

GROUNDBREAKING
INTERVENTIONS:
WORKING WITH
TRAUMATIZED
CHILDREN & FAMILIES IN
FOSTER CARE & ADOPTION

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Online Book List

<http://celiacenter.org/cc/wp-content/uploads/2015/05/Resources-for-Families-and-Professionals.pdf>

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PROJECT: ANGER BAG™

AGE RANGE: 5-12 suggested

GOAL: To help child utilize coping skills in order to “release pent up angry/frustrated feelings” in order to learn how to process feelings, problem solve, and self-regulate.

THERAPY: Individual and Family.

SYMPTOM REDUCTION: Feeling Angry, frustrated, and aggressive.

SYMPTOM INCREASE: Self-awareness, self-esteem, self-regulation, and self-reliance.

MATERIALS:

- 1 Bag with Handles
- Scream Pillow
- Paper to rip or Old Phone Book
- Paper to draw with crayons
- Play-doh
- Bubble Wrap
- Bubbles
- 8 Index Cards for Anger Busters
- Markers

METHOD:

Introduce the task by explaining to the child that he/she is going to help child gain control of these “angry” feelings with the use of a special bag they will explore and create together. Continue to explain that within the bag there will be special skills for him/her to utilize “as a daily practice to release angry/frustrated feelings daily.” This is not meant to be done “when angry,” it is used to release anger stored inside “because we understand anger is a part of being human” which needs special time and tools to express out. Order is not important.

Scream Pillow: The Scream pillow is used to help a child express their anger verbally. The parent/therapist/social worker can demonstrate first by placing their mouth in the middle of the pillow and start by making a sound of anger i.e. growl like a bear, roar like a lion, or scream as loud as they can all the while encouraging the child to try. As the child begins to feel more comfortable he/she can say words such as “I am angry” or “It’s not fair” or “I am frustrated” or “I’m mad.”

Paper to Rip: An old phone book, written on front cover “Paper to Rip.” The child is told this is available for him/her to rip up to release frustration or anger BUT the rule is when they are finished it must be cleaned up. As they rip up the paper the parent/therapist/social worker instructs the child to express why they are angry. The child can throw the paper up in the air or directly into a garbage pail. This can be very cathartic and freeing for a child.

Paper to Draw: The child is told the “Paper to Draw” is used to draw pictures about their anger with the Anger Buster Crayons. The child can draw pictures of the person and event and/or write words which express his/her anger. (See attached Paper to Draw Cover page for drawing book.)

Play-doh Rip-Squish-Spaghetti Technique: This technique teaches a child how to regulate and externalize their “angry” feelings. The child is instructed to open the play-doh, take out the play-doh and say out loud “RIP” while breaking it into 2 pieces. The child is then instructed to say the word “SQUISH” while squeezing his/her feelings into the play-doh, then the child says “SPAGHETTI” while separating his fingers so that the play-doh squishes right through them like spaghetti. Tell the child to begin all over again with Rip-Squish-Spaghetti. He/she should do this 5-10 times until they feel more relaxed. Tell the child, this tool will help him/her release their angry feelings into the play-doh instead of somewhere else where someone may get hurt.

Anger Buster Poppers: This technique is always fun, safe and easy to use. The child can use the bubble wrap “poppers” to step on, stand on, sit on or jump on. This allows the child to project his/her aggression and/or hostile feelings in an expressive way. I encourage the child to tell me a story about what they are doing to the poppers and who the poppers represent to them.

Anger Buster Bubbles: The bubbles are used for blowing, of course. The child is instructed to sit down in a chair while performing this task. He/she is going to imagine seeing the angry feelings enter the bubble and then disappear when it pops. Encourage the child to focus, feel the lightness of the bubble gliding within their control. Each bubble he/she blows they watch until it pops, so that the child begins to regain focus and internalize a sense of calm.

Anger Buster Cards: The child with the help of the parent/therapist/social worker will create 3-8 Anger Busters and write coping skills on each card. The child is told he/she can reach in the bag and pick one out at anytime and they will tell him/her what to do with their anger.

