

## Profiles

### Finn – Suburban school

#### *Sensitive Mode*

The first thing I noticed about Finn was his physical activity. In class he was always moving around, always chattering. In the group interviews, most of the time he stood up, instead of sitting down. He would hum, or chant little rhythms to himself, like “a hephalump, a hephalump”, “my Dad is my Dad is my Dad is my Dad.” During the individual interview he constantly made objects with the “textas”, mostly guns, or long poles to try to touch the ceiling. He appeared to be a very intelligent child, who would make quick connections. After being asked “Have you ever helped anyone?” he said “I know what the next question will be, ‘Has anyone helped you?’ ” During the reading of *The Violin Man*, he listened intently to the story, not just noting the pictures like other children, and was the first to respond to questions about the story. He also made imaginative observations about the pictures on the themes in the story. He said “The cat’s dreaming to be a lion, and the dog’s dreaming to be a wolf, and the aeroplane’s dreaming to be an eagle”.

Finn was not involved in sport, unlike most of the boys. He lived in an imaginary world, the sources of which seemed to be books, like *The Lord of the Rings*. He played roles from this book, or Play Station, with his sister. He related how he had been playing one computer game for three days and had reached the “challenge mode, that’s the highest level you can get...that is Exterminator”. In his games he seemed to be preoccupied with violence. He played his favourite *Lord of the Rings* character, Gimli,.. with the battle-axe”. He told long and graphic stories of himself in video games, shooting and killing. Finn’s self portrait was very violent, featuring himself as a small figure of himself with a gun in each hand in the centre of the picture, surrounded by a sea of blood, a dead “army man”, and a large bomb. His imaginary world seemed to be so overwhelming that he could not recall any heroes in the “real” world.

#### *Relational Mode*

Finn’s strongest personal relationship seemed to be with his father, who lived in another state. His parents were divorced, and his mother, sister and Finn had moved to Melbourne. His father sometimes came to visit him. A highlight of Finn’s life was a holiday to Malaysia, where his father took him and his sister. He told a long story about being chased by monkeys. He said “My Dad didn’t listen (to warnings), me and him went, and I was watching the monkeys all the time, and one started to run at us. I went ‘Dad! Dad! Dad!’ He picked me up. He looked at where the monkey, and then, and he picked me up and we ran all the way to the hotel.” (He used many gestures and an

excited voice while telling the story). Toward the end of this interview I felt he was ready for me to ask “Do you miss your Dad?” He gave an uncharacteristically quiet response “Yes, I miss him very much”.

Finn did not say much about his mother, except that she got his breakfast, and he sometimes helped her do the dishes. He said “Everything’s good about your family. Your mum and dad help you get breakfast. Your brother and sister can play with you...” What was not good about having a family for Finn was “when your mum and dad split up, or divorce.” Finn had a younger sister, aged 6. He ridiculed her for being big for her age, calling her “Penelope the Hephallump”. However he shared his imaginative life with his sister, and played hand-ball with her. He commented that “we play different games, and watch different shows, but we’re alike. We’re like twins.”

Finn’s relationships with his peers did not seem to be very strong. During the group interviews he engaged in attention-gaining behaviour, like singing, getting up from the table, and interrupting other’s conversations, but the others ignored him. Among his school friends he mentioned both girls and boys, but his strongest friendship seemed to be with a girl, Carol, with whom he discussed life and death. Finn told me, in some distress, that “Once a friend came to my house. Once in my entire life.” When asked what he and the friend did he replied “Well, everything that I could do. It was so quick I only got 10 minutes with a friend at my house. It sucks.” He also complained that kids at school “beat me up. They punch me in the head”. This may be fantasy, but it appeared that he had some difficulty in relating to children other than his sister.

#### *Existential Mode*

Finn presented as an angry little boy. He said, “When I’m really angry I start to get smaller. So people can beat me up easier...and I’m really angry when I’m small.” When asked “Do you get angry often?” he replied “Well I grow small sometimes but not angry.” However, his aggression seemed to be confined to his fantasy life. He loved war games because he “usually loves gory stuff”. On the other hand he said he would not shoot a real person “unless I’m in a war”. I did not observe any aggressive behaviour toward other children, and he declared that killing or hurting real people was wrong. He showed genuine concern for the plight of the refugees. He said, “They’re feeling sad because their son might get hurt, or their husband or something”. His three wishes were that there would be no such thing as war, “that everyone would never hurt anyone”, and no-one would say bad words.

