

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this analysis section, the writer answers the problem formulation question written in chapter I. There are two questions: the first concerns the Mother's struggle to cure her autistic son by seeing her structural elements : *Id*, *Ego* and *Superego*. In this part, the writer find out what kinds of struggle that cure her son from his personal disorder. The second question deals with how the process of psychological approach works. On the second question, the writer hopes that the readers may see and understand how the struggle of his mother influences him to be cured.

In order to answer those questions above, the writer analyzes the Mother's reaction to understand her struggle. In this case, the writer divides into two parts:

1. The First Sign of Willing
2. Desire of Relationship

Before analyzing, it is necessary to introduce the main character in this novel. The character is Patricia Stacey called as the Mother. Patricia Stacey is an educated person. Patricia Stacey is a writer, college teacher, and former staff member of the *Atlantic Monthly*. She lives in Northampton, Massachusetts. She has a husband whose name is Cliff. He is an architech. They have two children whose names are Elizabeth and Walker. Patricia Stacey is devoted and loving mother because she has lived through a life-changing and potentially devastating experience. She had a lovely

normal daughter, Her son as a newborn baby gave her cause to worry. As described

Below:

“I feel something which is not supposed to be. He doesn’t cry. The nurse tries to make him cry but he only brings a little whining, and the nurse gives him to Cliff, He lies down on Cliff’s arm. I see him as a little bloody weasel, with hard arms.

Do the other Mothers feel the same as I am?” (p.47)

From the quotation above, Patricia Stacey senses that there is something wrong with her son in the moments following his birth when he fails to respond to her and her husband. Furthermore, she is in doubt about her feeling. She tries to convince herself that her son is normal. To prove about her feeling of convincing the condition, she remembers what her ex-boss said about her daughter as:

“In the moment of coming into the world, she looks like a hamburger! She utters love, humour, and happiness of what she says: My bloody little cartilage is a swan, indeed.”(p.48)

Patricia thinks of her boss saying a mere consolation. As for, the doctor convinces that his physical check up is reported good as a normal child. the fact tells Patricia that she has to do something for her son.

Patricia Stacey’s feels something different with walker. She decides took her son to doctor after doctor, she than meet with a specialist on child psychiatrist, Stanley Greenspan. It is an incredibly rigid program, demanding her to give undivided attention to seven days a week. At the end of her struggle, Patricia decides to write down her experiences to people.

The second character is Patricia’s husband, named Cliff. He is an architect. He is described as a man who also has responsibility as father and husband. For example,

he always mad to his wife, Patricia, when Patricia tries to handle their son by herself when Walker is hard to breath in the night while he is sleeping.

After Cliff knows that Patricia takes Walker to doctor by her self in the night, he says : “Do not ever do that without me!” (p. 68)

Related to the sentence above, it seems that Cliff is also concerned with the Walker’s condition. One day, the financial problem of the family gradually emerges. Because of Walker’s treatment need to spend lot of money, Cliff is concentrated more to the financial problem while Patricia takes care of Walker. This is why Cliff is easily angry with Patricia. Moreover, he wants them to help each other.

4.1 The First Sign of Willing

After two weeks of Walker’s birth, Patricia decides to bring peacefulness to Walker. Patricia has started to have all together. Sometimes she fondles him and swings him forward to backward caressly. She is still worried about him, the weird feeling comes and goes as time goes. She describes her fear of what she sees as follow:

“I suspect he is ill or battling illness. But, what kind of pain suffered by this infant? His face was thin and wrinkled, stiff stature. He lay with the torso slightly curved backward, as if he was lying to face up on a ball. There's another oddity: his back slightly bent to the side. I was miserable while watching the situation, then I feel guilty, even embarrassed by the inconvenience of my baby. ”(p.70)

She becomes so guilty because her son’s condition. Then she realizes, if a mother becomes so exaggerated in caring her child, it actually can be

destructive for the child. To prove she becomes so guilty, she asks to her self more and more:

