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Effects of relationships with friends on reactions towards teasers
–from the perspective of emotions toward teasers and for maintaining a relationship–

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ABSTRACT. Reactions to teasing in everyday situations were investigated by focusing on emotions towards teasers and needs for maintaining a relationship. A questionnaire was administered to Japanese university students (N=150, 71 men and 79 women, mean age=19.29 years old, SD=1.38). Covariance structure analysis developed a causal model of teasing reactions, which indicated that emotions toward teasers, including trust and independence, suppressed adverse reactions to teasing. On the other hand, the sense of rivalry caused adverse reactions. It is suggested that anxiety about relationships and needs for mutual respect might cause exaggerated reactions.

KEY WORDS: teasing, reaction, relationship

Introduction

Definition and functions of teasing

Teasing is one type of aggressive sense of humor (Ueno, 1992). It is also "an intentional provocation accompanied by playful off-record markers that together comment on the characteristics of the target (Keltner, Capps, Kring, Young, & Heerey, 2001). "Off-record markers" are verbal or non-verbal cues that are expressed in association with teasing, such as smiles, exaggerations, and playful tones of voice, among others.

Previous studies on teasing have classified teasing into two types; the perception of teasing as an attack, and teasing as a prosocial interaction. According to the former viewpoint, teasing is "an expression of suppressed

aggressiveness or a sense of superiority" (Ueno, 1992). It has been indicated that teasing has harmful effects. For example, teasing might lead to a type of bullying (Keltner, Young, Heerey, Oemig & Monarch, 1998), and teasing girls about their bodies might cause eating disorders (Thompson, Coovert & Stormer, 1999). On the other hand, according to the latter viewpoint, teasing has a function of making people become more close (Martin, 2007). Moreover, Endo (2008) indicated that mutual provocations might be confirmation of a close relationship between two people. In the present study, based on Martin (2007) and Endo (2008), teasing was regarded as a prosocial interaction.

Attitudes of Teasers

Teasing has been examined from the standpoints of the teaser and the target, and most studies have considered the teaser's

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intentions. For example, Martin (2007) suggested that one person teases another person to send a friendly message. Moreover, a teaser changes the content of teasing depending on the target, e.g., when a target is a person of higher status, the teaser teases about his/her positive aspects, whereas the teaser teases the target aggressively if the target is a person that dissatisfies the teaser, (Keltner et al.,1998). Sometimes teasing fails because of inadequate communication methods, insufficient skills, unsuitable facial expressions, and too many repetitions, among others, which makes the target uncomfortable (Hayama & Sakurai, 2008).

Moreover, it has been indicated that teasers' behaviors are profoundly affected by the targets' reactions to teasing. For example, the teaser's feeling of affinity towards the target increase when the target smiles (Martin, 2007) and "the sense of acceptance" as well as "the sense of understanding of others" increase, leading to an expectation that the friendly intentions of extreme jokes will be understood (Hayama & Sakurai, 2010). Thus, teasers' attitudes change depending on the targets' reactions.

Attitudes of Targets

Previous studies on attitudes of targets have examined their impressions about teasing. In many cases, the targets of teasing tend to have more negative impressions about teasing than teasers' assume (Keltner et al.,1998). When the targets' social skills are low, they cannot recognize the friendly intentions in teasing and

develop a negative impression (Endo, 2008). As a result, the feelings and the understanding between teasers and targets often disagree. Moreover, a previous study on the reactions of a target to teasing indicated three types of reactions; clearly expressing uncomfortable feelings (emotionally expressive reactions), showing favorable attitudes toward teasing (compliant reactions), and dealing with the situation, including pretending not to notice the teasing (evasive reactions; Hayama and Sakurai, 2010). Hayama et al. (2010) also indicated that the relationship between the speaker and the listener was one determinant of these reactions.

Relationships between teasers and the targets

Studies have examined teasing from the perspective of the teaser and the target, which mutually affect each other. Therefore, it is necessary to focus on the relationship between the two. However, there are only a few studies on the relationship between the teaser and the target, and these have investigated the psychological distance between them. Endo (2008) indicated that teasing tends to fail because of the mismatch in recognizing the psychological distance between the teaser and the target. Moreover, Hayama and Sakurai (2010) indicated that emotionally expressive reactions tend to be made to uncomfortable teasing when the psychological distance between the teaser and the target is short.

On the other hand, relationships between teasers and targets should be investigated from the perspective of the need for a desirable

relationship and emotions towards the counterpart. According to Kasahara and Shimatani (2012), communication between two people differs according to each other's need for friendship. Also, reactions of targets in teasing settings might differ according to the targets' needs for maintaining relationships with the teasers. Moreover, the target's emotions towards the teaser might be relevant. Communication studies related to family therapy have indicated that when relationships between two people are unstable, they show communication behaviors to approach each other (Ikuta, 1999; Sugawara & Ikuta, 2001). Also, a different type of communication from the usual might take place in teasing settings when the target is anxious or has conflicts in the relationship with the teaser.

Pragmatics of communication

This study conceptualized teasing as communication between teasers and targets based on the "pragmatics of human communication" (Watzlawick, Beavelas, & Jackson, 1967), which perceives communication as a mutual effect between the sender and receiver. Pragmatics of communication introduces the concept of "meta-communication," which conveys a higher-level message than the typical message (Watzlawick. et al., 1967). Communicating by teasing sends a positive message to the target while being verbally provoking, which is a type of meta-communication. Meta-communication is established based on the relationship between communicators

(Watzlawick. et al., 1967). Therefore, communication by teasing is affected by the relationship between the teaser and the target.

Studies on the pragmatics of communication have indicated two aspects of communication; digital and analog (Watzlawick. et al., 1967). Digital communication is "communication using language," whereas analog communication is "all types of communication without using language," but using attitudes, gestures, facial expressions, and voice tones, among others. Most studies related to family therapy have examined digital communication as the "content aspect" and analog communication as the "management aspect" of communication (e.g., Wakashima, 1997; Okuno, 2013). Moreover, a mixture of content and management aspects is observed in studies on teasing reactions, including "pretending to accept a joke by laughing" (Hayama & Sakurai, 2010). Furthermore, teasing often involves paradoxical communication (Keltner et al., 1998), such as showing inconsistency between the content and management aspects as in the case of saying "Stop it" while smiling. Therefore, it is necessary to examine the reactions of a target to teasing from the perspectives of content and management.

Based on the above discussion, this study focused on relationships between teasers and targets, especially the emotions of a targets towards teasers, and the need for maintaining a relationship with teasers, and examined the effects of teasing on the reactions of the targets.

Methods

1) Participants

Japanese university students ($M=178$, 71 men and 79 women, mean age=19.29 years of age, $SD=1.38$) participated in the study. They provided 150 valid responses.