Finn had also thought about issues of life and death. His friend, Carol, told him that you get two lives. "If you believe in God you get another life, because you've been grateful to him... You come back. You're like reborn (in this world)". Finn said he did not believe his friend because her idea was "funny", meaning incredible, but it had impressed him. He did, however, have a sense of family continuity, as in names passed on from grandfather to father, and from father to himself.

Finn had another concept of the transcendent. He was fascinated by the Milky Way, which he mentioned on two occasions. While, on the one hand, he thought that it was literally composed of milk, he also believed that the Milky Way might be "a portal to the next solar system" where he could escape.

## Luke – Rural School

### *Sensitive Mode*

Luke seemed to have a range of sensitive modes – visual, auditory, and especially kinaesthetic. When he was doing the jigsaw puzzle, he sought out pieces by their colour and the object they were part of, referring to the picture. He vocalized fairly frequently about what he was doing. He also worked in co-operation with Kane, and the others. But sometimes he tried to fit the pieces together by pounding them with his fist, instead of turning them around for fit.

Luke was a strong, athletic child, who liked dangerous activities. He played football and cricket with local junior teams. He was a good swimmer, but his deepest love was surfing. He learned to stand up on a boogie board when he was only three, and currently used a big board. He wanted to be a surfer when he grew up. I asked him what he thought about when he was out in the surf. He said, “It looks good when they (other surfers) are inside a wave”. When asked how he felt when he was inside a wave, he said “It’s like paradise”.

Luke also liked the danger of surfing, of the possibility of running into rocks. He was fascinated by Mt Everest, and one of his wishes was the climb it one day. He enjoyed racing around the farm in a truck, tractor or on a motor bike. For his “awesome” picture he chose an enormous truck jumping over an (apparently) very small car. Luke liked rock music. He had a guitar, and would like to play drums. His “journey” picture was of himself playing drums, flanked by enormous speakers.

### *Relational Mode*

Luke seemed to have strong emotional bonds with his family. In the interview with his twin sister, Lizzy, there was much interaction by gesture and verbal asides. They made much of Lizzy being “10 seconds older”, but physically weaker. Luke explained that the motor bike was too hard for her to hold (on rough ground), and that she had only started to play netball. He listened intently, perhaps sympathetically, while Lizzy related the stories of her many minor physical accidents. They discussed together going to their grandma’s house, their pets, and their recent trip to Sovereign Hill. They gleefully related an incident which happened when they were one year old. Luke climbed up to a high cupboard and swallowed some medicine and had to be rushed to the Royal Children’s Hospital. They both enacted the way he was temporally blinded and kept banging into things. This would be an oft-repeated family drama, which they treated as a comedy. When discussing more speculative subjects, like Lizzy’s interpretation of the origin of the world, Luke gave passive agreement.

Luke said that their mother had some near fatal medical condition when they were born, and she could not have more children. He indicated that they had to look after her. He said that his father, a part-time farmer and full-time shearer, was away a lot, and he didn't see him often enough. Luke related in detail, at the last interview, that his grandfather grew ill and died a few months before, and his first wish was to have him back. He said they used to spend a lot of time together and he missed him.

Luke also related to his pets, and his friends. He related to the sea and the mountains, to the tree he fell out of, and his toy lamb, which he shyly admitted that he takes to bed on occasions still.

### *Existential Mode*

Luke's identity formation can be deduced from a small number of key incidents in his life. Details about his birth, such as his mother's illness, and his being the second twin seemed to give him a caring and supportive role in his family. Being able to stand up on the boogie board at the age of three, seemed to define him as being exceptionally athletic and courageous. His relationship with the surf was a focus for the development of his spirituality, and gave him transcendent experiences. The death of his grandfather appeared to face him with the reality of death and loss, which he was grappling with without the aid of a religious faith or other sources of meaning.

