



## The Effect of Sand Therapy On The Person's Emotional World

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## Abstract

The first use of sand in therapy was by Margaret Lowenfeld, a British paediatrician. It appeared at the end of 1920. Lowenfeld worked with children and looked for ways to communicate effectively with them. In his work with children, he was influenced by H.G. Wells' book of place plays, published in 1911. Wells' book of floor games includes soldiers, tall boards, blocks, toys. New games of people using these symbolic figures have been mentioned.

Sand therapy is a therapy method used in play therapy activities. In sand therapy, it is an effective therapy technique used to express the emotional states in the business world as well as meeting the emotional needs of the person.

The sand therapy technique can usually be applied to adolescents and adult individuals in children after 5 years of age. Sand therapy is a technique that affects subconscious functions



and processes them. It has functionality that can be used to solve most problems in psychotherapy.

Sand therapy gives the opportunity to reach reality, to provide social reality, to repair the inner world. This therapy can also be described as creating a world out of sand. Research shows that sand therapy is used in the treatment of traumas if there is a traumatic situation in solving problems that are difficult in the emotional aspect of the person and in human relations. Positive results are obtained.

**Keywords:** *Sand therapy, Fairy tale therapy, Expression of emotions, Emotional competence in preschool children*

## 1. Introduction

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Although sand therapy is not verbal, it is an activity that arouses curiosity in everyone, whether they are children or adults. Because sand is a therapy technique that everyone from seven to seventy may want to be in.

In sand therapy, the therapist gives the client 2 sand trays. In one of these trays there is sand and in the other, there is wet sand. The client is asked which one he wants to buy. The inside of the trays is painted blue. Blue represents the sea, river and water. A lot of miniatures are also given during this therapy period. These miniatures are like the reality of toy historical places stone seashells consisting of real objects. The client creates his own scene by choosing from these miniatures. In this way, the unconscious is revealed, and a connection is established between the unconscious and our consciousness. This condition is used in treatment.

Jung laid the foundation of sand therapy. It is based on Jung's therapy. The principles adopted by Jung are used. Unconscious influences concepts symbols form the basis of sand therapy. The client reflects his subconscious emotional states by using tiny miniature figures.

Studies on sand play therapy have a history of 100 years. It is especially widely used in expressing the emotional states of children and young people and in the process of recognizing and treating their behavioral problems. Sand play therapy can be used in many different areas today. For example, the activity of sand play therapy; positive results have been obtained that have been used as a secondary protection method in young people and children who have been discriminated against, caught in the middle of violence and war. (Hunter 1997, Porat and Meltzer 1998).

It has been observed that refugee children express their emotional and cognitive problems through sand therapy and fairy tales in understanding them (Almqvist and Brandell-Forsberg 1995). They use miniatures on top of a tray of sand to allow preschoolers and primary school children to verbally express their feelings about trauma or loss (Cook et al. 2005). It can be used in different areas such as personal guidance in schools (Van and Wiedis 2001).

Apart from being involved in clinical studies, using this technique for guidance and psychological counseling, which is usually performed in private schools, is beneficial to get to



know the student closely and to express themselves through activities such as sand play when students cannot express themselves correctly verbally (Van and Wiedis 2001). When evaluated in this sense, the most prominent features of sand play therapy, which is not sufficiently known in Turkey, should be introduced. In the article, the historical development of sand play therapy to date, the areas where it is used and practical general information about sand play therapy are included. The role of guidance and psychological counseling in sand play therapy is summarized with a case example after giving a brief information about the use of therapeutic techniques and how the therapy will work. At the end of the article, some conclusions and suggestions for our country were shared.

## 1.1. History

The first use of sand in therapy was by Margaret Lowenfield, a British pediatrician. It appeared at the end of 1920. Lowenfield worked with children and looked for ways to communicate effectively with them. In his work with children, he was influenced by H.G. Wells' book of place plays, published in 1911. Wells' book of floor games includes soldiers, tall boards, blocks, toys. It has been mentioned that people will set up new games using these symbolic figures. Using these figures, different creative works have emerged.

Lowenfield diversified these toys and included sand and water in the game. By the end of the 1920s, he developed a unique technique using the name "World Technique". Although the foundations of sand therapy were laid with Loenfield, it was Kalf who developed this technique. Dora Kalf is a student of Jung. Dream analysis was developed by Jung, but it has not been observed to have much effect. Here, one's verbal expression is quite small. Upon this, a search was made for a method that could describe the situation. Kalf used world technique in a conference he attended in Zurich in 1954. This technique has become widespread over time and has begun to be used in many parts of the world.