2) Survey period

The survey was conducted in October 2017.

3) Questionnaires

Respondents were requested to assume “A, who is a same sex friend that sometimes teases you.” Then respondents were asked about their feelings toward A and the need for maintaining a relationship with A. Their reactions to A’s teasing were also inquired.

(1) The Emotions Towards Friends Scale (Enomoto, 1999): This scale assesses emotions towards friends. The respondents’ emotions toward A were assessed in this study. The scale includes the following subscales comprising of 25 items; “trust/stability” (e.g., I trust A), “anxiety/worry” (e.g., I’m worried about how A thinks about me), “independence” (e.g., I behave according to my will even when staying with A), “a sense of rivalry” (e.g., I don’t want to lose to A in many points), and “conflicts” (e.g., I cannot say my ideas to A). Respondents responded using a six-point scale. The total value of the items was used as the item score.

(2) The Needs for Friends Scale (Enomoto, 2000): This scale assesses needs for friends. The respondents’ needs for the relationship with A were assessed in the present study. The scale includes the following subscales

comprising of 21 items; “needs for affinity” (e.g., I want to stay with A), “needs for conformity” (e.g., I want A to conform his/her hobbies and behaviors with mine), and “needs for mutual respect” (e.g., I want to talk honestly with A). Responses were made using a six-point scale. The total score for the items was used as the item score.

(3) The Reactions to Teasing Questionnaire: This questionnaire was developed based on the classification of teasing reactions by Koiwa and Okuno (2017), e.g., “showing a dissatisfied facial expression.” The questionnaire includes 9 items inquiring about content aspects and 56 items inquiring about management aspects, consisting of 65 items. The responses were made using a six-point scale.

Results

1. Results of factor analyzing teasing reaction items

Among the 9 items assessing content aspects and 56 items assessing management aspects of teasing reactions, 21 items indicated a floor effect. Three items indicated a floor effect; however, they were judged as expressing uncomfortable feelings about teasing. Therefore, these items were considered indispensable to teasing reactions and included in the factor analysis. These items included (5) “Responding in a smaller voice than usual;” (22), “Responding in an offended tone,” and (45) Having a dissatisfied attitude.”

Table 1. The results of factor analysis of the content aspect of teasing reactions

Item content	F1	F2
Acceptance ($\alpha=.711$)		
(29) Reacting to jokes	.715	.114
(1) Responding playfully by accepting teasing	.710	-.231
(9) Teasing back	.585	-.030
(12) Making fun of oneself by accepting teasing	.536	.124
Rejection ($\alpha=.558$)		
(41) Making an excuse	.084	.621
(40) Asking back, by saying "What do you mean?"	.204	.507
(21) Saying, "Stop it," or "I don't like it."	-.130	.460
(51) Apologizing	-.100	.414
Correlation between factors		
F1	—	-0.10
F2		—

Factor analysis was conducted on the 9 items of content aspect using the maximum likelihood method and Promax rotation, which extracted two factors. One factor included components of accepting teasing, such as "reacting to jokes" and "responding playfully," which was named the "Acceptance" factor. The other factor included components of rejecting teasing, such as "making excuses" or "asking to stop it," which was named the "Rejection" factor. Chronbach's α of the admitting factor was .711, and the rejection factor was .558. The results of the factor analysis are shown in Table 1.

Next, factor analysis was conducted on the 56 items of the management aspect using the maximum likelihood method and Promax rotation, which extracted four factors. The first

factor included items related to exaggerated reactions to teasing, such as "big gestures," "exaggerated gestures," "loud voice," and "high-toned voice," which was named "Exaggerated reactions." The second factor included items expressing dissatisfaction toward the teaser, such as "dissatisfied attitudes" and "dissatisfied facial expressions," which was named "Dissatisfied reactions." The third factor included items related to enjoying teasing, such as "a playful tone" or "a bright mood," which was named "Cheerful reactions." The fourth factor included items related to calm and usual reactions such as "usual attitudes," "a usual tone," and "a gentle tone," which was named "Calm reactions." Chronbach's α of "Exaggerated reactions" was .827, "Dissatisfied reactions" was .802, "Cheerful reactions"

Table 2. Results of factor analyzing management aspects of teasing reactions

Item content	F1	F2	F3	F4
Exaggerated reactions ($\alpha=.827$)				
(62) Showing more pronounced gestures than usual	.833	.015	-.047	.101
(14) Responding in a bigger voice than usual	.797	-.020	.031	-.019
(17) Showing exaggerated gestures	.673	.081	.064	.173
(23) Responding in a higher tone than usual	.667	-.107	-.007	-.169
Dissatisfied reactions ($\alpha=.802$)				
(38) Showing facial expressions of dissatisfaction	-.058	.934	-.007	.078
(45) Taking attitudes of dissatisfied	-.007	.780	.023	.055
(22) Responding in an offended tone	.055	.536	-.049	-.205
Cheerful reactions ($\alpha=.759$)				
(4) Responding in a playful tone	.045	.037	.836	-.061
(6) Taking a bright attitude	.007	-.001	.830	-.023
(5) Responding in a smaller voice than usual	.022	.061	-.506	-.033
Calm reactions ($\alpha=.560$)				
(24) Taking the usual attitude	-.135	-.041	.106	.563
(43) Responding in a gentle tone	.133	.111	-.100	.540
(52) Responding in the usual tone	.013	-.183	.014	.484
Correlations between factors				
F1	—	0.11	0.19	-0.02
F2		—	-0.54	-0.44
F3			—	0.53
F4				—

was .759, and “Calm reaction” was .560. The results of the factor analysis are shown in Table 2.

2. Correlation model of the target’s emotions/needs for relationships with the teaser and reactions to teasing

A correlation model of the target’s emotions

toward the teaser and needs for relationships with the teaser and reactions to teasing was developed using Amos using the following procedures. Firstly, multiple regression analysis was conducted with needs for relationships with friends and needs for relatedness as exploratory variables and subscales of teasing

Table 3: Correlation coefficients of variables used to construct the model

	Trust/ stability	Anxiety/ worry	Indepen dence	Sense of rivalry	Need for mutual respect	Acceptan ce	Exagger ated- reactions	Dissatisf ied- reactions	Cheerful reactions	Calm reactions
Trust/ stability	—	.171*	.295**	.161*	.562**	.331**	.009	.259**	.453**	.453**
Anxiety/ worry	—	—	.417**	.333**	.003	.074	.184*	.364**	.198*	.299**
Independence	—	—	—	.056	.258**	.197*	.084	.249**	.294**	.277**
Sense of rivalry	—	—	—	—	.069	.254**	.090	.287**	.267**	.136
Need for mutual respect	—	—	—	—	—	.269**	.235**	.096	.372**	.192*
Acceptance	—	—	—	—	—	—	.293**	.358**	.720**	.400**
Exaggerated reactions	—	—	—	—	—	—	—	.117	.220**	.007
Dissatisfied reactions	—	—	—	—	—	—	—	—	.608**	.549**
Cheerful reactions	—	—	—	—	—	—	—	—	—	.660**
Calm reactions	—	—	—	—	—	—	—	—	—	—

