

Goals of Discouraged Children

All misbehavior stems from discouragement

- *Real or perceived threat of loss of status, acceptance, belonging*

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 criticism or punishment is experienced*

Attention

- *active constructive*-----T's pet
- *passive constructive*-----clinging vine
- *active destructive*-----class clown/obstructive
- *passive destructive*-----
"lazy/dependent"/shy/scared
- *Feelings of adult*=annoyed, irritated

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, forgetting, manipulating, being stubborn, being laziness, being uncooperative*
- *Feeling of adult*=anger, challenged, threatened

Play strategies for children with too little power

- *Give all choices/control/power at first then work at shared power*
- *Take turns making rules for games played/directing roleplay*
- *Limited decisions*

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 possessions.*
- *Passive revenge--moody, pouty, threatening, withdrawal, sabotage.*
- *Feelings of adult=hurt, anger*

Play strategies for revenge seeking children

- *Avoid taking the child's attempts to hurt you personally*
- *Exercise patience and consistency*
- *Assure that abuse is not currently occurring*

Proving inadequacy

- *Active--suicide*
- *Passive--Not trying, giving up easily, avoiding people/situations*
- *Feelings of adult=hopeless, discouraged, helpless*

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*

Lifestyle

- *Family atmosphere*
- *Family constellation*
- *Early recollections*

Family Atmosphere

- *Parental attitudes toward the children*
- *Parental discipline philosophies*
- *Lifestyle of the parents*
- *Family values*

Family Atmosphere

- *Marital relationship*
- *Parenting skills*
- *Personal problems interfering with ability to provide warmth, respect, and structure*
- *Family atmosphere of the parents' family of origin*

Typical types of family atmospheres

- *Democratic*
- *Rejective*
- *Authoritarian*
- *Inconsistent*
- *Pitying*
- *Hopless*

Typical types of family atmospheres

- *Suppressive*
- *Overprotective*
- *High Standards*
- *Materialistic*
- *Competitive*
- *Disparaging*
- *Inharmonious*

Investigating family atmosphere

- *Observing the child and the parents*
- *Asking questions*
- *Art techniques*

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

- *Lifestyle questionnaire*
- *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?"*

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*

Family constellation/birth order

- *Psychological vs. ordinal position*
- *Only, First, Second, Middle, Youngest*
- *Divide class into groups and discuss traits*

Only

- *relate easily to adults*
- *independent*
- *creative*
- *pampered/expect others to be in their service*
- *more self focused with low social interest*

First

- *Responsible*
- *Achievement/leadership oriented*
- *Protective/nurturing*
- *Bossy*
- *Overly organized/responsible*

Second

- *Avis complex/catch up/discouraged*
- *Opposite personalities from oldest*
- *Good social skills*

Middle

- *Invisible/neglected/unloved*
- *Peacekeepers/mediators/negotiators*
- *Innovative/creative*
- *Rebel*

Youngest

- *Charming/entertaining*
- *Spoiled*
- *Not taken seriously*
- *Excel at something different*

Investigating family constellation

- *Observation/questions/art*
- *Looking for assets and liabilities*
- *Sibling rating scale (appendix c) for parents*
- *Kinesthetic 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*
- *Write down everything the child says about the ER*
- *Ask child to describe feelings associated to the ER*

Making meaning from ERs

- *Look for central themes*
- *Demo . Everyone writes 2-3ERs. Volunteer shares ERs and class uses questions to discover central themes*

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*

Techniques for insight phase

- *Metaphor*
- *Mutual story telling*
- *Bibliotherapy*
- *Art*
- *Immediacy, humor, confrontation*
- *Connecting play sessions with real world*

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 important 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.*

Metacommunication-- counselor interpretations of:

- *Patterns in how counselor and child relate*
- *Nonverbal communication*
- *Child's reaction to counselor statements, interpretations, and questions*

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 therapeutic 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 Therapeutic Metaphors (see p.161 for steps)

- Counselor develops story which is parallel to child's situation.
- Characters are included that represent the key people in the child's life situation.
- The characters face problems similar to the child's.

Designing Therapeutic Metaphors (see p.161 for steps)

- *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 fashion*
- *Below age 8 animal characters usually work best, after age 8 people characters seem best.*

Mutual Storytelling

- *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 catalog- Paperbacks for Educators--*
 - *1-800-227-2591*
- *Books That Heal--*

Art

- *Extending Kinetic Drawing*
 - *Compare drawing at various stages of counseling*
 - *Try other family/school drawings, i.e. ideal, with changes child would like, how they would like relationships to be with key people in their life*

Cartoons

- *Cartoon helpers (age 8 & up)*
 - *Draw fearful, worrisome situation*
 - *Draw a cartoon helper who can help with the problem*
 - *Draw how the fear/worry will look when it is resolved*

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*