

Guidelines for specialists for individual work

7.1. Principles of intervention on small pupils with behavioural problems

More often the specialists are invited to address the behavioural problems of primary school pupils nowadays because there is:

- ☉ an increased frequency of maladjustment in the family and school;
- ☉ an alarming increase of the incidence of bullying cases among primary school pupils;
- ☉ a ray of personal and social consequences of deviant behaviour both upon the pupil demonstrating this sort of behaviour, as well as on the community he/ she lives in (e.g. drug consumption, legal offences, an unsafe and aggressive environment).

The specialists' work with regard to behavioural problems is structured in two distinct *directions*:

- a) prevention of deviant behaviours;
- b) remedy of problematic behaviours.

In order to ensure the effectiveness of psycho-social *programmes for the prevention and remedy of deviant behaviours*, the specialists need to adhere to a set of *principles*:

- ✓ prevention and intervention actions must be integrated into a specific and well-defined structure, adapted to the psychological and cultural characteristics of the target group;
- ✓ implementation of the programme should be carried out by a multi-disciplinary team (e.g. psychologist, school counsellor, social worker, teacher, family members etc.) and involve as well participants from power structures, members of the community etc. in order to sustain the actions;

- ✓ the intervention processes must have continuity over time, ensured by the long-term engagement of the family and school;
- ✓ whatever approach to tackling deviant behaviour is chosen, both the beneficiaries and all parts involved in the process should be informed regarding benefits, costs and risks of the intervention.

At the individual level, it should be noted that the success of intervention depends to a large extent on the good therapeutic relation established with the pupil and on the way the specialist interacts with the child. The child needs to be able to trust the expert designated to help him/ her - most of the times the children's opinion on the matter is not relevant, because the parents or the teachers decide for him/ her and assign or chose, according to their own criteria, the expert considered most competent to offer help. In some cases, the specialist automatically becomes a person of trust if he/ she is trusted by the child's family or teachers - because small children tend to rely more on their family or other adults to decide for them. Still, this is not always the case with children demonstrating deviant behaviour, who more often than not have trust issues in their family relationships and, thus, tend to be more suspicious, more reluctant and more withdrawn or even uncooperative in new relationships. Thus, what is required of a specialist is to make extra effort for gaining the trust of such children and to abide by certain *principles of interaction*:

- *confidentiality and asking for permission to share content* - keeping the privacy of the information obtained from the pupil is not just a moral rule, but also a legal one; still, in the cases of smaller children, who depend on the support of their social environment to develop and change, discussions during the sessions often reveal things that need to be shared with the parents or teachers (e.g. the fears of the child or the way he/ she tends to interpret certain behaviours); in such cases, the specialist must inform the child that these intimate thoughts and emotions must be shared in order for him/ her to feel understood by the others and the pupil can be encouraged to share them on his own terms or can be supported by the specialist

voicing that content, but only with his/ her previously obtained permission;

- **accepting attitude** - no matter how young or what behavioural problem recommended him/ her for intervention, the pupil does not want to create difficulties for oneself or the others, it's just that he/ she could not find a better strategy to adapt to his/ her own emotions and context; thus, the specialist needs to avoid supplementary stigmatisation and devaluation and to show kindness, respect, honesty and acceptance; please take note that the attitude of acceptance is towards the person and not towards the behaviours of the pupil;
- **not expecting straight answers and not relying on conversation alone** - the children at this age are not really able to give straight answers to questions referring to what they feel or think, so the ability of the expert to empathize, to "read between the lines" and pick up cues from symbolic behaviours is absolutely necessary in this type of work; use artistic means, play therapy, metaphorical stories or pictures in both the assessment phase and the intervention phase, in order to make sense of what the child is feeling and thinking and to trigger the change you aim for;
- **offer new perspectives , not lectures and labels** - when arriving in the hands of a specialist, the child already knows that he/ she is "different" in the most negative way possible, is already aware that his/ her behaviour is not proper, but he/ she doesn't know how to change that and how to stir his actions in a different direction; please note that deviant behaviour is just the only way the child was able to find in order to cope with his/ her inner and outer context; from this perspective, what is required of an expert is to open the door to new ways of doing things, to new means of expression, to healthier and more functional methods of replenishing the inner void;
- **redefining the problem so it may be solved** - the maladapted child would feel like a problem, because everyone else sees him/ her as being the problem (in the house, in the classroom, on the playground etc.), but a specialist should be

able to reframe that and to set achievable and realistic intervention objectives, thus helping the pupil to not feel guilty and helpless and guiding him/ her to functionality and empowerment;

- **awareness of own limitations** - the specialist must be aware of his/her own competences and skills and solicit support from the multidisciplinary team or hand over cases in which the complex nature of the intervention is over his/ her abilities; we cannot know it all, there is no shame in that, but we should also have in mind the best interests of the child.

The measures which may be taken by specialists to prevent and counteract deviant behaviours at a young age may be aimed at the family environment or at the community - represented mainly by the school environment.

The most relevant measures to be taken within the family environment for the prevention and decrease of the children's deviant behaviour are:

- ☛ encouraging the parents and family members to spend as much quality time together as possible, as strong family bonds offer the emotional safety that a child so desperately needs in order to feel and act in a balanced and healthy way;
- ☛ providing opportunities for intellectual development - stimulation, supervision and control of the individual's intellectual development;
- ☛ providing opportunities for emotional development - maintain a stable environment characterized by affection, understanding and protection, but also offer training and stimulation for emotional introspection and development of social skills;
- ☛ avoidance of extreme attitudes - hyper-authority or hyper-protection of the pupil are both highly harming for the child's development;
- ☛ creation of new exploration and interaction opportunities - support the child's autonomy by encouraging him/ her to play sports, to take the initiative on the playground, to meet new potential friends;
- ☛ education by personal example - encouraging parents to provide adaptive

and socially desirable role models for their children;

- ### educating and preparing parents for the tasks associated with this role - parenting sessions or family psychotherapy sessions are often a good path to reposition relationships in the family and insure a higher functionality of the whole system in order for it to be able to support a better psychological and social adaptation of the child.

The most representative general measures recommended to be taken within the community in order to prevent and fight deviant behaviours of primary school pupils are mostly focused on shaping healthy personal and social attitudes. Those may refer to:

- ☉ promotion of rational and balanced nutrition;
- ☉ relieving intra-psychoic tensions through sporting activities;
- ☉ insuring optimal health and hygiene conditions;
- ☉ stimulating and optimising healthy interpersonal relationships, by focusing on improving communication;
- ☉ sustaining continuous exploration and development of the child's talents and skills;
- ☉ adapting to the children's needs instead of demanding them to adapt to the world of adults.

These measures prove to be more efficient if they are conjoint and applied on longer periods of time, including after the remission of the behaviour, so that the behavioural problems are prevented from recurring after a while. In this context, it is necessary to insure the supervision of the child from the first stages of deviant behavioural identification until his/ her complete recovery and social reintegration.



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7.2. Sessions

Introductory Session

INDIVIDUAL SESSION 1

Title/ topic:

- Establish a therapeutic relationship

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learn about the specialist's field of activity and how it may be of use to him/ her;
- feel understood, safe and important;
- be capable to reflect upon their own behaviour;
- become more confident that the help he/ she receives is genuine.

Preparation:

- The space of the individual session should be friendly and private.
- The specialist will invite the child to make himself/ herself comfortable and explore the space.
- The specialist will describe his/ her field of activity and will explain how the pupil will benefit from the individual sessions.
- The point of this session is to get to know each other and establish a trustworthy relationship.

Resources:

- a therapeutic story about the usefulness to receive guidance when in need;
- writing paper and instruments to take notes.

Main activity:

- The specialist will begin the session by asking the pupil if anything from the space caught his/ her eye and would like to express an opinion or ask a question about it. The answers from the specialist must be honest and encouraging. If the pupil shies away from choosing any object, the specialist might offer to share some interesting things or might offer to answer questions about himself/ herself.
- The specialist will then explore the hobbies and personality of the child through a series of questions, trying to maintain a parallel between the object that caught the eye of the pupil and his/ her interests, traits, desires etc. (e.g. if the child chose to discuss about a toy or a game, the specialist may ask: *Do you like to play? What is your favourite toy? What/ who do you usually like to play with?*; if the pupil chose to discuss about a personal item or a photo, the specialist might use the opportunity to share a few things about himself/ herself: *I got this from.../ The person in the photo is my dear... Have you received a present that is precious to you?/ Do you have a person who is especially dear to you?*).
- It is very important to listen to what the pupil has to say about anything and to answer to his/ her questions or fears in an honest and reassuring way.
- Towards the end of the session, the specialist will introduce a therapeutic story about the importance of guidance when in need and will ask the pupil to write down/ share what crosses his/ her mind while he/ she hears it. The meaning of the story is not to be discussed at this point.

Reflection/ discussion/ tasks for the following period:

- The pupil may take away with him/ her notes which he/ she made while hearing the metaphorical story.
- According to the input from this session, the specialist will offer one of the two options: (a) until the next time they meet, the child must create a poster (a drawing/ a collage/ even a digital representation if suitable) with his/ her impressions of this first meeting and include some desires regarding the next meeting or (b) the child will be challenged in a playful manner to absolutely not give another thought at the story he/ she heard during the session (paradoxical prescription).



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SELF-AWARENESS



INDIVIDUAL SESSION 2

Title/ topic:

- “The world a emotions” - the palette of human emotions

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- explore the world of emotions;
- develop their abilities to identify emotions;
- learn about the situations in which they most often feel a particular emotion.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How are you feeling? What happened today or this week that made you happy? What happened today or this week that made you sad? What happened today or this week that upset you?* The expert tailors the questions to the child and may ask about different emotions.