Luke said he did not believe in God. He was sceptical about Lizzy's literal interpretations of heaven and hell, and her literal interpretation of the story of Adam and Eve. However, he had an imaginary place called Wonderland, where "heaps" of wonderful things exist. He was not specific about what is there, except there would be chocolates to eat.

Luke thought about death, especially since his grandfather died a few months before. When offered three wishes, his first was "I wish my pop was still alive. In some distress he related details about his relationship with his grandfather, and his illness and death. I asked, "What do you think has happened to him now?" Luke put his head on the table, and whispered, "I don't know". Then we discussed having photos of his grandfather and keeping him in his memory.

Luke's value system appeared ill defined. He said he was a kind person, but could not recall helping anybody, or being helped. Defining good and bad deeds was confined to helping or not helping people (as a general statement), and killing people was bad. His reaction to the Refugee Picture was sensory rather than empathetic. He noted the train tracks and the snow and interpreted their situation as missing the train. After some probing he suggested that someone could give them a ride. He thought the refugees would be sad, but particularly, angry that their houses had been burnt down.

A final interesting feature of this profile was Luke's dream about snakes, which he told twice. He said "I dreamed that we were killing snakes and we thought there was a dead one. And then we carried it to the barbeque, and then (pointing around his eyes) I saw ?(it open its eyes) and then it came after us". He also pointed out the snake in a dream picture in *The Violin Man*. While snakes were common and dangerous in the area, and were mentioned by other children, they might be a kind of symbol for Luke.

## Mary – Provincial School

### *Sensitive Mode*

Mary's sensory experiences seemed to be related to values, emotions or relationships. Her "special place" in the school yard. It was cool and shady and having steps, and special because it was close to the art room, and her ambition was to be an art teacher. Her "awesome" photo was a symmetric picture of a drop falling onto the surface of water. The picture reminded her of the need to save water, in the midst of a drought. She explained that "if the water disappears the animals will die and we'll die, and then there'll be no-one to look after the animals". When she was drawing, in the third interview, Mary did not seem to be engaged in the art for itself, but for the stories it told. She explained that her self-portrait showed that she had blue eyes and blond hair, like her father and sisters, and that she was good at smiling. Her "journey" picture told a complex story about the hazards children could face on the roads.

Mary showed complex emotional sensitivity, such as being happy and sad at the same time. She believed that Oscar, in *The Violin Man*, felt these ambiguous emotions. She described how sometimes her legs really wanted to run around and have fun, but her head told her she was tired and needed to sleep. Her great grandmother had died very recently, and she felt sad that she had died, but happy because her great grandmother could no longer see, hear or talk before she died, and now she was in heaven with God.

### *Relational Mode*

Mary identified herself as a special person, because "I have a Mum and a Dad, and some people don't". Mary seemed to idolize her father, and in the first interview bragged about his (improbable) sporting feats. He seemed to be at work when some family events happened, but he played with her, flew kites etc, and she fondly remembered drawing him when he was asleep. Her mother organized regular "family nights" in which all the children played games together. Mary valued the clothes and toys her mother bought for her, and being picked up from school. There were two older sisters, who Mary complained were bossy. She had a 2 year old sister, who forgot to turn the tap off. For Mary, families were valued for reciprocal relationships: "you get to look after people...and you also get looked after...you get to read to someone and you can talk to people". Mary made use of her family relationships in empathizing with other people. When she observed the Refugee picture, she called on her experience of her family having too much luggage to go on a family trip in one car. She hoped that someone would help them carry their belongings, as someone had helped her family.

Mary had many friends; “practically the whole class”. She demonstrated her care for her friends in co-operating well doing the jigsaw puzzle, and especially in her physical and verbal support for Grace, who was finding the first interview threatening. She helped another classmate when she fell over in the playground, and some older children laughed. Mary’s response was to tell them “It’s not nice to laugh when someone falls over...It’s one of my friends, and if you do I’ll go and tell the teacher”. Mary also felt a close bond with her teacher, and tried hard to please her. She had other more fanciful friends, such as animals, a house, and “the man in the moon”. She believed the earth was a great place to live, and expressed the need to care for vulnerable creatures, such as baby birds.

