

## Post-Trauma Counselling through Group Play Therapy: Traditional Games as a Basis for Model Development

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### Abstract

This research is intended to develop a model of post-trauma counselling through group games that are based on traditional games as an alternative to help children with traumatic experiences. This research adopted research and development approaches. In the pilot study, literary research and needs assessment was carried out and used as the basis for hypothetical model development. Content validation and empirical validation were administered on which the revision of the hypothetical model. The operational model was also tested to find out the efficacy of the model as a basis for final model development. Types and sources of anxiety were identified from the need assessment. The results showed the kinds of games, objectives, characteristics, time duration, participants involved, processes, and tools used. Target subjects of the model efficacy were students of MI and MTS (Islamic Elementary and Junior High School) Matla'ul Ulum in Tasikmalaya. The intervention material of the model's efficacy testing was a counselling unit based on post-trauma counselling through group-game therapy, which was based on traditional games. The research results showed that this model was proved to have significantly decreased the anxiety of children with traumatic experiences in Tasikmalaya. Thus, this model is recommended to be disseminated.

**Keywords:** Post-trauma counselling, group play, traditional games

### Introduction

In the early year of 2006, natural disasters, such as floods, volcano eruptions, landslides, and hot mud stroke almost all of areas in Indonesia. Yogyakarta, Central Java, South Sulawesi, West Java have suffered most from the disasters. An earthquake of magnitude 4.59 that stroke on 26 May 2006 has caused more than 6000 people killed and 200.000 houses destroyed. Besides, 150 people were killed due to flood and landslide in Sinjai; whilst Tsunami in Tasikmalaya and Ciamis has taken the lives of more than 400 people and made 32.228 people homeless [1].

There are some problems arising after the disasters. These problems deal with evacuation, aid supply, relocation, and construction of housing and other infrastructures, including psychological reconstruction. Post-traumatic anxiety disorders have potential impacts on someone's psychological capacities, self-concept, and development [2]. If not properly handled, the post-traumatic anxiety disorder might get worse and stimulate other kinds of disorder, such as those related to physical, mental, behavioural, and spiritual aspects [3] [4].

Failure in coping with and adapting to traumatic experiences might result in snowball effects and even at worst in social deprivation. Ignorance on traumatic experiences and social deprivation is psychosocially influential not only on oneself but also on the society, and the offspring. Besides, indirect forms of the social deprivation mentioned above include robberies, torture, drug abuse, HIV/AIDS, suicide, and others [5].

Considering the wide range and the depth of problems faced by an individual with traumatic experiences [6], quoting from De Jong has proposed an intervention model to handle humanity crisis and social crisis [7]. The model embeds four stages, namely societal, community, family and

individual. Intervention in societal stage covers public policy and public security, while that in community covers community education and family health maintenance. In the family stage, the coverage of intervention is a family network of self-help group and mental health. Finally, in individual stage, the intervention covers traditional medication and mental health maintenance.

Post-traumatic stress disorder counselling is a kind of relief for children with trauma syndrome. There are three kinds of trauma symptoms, namely re-experiential, avoidance, and continuance. Re-experiential symptoms are, for example, difficulty in concentrating and controlling emotion and anger, aggressive, anxious, afraid, easy to startle, undergoing sleeping disorder, and being haunted by traumatic events. Meanwhile, avoidance symptoms are avoiding things related to trauma, losing passion and feeling numb, isolated, and uneasy. At last, continuance symptoms are depression, hopeless, losing faith, aggressive, self-blame, and physical and self-esteem disorders, and many others [8].

