

Counseling Intervention Techniques Appropriate for Children

Counseling 448: Interventions and Advocacy for Children

A Picture's Worth: Interpreting Your Child's Drawings

Children's drawings can reveal a wealth of information about children.

"A drawing is a window to a child's soul."

Children's drawing can illuminate elements of their personalities, emotions, development, skills, and health.

A Picture's Worth: Interpreting Your Child's Drawings

"Drawings provide valuable communication cues.

"Drawing helps children express themselves; talking about their drawings helps them verbally communicate their emotions."

A Picture's Worth: Interpreting Your Child's Drawings

The Big Picture

Drawings by children who feel happy and social usually show the main part of the picture in the middle of the paper. Elements will be familiar including scenery and animals and people.

When drawing their families look who is included and where they place themselves. They tend to draw themselves next to the person with whom they are emotionally close

A Picture's Worth: Interpreting Your Child's Drawings

Adopted or children of divorced parents may omit themselves in pictures: feeling out-of-place or rejected

Children who feel lonely or unvalued: may omit their features or draw themselves hiding behind elements.

Omission of other people's features: may indicate distrust or problems with those people

A Picture's Worth: Interpreting Your Child's Drawings

Children who are "pleasers:" Tend to fill the paper completely, often drawing buildings close together and avoid including animals and people.

"Dreamers:" Draw spaceships, unknown beings, and abstract designs (creative or draw to escape)

Restless or Anxious Children: Show these feelings by drawing disconnected lines that are difficult to see.

A Picture's Worth: Interpreting Your Child's Drawings Zooming in on Size:

Well-balanced kids draw large people and animals compared to other objects

Children who feel shy, insignificant, or depressed render objects very small

Children who feel aggression draw the person with large features (teeth and hands)

Children who are shy draw someone with no hands

Multimodal Interventions: Why Multimodal?

The BASIC ID (Lazurus, 1992, Thompson, 1996):

B = Behavior

A = Affect

S = Sensation

I = Imagery

C = Cognition

I = Inter/Intrapersonal relationships

D = Drugs/Diet

Multimodal Interventions

B = Behaviors (actions, habits, reactions)

A = Affect (mood, feelings, emotions)

S = Sensations (five senses)

I = Imagery (memories, images, self)

C = Cognition (thinking)

I = Inter/Intrapersonal (relationships)

D = Diet/Drugs

Multimodal Interventions: BASIC ID vs HELPING

HELPING (Keat, 1990):

H = Health

E = Emotions

L = Learning

P = Personal Relationships

I = Imagery

N = Need to Know

C = Guidance of Actions, Behaviors, and Consequences

(p.264-265)

Multimodal: Helping Illustrated

Empowering Youth with Deadline Disorder (pg.264-265):

H: Relaxation exercises

E: Share common fears (success/failure)

L: Discuss problems completing assignments

P: Discuss relationships with peers

I Imagery - Discuss self-putdowns

N: Practice positive self-talk

O: Set priorities/short-term goals

Eclectic Techniques that are Appropriate for Children

Highlights (p.211):

Self portrait

Family adjectives

Sculpturing

Family Classified

Conflict Mediation and Conflict Resolution Techniques that are Appropriate for Children

DESC Script (pg. 154):

Describe

Express

Specify

Choose consequences

Conflict Mediation and Conflict Resolution Techniques that are Appropriate for Children

Guided Conflict Imagery (p.155)

REA: Resent, Expect, Appreciate *a.,157*):

R = "I resent that you break a lot of promises.

E = "I expect you to keep your word."

A = I appreciate how easy going you are and your sense of humor."

Rational-Emotive Techniques that are Appropriate for Children

Daily Activities to Help Children Give Up Irrational Thinking (p.114):

Pleasurable Pursuits

Rational Emotive Imagery

Shame-attacking Exercises

Risk Taking

Behavioral Rehearsal

Rewarding and Penalizing

Rational-Emotive Techniques that are Appropriate for Children

Disputing Irrational Beliefs ("A-FROG, pg. 118):

A= Does it keep me Alive

F= Do I Feel better as a result

O= Does It help me get along with others

G = Does it get me to my goal?

The Cognitive Therapy Process: Changing Irrational Thoughts (p.99)

when anxious, what are you thinking

Record your thoughts

Analyze your thoughts for errors in thinking

All-or-nothing thinking

Comparison thinking

Perfectionism

Brainstorm goals to change unwanted behavior.. next

The Cognitive Therapy Process Cont'd

A S.M.A.R.T. Goal:

S = Specific (Clarify & Identify Steps)

M = Motivating (Self-motivating: State the goal as "I will!")

A Achievable (has a timeframe and is realistic)

R = Realistic (Set yourself up to win)

T = Trackable (Change can be monitored)

More Eclectic Techniques Appropriate for Children

Here-and-Now wheel: To identify and focus on feelings

Draw a circle and divide it into four parts. In each part, write a word that describes a feeling they have at the moment (*p.65*)

More Eclectic Techniques Appropriate for Children

Strength Bombardment: To explore perceptions help by self versus those held by others
(*p.63*)

The child tells his or her personal strengths

Members in the group list additional strengths

Members construct a future projection of what they see the person achieving using those positive strengths to their full potential

More Eclectic Techniques Appropriate for Children

Life Picture Map: To bring the then-and-there into the here-and-now

Draw a road map that represents their past, present, and future

Process their experiences they have had, obstacles they have overcome and their goals for the future