She believed in God, as creator. “God was in heaven, which was everywhere, so God was with us and taking care of us”. Yet she wondered if heaven is a literal place, and asked “Can people walk around in heaven?” Her understanding of God was influenced by her concept of family succession. “God (made the world) and Jesus, his son, and he looks after it, if he’s not dead. And if he is it’s sad because when Jesus, God, died, he put his son in charge, and if he had a daughter he put her in charge after Jesus died and he would put his wife in charge if the kids were dead.” Mary prayed for her great grandmother who had just died, whom she believed was happy in heaven. She said that Oscar’s dead daughter, Marietta, (in *The Violin Man*) was still with him. Mary suffered from asthma, and thought about her own death from time to time, as not being able to be with her family any more. Mary also claimed to have seen an angel. She was aged 6, and was in hospital to have some teeth filled. When her Mum and Dad left her overnight, she was feeling really scared. Suddenly an angel appeared and said “Don’t be afraid. I’ll stay with you tonight. I won’t leave you tonight. And I’ll be there with you tomorrow.” The angel wore a gold dress and a bright thing on her head. She had wings. Mary believed the angel stayed with her. “That night I wasn’t scared”. Although Mary was given to telling fanciful tales, this story seemed credible, because she had a deep fear of dying.

### *Existential Mode*

#### *Identity*

Mary’s self-portrait was a large, simple pencil drawing of an open, smiling child. She said she had blue eyes and fair hair like her father and sisters. She also resembled her family in liking to wear a T shirt, even on cold days. She liked her body, and hoped to stay slim when she grew up, by eating healthy food. Mary had given some thought to what made an individual unique. She said that even if two people look alike, they would behave differently, and different things would happen to them. She saw herself as clever, and good at sport. She sometimes exaggerated her ability, and that of her father, who could “jump 6 metres high without a pole”, and she could “kick a football from the front



door, across the street, and into the next street. That day she said she had completed a Maths test before any of the other children.

Mary has had some dark experiences in her life. She suffered from bullying at school, especially when she was in grade prep, when on one occasion she was punched and kicked, and was too afraid to go to school the next day. She said she still got picked on at school, but her older sister sometimes protected her. Other traumas in her life consisted of illness, and fear of death. Mary, like her mother, suffered from asthma. She described it as follows: "I have asthma as well (as Grace) and my Mum has a really bad one. Sometimes if I run 5 or 6 or 7 laps I have to stop and use my asthma pump or I die or something. And I'm not allowed to die this way, my Mum said. Because if I don't have my asthma pump I'll start panicking" Mary's Journey drawing was of a busy road, with a pedestrian crossing, and traffic lights. There were a number of children in danger, including herself in this drawing.

Mary's three wishes were:

1. to make everyone alive again,
2. to make everyone have a family, and
3. that everyone can get rich and not run out of money.

## Tom – Suburban school

### *Sensitive Mode*

Tom had an eye for detail, whether it was about facts, about events or an imaginative response. His approach to the jigsaw puzzle was systematic, focused, and showed awareness of the total picture as well as the detail. Tom was good at sport. He played football, soccer, and was learning to play tennis. He said that in class games of football he got picked for both teams at once, and kicked goals alternatively to each end! He was also keen on surfing. His family had a holiday house near a seaside town where the surf was good. Tom and his brother liked to surf with boogie boards, and they practised surfing on their father's big board. Tom also liked to dig big holes in the sand, and play imaginative games with his brother. He was excited by dangerous games. One of Tom's wishes was to have a house on the foreshore so he could watch the sea, and the sun setting over the ocean.

Tom said that he was good at school work, and often helped his class-mates. Education was a serious matter. He was interested in factual information rather than the spiritual realm. "When people die they get put in a grave...and people remember them". He shows a mature approach to problem solving. He said 'My brother helped me with my homework', and showed him alternative ways to solve problems. . Tom was also able to deal in quite a mature way with moral ambiguity. For example, he could say that painting graffiti was wrong when it defaced property, but graffiti could be beautiful and appropriate in certain circumstances. As an n example of Tom's intellectual curiosity he said "My Dad works for Telstra, and I'd like to know what he does there....and I write down what he does. Under the table so he doesn't see me".

