

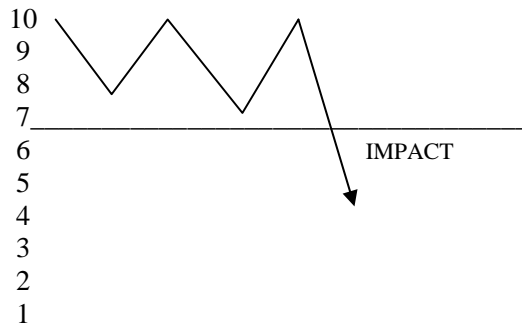
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IMPACT THERAPY CREATIVE COUNSELING TECHNIQUES

Four M's of Impact Therapy: Multi-sensory, Motivational, Marketing, Maps

THE DEPTH CHART (most sessions should go below 7)



RCFFC (for individual, couple, and family counseling)

RAPPORT (connecting with the client and understanding his/her world)

CONTRACT (often this is implied; absolutely necessary for productive counseling)

FOCUS (often use creative techniques)

FUNNEL (theory driven)

CLOSE (zip person back up)

EIGHT COMMON MISTAKES OF COUNSELORS

1. Reflects much more than necessary
2. Listens to too many stories
3. Rarely interrupts the client
4. Does not focus the session
5. Waits too long to focus and funnel the session-- dawdles
6. Does not use theory--uses the "hope" method of counseling
7. Makes counseling boring--rarely uses creative techniques
8. Does not pay attention to client's and his/her voice and face

An effective impact therapist is *creative* and *courageous*.

THE FIVE "Ts" OF IMPACT THERAPY

Theory, Timing, Teaching, Training, Thinking

IMPACT THERAPISTS BELIEVE:

PEOPLE DON'T CHANGE EASILY. Counseling is an impact and change process.

PEOPLE DON'T MIND BEING LED WHEN THEY ARE LED WELL.

THE THERAPIST IS PRIMARILY RESPONSIBLE FOR THE THERAPY, but not ultimately responsible for the outcome.

COUNSELING SHOULD BE CLEAR AND CONCRETE.

THERAPY SHOULD NEVER BE BORING.

IT IS OKAY TO GIVE ADVICE when you are understanding the client's frame of reference and your values are not involved.

COUNSELORS' AND CLIENTS' WORTH IS NEVER ON THE LINE.

TO BE AN IMPACT THERAPIST, YOU MUST BE MENTALLY HEALTHY.

Stages of Change (Prochaska)

Precontemplation

Contemplation

Preparation

Action

Maintenance

Termination

Important Sentences in Counseling:

1. All behavior is purposeful. People use their own "private logic."
2. Thoughts cause feelings.
3. Get your expectations in line with reality.
4. You teach people how to treat you.
5. Life is a series of choices.
6. You can't hold on and move on.

Five Needs of Reality Therapy: Belonging, Power or Achievement, Fun or Enjoyment, Freedom or Independence, Survival or Self-Preservation

WDEP (WANT, DOING, EVALUATE, PLAN)

HALT (Don't get: Hungry, Angry, Lonely, or Tired)

Creative Techniques and Impact Therapy

REASONS FOR USING CREATIVE TECHNIQUES

- To focus the session
- To make concepts more concrete
- To heighten awareness
- To dramatize a point
- To speed up the counseling process
- To enhance learning, because people are visual learners
- To enhance learning, because people are experiential learners

FIVE KINDS OF CREATIVE COUNSELING (for focusing and funneling)

- USE OF PROPS
- USE OF CHAIRS
- USE OF MOVEMENT
- USE OF WRITING AND DRAWING
- USE OF ANALOGIES AND FANTASIES

Props

Shield	\$1 bill
Filter	Exploding Coke Bottle
Cups	Post it pads
Fuse	Cards
Beer Bottle	Tapes
Blocks	Rubber bands
Plate	Stacked dolls
Hammer	In Face/Behind You
Tigger/Eeyore	Rearview mirror

