Objectives:

- Identify the ASCA standard for **Use Effective Collaboration and Cooperation Skills** and **The Collaborative for Academic, Social, and Emotional Learning (CASEL) Behavioral Competencies for Relationship Skills**.

- Describe how to choose an intervention to promote a desired observable outcome from play therapy.

- Describe at least three observable traits of a skill developed in a play therapy session.

**Category 2: Behavior Standards:**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

- **Learning Strategies**
- **Self-Management Skills**
- **Social Skills**
Children’s Play is Serious Learning: Using Play Therapy to Teach ASCA Behavior Standards
Annual VTSCA Conference, Killington, Vermont November 4, 2019

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 4. Demonstrate empathy
B-SS 5. Demonstrate ethical decision-making and social responsibility
B-SS 6. Use effective collaboration and cooperation skills
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

ASCA Mindsets & Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student.
https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

5 Skills Needed For Success

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Skill
- Social awareness

Target
- The ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school and community resources and supports.

Objective
- Understanding the three main components of communication—words, body language, and voice/tone
- Initiating and responding in conversations
- Communicating with others using appropriate eye contact and physical gestures
- Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate
Preventing Group Play Interventions

1. Overarching concern is identified

1. Specific Concerns
   1. Goal
      a. Objective

2. Creative Intervention

3. Therapeutic Factors

4. Progress toward skill acquisition
   1. Observable skills
   2. Level of Mastery

Student #1

Overarching concern is identified: Disrupting learning for self and others

Specific Concerns: When frustrated yells and throws things (Social Awareness & Self-management)

1. Goal
   a. Social Skills: Communicating with others using appropriate eye contact and physical gestures; Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate

2. Objective
   a. Social Awareness:
      a. Communicating with others using appropriate eye contact and physical gestures;
      b. Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate

Choose Your Own Adventure

ASCA Behavior Standards: Social Skills

Skill(s) Addressed: Social Awareness

Therapeutic Factors: Moral Judgement; Fantasy Compensation; Empathy

Learning Scale: Considering the Perspectives of Others

Materials
12 square Grid Sheet & coloring utensils

Process
1. Cut slits on the red lines.
2. Using a comic strip style, create a challenging scenario on the center panel addressing each question on the square: “What happened?”, “What did you do?”, “How did others feel?”; “How did you feel?”
3. Do not use top and bottom panels in the “What happened?” section.
4. Fold top panels down to create a second set of alternative solutions to the original problem.
5. Fold bottom panels up to create a third set of alternative solutions to the original problem.

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What happened? What did you do? How did others feel? How did you feel?

- **Self-awareness**
  - the ability to accurately recognize one's emotions and thoughts and their influence on behavior

- **Target**
  - Identifying and communicating feelings in an appropriate manner
  - Identifying triggers for anger
  - Identifying and utilizing stress reduction techniques

- **Objective**
  - Maraunders Map/ Family Mapping

**ASCA Behavior Standards:**
Social Skills

**Skill(s) Addressed:** Self Awareness

**Therapeutic Factors:**
Metaphorical Insight, Access the Unconscious, Competence, Sense of Self, Physical Health, Distraction

**Learning Scale:** Considering the Perspectives of Others

**Materials:**
Paper and writing utensils

**Process:**
Draw a map of your family and include a key.

Consider the following questions:
- How would you find someone?
- Where are they?
- What do you look like geographically?
- How do you get there?
- Who can go?
- Who can't go?
- Is it safe?
- What would you need to bring?
- Is there a legend/key?
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**Self-management**
- The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations, and to set and work toward personal and academic goals
- Identifying and utilizing stress reduction techniques
- Identifying and communicating feelings in an appropriate manner
- Self-monitoring one’s own communication, both physically and verbally

**Relationship skills**
- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups including the skills to communicate clearly, listen well, cooperate, and offer and seek help when needed
- Communicate clearly in an expected manner, both physically and verbally
- Listen well, cooperate, and negotiate conflict constructively
- Seek and offer help when needed