Tom was also interested in Art, and liked sketching and cartooning. He enjoyed reading, and had a rich imaginative life. For his Journey picture he drew himself on an island. While he was drawing, he described how he got there (being chased by a shark), the food he would eat, the house he would build and how he would occupy his time. He was able to combine imagination with pragmatism.

### *Relational Mode*

Tom had an older brother and a younger sister. His mother worked for a charity agency and his father for a telecommunications company. His father was very keen on sport. He always read the sports pages of the newspaper, and took the family to AFL (football) matches. Tom gave explicit details of the family organization, such as when the children were rostered to do household chores, and their fortnightly retreat to the holiday house. In this family much of the children's time was

spent playing football and other outside games. However, at one stage Tom said that his brother and sister didn't play with him "because of his (food) allergy". He also related that his parents sometimes administer the wooden spoon to his backside. He thought this was wrong. (The school vice-principal, refuted this claim of parental violence. She intimated that Tom was inclined to tell fanciful tales, to manipulate other children through his intelligence, and he had some tendency to violence himself.) Tom seemed to identify with his older brother, and his ambition to be an engineer.

In the group interviews I noted that there was a lot of interaction between Tom and the other "Anglo" boy, but he largely ignored the 2 girls. However, in the individual interview he related things that the girls had said. In the group interviews Tom seemed to disengage when the others were discussing their interests. In the individual interview he was first somewhat distant, and gave much attention to his drawing or playing with the textas, but eventually became engaged with the researcher, and shared a lot of laughter and fantasy. (Was I being manipulated?)

As already noted Tom related deeply to the sea, and was aware of the beauty and danger of the natural world. When the children were asked who was "in charge of the universe?" Tom replied "The Prime Minister. O no, God, I mean Jesus. He made the sun, he made the moon and then the sun behind the moon (beginning to describe an eclipse).

### *Existential Mode*

#### Identity

Tom described himself as "cool, smart, different and, um, sporty and interactive. I respect people". His main difference from his peers was in having an allergy to nuts. He seemed to see this allergy as alienating him from others. Perhaps he saw it as a sign of weakness, in his otherwise strong self-image.

#### Values

He had some clear moral values. He believed that it was good to give blood or kidneys, and that doctors did good work keeping people alive. He was grateful when someone helped him. As mentioned, he seemed to be struggling with moral ambiguity. He related how some friends lived in a country town, "and whenever they do something wrong (their parents) would get a whip out!" The researcher asked him, "Would you do that if you were a Dad?" He replied "No, I wouldn't do anything. I'd just put them in the room and talk to them". On the other hand he sometimes saw violence as a solution. He would help the refugees by stopping the war. "I could get a rocket launcher and go pt, pt 'Stop this war right now!'. And if they don't stop I'd shoot them all". He mentioned other violent fantasies.

When asked how the refugees would be feeling if their house had been burnt down in the fighting he replied "They paid all that money, and then they lost all of it", but he continued "and they are feeling so sad because to walk all that way with that much stuff would be very hard". That is, materialism was followed by real empathy. There was a similar pattern in his "3 wishes". The first wish was that "I would be rich, and whenever I bought something my money would always stay the same". The second wish was "I wish all my friends could fly". This was so they could all have fun flying to school. The third wish was "I wish my family had a mansion for a house" His reason for wanting a mansion was so that the family could watch the sea and the sun going down over the ocean. In his "Journey" drawing he was on an island, with "funny trees", where he can be "the only one, just once", and do "anything I like". Although there seemed to be a desire for communion with himself and his world, he was wearing "designer" clothes.

