



Parenting with Love and Limits®

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Sample Unhealed Wounds or Primal Needs Playbooks

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Playbook for Grief: Honoring Grandmother's Memory

Who:

Culley, Mom, Dad, Haley, and Keenan

What:

- Culley and Dad will research what kind of memorial ideas for Grandmother- Can get jump started with this website- <http://www.articlesnatch.com/Article/Non-traditional-Ways-To-Honor-A-Lost-Loved-One/628798>
- Culley and Dad will present these to family
- Culley is in charge with mom of organizing project

When:

??

Where:

At home and with Dr. Sells

How:

To yet to be determined

Playbook for Healing from Grief and Loss

<p>Task #1 Opening the door to the future</p> <p>Who: Mom and Mary</p> <p>What: Re-decorate mom’s bedroom that she shared with Mary’s father</p> <p>When: Will begin immediately by opening wide the door and leaving it open. Then will proceed through the steps below.</p> <p>Where: At home</p> <p>How: Mom and Mary will go home and immediately open the door before either one of them chicken’s out. They will also begin to look in magazines and catalogs that they have at home for new furniture to go into the room.</p> <p>Steps to Opening the door to the future:</p> <p>#1: Mom and Mary will together open up mom and dad’s bedroom to let the sunlight shine in.</p> <p>#2: Mom and Mary will go through Dad’s personal possessions (including clothing) to select items that they want to keep in remembrance. The rest of the clothing will be taken to the local charity in order to help people who are less fortunate. Also, the furniture will be donated to Catholic Charity.</p> <p>#3: Mom and Mary will go to the local store to find “cheery” paint and furnishings to re-decorate the bedroom in a style that mom likes.</p> <p>#4: Mom and Mary will work together until the room is completed and mom has moved back into her “new” bedroom.</p>	<p>Task #2 Re-claiming the past</p> <p>Who: Mom, Mary, Mary’s grandparents</p> <p>What: Go fishing together in memory of what Mary and her dad used to do together</p> <p>When: Every other Saturday as long as the weather is agreeable</p> <p>Where: Mary’s grandparents pond – the place where Mary’s fondest memories of her dad are</p> <p>How: Mary and her mom and grandparents will agree to meet at the pond one Saturday of each month to fish and relax together, weather permitting. They also all agree to not let anything other than an emergency stand in their way of this commitment.</p>
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Playbook for Balloon Letter of Good-Bye for Sally

Who?- 12-year-old Sally and Her Mom

What?- Sally has not been able to say good-bye or grieve the loss of her father who died suddenly in a car accident.

When?- Sally and mom have agreed to visit the grave site together next Saturday between 9am and 12pm and use the balloon letter technique to say good-bye.

Where? – The grave site at the Shady Pines Cemetery

How? – Using the Balloon Step-by-Step Strategies We Came Up With Below:

#1 – Sally and her mom were asked to create a good-bye card. They choose to write separate cards. They were asked to write out all the things they will miss about their dad or husband and to say good-bye. They will begin the card in the therapist's office and/or take it home to complete it.

#2 – After the card is completed the following steps will occur:

- The therapist will meet with the family at the cemetery and ask Sally and her mom to read their letter aloud
- Sally and her mom will then tie the cards to a helium-filled balloon and the balloon is released to go up to heaven
- As the balloon floats away to “heaven” the therapist’s prompts discussion of “where to go from here” with the following suggested questions:
 - (prompt the mom to ask Sally) What are you feeling right now as the balloon floats up? Therapist then asks the question to mom.
 - How can you keep dad’s memory alive?
 - How important to you is it that you “keep the connection” with the loved one, and how can you go about this?
- After the balloon exercise is complete the therapist will assess if Sally’s symptoms have dissipated. If not, the therapist will determine with Sally’s mom possible next steps.

Playbook for Healing from Abuse - The Non-Violence Pledge

Who:

- Jeremy; Grandma and Grandpa; best friend-Tommy; and Therapist

What:

- Jeremy will write an “anti-violence” contract to self to pledge his commitment to a lifetime of kindness toward self and others.
- Grandparents will provide a frame for the pledge
- Jeremy will hang his anti-violence pledge in his room as a symbol of his commitment to a lifetime of kindness toward self and others.
- At the end of the session, will discuss relapse prevention and specific “red flags” (symptoms) to watch out for as evidence that he is beginning to forget about his pledge.
- Jeremy and Tommy will identify specific acts of kindness that they are both willing to commit to doing as ongoing antivenin to violence.

When:

- Next Session

Where:

- In the home

How:

- Grandparents will provide frame for pledge
- Jeremy will recite his pledge in front of his grandparents and his best friend.
- The specific acts of kindness will be decided upon and a plan of action will be implemented in session.

Helping Others Wound Playbook

- 1- The basic premise of this technique is literally “when you help others you help yourself”. If someone feels betrayed or abandoned one of the best ways to heal is to take one’s mind off of one’s own problems by helping others less fortunate.
- 2- In this case, the teenager is asked to volunteer at a senior citizens home, a children’s hospital, or homeless shelter in the form of community service.

