

Post-A-Paper: #001

ANGER AND AIRPLANES

By: Paul R. White LCSW, Rockford, Illinois 2007

Part one: Issue, Problem or Diagnosis

A ten year old boy presents with issues of aggression toward other children at school. He is engaged in treatment and wants to talk about this issue in therapy and likes the use of Play-Doh.

Part two: "CLAYresolution

The counselor engages the child by establishing his fondness for airplanes. Airplanes are made by the child and counselor building their relationship and eventually drawing identity and generalizations between the airplane and the child. The child takes the airplane home.

Part three: Techniques/Questions/Strategies

While building of after the counselor says, "An airplane is a powerful thing...an airplane can fly fast and far...powerful engines...powerful avionics...powerful bombs...an airplane has to control its powers...if it doesn't control its' powers it will crash, fly beyond its gas...has to obey the guys back at the tower...obey physics...How is an airplane like a boy/girl?...an airplane and a boy has to have control...if a boy has no control he will crash...how does a boy crash?...what are a boys powers and how does/can he control his powers?"

Discuss times (past) this particular child did/didn't control and the trouble/lack of it caused...a boy has power in three places mouth, hands and feet. Do you want to control your powers? (Future) How do you/we do that? (Present)...what happens if/when we/you/others do/don't?...do others control their powers...do others control us...how does that happen?...are there good and bad ways/consequences to control?"

Send airplane home with specific connections, generalizations, expectations and insights. Ask at subsequent visits "How is that control going?...What is the lesson of the airplane?...Tell me about power and control...Tell me about times you have/haven't...Let me show you some ways to control or be the boss of that/those/your powers...Lets talk about controlling your powers...the good news and the bad news when we have control.

Part four: How To/Art Work/Steps





