

listen. I dream of such a family. “In the projection of the child, the father is a negatively colored figure, described as “irresponsible”, uninterested “the boy wants to play with him but he does not pay attention”. On the next screen, a remembrance of past experiences appears in the projections: “this is me when Gosko was small, before I was jealous, but not now. We are both equal now. “The child identifies himself and makes a story on all the boards, but without being able to express his emotions. The family and the images of mother and father are either highly idealized or negative, as in the image of the father. The theme of the desire to “be equal” is repeated, emotions of fear, loneliness, anxiety prevail. The projections also show reactions suggesting negative experiences from the child as a larger family member and a younger sibling: “A happy family, but one kid doesn’t want it and the other looks at it.” On a board presenting a school situation it says “I see the teacher and myself here, and other children are very envious because the child knows a lot”. There is no description of the psycho-traumatic situation and the expected strong emotional response, which suggests that the child is processing the situation more with a reasonable explanation, blocking the emotional pain from the experience. A board depicting two struggling children figures says “the worst, just because you cracked the ball, they start beating you.” When evaluating interpersonal reactions with a projective SATO methodology, a negative reaction prevails, increasing the percentage of situations in which anxiety is shared, fear. Perceives the theme of the ideal family, the ideal father and the desire for equality between the children in the family. In psycho-traumatic trays, the answer is rational, not emotional, which indicates the difficulty of the child to exert verbally accumulated emotional tension. “Conclusion: With the cessation of ill-treatment, the trauma will not end, with the crisis ending, the problem continues. The wound is recorded in the child’s history, embedded in his memory. The actual event that caused the trauma brings pain, the pain of rejection, the lack, but the second blow comes from the idea of that real experience, the suf-

fering of being humiliated, abandoned. It is to cure the second stroke that the child needs to change the meaning of what has happened, to make a story out of it, to find words about the suffering. History, storytelling allows us, if we cannot change reality, to influence the notion of the real, through creativity, creativity. Resilience is possible only in the space of connection with an adult who is able to listen, which gives place to the child and his story. Creativity turns trauma into a symbol, into a way of connecting with the other who listens to us, more frightening than trauma is silence about it, the inability to express it through creativity.

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**Ch. Assist. Prof. Veronika Ivanova, PhD**

*Medical University "Prof. Dr. Paraskev Stoyanov"*

BULGARIA, Varna 9002, Varna Center,

ul. "Professor Marin Drinov" 55

veronika\_ivanovi@abv.bg

**Professor Ivan Aleksandrov, PhD, DSc**

*Medical University "Prof. Dr. Paraskev Stoyanov"*

BULGARIA, Varna 9002, Varna Center,

ul. "Professor Marin Drinov" 55

i\_s\_aleksandrov@abv.bg