

Supplemental Materials for

third edition

Partners in Play

An Adlerian Approach to Play Therapy

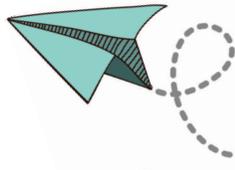
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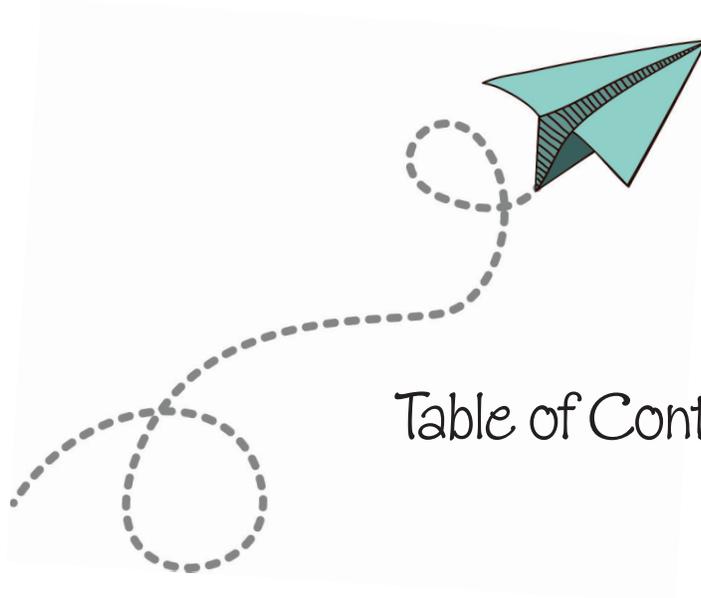


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Encouraging Children to Connect



Children who struggle with connecting may have difficulty making and keeping friends. They may report that others do not like them or they are being teased. They often have difficulty understanding other people's feelings. These children may lie, steal, or exhibit disrespectful or uncooperative behavior. Parents and teachers often feel as though it is difficult to build a relationship with the child. Children who can connect believe they belong, and they can reach out and make friends and relationships with others. They are cooperative and secure.

- Three times a week, spend 10 minutes with each of your children doing activities they choose.
- Look for things your children do well, and point them out to your children.
- Eat at least one meal a day together as a family and guide a pleasant conversation that includes the whole family. For example, ask each member to talk about something interesting or happy that happened that day or tell about something they learned that day.
- Cook meals together as a family.
- Limit conversations about topics they are obsessed with. For example, you can say, "You can talk about Minecraft 5 minutes and then we are going to talk about something else."
- Use imaginative or pretend play with your kids—not video games.
- Be curious about your children's day—ask about how their day has been.
- Use open-ended positive questions like, "What did you do that was fun at school today?" rather than focusing on difficulties or struggles.
- Model appropriate social interactions. For example, make eye contact with people; say "Hello"; wave to friends in public places; say "please," "thank you," and "you're welcome."
- Invite your children's friend over for a "play date" and supervise the play. Encourage sharing, taking turns, peaceful resolving of conflict, and so forth.

Activities You Can Do With Your Child to Help Your Child Connect

- Play board games like Sorry, Trouble, Chutes and Ladders, Candy Land, and so forth.
- Feed each other small foods like Cheerios or M&Ms. While you are doing this, make eye contact and smile.
- Play games like Mother May I? and Simon Says.
- Act like mirrors, taking turns with one of you leading and the other copying the movements of the leader.
- Rub lotion on each other's hands while making eye contact and smiling at each other.
- Sprinkle powder on each other's hands and trace and count the lines on the palm.
- Paint each other's nails.
- Tell a shared story, alternating words, sentences, and/or parts of the story.
- Draw shared pictures, taking turns adding details to the drawing.
- Play "I Spy"
- Read from the list of books that follow to explore connecting.