Chairs

Small child's chair	Goals
Trying to decide between two things	Distance
Representing others	Ego states
Holding on to chair	

Movement

Standing on the chair

Fear of changing

Standing in the corner

Out the door

Feeling pulled

Evaluation of progress

Movement between chairs

Going in circles

Writing and Drawing

TA drawings

Egograms

Stroke economy

Lists

REBT disputing

Board of directors

Enmeshment

1-10 ratings

Safety \longleftrightarrow **Growth**

small box—bigger box

Analogies and Fantasies

Pot bound (plants need bigger pot)

Pilot light (on a gas stove)

Learning a new language (daily practice)

Animal you would like to be

Hot air balloon

Gardening (weed regularly)

Skiing (start on easy slope)

Dieting (takes time and focus)

Pick an object in the room

Movie

Progression of Mental Health

Unconsciously Incompetent→**Consciously Incompetent**→

Consciously Competent→**Unconsciously Competent**

Cheerleader vs. Fan Model for Effective Living

Cheerleaders never boo the players!

USE OF VOICE AND FACE IN COUNSELING

A GOOD COUNSELOR IS ALWAYS PAYING ATTENTION TO HIS OR HER VOICE AND FACE AND THE VOICE AND FACE OF THE CLIENT

I. Common mistakes with use of voice and face:

- Only one voice pattern
- Too nice
- Too much like a “counselor”

II. Benefits of good use of voice and face

- I care
- I am with you
- I can help
- I am confident I can help you
- I can feel your pain
- I am puzzled or confused or don't believe you
- This is serious

III. Listening to voice pattern of your clients

1. What ego state—Parent, Adult, or Child
2. Pace of the voice
3. Very excited
4. Very depressed
5. Very angry
6. Very confused

IV. Choices of voice patterns of the counselor based on the client's pattern

1. Match
2. Go higher
3. Go lower
4. Nurturing
5. Adult
6. Loud, firm, confident

RATIONAL-EMOTIVE BEHAVIOR THERAPY

1. **THOUGHTS CAUSE FEELINGS.** Sustained negative feelings are caused by what we tell ourselves.

2. What we tell ourselves about situations is what upsets us—not the situation!

3. REBT counselors use an ABC approach to helping.

A = the situation or person or event

B = the beliefs or self-talk about A

C = feelings and behavior – the consequence of the self-talk

B causes C but most people believe that A causes C.

4. REBT counselors often use a
Not True/True grid when disputing.

<i>Not True</i>	<i>True</i>
<i>It's awful that he acts this way. I can't stand it!</i>	<i>I don't like it but I can stand it.</i>

5. REBT counselors will teach and confront their clients about their self-talk.

6. REBT counselors live healthy lives and think in rational ways.

7. REBT counselors use phrases like “It would be desirable” or “It’s unfortunate.” Clients use words like “awful,” “terrible,” or “horrible.”

8. REBT counselors look for shoulds, musts, demands, commands.

9. Blame is the essence of most disturbances. People are the way they are.

10. People are . . . People exist

11. People’s problems center around three musts:

I must

You must

The world must

ELLIS'S 15 IRRATIONAL IDEAS

1. It is a dire necessity for an adult human being to be loved or approved by virtually every other person in one's life.
2. One should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile.
3. Certain people are bad, wicked and villainous and they should be severely blamed or punished for their villainy.
4. It is awful and catastrophic when things are not the way one would very much like them to be.
5. Human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.
6. If something is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. It is easier to avoid than face certain life difficulties and self-responsibilities.
8. One should be dependent on others and needs someone stronger than oneself on whom to rely.
9. One's past history is an all-important determiner of one's present behavior and because something once strongly affected one's life, it should indefinitely have an effect.
10. There is invariably a right, precise and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.
11. One should become quite upset over other people's problems and disturbances.
12. The world should be fair and just and if it is not, it is awful and I can't stand it.
13. One should be comfortable and without pain at all times.
14. One may be going crazy because one is experiencing some anxious feelings.
15. One can achieve maximum human happiness by inertia and inaction or by passively and uncommittedly enjoying oneself.