Values consist correlation coefficients, * $p < .05$, ** $p < .001$

reactions as objective variables. Moreover, correlation analysis among variables was conducted (Table 3). Latent variables were established based on the correlation coefficients among reactions to teasing. A high positive correlation was indicated between “Acceptance” and “Cheerful reactions” ($r = .720$, $p < .01$). Therefore, a latent variable named “positive reaction” was developed. On the other hand, a significant negative correlation was indicated between “Calm reactions” and “Dissatisfied reactions” ($r = -.54$, $p < .01$). Therefore, a latent variable named “negative reaction” was developed. Moreover, a low positive correlation was indicated between “Acceptance” and “Exaggerated reactions” ($r = .293$, $p < .001$). Therefore, a path from “Exaggerated reactions” to “Positive reactions” was established. Furthermore, the results of multiple regression analysis indicated paths

from “a sense of rivalry,” “independence,” and “trust/stability” to “Negative reactions” as well as paths from “anxiety/worry,” “needs for mutual respect” to “Positive reactions” and “Exaggerated reactions.” Finally, causal relationships between independent variables were examined based on the correlation coefficients, and paths from “anxiety/worry” to “a sense of rivalry,” “independence,” and “trust/stability” and paths from “needs for mutual respect” to “independence” and “trust/stability” were developed. Figure 1 shows the developed model. The goodness of fit of the model was as follows; GFI=.961, AGFI=.917, CFI=.980, RMSEA=.044, and AIC=91.359. The values of GFI and AGFI were higher than .90, and the value of RMSEA was lower than .05, indicating that the goodness of fit of the model was sufficiently acceptable.

Discussion

1. Communication behaviors of teasing targets

The results of factor analysis indicated two types of content aspects and four types of management aspects in the reactions of the targets to teasing. The content of reactions was classified as “Acceptance” and “Rejection.” Acceptance is a reaction that includes humor, such as “reacting to a joke” or “reacting playfully.” Rejection is the reaction of not accepting teasing and rejecting provocative words.

The following types of reactions were indicated as management behaviors towards teasing; Exaggerated, Cheerful, Dissatisfied, and Calm reactions. A previous study on teasing reported two types of reactions to teasing; compliant reactions and emotionally strong reactions (Hayama & Sakurai, 2010).

Cheerful reactions among management behaviors identified in the present study are similar to compliant reactions in Hayama and Sakurai (2010), and dissatisfied reactions correspond to emotionally expressive reactions in Hayama et al. (2010) because targets express their unpleasant feelings toward teasers.

On the other hand, Calm reactions and Exaggerated reactions were not indicated in the previous study. Exaggerated reactions express the targets’ intention to actively react to teasers’ provocation, leading involvement in teasing communication. Moreover, items of Exaggerated reactions included items related to gestures. Gestures have a function of maintaining conversations and relationships (Wakashima, 1996). Therefore, Exaggerated reactions might be useful for maintaining a conversation. On the other hand, Calm reactions imply gently reacting to the teasers’

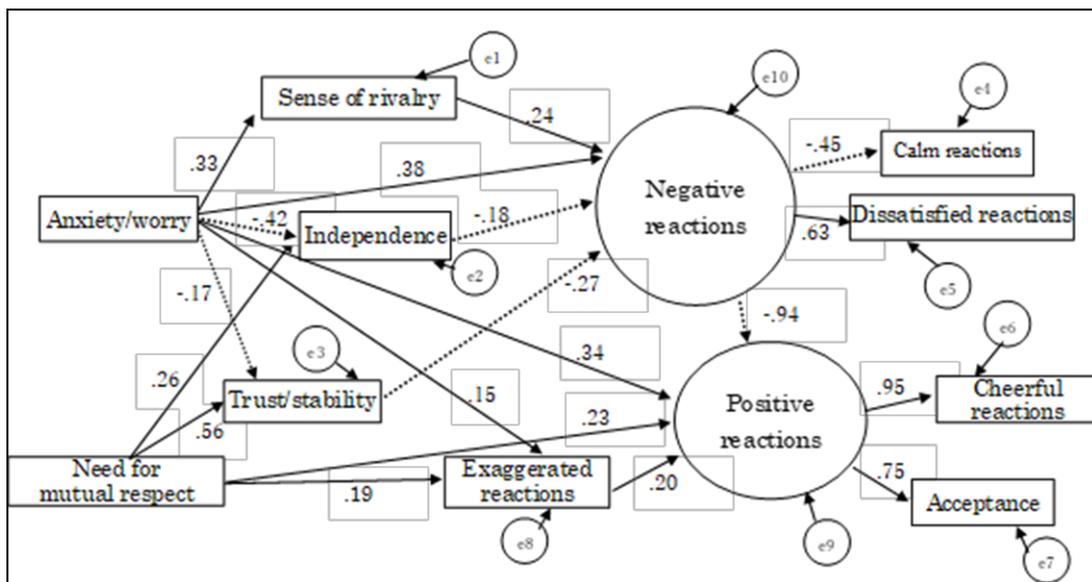


Figure 1. Correlation model among targets’ emotions/needs for the relationship with teasers and reactions to teasing (Values are standardizing coefficients.)

provocations in the usual way, which is the opposite of the management communication of Exaggerated reactions.

Based on the above, it might be possible to perceive interactive relationships between a teaser and a target by focusing on the management aspect of communication using teasing.

2. Factors affecting positive reactions in targets of teasing

It was indicated that reactions in targets of teasing could be classified into two types; positive and negative. Positive reactions include accepting teasing with Cheerful associated with Exaggerated reactions.

It was suggested that Positive reactions to teasing were affected by emotions toward the teaser and the need for the relationship with the teaser. Needs for mutual respect had a positive effect on positive reactions, suggesting that when a target wants to maintain a relationship of mutual respect with the teaser, they tended to make Exaggerated or Positive reactions. Moreover, gestures included in Exaggerated reactions are often made when the psychological distance between interlocutors is short (Wakashima, 1997). Gestures may have been expressed based on an existing good relationship, in which the need for mutual respect can be held.

On the other hand, anxiety and worry had a positive correlation with Positive reactions. Exaggerated and Positive reactions might be made even when having anxiety about the relationship with the teaser. It has been reported

that communication to restore a relationship is undertaken when the relationship becomes distant (Ikuta, 1999; Sugawara & Ikuta, 2001). Also, the target might try to restore a relationship by making exaggerated and positive reactions when the target is not sure about the relationship with the teaser.