"Am I going to be one of the parents who push and push and hold her children? Am I proceeded to be one of them? Am I too proud of Elizabeth's intelligence? I remember that I felt stupid when I heard classical music intensively than usual as long as I contain Walker just because I estimate that it will help his brain.... Day after day I waited for her eyes to focus. However, what I want it never reached"
(p.72)

Patricia thinks about him that he always changes all the time. Walker does not develop as what as Elizabeth expect. His behaviour confuses Patricia and her husband. Yet, no doctors says bad about his condition. Their being confused is depicted as follows :

"Now, why the baby was screaming hysterically, after did not cry for days, and then suddenly fell asleep? Why did he react to fear when someone put a toy in the palm of his hand? Why did he fall asleep as soon as he put it, but not when being carried? " (p. 89)

By the time Walker grows, He shows that there is something wrong with him. Patricia and Cliff are aware that they have lost him. Walker prefers staring to light to watching them. Obsesively, he always searches for windows though he is scared. Patricia thinks why the windows become so important to him. Someday, Walker is in the bathroom with Patricia and Elizabeth. He is in a baby basket and Elizabeth is in the bathtub. Then, Elizabeth takes out a frog toy made by plastic the forg produces sound. It was the first time that they see him laugh. Elizabeth tries it more as she comes out from the bath. But Walker has no response. After while, he suddenly stops to laugh. He comes back as if

nothing happened and then stares at the window again. His body is often fullfilled by eczema and struggled to breathe at night. Patricia repeatedly calls and comes to the hospital but the doctors still say there is no serious problem with her son. Amid Patricia's anxiety, Walker looks far more often than looking at her, he is more interested in the light burst through the curtains.

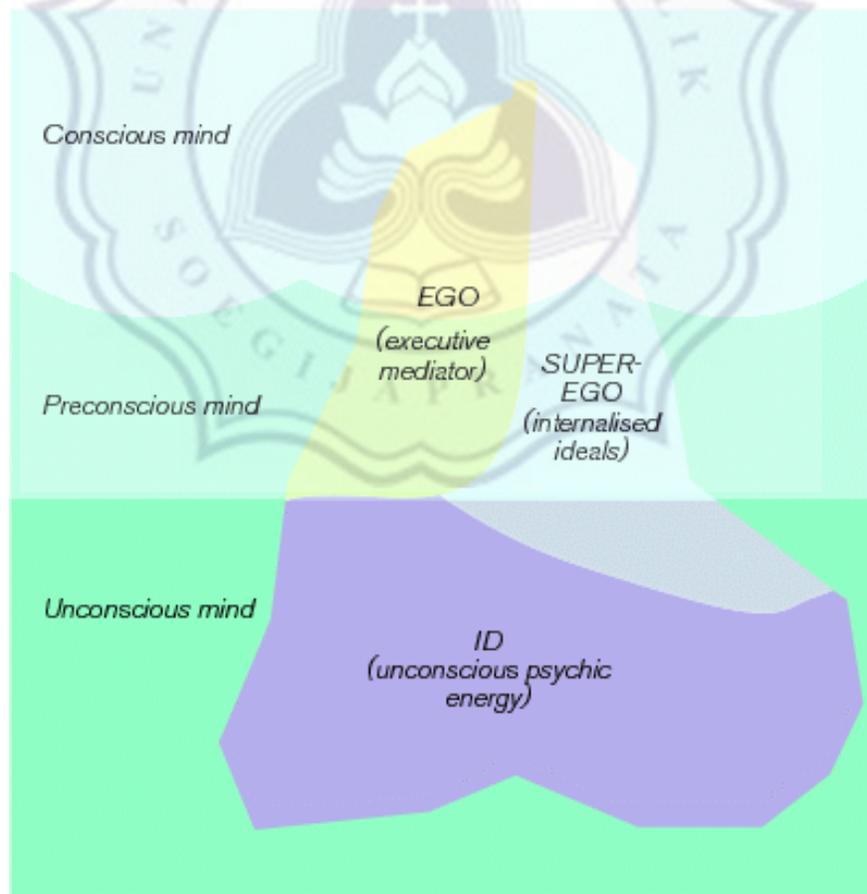
“light is the north pole for him, which always attract attention. And we all have somewhere to the east or west or south of the gaze, never caught his attention.”(p. 113)