Books That Explore Connecting

A Bug and a Wish by Karen Scheuer

A Weekend With Wendell by Kevin Henkes

Bootisie Barker Bites by Barbara Bottner

Cap It Off With a Smile: A Guide for Making Keeping Friends by Robin Inwald

Chester's Way by Kevin Henkes

Don't Need Friends by Carolyn Crimi

Dragon's Fat Cat by Dav Pilkey

How to Lose All Your Friends by Nancy Carlson

Hug Machine by Scott Campbell

Hygiene . . . You Stink by Julia Cook

Invisible String by Patrice Karst

Katie's Babbling Brother by H. J. Hutchins

Me First by Helen Lester

Mordant's Wish by Valerie Coursen

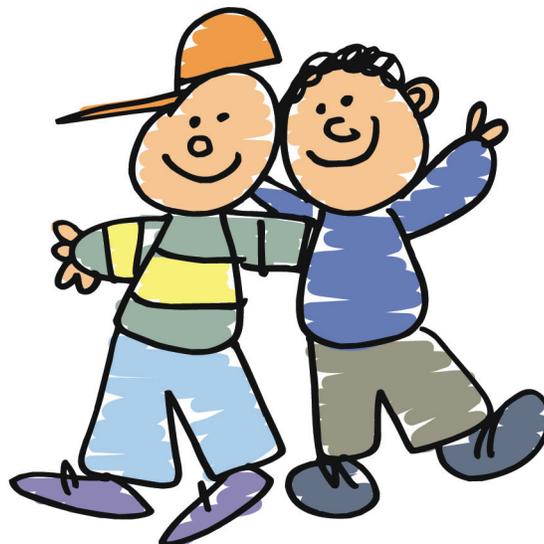
Recess Queen by Alexis O'Neill and Laura Huliska-Beith

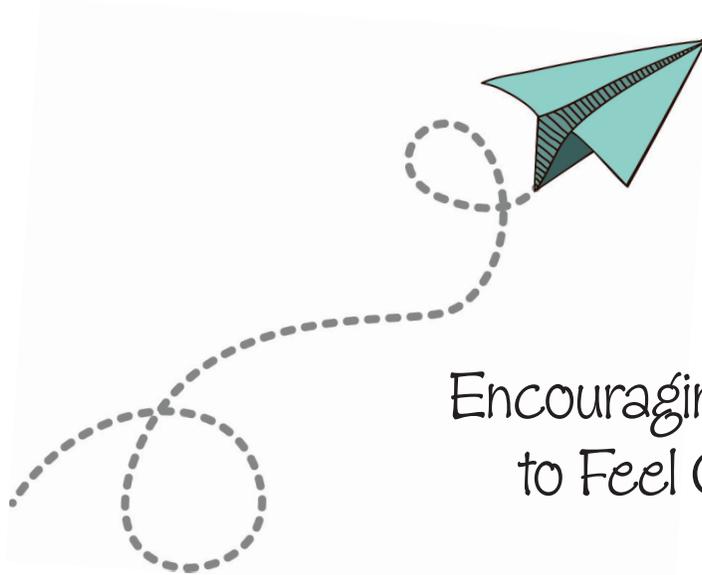
Scaredy Squirrel Makes a Friend by Melanie Watt

Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy

Two by Kathryn Otoshi

Zero by Kathryn Otoshi





Encouraging Children to Feel Capable



Children who do not feel capable frequently feel inadequate and try to get others to do things for them. Quite often, they put themselves down and focus on what they can't do. They often avoid doing their school work and/or their chores. When pushed to do things that are difficult for them, they may have a tantrum or get into power struggles. As they begin to feel more capable, these children become more self-confident and self-reliant. They start to take more responsibility for themselves and are more willing to try difficult tasks. They now believe they can do whatever they set their minds to do.

- Focus on what your children do well without conditions or reservations.
- Avoid using the word "but" when you talk to your children. For instance, instead of saying, "Good job on your test. A 95% is great, but why didn't you get those other 5 points?" say, "Wow. You really worked hard, and you had success."
- Convey belief in your children by showing up for their activities, saying things like, "You can do it," "I have confidence in you," and "I believe in you."
- Avoid doing things for your children that they can do for themselves.
- Make sure your children have some successes by finding activities or experiences in which they feel confident and competent.
- Encourage your children to do things in which they will have a positive experience. If they like art, make sure they get opportunities to do art; if they like dancing, encourage them to dance.
- Show your kids you believe you are capable even when you make mistakes. For example, if you make dinner and it doesn't turn out the way you wanted it to, laugh, say, "Oops, messed that up. Tomorrow's dinner will be better." Order pizza, and move on.
- Help your children find areas of talent, interest, or skills by trying different activities with them at home or in the community.
- Encourage your children to try things that are hard for them to build their willingness to try difficult things.
- Have age-appropriate expectations for behaviors, chores, and life skills. (See other side for resources on development.)
- Allow your children to have their feelings. This will teach them they are capable of dealing with them.

