

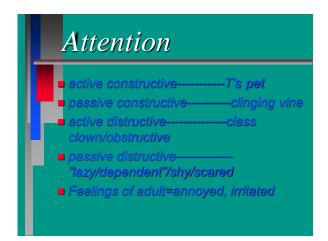


Four Categories of
Discouraged Goals

Attention
Power
Revenge
Display of inadequacy

Clues needed to determine goals

Child's feelings and behavior
Feelings and reactions of adults
who interact with the child
Child's responses when crticism
or punishment is experienced



Play strategies for Attention Seekers

Ignoring when child is seeking/demanding attention
Giving attention when child is not seeking/demanding it
Interpreting (during insight phase)

Power Active--power struggles involving arguing, fighting, defiance Passive--power struggles involving disobedience, forgeting, manipulating, being stubborn, being laziness, being uncooperative Feeling of adult=anger, challenged, threatened



Play strategies for children with too much power

Egalitarian power sharing from beginning
Give choices and set consequences
Avoid taking threat/challenge to power personally
Avoid asking "parentified children to be too responsible

Play strategies for children from "chaotic" families

Allow child to be in control at beginning stage then move to shared control

Teach survival skills to child

Revenge

Active revenge--violent, malicious, cruel, i.e. bullies. Bed wetting, soiling, and stealing prized possesions.

Passive revenge--moody, pouty, threatening, withdrawal, sabotage.

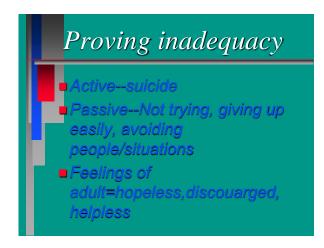
Feelings of adult=hurt, anger

Play strategies for revenge seeking children

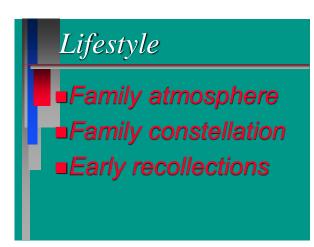
Avoid taking the child's attemps to hurt you personally

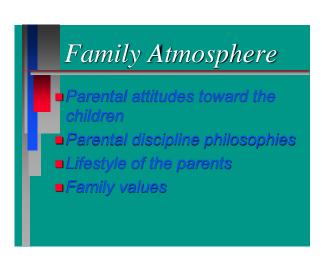
Exercise patience and consistency

Assure that abuse is not currently occuring

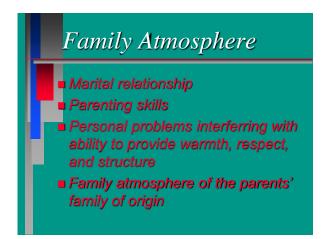


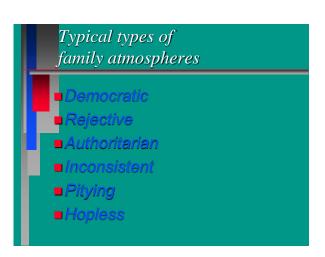
Play strategies for children who are proving inadequacy Avoid all criticism/judgement More emphasis on asset hunting (teachers/parents) Choose activities with high chance of success (games of chance, i.e. shoots and ladders, candyland, finger painting, sand play. Limit number of toys to reduce chance of overwhelming

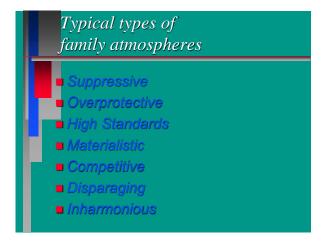




FAU Dr. Brigman









Observing the child and parents Child-during play session-stick with the metaphor, during free play and other unstructured times, i.e. cafeteria Parents during consultation Parents interacting with child in waiting room, or during family session early in the counseling process

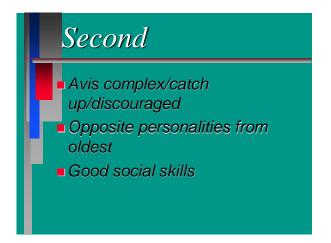
Asking questions Lifesyle questionaire (appendix C & D) 3-4 questions per session is recommended Frame questions to the child metaphorically, using the play situation as a base, i.e. "What happens when the child doll doesn't do what the mommy doll says to do? " or "Tell me about the sister rabbit," or " Which of the parent rabbits is the baby rabbit most like?" see p.133