3. Factors affecting adverse reactions in targets of teasing

Adverse reactions to teasing mean showing dissatisfaction with a bad mood, suggesting the target's intention to try to prevent the teasing. It was suggested that adverse reactions to teasing were affected by emotions towards the teaser. Independence and trust/stability reduced adverse reactions, suggesting that a target's negative attitudes toward teasing might be suppressed when the target trusted the teaser, and they had an independent relationship. Teasing is regarded as meta-communication from the perspective of the pragmatics of communication, which is related to the relationship between the communicators (Watzlawick. et al., 1967). When a target has favorable feelings toward a teaser, the target read a friendly meta-message from the teaser and may reject the teasing less often.

Anxiety and worry might have a positive correlation with negative reactions to teasing, suggesting that a target tries to stop the teasing when the target is anxious about the relationship with a teaser. Digital and analog modalities are inconsistent in communication by teasing, and a target interprets one with the other, which is affected by the target's

recognition (Watzlawick. et al., 1967). When a target is anxious, he/she tends to interpret teasing as an attack, which results in negative attitudes about teasing. Moreover, the sense of rivalry has a positive correlation with adverse reactions, suggesting that when a target regards a teaser as a rival, the target tries to stop the teasing. Teasing is an expression of a sense of superiority (Ueno, 1992). Therefore, in teasing communication, a person regards the self as having a higher status than the other. The sense of rivalry is the desire of a person to increase his or her status in relation to another person. Therefore, if targets have a sense of rivalry with teasers, the targets might try to maintain their status by rejecting teasing.

4. Suggestions to clinical settings

Applying the results of the present study to daily communication with friends would enable predicting emotions and needs of a target person by the teaser or a third person looking at the teasing situation. Even when a target makes positive reactions, if the reactions are exaggerated, the target might be anxious about the teaser. Moreover, the sense of rivalry of the target with the teaser could be elucidated from the target's negative responses. Therefore, reactions to teasing might be appropriate for assessing relationships between friends.

In family therapy and brief therapy interventions considers it essential to conduct interventions for specific patterns of communication (Hasegawa, 1997; Hanada, 2003). The present study suggests that exaggerated reactions tend to cause

communication having a specific pattern. Exaggerated reactions express the target's intention to excessively react to the teaser's provocation, leading to involvement in teasing communication. The results of this study indicated that exaggerated reactions are made when a target is anxious about the relationship with the teaser. When the target is not sure about the relationship with the teaser and wants to resolve the anxiety, he/she reacts to teasing in an exaggerated manner, which maintains teasing communication, producing a vicious cycle between the teaser and the target. It might be useful to use calm reactions, which is opposite to exaggerated reactions, to break the vicious cycle. In other words, to suggest to a target always suffering from teasing that he/she should react in a gentle way, as usual, might function as "Doing different." It is also essential to attend to a targets' emotions toward teasers and needs for relationships with the teasers to provide "Do different" interventions in brief therapy.

Conclusions

Teasing reactions are affected by the targets' emotions and needs for maintaining the relationships with the teasers. When targets have favorable feelings towards a teaser, they tend to show positive reactions. On the other hand, when targets have a sense of rivalry with teasers, they tend to show adverse reactions to teasing. Moreover, when targets have anxiety about the relationships with teasers, they tend to show exaggerated reactions to shorten the psychological distance. On the other hand,

when targets have anxiety, they sometimes show adverse reactions. In the future, factors determining targets' reactions should be examined in more detail.

The present study conducted a questionnaire survey with university students about their relationships with an assumed friend. In the future, unconscious reactions to teasing in actual communication settings should be examined. Moreover, a survey on different age groups should be conducted because teasing tends to become a problem in junior and senior high school students. Furthermore, the quality of teasing should be examined because the reaction might differ based on the teasers' method of teasing and the content of teasing.

Note:

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Brief Coaching for Supporting Transitions in Employment

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ABSTRACT. Recently, the need for psychological support for users of employment support services having mental health problems has been increasing in employment support settings. Users are expected to make an effort to find employment within the limited period of two years by facing up to their disabilities and repeated failures in training. The types of psychological support that are possible and useful for these users have not been fully examined to date. Four case studies of using brief, practical coaching in employment transition support settings are reported, and the effectiveness of brief coaching is examined. Compared with general counseling in counseling rooms, psychological support for employment transition has the following characteristics; (1) Clients must be supported during a limited period. (2) Support is provided in a rather non-structured environment, with other users around the client. (3) Supporters are required to simultaneously play a dual role: as an employment instructor and as a psychological supporter. It was suggested that brief coaching using a solution-focused approach might be useful under such a structure for providing support.

KEY WORDS: *Employment Transition Support, Brief Coaching*

Introduction and objectives

The employment transition support project is one of the services provided for disabled people in Japan, based on the Act for Supporting the Independence of Persons with Disabilities (now Services and Supports for Persons with Disabilities Act) that was enforced in 2006. One of the goals of employment transition support is developing a society where disabled people can work. The Partial Revision of the Act for Supporting the Independence of Persons with Disabilities (2010) stipulated that developmental disorders are considered as disorders, and people with developmental disorders have become able to use employment

transition support services. Therefore, the number of users of employment transition support offices seeking a job while suffering from depression or developmental disorders is increasing (the Ministry of Health, Labor and Welfare, 2017). Such users are trying to acquire skills by facing up to their disabilities and repeated failures to find employment. Providing psychological support for these users while looking for work is an important consideration. visited a mental clinic secretly from his parents.

Characteristics of psychological support for transitions in employment

Psychological support in employment transition support settings has the following three characteristics, compared with general counseling in the counseling room. Firstly, there is a time limit to use the support. In principle, the period during which clients can

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use the support service is determined as two years. Within the period, users need to acquire skills for employment and do job hunting. The limitation of time might make both users and supporters frustrated because they want to change from the current condition but cannot change, which makes them have a sense of guilt. Such frustration and a sense of guilt sometimes cause a vicious circle and inhibit the process of employment. Secondly, this type of support has nonstructural characteristics. At employment transition support offices, interviews are conducted like chatting in the shared space where other users exist. Therefore, users' motivation for consultation is diversified, and some users are reluctant to talk about their problems. Thirdly, supporters are required to play two roles simultaneously, as an employment instructor and a psychological supporter. Supporters are expected to reduce users' frustration and guilty feelings and encourage users to make efforts to get a job, which is very difficult. When supporters analyze the cause of users' problems and give advice, sometimes users' frustration and guilty feelings are increased. To interact with users by carefully listening to them with non-directive attitudes is useful for psychological support, whereas it is difficult to play the role of an instructor at the same time.