Because the inability of explaining, the doctor has been very quiet for Patricia. Until one day, one of a Walker's babysitter, Donna, whose son is also mentally retarded, recommends a home treatment for children with mental retardation in the region, called REACH. After Patricia goes to REACH, she meets the director called Darleen. From him, she knows that her son is impaired by sensory integration

One day, Donna comes to Patricia's house with yet an article. It is a prepublication draft of a "chart review" of Greenspan's 200 patients with autism. Donna explains to Patricia that Stanley Greenspan is a child psychiatrist well known for his work in child development. He has spent sixteen years studying the subject at the National Institute of Mental Health, which led to a new philosophy of emotional development for which he won the Ittleson Award, the American Psychiatric Association's highest honor for research in child psychiatry. In his years at NIMH, Greenspan arrived at sophisticated criteria for understanding and defining emotional maturity and

began to map out its phases. He applies recent research about how babies and toddlers "process" the vast amount of sensory information available to them each day.

Sigmund Freud compared the human mind as iceberg, with only its the conciousness showing above the surface. Below the surface and forming the basis for the most human behaviour is the unconcious mind. This part contains experiences and motivations which originate in childhood or earlier adult life. Therefore, much of our behaviour is governed by irrationality and impulse. This part is greatly influenced by strong unconcious and aggressive conflicts.



According to Freud, both the **id** and the **superego** should be in balance for one to grow mature and healthy. If, for example, somebody has an overactive **superego**, she/he would unconsciously feel guilty at times. Such case is called *Guilt Complex*. On the contrary, if the **id** is dominant, one might react in antisocial way and has antisocial thoughts that might injure him/her as well as the society. Therefore, if the **ego** is the dominant element in one's life, she/he might react on things in rational and also selfish ways.

In Patricia's case, her son's mental does not grow well as Elizabeth and other normal children. Patricia as a wife and a mother of her son always does anything to help him grow well. As a writer, college teacher, and former staff member of the *Atlantic Monthly*, an educated person, she keeps on finding an accurate treatment to her son. Her **Id** sometimes forces her to become inconspicuous to him. On the other hand, her **superego**, always keeps on trying to him to be developed. Moreover, the **ego** as a balance system between the two drives often make her think right or wrong about her anxiety. It happens because of the strongest element of the **superego**, the heartfelt thoughts of the mother to help him develop. Then, the **id** fails to be developed because it is weaker than the **ego** itself. It reminds Patricia about her responsibility and her value in society as a mother.

To release her anxiety, she always identifies Walker him as a normal child. Most of her actions, conversations and thoughts are filled with this defense mechanism as shown below:

Intellectualization is a defense mechanism where reasoning is used to block confrontation with an unconscious conflict and its associated emotional stress, by 'using excessive and abstract ideation to avoid difficult feelings'. It involves removing one's self, emotionally, from a stressful event. Intellectualization may accompany, but 'differs from rationalization, which is justification of irrational behavior through cliches, stories, and pat explanation'. This defense is similar to rationalization, but instead of making an excuse for a problem, it turns the problem into a thought issue instead of an emotional one. The thoughts become prominent, but the emotions are buried under the research. Rationalization is more about object relations and making sense logically of the role interplay, while intellectualization is more related to the denial of the emotion itself making it and internal phenomena rather than an object relation one. (<http://en.wikipedia.org/wiki/Intellectualization>)

From the quotation above, the job of mechanism – *Intellectualization* – can minimize disturbing feelings and identify with values and attitudes of a group. This is why her anxiety can be minimized in *Intellectualization* and the **superego** needs to approve the existence of an action.