Resources:

- worksheet "The world of emotions" (see annex at page 56);
- writing/ drawing paper, colouring pens/ felt-tip pens.

Main activity:

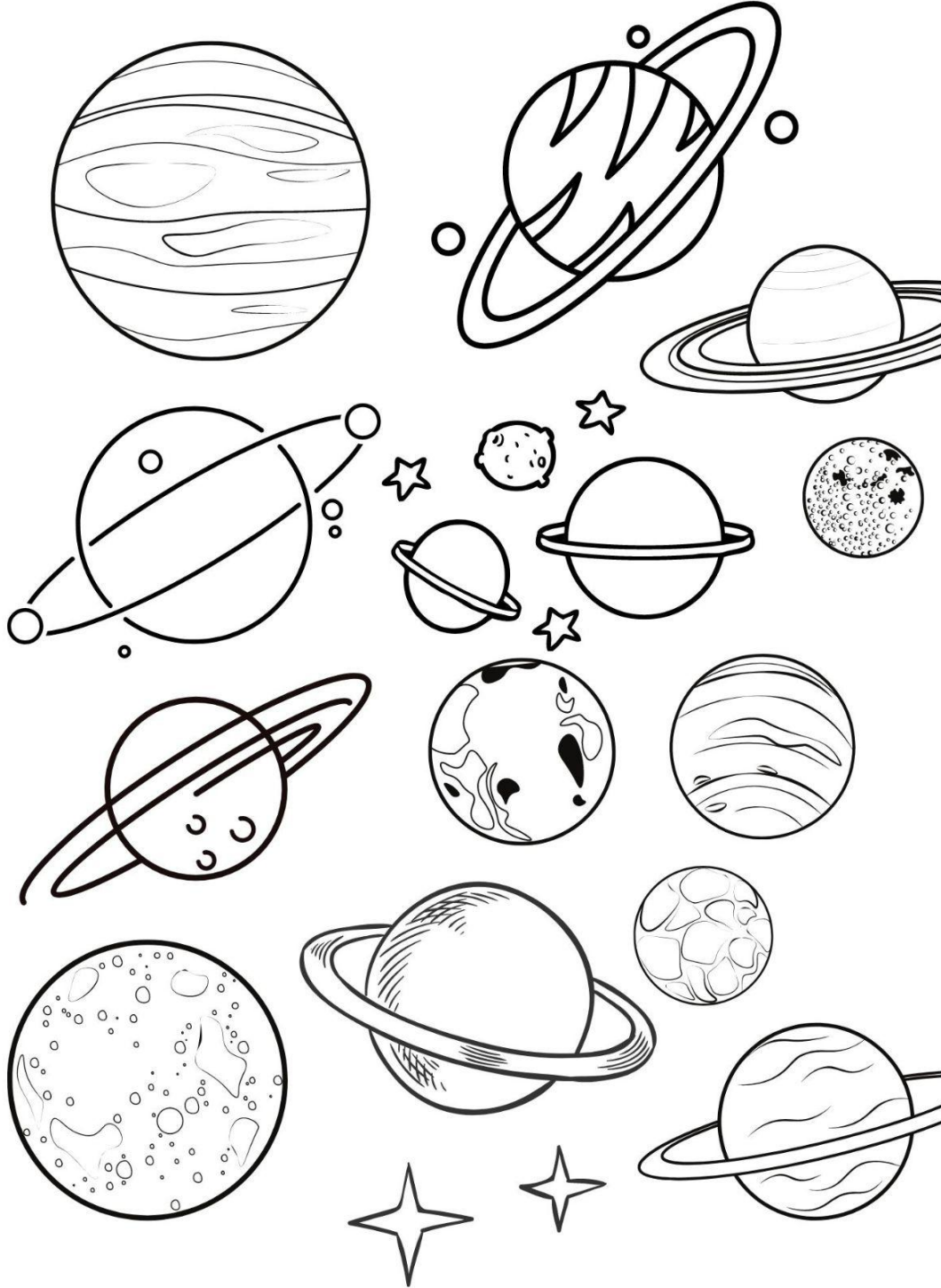
- The specialist introduces the child to the topic and goals of today's meeting.
- The activity starts with the worksheet "World of emotions". The child is invited to draw/ write (alone or with the help of the educator) a different emotion he/ she knows on each planet. The experts will offer support by listing other emotions that the child did not think of, but needs to make sure that the child knows and understands each emotion. Different colours may be associated with each emotions/ planet.
- After the worksheet has been completed, the specialist summarises the task: *There are many emotions that we feel. Some are bigger than others, while others are quite tiny just like planets, each different, but all have their place in the cosmos, just like each emotion has a place in our lives.*
- The expert asks the child to mark with a circle on the worksheets those planets corresponding to emotions that he/ she feels most often. Based on the emotions marked by the child, the specialist will lead the rest of the activity.
- The specialist chooses one of the emotions circled by the child and asks him/ her to draw the emotion on a blank sheet of paper. Then, next to the drawing of the emotion, the child has to draw/ write (on his/ her own or with the help of the expert) the situation/ behaviour which triggers the emotion. If necessary, the expert helps the child to find these situations by asking guiding questions: *Do you feel angry when people are unkind to you? Are you afraid of the dark? Do you enjoy playing with your friends?* These questions aim to find together with the child as many situations as possible, so that a common trigger may be identified for each emotion.

Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the child's reflections after the activity e.g. *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*



THE WORLD OF EMOTIONS



INDIVIDUAL SESSION 3

Title/ topic:

- "Where do my emotions live?"

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- develop the ability to recognise in oneself the 6 basic emotions: anger, fear, joy, sadness, disgust, surprise by the facial expression, gestures, posture, body position.
- learn about the somatic, cognitive and behavioural symptoms accompanying anger, anxiety, sadness, joy, disgust and surprise.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How are you feeling? What happened today or this week that made you happy? What happened today or this week that made you sad? What happened today or this week that upset you?* The expert tailors the questions to the child and may ask about different emotions.

Resources:

- 6 worksheets with human outline (see annex at page 58).
- 6 printable learning resources (one for each emotion): "What do I look like when...?" (see annexes at pages 59-64);
- crayons/ markers.

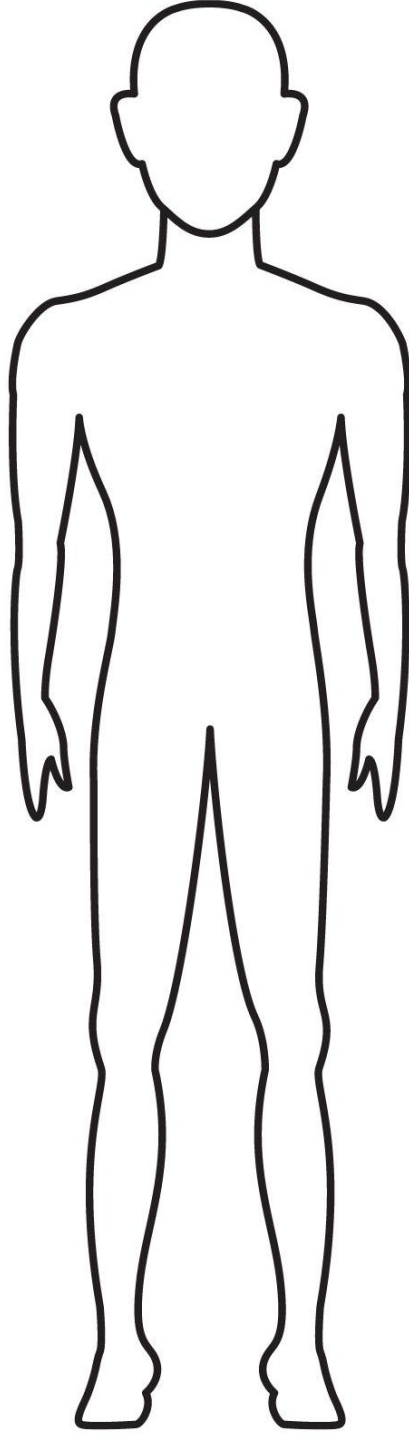
Main activity:

- The specialist introduces the topic and objectives of today's meeting to the child.
- The activity starts with focusing on the emotion joy. The specialist asks the child to recall a situation (or several) in which he/ she felt happy. The expert may refer to the emotions and situations discussed in the previous session, in the worksheet "World of emotions". Once the child recalls such a situation, the specialist asks him/ her to close his/ her eyes (if he/ she wants to) and recall how did he/ she feel that joy, how was the body happy at the time, where in the body did he/ she felt the happiness.
- Now the expert hands the child a worksheet with a human outline on which the child, alone or together with the specialist, marks the places where he/ she feels joy in his/ her body (he may draw/ write/ colour etc.)
- The expert then shows the child the worksheets "What do I look like when I am happy?" and compares with the child the symptoms which have appeared on both. The other symptoms that the child did not list on his/ her worksheets may also be discussed, in order to ascertain whether the child is aware that this is how joy can express itself in the body. If the child recognizes the given symptom in himself/ herself, he/ she marks it on the body outline.
- The specialist repeats the exercise in the same way for the other emotions: sadness, anger, fear, surprise and disgust using the appropriate worksheets.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child's reflections after the activity e.g. *How did you enjoy today's activity and why? What new things did you learn? What was difficult for you? What made you particularly curious?*

CHAPTER 7



PART 2

SELF-AWARENESS

What do I look like when I am angry?