COMMON IRRATIONAL BELIEFS OF KIDS

1. I must be liked by everyone and if I am not it is awful and I can't stand it.
2. If someone calls me names, it must be true and I can't stand it.
3. I should be the best at everything I do and if I am not, I am worthless.
4. Some people are bad and I have to dwell on how to get back at them.
5. It is awful when things are not the way I would very much like them to be.
6. My unhappiness is caused by others and I have no ability to control my unhappiness and have no ability to make myself happy.
7. It is easier for me to avoid certain troubling situations than to face them.
8. I cannot depend on myself—I have to depend on others for my strength.
9. My past causes me to be the way I am and there is nothing I can do about it.
10. There is a perfect solution to every problem and it is terrible if I cannot figure out the perfect solution.
11. I must become upset and stay upset over other people's problems.
12. Things should be fair and if they are not, it is awful and I can't stand it.
13. I should never be uncomfortable or inconvenienced and when I am it is awful and I can't stand it.
14. I can achieve and be successful even if I do nothing and have no plan of action.
15. It is my fault if my parents fight (drink, are getting divorced).
16. Because I am adopted (in foster care, have less money), I am less than other kids are.
17. Because he/she did that to me (physical, sexual, emotional abuse), there is something wrong with me and I don't deserve to be happy.
18. If I love my stepdad (stepmom), it means I don't love my dad (mom).

Common Irrational Beliefs of Parents

1. Teachers/Counselors don't know what they are doing.
2. Counselors are trying to turn my child against me.
3. Teachers and administrators should be able to control my child and if they can't it is the their fault and their problem.
4. I have no responsibility for how my child acts at school. It is your problem.
5. If my child is not doing well, it means I am a failure and a terrible parent.
6. My child must be very successful in school and if he/she is not, it's awful and I can't stand it.

COMMON IRRATIONAL BELIEFS OF TEACHERS

1. I must reach every child and if I don't it means I am a bad teacher.
2. Kids should listen to me and if they don't it means they are bad and they should be severely punished.
3. Kids should listen to me and if they don't, it means I am a terrible teacher.
4. Kids should want to learn and if they don't want to, it means they are bad.
5. Every parent must approve of what I am doing and if they don't, that is awful and I can't stand it.
6. I must be liked by all the teachers and staff in the school and if I am not, it is terrible.

KEY SENTENCES TO HEALTHY LIVING:

Sustained negative feelings are caused by me and I can change my feelings.

I can change the way I feel if I change what I am telling myself and only tell myself things that are true.

I can spare myself lots of hurt, frustration, and anger if I keep my expectations in line with reality.

REBT and Creative Techniques

- Tapes:** Need to make new tapes with true thoughts on the new tape
Need to throw away the old tape that is filled with negative thoughts
(**Irrational sentences:** *I'm no good. I am worthless. I am bad.*)
- Cards:** Don't have to play the hand you are dealt. Can get a better hand with the help of the counselor. (**Irrational sentences:** *I can't change—this is the way I am. My parents made me this way—I can't change.*)
- \$1 bill:** Nothing can take your worth a way. (**Irrational sentence:** *Because he/she did this to me, I am worthless.*)
- LFT:** **Irrational sentence:** *I can't stand it.* (Low Frustration Tolerance)
- Blocks:** **Irrational sentence:** *This must fit!! I have to make this fit.*
- Coin flip:** **Irrational sentence:** *I can't decide.*
- Chairs:** Thinking and non-thinking chair; sit in both chairs at the same time
fear of moving to other seat
- Shield:** Deflect the negative comments directed at you.
- Cups:** Allowing someone to smash your worth; holes in self-esteem
- Fuse:** Need to lengthen a short fuse. (good for dealing with anger)
- Hammer:** Need to quit beating yourself with negative self-talk
- Behind You:** What do you need to tell yourself to get it behind you.

