

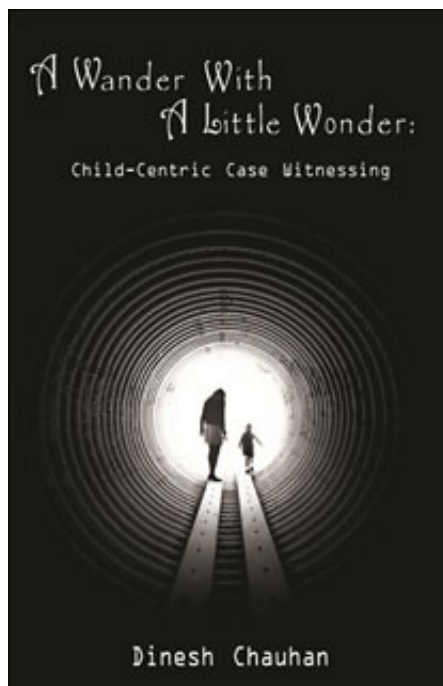
# Dinesh Chauhan

## A Wander with a Little Wonder

Leseprobe

[A Wander with a Little Wonder](#)

von [Dinesh Chauhan](#)



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## Mixing Bright,

### Glittery Colours That in the Dork

Master K. D., eight years old, consulted me on March 27, 2008, with the complaint of a skin eruption behind his ears that was diagnosed as wet *eczema* and was accompanied by itching, pain, and bloody discharges. The following case records my second interview with the child. First, let me share with you the peculiar points that came up in the first interview.

When the child was asked to say something about himself, he said he liked art, singing, and music. After saying this, to every subsequent question he merely said, "I don't know," with very long pauses in between. He wouldn't go any further. Then, when asked about what he liked in art, he replied that he liked changing the tune of a song by playing it differently and making a new tune. With regard to colours, he said he liked mixing colours to make new colours. Then, he drew the following drawing, which he described as a shape mixed with colours to make it colourful.



Throughout the case, what came up repeatedly was the theme of making something new and different. *Therefore*, this was the focus/centre of the child. Another observation was that his drawing was well-defined and structured in small squares, but the kingdom was still not clear in the case. This creativity—of something new and different—could suggest the Rubiaceae family in plants or the theme of creativity that is depicted in the fifth row of the periodic table. Here, I asked myself the question, "What is it in the case that doesn't fit into the understanding of the Rubiaceae family or of the fifth row?" The answer came in the child's prolonged, long pauses. According to me, the case was still not complete; therefore, I arranged a second interview with the child.

The second interview brought about a new understanding of case witnessing and the beautiful unfoldment of the child's entire altered pattern.

(Passive case witnessing process)

(At the beginning of the case, the mother said that the child became self conscious when asked about his skin eruption (*eczema*). When the mother was

requested to sit outside during the case witnessing, we observed that the child didn't want his mother to leave.)

**D:** (Addressing the mother). Please sit outside. I want to talk to him.

**P:** No.

**D:** You know, I need to understand a little more about whatever you spoke about last time and your drawings.

**P:** No.

**M:** I will be sitting just out here. I am not going out of the clinic.

**D:** It (the eruption) is bleeding, right?

**P:** I don't know. I can't see it.

**M:** Is it itchy or not

itchy? **P:** No.

**D:** Please, you will need to wait outside.

**P:** No.

(The child doesn't want his mother to leave, but finally she leaves.)

**D** Now tell me, what is happening to you?

**P** What?

**D** About your problem.

**P** Which?

**O** Your problem.

**P** Oh. (PAUSE). It hurts over here after a bath. (Child points to his right ear.)

**D** After a bath, okay. Hmm, hmm.

**P** (PAUSE).

**D** What else happens to you?

**P** (LONG PAUSE). Nothing else. (PAUSE).

**D** So it hurts over here after a bath. Okay, what else happens? Nothing else?

**P:** (PAUSE).

(End of Passive case witnessing process.)

**Focus of the case:** Not clear, so we will have to go to other subconscious areas to find the focus.

**Level of experience:** Emotions

**Experiencing the emotions:** He is in touch with himself

(During the passive case witnessing process, we see that the child is not communicative and takes long pauses. Thus, we become slightly active here, yet

listen passively and ask open-ended questions to focus the questions away from his disease and onto himself on a *general* level.)

(Active case witnessing process)

**D:** Tell *me* a little about yourself, K.

P: (PAUSE).

**D:** A little bit more about yourself.

P: My school holidays have started.

**D:** Okay, they have started. Since when?

P: Ninth April.

**D:** Uh huh. So what are you going to do all day?

P: Join the yoga class in the morning and athletics.

(Since the case is not going any further, we ask him several general questions in order to find the focus. We do not want to direct the patient to any specific area; rather, we ask several questions so that he will choose the area of his interest. Although we have become active, we listen passively.)

**D:** What else? Tell me a little bit more about yourself. What do you like? What do you not like? What are you scared of? What makes you angry? What are your interests and hobbies? Speak about whatever you feel like talking about.

P: (PAUSE). / // Tee to draw and colour.

**D:** Okay.

P: (PAUSE). My favourite colour is red. (PAUSE).

**D:** Uh huh. What else?

P: (PAUSE). What? (PAUSE).

**D:** Hmm. A little bit more about yourself. You're such a young boy. You must be doing many things. Just go on.

P: (PAUSE). I like to sing, also.

**D:** You like to sing, also. Uh huh. What else? Very good. All this is helping me.

P: (PAUSE). I like to cycle, also.

**D:** Uh huh. You like to cycle, also.

P: I like to run. (PAUSE).

**D:** Very good. A little more.

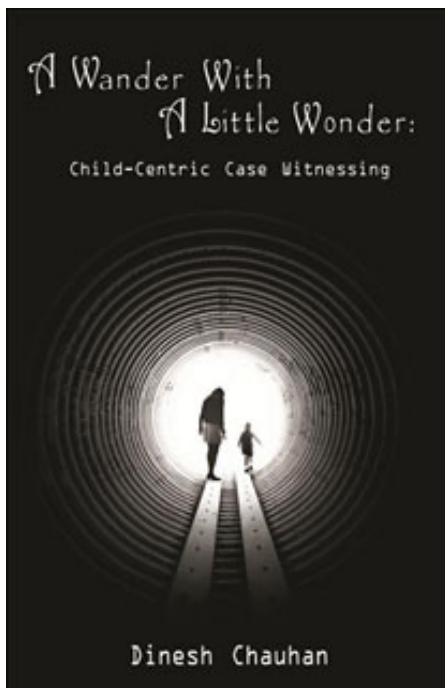
P: (PAUSE). Nothing else.

**D:** This will help me. What else? Something more about yourself?

P: (PAUSE). Nothing else. (PAUSE). (We can observe the child's monosyllabic manner of speech, his long pauses *before* speaking, and how he talks in short sentences. This tells us that his pace

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