- I clench my fists
- I sweat
- I feel hot
- I shake all over
- My heart beats fast
- I cannot sit still
- I have a stomach ache
- I turn red
- I feel agitated
- I clench my teeth
- I have a headache
- I cannot think clearly
- I stomp my feet



What do I look like when I am sad?

- I do not feel like doing anything
- I do not say much
- I find it hard to swallow
- I feel tired
- I move slowly
- I feel weak in the knees
- I find nothing interesting
- I lose my appetite
- I cry
- I do not smile
- I feel depressed
- I avoid looking at others
- I shiver when I cry



What do I look like when I am joyful?

- I say nice words
- I think clearly
- My body is relaxed
- My eyes are wide open
- I have plenty of energy
- I smile and laugh
- I want to play
- I feel excited
- I scream with joy
- I talk a lot
- I use a lot of hand gestures
- I move fast



What do I look like when I am afraid?

- I am weak in the knees
- I have difficulty breathing
- I have a lump in my throat
- I have shaking voice
- My heart aches
- My mouth is dry
- My eyes are wide open
- I cannot speak
- I feel sick
- My hair bristles
- My heart is pounding
- I want to hide
- I sweat



What do I look like when I am disgusted?

- I have a sour face
- I am dissatisfied
- I frown
- I stick out my tongue
- I do not feel like doing anything
- I have shivers
- I do not want to talk about it
- I sweat
- I clench my fists
- I do not want to touch anything
- I do not want to be touched



What do I look like when I am surprised?

- My eyes are wide open
- My mouth is often open
- I have shivers
- I am pale
- I do not know what to do
- I do not know what to say
- I sometimes want to hide
- I raise my arms



INDIVIDUAL SESSION 4

Title/ topic:

- Pleasant emotions

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to recognize pleasant emotions;
- identify the pleasant emotions that most often accompany them.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How are you feeling? What happened today or this week that made you happy? What happened today or this week that made you sad? What happened today or this week that upset you?* The expert tailors the questions to the child and may ask about different emotions, but maintaining the focus on the positive emotions.

Resources:

- worksheet "My pleasant emotion is..." (see annex at page 66);
- writing/ drawing paper;
- coloured pencils, markers/ pens.

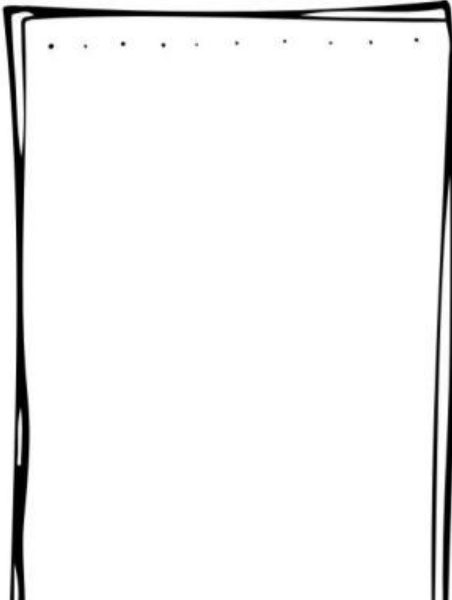
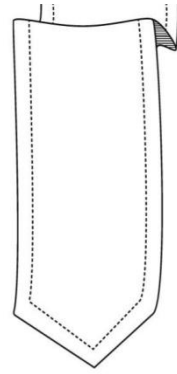
Main activity:

- The specialist introduces the child to the topic and objectives of today's meeting.
- The activity starts by giving the child a blank sheet of paper and crayons/ felt-tip pens. The child has to draw/ write down (alone or with the help of the educator) all the pleasant emotions he/ she knows. The expert completes the child's work with the pleasant emotions not yet mentioned, making sure that they are known and understood (e.g. joy, happiness, gratitude, pride, delight, satisfaction, relief, kindness, relaxation etc.).
- The specialist points out that our emotions are usually triggered by some situation. The expert asks the child to close his/ her eyes and recall a situation (or several) from the last week that was pleasant for him/ her. The child then marks on his/ her paper the pleasant emotions he/ she felt during the recalled situations.
- The specialist hands the child the worksheets "My pleasant emotion is...". At the very top of the worksheet (in the space provided), the expert writes one of the pleasant emotions the child has just marked. Then the child fills in the worksheet according to the instructions given on it (if necessary, the educator helps to read the instructions). The child can draw or write down his/ her answers (alone or with the help of the educator). When completed, the educator briefly summarizes what he/ she sees on the worksheet.
- The exercise is repeated for each emotion previously marked by the child. For each exercise a blank worksheet will be used. If the child only marks one emotion, the expert may also propose to discuss about one or several of the remaining emotions.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child's reflections after the activity e.g. *How did you enjoy today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*

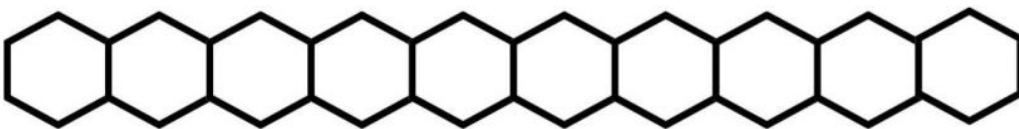
MY PLEASANT EMOTION IS



Draw/ write down what evoked
this emotion



Draw/ write down what you
did then?



How often do you feel this emotion? Colour the tiles

INDIVIDUAL SESSION 5

Title/ topic:

- Unpleasant emotions

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to recognize unpleasant emotions;
- identify the unpleasant emotions that most often accompany them.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *What happened today or this week that irritated you?*, *What happened today or this week that you are ashamed of?*, *What has happened today or this week that made you sad?* The expert adapts the questions to the child and can ask about different emotions, but maintaining the focus on the negative emotions.

Resources:

- worksheet "My unpleasant emotion is..." (see annex at page 68);
- writing/ drawing paper;
- coloured pencils, markers/ pens.

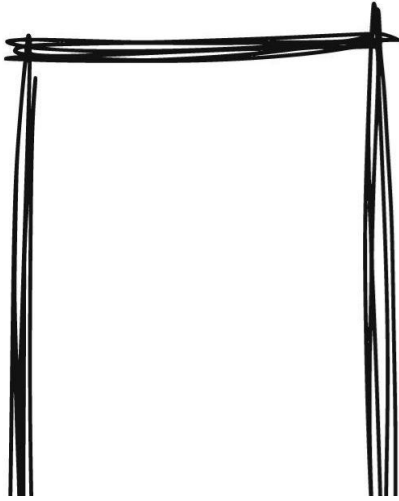
Main activity:

- The specialist introduces the topic and goals of today's meeting to the child.
- The activity starts by giving the child a blank sheet of paper and crayons/ felt-tip pens. The child has to draw/ write down (alone or with the help of the trainer) all the unpleasant emotions he/ she knows. The expert completes the child's work with the unpleasant emotions not yet mentioned, making sure that they are known and understood (e.g. anger, rage, jealousy, shame, guilt, longing, aversion, nervousness, helplessness, grief, fear, worry etc.).
- The specialist points out that our emotions are usually triggered by some situation. The expert asks the child to close his/ her eyes and recall a situation (or several) from the last week that was unpleasant for him/ her. The child then marks on his/ her paper the unpleasant emotions he/ she felt during the recalled situations.
- The specialist hands the child the worksheet "My unpleasant emotion is...". At the very top of the worksheet (in the space provided) the expert writes one of the unpleasant emotions the child has just marked. Then the child fills in the worksheet according to the instructions given on it (if necessary, the specialist helps to read the instructions). The child can draw or write down his/ her answers (alone or with the help of the educator). When completed, the expert briefly summarizes what he/ she sees on the worksheet.
- The exercise is repeated for each emotion previously marked by the child. For each exercise a blank worksheet will be used. If the child only marks one emotion, the expert may also propose to discuss about one or several of the remaining emotions.

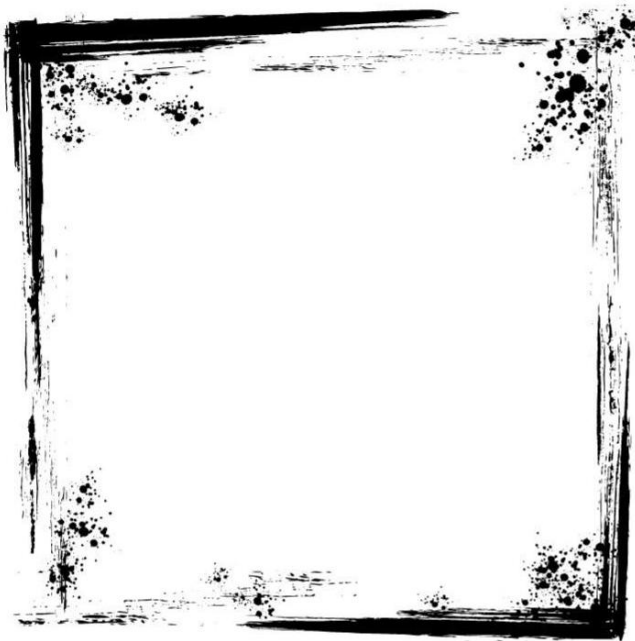
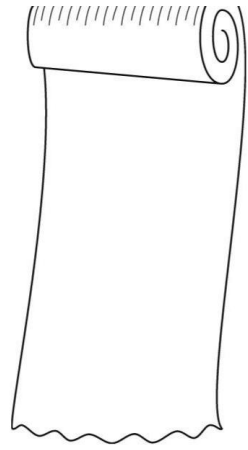
Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child's reflections after the activity e.g. *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*

MY UNPLEASANT EMOTION IS



Draw/ write down what evoked this emotion



Draw/ write down what you did then?