In **Intellectualization**, the mechanism works as an "*interpretive control system*" that allows the cold facts into consciousness while diminishing their personal relevance. It involves the negation of a threatening effect by appealing to a logical argument that delegitimizes the affect. It is the substitute of mental process for emotional process. There are two processes domains the emotional one and the intellectual one. The emotional goes to the unconscious while the intellectual remains in the conscious. Intellectualization is a 'flight into reason', where the person avoids uncomfortable emotions by focusing on facts and logic. The situation is treated as an interesting problem

that engages the person on a rational basis, whilst the emotional aspects are completely ignored as being irrelevant. The goal is to reduce anxiety as disorganizing effects by coming up with explanation that will identify the object. It often happens that under the conditions in which symptoms are constructed, that is, where the mechanisms of the conscious are dominant, subject-choice is turned back into *Intellectualization* of the defense to assume the characteristics of the object. It is noticeable that in the *Intellectualization*, helps to protect against anxiety by separation from the painful or stressful events, hiding the emotions it provokes behind big words, almost a scientific focus on the facts. This is accomplished by thinking about the event in cold, rational terms, clinically analyzing it. The mechanism of *Intellectualization* is based upon the possibility or desire of putting oneself in the same situation. This mechanism can also indicate the way a path leads to the comprehension of the mechanism by which we are enabled to take up any attitude at all towards another mental life. So to help her son, the defense must be mobilized, although, in the other hand, it would be better to face the anxiety directly by arousing problem, deal with it and find a solution. Finally, the situation would be no longer cause anxiety.

In Patricia's case, for example, one of her anxieties that are really felt is Walker prefers more on the light seeing than any body around him. For the condition, Patricia gives most of her attention from the beginning of her situation. She begins to find a treatment that no doctor is able to identify her

son correctly. As her mother, she tries everything until she found Stanley Greenspan, a psychiatrist, pioneer in the development of children, who helps them to save Walker's future and reestablishes a relationship with this world. As a result, she tries everything but her anxiety often shows up: "I tried to think about the future I want, but I keep thinking that is nothingness."(p. 158)

In spite of reducing anxiety, Freud says that **Intellectualization** also attempts to separate oneself from the emotional content of an event, focusing instead on the facts. To make it happen, people usually need a certain way by thinking about events in cold, hard, and rational terms. For example, a wife who learns her husband is dying tries to learn all she can about the disease, prognosis, and treatment options. By doing so she can help repress the emotional onslaught of feelings of loss and anger which can accompany the death of a loved one.

There is another drawback to avoid anxiety for the defense may have conscious and unconscious aspects. Furthermore, **intellectualization** allows for the conscious analysis of non-anxiety provoking information about an event:

"Theresa wants to know, was it difficult for me to keep my baby from the breast? No. This is one of the easiest things I ever did. Walker embraced when he cries because of hunger is certainly a wonderful thing for us now. We sat in a rocker, but barely moving - without much movement. This is one of the few things that I can give him, comfort him." (p. 160)

From the quotation above, it shows that Patricia knows about his real condition and tries to console him. She looks for some ways to make her, at

least, can be sure of herself to avoid her anxiety if, sometimes, she thinks that she can't go into him. For this position, she gets advantage in a positive way. She enjoys her feeling rather than her anxiety to her son. Furthermore, the event is the first time that Walker looks relaxed on his night of sleeping.

The effort of Patricia to make him comfortable make it their relationship better. It is evident that The Mother's **superego** is stronger than her **id**. She succeeds to avoid her **id** because her **superego** and **ego** enables a redirect or postpone her primary thinking process. Finally, this is also evident that The Mother has heartfelt thought that makes her **ego** can balance her **id** and **superego**. According to Larsen and Buss (2005 : 284),” a well balance mind is one that is free from anxiety and is achieved by having a strong **ego** to balance the **id** and the **superego**. Even, either of these are two competing forces overwhelms the **ego**, the anxiety is the result.”