As described above, supporters are expected to provide psychological support to users in the condition where time is limited, users' motivation is diversified, it is difficult to talk about users' problems, and multiple roles are required of supporters. However, the types

of psychological support that are possible and effective have remained unclear to date. In the field of employment transition support, or, Individual Placement and Support (IPS) in foreign countries, the effects and practice of cognitive-behavioral therapy have been reported (Boycott, & McMurrin, 2010; Ikeda, Morichita, Mogi, Nakai, Izawa, 2012; Reme, Grasdal, Løvvik, Lie, & Øverland, 2015). However, few cases have been reported about psychological support to date.

Brief coaching in employment transition support

This study focused on the usefulness of brief coaching in employment transition support. Coaching is to facilitate learning, development, and changes in the clients, as well as to help them achieve their goals (O'Connor, J. & Lages, A., 2009). Brief coaching is an application of brief therapy, one of the psychological therapies, to coaching (Berg & Szabo, 2005; translation supervised by Hasegawa, 2007). One of the approaches of brief therapy is the solution-focused approach, which explores exceptions to existing solutions and extends the virtuous circle (de Shazer, S., 1985). A solution-focused approach has the following characteristics;

Firstly, solution talk is considered to be important in the solution-focused approach. Solution talk focuses on desirable conditions, things that have already gone well, and the clients' resources and strong points for proceeding with the interviews. Compared with problem talk that focuses on clients' disabilities

and immaturity, solution talk makes users less frustrated and feel less guilt. Moreover, solution talk does not focus on the users' problems, making it easier to conduct interviews when there are other people around the client. Through solution talk, users can develop clear, well-formed goals. Moreover, concrete conditions that must be achieved after the solution is reached are identified, and achievable action-level goals are set up, such that the degree of progress can be confirmed. Ishihara and Okazawa (2011) indicated that many users feel anxious and frustrated because prospects after the limited period are unclear. Therefore, Drawing well-formed goals and making them achievable and concrete action goals will help to clarify the future and reduce anxiety and frustration. Moreover, setting achievable action-level goals such that the degree of progress can be confirmed increases the users' motivation for making an effort. Goals in brief coaching are small steps, and small changes are expected to lead to significant changes (Berg & Szabo, 2005; translation supervised by Hasegawa, 2007). Brief coaching is considered to be suitable for employment transition support based on the above considerations.

This article reports four case studies in brief, practical coaching using the solution-focused approach. These case studies were conducted at an employment transition support office, and the usefulness of brief coaching in supporting employment transition is discussed.

Case Studies

Four cases of brief, practical coaching using a solution-focused approach at an employment transition support office are reported below. These cases have been revised without changing the content. <> shows the therapist's (Th) remarks and “ ” shows the users' remarks.

A: a man in his 30s

A complained, “I feel gloomy because of the trauma of my past relationships with women. I sometimes get crazy at people.” When Th asked about his trauma, A indirectly told his experience of being betrayed in his past relationships. A seemed to be reluctant to talk directly about his problem, so Th shifted to solution talk and asked, <What type of person do you want to become?> A answered, “I want to become a person that would not be defeated by negative emotions.” Th asked, <This is a bit of a silly question, but which time of the day are you the most different from your ideal person?> A replied, “From the evening to before going to bed. I feel depressed.” Next, Th asked to establish a well-formed goal, <If you could become the ideal person, how would you use your time?> A seemed to be surprised, thinking about it, and said, “I would go to different places and would be helpful to many people. Or, I would visit Shinto shrines.” Th said, <I think it is a difficult question, so you don't have to have an idea right now. When you come up with an idea, could you please act on it just once, as if you have become the ideal person?> A answered with a smile, “It seems interesting. I will try it.” Two weeks later, Th asked, <How is it going?> A answered, “Now I

making diagrams of my hobbies and methods of relaxing. The task you gave me last time might be a task for the future, not and not for the present.”

B: a man in his 20s

B complained, “I feel obsessed and don’t know what to do when I’m working with my computer.” Once B had been depressed, and he couldn’t recover easily. Th asked, <Don’t you have a big and unclear goal?> B answered, “That might be true.” Th asked, “Have you ever tried to subdivide the goal into smaller and achievable goals?> B said, “Yes. I decided to take a shower first thing in the morning when I have an event, such as a job meeting that makes me nervous the next day.” Th tried to do solution talk by focusing on B’s previous efforts and said, “You have already started dividing the goal. However, you cannot do it when it comes to programming.” B said, “You are right,” and he seemed to be thinking. Th said, <Isn’t it better to repeatedly achieve small goals and maintain good performance than developing a big goal and failing to achieve it? I suppose B, who got sick and couldn’t go to work for several days, would understand it.> B said, “I wonder why I cannot do that when doing computer work. I think I should display the phrase ‘subdivide the goal’ on my smartphone screen.” After that, for about a month, B came to the office in a stable condition and said, “Now I’m making a website of To-Do list by programming while doing experiments.” He appeared to be living with a keen awareness of goal setting.

C: a man in his 50s

C complained, “I’m not motivated to go to the office these days. I think I cannot help that, considering my age. I have to buy a suit for job interviews, I have to have my hair cut, so I’m saving money now.” Th asked, <Have you ever experienced low motivation before?> C answered, “Yes, but I will get back my motivation soon. Motivation and the feeling of resignation because of age are in the tug-of-war.” Th asked, <Can you express your condition as a percentage?> C answered, “resignation is 70%, and motivation is 30%.” Th asked, <When do you think you can increase motivation by 10%?> aiming to establish a well-formed goal. C answered, “When I feel that I will be able to get knowledge.” Moreover, C talked about the anxiety of forgetting things in life because of amnesia. Th wanted to engage in solution talk focused on C’s resources, and asked <How have you been dealing with anxiety?>. C answered, “I take notes so that I wouldn’t forget.” Th asked, <Are you satisfied with that strategy?> C said, “My anxiety is decreasing. Once I hid my amnesia at the workplace, but now I tell my colleagues my symptoms.” Th said, <You are making a lot of effort to deal with your anxiety.>

D: a man in his 20s

D complained, “I cannot tell my office when I want to take a day off because I’m afraid of getting scolded. I recall my past trauma.” On Monday mornings, D feels depressed, tries to contact the office, but cannot. When he gets

depressed on Mondays, the feeling continues for a week, and he stays at home. Th asked, <How do you contact the office?> D answered, “By contacting them with “LINE.” It is easier than making a phone call. but I didn’t contact them with LINE when I got depressed recently.” Th suggested, <How about contacting them the day before, when you are feeling well?> D seemed a little uncomfortable. Th said, <I suppose you want to lower the bar. What do you think you should do?> to set up an achievable goal. D said, “ I think I can say that I might take weeks leave from tomorrow. Is it possible?” Th said with a smile, <That’s nice. The staff will understand you might come or not come. I will tell them to prepare for both cases.> D seemed to be relieved. Later, I asked D whether he could contact them with LINE or not. He seemed to have forgotten to LINE, but he had continued to attend the office.