## Pham – Suburban school

### *Sensitive Mode*

Pham chose the pole-vaulter for her “awesome” picture because she likes jumping. She enjoyed watching athletics on TV during the Commonwealth Games. She plays tennis, and has been with her father to watch her brother play in a tennis tournament. She demonstrated her visual sensitivity in tracing the lines of the composition of the picture. Doing the jigsaw puzzle, she concentrated on the colour of the pieces and the picture on the box. Her drawings were small, colourful and detailed. In the third interview she played with the textas, and tried to line them up according to the colour spectrum. Pham enjoys music. She can play “5” instruments in a rudimentary way (at Yamaha classes), but has regular violin lessons. She enjoys reading. In more social contexts, she professed admiration for Uluru, fascination with dangerous snakes, and a liking for Paul Jennings’ “disgusting” books. She enjoys the thrill of rides at Luna Park, though she was frightened when she was smaller.

### *Relational Mode*

Pham’s relational mode seems to dominate her spirituality. In the group interviews she was one of two Vietnamese girls and two Anglo-Australian boys. The two girls behaved in a submissive way, in that they did not interrupt the boys and seldom invaded their space. If a boy snatched a jigsaw piece from Pham she did not object. She did not speak unless asked directly, and would raise her finger in a tentative way if she wanted to speak. However, Pham was sometimes assertive. When she wanted to talk about her dog she spoke out. When she thought the boys were making a mistake in the puzzle she protested loudly “No, look...I know, I know, I know!” When she discussed her friendships she talked of a friend who helped her with her work. She also mentioned, in the context of good and bad deeds, a former friend who had been “bossy” to her and taken advantage of Pham’s friendship group. “When I almost tripped on her in line, she said “Why did you push me?”

Pham’s interaction with the interviewer was confident and inquisitive, especially when she was alone. She asked questions about my childhood, what books I liked etc. At the end of the third interview she was very reluctant to return to class.

Pham lives with her parents, grandparents and old brother. The grandparents were not specifically mentioned. Her parents both work in factories, and frequently are away doing shift work. She mentioned her father taking her to tennis, and the family to Luna Park. Her mother is sometimes sick, but Pham helps her with the housework. Her relationship with her brother is equivocal. He works at Kmart, and buys discount books for her. He has a serious illness and “might die” so she

prays daily to Lord Buddha for him to have a long life, and do well in his studies. But she admitted to teasing him, like trying to lock him in his room.

Pham's most important relationship is with her Labrador dog, Scooby Doo. She mentioned him frequently, and both her drawings had her dog in a central position. The most significant event in her life was her sixth birthday, when she found him, as a puppy, in a box in her bedroom. She likes to relate the clever things the dog does. When she is busy doing homework the dog sits in her room and listens to the radio.

Pham likes to go to the park with her dog, and pick flowers, her favourite ones are pink. She found a baby bird at school one day, and tried to feed it and care for it. Pham's relationship to the transcendent seems to include a respect for Christianity, and a diligent practise of Buddhist rituals.

### *Existential Mode*

#### Identity

Pham's self-portrait is grounded, that is it has a base line and sky above, suggesting a strong sense of her identity, or place in the cosmos. Her figure is small, with fine detail and bright colours, including a yellow face, hands and legs. Both of her pictures portray an actual incident, gathering flowers with her dog, and discovering her dog in a cage in her bedroom on her birthday. Relationships with her family, friends, and her dog, and her religion are important to her. Pham seems to be influenced by both the religion of her parents and her adopted country. She said that at death good people go to heaven and bad people go "down". She "believes in God", and has been to a church once. However her real devotion is to Buddhism. She told me in detail, and with pleasure, of her visits to the temple, where the family kneels in front of the big, gold Buddha, and they recite prayers and offer incense and paper money. They also have a shrine at home, where they read prayers from a big red book every day. She related these things without the self-consciousness of a devout Anglo-Australian child.

#### Values

Pham empathised with the way the Violin Man felt bereft when he couldn't play his violin. She deduced herself that the refugees were running away from danger, and she realised they would be tired. When asked about good and bad deeds she related them to her own life, like helping her mother when she was ill, and the strained relationships within her friendship group.

Pham's aspiration is to be a doctor when she grows up. She is academically ambitious. She wanted to know how her drawing compared with other children in the group. Materialism featured, in that her family circumstances seem to be modest. One of her wishes was for "a car with no roof".

