay ever until it got dark. She tried to accept these expressions of his feelings as warmly and consistently as possible, and she felt confident of the relationship she had developed with him by the time he was ready to enter elementary school.

However, at the time of his entrance into elementary school, he hesitated and showed conflicting behavior by acting indifferently to his own mother after spending a period of forced separation from her (Obs. 12). The mother was shocked by this unnatural expression of feeling, and felt that he did not know how to express his positive feeling to her, because of the negative feelings he felt at the same time toward the strange teacher. She decided not to leave her child with some teacher who lacked understanding of his and her feelings. At the same time, she felt it necessary for her to develop a closer relationship with him in order to help him clearly express his likes and dislikes.

The subject had to change schools in the summer of the first year when his family moved but he made a good adjustment. Through his mother's effort, the teachers understood her attitudes about rearing him and the educational policy of the day care center. They cooperated positively with the mother and the staff at the center. They came to the center to talk with the staff about his developmental history and the policy of their program. The staff also visited his school and discussed his problems together with the school teachers.

The mother remained flexible about staying with her child. She attended school together with him when he wanted her or asked her to go with him, and when she felt it necessary, she stayed with him in the classroom and helped him play with other children, including handicapped children. When he adjusted himself to the school environment and expressed his will to go to school, she left him alone in the care of the teacher. When he was reluctant or refused to go to school, she tried to clarify what he wanted to do or why he did not want to go, and never forced him to go against his will. She tried to create a warm family environment and have him experience an ordinary life in which he could show an interest in things and persons around him. She kept in contact with the teacher when her child was absent from school or showed unwillingness to go. Fortunately the teacher frequently visited him and tried to be flexible with him as well. He sometimes played with the child at home or in the park, and brought him to school when necessary to help him play with other children. It is not too much to say that, it was the mother's deep understanding of the child's problem and the cooperation of the persons around him, including his school teachers and the staff in the center, that made it possible to compensate for his immature ego functions and support his development.

Problems in the Future:

The following are some problems which must be considered in order to support his development in the future.

[1]. Although he has come to express his will directly, his ego functions are still weak. He can do something only when the other person is prepared to accept his will. He becomes strained, hesitates, and suppresses his feelings with strangers or those who are overbearing or do not understand him. He still tends to obey others in spite of his unwillingness, and regress into the self-circular behavior when he is not given support. Therefore, it is still necessary in the future to support him and help him express his will and assert himself.

[2]. He cannot sufficiently understand the intention of the other person nor accommodate himself to others. He is often depressed or becomes upset when he is rejected or misunderstood. For example, he is still poor at expressing his interest in other children. When he hugs the children he likes very hard, they are surprised and cry because of his size and his sudden coercive behavior. It becomes necessary for the adults to act as a medium to help him communicate his will and intention to the other children.

[3]. The school life and environment appear to be difficult for him to understand, because they are quite different from family life in various ways. For example, the day is divided into uniform blocks of time, and the program is based on learning rather than play. The group in the classroom consists of children of the same age doing the same things at the same time. The environment, which requires obedience to the teacher and uniform behavior, is not comfortable or appropriate for a child like him who cannot accommodate himself to others' activities. In the school framework, natural and deep individual associations with other children and the teachers are limited, and he has difficulty making natural human relationships. The family and the school must cooperate in order to compensate for his weaknesses.

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MATERIAL 1

<Stage 1>

[Observation 1] (6; 0)

When he was playing on the trampoline, his teacher asked him to come to play in the pool. His facial expression suddenly became rigid and he stopped playing. He left the playroom in a bad mood. Obviously irritated, he hit himself on the head while he swam in the pool.

Finally, he went to his mother and sat in her arms vacantly. After a little while, he left her and returned to the pool alone when she asked him to go home.

[Observation 2] (6; 3)

On his way back to the day care center after a walk in the park, he suddenly began to cry. His teacher tried to find out why he was crying and asked him if he wanted to return to the park or go somewhere else, but he went straight back to the center. As soon as he arrived there, he began to take off his clothes.

According to his mother's report, before he left the center, he saw a boy T change into a swimming suit and run to the pool. He also wanted to swim, but his mother prevented him from going, saying, "There is no water in the pool. T went there only to look at it".