Discussion

The usefulness of brief coaching in employment transition support was examined through four case studies in which brief coaching was provided using a solution-focused approach. The effects of solution talk, and especially the effects of developing detailed images of solutions and goals are discussed.

Effects of solution talk

Employment transition support has characteristics such as time limitations, diversified users’ motivation, interviewing conditions where it is difficult to talk about clients’ problems, and multiple roles required of

supporters, among others. The cases reported in this study also indicate problems caused by these characteristics; A was reluctant to talk about his issues, B felt depressed when working with time limits, and C had low motivation for getting a job because of resignation due to his age. Solution talk was conducted in each case study, which had the following effects (1) minimizing the users’ resistance, and (2) increasing the users’ motivation by making them realize their resources.

A showed resistance to talking about his problems (problem talk), but when Th shifted to solution talk (<What type of person do you want to become?>), A started to communicate with Th without showing any resistance. Clients can avoid facing their problems directly in the solution-focused approach by using solution talk, which minimizes clients’ resistance (Corcoran, J., & Stephenson, M., 2000). To talk about one's problems is to face the issues, which burdens the clients. Moreover, in employment transition support settings, there are often others around the client, which increases the client’s resistance to talking about problems. Solution talk facilitates conducting interviews relatively smoothly without causing any resistance to the clients.

B experienced depression in dealing with employment, which decreased his motivation and prevented him from working continuously. When Th encouraged him to recognize the strategies he had already taken through solution talk, he realized his resources, increased his motivation, and willingly made an effort to continue employment. The clients’

self-criticism is reduced in the solution-focused approach by using solution talk (Corcoran, J., & Stephenson, M., 2000). Although it is essential to know one's weak points and immaturity in the process of acquiring skills for employment, it is also important to know one's strong points and resources, to maintain the client's self-esteem and motivation for work. Furman and Ahola (1994) suggested that one of the aims of solution talk is improving cooperation in conversations and providing a positive experience that helps clients maintain their self-esteem. The clients' resistance is minimized through cooperative dialogues when using solution talk, and clients become able to recall positive experiences and improve motivation for problem-solving.

Effects of developing a concrete image of solutions and goals

Ishihara and Okazawa (2011) indicated that many users of employment transition support offices feel anxiety and frustration because prospects after the limited period (two years) are unclear. The users of the case studies reported here felt resigned, or had decreased motivation because they did not have any employment prospects, or could not develop coping strategies for their problems. The following issues in developing a concrete image of solution and goals are suggested by the case studies discussed here: (1) increasing users' motivation and (2) obtaining guidelines for goal achievement without facing problems.

B was feeling obsessed and didn't know what to do, which lowered his motivation for

work. This condition was caused by setting big and unclear goals. It is important to develop achievable action-level goals in which the progress can be established in brief therapy. Setting such goals facilitates clients' prospects for achieving the target efficiently. Then, when the clients achieve the goal, they can attribute success to themselves (National Foundation of Brief Therapy, 2016). Although it is important to establish a big goal to define the final image of the solution, when users cannot recognize small and desirable changes, they feel helpless, which lowers their motivation. By establishing achievable small goals together with big goals, users can develop small, desirable changes and maintain their motivation.

A was reluctant to talk about his problems, and it was difficult for Th to explore the causes of A's problems. However, by asking <If you could become the ideal person, how do you use the time?>, Th and A could have a conversation and design a detailed solution image and a goal, and A found guidelines for his activities by himself. Clients can develop guidelines for goal achievement without facing their problems through developing a concrete image of a solution and establishing a goal through solution talk. Therefore, supporters can play the role of an instructor without imposing a psychological burden on users.

Sometimes intervention tasks and suggestions for employment support are given to users following the guidelines that were obtained. However, the Th's tasks and recommendations are not always accepted and practiced by users. However, developing

concrete images of solutions and goals could give them a clue. A, B, and D did not practice the tasks proposed by Th. However, they developed coping strategies by themselves based on clues provided by Th and began executing the strategy. Wakashima (2016) indicated that changes could be often observed just as a result of receiving a task from the therapist, even if the clients did not conduct the task. When giving tasks and suggestions to clients as an intervention, it is crucial to focus on whether the clients can utilize the clue, and Th should provide feedback to the clients.

Conclusion

The usefulness of brief coaching in employment transition support was examined. Brief coaching using a solution-focused approach might be useful to solve problems in supporting transitions in employment. These problems include time limitations, diversified users' motivations, interview conditions where it is difficult to talk about the clients' problems, and multiple roles required of supporters, among others. The usefulness of brief coaching was suggested from the perspective of solution talk, especially designing detailed images of solutions and goals. In the reported case studies, psychological support was provided for a short period, such as a one-time interview. In the future, long-term and indirect interactions in brief coaching, including consultation with staff members, should be examined.

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Acknowledgements

Case study on rebuilding the marital relationship of an elderly couple facing a psychological crisis

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ABSTRACT. The processes of interviewing a woman in her 60s, who was attending a hospital and diagnosed with anxiety and delusional disorder, and her husband, is reported. The wife suspected her husband in his 70s of infidelity. Five joint interviews were conducted with the couple. The woman was a housewife since her retirement. When she was at home alone, she became anxious because she suspected her husband could be having an affair and questioned him in detail about his past relationships with women. The husband denied having any illicit relationships, which did not convince her, and they often quarreled as a result. The therapist focused on the communication patterns between the husband and the wife and intended to change the communication patterns and develop a new style of communication. Consequently, the wife gradually became calm, and her suspicions about her husband's infidelity decreased. Moreover, she came to take the attitude of a mother trusted by her children, and the therapy concluded. This article discusses the process of interviews and presents suggestions for interviews with senior couples in clinical settings.

KEY WORDS: senior couples, relationships, marital roles

Introduction

Families experience a development process over time. Two grown-up people leave their parents, make a new family, experience various changes, and develop as a result. They must deal flexibly with changes, including childbirth and growth, job change, transfers, and retirement, among others. Dealing with such changes might create a chance for family development or a family crisis. Notably, elderly couples lose their occupational roles as a result of retirement and are required to choose new social roles. Moreover, they become free from

parental roles because of their children's independence. It is the period when the meaning of continuing marital life and relationships with the spouse is questioned (Carter & McGoldrick, 1980). This article describes the case study of an elderly couple that overcame a crisis and rebuilt their relationship with each other. The involvement of the therapist in a clinical psychology setting is discussed.