4.2 Desire of Relationship

On the basis of insights, Greenspan, as a psychiatrist, pioneer in the development of children, Greenspan has been able to help more than 50 percent of his 200 patients to become fully functioning children warm, engaged, interactive, verbal, and creative. Another 30 percent made substantial progress. He helps children to reach these unexpected levels of functioning using a comprehensive program including occupational therapy, speech therapy, and what he calls "floor time." Floor time requires parental

involvement. Eventhough, it emphasizes relationship, fun, and joy, the method draws the power from parents' ability to entice an impaired child to perform at increasingly higher levels of attention, cognition, and motor functioning far higher than that child would normally be disposed to. Furthermore, The therapy is required because a child can be reacting to his parents or therapists in what Greenspan called "circles of communication." A circle starts if someone tries to engage the child and complete is if the one receives a response. As a case in point, when one smiles and the baby smiles back: one circle

Doing floor time, Patricia often feels that she performs a desperate sort of standup comedy to save her son's life. Not only are the sessions exhausting, Patricia finds herself clapping, jumping up and down, making up songs, egging Walker on to move or to knock down blocks. However, floor time requires that her voices be ever livelier; the games be more enticing; the joking be more exaggerated. Her energy and focus have to be at the highest levels possible. Children like Walker are inclined to recede to an internal landscape that is far more seductive than the real world. Greenspan asserts that we must not only maintain Walker's attention but also help to build Walker, or help him to build himself step by step. So to speak, it is done through each phase of development, physically and emotionally.

Laying the pathways in the mind takes manpower far more, Patricia and Cliff soon realize, than a family can provide. Greenspan wants Patricia to

do ten sessions of twenty to thirty minutes each day. It is tailored to a child's particular deficits and strengths and is designed to grow in scope as the child climbs the developmental ladder. Somehow, Patricia still feels compelled to make it work. Perhaps Patricia and Cliff could borrow the money or let it become credit card debt. Cliff is worried about Patricia as She is further about to cancel the appointment when she calls the insurance company. In a decision unprecedented at REACH, Corbett finds funds through the Massachusetts Department of Public Health to pay a tutor for ten hours a week. Then, something that makes Patricia surprised:

“To my surprise, they said we were covered. Their contribution would work out to 50 percent of Greenspan's fees.”(p.201)

Then, Patricia tells Darleen Corbett that she needs as much time as possible from Dawn and Arlene. Darleen also gives Patricia more of Dawn and Arlene's time: a total of four hours a week each.

During her sessions, Dawn works to help Walker understand his social and cognitive relationship with the world. She encourages him to look at himself in a mirror when he plays with her. And then, she warns Patricia against being too focused on what she calls "splinter skills"— small milestones, such as stacking blocks, that in other therapies often become goals in themselves. Working in a constantly interactive environment, Patricia actually teaches Walker how to learn.

By the time Patricia gets surprised, Patricia and Cliff drives up to Greenspan's large property on a gravel drive encircling a grove of oaks, walks

around the back of the house near the tennis courts, and waits in an enclosed porch. Greenspan invites Patricia, Cliff, Elizabeth and Walker into a large, comfortable room with threadbare rugs, old chairs and couches, stacked with papers and books, and littered with toys. Greenspan leans over Walker's records and teaches them closely, holding his glasses as if they were a magnifying glass. Greenspan asks questions and takes copious notes, leaning over the paper. He looks up occasionally and studies the baby on the floor. Patricia watches him closely, ever anxious to see reflected in someone's eyes a window into Walker. Patricia can't read anything about Walker in Greenspan's eyes, but Patricia likes what she sees in this doctor. He is a tall, middle-aged man, balding slightly. He wears a blue sport shirt and chinos. There is softness in his facial skin and gentleness in the eyes, as if he has just woken up. Patricia has the impression of a person somehow softened by years instead of the familiar reverse.

