

## **Post-A-Paper: #002**

### **Anger and Mr. Snot Nose**

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#### **Part One: Issue, Problem or Diagnosis**

Samantha a 14 year old girl presents with a diagnosis of Oppositional Defiant Disorder and Mood Disorder Not Otherwise Specified. Parents report that Samantha does not like to hear the word “no” and when she is not allowed to do something she becomes physically and verbally aggressive at home.

#### **Part two: “CLAYresolution”**

The counselor is able to engage Samantha in the therapeutic process by reminding her of a goal she set for herself in session number one: “I want to learn how to make a rose.” Samantha is slow to assist counselor in setting up supplies but with directives is able to complete the task.

#### **Part three: Techniques/Questions/Strategies**

Counselor begins session by praising Samantha’s previous efforts in creating clay lips and a clay snail. Samantha replies, “I don’t care about those things, I want to make a rose. Why are we making all of this dumb stuff?” Counselor remarks, “I want you to be able to make a great rose. I know you are frustrated and excited about making roses, but let me teach you a few more tricks before we get to those roses.” Samantha candidly says, “Whatever. Get on with it.”

Counselor then engages Samantha in the development of Mr. Snot Nose. Counselor provides Samantha with choices: “You can pick either yellow or green for the body of your Mr. Snot Nose. I like to make a yellow body and have green nose. You can also pick either a pink or red tongue. I’m going to use red.” Samantha reduces her opposition and joins with therapist as she picks a yellow body with a pink tongue.

While developing Mr. Snot Nose counselor engages Samantha by stating, “Mr. Snot Nose is pretty gross. I can’t help but wonder what type of things do you think are gross?” She comments, “Well, I think my teachers at school are gross, my parents can be gross, homework is gross, and of course rules are gross, gross, gross!” While instructing Samantha how to make eyes, a nose, a tooth, and a tongue therapist asks: “What is so gross about rules?” She continues, “I just don’t like them. Everywhere I go there are rules. I get frustrated and get angry. Rules stink!”

Counselor then begins to target Samantha’s level of frustration: “Is anger gross?” Samantha replies, “My parents get mad when I don’t follow the rules and yeah, parents, I mean parents getting mad is gross.” Counselor urges Samantha to “say a little more about that, what is it about being mad that is so gross?” Samantha states, “They yell, sometimes they scream at me, my dad makes this really gross looking face, sometimes they call me a brat, then they ground me which of course is gross, gross, gross!”

Counselor challenges Samantha by asking, “When you are mad and frustrated with your parents or rules, how do you let people know you are upset?” Samantha firmly states, “I yell and scream at them, I call them names, I even slam my door to make my point.” Counselor then challenges further by summarizing: “You have told me that you think your parents are gross because they yell, sometimes scream, and call you names. Hmm... Then you told me that you do the same things... Hmm... Does that mean that you are gross also?” Samantha looks down and says, “I guess so, but they make me mad!” Counselor continues to process: “Samantha you are a good girl and can make good choices. Do you want to continue to be gross or would you like to start learning about how to control your temper?” Samantha looks up and exclaims, “Yes, I don’t want to be grounded anymore!”

Counselor and Samantha then process anger management coping skills. Counselor reframes feelings about rules: “Earlier you said rules are gross, gross, gross. Today you followed rules with me about making Mr. Snot Nose and he turned out great. Good job. I can’t help but wonder if your parents have rules for you because they care about you and want you to turn out great.” Session ends with Samantha smiling and stating, “I’m done with being gross. I’m going to be a good girl who makes good choices.”

#### **Part Four: How to/Art Work/Steps**

Please utilize Paul R. White’s (Licensed Clinical Social Worker) CLAYtherapy© A Manual of Therapeutic Applications of Clay with Children. This manual is available at [www.playtherapyclay.com](http://www.playtherapyclay.com).