

Instructor's Manual for

ADLERIAN PLAY THERAPY

from the series

CHILD THERAPY WITH THE EXPERTS

with

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with hosts Jon Carlson, PsyD, EdD and Donald Keat, PhD

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This is a sample of the full manual; pages containing the full transcript (following page 17) have been deleted but additional information follows. Contact the publisher to purchase a DVD or streaming copy of the video. Return to NASAP at <http://alfredadler.org>.

The *Instructor's Manual* accompanies the DVD *Adlerian Play Therapy* (Institutional/Instructor's Version).

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with Terry Kottman, PhD

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Tips for Making the Best Use of the DVD

1. USE THE TRANSCRIPTS

Make notes in the video **Transcript** for future reference; the next time you show the video you will have them available. Highlight or notate key moments in the video to better facilitate discussion during the video and post-viewing.

2. GROUP DISCUSSION QUESTIONS

Pause the video at different points to elicit viewers' observations and reactions to the concepts presented. The **Discussion Questions** provide ideas about key points that can stimulate rich discussions and learning.

3. LET IT FLOW

Allow the session to play out some so viewers can appreciate the work over time instead of stopping the video too often. It is best to watch the video in its entirety since issues untouched in earlier parts often play out later. Encourage viewers to voice their opinions; no therapy is perfect! What do viewers think works and does not work in the session? We learn as much from our mistakes as our successes and it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

4. SUGGEST READINGS TO ENRICH VIDEO MATERIAL

Assign readings from **Suggestions for Further Readings and Websites** prior to viewing. You can also time the video to coincide with other course or training materials on related topics.

5. ASSIGN A REACTION PAPER

See suggestions in **Reaction Paper** section.

6. ROLE-PLAY IDEAS

After watching the video, organize participants into pairs. Assign each pair to role-play a session with a child, using an Adlerian play therapy approach. Each role-play shall consist of one therapist and one child.

The client can be like the child in the video or you can develop other scenarios, and if time permits you can even have pairs switch roles. After the role-plays, have the groups come together to discuss their experiences. First have the clients share their experiences, then have the therapists talk about their experiences in the session. Then, open up a general discussion on what participants learned about Adlerian play therapy with children.

An alternative is to do this role-play in front of the whole group with one therapist and one client; the entire group can observe, acting as the advising team to the therapist. Before the end of the session, have the therapist take a break, get feedback from the observation team, and bring it back into the session with the client. Other observers might jump in if the therapist gets stuck. Follow up with a discussion that explores what does and does not work in treating children with Adlerian play therapy.

7. WATCH THE SERIES

This video is one in a series portraying effective approaches to therapy with children of different ages. Each video in the series presents a master therapist working with real clients, just as you see here. By showing several of the videos in the series, you can expose viewers to a variety of approaches, allowing them an opportunity to see what fits best for their own style and orientation.

Key Aspects of the Adlerian Play Therapy Model: Adlerian therapists view the client in the client's own context. When working with children, the therapist takes into account the child's family, school and community. The therapist comes from the viewpoint that all play has a purpose, and so the therapist carefully tracks the client's behaviors, reflects the client's feelings, and makes interpretations all through the medium of play. Following the same four stages of therapy as the Adlerian approach with adults, Kottman uses play to build the relationship, explore the client's lifestyle, help the client understand his or her lifestyle, and teach new skills.

Child Therapy Models: Other videos in the series use different therapeutic models. We can reflect upon the differences among these models by exploring the following questions:

- How does the model explain the therapeutic process?
- What assumptions does the model imply about the purpose of therapy with children and teens?
- How is theory translated into practice in real-life situations?
- What is the role of the therapist?
- What outcomes are associated with successful therapy?
- How does the therapist work with other family members, including parents, siblings, and others?
- What kinds of research support the approach?

8. PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST

Psychotherapy portrayed in videos is less off-the-cuff than therapy in practice. Therapists or clients in videos may be nervous, putting their best foot forward, or trying to show mistakes and how to deal with them. Therapists may also move more quickly than is typical in everyday practice to demonstrate a technique. The personal style of a therapist is often as important as their techniques and theories. Thus, while we can certainly pick up ideas from master therapists, participants must make the best use of relevant theory, technique and research that fits their own personal style and the needs of their clients.

*A NOTE ON PRIVACY AND CONFIDENTIALITY

Because this video contains an actual therapy session, please take care to protect the privacy and confidentiality of the client who has courageously shared his personal life with us.