Greenspan stands up and disappears through a hardwood door that at first it seems hidden, as if it were part of the paneled wall. Patricia looks at Cliff, and then teaches Walker. They have come a long way, have managed to lure Walker, at times, from those enticing sirens that beckons him inward. With little appetite, Walker is frail, but he learns to move. First, he creeps and then crawls. Elizabeth and Patricia have found empty boxes at a dumpster at nearby Smith College and made obstacle courses for him. He creeps through one box into the next. When he has become slightly stronger, Patricia puts

pillows in the boxes, surfaces of varying textures, stuffed animals, balls, and blankets to negotiate. Cliff's sister, Susan, has given Walker some plastic stacking cups. Elizabeth, Cliff, and Patricia make towers and entice Walker to move toward them. Walker has learned the joy of demolition — creep toward the towers and destroy them.

Cliff and Patricia are buoyant on the day they come to suburban Washington, D.C., to meet Greenspan. The morning before they come, they have visited a café, where Walker hung over my shoulder, looking at a woman at the next table, smiling at her. They are proud that Walker could smile at people, that he can at last crawl, that they have been able to teach him some simple games. Walker does not stare at light much anymore. Yet Patricia sees in Greenspan's office, in this new room, that he is struggling to keep himself together. A baby nearly a year old will typically explore a new space, yet he does not. There seems to be little room in his mind or awareness for the new, for the toy or the window or the loose paper. Instead, he just tries to manage the massive weight of the newness, trying to find out where he is in space. Then, Patricia describes what happens after:

“He rocks his head back and forth, back and forth; struggles to control his body, his arms flailed. A thin pattern of light fell across the Oriental carpets, though he looks at neither the light nor the rug.”
(p.262)

After looking at Walker's did, Cliff gets down on the floor and begins to play with Walker. Cliff begins trying to interact with him, yet Walker stays largely

mired in his own world. He picks up a block, knocks it against Cliff's block, and crawls away to play on his own. After a few minutes of Cliff trying to somehow catch up, Walker begins frantically creeping toward the ends of the Oriental carpets that lay across Greenspan's floor. At the sides of the rugs lay long white strings, unraveled parts of the rug. He flows to the strings, grabs them, sucks his thumb. Patricia works hard to entice him away from the Oriental rug strings. But the more tired Walker grows. The more hungrily he pulls at the strings, which he rubs in his palm like a rosary and flicks against his upper lip.

Walker and Patricia still make some progress. He and Patricia play "Row, row, row your boat." Back and forth, they rock in front of Greenspan. As Arlene had taught Patricia, stopped her motion after each cycle, until Walker began to rock again to show her that he wants more.

In this case, Patricia's three elements of psyches are very healthy. The three of her personality structures are balanced to each other. Her **id** is very low rather than his **superego** and sometimes to the **ego**. She cares about her son toward the progress. She just needs to know her steps to her primary thinking process of the **superego**. According to Wikipedia, **superego** is:

“superego is the aspect of personality that holds all of the internalization of moral standards and ideals that we get from both parents and the community - our sense of right and wrong. Superego provides guidelines for making judgments.” (Page, D James, 1986, p.185)

Her **superego**, in another hand, can compete to her **id** because her **superego** is stronger than the **id**. When the **id** tries to come up, it is able to repress **id**'s drives. For example, when Patricia looks at him in Greenspan office, Walker is struggling to keep himself together, and that is the time which Patricia believes Walker can develop as a normal child. According to her, Greenspan tells her to do in steps complete her desire. Later, she realizes that it makes sense that Greenspan can help Patricia's family because her son's mental able to get progress and socialize with one to another to make a relationship.