## Hahn – Suburban school

### *Sensitive mode*

I experienced some difficulties in interviewing Hahn. Initially she seemed very shy, her English was limited to everyday communication (mainly about her animals), and there seemed to be cultural differences, such as reluctance to answer a question unless directly asked, and a concern about giving the right answer. She avoided eye contact. For most of the three sessions she sat with her arms folded on the table and her head on her hands. She rarely sat up straight, except when looking at a picture or discussing her animals. During the first interview, at one stage she was kneeling on her chair, obscuring another child from the camera. I touched her arm, and asked her to move back. She shrank back in her seat, and held her arms tight, as though I had threatened her.

For her “awesome” picture Hahn chose the baby bird. She showed no interest in the other children’s choices. She has a large number of pets. She describes her rabbits as “cute”. Other words she used to describe animals were “clever, friendly”. She said she preferred animals to humans because they don’t talk. (This may have been an oblique objection to the interview situation). Hahn likes music, and plays piano and flute. She likes Richard Claydeman’s piano playing, and dislikes the music her sister plays. She enjoys art. Her drawings were large and had well defined lines. She enjoys swimming. At school she is not very involved in sport but likes playing active games with the other girls. Doing the jigsaw puzzle, she demonstrated concentration, attention to detail and the overall picture, and expressed definite ideas about where pieces should go.

### *Relational Mode*

Hahn’s dominant relationship is with animals. At home the family has 14 rabbits, 3 dogs, 2 cats, 8 budgies, 2 fighting fish, 1 guppy, 2 ducks and 1 chicken. The other children in the group were aware of her large number of pets, and were amazed or mildly critical. The most exciting event in her life was receiving Blackie, the Labrador, on her 6<sup>th</sup> birthday. She related in some detail how the various animals are fed and cared for, and by which member of the family. Her mother is a vet, and works at an animal shelter. Hahn wants to be a vet when she grows up. She demonstrated some relationship with other features of the natural world. One can have a tree for a friend. Her “journey” picture is of a beach in Vietnam.

Hahn’s relationships with people seem less strong. In the group discussions she was mostly a spectator. This may reflect lack of social experience as well as language. She did not seem to have been to an amusement park. However she entered confidently into the task of the jigsaw puzzle. She listed a large number of friends at school, but none in her home environment. Her home is several



suburbs away from the school. Her main social group is her family, who spend part of their time in Australia and part in Vietnam, where her father has business interests. Her father helps her look after the pets. She has an older brother who used to escort his sisters to school, but is now at university in NSW. Her sister, aged 11, attends the same school, and shares a bedroom and a computer with Hahn. Hahn likes playing with her sister, but resents her sister staying up later than her, playing annoying music, and having more teddy bears than she has.

### *Existential mode*

#### Identity

Hahn's self-portrait has a very large head and a small body. The lines and colours are clear and decisive. The picture is somewhat stereotyped, in that she drew herself with short hair, like some other Asian children in the study, when her hair is long. For her "journey" picture she drew herself very large, and centrally placed, but did not draw the beach until I suggested it. I asked "Was anybody at the beach with you?" She replied "Yes, I can't go by myself". Then she drew her sister, smaller, in profile, kneeling down facing Hahn. Hahn described herself as "friendly, playful". Her family thinks she is "cute and little". Her sister thinks she is "annoying", and her father thinks she is "normal". She sees herself as different from her friends in that she has more pets, and she lives far away from the school. When asked does she feel she is Australian or Vietnamese, she said "both". She likes Vietnam for the warm weather, and having more cousins, and she like Australia because she can have pets here. (Her aunty looks after the pets when they are away).

#### Values

Overall, Hahn seems to value animals highly as compared to people. She showed little visual perception when she viewed the refugee picture, but expressed sympathy for them as "sad" and in need of a warm drink and food, when the picture was explained to her. She could not recollect helping a person herself, but was aware of others helping her in practical ways. Her brother used to help her with her homework, and her father helps her mix the food for the dog and the rabbits. Bad deed included "Somebody might kidnap you. They might take you away from your parents. And when you go to school people might harm you". Her wishes were to have more pets, and to have more teddy bears. When it was suggested that she might like to make a wish for somebody else, she thought for a while then wished that her sister could have a room of her own.