Examples of Anger Busters are:

1. SCREAM as loud as I can in my SCREAM pillow! Ahhhhhhh!!!
2. PUNCH my SCREAM pillow with all MY might 10 times!!!! Yippee!!!
3. TAKE 10 deep BREATHS — IN and OUT of my BELLY!!! 1-2-3-4-5-6-7-8-9-10!!
4. SAY out LOUD 10 times “I AM THE BOSS OF MY ANGER!”
5. COUNT to 10 like this: 1 CHIMPANZEE, 2 chimpanzee, 3 chimpanzee, 4 chimpanzee, 5 chimpanzee, 6 chimpanzee, 7 chimpanzee, 8 chimpanzee, 9 chimpanzee, 10! Or CREATE my own WORD in between the numbers!
6. GO to MY mirror and make a FUNNY FACE!!! Don’t forget to stick MY tongue out REALLY BIG!!!! Ahhh...
7. GO outside, FIND a stick and hit a TREE with all MY might... then HUG IT!!! Ahhh...8. DRAW a PICTURE or WORDS about the person or thing you are MAD at and WRIP IT UP to PIECES!!! Yowser!!!

At the end all of the items are placed back in the bag and the child or parent/therapist/social worker writes on the outside of the bag "Things to do when I feel angry to help me calm the pain inside me." The child keeps the bag within reach hanging on a door knob or hook in his/her room.

PROJECT: FEELINGS SNOW GLOBE

AGE RANGE: 4-17 suggested.

GOAL: To teach about the neuroscience of the brain, learn communication skills, and utilize a snow globe to practice breathing and self-regulation.

THERAPY: Individual and Family.

SYMPTOM REDUCTION: Fear, worry, depression, low self-esteem, and anxiety.

SYMPTOM INCREASE: Patience, control, self-reliance, self-confidence, and inner-peace.

MATERIALS:

- Finger Animal Puppets assortment
- Washable markers
- Finger Ring Google eyes (Party City)
- Empty large water bottle, stickers off
- Glitter in Blue, Red, Yellow, Purple and Gold
- Glycerin from a drugstore
- Glue

METHOD:

Explain to the child they are going to learn about how “our” brains work so they can understand what drives “our” feelings and what we “can” do to help ourselves. Have them draw an animal on their thumb with markers or place a finger puppet on their thumb and google eyes.

1. Watch 4.5 minute Video on YouTube, *Hand Model of the Brain for Kids* by Jeanette Yoffe
https://www.youtube.com/watch?v=H_dxnYhdyuY
2. Teach and practice “I messages” holding the finger puppet and google eyes
 - “**I FEEL ...**” **basic feelings...**
Say “I FEEL ...” SAD, MAD, SCARED, or GLAD
 - “**I NEED ...**” **5 basic needs...the 5 A’s...**
Say “I NEED...” AUTONOMY OR ALONE TIME, AFFECTION, ATTENTION, APPRECIATION, AND/OR ACKNOWLEDGEMENT.
3. Watch 4.5 minute Video on YouTube *Just Breathe* made by Kids
<https://www.youtube.com/watch?v=RVA2N6tX2cg>
4. Explain to the child they are going to get to make a “Feelings Snow Globe” to take home and practice slowing down, taking their time to breath to calm down their brains. The water bottle is filled up with water leaving some room at the top. Each color represents a feeling, Blue is sad, Red is mad, Yellow is happy, Purple is scared and Green is irritated. For each glitter tube, ask the child to tap their feelings with glitter into their globe, one by one. I encourage children to share about that feeling and put words to it. After all feelings are placed in, the therapist/parent places 2 teaspoons of glycerin, which is a thick liquid that will allow the glitter to settle slowly. The top is sealed with glue. Practice shaking the snow globe, have the child sit, watch the feelings settle and practice breathing. Either using a lavender oil to breathe in or have them imagine breathing in the smell of their birthday cake.