THREE R'S

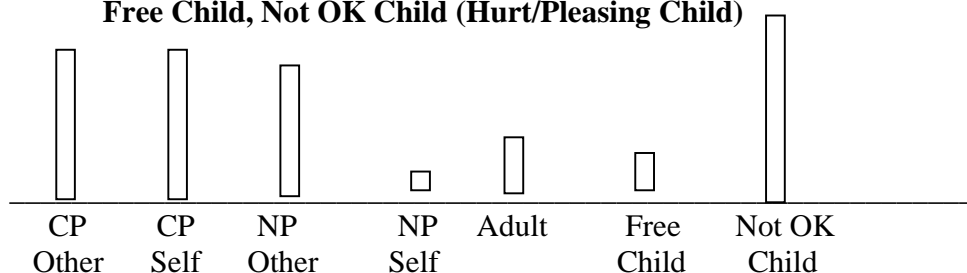
Poor Way to Handle Situations	Better way to handle situation
React	Retreat
Retreat	Rethink
Rethink	Respond

Assign Homework—write down negative self-talk; do something different and observe your self-talk; analyze a situation using the ABC model or true/not true grid

TA (PARENT, ADULT, CHILD) ASSESSMENTS

1. Egograms

Critical Parent (self/others), Nurturing Parent (self/others), Adult, Free Child, Not OK Child (Hurt/Pleasing Child)

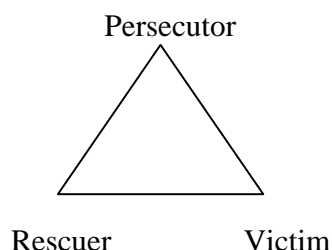


2. Chairs—sit (stand) in the different egostates (chairs—small chair)

3. Scripts you are living—

Everyone is living out a script
Tearing up the current script

4. Drama Triangle



5. Four (4)-Life Positions:

I'm not OK—You're OK

I'm not OK-You're not OK

I'm OK—You're not OK

I'm OK—You're OK

6. Early Decisions You Made

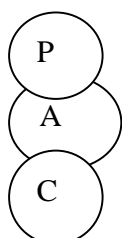
At what age did you make your early decisions about yourself and life?

Why did you make them?

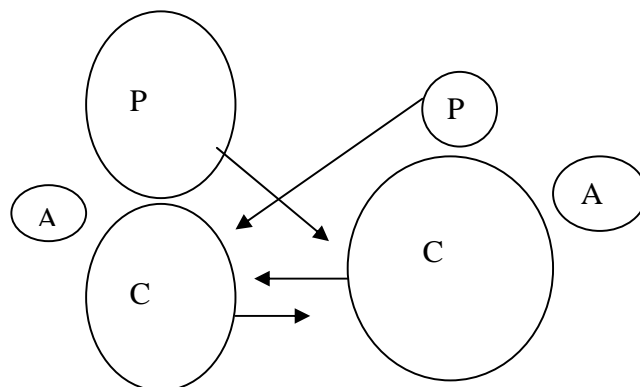
What data did you use?

What new data do you now have to make better decisions?

Contamination



Cross Transactions/Child to Child Transaction=No Adult



EGOSTATE DESCRIPTIONS

CRITICAL PARENT

SAMPLE WORDS AND PHRASES

Should, must, ought, don't, always, never, now what, because I said so,
don't ask questions, be good, what will the neighbors think it doesn't hurt,
don't cry

GESTURES AND POSTURES

Finger pointing, rolling eyes, tapping feet or wringing hands in impatience;
shaking head to imply no; arms folded across chest with chin set, face
tilting up looking down nose

FACIAL EXPRESSIONS

Scowl, furrowed brow, set jaw, frown

TONE OF VOICE

Sneering, punitive, condescending, harsh, biting, grating

NURTURING PARENT

SAMPLE WORDS AND PHRASES

You can do it; you did your best; I'll help you; I'll take care of you, here's
something that will make you feel better; honey; dear; I know that hurts; I'll get
through this; I made a mistake and I can learn from it;

GESTURES AND POSTURES

Pat on the back, consoling touch, holding or rocking someone

FACIAL EXPRESSIONS

Sympathetic, loving, proud look; smile

TONE OF VOICE

Encouraging, supportive, sympathetic, caring, warm, kind

NOT O.K. CHILD (ADAPTED CHILD; ANGRY CHILD)

SAMPLE WORDS AND PHRASES

I'm worthless; nobody loves me; I can't do anything right; I can't stand it; I'm bad; I must be perfect; I'm no good; Look at me! Mine is better than yours; I have to please everyone; I hate you! You're no good!