Play has become a part of therapy process especially since Melanie Klein and Anna Freud used this technique in children psychotherapy. According to Russ, therapy through games has four chief functions. First, play is a form of a child's natural expression [9]. Children use games to express their feelings and to express their fantasy and conflicts within themselves [10]. Thus, play can be categorized as a catharsis media [11] [12]. Second, children use games as the language in communicating with therapists. Good rapport will be established if the child and the therapist intensively interact in a game [13]. Games can also raise empathy on both sides, so that it will contribute to a more functional interpersonal relationship. Through games, children can communicate effectively. Third, the main function of play is a vehicle to increase understanding and to smoothen the counselling process. In psychodynamic perspective, emotional resolution of conflict and trauma is an indicator of success of therapy process. In the process of games, children can re-experience and solve their traumatic problems in daily life.

This study was to develop a model for post-trauma counselling through group games that are based on tradition games in handling children of tsunami victims in Tasikmalaya. It attempts to answer the following questions: (1) what are problem profiles faced by children with traumatic experiences of post-tsunami?; (2) what are kinds of traditional games potential to be used in post-trauma counselling?; and (3) how is post-trauma counselling model through group-game therapy that is based on traditional games for children with traumatic experience and how effective is it in decreasing the anxiety level of a child with traumatic experience in Tasikmalaya?

## Method

### *Research Subject*

The subjects of the research were selected based on the stages of model development. In the stage of needs assessment, the subjects were counsellors, subject-matter teachers, students, and parents. In the stage of content validation of model development, the subjects were the experts in guidance and counselling department in a university. In the empirical validation stage, the subjects were practitioners who work in *Madrasah Ibtidaiyah* (MI/Islamic Elementary School) and *Madrasah Tsanawiyah* (MTS/Islamic Junior High School) in Matla'ul Ulum, Cikalang, and Tasikmalaya. In the effectiveness test stage, the subjects were the students of MI and MTS of Matla'ul Ulum, Cikalang Tasikmalaya.

### *Research Procedures*

This research is a research and development consisting of ten main steps, including (1) research and information collection; (2) planning; (3) model development of stage one; (4) field try-out of stage one; (5) model revision of stage one; (6) main model try-out; (7) revision of operational model; (8) field try-out of operational model; (9) revision of final model; and (10) dissemination and implementation [14]. This research employed such instruments as: (1) questionnaire to measure intensity and indicator of students' trauma, (2) guidance of observation and interview with teachers

to identify students' trauma condition, help to be provided, problems to be dealt with and teachers' readiness to provide counselling services, and (4) instruments to assess the effectiveness of post-trauma counselling through group game therapy that is based on traditional games in decreasing the students' trauma.

#### *Preliminary Study*

The main activities of this stage were literature review, needs assessment, and designing and validating hypothetic model. From the literature review, information about the concepts of post-trauma counseling and group game therapy was gained. During this stage, the objective condition of post-trauma anxiety of a child with traumatic experiences in Tasikmalaya was identified, including the types of anxiety, the causes, and the intensity of post-trauma anxiety. This activity included kinds and varieties of games, their purposes and characteristics, duration of games, the number of participants involved, instruments and material used. This activity concluded an objective description of post-trauma counseling model through group game therapy that is based on traditional games as the hypothetic model.

#### *Model Validation*

This stage contains three activities: content validation, empirical validation, and revision of hypothetical model into operational model. The objective is to formulate operational model of post-trauma counseling through group games based on traditional games for children with traumatic experiences in Tasikmalaya. This stage was carried out to find out the level of content validity and operational model. Content validity was administered by the experts in order to get the content formulation, efficiency, possibility of model implementation that has proper feasibility limit. Content validity was carried out by using Delphi technique, an evaluation technique to make a decision by sending model document and its manual, including its validation document to the validators.

Furthermore, empirical and practitioner validation were done to attain supporting inputs for model implementation. This validation aimed at getting inputs to revise hypothetical model into operational model. The methods and forms of the activities were the discussions which involved counselling teachers, head teachers, teachers in MI and MTS Matla'ul Ulum, Cikalang Tasikmalaya. The discussions started with detailed explanation regarding the post-trauma counselling model through therapy of group games based on traditional games, then continued with question and answer session. Afterwards, the participants analyzed the content model and at the end of the discussions, they filled in a questionnaire about model feasibility. During this practitioner validation, the participants were discussing the development of post-trauma counselling service through group games based on traditional games.