Group Discussion Questions

Professors, training directors and facilitators may use a few or all of these discussion questions keyed to certain elements of the video or those issues most relevant to the viewers.

INTRODUCTION

1. **Categories of Toys:** The five categories of toys, as outlined by Kottman, include: family and nurturing toys, fantasy toys, expressive arts toys, aggressive toys and active playing toys like snakes and sharks. What comes up for you when you think of playing with these different kinds of toys during a session with a child? Do you enjoy this kind of play or do you feel uncomfortable in some way? What do you think about using toy guns and other play weapons in therapy? Are there any other categories of toys you would want to include in your play therapy collection?
2. **Stages of Therapy:** What do you think about using the four stages of Adlerian therapy with children, as Kottman describes in the introduction? How do these stages fit with the way you relate with children?

PSYCHOTHERAPY SESSION

3. **Control:** What do you make of Kottman's assessment that Joshua is a kid that does not feel a sense of control in his life? Does this make sense to you? If you were the therapist, how might thinking about him in this way impact the way you work with him?
4. **Relationship Building:** *Kottman introduced a variety of techniques for the first phase of therapy—relationship building—such as tracking, restatement of content, reflection of feelings, encouragement, limit-setting, and cleaning up the room.* How did you observe Kottman building a therapeutic relationship with Joshua? What reactions did you have to this part of the session? Do you see yourself working in this way with a young child? If not, how would you approach this phase differently?

5. **Family Drawing:** What do you think was going on with Joshua and his refusal to draw a picture of a family? What are your reactions to how Kottman worked with him on this? Would you have proceeded the same way or differently? How so?
6. **Guesses:** *Kottman makes a number of guesses aloud about Joshua's intentions, like "Sometimes you like to make threats that you're going to do stuff, even that you're not really going to do," and "I'm thinking maybe you're feeling a little irritated about leaving."* What are your thoughts on her use of these sorts of comments? In what ways do you see them as helpful or therapeutic for Joshua? If you had been the therapist, what are some guesses you might have made during this session?

DISCUSSION

7. **The Therapeutic Relationship:** How would you characterise the relationship between Kottman and Joshua in this video? Did Kottman form a working alliance with him? How significant do you think the therapeutic relationship was in this particular course of therapy?
8. **Kottman's Style:** What was it about Kottman that allowed Joshua to feel comfortable enough to engage in the therapy? How did Kottman join with him?
9. **The Model:** What do you think about using this model with children? Does it make sense to you? Do you see yourself using it in your work with children? What in particular would you do differently from Kottman's model?
10. **Personal Reaction:** How would you feel about being Kottman's client, or about bringing your own child to her for therapy? Do you feel an alliance could be made and that she would be effective? How so?

Reaction Paper for Classes and Training

- **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.
- **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards, or use the questions as a way to approach the discussion. Respond to each question below.
- **Length and Style:** 2-4 pages double-spaced. Be brief and concise. Do NOT provide a full synopsis of the video. This is meant to be a brief reaction paper that you write soon after watching the video—we want your ideas and reactions.

What to Write: Respond to the following questions in your reaction paper:

1. **Key points:** What important points did you learn about Adlerian play therapy? What stands out in how Kottman works?
2. **What I found most helpful:** What was most beneficial to you as a therapist about the model presented? What tools or perspectives did you find helpful and might you use in your own work? What challenged you to think about something in a new way?
3. **What does not make sense:** What principles/techniques/strategies did not make sense to you? Did anything push your buttons or bring about a sense of resistance in you, or just not fit with your own style of working? Explore these questions.
4. **How I would do it differently:** What might you have done differently than Kottman in the therapy session in the video? Be specific in what different approaches, strategies and techniques you might have applied.
5. **Other Questions/Reactions:** What questions or reactions did you have as you viewed the therapy in the video? Other comments, thoughts or feelings?

Suggestions for Further Readings, Websites and Videos

BOOKS AND ARTICLES

- Ashby, J., DeGraaf, D., and Kottman, T. (Eds) (2001). *Adventures in Guidance: How to Integrate Fun into Your Guidance Program*. Alexandria, VA: American Counseling Association.
- Kottman, Terry, and Schaefer, Charles (1995). *Play Therapy in Action: A Casebook for Practitioners*. New York, NY: Jason Aronson Publishers, Inc.
- Kottman, Terry (2001). *Play Therapy: Basics and Beyond*. Alexandria, VA: American Association of Counseling and Development.
- Kottman, Terry (2002). *Partners in Play: An Adlerian Approach to Play Therapy*. Alexandria, VA: American Association of Counseling and Development.
- Muro, Jim & Kottman, Terry (1994). *Guidance and Counseling in the Elementary and Middle Schools*. Madison, WI: Brown & Benchmark.
- White, JoAnna (Editor) (1999). *Special issue on play therapy and individual psychology*. *The Journal of Individual Psychology*, 55:3.