## 1.2. Usage Areas



The field of interest of sand play therapy is quite wide. It has applicability to all groups. The game is enjoyable to practice because it is definitely encountered somewhere in everyone's natural life. In this activity, which does not require verbal expression, children are also very effective in the first place. Especially children who face situations such as abuse can be observed more clearly. Sand therapy is a technique that is also used in family therapy. It is widely used in situations that are difficult to explain verbally in bilateral relations and is an effective method. Similar to the schema, this practice, which is used in family therapy, is used to reveal the dynamics of the relationship as well as in the construction of family trees. Sand therapy is also used in individual activities. Individual schemas deal with topics such as stress, strengthening the ego, providing self-confidence, gaining mechanical-functional skills, and being able to compromise in the face of opposing thoughts. Sand therapy can be used for diagnosis as well as treatment. When used to make a diagnosis, it is effective for the therapist to get better information about the problem and manage the treatment process.

When sand play therapy is used for treatment, it is a tool for solving the problem of the client. In this therapy method, it is also used in the process of supervision in the field of guidance and counseling. Sand play therapy has been applied with different cultural groups. The applications have been successful and proven. This technique has become widespread throughout the world.

## 2. Sand Therapy

Sand therapy is a process in which the creation of small object figures, the use of sand trays, and sometimes water to create a mini-template of the people's view of the world. There are stories that a person creates in his mind. The brain likes to produce these stories. With sand therapy, these stories become verbal language. Because the stories in the mind are wordless. Although sand therapy is an effective method to express the unconscious, it is a quality therapy method in expressing emotion.

Sand therapy can be performed with children under 8 years of age after the fairy tale therapy activity is done before and detailed information about our child is obtained.

### 2.1. Qualities of Sand Therapy



At the sand therapy activity, the person who comes to the consultation plays within the game itself. The game already has its charm. It is time-independent. It can be improvised during the game. Volunteerism is essential. The effects of the game eventually develop an incentive to continue the game. With this therapy technique, our child expresses his feelings by learning different concepts while expressing himself. He can create and learn new words. He can build and play an imaginary game.

## **2.2. In Which Development Period Is It Applied?**

Sand therapy can be applied with clients in every developmental period. Ensuring unity within the family, establishing personality stages is a guide in the formation of intergenerational taxonomy. The person who will use sand therapy can reach information that cannot be reached verbally with this technique. Can observe emotional work within the family. This observation also covers children in the preschool period. It can be determined that our children, who go through different syndromes according to their age periods in the preschool period, are actually stubborn and self-centered. Thanks to this detection, the existing situation is either eliminated or integrated into a more likely situation. More active awareness can be achieved with the launch of 'Journey Compass to My Child with Parent Information Sand Therapy' on this subject.

## **2.3. Purpose of Sand Therapy**

The purpose of sand therapy is to help the client to work through the existing problem verbally or non-verbally. This situation allows our child or person to relax even more by expressing himself, to reduce his burden by sharing his thoughts and to find solutions to his existing problems.

## **2.4. Sand Types**

Sand is used in 2 types of flowing or white color. There is a fun relationship between sand and play.





## 2.5. Benefits of Sand Therapy

Although sand therapy is an effective method of expressing problems of non-verbal emotions, it has a kinesthetic structure. The person also ensures that it is an emotional experience. Touch is the most important imaginary element due to its kinesthetic. It ensures that there is a distance between the client and the therapist. This situation causes the person to break the resistance. Because there is a safe environment. It is effective in getting to the main source of the problem.

## 2.6. To Which People Is Useful Sand Therapy

Sand therapy is observed to be beneficial by people who feel introverted and nervous, people who have been diagnosed with hyperactivity, people who have language and speech problems, and clients who rationalize their situation.

## 2.7. Points to Be Considered During the Session in Sand Therapy

Room preparation has a very important place in sand therapy. The use of tiny figures transforms the room into a more meaningful shape. It should be checked whether there are any figures left from the previous session. The sand should be flat and smooth. Attention should be paid to the distance between the therapist and the client in order to express emotions in a more comfortable way. In sand therapy, it has an important function in introducing the process to the client. For example; "Look at the figures for a few minutes and choose the ones that suit you and can you build a scene in the sand?, you can make a scene with the imagination you want, you can use the figures in the basket to carry them". The figures here are words, that is, words. The client reflects his entire emotional life and inner world.