Activities You Can Do With Your Child to Help Build Capability

- Cook together.
- Play balloon games like pitch and catch, keeping the balloon in the air, holding the balloon between your bodies.
- Cut out shapes, paper dolls, and so forth.



- Put positive notes in their lunch or under their pillow at night.
- Do a gratitude journal with your children before they go to bed.
- Have your children do kind or helpful things for someone in the family or the neighborhood.
- Make a jar filled with positive statements about your children and have them draw one out when they are feeling sad or discouraged.
- Read from the list of books below to help children feel capable.

Books That Help Children Feel Capable

Cosmo Zooms by Arthur Howard

How to Catch a Star by Oliver Jeffers

I Want Your Moo by Marcella Bakur Weiner

If I Could Keep You Little by Marianne Richmond

Incredible You! by Wayne Dyer

Mister D: A Children's Picture Book About Overcoming Doubts and Fears by Elizabeth Stevins

Most Magnificent Thing by Ashley Spires

Pout-Pout Fish Goes to School by Deborah Diesen

Sky Color by Peter Reynolds

The Little Engine that Could by Watty Piper

There's an Alligator Under My Bed by Mercer Mayer

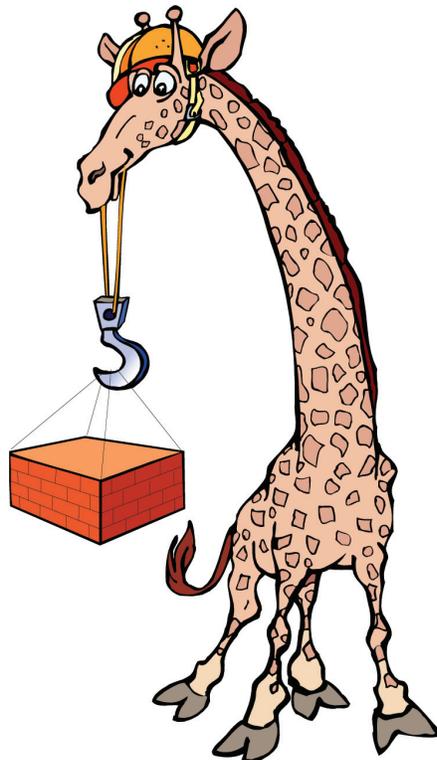
Resources for Parents and/or Guardians on Child Development

<https://store.extension.iastate.edu/Topic/Home-and-Family/Child-Care-Development>

Ages and Stages: A Parent's Guide to Normal Childhood Development (Schaefer & DiGeronimo, 2000)

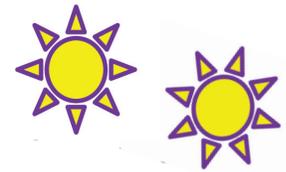
Ages and Stages: Developmental Descriptions and Activities, Birth Through Eight Years (Miller, 2001)

Developmental Milestones of Young Children (Petty, 2009)





Encouraging Children to Believe They Count



Children who do not believe they count do not feel valued unconditionally. To help themselves feel as though they are important, children might withdraw, bully others, be defiant, and be demanding. These children might even act as if they think they are better than other people (even though they don't believe they are). Some children who struggle with count might only believe they are valued *if* they meet certain conditions—like they only count *if* they get As, they only count *if* they are the best at baseball, they only count *if* they are putting others' needs before their own, they only count *if* they are perfect. As they begin to believe they count (and without conditions), they feel more valued by others and feel better about themselves. Children who believe they count begin to believe they can make a difference—they believe they matter. They have faith in themselves. They are more willing to cooperate and contribute to the family.