Case introduction

A man in his 70s (Client; CL) and his wife in her 60s (Identified as Patient; IP) consulted the author. IP had suffered from delusional jealousy from March, the year X-3 and doubted that her husband might be having an affair with another woman. She had visited a hospital but

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had soon gave-up going there. In August, the year *X* - 2, she visited the clinic she was currently attending and was diagnosed as having an anxiety disorder as well as a delusional disorder. She was prescribed mood stabilizers and antipsychotic drugs. Her daughter recommended the CL to have counseling. As a result, CL searched the Internet and came to the counseling room in the university where the first author is employed. The couple's chief complaints were as follows; the wife felt anxious and worried habitually. As a result, she also attended psychosomatic clinics. The CL wanted the therapist (TH) to listen to her and calm her. The CL and the IP were living together, their daughter's family lived in the neighborhood, and their son's family lived in the neighboring prefecture. The psychological interviews were conducted by the first author, who was the primary therapist, based on the theory and methodology of Brief & Family Therapy (Wakashima & Hasegawa, 2000).

The first session (July, the year X)

IP started talking about CL's personality, IP's upbringing and her personality, the process of their marriage, and the CL's alleged infidelity, as soon as the interview started. IP said, "CL seems to be kind to everyone, is good at work, caring, and relied on by people around him. He is a good person. On the other hand, he tends to make a fool of me because of my childishness. He is short-tempered and suddenly gets angry. I have been enduring life with him until I was 60 years old, but I can't stand it anymore."

Moreover, IP said, "My parents were doing a family business and busy with work. I depended on my older brother and sister, so I have a dependent personality. I was helping with the family business since I was a junior high school student and became acquainted with CL. I was worried about CL's relationships with women, but I got married to him because I counted on him. No other woman would marry him."

It seemed difficult for IP to talk about CL's infidelity-related issues in front of him. Therefore, the TH asked CL to leave the room temporarily and shifted to an individual interview with IP. IP talked about the details of her suspicions of CL's infidelities from the time they first met to the present. Moreover, IP stated that when she complained about CL's infidelities to her daughter, the daughter got emotional and told that she didn't want to hear about her parents' marital problems. IP said that her daughter was rejecting IP' visiting her daughter's house.

After listening to IP's story, the interview shifted again to a joint interview to listen to CL's opinions. CL stated, "I need to often interact with female office workers because of my job, which might have caused my wife's misunderstanding. She complains about my cheating every time she sees me. I tell her that I don't cheat on her, but she doesn't trust me. I want her to trust me. Moreover, she questions me about my behaviors with a woman 40 years ago, but I don't remember what I did, and I don't know what to say. First, I listen to her patiently, but when she repeats the same

question over and over, I cannot contain myself and start shouting, taking my anger out on things, and sometimes we get into fights. Every day the same thing is repeated, and I'm exhausted."

After listening to CL, TH asked CL and IP, "How do you think your life will change if the alleged infidelity would disappear?" CL answered, "We will be able to live a happy," and IP said, "My anxiety will disappear, and I can live at ease and enjoy my life." TH said, "Both of you have the common goal of enjoying the rest of your life together," and all parties confirmed that the interviews would be conducted to achieve the common goal by TH, CL, and IP thinking together. IP seemed to become anxious and unstable when she tried to stop talking about topics related to CL's love affairs. When she faces CL in such an emotional condition, she repeats the same story, which makes CL irritated, starts fighting.

Therefore, TH suggested that (1) CL and IP have a discussion and decide when IP can talk about CL's suspected cheating, during which time CL would listen to IP as long as he can endure it. (2) IP should write down what she can recall about CL's suspected cheating and tell about these him during the decided time. CL and IP agreed with the tasks, and the interview was concluded.

The second session (July, the year X)

Firstly, TH inquired about the situation since the last interview up to the present. CL informed that they attempted to do the tasks, but IP's talk about CL's suspected affairs didn't

finish within the bearable 10 minutes, and the situation had not changed. IP said, "I want my husband to interact with me in the same way as he interacts with female workers at the office because he is a caring boss there. When he stays with me, his attitude is superficial, and there is no heart. I stay at home during the day, and I have no one to talk to. I want him to talk with me after dinner when we are watching TV together." TH suggested that IP should concretely tell CL how to behave so that IP can feel CL is interacting with her with love. IP said, "I want him to listen to me while looking at my face and eyes. I want to talk with him as a usual couple, like in American movies, even for a short time."

The fact that they watched TV together after dinner indicated to TH that they could sometimes stay together without fighting. TH asked why they sometimes had quarrels and sometimes not. CL stated, "Usually, IP doesn't talk about my affairs. However, when watching TV or something, certain scenes or music reminds her of my suspected affairs, which triggers her anxiety. If my behaviors are even slightly different from her expectations, she is dissatisfied. I notice it because of the changes in the way she talks and her tension. I am always careful so that her anxiety would not be triggered." Moreover, CL said that he made much effort to reduce IP's anxiety and gain her trust, such as calling IP once in two hours during work, recording the mileage every day, and dropping in at his house to have a lunch that IP prepared, among others.

TH told IP that CL was making a lot of effort

to gain IP's trust and improve the marital relationship, which is not easy, and asked her to express appreciation of CL. Moreover, TH told IP, "You can't find a solution by talking about whether he is having an affair or not. Both of you just get exhausted. I want you to recognize CL's current efforts, which doesn't mean you should forget the past." IP said, "I don't know how to trust CL. I want to trust him 100% and want to feel relieved, but I'm afraid of trusting him 100%. I don't know whether I should trust him or not." TH answered that recognizing CL's efforts would lead to trusting him.

Finally, TH gave CL and IP two tasks; (1) When CL feels a sign of IP's anxiety or dissatisfaction, CL should try to take action to make her feel relieved, such as holding her hand. (2) IP wants to trust CL. Therefore, they should discuss what CL could do concretely to make IP trust CL.

The third session (August, the year X)

IP looked bright when she talked about a day trip during the Obon vacation. IP looked stable, whereas CL seemed a little tired. Suddenly, IP started to talk about a 36-year-old woman with whom CL might be having an affair. At home, IP had questioned CL persistently as usual about his past and got into a fight, CL was going to leave home, and IP stopped him. CL asked IP with tears, "Why don't you trust me? I have not done anything that might embarrass my son and daughter." IP said, "You might be lying to me, but if you swear by our children that you are not cheating on me, you might be telling the truth," and calmed down.

IP said, "I'm trying to not ask about your suspected affairs, but when I get anxious because of something, I cannot stop questioning CL." TH asked about the situations that make her anxious. IP said, "I become anxious when I'm alone. CL tried to decrease the time when I'm alone by calling me during work and coming back home for lunch. He helped me with shopping when I was busy with child-rearing. However, he didn't care for me mentally."