He must have been thinking about the pool which he was prohibited from going to during the walk.

[Observation 3] (6; 2)

When he was playing in the pool with other children, he suddenly went to be held by his mother and began to cry. Neither his mother nor his teacher could understand why, so they asked him what had happened. But he got all the more irritated and continued to cry.

After he got out of the pool, he went in and out of the room restlessly. As soon as he sat down to reach out for a toy, he stood up and walked around the room with an irritated look on his face, slapping his own hands.

At first, his mother couldn't understand why, but after talking with his teacher, she realized what had happened. On the previous night, she was reading a book on the treatment of autistic children and found in it a case similar to her child's. She was greatly influenced by the sentence, "You must let the autistic child speak as much as possible". That morning, she tried to get her son to speak and pressed him to answer her questions. Whenever his pronunciation was bad, she forced him to correct it.

Her harsh discipline must have brought about the sudden irritation and restlessness.

[Observation 4] (6; 0)

While pointing at some pictures in a book, he muttered softly, "Ne...ko (cat)", "O...hi...sa...ma (sun)", and his mother repeated the words in the same way. But if she didn't add "Nya:-nya: (Mew-mew)", when he said, "Ne...ko", he suddenly got angry and slapped her in the face.

On the other hand, he paid no attention when his mother and his teacher pointed to the pictures, and ignored them when they spoke to him.

[Observation 5] (6; 5)

When his mother and his teacher were talking to each other and left him alone, he got irritated and slapped the former in the face.

He also got irritated when his mother was talking with his grandmother. When his mother forced him to respond when his grandmother called him, he got very angry and slapped his mother in the face.

<Stage 2>

[Observation 6] (6; 4)

In the morning he was playing on the trampoline happily. When he was asked to do gymnastics with other children, he stopped and joined them. But after a little while, he left the playroom by himself. His mother followed him, suggested, "Let's do gymnastics with the others, shall we?", but he refused in a small voice, "Iya (No)". In the end, his mother and his teacher didn't force him to continue and they returned to the trampoline together.

[Observation 7] (6 ; 5)

He happened to see a boy H holding a can of soda. He said, "Saida: (soda pop)", and went to take it from H. H was unwilling to give it to him and ran away. The subject got angry and began to hit himself on the head and slap himself on the hands.

The teacher persuaded him to go to the kitchen to get another drink, but he was not satisfied. Finally she decided to go to a store with him and buy the same soda that H had. The subject talked to himself in a strange, irritated way while he waited for her to get her purse. But he was able to calm himself after going out of the center and his facial expression became more relaxed. There was a smile on his face on the way back carrying the can of soda.

[Observation 8] (6 ; 5)

When he wanted to play on the trampoline with a boy M, he grabbed M's hand. As M was unwilling and did not comply with his request, the subject got angry and went to slap his mother on the cheek as hard as he could. She then went herself and asked M to play. M began to play with him, and his humor was restored.

[Observation 9] (6 ; 7)

When his teacher was playing with other children on the trampoline, he came up to her and touched her face. But because she paid less attention to him than to the others, he lay down on the floor on his stomach and started to shake his body (self-consolation). But when the teacher noticed this and waved to him, calling him over to play, he stopped and went back to her again, smiling this time.

[Observation 10] (6 ; 8)

(Home visit): When he saw his teacher, he was very happy and went to sit on her lap. He ran away from her laughing, expecting her to run after him. He enjoyed this chasing game with her very much.

When the teacher said good-by, he didn't answer and pulled her head close to his face. He expressed refusal with a gesture instead of words. She played for a little while to satisfy him to some degree. When she said good-by to him again, he again did not answer. She asked him, "Motto asobitaino? (Do you want to play more?)", and he answered, "Asobuno (I want to play more)". He went to a shelf of the closet and stepped on it expecting her to chase him again. After playing a tickling game with him for some time, she said good-by. This time he also said, "Bai-bai (Bye-bye)", waving his hand with content.

[Observation 11] (6 ; 9)

When he was asked to come to lunch, he ignored the speaker because he was unwilling to get down from the trampoline. He was asked again, and refused, saying, "Iya!(No!)"