- Interact with your children without distractions. (Turn off your cell phones and other electronic devices so that your children know they are the most important thing to you at that moment.)
- Listen to your children, making eye contact and summarizing what they have said to you. Avoid lecturing or interrupting them.
- Give hugs! Make a rule in your family that no one can lose hugs, no matter what they do.
- Read to your children. Find books that will interest them.
- Eat at least one meal a day with your children.
- Be excited about your children. Delight them. Light up when you see them.
- Tell your children you love them.
- Say thank you to your children when they make a contribution or cooperate.
- Spend positive time as a family without electronics.
- Ask your children for potential solutions and be respectful about their ideas.
- Use your children's love language when you communicate with them. (See next page for resources.)

Activities You Can Do With Your Child To Help Build Count

- Have a family night—watch a movie, play board games, go to the park, and so forth.
- Go on litter walks, picking up trash in your neighborhood.
- Make a mural together as a family, with everyone contributing.
- Make an affirmation box or jar, with pieces of paper listing ways they do count.
- Assign age-appropriate chores and other responsibilities and express gratitude for their contribution.
- Volunteer as a family at places like soup kitchens, community theaters, humane societies, and so forth.
- Grow a plant or cultivate a garden with your children.
- Talk to your children about what your spiritual beliefs are.
- Read from the list of books that follow to help children believe they count.



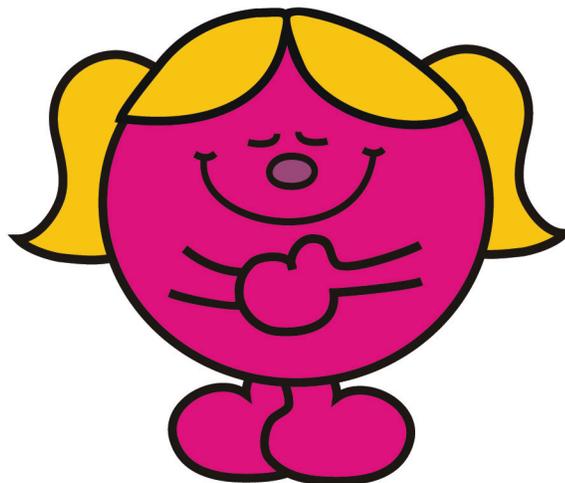
Books That Explore the Crucial C of Count

Chrysanthemum by Kevin Henkes
I Believe in You by Marianne Richmond
I Have a Little Problem Said the Bear by Heinz Janisch and Silke Leffler
I Like Me by Nancy Carlson
Invisible String by Patrice Karst
Lilly's Purple Plastic Purse by Kevin Henkes
Love You Forever by Robert Munsch
On the Day You Were Born by Debra Frasier
Only One You by Linda Kranz
Red: A Crayon Story by Michael Hall
The Invisible Boy by Trudy Ludwig
The Way Mothers Are by Miriam Schlein
Unique Monique by Maria Rousaki
Wherever You Are: My Love Will Find You by Nancy Tillman
Would They Love a Lion by Kady MacDonald Denton
You Are Special by Max Lucado
Zero by Kathryn Otoshi

Resources for Parents and/or Guardians for Helping Children With Count

I Love You Rituals (Bailey, 2000)
The Five Love Languages of Children (Chapman, 2012)
The Five Love Languages of Teenagers (Chapman, 2010)

Note. The concept of the Crucial Cs was developed by Amy Lew and Betty Lou Bettner.





Encouraging Children to Have Courage



Children who do not have courage do not take risks and tend to give up without trying. They frequently avoid challenges. As children develop courage, they are more willing to try new things. They begin to believe they can succeed, and they feel hopeful. Children with courage believe they can handle difficult situations and changes. And you can help foster courage in your children.