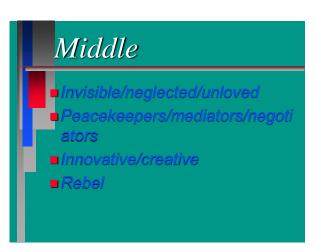
Art techniques Kinetic family drawing (appendix E for questions) How does the child see others gaining significance? What are the interactional patterns? Draw a symbol for each person in your family Draw a symbol for the entire family













Investigating family constellation

Observation/questions/art
Looking for assets and liabilities
Sibling rating scale (appendix c) for parents
Kinestetic school drawing

Early recollections Snapshot from first 6-8 years of how person sees self, others, life, what is worth pursuing and what is likely to happen ERs provide clues to lifestyle, mistaken beliefs, social interactions, and goals of behavior Event that happened only once vs. a regular pattern ERs usually not used with children under 6-7

Obtaining ERs Before asking for ERs establish rapport, and get family constellation information Tell, draw, act out using puppets 5-7 ERs over several sessions (se p. 141 for leads to use to elicit ERs) Write down everything the child says about the ER Ask child to describe feelings associated to the ER



Lifestyle hypotheses I am I must Others are The world is Life is Therefore I must act as if Therefore my behavior must be

Lifestyle hypotheses

Share over time to help child gain insight

Present as quesses using metaphors, art, & interpretations of conversation and play

Insight phase-- Helping child understand:

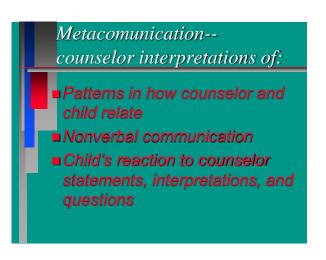
Goals of their behavior
Their basic convictions about themselves, others and the world

Behaviors they use to gain significance and sense of belonging

Techniques for insight phase- rate 1-10 ability to use these ten techniques- Sharing tentative hypotheses/interpretations Metacommunication/communication patterns/nonverbal communication Reading reactions to counselor statements Role play



Interpretation using direct and indirect tentative hypotheses Indirect for children who are resistant or defensive about direct interpretations Indirect interpretations use the toy, doll, role play character or puppet as the focus of guesses about goals and convictions. It is importnat to stay with the child's metaphor. (see p. 151) Children's play is usually more rich than their verbalizations for interpreting goals and convictions.



Role Play Allow repetitions of role play events when the child seems to be gaining insight or emotional release from them After 6-8 repetitions consider changing the scenario by adding a character or changing the direction of the role play. Use the whisper voice and/or character voice to suggest changes.

Metaphors Using child's metaphor Designing therapuetic metaphors for the child Mutual Storytelling Bibliotherapy

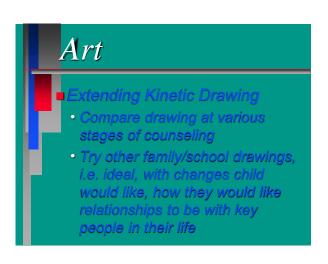
Using the child's metaphors Statements and guesses are made about the thoughts, behaviors, feelings, and goals of the characters in the play vs about the child. Ex. from Kottman-Lori, tying the house up-fear of divorce-"Looks like you are trying to keep the house from coming apart--It must be scary to the people who live in the house to think the house may come apart Avoid breaking the metaphor--addressing the problem directly--linking to child's life before the child is ready to deal with the issue directly.



Designing Therapuetic Metaphors (see p.161 for steps) I Feelings, thoughts, actions, and goals are attributed to the characters that match the child's situation After hardships the characters solve their problem in some healthy/constructive fashsion I Below age 8 animal characters usually work best, after age 8 people characters seem best.

For children up to age 8--ask child to choose puppets or animals, pretend they can talk and tell a story with them. The story should not be something that really happened or from a movie, tv, book, but something they make up. The story needs a beginning, middle, and end. The characters need to have a problem to solve and to find a way of solving it. See questions p. 165 to interpret the story

Bibliotherapy Bookfinder-American Guidance Services-Circle Pines, MN. Bibliotherapy catalogPaperbacks for Educators- 1-800-227-2591 Books That Heal--





Symbolic Representations

Oaklanders's rosebush

Members of their
family/teacher/classmates
symbolically

Reorientation/Reeducation-
learning and practicing new ways to:

view self, others, world
behave in various situations
relate to others

Style of counselor interaction reorientation/reeducation phase

More directive
Problem solving/application to outside situations
Teaching/skill training
Social skills, sharing, negotiating
Providing practice/coaching
Review gains and prepare for termination