There is a special importance in creating scenarios in sand therapy. It covers the process of observing the stage construction on the tray of the client. The work of creation is also important in sand therapy. There are two approaches here. The first is not to process the creature verbally, and the second is to process it verbally. Processing the sand tray in sand therapy occurs as a result of physical observation. Emotional factors should be observed. The tray layout





should be evaluated holistically. In sand therapy, cleaning the sand tray has an important place as well as processing the sand tray. Because this stage may or may not be an activity of the allotted time. However, when the effectiveness of the admission session is over, the tray should be arranged and cleaned after the client leaves the room. It is very important to document the session of the sand tray. The sand tray must be photographed. It should be placed in the client's file. Because these photos are important in order to follow the progress of the client over time.

## 2.8. Instructional Studies in Sand Therapy

In sand therapy, giving the right direction has an important function as attracting the attention of the client. For example; There's a world you can do, and it's a place where you can create a story that you can tell when you want to. As a result of such a directive, children (0-6 age group) perform very well in a tray of sand when they meet themselves in a more creative and free environment, using their imagination to create their own stories. Non-verbal symbols are processed in the sand tray. Here, life stories are covered in depth. It is discovered how easy it is with therapy technique to delve into such sub-factors of life stories.

## 2.9. Considerations in Sand Therapy

Sand therapists should not be present in situations such as sharing the meaning of the interpretation of the symbols that the client has made. The sand therapist should be well prepared for the session with the client. Because sand play is a powerful method. Since it is a powerful method, it provides benefit, but care should be taken not to harm it. In the sandbox game in sand therapy, the client must be willing to do the practical work. The therapist and client should have existing experience in the study of sand therapy. There should be an extended supervision process. Sand therapy allows us to use both lobes of our brain. In this way, there is a rapid progress in the process of therapy. The right lobe provides the use of nonverbal communication skills and emotional imagery in problem-solving skills. The left ob. helps with the work of expression.

## 2.10. Why is sand therapy so powerful?



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Sand therapy is a powerful method. Because the harmonious relationship between the presence of tiny symbols and the story creation time is strong because the metaphorical mindset that is felt to be active in the brain together with the hand allows this being to be presented in a free environment. In sand therapy, clients can express their feelings. Because through this game their feelings and thoughts are revealed in a concrete way. Thus, they gain experience. They can express their feelings and thoughts by taking advantage of their experiences. In sand therapy, clients use their right loggers to create a story. Because they want to create a consistent story from shapes and symbols. It is aimed at creating detailed information while explaining using the left lobe. As a result of the merging of these two lobes, perception management results in behavioral analysis and inter-interaction disciplines. In sand therapy, clients reconstruct their inner world with tiny symbols so that they notice the structures that were inconsistent and unstable in their previous lives and develop the potential to overcome problems. In this therapy, the clients work with their inner world until the internal changes they have experienced become compatible with time.

This inner shift helps a person gain new experiences in managing their communication with the world. There is no need for words in managing the process. By synchronizing symbols, different ways of communicating and feeling good between individuals are discovered. A therapeutic relationship prevails. It is superior to other methods and techniques.

The game of sand has a symbolically hidden structure. When examined in depth, there are many different meanings in it. This method is also fun, but it allows the person to see new experiences that can organize their life, to examine the process and to apply it. The healing process of the person to solve problems takes place by interpreting him, observing, reasoning, creating awareness verbally, miniaturizing tiny symbols. The tray of sand allows to reflect the inner world of the client. Emotions are revealed in the scene he has created. Anger, fear and the like are important in the size of the tray in the tray of sand. The person chooses the symbols that are meaningful to him. Because it creates its own imagination. A number of boundaries that we have experienced in our real lives are also present in the tray of sand. The person decides what they want to create, which symbol to select and synchronize. The person unconsciously gains experiences in a free and protected environment.



## 2.11. Jungian Sand Therapy Taxonomy

Jung explains the ability to think with hands in leg. If it is not known what to do, he is of the opinion that it will be enough to start building. Hands describe how the brain will solve problems, an indicator of how unknowns will be solved.

## 2.12. Approaches in Sand Therapy

In the Jungian sand game technique, the hands are mostly in the foreground. It determines how the brain struggles to solve mysteries, how they are solved. It has symbolic meanings. These meanings have an important place. A holistic approach is adopted as an approach.