How often do you feel this emotion? Colour the tiles

SELF-MANAGEMENT



INDIVIDUAL SESSION 6

Title/ topic:

- “What makes my heart full?” - identifying pleasant emotions linked with activities/ things/ hobbies

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- review what they learnt about pleasant emotions;
- identify the activities that make them happy/ joyous/ excited etc.;
- learn about the way they express themselves when feeling pleasant emotions.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How do you feel today? What happened today or this week that made you happy? What happened today or this week that made you sad? What has happened today or this week that has upset you?* The specialist adapts the questions to the child and asks about different emotions.

Resources:

- worksheet (several copies) “Puzzle heart” (see annex at page 71);
- A4 sheets;
- pens/ pencils/ markers;
- glue.

Main activity:

- The specialist introduces the topic and objectives of today's meeting to the child, explaining that, although it is easier to get stuck on the unpleasant emotions, it is important to recognize the pleasant ones as well, in order to have a more balanced life.
- The activity starts with the worksheet “Puzzle heart”. The child is given the (cut) puzzle pieces of the heart and the expert asks him/ her to think about all the things that make him/ her happy/ excited/ joyful etc. The specialist can use some prompts such as friends or family, pets, sports or hobbies, food, music, games to help the child identify these situations easier. The child then draws/ writes down in the puzzle pieces the things that he/ she has identified and proceeds to glue the heart back together (if the child can identify many pleasant things, multiple hearts can be used).
- After piecing the heart back together, the specialist asks the child how he/ she feels when he/ she is doing these things and how it expresses his/ her happiness. Questions that can be used: *How does your face look like when you are doing these things? How does your body feel? Where in your body do you feel the happiness? How do you express your happiness? (e.g. jump, laugh, hug etc.) How do you feel afterwards, when the pleasant activity has ended?*
- The specialist then asks the child to pick his/ her most favourite thing/ activity out of the ones identified and initiates a discussion about it. If previously the child has written on the puzzle pieces, he/ she may be invited to draw this activity. The expert

can use questions similar with the ones above, but also: *Why is this your most favourite thing/ activity? What do you feel when you are doing it? Are there other people involved in this or do you prefer doing it alone? How often do you do it? How would you feel if you had to stop doing it?*

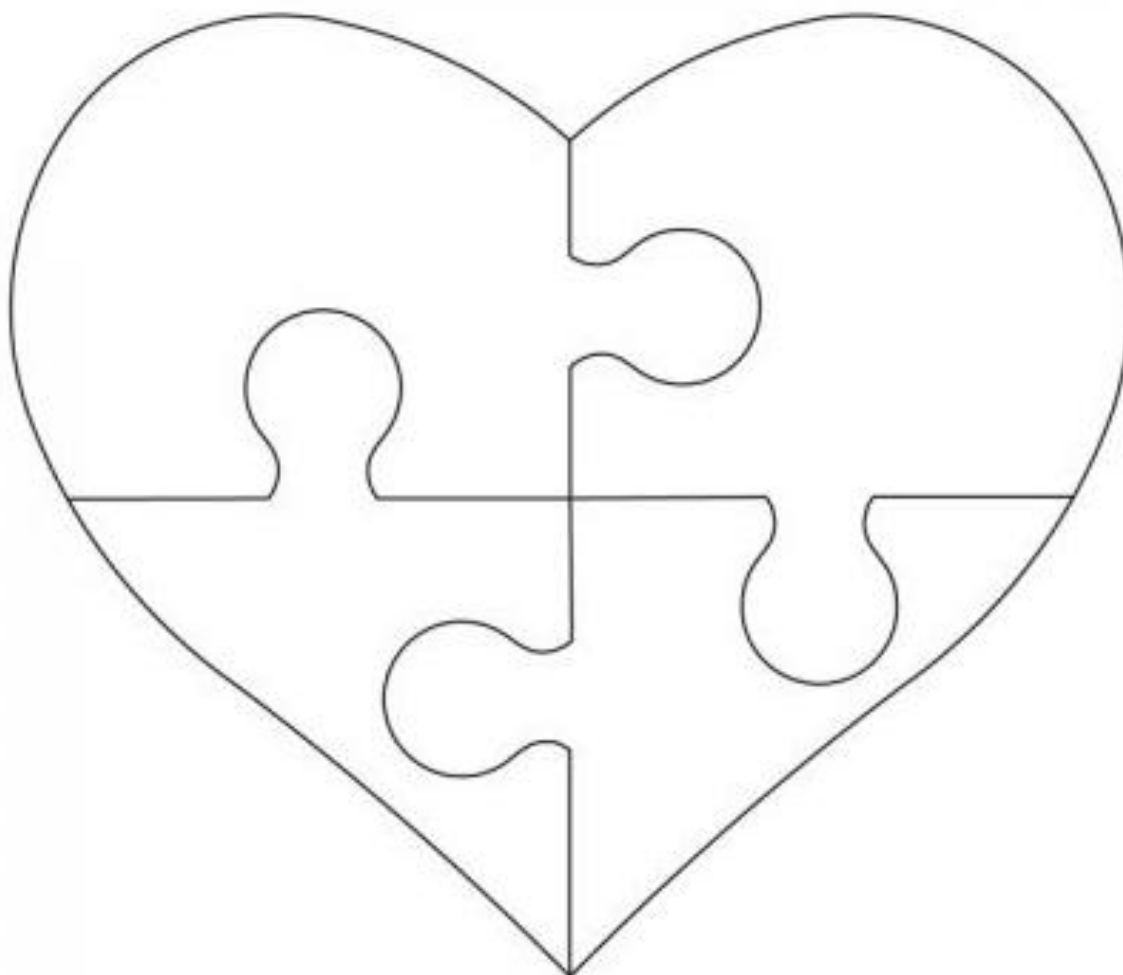
- After these activities have been completed, the specialist may suggest to the child to take the worksheets, drawings at home and place them somewhere where he/ she may see them, so that he/ she remembers the pleasant feelings these things elicit.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child's reflections after the activity e.g. *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*



PUZZLE HEART



PART 2

SELF-
MANAGEMENT

INDIVIDUAL SESSION 7

Title/ topic:

- “Sometimes I could explode!” - learning how to recognize and manage anger

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- recognize situations that cause anger or frustration;
- learn about how to calm themselves when feeling angry.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How do you feel? What happened today/ this week that made you happy/ sad/ angry etc.? How did you handle it? What could you have made differently?* The expert adapts the questions, asking about different emotions and behaviours.

Resources:

- worksheet "My anger thermometer" (see annex at page 73);
- pens/ pencils/ markers.

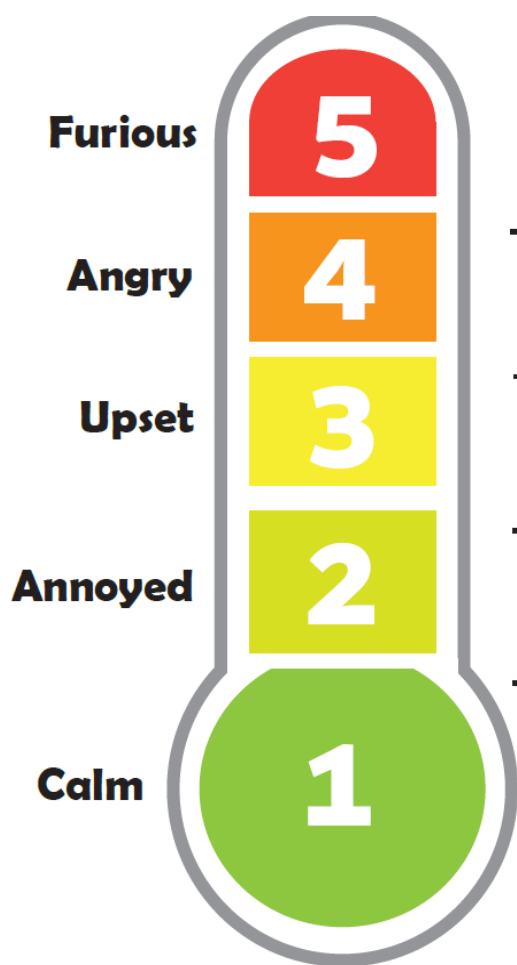
Main activity:

- The specialist introduces the topic and objectives of today's meeting to the child, by saying: *“Everyone feels angry sometimes and it can be a difficult emotion. Like other emotions, anger comes in different degrees: from being slightly annoyed with something to boiling with anger. It’s good to notice when we get angry, in order to do something about it and not hurt others. For instance, I got angry this week, because... (the expert may share an anger-triggering situation from personal experience and how he/ she handled it)”*.
- Then, the specialist presents the child with the worksheet “My anger thermometer”, in which there are different “degrees” to this emotion, from feeling calm to furious. The specialist explains that emotions may have different intensities, just like shown on a thermometer: sometimes one may be at a low temperature, feeling calm or a little annoyed and other times one may be at a high temperature, feeling furious. Then, for each temperature of anger, the child is encouraged to think of a situation he/ she felt or still feels that way and write it down/ draw it next to the thermometer.
- Next, the child is encouraged to write what he/ she can do to calm down in the previously found anger-triggering situations. The specialist can help the child by providing ideas of calming down techniques, if the child has difficulty in finding any.
- After the exercise is completed, the specialist discusses with the child about the anger-triggering situations and the calming techniques identified. It is important that the specialist does not dismiss the child’s emotions, so that he/ she understands that anger is a normal emotion which can be healthily expressed and managed.
- Before the session ends, the specialist discusses some self-regulating techniques that the child can use when feeling the anger rising, such as removing oneself from the situation and taking time out to calm down, doing an activity that makes him/ her happy (discussed in the previous session), talking to someone he/ she trusts, doing some form of physical exercise or sport etc.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks the child to reflect on the session: e.g. *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*

MY ANGER THERMOMETER



	What makes me feel this way?	What helps me calm down?
Furious (5)		
Angry (4)		
Upset (3)		
Annoyed (2)		
Calm (1)		

INDIVIDUAL SESSION 8

Title/ topic:

- “Can I control myself?” - learning about the importance of impulse control

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learn about ways to control their impulses;
- shape their ability to control their impulses.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How do you feel? What happened today/ this week that made you happy/ sad/ angry etc. ? How did you handle it? Do you think you could have done something different?* The expert adapts the questions to the child and checks if there are any different behaviours pertaining to self-management.