[Observation 12] (6 ; 10)

(Report from his mother: at elementary school)

His mother went to elementary school with him. When the teacher in charge of a class for the handicapped strongly recommended her to leave her son in the classroom, she did not know what to do. But in the end, she decided to leave him for a little while but with some reservations.

When she returned to pick him up, he recognized her and started to run up to her with an expression of relief on his face. But he stopped suddenly just before he reached her and his facial expression which had began to relax stiffened again. He behaved indifferently to his mother, looking away from her. His mother was shocked at his unnatural behavior toward her and she realized how uneasy he felt and how great his repression was during her absence. She decided then not to leave her son alone in the teacher's care and took him back home.

[Observation 13] (6 ; 10)

He refused by saying, "Iya(No)", when he was asked to go to have a snack. He also refused in the same way when he was urged to go home.

[Observation 14] (6 ; 11)

When he went to the park, he found his teacher playing with other children. He approached her, but was not able to call to her or pull her by the hand. He was expecting her to call out to him. Only after she noticed him and called out to him, did he go up to her and take her to the sand box, telling her to sit down by saying, "Osuwari (Sit down)". Then he threw his arms around her neck and hugged her.

<Stage 3>

[Observation 15] (6 ; 10)

When his teacher said to him, "Why don't you wash your hands?", he answered, "Iya (No)". Although she didn't say this again, he went to the washroom with a discontented look on his face.

[Observation 16] (6 ; 11)

He was sitting quietly and waiting for his mother at the entrance of the center. When his teacher asked him, "Do you want to go upstairs to play on the trampoline?", he said, "Iya(No)", and began to cry.

[Observation 17] (7 ; 4)

When he found his mother playing with other children on the trampoline, he almost wept with anger and jealousy, and then hugged her, slapping her cheeks violently at the same time.

Later, when other children were about to get on the trampoline, he stopped playing and got off angrily. He said sullenly, "Makudonarudo (McDonald)", "Poteto (Potato)", and went downstairs in order to leave the day care center. His mother prevented him from going, suggesting, "Let's go to play on the trampoline again", and he responded to her initiative. Fortunately, this time there was no one playing on the trampoline and he was satisfied.

[Observation 18] (7 ; 5)

He was enjoying playing on a swing in the park with his teacher beside him. He said to her grinning, "Ashumu". She couldn't understand him and asked him to repeat the word many times. He got angry and said, "Choko". At last she understood what he meant and asked him, "Do you want to eat chocolate ice cream?". He became satisfied and started to run toward the shop happily.

[Observation 19] (7 ; 5)

On his way home at the transfer station, his teacher asked him, "Oriru? (Will you get off here?)". He answered sullenly, "Oriru (I'll get off)". Then she asked, "Iya? (No?)", and he answered in the same way, "Iya". Once again she asked, "Oriru?". This time he answered firmly, "Iya!". He probably wanted to go to the last stop but had difficulty expressing this. Finally they didn't get off and rode on the train until he became content to some degree.

<Stage 4>

[Observation 20] (7 ; 9)

A girl K whom he liked, had a quarrel with a girl M. K cried loudly in her mother's arms. He was very anxious about her and became restless. Then he went to her and unintentionally hit her on the head. She cried all the more. His mother and his teacher rubbed K's back to comfort her. He imitated the gesture, but then he hit her again.

After a little while, K stopped crying and went away with her mother. He suddenly burst into tears holding the back of his hands to his eyes and cried unconsolably. He wept in his mother's arms but was gradually able to calm himself as she comforted him saying, "K is OK. Don't worry".

[Observation 21] (7 ; 10)

(Home visit): He wanted to buy gum and said to his teacher, "Gamu (Gum)". She asked, "Will you come with me? Your mother will stay here at home. Is that OK?". He answered, "Hai (Yes)", and waved his hand, saying to his mother, "Bai-bai (Good-bye)".

[Observation 22] (7 ; 11)

The meal service started yesterday at elementary school. He did not want to go to school this morning, saying, "Gakko kirai (I hate school). Takarazuka iku (I want to go to Takarazuka)".