## 3. Case Study

A 13-year-old girl went to the therapist as a client. The first interview with his mother was held. Her mother was about to divorce her husband, which negatively affected the girl's emotional life. His performance in school had declined. The mother was very upset about this. During the interview, the mother stated that her daughter was introverted and did not want to leave her room. Thus, in the first session, both the client and his mother were interviewed, information was collected, the next situation on the processing of the data was planned.

The client did not talk much with the therapist in session 2. He didn't even want to make eye contact. On top of that, sand play therapy was applied only for diagnostic purposes.

The therapist asked the client to "symbolize a painting that tells about his family" on the sand. This situation lasted for an average of 20 minutes. He intrigued the client so much that he built it on a tray of sand using tiny figures. And the result was revealed. When the client symbolizes the painting, the therapist asks him to verbally express what he is doing. With the support of several fences for the client, he makes a square zone in the middle part of the sand tray. This region is described. The client expresses that he feels lonely and does not want to



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communicate with anyone. On top of that, he states that he uses the ceramic object inside that square region to symbolize his negative emotions. The lion object sometimes uses the object to express fear when it sees a roaring lion. While describing the objects around the fence, he states that his father left his mother and that the divorce between them caused him to experience negative emotions.

When he speaks of the knight on the tray of sand, he speaks of an endless battle between his mother and father. He expresses that his grandmother was an angel for him, protecting him from all evil. As the conversation continued, he stated in the oral account that he hated all the men and that only Superman would save him from this situation. The reason for using the figure of the airplane is that he used the coffin symbol to express the hatred, resentment and anger he felt for his father being a pilot. In the panther figure in the upper left corner of the sand tray, he said that there was someone who wanted to be in his mother's life and that he hated this person.

On the tray of sand, the client accompanied the person to gain experience in the questions he asked about the location of the objects, the forms of distance from each other and their contents. For example; questions are asked about how the relationship between the client's parents adversely affects the client.

Regarding the structuring of this situation, the positive developments in the person's life as a result of the divorce are included. The person said that he had new friends and was happy to spend time with them. Looking at the distance of the objects, he said that the person inside the fence was his grandmother and his neighbor.

As observed in this case, sand play therapy can be used both for diagnostic purposes and for therapeutic purposes, so it is functional.

## 4. Benefiting from Fairy Tale therapy while using Sand Therapy

The sand therapy technique is actually a play therapy technique. Because while hundreds of miniature toys and trays of sand are used in sand and water, fairy tale therapy is usually called fairy tales that have been created by the people and the extraordinary situations



and events that have come down to the present day and told depending on these extraordinary heroes. Fairy tales are all about imagination. It has absolutely no organic connection with reality. The fairy tale does not have any concern about making it believable in its work, but in sand therapy, the person can clearly express his feelings from his own life by using the miniatures there. When using miniatures on the sand tray, it is a technique used in the preschool period to create a fairy tale based on different objects.

In preschool, lullabies and fairy tales about children's literature from the Western world begin with fairy tales, and in ancient times there were actually no books, storytellers looked for different ways to share their stories in order to preserve the culture and the history of the period. The method of sand therapy has actually led to a nomadic life in compiling the stories of folk poets and moving them from the community to the society.

There are several features in the preschool sand therapy activity that are effective in expressing the child's emotions. The first of these is that when using children's miniatures in the sand tray, it may be difficult to use their language very effectively and efficiently, and at this point, it should be possible to express their own feelings with different heroes by using fairy tales. Thus, by speaking in any style, it can be possible for the child to express his emotional state out loud. Secondly, if fairy tale therapy is to be used on the sand tray, the subject is very important and according to the child, a research should be done beforehand. As a result of the research, different issues such as death, divorce, war, environmental problems should be addressed. Here, whatever needs to be taken care of for the child, the child should be allowed to express himself by starting from there in a way that leaves him hope.

## **5. Determination of Methods**

### **5. a. Determination of Research Model**

In order to follow the emotional (mental) development of the students who received sand therapy training in the preschool period and the emotional (mental) development of the students who did not receive sand therapy training, the methods developed in the experimental field were used.



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The research was organized according to the semi-trial model from the trial models. The semi-trial model is one of the most used experimental patterns that occurs in sand therapy research, especially in the field of preschool education, when it is not possible to control all variables. (Cohen and Manion, 2000).

Semi-trial models are used in many cases where there is no control consisting of real trial models or even in cases where they are not considered sufficient (Karasar, 2008). Semi-trial models are one of the most experimental models used in many preschool education sand therapy studies when it is not possible to determine schools and classes (Kerlinger, 1973).