Resources:

- worksheet “What should I do?” (see annex at page 75);
- worksheet “Freeze! In the name of self-control” (see annex at page 76);
- pens/ pencils.

Main activity:

- The specialist introduces the topic and objectives of today’s meeting to the child, explaining about the importance of impulse control and the ability to control one’s behaviours and manage own feelings.
- The activity starts by giving the child the worksheet “What should I do?” and asking him/ her to select what would he/ she do in different situations. Some answers represent impulsive choices, while others deliberate responses. The expert should then talk with the child about the selected answers, asking him/ her what he/ she thinks the consequences of each different response will be and which option will yield the best consequences and why? The specialist needs to help the child understand that, for example, crying and yelling at his/ her mom to buy the chocolate might make the mom angry or embarrassed in front of other people, whereas accepting that his mom said no will make her appreciate his/ her behaviour. The expert will do the same for the rest of the questions.
- Then, the pupil is presented with the worksheet “Freeze! In the name of self-control”. The expert should explain that self-control is like those games where you have to freeze otherwise you lose and that, actually, self-control requires him/ her to “freeze” and think before he/ she acts. Further on, the child is instructed to read the different situations and write down the “Heat” response, where he/ she would act without thinking, impulsively, as well as the “Freeze” response, where he/ she should stop and consider the best choice before reacting. For each of the two responses in each scenario, the expert should discuss possible consequences.
- The specialist may also ask the child to provide his/ her own examples of “Heat” and “Freeze” scenarios and situations from his/ her daily life (e.g. “You want to tell something to your mom, but she is talking on the phone.”).

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child’s reflections after the activity: *How did you like today’s activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*

What should I do?

1. Your mom told you to wait eating until everyone has been served. What should you do?



- Start eating anyway.
- Complain and tell your mom you are very hungry.
- Wait until everyone has food in their plates.

2. You are at the supermarket with your mom, and you ask her to buy your favourite chocolate, but she says no. What should you do?



- Cry and yell so that she will buy it.
- Keep asking her nicely to buy it.
- Be ok with not getting the chocolate.

3. Your teacher is helping a classmate, but you also need help. What should you do?



- Call out to her.
- Wave your hand repeatedly until she comes over.
- Wait until she is finished and then raise your hand.

4. Your desk mate took your pen. What should you do?



- Grab it back from his/ her hands.
- Start yelling at him/ her to give it back.
- Politely ask for it back.

FREEZE! IN THE NAME OF SELF-CONTROL



1. Your teacher is reading a story and it reminds you of the one that your parents read you last night at home.



HEAT

FREEZE



2. While being in class, you feel that you need to go to the toilet.



HEAT

FREEZE



3. Your teacher introduces a new game to the class and asks if anyone knows its rules.



HEAT

FREEZE



4. You and your friends are being divided into teams to play a game. Other people get picked before you.



HEAT

FREEZE



INDIVIDUAL SESSION 9

Title/ topic:

- “I am worried about everything!” - stress management

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learning about how to identify things that cause stress and worry;
- be able to apply coping strategies to handle stress and worry.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How do you feel? What happened today/ this week that made you happy/ sad/ angry etc. ? How did you handle it? Do you think you could have done something different?* The expert adapts the questions to the child and checks for signs of self-management skills in answers.

Resources:

- worksheet “Keep calm and use your senses” (see annex at page 78);
- A4 sheets;
- coloured pencils/ markers/ felt pens.

Main activity:

- The specialist introduces the topic and objectives of the meeting to the child. He/ she then explains to the child that everyone feels stressed and worried about different things from time to time and it is perfectly normal. The expert can also share a personal example of something that stresses/ worries him/ her, while explaining that it is good to know what worries us so we can deal with it and that it is also very helpful to share our worries with others.
- The activity starts by giving the child a blank sheet of paper and coloured pencils/ markers/ pens. The child is asked to draw the outline of a glass on the paper. Then, the child must fill the glass with things that stress/ worry him/ her. How full the glass will be depends on the number of things that the child reports.
- After the child has written down some of his/ her worries, the specialist will discuss those with the child and try to find which of those might seem irrational or unlikely to happen and which are rational and likely. The expert will then lead the child towards coming up with solutions for those worries.
- Then, the specialist will talk about the importance of finding solutions in order to calm down when we are feeling worried, stressed, overwhelmed or frustrated. The expert will hand out the worksheet “Keep calm and use your senses” and explain that when we feel unpleasant, we can rely on our senses to help us calm down. The expert asks the child to fill in the worksheet with something he/ she sees, hears, smells and thinks about that help him/ her calm down. The specialist will explain that the child can do this exercise in his/ her mind the next time he/ she faces a stressful situation in order to keep calm.
- Together with the child, the expert explores other ways of calming down, e.g. doing something that one likes and makes oneself happy (the expert may connect it to the discussions from the previous sessions), imagining one’s favourite place, picturing the people one cares about, taking a break etc.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the child’s reflections after the activity: *How did you like today’s activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*

KEEP CALM AND USE YOUR SENSES



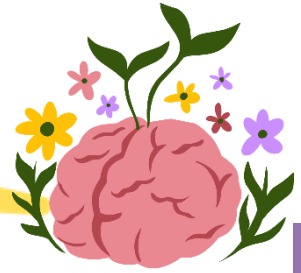
Something that I SEE  that helps me calm down:

Something that I HEAR  that helps me calm down:

Something that I SMELL  that helps me calm down:

Something that I THINK  ABOUT that helps me calm down:

SOCIAL AWARENESS



INDIVIDUAL SESSION 10

Title/ topic:

- "Feeling what I see" - introducing social awareness

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand the concept of social awareness;
- understand the concept of empathy.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.
- Before overly mentalizing what we see in the behaviours of others and in the relationships of a group, we should try to identify what is happening inside us in relation to our surroundings, so we activate not a cognitive level, but an emotional one: "how would we feel in that situation?" We therefore start to build social awareness, by focusing on empathy.
- The specialist presents the goal of the following cycle of sessions (building social skills), in order to give the child a simple and clear map of the past and future process and empower him/ her to know and manage where he/ she is.
- The space should be set up for a very flexible interactive mode, such as using a low table to do the activities on or having the possibility to rearrange the sitting options.

Resources:

- a map, essential and visual rather than verbal, showing the levels reached by the pupil and the ones still envisioned (the specialist may choose an appropriate metaphor in order to make things intelligible for the child and facilitate a sense of internal consistency: e.g. a journey between islands);
- a group of characters: they can be stuffed animals, Barbie dolls, action figures, Legos, in a sufficient number to simulate pair or small-group dynamics, 3-5 components.
- 5 pictures of faces expressing the 5 basic emotions (Ekman's model): joy, fear, anger, disgust, sadness (they can also be represented by characters from the movie *Inside-out*, for which Ekman was a consultant, or emoticons).

Main activity:

- The expert introduces the concepts of social awareness (*How is my friend feeling? How are my friends doing?*) and empathy (*How would I feel in that situation?*) with the help of a visual map/ metaphor.
- The specialist introduces some stimulus situations with the use of storytelling and the characters prepared ahead, which are presented exclusively at that moment and

were not visible before in the room. The characters could be presented by their name or the child could be asked to name them.

- The expert will then present in the same way the 5 cards with basic emotions.
- Two or three situations are narrated, characterized precisely by one of these emotions, as similar as possible to the child's context (e.g. school, the sport he/ she practices, a birthday party, even a family situation may be suitable, especially for smaller children). For example, using characters, the expert can simulate or narrate about a party where all children, except one, were playing ball and, at some point, the child who didn't want to play hid the ball. The child may be invited to participate and add details to the story.
- At a point in which the child seems fully engaged in the storytelling, the specialist will bring up the following questions: *How does that child feel? How would you feel at that moment? How come? What do you think he/ she thought? What did he/ she want? How would you like to feel? What would you like to have happen?*
- The discussion will be accompanied with the use of emotion cards, or at least they should be kept visible at hand.
- The expert simulates possible behaviours and interactions with the help of the chosen characters and inserts first-person communication.
- At the right time, with a few words, particularly using the child's own words, the specialist encapsulates and makes explicit the meaning of social awareness and empathy.
- The expert facilitates at the end of the story a possible co-constructed solution with the child where there is a situation of satisfaction and conclusion of events.