#### *Operational model Test*

After the operational model had been made through validation stages, field test was conducted to figure out the model efficacy. The effectiveness test was carried out through Quasi-experimental design with Non-equivalent control Group. The subjects of model efficacy test were the students of MI and MTS Matla'ul Ulum, Cikalang Tasikmalaya. The material of model efficacy test was a counselling service unit through therapy of group games based on traditional games. Before conducting the model efficacy, training was held for university students, counsellors, and teachers who were in support for implementation of the post-trauma counselling model. The counsellors and teachers served in MI and MTS Matla'ul Ulum, Cikalang Tasikmalaya. The training materials focused on preparation, implementation, and evaluation stages of the post-trauma counselling model through group games based on traditional games.

## Results and Discussion

### *The Results of the Study*

The Results of Preliminary Study. Traumatic experiences affect not only ones' physics but also their attitudes, emotion, psychology, and psychosocial [15]. There are so many children getting trauma from conflicts and disasters in every area, it is an appropriate strategy to introduce a group counseling approach through games. Games have been used by many therapists even though it is not systematically delivered. Cognitive, affective, and interpersonal process involved in the games improves the adaptive ability, such as creative thinking, problem solving and social behaviors. The intervention of game therapy is of two types (1) intervention as a medium to change, where emotional expression in the games intended for traumatic experiences enables expression and emotional integration to be good for the children diagnosed PTSD; (2) intervention enhancing the process of playing, in which children having problem in controlling their own emotion are successful to get themselves under control through developing their capability in telling stories.

The data taken from the analysis of problem checking list (PCL) and diagnostic criteria questionnaire of PTSD in needs assessment were presented in Table 1.

**Table 1.** PCL Score Distribution of Post Trauma of Anxiety Disorder

Score Range	Frequency	Percentage (%)	Category
37 – 45	2	4.7	Very High
28 – 36	15	35.7	High
19 – 27	14	33	Medium
10 – 18	7	16.7	Low
1 – 9	4	9.6	Very Low
Total	42 people	100	

Table 1 show that in general the population gets high anxiety disorder as post trauma, i.e. 35.7 %. Meanwhile, the rest is very high (4.7%); medium (33%); low (16.7%); and very low (9.5%). A detailed description of the aspects of disorder symptoms of post trauma is illustrated in Table 2.

**Table 2.** The Symptoms of Anxiety Disorder of Post Trauma

No.	Aspect of PTSD symptoms	Percentage
1	Physical	45.77
2	Emotion	30
3	Cognition	37.5
4	Attitudes	26.4
5	Spiritualism	21.4

It is clearly shown in Table 2 that physical aspect is the highest (45.7%); followed by the aspects of cognition (37.5%); emotion (30%); attitudes (26.4%); and spirituality (21.4 %).

In addition, based on the survey on 10th August, 2007 -- in one of the most devastated areas stroke by Tsunami on 17th July, 2006, i.e. MI and MTS Matla'ul Ulum in Cimanuk Village, Cikalang Sub-district, Tasikmalaya Regency – 82 of 128 children were identified having PTSD. The data showed that physical aspect (45.8%), cognitive (37.6%), emotion (29.9%), attitudes (26.47%), and spiritualism (21.43%). The diagnosis shows that the dominant aspect is traumatic experience (77%); followed by negative thinking (47%), helplessness (33%), emotion (30%), self-isolation (23%), and dark future

(17%). During the observation, the participants were eager in joining all of the activities, discussing the materials, asking actively, and simulating group game therapy. The similar result was gained while interviewing them. Indeed, they were all set to support the counseling model. Meanwhile, the potential games to play are depicted in the table as follow.