- Show your kids that it is okay to make mistakes. For example, if you drop a glass, you just calmly say, “Darn it” and clean it up. No fuss, no muss—it is okay to make mistakes!
- Point out their strengths. For instance, if your child enjoys dancing, tell her, “Look how much fun you have dancing.” If your child makes his bed, you might say, “Thanks for making your bed.”
- Highlight effort. For example, you could say, “You are working really hard at that.”
- Stress improvement. For instance, if yesterday your son struggled with riding his bike and today was able to balance and peddle for half a block, you could say, “You stayed up . . . and yesterday you thought you couldn’t do that.”
- Highlight when your children are willing to take risks. For example, if yesterday, your son refused to go to school and today he went without any fuss, you could say, “Wow! You went to school willingly.”
- Even if your children are avoiding new experiences and places, encourage them to try. If necessary, you can go with them to give support.
- Ask your children about things that interest them and listen to them.
- Three times a week, spend 10 minutes with each of your children doing activities they choose.
- Avoid doing things for your children that they can do for themselves. For instance, if they know how to dress themselves, let them, even if it takes longer than you like. Allow extra time if needed.

Activities You Can Do With Your Child to Help Build Courage

- Roll a ball back and forth on the floor or on a table.
- Stack blocks and knock them down.
- Arrange dominoes in patterns, knock them down.
- Make shapes with shaving cream.
- String beads on yarn.
- Play in the sand. Rake it, shift it, put it in containers, and pour it into other containers.
- Play with watercolors or finger paints.
- Play with PlayDoh.
- Make sock puppets or paper bag puppets.
- Make paper airplanes and fly them.
- Teach self-soothing techniques like taking deep breaths, blowing bubbles, rocking, stretching, making horse lips, and so forth.
- Read from the list of books that follow to help children build courage.

Books for Helping Children Become More Courageous

Beautiful Oops by Barney Saltzberg

Bravery Soup by Maryann Cocca-Leffler

Courage by Bernard Waber

Go Away, Big Green Monster by Ed Emberley

Howard B. Wigglebottom Learns About Courage by Howard Binkow, Reverend Ana and Jeremy Norton

Noel the Coward by Robert Kraus

One by Kathryn Otoshi

Pout-Pout Fish and the Big-Big Dark by Deborah Diesen

Scaredy Squirrel by Melanie Watt

Sheila Rae, the Brave by Kevin Henkes

The Worrywarts by Pamela Duncan Edwards

There's an Alligator Under My Bed by Mercer Mayer

Wemberly Worried by Kevin Henkes

Wilma Jean and the Worry Machine by Julia Cook and Anita DuFalla

You've Got Dragons by Kathryn Cave and Nick Maland





Children Whose Goal of Misbehavior Is Power

Children whose goal of misbehavior is power fear that others want to overpower them or that they will be out of control. As a result, they may argue, contradict others, lie, be disrespectful, throw tantrums, defy authority figures, and/or engage in power struggles. They may also be stubborn, disobedient, passive aggressive, and avoidant. When adults interact with children exhibiting the goal of power, they feel angry, challenged, and/or threatened. They feel invited to a power struggle. Children whose goal is power escalate their misbehavior and work harder to be in control or show that others cannot control them when they are corrected or disciplined.

- Avoid getting into power struggles with your children.
- Give limited choices to your children. For example, tell your 5-year-old daughter that she can wear either the red dress or the blue dress. Tell your 16-year-old son that he can take the trash out or sweep the kitchen floor.
- When your children are talking back to you, stay calm, avoid getting into a verbal battle with them. (Press your own pause button, stop and think about what how you want to respond.)
- Focus on solutions rather than punishment.
- Look for areas of agreement and use encouragement to promote common ground.
- Set age-appropriate limits for your children. Be willing to say “no” to your child in a respectful way.
- Be clear about what your family rules and expectations are, communicate them to the children, and follow through with them.
- Have routine times for going to bed, doing their homework, eating meals, and so forth.
- Let your children experience natural consequences—like, if they want to wear shorts to school in winter, they will be cold.
- Try setting logical consequences that are respectful, reasonable, and related to the misbehavior. For example, if your children do not pick up a mess they made in the living room, you would say, “If you choose not to pick up the toys today, I will put them up on a high shelf until tomorrow.” With a teenager, you might say, “If you choose to stay on the computer past your time limit, you choose not to get to be on the computer tomorrow.”
- Practice sharing power with your children. Give them age-appropriate power and responsibility. For example, school-age children should be allowed to choose their clothes to wear to school or the book they read before bed. With preadolescents, they should get to decide in which activities they are going to participate.