Reflection/ discussion/ tasks for the following period:

- The specialist can use exit/ flash cards (a gamification method of reflecting on an experience which may be purchased or custom made) to conclude the session by asking the child to share thoughts and feelings about the experience during the session:
 - A new word you learned.
 - The most difficult moment.
 - One thing you are trying to figure out.
 - The funniest moment.
 - How you feel right now.
 - A sound that represents what the experience together was like.
 - Make a statue that represents what the experience together was like.
- Whether it's a card, a game or a direct request, the expert should offer the child the opportunity to give feedback.

INDIVIDUAL SESSION 11

Title/ topic:

- Recognizing the differences between emotions

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- recognize different levels of emotional expression (face, posture and voice).

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did*

others make you feel? The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

- There will be three levels of emotional expression that the session will focus on:
 - face: the main shapes that can be traced (mouth and eyebrow line) using a stylized face to move the lines.
 - posture: identification of physical macrostructures (macro signals of readiness/ rejection and tension/ relaxation) through simulation activities with one's own body.
 - voice: recognition of Ekman's main emotion-related intonations through simulation activities with eyes closed and use of voice.
- Three phases need to be prepared for the work on the face:
 - first stage with emoticons representing simple emotions, such as the fundamentals according to Ekman, 6 cards with emoticons.
 - second phase with a white sheet with printed/ drawn eyes and cut out cards that can be moved and placed on the sheet. The cards should be: two straight lines representing eyebrows and one curved line, in the shape of an arc, representing the mouth.
 - third phase with photos of children's faces feeling emotions (there are many on the web), including the basic ones but also mixed and more sophisticated emotions.
- For work on posture the specialist may reuse the emoticons or photos of the children.
- For voice work, no materials are needed or the photos of the children's faces may be reused.

Resources:

- 6 cards with emoticons (see the annex at page 83);
- sheets with printed/ drawn eyes and cut-out cards with eyebrows and mouths;
- photos of children's faces feeling emotions.

Main activity:

- The expert introduces the work of the session by presenting in a few clear words the work on three aspects of emotion recognition. Also he/ she offers a space for questions or sharing about the previous meeting.
- Part 1: Emotions through the face. The specialist explains how this game works and why: *Discover the emotions by looking at the face expressions and imagine how it feels.* Using the materials described above and in the agreed order, the expert starts by presenting emoticons and playing "guessing how you feel" with the face in that expression, trying to mimic it. It is important to bring attention to two details, the shape of the eyebrows and mouth, and to study the differences on the image and one's own face as one mimics it.
- Second stage of the exercise: the specialist demonstrates how to play with the cards and comments on the effects and changes of the face transforming on the sheet of paper. The expert will try to keep a good pace by following the child's willingness and attention.
- The third phase of the exercise is represented by showing the pictures with the children feeling different emotions and asking the child to imagine what are the children in the pictures saying or thinking at that moment.
- Part 2: Emotions through the whole body. In this case the specialist reuses the emoticons and then, in a more complex way, the photos, to ask the child to play with the body for impersonating statues representing an emotion, the guiding questions are: *What would the body position of this face expression look like? How would he/ she walk?*
- After experimenting by playing, the specialist invites the child to return to some postures by exploring how the body is: *Which part of the body is tense and which is*

relaxed? The example of an open hand or a closed hand may be given in order to differentiate tension and relaxation. *Describe what the shoulders/ arms are feeling like in that position. What do you need when you are in that situation? Trying to imagine possible outcomes.*

- Part 3: Emotions through voice. At this point, the specialist invites the child to sit down again and play with the voice, explaining that now the goal is to try to find out if it is possible to understand emotions with eyes closed. The expert will try together with the child to choose a phrase that he/ she may happen to say to a classmate or teacher or family member: e.g. "Lend me the phone!", "Can I go to the bathroom?" etc. The expert and the child take turns, having their eyes closed, in trying to guess what kind of emotion it may accompany the different sentences or by choosing an emoticon/ photo that best represents the voice.

Reflection/ discussion/ tasks for the following period:

- As in the previous session, the specialist offers the child the opportunity to give feedback /share his/ her experience with the help of cards, direct questions or any other tool considered most useful.
- Possible assignment for the next session: the specialist asks the child to pay attention to his/ her friends and classmates in the following week in order to identify the emotions they feel, explaining that emotions are like a sea and never stand still, they change often like clothes, but also that sometimes we wear the same clothes for many days. If the child wants, he/ she can share if any friends often make a specific expression with their face or often move or talk in a way that was explored during the session.



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	ENJOYMENT
	SADNESS
	ANGER
	FEAR
	DISGUST
	SURPRISE

INDIVIDUAL SESSION 12

Title/ topic:

- Naming the differences between emotions with different intensities

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- describe with detail and differentiate the emotions recognized;
- get familiarized with the concept of emotional intensity (high/ low).

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.
- The materials from the previous session (the emoticons) may be reused. Two extra copies for each emoticon should be added.
- Separate cards with emotion names for each emoticon should be prepared. Also, for each emotion, cards with a more intense emotion and a less intense one should be prepared. For example: happiness, as a medium intensity emotion; high intensity enthusiasm and low intensity pleasure. Refer to Ekman's studies and the scientific platform www.atlasofemotions.org.

Resources:

- 2 sets of cards with emoticons and 1 set of cards with emotion names - 3 emotion words for each emoticon corresponding to 3 different emotion intensities.

Main activity:

- The expert introduces the topic, making use of the map previously used. Also he/ she offers space for questions or for sharing thoughts about the previous meeting.
- Part 1: The specialist presents the emoticons and inserts the cards with the names for each emotion, while also describing to the child the particularities of each image. Before moving on to the next step the expert chooses or has the child choose which emotion to start with and clears the table/ the work space of the other images, leaving only the reference emoticon.
- Part 2: The specialist proposes to decrease the intensity of that emotion a bit, as if turning the volume down and have, for example, a "little" happiness, but still happiness. Key questions may be used: *What would happen to the face? To the body? To the voice?* The child may play with these variables and modify the emoticon (one of the copies is used for this), while the expert introduces the lower intensity card describing that emotion previously prepared, for example "pleasure". The modification can be very creative: a particular sign, a change in the position of some element, the insertion of a word.
- The same process will be repeated for increasing the intensity of the emotion, using the second copy of the emoticons and the cards prepared in advance.
- The exercise will be repeated with all the emotions that are most interesting to the child and not necessarily with all the emotions.

Reflection/ discussion/ tasks for the following period:

- The specialist offers the child the opportunity to give feedback /share his/ her experience in the session.
- A possible assignment for the next session may be to ask the child to observe his/ her friends or classmates in terms of intensity of the emotions they experience.

INDIVIDUAL SESSION 13

Title/ topic:

- Lessons learned - shaping social awareness

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to consolidate their understanding of the concepts and the progress.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

Resources:

- cards with emoticons;
- photos of children's faces feeling emotions;
- short animation movies.

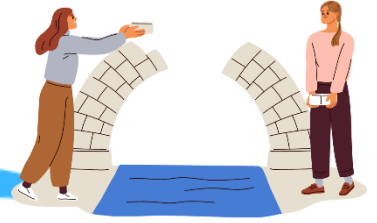
Main activity:

- The expert introduces the topic of the session, making use of the map previously used. Also he/ she offers space for questions or for sharing thoughts about the previous meeting. The specialist may use the guiding question: *What did you learn?*
- To provide the opportunity for the child to focus on what has been done in the previous meetings, the specialist reminds the activities and highlights observations about the pupil: for example, "I saw that you had fun when..." or "this game instead was more difficult and you managed to...."
- The specialist shows the child a short animation movie and asks the child to point out the different emotions demonstrated by the characters in different moments of the story and to offer a grade from 1 to 5 for the intensity of the respective emotion. The child is then asked to argue his/ her answer by pointing out what elements (face, body language, voice) did he/ she analyse which led him/ her to that conclusion.
- The expert, together with the child, review the map previously used and indicate further development objectives that the child may follow in the next period.

Reflection/ discussion/ tasks for the following period:

- The specialist offers the child the opportunity to give feedback /share his/ her experience in the session and points out the child's progress and the aspects that still need practice.

RELATIONSHIP MANAGEMENT



INDIVIDUAL SESSION 14

Title/ topic:

- What is relationship management?

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand what relationship management is;
- be able to communicate feelings clearly.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

Resources:

- worksheet and cards (see the annexes at pages 88-89);
- blank pieces of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers;
- internet connection.

Main activity:

- The specialist explains that the topic of the following sessions will be relationship management and asks the pupil what he/ she thinks this means.
- For more detail, the specialist may opt for showing the following video: <https://www.youtube.com/watch?v=ELLaMPiPqPM>.
- The specialist then proceeds with the activity "The pyramid of values": the pupil is asked to look at the cards containing different values and pick his/ her top six values. *Note:* in his/ her choice, the child should think of who he/ she is as a person and what he/ she wants from others. Then, the child will create the pyramid of values, by organizing his/ her six values according to their importance (the most important one will be on top) and writing them on the pyramid included in the worksheet. The goal is for the pupil to reflect upon his/ her values and communicate them.
- Further on, the specialist provides the child with some scenarios and asks how he/ she would feel in these situations and how would he/ she react, according to the values he/ she has distinguished earlier. Scenarios:
 1. *You have asked your friend to lend you his/ her scissors to do a project but now you don't know where they are.*
 2. *You have got a brand new toy and your friend asks if he/ she can play with it.*
 3. *You're friend has fallen over and hurt his/ her leg. He/ she is crying.*
 4. *Your teacher asks you to solve a very difficult maths problem on the board.*
 5. *Your mum has told you that you're going to your friend's house later today. She has told you the exact time when you'll be leaving your house. You have*

already asked your mum three times if it's time yet. You really want to ask again.