**Table 3.** The Kinds of Group Games of Traditional Games

<b>Beginning Session (Forming)</b>	<ul style="list-style-type: none"> <li>• Name Tag, Chain Introduction, Group Forming, Group Structure Organizing, Tree of Hopes</li> </ul>			
<b>Transition Session (Storming)</b>	<ul style="list-style-type: none"> <li>• Flag Taking,</li> <li>• Creating Yells and Group Marching Tunes</li> </ul>			
<b>Transition Session (Norming)</b>	<ul style="list-style-type: none"> <li>• Linin, Hollahoop, Trust Circle, Trust Fool</li> <li>• Thread Tangled</li> </ul>			
<b>Working Session (Performing)</b>	<b>In Bound</b>	<b>Out Bound</b>		
	<ul style="list-style-type: none"> <li>• Fortress</li> <li>• Ecor</li> <li>• Gatrik</li> <li>• Kobak</li> <li>• Hunchedback Cat</li> <li>• Playing as snakes</li> <li>• Annoying monkeys</li> <li>• Cat and mouse</li> <li>• Can and mouse in an open circle</li> </ul>	<ul style="list-style-type: none"> <li>• Cat and mouse in a closed circle</li> <li>• Cat and mouse distracted by blocks</li> <li>• Tiger and cow</li> <li>• Fishing with a casting net</li> <li>• Chase and run in a circle</li> <li>• Running in a race circling two groups of players</li> <li>• Hit and run</li> </ul>	<ul style="list-style-type: none"> <li>• Chase and run in a circle</li> <li>• Playing as snakes</li> <li>• Seizing a chick</li> <li>• Buffalo in action</li> <li>• Eagles</li> <li>• Cat and mouse in a maze</li> <li>• Racing in groups</li> <li>• Racing in a straight line</li> <li>• Hit and run</li> </ul>	<ul style="list-style-type: none"> <li>• Playing as hostages</li> <li>• No three allowed</li> <li>• Fishing with a casting net</li> <li>• Racing in a straight line</li> <li>• Crocodile race</li> <li>• Makey race</li> <li>• Frog jumping</li> <li>• Playing as mosquito</li> <li>• Tiger in hunting.</li> </ul>
<b>Termination Session (Adjourning)</b>	<ul style="list-style-type: none"> <li>• Ring Party, Pen pal letter, Positive reward, Sayonara</li> </ul>		<ul style="list-style-type: none"> <li>• Hearing, One two three, Numb</li> <li>• Whispers</li> </ul>	

*The Design of Hypothetic Model.* The counseling model of the post trauma is group games taken from traditional games, based on these components: rationality, goals, scope, target population, basic assumptions and work principles, service system support, counselors' role, procedures and evaluation.

#### *The Result of Hypothetic Model Validation*

*Content Validation.* Content feasibility of a model was required to convince that the model was appropriate to reduce the target disorder. Experts believed that the counseling model of post trauma using group games taken from traditional games for children with traumatic experiences was feasible. The guideline in the model was proven to make the content easy to understand, and guides how to operate the model, including all aspects of its implementation and clear description.

Based on the validation from the experts, it was concluded that the model dimensions are: frame of reference, developmental base, performance, rationality, scope of service, target, work principles, supportive service system, procedures, evaluation, and guideline of model implementation that fulfilled the conditions. Experts recommended to implement the counseling model of group games taken from traditional games. Nevertheless, there were suggestions in the revision of the model.

Thus, the model needed some revision prior to its development, i.e. empirical test. It meant the model was revised on the dimensions and indicators, as suggested.

*Empirical Validation.* The practitioners suggested: (1) the model could be applied, and it could stimulate the program of counseling at schools; (2) the model was very interesting and potential to solve trauma problems. To implement the model, training was necessary, so that they could help and support its implementation. The practitioners' validation asserted that in general the model fulfilled the criteria of operational feasibility. However, it still needed revising, such as (1) stating the precise time allotment for its implementation; (2) describing the purposes of each of the games clearly; (3) describing the activities clearly to enhance the counselors' understanding on the model in a training program.