Activities You Can Do With Your Child Whose Goal of Misbehavior Is Power

- Play cooperative board games with your children (e.g., *Skunk*, *Stone Soup*, *Count Your Chickens*).
- Get your children involved in setting up chores and routines using a job chart or routine chart.
- Have tea party with your children.

- Play Simon Says; Red Light, Green Light; Mother May I? with your children.
- Do puzzles or shared art activities with the whole family.
- Read from the list of books below to help children whose goal of misbehavior is power.

Books for Children Whose Goal of Misbehavior Is Power

Greedy Python by Eric Carle

Millie Fierce by Jane Manning

One by Kathryn Otoshi

Recess Queen by Alexis O'Neill and Laura Huliska-Beith

Spinky Sulks by William Steig

The Bootsie Barker Bites by Barbara Bottner

The Chocolate-Covered-Cookie Tantrum by Deborah Blumenthal

Tyrone the Horrible by Hans Wilhelm

Where the Wild Things Are by Maurice Sendak

Resources for Parents and/or Guardians to Help Deal With Children Whose Goal of Misbehavior Is Power

No: Why Kids of All Ages Need to Hear It and Ways Parents Can Say It (Walsh, 2007)

No-Drama Discipline (Siegel & Bryson, 2014)

Positive Discipline Parenting Tools: 52 Cards to Improve Your Parenting Skills (Nelson & Garsia, 2011)*

The Pocket Coach for Parents (Feigel, 2007)

www.parentingmojo.com

*Also available as an app.





Children Whose Goal of Misbehavior Is Revenge

Children whose goal of misbehavior is revenge perceive they have been hurt by others and feel a need to protect themselves by pushing other people away from them. They believe that the way people relate to one another is by being hurtful or aggressive, so that is the way they interact with others. Their behavior can be malicious, violent, threatening, and/or hurtful. They may also be withdrawn, moody, or distrustful. They often have a history of stealing, lying, bedwetting, and/or physical aggression. When adults interact with children with this goal, they feel hurt. Sometimes adults want to withdraw, or they may want to get even with the children. Children whose goal is revenge become more hurtful, and their need to hurt others and/or protect themselves intensifies when they are corrected or disciplined.

- Don't take these children's behavior personally. Their need to hurt others is not about you.
- Practice empathic listening—listen without interrupt and judgment.
- Affirm children even when they are misbehaving by giving them feedback that, while you do not like their behavior, you love and value them as people. For example, you could say, "I don't like what you said to me, and I love you."
- Spend 10 minutes with your children doing activities they choose every day.
- Avoid punishments that can be perceived as hurtful or you getting back at them.
- Watch out when you set up consequences that your tone of voice is calm, even, and controlled.
- Apologize when you have done something wrong.

Activities You Can Do With Your Child Whose Goal of Misbehavior Is Revenge

- Act like mirrors, taking turns with one of you leading and the other copying the movements of the leader.
- Rub lotion on one another's hands while making eye contact and smiling at one another.
- Sprinkle powder on one another's hands and trace and count the lines on the palm.
- Paint one another's nails.
- Tell a shared story, alternating words, sentences, and/or parts of the story.
- Make an affirmation box or jar, with pieces of paper listing ways they do count.
- Watch television shows together that model positive relationships.
- Tell children stories in which they are the hero or positive role model.
- Teach self-soothing techniques like taking deep breaths, blowing bubbles, rocking, stretching, making horse lips, etc.
- Read from the list of books that follow to help children whose goal of misbehavior is revenge.