Reflection/ discussion/ tasks for the following period:

- The specialist asks the pupil what does he/ she think he/ she should do or how could he/ she use the pyramid in his/ her everyday live and relationships.
- The expert asks the pupil to give examples of times when his/ her values were respected and times when they were not. The expert asks him/ her to describe how he/ she felt and what he/ she did in both cases.
- The specialist helps the child realise that his/ her values, who he/ she is as a person and what he/ she needs from others represent the foundation of all relationships.
- Also, the specialist may give the child the following task for the following period: he/ she will have the goal to communicate clearly how he/ she feels and what he/ she needs at least once a day with one person from his/ her family, one classmate/ friend, his/ her teacher. The pupil must share in the following session about three instances in which he/ she communicated clearly how he/ she felt and what he/ she needed according to his/ her values.



VALUES CARDS

ACCEPTANCE

COMPASSION

COOPERATION

COURAGE

EMPATHY

EQUALITY

GENEROSITY

GRATITUDE

HONESTY

JUSTICE

PERSEVERANCE

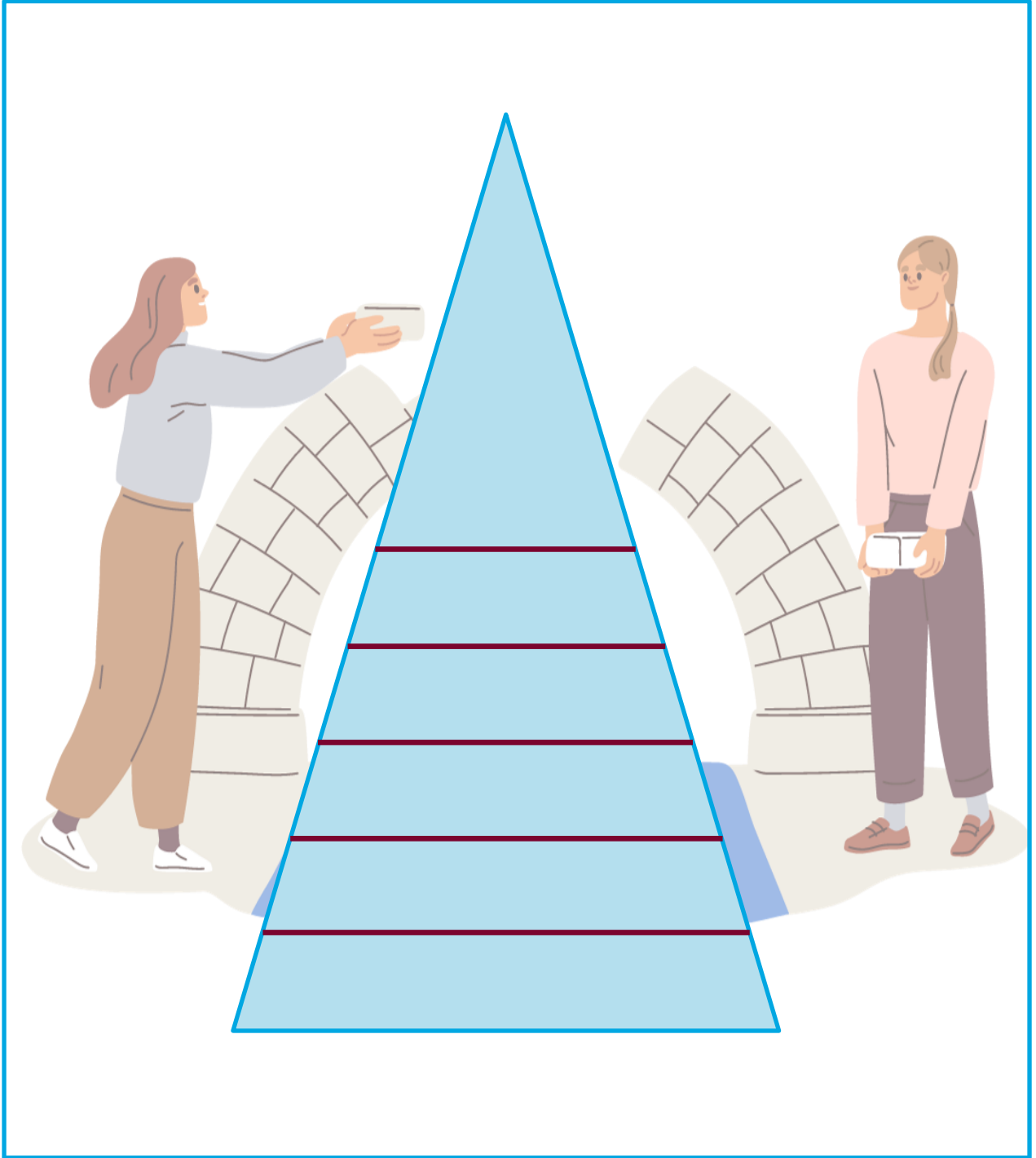
RESPECT

RESPONSIBILITY

SELF-CONTROL

SHARING

MY PYRAMID OF VALUES



INDIVIDUAL SESSION 15

Title/ topic:

- “Let’s connect!”

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to recognize and pay attention to other’s feelings;
- understand that all emotions are valid and acceptable but not all behaviours are;
- connect with others in ways that help them feel understood and supported.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others’ feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

Resources:

- worksheet and cards (see the annex at page 91);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist shows the cards with emoticons to the pupil and invites him/ her to match the emotion tags with the emoticons. The expert may ask the child to draw a new emoticon and write a tag for it.
- Further on, the expert invites the pupil to use his/ her imagination in order to describe how he/ she would act in certain situations: *Pay attention to others’ feelings and act with empathy and compassion but without dishonouring your values.*
- Scenarios:
 1. On an airplane, an old man asks if you will change seats with his wife so they can sit together. You came early to get a window seat and don’t like his wife’s location. What do you do?
 2. Your friend does not want to play with you and he/ she seems to have some new friends. What do you do?
 3. You realise you have hurt a friend’s feelings by sharing his/ her private secrets with another friend. What do you do?
 4. It’s break time and a friend of yours has forgotten his/ her lunch box at home. You have yours, but you are really, really hungry. What do you do?
 5. Someone has stolen your friend’s pencils and some other kids are saying that you have done it, even though this isn’t true. These other kids insist that you are the one who did it. What do you do?

Reflection/ discussion/ tasks for the following period:

- The specialist will discuss the answers of the pupil regarding the scenarios and will explain that all emotions are valid and acceptable but not all behaviours are.
- A task for the following week may be given: the expert will set the goal for the pupil to help one person in need (friend, classmate, family member) go through a difficult feeling, either by asking that person if he/ she needs help or directly by doing something nice for him/ her. This task helps the child practice recognizing the others’ emotions and connecting with others in ways that help him/ her feel understood and supported.