The reason for his hesitation was not clear. It was probably because he was tense about going to school with the addition of the meal service which he disliked. His nerves must have been all unstrung. His mother respected his refusal and his expression of will and decided to keep him away from school.

[Observation 23] (8 ; 4)

He imitated his mother and his teacher in gesture and conversation, as he played with his favorite toy animals. For example, he put a toy rabbit on his cheek, doing "suki-suki" (gesture of affection) and said to the rabbit, "Usachan, gakko iku? (Bunny, are you going to school?)"... "Ikanai (No)".

[Observation 24] (8 ; 4)

When he was asked to go to play in the nursery school, he answered at first, "Iku (I'll go)". But at the same time he wanted to stay to play on the trampoline, saying, "Iya (No)". He played on it for a little while, and finally when asked again, he answered, "Iku". He probably hesitated to go to the nursery school because he hadn't been there for a whole year.

[Observation 25] (8 ; 6)

When his mother asked him if he wanted to go to the day care center, he didn't answer "Iya" or "Iku". He must have been thinking about various things that happened to him there and wasn't inclined to go.

On the other hand, when he looked bored and absent-minded in playing at the day care center, and his teacher said to him, "Let's stop and go home", he answered unhappily, "Iya. Asobuno! (No, I'll stay and play more!)", and was unwilling to move at all.

[Observation 26] (8 ; 6)

On his way home, he bought a can of cola and began drinking it too fast with a discontented look. When his teacher anxiously told him to stop, he held on to the can, saying, "Iya", and continued to drink it, ignoring what she said to him.

[Observation 27] (8 ; 8)

When his teacher was playing wrestling with him on the trampoline, he was thrown down and hit himself on the nose. He cried and his mother comforted him by patting it, saying, "It's all right. Don't worry about it. Does it still hurt?" The more tenderly she comforted him, the louder he cried.

[Observation 28] (8 ; 9)

He was watching some boys and girls swimming in a swimming class. He wanted to join them and said, "Pu:ru (Pool)". As he was not a member of the class, his mother kept him from going inside, and tried to persuade him, saying, "You can't swim here". He obeyed her for a little while, but couldn't contain himself and burst into tears. He appealed to her using gestures of discontent and refusal, and shook his head repeatedly.

He was not able to calm himself and stamped his feet with anger and disappointment, walking about, and jumping nervously. When his mother said, "It's dark now, so let's go home", he was unwilling to leave, angrily answering, "Iya. Asobuno! (No, I want to play more!)" After some persuasion, he was finally content with the promise to go swimming next time.

[Observation 29] (8 ; 9)

After swimming in the pool, he sat on a bench waiting for his mother. He gradually became worried about her, muttering to himself, "Oka:san (Mother)", and began crying in a quiet sad voice. The cry gradually became louder, but as soon as he saw his mother coming, his face brightened up and he ran up to her happily.

<Stage 5>

[Observation 30] (8 ; 10)

After enjoying the rides in the Takarazuka Amusement Park, he voluntarily stopped with a calm expression on his face, saying, "Oshimai (That's all)".

He played for a full day with his mother and his teacher and was quite content. On his way to the exit of the park, he pointed at the monorail and asked his mother to take him on it. When she said, "It is too late. There is no one riding on it now. The monorail will not run any more today", he smiled and answered, "Wakatta. Hai (Yes, I understand)".

[Observation 31] (8 ; 10)

He wanted to eat some "takoyaki" (octopus flavored snack) and said to his teacher, "Izumiya, takoyaki (I want to go to the Izumiya Store to eat takoyaki)". The teacher explained to him, "I can't go there today, because I'm sick. I'm sorry". He listened to her, and once again repeated his demand in a louder voice, "Izumiya, Takoyaki!" She replied him, "I'm sorry, but I can't. Let's go home. I will carry you on my back". He accepted her proposal and smiled at her as he rode on her back, saying to himself, "Oriko:san (You are a good boy)".

[Observation 32] (8 ; 10)

When his mother was talking with his teacher for a long time, he got angry and cried loudly, going up to the former and beating her on the back with his fist. After that he went into the bathroom by himself to calm down.