WEB RESOURCES

The Encouragement Zone: Terry Kottman's Website

www.encouragementzone.com

National Institute for Trauma and Loss in Children

www.tlcinst.org

Association for Play Therapy

www.a4pt.org

North American Society for Adlerian Psychology

www.alfredadler.org

Journal of Individual Psychology

www.utexas.edu/utpress/journals/jip.html

RELATED VIDEOS AVAILABLE AT WWW.PSYCHOTHERAPY.NET

Adlerian Parent Consultation

–Jon Carlson, PsyD, EdD

Cognitive-Behavioral Child Therapy

–Bruce Masek, PhD

Narrative Therapy with Children

–Stephen Madigan, MSW, PhD

Object Relations Child Therapy

–David Scharff, MD

Person-Centered Child Therapy

–Anin Utigaard, MA

Psychotherapy with Medically Ill Children

–Gerald Koocher, PhD

Solution-Focused Child Therapy

–John J. Murphy, PhD

Complete Transcript of a Demonstration of Adlerian Play Therapy with Terry Kottman, PhD

Note to facilitators: We have indicated on-screen minute markers throughout the transcript. You will find chapter markers on the DVD at five-minute intervals so that you may easily skip to desired points within the session.

PSYCHOTHERAPY SESSION

2-1

Kottman: Joshua, this is...this is our play place, and we can do most of the things we want to in here. So we're going to play, and... they're going to make a movie of us playing. Okay? That's what they're doing. I have to tell you one thing, okay. You see that blue line right there? We need to stay on this side of the blue line so they can keep on making a movie of us, and then we're just going to pretend they're not here, okay? And we're just going to play. Okay? Okay. Got it. It's a deal. Shake.

I was going to shake with that hand and I realized I was handcuffed. How do you do? Okay. It's a deal. Okay.

So how many do you have on?

Joshua: I don't know.

2-2

Kottman: You don't know. Lots and lots of them.

Joshua: I've got thousands on here.

Kottman: Oh my goodness. That many? And they're beautiful colors, too.

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About the Contributors

VIDEO PARTICIPANTS

Terry Kottman, PhD, founded The Encouragement Zone, a center where she provides play therapy training, counseling, coaching, and “playshops” for adults. Dr. Kottman is a Registered Play Therapist-Supervisor and maintains a private practice with an emphasis on co-active life coaching and play therapy supervisions. She regularly presents workshops on play therapy, activity-based counseling, counseling children, and school counseling to innovative in-service training programs for teachers. Dr. Kottman has been a professor of counselor education at the University of Northern Iowa and a professor of counselor education and director of the Child and Family Resource Clinic at the University of North Texas. She has also worked as a special education teacher - teaching learning disabled children and children who have been diagnosed as emotionally disturbed/behavior disordered.

Dr. Kottman is the author of *Partners in Play: An Adlerian Approach to Play Therapy* and *Play Therapy: Basics and Beyond*; she is the co-author of *Guidance and Counseling in the Elementary and Middle Schools* with Dr. Jim Muro; co-author of *Adventures in Guidance* with Drs. Jeff Ashby and Don DeGraaf; and co-editor of *Play Therapy in Action; A Casebook for Practitioners* with Dr. Charles Schaefer. She has written many journal articles and book chapters on play therapy, school counseling, counseling with children and families, and perfectionism.

Jon Carlson, PsyD, EdD, Host, is Professor of Psychology and Counseling at Governors State University and a practicing clinical psychologist. He has authored 40 books, 150 journal articles, and developed over 200 videos featuring leading experts in psychotherapy, substance abuse treatment, and parenting and couples education.

Donald B. Keat II, PhD, ABPP, Host, was Professor of Counseling Psychology and coordinator of the elementary school counseling program at Pennsylvania State University, as well as a practicing child

psychologist. Dr. Keat has authored nine books and five chapters, published numerous journal, newspaper and magazine articles, served as editor of the *Elementary School Guidance & Counseling Journal* and presented regularly at conventions and on television.

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