EMOTICONS AND EMOTION TAGS

ANGER

SADNESS

FEAR

ENJOYMENT

LOVE

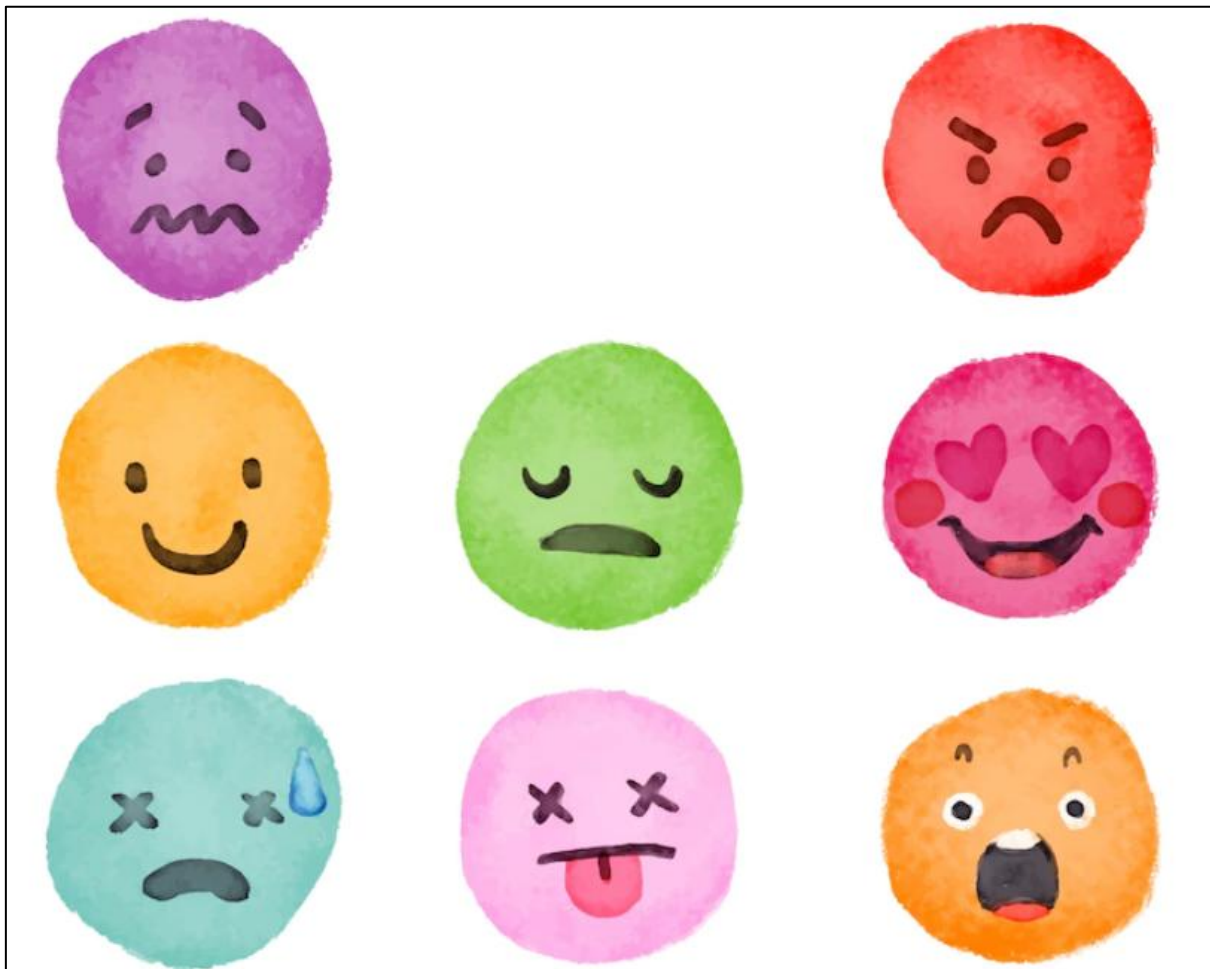
SURPRISE

DISGUST

SHAME

PART 2

CHAPTER 7



RELATIONSHIP
MANAGEMENT

INDIVIDUAL SESSION 16

Title/ topic:

- “Things to say and things not to say” - Healthy boundary setting

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to set boundaries in relationships with others;
- respect and honour those boundaries.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others’ feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

Resources:

- worksheet and cards (see the annexes at pages 93-94);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist explains that personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when he/ she wants to. Boundaries should be based on one’s values or the things that are important to each person.
- The expert gives the pupil the cards with “Things to say” and asks him/ her to classify them as:
 1. things to say that help set clear boundaries and
 2. things to say that don’t help that much in setting clear boundaries.
- The specialist then presents the pupil with some situations (he may read them out using the “boundary situation cards”) that challenge boundaries and asks how he/ she would respond. The pupil will describe what he/ she would do and say in that situation.

Reflection/ discussion/ tasks for the following period:

- The specialist will discuss the pupil’s responses regarding the discussed scenarios and point out the healthy boundaries and the process of boundary setting.
- A task for the following week may be given: the expert will set the goal for the pupil to set clear boundaries in at least one instance during the daily interactions. The pupil will have to share his/ her experience in boundary setting the next session.
- Another option is to set the goal for the pupil to respect the other people’s boundaries in at least one situation and share the experience in the next session.

THINGS TO SAY

"I'm not comfortable with this."

"I can't do that for you."

"Please, don't do that."

"This doesn't work for me."

"I've decided not to."

"This is not acceptable."

"I will do it if you want me to."

"Maybe."

"We'll see."

"I won't have to time to rest, but let's go."

"I'm so sorry, but I can't."

"Oh, no! I feel so guilty that I'm not coming."

BOUNDARY SITUATIONS CARDS

You've invited a friend at your house to play, but now it's getting late. You would like to get ready for bed, but your friend seems unaware of how late it is.

You missed several days of school due to a problem at home. When you get back, some classmate asks what happened. You feel this information is personal and do not want to share.

You notice that your friend has been eating the snacks you bring to school. You never discussed plans to share food and don't want him/ her eating what you have brought with you.

Your classmate is upset about losing at a game he/ she played during break time. He/ she starts yelling and slamming his/ her fist against his/ her desk. This is making you very uncomfortable.

Your classmate is constantly asking you to do favours for him/ her. For example, he/ she asks you to take his/ her coat in the classroom or to go get him/ her some water. You don't want to act like their servant.

INDIVIDUAL SESSION 17

Title/ topic:

- Conflict management

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to manage conflict.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the child, taking into account all the information gathered so far about him/ her.

Resources:

- worksheet and cards (see the annexes at pages 96-97);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist discusses with the child about the healthy and unhealthy ways to deal with conflict. He/ she uses the cards "Ways to deal with conflict" and asks the pupil to classify them as healthy or unhealthy, further on discussing his/ her choices.
- The expert then initiates a discussion on big problems versus small problems and asks the child to connect the size of a problem with different ways of dealing with conflict.
- Conflict resolution strategies include *negotiation, mediation* and *arbitration*.
- Depending on the type of conflict pupils are dealing with, they may be able to deal with that conflict on their own (small problems) or they may need to involve an adult in the situation (mediation/ arbitration for big problems).
- The specialist provides the child with the worksheet "Big problems vs small problems". The pupil may write/ draw examples of problems. For the part regarding how to deal with them, the pupil may use the conflict resolution strategies previously discussed or explain how he/ she would behave. He/ she may write/ draw or use a colour code for each strategy.
- Conflict resolution ideas: ask for help, negotiate, compromise, avoid the problem.
- The expert should emphasize the importance of avoiding violence in addressing conflicts.

Reflection/ discussion/ tasks for the following period:

- The specialist discusses the pupil's responses regarding the potential way to solve his/ her small and big problems. He/ she makes suggestions and asks for reflections on the outcomes of each situation.
- The expert asks the pupil to proceed to thought filtering when he/ she comes across conflict. Here are some questions to guide the reflection: *Why am I thinking this? Is it hurtful to me? Is it hurtful to the other person? Does it work for me? Does it work for the other person? What works for both? Can/ should I compromise?*

WAYS TO DEAL WITH CONFLICT

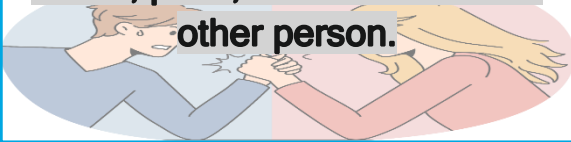
Shouldn't care about the other person's point of view.



Give up on something that is important to you.



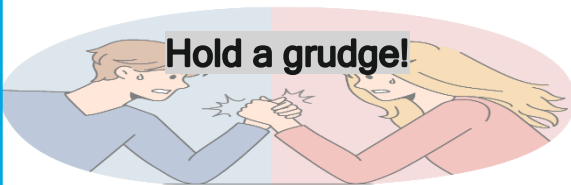
Shout, push, hit or threaten the other person.



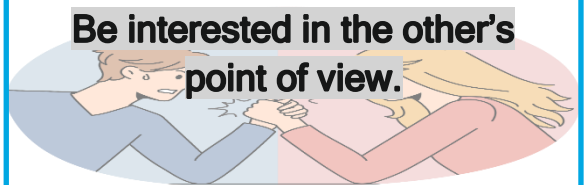
Never compromise.



Hold a grudge!



Be interested in the other's point of view.



Use your calm and assertive voice to express your feelings.



Don't take things too personally.



Learn to forgive.



Become able to compromise.



Work to find solutions that can accommodate both sides.



Ask an adult to intervene and help reach consensus.



BIG PROBLEMS VS SMALL PROBLEMS AND HOW TO DEAL WITH THEM

TYPE OF PROBLEM	EXAMPLES	HOW TO DEAL WITH THEM
BIG PROBLEMS		
SMALL PROBLEMS		

Final Session

SESSION 18
Title/ topic: <ul style="list-style-type: none"> ➤ Extract important lessons and wisdom to take on to the future
Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will: <ul style="list-style-type: none"> ➤ be able to reflect upon what they have learnt and assess the level they have changed; ➤ be able to extract important lessons for their behaviour in the future; ➤ feel empowered and responsible for their relationships.
Preparation: <ul style="list-style-type: none"> ➤ The specialist will create a cosy atmosphere and will announce that this would be the last session. ➤ In order to promote safety and empowerment, the specialist will re-affirm his/ her availability in the future if difficult situations were to arise. ➤ The point of this session is to help the pupil summarize what he/ she has learnt during the sessions and to feel empowered to put in practice those lessons.
Resources: <ul style="list-style-type: none"> ➤ writing paper and instruments to take notes; ➤ coloured pencils/ felt pens; ➤ motivational stickers.
Main activity: <ul style="list-style-type: none"> ➤ The specialist facilitates reflection on the development of the pupil, by helping him/ her recall how he/ she behaved or what he/ she said during the first sessions. ➤ The specialist then asks the pupil to express his/ her opinion about the present moment compared to the initial moment of their relationships. The pupil might be encouraged to take notes or to draw the important conclusions. Motivational stickers might be used for self-evaluation or for highlighting the child's strong points. Here are some questions which may be used: <ul style="list-style-type: none"> ○ <i>How do you feel now compared to then?</i> ○ <i>How have your life/ behaviour/ relationships changed? Have they improved? How can you explain that?</i> ○ <i>What conclusions have you drawn from our work? Where and how can you apply them?</i> ○ <i>How will you maintain your development? How will you prevent relapse into your old, not so healthy habits/ behaviours?</i> ○ <i>What are the areas that you think you still need to improve/ develop?</i>
Reflection/ discussion/ tasks for the following period: <ul style="list-style-type: none"> ➤ The pupil may take away with him/ her notes/ drawings with reflections. ➤ The specialist will summarize the reflections and will offer a motivational message to the pupil, in order to encourage him/ her to apply the lessons learnt and take responsibility for his/ her own development.