*The Revision of the Hypothetic Model.* The content and empirical validations (feasibility test) above became the base of the revision of the model. The process of the revision in the stage of development produced operational model. The operational model was the guideline to test the model effectiveness in order to have the tested model operationally. Therefore, it was recommended to implement in Tasikmalaya.

#### *The Result of Operational Test*

*The Test of Hypothetic Model Effectiveness.* Based on the analysis using the post-test scores and the scores gained between pre-test and post-test, the scores (tcount) were each 7.633 and 4.782, higher than ttabel (0.01) = (2.500) on the deviation degree of 23 (see the table). The consequence is that Ho is rejected. It means that the test scores of the post-test and the scores of post-test are significantly lower than the mean of pre-test. In conclusion, the counseling model of post trauma using the therapy of group games taken from the traditional games is effective in reducing the students' anxiety.

#### *The Process and Implementation*

*The Beginning Phase.* The purpose of the beginning phase was to condition the group to be more conducive in joining the series of activities. The beginning phase also focused on the participants' purpose on the activities, structure development and group forming. Then, groups were formed to join seriously all of the activities from the start to the end of the session. The beginning phase was very important to connect participants with one another. The failure in the first phase affected the achievement in the next phase.

*The Participants' Reactions (the Description of the Activity Journal).* The reactions of the participants after joining the beginning phase were written in the journal that was given right after the phase stops. Almost all of the participants gave effort in the search of the flags. They ran here and there cheerfully to find the treasures. Some fell while searching for the flags, but nobody got injured. They were so excited that they were fully engaged in the game. In the name tag game many participants found it difficult to express their feeling because they were uncomfortable of the others' attention. Anyway, some had the courage to introduce their names in a very unique way. In general all of the participants got involved intensively and showed positive reactions. The next game was "titi my name". The participants thought hard to memorize all of the members' names. They found it hard to concentrate. However, after several tests, everybody in the groups could say each of the members' names. They could also say other attached entities of the participants.

Based on the journal analysis and evaluation of each of the activities, it is concluded that the activities in the beginning phase are effective to form groups, break the ice, introduce the members with each other under the conditions: (1) each participant does not know each other before; (2) there is much time; (3) it will be more effective if it is held in a large space so that the participants can freely express themselves.

*Transition Phase.* The transition phase was divided into two parts, storming and norming. The purpose of the storming was to sharpen the group interaction; the groups would be tested with activities that indicate their solidity. It focused on the way they facilitate communication with each other within the group so that misperception was minimized. If misperception occurred, it would affect the group's solidity.

Norming was specially aimed to share roles among the group members. The role sharing was important so that all members in the group were actively involved in the group activities. The success of norming showed in the group activities, in which they worked together to solve some problems. In addition, norming was also important to make norms applied in the groups. The norms could prevent the group members to interact with the members of the other groups. In this phase a leader was selected in order to lead the group to achieve the goals determined in the previous phase.

*The Activities (the Kinds of Game).* The kinds of game in storming and norming were more complex. It means that the games needed physical and thought involvement. Many types of equipment were needed, though they could be substituted to other media that were similar in shapes and functions. The game was flag snatch. The members of each group worked together and felt like having each other. The members of one group kept their flag and snatched the flags of the other groups. They could play cat and mouse. The groups got the most flags win.

*The Participants' Reactions (the Description of the Activity Journal).* The participants' reactions were active and warm, because the phase required them to give all their physical capacity to their best, especially when they had to snatch the other groups' flags. They had to guard their own flag, and snatched the other other groups' flags. If a group lost its flags, it was lost in the game. The participants were excited and cheerful while joining the game, they were laughing excitedly. Some fell when trying to keep their flag off the other groups' hands. The game ignited groups' militancy and showed closeness among the group members. The cheers were shown while expressing their groups' yells. Some of the lyrics were taken from the teenagers' favorite songs. All participants cheered and enjoyed the game.