**Responsible decision-making**
- The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others
- Make choices considering expected behaviors
- Make choices considering consequences
- Make choices considering the well-being of self and others
Self-Management Skills

B-SMS 1. Demonstrate ability to assume responsibility
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 3. Demonstrate ability to work independently
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 8. Demonstrate the ability to balance school, home and community activities
B-SMS 9. Demonstrate personal safety skills
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

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Tree Houses

ASCA Behavior Standards:
Self-Management

Skill(s) Addressed:
Self Awareness, Self-Management, Relationship Skills, Responsible Decision-making

Therapeutic Factors:
Self-Expression, Facilitates Learning, Reality Testing, Behavioral Rehearsals, Accelerated Development, Creative Problem-Solving, Metaphorical Insight, Access the Unconscious, Competence, Sense of Self, Introspection, Stress Inoculation, Power and Control and Self-Control

Learning Scale:
Considering the Perspectives of Others

Materials:
Construction paper, glue, scissors and magazines

Process:
Cut out pictures from magazines that are calming, represent safety and love. Glue them in the tree house. Hang the tree house where you can see it.

Consider the following questions:
• What fills your love bucket?
• Who is your support?
• What offers a feeling of safety?
• What gives you strength?
• What evokes peace?
Don’t Get Rattled!

ASCA Behavior Standards:
Self-Management

Skill (s) Addressed:
Self-Awareness and Self-Management

Therapeutic Factors:
Metaphorical insight, Competency, Sense of Self, Physical Health, Stress Inoculation, Self-Control

Learning Scale:

Materials:
Small container with a lid (i.e.: small jar, small containers to pieces of gum comes in with Matbles (8 in)
Cotton balls enough to fill the container

Process:
1. We are going to do an activity called: Don’t get Rattled!
2. This container is your brain. We keep all sorts of thoughts and feelings in our brains. Our brains help us take care of ourselves and keep ourselves safe.
3. Each one of these marbles is a called a “Rattler.” Rattlers are the small bits in your brain that, when you are upset they rattle to warn you that you need to keep yourself safe. What are some examples of times when our rattlers make noise to keep us safe? (Accept examples of dangers such as: fire, crossing the street, etc.)
4. Each cotton ball is called a “Soother.” Soother are our brain’s way of taking care of us both physically and emotionally. What are some ways we can take care of our minds? (Accept mental and physical self-care strategies: eat, sleep, deep breaths, playing with the dog, laundry)

5. Now I'm going to tell you a story about my day and show you how my brain works.
   a. (Holding the container open) Today I woke up and couldn’t wait to go to the park with my friend. That made me feel good! (Drop a cotton ball/soother into the container.) I hopped out of bed and ouch! I stubbed my toe! (drop in a marble/rattler)
   b. Continue the story adding soothers and rattlers. Choose a stopping point and ask: How do you think my day is going? (calm or rattled?)
   c. Then close and shake the brain. Does it rattle? The goal of the activity is “Don’t Get Rattled!”

6. Working in pairs (with one container and a pile of cotton balls and marbles) the students should take turns saying things that soothe them and rattle them and add one cotton ball or marble to the container accordingly. They should work together to figure out how not to get rattled.

Consider the following questions:
1. What is the secret to not getting rattled?
   a. You need to pack soothers in your life to cushion and surround any stressors that come.
   b. You need to pack soothers in your life to cushion and surround any stressors that come.
   c. You need to pack soothers in your life to cushion and surround any stressors that come.
   d. You need to pack soothers in your life to cushion and surround any stressors that come.

2. What are some soothers (self-care) that you can do everyday to make sure your brain is full?
   a. Eat well
   b. Get enough sleep
   c. Do relaxation exercises

3. What are strategies if a rattler sneaks in and starts to make noise?
   a. If you sit quietly, there is no rattle.
   b. Add more soothers.
   c. Ask for help.

The details

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Resources


Sources


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