The **ego** as a balance system between the **id** and **superego** is also succeed to do its job. Beside the **superego**, the **ego** also has to defend againts anxiety to raise Patricia from fear and anxious. For the anxiety especially that related to her worried which can not develop him, the **ego** becomes stronger to balance her psyche. This anxiety, actually, is a conflict between the **id** and **superego** that always represent opposed tendencies and relatively obscure to the **ego**. If the **ego** fails to resolve the conflict, the result is an abnormality in the form of irrational behaviour. However, in Patricia's case is the opposite. It happens because she has heartfelt thoughts to help her son. Furthermore, it looks upon that this is a direct expression of the **ego** that lift up to a consious compromise with the **superego** and perhaps the **ego**. This condition is usually internal and largely consiously.

In addition, when the anxiety occurs, the mind usually will respond in two ways. First, people increase or find out problem solving to resolve that anxiety. Second, defense mechanisms are triggered by the **ego** to help deal with the **id** and **superego**. Later, these defense mechanisms will share two common properties in decreasing anxiety: besides operate unconsciously, it also distorts, transforms or falsifies reality in some ways. As a result of changing the perceived reality, it allows for a lessening of anxiety and reduces the psychological tension that an individual felt.

One of the examples of the defensive action of her **ego** is related to its attempt to help Walker's progress:

“Whatever one called Walker's problem, Dawn (her physical therapist) felt he would surely be receiving a diagnosis of autism within a year if we didn't act, and act quickly. By fortunate coincidence, Dawn was primed to do something that was out of the ordinary in her practice. Just three months before she met Walker, she had read an article by Stanley Greenspan and his colleague Serena Wieder in the journal “Zero to Three,” outlining an effective new approach for treating toddlers and babies with symptoms of autism. She was intrigued, excited.”(p.281)

Of course, Dawn knows about her son's problem and she realizes that it was wrong. But, at the same time, she relieves those feelings. This is why she does not want to stop thinking to find the right answer. To relieve Patricia's anxiety, Dawn tells about the journal has been read to Patricia.

This is the conflict between her **id** and her **superego** as an internal conflict in the mother's (Patricia) mind. The **ego** in the mother's mind tries to

relieve the two drives, both her anxiety, her fear, and bad values. If the **ego** fails to cover these two drives, the anxiety is as a result.

Freud divided the anxiety itself into three types. *Reality anxiety* – this is the basic form of anxiety. It is rooted in reality; *Neurotic anxiety* – this type of anxiety that is driven by a fear of punishment that will result from expressing the **id**'s desire without proper sublimation. This anxiety usually arises from an unconscious fear that the libidinal impulse of the **id** will take control at an opportune time; and *Moral anxiety* – this type that result from fear of violating moral or societal codes in daily life. Moral anxiety appears as guilty or shame.

The Mother always gives an extra thought to relieve her anxiety and then make sure that other people can understand her and realize her real reason. For example, she gives an acceptable reason to Dawn why she believes the metode about the progress:

“I know this is disappointing. It was easier to have a therapist who does all the work, but I do not recommend the approach that behavioral experts. I'm not alone. Some groups of parents denounced Lovaas approach, because he had advocated techniques revolting - spanking, scolding, looking away, yelling - as a way of forcing the child to behave differently. "But they certainly did not do it anymore." "Indeed." "But I heard that this technique has been developed over thirty years. I read from the Internet that: 'Lovaas has managed to improve his techniques to get a more effective way of improvements that eliminate the sickening techniques and adding a social component in its program ... Also take a look at this fact, "I said to Dawn. "They can cure 49 percent of his patients."(p. 290)

These are the evidences that her desire of relationships are full of sacrifice, included **intellectualization** – to achieve their own aims to each other and also to other people, especially to Walker.

Based on the expalnation above, it shows that the psychological approach is also very sacrificing with heartfelt thoughts of the Mother. Furthermore, the other characters also have thought about the theory to achieve their own aims to help Walker.