When the participants were lining, some were actively asking each other's identity, and wrote it on a book. The leaders started to have their members finish the task. The groups' solidity was tested in the trust circle game. At first some fell because they were not ready enough. Afterwards, then the purpose and benefit of the game were delivered, they did all as expected. Their solidity was tested again in the game of trust fall. Many said they could release all tension they had when they let themselves fall. They were excited, and even wanted to do it over and over again.

The journal analysis, as well as the evaluation in each game, concludes that the games in the transition phase are effective in building the groups' solidity under the conditions: (1) number of groups are minimally 2, so that competition takes place; (2) much time is provided; (3) it will be more effective if the games take place in a large area, in order to let the participants express themselves freely.

*Working Phase.* Working phase is the core of all activities that determine the goal achievement in the counseling model. The purpose of the phase in general is to release emotion, so that psychological barrier can be scraped. The participants can develop and actualize themselves; they can manifest what they experienced in this phase in their life. The other purpose is to create a media of self development and independence. Each participant freely expressed themselves, since that is the essence of the phase.

*The Participants' Reactions (the Description of the Activity Journal).* The participants' reactions were active and warm. They had to involve their physical capacity, especially when playing ecor, in which they raced to catch balls. The group with the most balls won the game. They laughed and cheered. Some even got minor injury for running and swimming. Groups' militancy occurred in this game.

The same cheers happened while playing fortress. In addition, some participants confessed they had never played hide and seek anymore since a long time ago. Therefore, they were very excited when they were facilitated to play such a game. Besides, the leaders actively took their members to do the tasks given.

The journal analysis, as well as the evaluation of each game, shows that the games are effective to reduce tension, to *build group solidity, and to establish good relationship*.

*Working Phase.* Working phase is the core of all activities that determine the goal achievement in the counseling model. The purpose of the phase in general is to release emotion, so that psychological barrier can be scraped. The participants can develop and actualize themselves; they can manifest what they experienced in this phase in their life. The other purpose is to create a media of self development and independence. Each participant freely expressed themselves, since that is the essence of the phase.

*Termination Phase.* The main purpose of the phase is to promote changes within individuals; the series of games, from the first phase to the working phase, were learned and evaluated to make better people in the future. All participants were required to express their feeling honestly, in this phase. Here, it became a media to summarize experiences, evaluate individual and group achievement, solve problems, and make long term plans.

*The Participants' Reactions (the Description of the Activity Journal).* The participants' reactions were solemn. Many of them shed their tears when they were about to say goodbye to each other. The games were meaningful to them, especially at the moment of positive reward.

The journal analysis and evaluation of each game concludes that the last phase was effective in the counseling model under several conditions: (1) group leader actively participates in all games; (2) needed equipment is available; (3) it will be more effective if the games take place in a large area, so that all participants can freely express themselves.

## Conclusion

The counselling model uses group game therapy, taken from traditional games developed for the benefit of the model, including the components such as rationality, goals, scope, target population, basic assumptions, and work principles, service system support, procedures, evaluations, and implementation guidelines. Counselling experts claim the model meets the conditions of eligibility. Practitioners and experts also state that the model meets operational feasibility. The above counselling model has been tested comprehensively in reducing children's anxiety in Tasikmalaya. Therefore, this model is a model that was tested and proved it is to be implemented. This model is feasible to be employed both in terms of concepts and practices. However, as this study has given implications for many parties, it is recommended to study this model more comprehensively to develop science, solve education problems, and conduct further research. Another suggestion is developing a model in counselling science comprehensively. For this reason, the empirical counselling model using a group game approach, taken from traditional games, should be implemented in a variety of settings.

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