In this study, semi-experimental models were supported according to the unsynchronized control group model. The model with the unsynchronized control group is actually more similar to the pretest-posttest control group pattern. However, the only and important difference between them is the haphazard formation of groups.

In the model, no special effort was made to ensure that they were equalized through unbiased assignment. However, care was taken as much as possible to ensure that the participants were of the same and similar nature. Which of these groups would be the experimental group and which would be the control group was determined by an unbiased selection (Karasar, 2008)? The appearance of the experimental pattern is given in Table 1:

*Table 1: Experimental Pattern*

<b>Groups</b>	<b>Pre-test</b>	<b>Experimental Process</b>	<b>His test</b>
Experiment	..... scale	Teaching with sand therapy	..... scale
Control	..... scale	Teaching with fairy tale therapy	..... scale

### Control group testing



A group of 6-year-old students are given a fairy tale therapy activity at the beginning of the semester to express themselves better. Fairy tales are told, vocabulary is increased. Chronological ordering and following of events are given concepts. By looking at the pictures, the flooring activity is done in the first place. Flooring activity is the starting sentence consisting of phrases such as 'There was one and there was none.' Then comes the spread. In the series, the people, characters and the work of depicting them in the fairy tale are taught. In the sand therapy technique, where the place where the event takes place is actually described, the most needed event is the sharing stage of the atmosphere. Next comes the node. The knot is the most exciting part. The therapist should listen with full attention. Because the main cycle of the event will unfold here. Here the person or child enters a dead end. This is a puzzle, an unknown. Then comes the solution. In the solution, the values attributed to miniatures describe the therapist's work to solve situations that are insoluble with the emergence of emotional states.

Another group of 6-year-olds is given a sand therapy activity without being taught activities fairy tale therapy. The effect of sand therapy work is observed in the emotional and mental development of the 2 groups, in their self-expression and in the resolution of situations.

Then, at the end of the semester, the effect of the success difference between the 2 groups and the activities with sand therapy on emotional and mental development is measured. It also has an effective importance in increasing language development in an indirect way, learning new words and applying them in sentences.

## 5.b. Identification of Sample

The study group of the study will consist of students studying in the 6-year-old class of a private school in Bostanlı district of Izmir in the 2022-2023 academic year. It will be determined after teacher interviews in the school where the research will be conducted. Individual progress reports and portfolio reviews will be at the forefront of teacher interviews.

In the experimental group, activities, activities will be processed by the preschool teacher in accordance with the daily plans prepared by the teacher.

Especially from the teacher who will carry out the activities in the experimental group to the 6-year-old group "death, war, divorce, infectious disease. " was expected to implement





research-based learning activities for nine weeks. For this reason, teacher volunteerism is essential in the selection of experimental groups.

## **5.b.1. Attitude Scale towards the use of sand therapy**

In order to determine the attitudes of preschool teachers towards determining their emotional state, which is applied in 6-year-old students, the "Attitude Scale for the Effectiveness of Sand Therapy" was developed by the researcher. Four stages were followed in the development process of the Likert type scale.

In the first stage, field thought screening related to developing the attitude scale was carried out to determine the items. In addition, students' opinions about their attitudes towards sand therapy were taken.

In the second stage, expressions that can be used as attitude sentences were determined from the sentences established by 6-year-old students. These statements are rearranged in accordance with the rules of moral values for attitude. In the process of determining the items, the thought screening related to the stages of developing the attitude scale was reviewed and the researches on attitude were examined.

In the third stage, corrected and reconstructed attitude phrases, emotional states are taken into account the affective, cognitive, mental and behavioral components of the students.

When doing this, care was taken to ensure that the statements were positive or negative and that they were equal in number according to which of the components in question they represented. Substances in this form; It was presented to experts in the field of psychological measurement tool development in order to evaluate it in terms of language and scope. As a result of this evaluation, the items were made ready for the trial form.

In the fourth and final stage, after the trial application, reliability and validity studies of the scale were carried out. For this purpose, the most suitable Cronbach alpha coefficient for Likert type scales was calculated (Tezbaşaran, 1997). To determine validity, scope validity and build validity tests were performed.

## **5.c.Collection of Data**



In the study, data were collected from a private kindergarten in the second semester of the 2022-2023 academic year.

Before the experimental procedure, the self-efficacy scale in sand therapy and the attitude scale for the relationship between the sand therapy and the fairy tale therapy of 6-year-old children were applied in both the experimental and control groups. After the experimental procedure, the emotional state self-efficacy scale and the mental attitude scale for fairy tale therapy were applied to the students again.