Books for Children Whose Goal of Misbehavior Is Revenge

Blossom's Revenge: The Cats of Cuckoo Square by Adele Geras

Bootisie Barker Bites by Barbara Bottner

Greta's Revenge by Steven J. Simmons

Horrid Henry's Revenge by Francesca Simon

Llama Llama Time to Share by Anna Dewdney

Revenge by Chaim Gold

Stand in My Shoes by Bob Sornson

The Grouches by Debbie Wagenbach

Resources for Parents and/or Guardians to Help Deal With Children Whose Goal of Misbehavior Is Revenge

Ain't Misbehaving: Tactics for Tantrums, Meltdowns, Bedtime, Blues, and Other Perfectly Normal Kid Behavior (Schafer, 2011)

Honey, I Wrecked the Kids: When Yelling, Screaming, Threats, Bribes, Time-outs, Sticker Charts and Removing Privileges All Don't Work (Schafer, 2009)

Parenting from the Inside Out (Siegel & Hartzell, 2013)

Positive Discipline Parenting Tools: 52 Cards to Improve Your Parenting Skills (Nelson & Garsia, 2011)*

No-Drama Discipline (Siegel & Bryson, 2014)

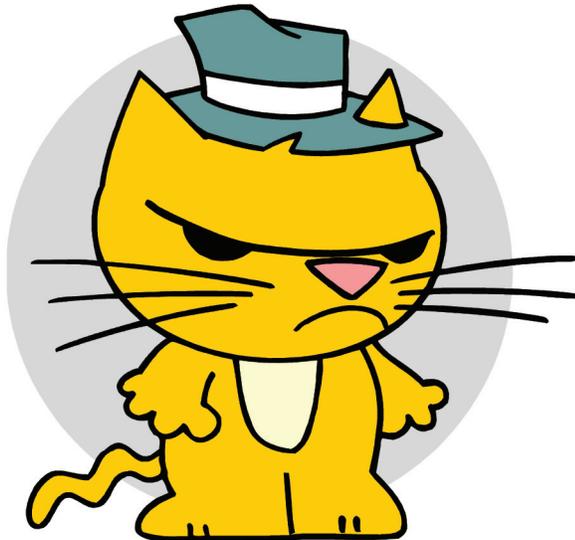
The Pocket Coach for Parents (Feigel, 2007)

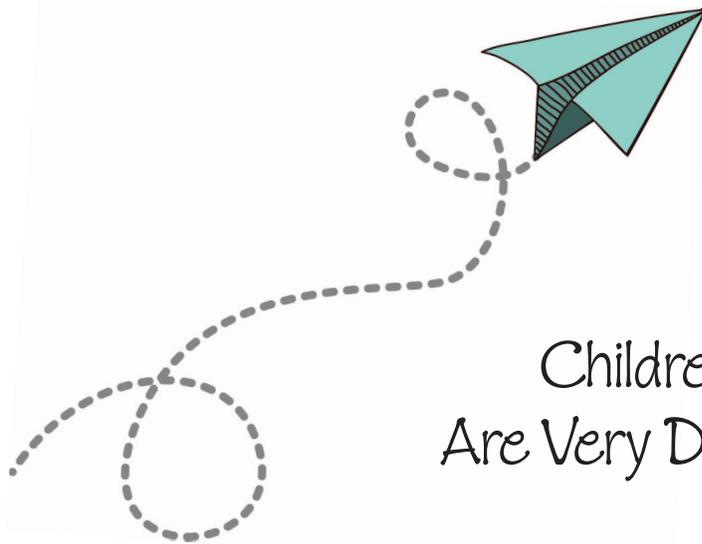
The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind
(Siegel & Bryson, 2012)

www.cornerstonesforparents.com

www.parentingmojo.com

*Also available as an app.





Children Who Are Very Discouraged

Children who are very discouraged feel inadequate and believe they cannot do anything right. They have given up trying because they feel defeated. They are afraid of being judged as incapable. They lack self-confidence and a sense of self-efficacy. As a result of feeling so discouraged, they might isolate themselves, they might slack off at school, they might refuse to engage in friendships or community activities, and/or they might have issues with food or sleep.