GESTURES AND POSTURES

Slumped, dejected, temper tantrums, batting eyelashes, curling up, nail biting, squirming, fist pounding,

FACIAL EXPRESSIONS

Teary eyed, pouting, eyes looking away, eyes looking down, tight jaw

TONE OF VOICE

Whining, sweet talk, sullen silence, talking fast and loud, swearing

O.K. CHILD (NATURAL CHILD)

SAMPLE WORDS AND PHRASES

Gosh, wow, gee whiz, let's play, can I try it, I wonder how that works, this is fun

GESTURES AND POSTURES

Joyful or exhilarated postures

FACIAL EXPRESSIONS

Smiling, wide-eyed, excited

TONE OF VOICE

Excited, joyful, laughing

ADULT

SAMPLE WORDS AND PHRASES

Let's talk, My observation is, Let me share my thoughts, Here's how I see it, how do you see it? No, and here's why

GESTURES AND POSTURES

Relaxed, upright, unhurried

FACIAL EXPRESSIONS

Relaxed, serious, deep in thought, good eye contact

TONE OF VOICE

Calm, direct, self-assured

ADLERIAN THEORY

LIFE STYLE

The Birth Order Factor

How did you find your place in the family?

Who was mom and dad's favorite?

How did you view the world?

Early Recollections

Private Logic

Mistaken Goals

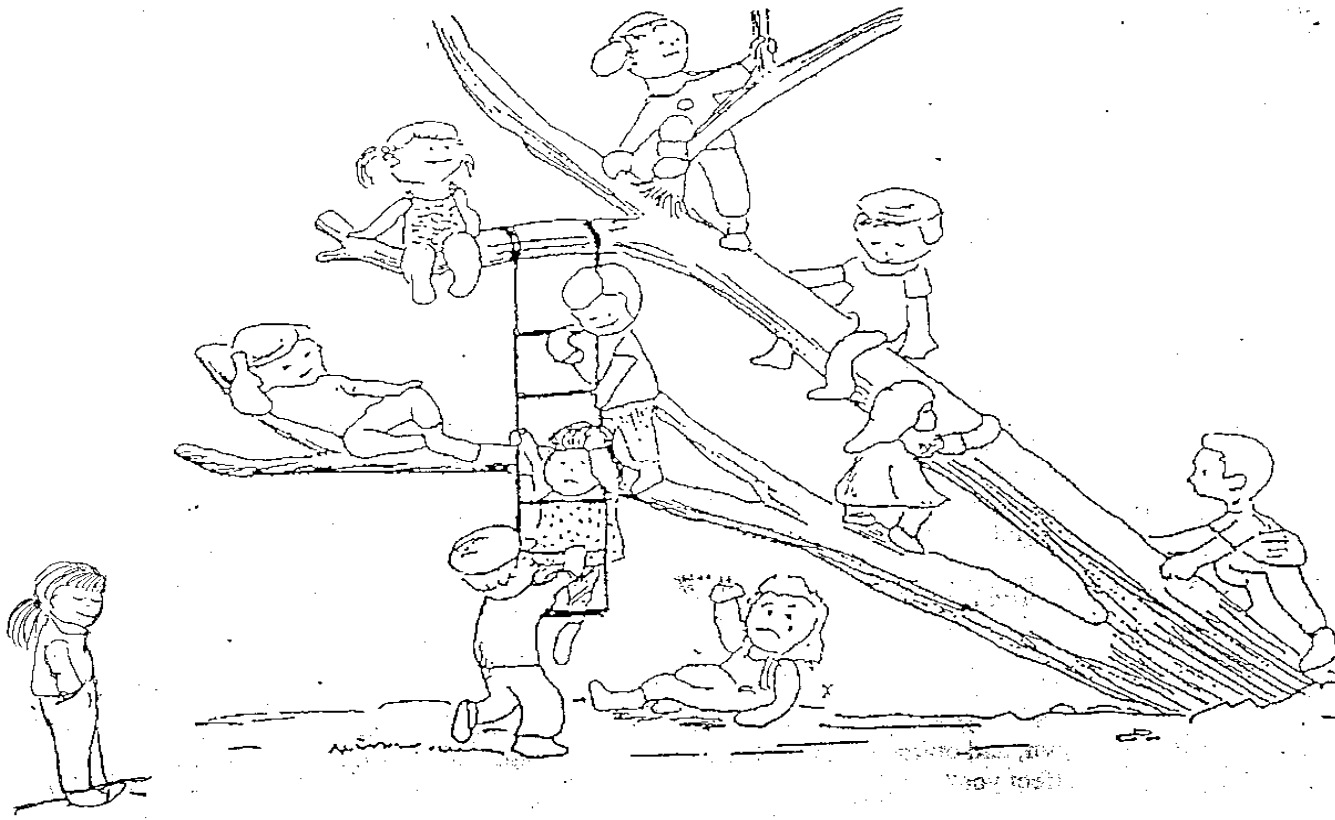
Guiding Fictions

Social Interest

Motivation Modification

Finding Your Guiding Fictions, Mistaken Goals and Private Logic

1. What is your family constellation? (Siblings and their ages relative to your own, and others living with you between the ages of 0 – 10) and how did it effect you?
2. What was your mother like? Your father? Other adults in the home?
3. Describe your three earliest recollections using the present tense.
4. What did you learn about men and women?
5. What did you learn about work?
6. What did you learn about money?