## 5.d. Analysis of Data

The data obtained within the framework of the general purpose of the study were analyzed by using SPSS 15 program. Research: The two-factor ANOVA test used in repeated measurements was used to compare the sand therapy of the students in the experimental and control groups as an effective and efficient study and the changes in the expression and attitudes of emotions from before to after the experiment.

In repeated measurements on a single-factor study, two-factor ANOVA technique was used in the statistical analysis of pretest, posttest control group experimental designs. (Büyüköztürk, 2006) .

In line with all this information, sand therapy activity should be applied for each child, existing situations should be identified, and possible situations should be intervened early. When children are playing by themselves, breastfeeding them or trying to feed them, it is a very important factor that will positively affect the brain development and cognitive skills of the child in the preschool period under all circumstances.

In the expression of emotions, daily life skills were made more active with the right preferred sand therapy, which made cognitive ability positive, and Scamper studies were carried out to find different ways to produce solutions to their problems. Children who are offered a different environment with new people become calmer, more harmonious and happier individuals. In the 0-6 years of age, when the child's mental and emotional development will complete 70% of his cognitive skills, the first stage is focused on problem solving skills with sand therapy. Communication is very important in sand therapy and it is a fact that it is one of the factors that will positively affect the language development of individuals.



### 6. Timetable and Determined Work

	2013-2014 Academic Year												
Processes								03.11	04.11	05.11	06.11	07.11	08.11
Literature review													
Preparation of data collection tools													
Preparation of events and event plans													
Pre-trial studies of data collection tools													

### 7. Conclusion and Recommendations

The most prominent features of sand play therapy, which is not widely recognized in our country, its functionality, and what should be considered during therapy are shared. Since the focus of sand play therapy is on children, the use of fairy tale therapy and picture



interpretation and analysis has an important function in the relationship with other disciplines as it is natural to use sand therapy in the solution of emotional states.

Today, it is often used in both individual and group consultations in sand therapy activities with children and adults (Labovitz and Goodwin 2000). The activity of sand play therapy, which helps the clients from different development areas to reveal the creative, flexible, sharing and child aspect in them, is used both as a functional study in the diagnosis process and as an effective therapy technique in the intervention process.

As shared in the case example, when working with preschool group clients who have difficulty in expressing oneself, it becomes very important for sand game therapists to use sand therapy activity for diagnosis. Although sand play therapy has a positive effect, it is used as an extra technique due to the low patience of children or parents to listen to each other, revealing problems in their relationships, finding solutions and enriching the conflictual situations between them with more concrete expressions (Dean 2001, De Domenico 1993).

As a result, the general features of sand play therapy should be introduced and the preliminary ground should be prepared so that this issue, which will exist in Turkey and is very open to development, can become even more active. Information for this preparation is described. Training, briefs, seminars and symposiums that can apply sand therapy should be carried out, studies with parental participation, and therapists should strive for the development of undergraduate and graduate programs that train specialists to provide this assistance service. The preservation of the freshness of sand therapy depends on closely monitoring the contemporary developments related to this field and following the R & D studies.

In our country, individual, child or group counseling and its use in parental counseling should be introduced and in order to increase its applicability, acquisition studies should be carried out to train individuals who will be candidates for psychological counseling, psychologist and sand therapist and should be declared within the current education system. In preschool education institutions, meetings should be held to introduce sand game therapy, rallies should be organized to raise awareness of institutions, and at the same time it should be



set for application and in-event integration. As a result of the right organizations, a successful path will be taken. It is very important that the elective activities and activities are different.

Within the implementation activities, academic staff who have the qualifications to prepare and manage and share supervision studies and who have completed internationally valid criteria should be formed and studies should be started to train experts in this field. Due to the low cost of materials to be used during the study, it is foreseen that sand play therapy will provide the opportunity to use therapists working as guidance and psychological counselors in schools where economic conditions will not be forced. In addition, since guidance and psychological counselors or therapists in preschool kindergartens work especially with children and adolescents and their parents, it is thought that sand play therapy and techniques will make it easier to understand that the individuals who consult can easily express their feelings during the counseling. The sharing, transfer and development of a new field depends largely on the academic studies carried out in that field and the transfer and deepening of the studies in both scientific and practical publications. From this point of view, it is thought that the techniques and methods used in sand game therapy will be useful in collecting data about people in qualitative research. In particular, the translation of important sources abroad into Turkish is seen as an element that activates the applicability of sand game therapy in Turkish culture.

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