TH asked them about a happy period during their marital life to date. CL said, "I was told by IP that she had never been happy during her marital life. IP reflects on life and repeatedly complains, saying that she was not loved by me. These days, I feel like I'm going to lose my mind." TH said, "Both of you are at a period where you have to reflect on your life to date. CL is still working, whereas IP has retired from her work and has more free time. IP had been busy with child-rearing and work, so she did not have time to think. However, she has time now, and therefore, IP might feel anxious when alone. Objectively, your life seems successful because you are economically stable due to your efforts; your children have become independent and have families. However, IP might feel anxious when reflecting on her life. I think it is difficult, but both of you should look at each other objectively and see things from your partner's standpoint." This completed the session.

The fourth session (September, the year X)

TH asked about the situation from the last

interview to the present. IP said, "I have been calmed down in the last week." CL said, "For three weeks before the last week, IP questioned me repeatedly about my affairs, I could not stand it, and exploded with rage." TH asked the change in the number of questioning by IP. CL said that it had decreased slightly.

In the last session, IP said that she would become calm because CL's told that he would swear by his children that he is not cheating on IP. TH inquired about the situation after that. IP said she asked CL to write a signed a "promissory note to children" and showed a photo of it to TH. TH said, "It is written in good handwriting. I suppose you can trust the words." When IP becomes anxious, she showed the document to CL and confirmed that she could trust him. TH asked, "Why do you feel relieved by looking at the document?" IP answered, "Because the children consider CL to be a reliable father, and I think that such a father will not betray his children." They seem to have made a promise to each other that (1) IP would try to stop talking about cheating-related topics as much as possible, (2) IP must stop repeating the topic, (3) although talking about it just once is ok, no more, (4) when IP repeats the topic three times, CL can warn IP.

It seemed that IP gradually tried to understand CL, recognizing her misunderstanding of CL's feelings and thoughts. IP seems to understand CL was considerate to IP because he called IP once every hour during working, recording his mileage every day, and dropping in at his house to have lunch prepared by IP. IP said she sometimes goes out for lunch

with her friends for a change of mood and visits her sister-in-law to complain, which makes her calm. Moreover, IP boasted about her son's partner and said, "I feel embarrassed in the eyes of my children and grandchildren because we have such a bad relationship," which suggested that IP might have seen the relationships with CL from a higher perspective. TH praised their efforts and finished the session.

The fifth session (October, the year X)

IP said the times she went to the hospital last month decreased from once in two weeks to just once a month, and her medication has also decreased. Moreover, her doctor said, "You are getting better." Now, IP was more settled and had become able to do the housework that she could not do before, such as cooking, cleaning, gardening, and taking care of the pet dog. IP had been refusing to visit her daughter's house. These days, IP was able to interact with her daughter's family because of the improvement of her conditions. IP started to make plans to take lessons with her daughter. IP said, "I sometimes feel anxious even now. However, I think it is all right. I stopped talking about cheating with CL. I don't care when I see scenes on TV or hear things that remind me of cheating. I don't want to show my disgraceful behaviors to my children, to my grandchildren, to my daughter in law, or to my son in law. I'm embarrassed at having quarrels about cheating." TH said that IP seems to have calmed down. IP said, "It is because I have become able to trust my husband. I think he has never cheated on me." TH asked, "Why do you think so?" IP

replied, "Because of the note. I have copied it and pasted it under the TV." TH asked, "Assuming that excellent health was 100%, what is the level of your present condition?" IP and CL replied, "Almost 100%."

Although CL did speak any kind word to IP, he acted to gain IP's trust. TH explained that "CL has a personality of showing his thoughts and feelings by attitudes, instead of putting them into words. I think CL can dedicate himself to his job with IP's support. Therefore, CL is also supported by IP." IP said, "I want to be a mother that my children can rely on." The interviews were concluded after a follow-up period of three months.

Discussion

This case study reports the process of interviews conducted with an elderly couple facing a marital crisis caused by the wife's unreasonable suspicion of her husband's infidelity. Their psychological relationships were rebuilt by designing problem-solving strategies and recognizing their roles as a father and a mother. The wife had been managing everything related to household matters, supporting her husband, doing a job as well as raising children, and sacrificing herself. She had been putting up with her husband, who thought little about his family. When she retired from her job, she had much time to spend at home alone, and reflect on her life, and she noticed past unsolved problems in their marital relationships. Moreover, she felt lonely because communication with her husband was wrong, although the time she spent with her husband

increased.

At first, IP seemed to be anxious, restless, and confused. At first, she kept on talking without stopping when the CL's suspected infidelity was mentioned. On the other hand, IP also recognized that she might be misunderstanding the situation. Therefore, she didn't refuse the introduction to counseling. She often showed ambivalence, such as always criticizing her husband but depending on him at the same time. CL was a caring person and relied on by people around him at the workplace, whereas at home, he didn't speak much and left housework and child-rearing to his wife. CL had a modest attitude when the couple came for the first consultation, and he wanted TH to listen to IP, instead of him. TH diagnosed the cause of their problems as a vicious circle caused by the daily interactions between the husband and wife, instead of as a wife that persistently questioned her husband about suspected infidelity or a husband that had ignored his family. Therefore, to change the situation, TH provided joint interviews for the couple.

The points that triggered changes in this case study are considered to be the following. Firstly, a common goal was developed to improve their motivation. The common goal in the first session was to spend the rest of the life happily together by changing the current situation. This indicates the significance of joint interviews, which increased their motivation for interviews. Secondly, the communication patterns between CL and IP were examined. The second session indicated that they had not always quarreled

when they were together. Sometimes they fought, but sometimes not. Considering the differences between the two situations indicated the following vicious circle in their communication pattern.

IP: becomes anxious and emotional by recalling CL's infidelity, which is triggered by something. Then, CL feels that IP is getting worried and becomes careful about what he says and how he behaves. As a result, IP feels something strange about CL's attitude and gets more and more suspicious and anxious. IP questions CL persistently. CL is unable to stand IP's persistent questions and talks back, which results in a fight.

TH intervened to cut off the vicious circle by recommending CL to take action to relieve IP when he felt any signs of IP's anxiety. This behavioral task led to CL's remark that he wouldn't do anything that might embarrass his children, which calmed IP. Moreover, it was confirmed that recognizing CL as a father trusted by his children created a feeling of security and trust in CL. Furthermore, IP herself thought she must change for the sake of her children. It is considered that both husband and wife again recognized their roles as a father and a mother, leading to rebuilding the marital relationship. It is suggested that the motivation for change could develop from the desire to change for the sake of someone, which could become a significant chance to change.

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