[Observation 33] (8 ; 11)

He pointed at the ticket-vending machine, saying, "Senrichu:o:", where he wanted to go, and looked at his teacher. She confirmed, "We are going there next Wednesday". He answered, a bit dissatisfied, "Wakatta, Hai (Yes, I understand)".

[Observation 34] (8 ; 11)

He pressed the wrong button on a vending machine and got a box of sweets different from what

he wanted. As he stood there silently and did not take it from the machine, his teacher asked him, "Isn't this all right?" He firmly answered, "Iya, onigiri-senbei! (No, I want the rice cracker!)", pretending to cry with the back of his hands on his eyes.

[Observation 35] (9 ; 0)

(Home visit): He said happily, "Tako-ko:en iku (I am going to Tako Park)", and rushed out of the house with his teacher in a very good mood. He waved to his mother and said, "Ittekimasu, bai-bai (We are going. Bye)".

At first he directed his teacher in a loud confident voice from the back seat of the bicycle, saying, "Atchi (That way)", "Kotchi (This way)", "Massugu (Straight)", etc., but finally he lost his way. He looked about anxiously, muttering in a diffident voice, "Tako-ko:en". and leaned against her back, putting his hands gently on her chest from behind.

[Observation 36] (9 ; 0)

He looked bored and absent-minded, so his mother casually said to him, "You look bored". He got angry to hear that, jumped on her back, and beat her on the head. In a while he burst into tears, crying loud, "Namida, namida (Tears, tears)", and had her wipe his tears. Finally he stopped crying.

[Observation 37] (9 ; 0)

When he fell down, he was about to weep and shouted angrily, "Itai-itai! (Ouch!)". His mother patted the sore spot. He felt comforted and said, "Naotta daijo:bu (It's better now. I'm OK)", and stood up with a normal expression.

[Observation 38] (9 ; 1)

When he saw his teacher speaking to a boy who was playing together with him, he looked at her and said, "Shu:chan! (subject's nickname)", expecting her to speak to him in the same way as she did to the boy.

[Observation 39] (9 ; 1)

While walking together with his teacher, he looked at her and said, "Doko-ikuno? (Where are you going?)", expecting her to ask him the same question. Then she asked him, "Doko-ikuno?" He answered by saying the name of the place where he wanted to go, "Hankyu: (department store)".

[Observation 40] (9 ; 1)

His teacher showed him her injured finger, saying, "Itai-itai! (Ouch!)" He licked his finger with a worried look on his face, asking, "Daijo:bu? Naotta? (Are you all right?. Is it better?)", kindly patting the wound.

[Observation 41] (9 ; 1)

He said with a serious expression on his face, "Ha itai (I have a toothache)", putting his finger into his own mouth and pulling it sideways to show the sore tooth to his teacher. Later he said to her, "Aisukuri:mu (Ice cream)". She scolded him lightly, saying, "You shouldn't eat it when you have a toothache". He held her head with his hands and then angrily slapped her in the face with both hands. She cried, "Itai-itai (Ouch)", and looked at him as if she was going to cry. He looked at her intensely in the face and then gently touched the cheek where he had just slapped her.

[Observation 42] (9 ; 3)

He was going to take a bath with his teacher. When he was stepping into the tub, he found the water was very hot and quickly pulled his foot back. After that he was very cautious about getting into the bath. Then he asked his teacher, "T sensei, Haitte (Ms. T, please go in first)". She got in and then he followed her.

[Observation 43] (9 ; 3)

While he was playing in the pool with a boy Y, his hose was taken away by Y. He asked Y to give it back to him and said, "Cho:dai (Please give it to me)". In spite of his attempt, Y was not ready to return it. At last the subject gave up and became quiet. Encouraged by his teacher, he challenged Y again, saying, "Cho:dai". When Y hit and pinched him, he asked for her help and said, "Itai-itai (Ouch)", showing her where it hurt.

[Observation 44] (9 ; 4)

He finally was able to look straight at K (a male staff member) whom he had been afraid of. Every time he looked at him, he said, "K sensei, me! (Mr. K, don't come here). Atchi-itte (Go away)". He hugged his mother, feeling safe in her arms.