7. What did you learn about food?
8. What did you learn about school?
9. What did you learn about authority figures?
10. Describe how you and your siblings (or parents if no siblings) interacted: (Who took care of whom? Who was most different and most similar? Who was Mother's Favorite, Father's favorite?)



Reading List REBT

Albert Ellis Institute 1-800-323-4738

A practitioner's guide to rational-emotive therapy (2nd ed). Walen, S., DiGiuseppe, R., & Wessler, R.L.

A Guide To Rational Living, Ellis and Harper

Rational Counseling with School Aged Populations: A Practical Guide, J. Wilde

Mind Over Mood—Greensberger and Padesky

TA, Reality Therapy, Adlerian

www.ta-tutor.com Excellent TA cite

***Introduce Yourself to TA*, Campos (916) 786-2290**

Introduce Your Relationship to TA, Campos

TA for Kids, Alvyn Freed

Using Reality Therapy, R. Wubbolding

Tactics in Counseling and Psychotherapy. Mosak, H. & Maniaci, M. P. (1998).

Addiction

Addictions Counseling. Pita, D.D. (1994). New York: Crossroads

Addictive Thinking (2nd ed). Twerski, A.J. (1997)

Stage II Relationships: Love Beyond Addiction, Larsen, E..

Choices and Consequences. Schaefer, D. (1987).

Marriage, Family, Divorce, Grief, OCD, and Panic

The Five Love Languages--Chapman

Making it as a Couple, Allen Faye

***The Parents' Handbook*, Dinkmeyer 1-800-328-2560**

***The Lost Boy*, David Pelzer**

Rebuilding, Bruce Fisher—excellent for divorce recovery

***Grief Counseling and Grief Therapy*, J. William Worden**

Don't Panic, R. Reid Wilson www.anxieties.com

Brain Lock—Jeff Schwartz

***Freeing Your Child from Obsessive-Compulsive Disorder: A Powerful Program for Parents of Children and Adolescents*—Tamar Chansky**