- Send your children the message that it is okay to make mistakes, to not always be “right” all the time, by acknowledging when you make a mistake.
- Encourage, encourage, encourage.
- Avoid evaluative words (e.g., good, well, excellent, bad, etc.).
- Describe contributions or positive actions your children make.
- Notice small improvements and celebrate them with your children.
- Verbalize your faith in your children. For example, say things like, “I like the way you handled that” and “I know you can do it.”
- Even if your children don’t acknowledge positive contributions or accomplishments, you can plant a seed by saying things like, “I hope you feel proud of getting such good feedback from your teacher” or “Many kids would be really excited about finishing that puzzle.” Be careful not to imply that they should feel that way.
- Listen to your children, making eye contact and summarizing what they have said to you. Avoid lecturing or interrupting them.
- If your children are resistant to compliments or positive feedback, don’t take it personally.
- Recognize that your children are feeling discouraged, not being lazy or uncooperative.
- Encourage interaction with the family and limit their opportunities to isolate.

Activities You Can Do With Children Who Are Very Discouraged

- Get coloring books and color with your children.
- Listen to music together—some music of your choice and some of their choice.
- Play with Anti-Coloring Books.
- Go on walks or sit outside with your children.
- Play I-Spy as a family.
- Teach self-soothing techniques, such as taking deep breaths, blowing bubbles, rocking, stretching, making horse lips, and so forth.
- Tell children stories in which they are the hero or positive role model.
- Make an affirmation box or jar with pieces of paper listing ways they do count.



- Blow bubbles, play in the sand, pour water from one container to another, play with shaving cream in the bath tub, make “potions.”
- Read from the list of books below to help encourage children.

Books for Children Who Are Very Discouraged

Blueloon by Julia Cook

Pete the Cat and the Magic Sunglasses by Eric Litwin and James Dean

Pout-Pout Fish by Deborah Diesen

Pout-Pout Fish Goes to School by Deborah Diesen

Shy Charles by Rosemary Wells

The Boy Who Didn't Want To Be Sad by Rob Goldblatt

The Invisible Boy by Trudy Ludwig

Resources for Parents of Very Discouraged Children

A Teaspoon of Courage: The Little Book of Encouragement (Greive, 2006)

Ain't Misbehaving: Tactics for Tantrums, Meltdowns, Bedtime, Blues, and Other Perfectly Normal Kid Behavior (Schafer, 2011)

Depression and Your Child: A Guide for Parents and Caregivers (Serani, 2015)

Encouraging Words for Kids: What to Say to Bring Out a Child's Confidence (Bartlett, 2012)

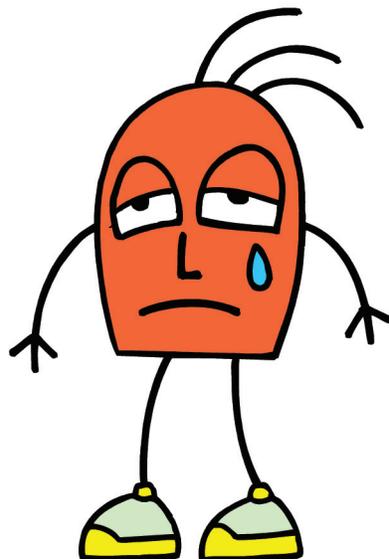
Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids (McCloud, 2006)

Honey, I Wrecked the Kids: When Yelling, Screaming, Threats, Bribes, Time-outs, Sticker Charts and Removing Privileges All Don't Work (Schafer, 2009)

I Love You Rituals (Bailey, 2000)

Lunch Box Letters: Writing Notes of Love and Encouragement to Your Children (Sperando & Zimmerman, 2007)

The Five Love Languages of Children (Chapman, 2012)





Adlerian Play Therapy Cheat Sheet

Family Atmosphere

Family Constellation/Psychological Birth Order

Personality Priorities

- Superiority
- Control
- Pleasing
- Comfort

Crucial Cs

- Connect
- Capable
- Count
- Courage

Life Tasks

- School
- Friendship
- Love/Family
- Self

Spirituality/existential

Goals of Misbehavior

- Attention
- Power
- Revenge
- Inadequacy

Lifestyle Convictions:

- I am/I must be . . .
- Others are/others must be...
- The world is/life is...
- My behavior must be...

Assets to Encourage

Early Recollections

Parents' Personality Priorities/Crucial Cs

- Mom
- Dad

Developed by Jill Burkley, PsyD, RPT-S, for Terry Kottman's Adlerian play therapy classes.

Note. The concept of the Crucial Cs was developed by Amy Lew and Betty Lou Bettner.