Who?- John and his mother

What?- John will be asked to spend 8 hours a week helping those less fortunate than himself. If he agrees he will receive an allowance or use the time to receive an extended curfew.

When?- Tuesdays after school and Sunday afternoon

Where?- Volunteers at the local homeless shelter, children’s hospital, animal shelter, or senior citizen’s home

How?-

- Mom will contact the director of each of these agencies and pre-screen their willingness to help out.
- If there is an opening, John and therapist will practice role playing what to say at the interview.
- John will go on the interview and start working
- After two weeks John and his mom will meet with the therapist to talk about the experience and how helping others is changing how John feels about himself.

Empty Chair - Playbook

Who:

- Youth; Grandma and Grandpa; and Therapist

What:

- Youth will write out on paper his individual list of resentments (the emotional debt to the abusive biological father)
 - Along with the specific offences done by his father, he will also write down the messages that he perceived about himself from the actions or attitudes of his father and the feelings or beliefs related to his self-image.
- Using his imagination, youth (looking at the symbolic chair) will call his father by name, telling him specifically what he did to cause him pain and the message he received (feelings/beliefs)
- Youth will state “I forgive you, the debt is now cancelled, you owe me nothing further, and I release you from further payment for the injuries to me.”
- At the end of the session, will discuss the fears of future hurts from remembering more past offences or facing new offences (relapse prevention)

When:

- Next Session

Where:

- In the home
- Written list will be burned as a family ceremony after the session in client’s home

How:

- Grandparents will provide notebook for Youth to write in during session
- Grandmother will provide “stuffed person” to sit in the “empty chair”
- Youth will select his own “soothing” music to listen to during the writing time

The Heart Transplant - Playbook

Who:

- Children, Joseph and Brett; Grandma and Grandpa; and Therapist

What:

- Joseph and Brett will decorate a heart-shaped box, provided by their grandmother, to keep as a memory of this event
- Joseph and Brett will identify specific acts that a “new and loving heart” will do that will evidence that this “heart transplant” has worked.
- Joseph and Brett will place their specific acts list in the box to keep as a symbol of their “heart transplant” from a heart filled with pain and sadness to a heart filled with hope and love
- Will discuss relapse prevention and specific “side effects” (symptoms) to watch out for as evidence that the transplant is being “rejected.”

When:

- Next Week

Where:

- Counselor’s office

How:

- Grandparents will provide heart-shaped box for children to decorate, along with decorating supplies
- Grandparents will also provide suggestions of specific ways that the children’s new heart can be seen by others

Step One: Description of Abuse

The first step is to obtain a full account of the sexual offense or abuse. The whole family is gathered and everyone is asked starting with the parents to describe what happened. Who did what to whom, how, when, where, how often: everything they know. The victim is encouraged to talk but there is no pressure to do so. The pressure is on the offender and the rest of the family.

This is usually the first time that the whole family has talked about the abuse. This is because the police interrogation is done individually and the family does not want to talk about what happened. However, this step alone is very therapeutic because it prevents denial by the offender and there is a theme established that there can no longer be any secrets. Abuse is possible and continues to be a threat whenever there are secrets and when people keep information about the abuse from others.

Step Two: Reasons Why Abuse Wrong

The PLL Coach asks each person in the family to explain why what the offender did to the victim was wrong. The parents are also asked to explain other reasons why it was wrong. Again the victim is empowered by not having to say anything but sit, observe, and let others do the work. This step is done as a prelude to the next step and continues to make the offender accountable and cognizant of how his or her actions impacted others.

Step Three: Spiritual Pain of Victim

The PLL Coach agrees with all the stated reasons in step two but then says it was wrong for one more very important reason. It was wrong because the sexual abuse caused the victim spiritual pain. The physical pains may have healed but the bruises beneath the skin or to the heart or soul may never heal. Sexuality and spirituality are related so a sexual violation is a violation of the person's spirit. This is why the attack is particularly painful and wrong and worse than hitting someone physically. Depending on the religious or cultural view "pain in the heart" can be substituted for "spiritual pain" Whatever the frame of reference, family members understand this concept.

Step Four: Spiritual Pain in the Offender

The PLL Coach also focuses attention to the fact that this sexual attack also caused spiritual pain to the offender. It is horrible to commit an act of rape to someone else particularly to a sibling one loves. Therefore, in the process of hurting another they have caused great pain to themselves.

Step Five: Other Acts of Abuse Emerge

Due to the intensity that these steps evoke, other family members with little prompting by the PLL Coach begin to reveal often for the first time how they were molested by relatives, strangers, or friends of the family. Usually there has been incest in several generations. There is rarely just one victim and one victimizer. In addition, there is a feeling that "we are all in this together" and allows healing to take place in the whole family. It also violates decade long secrets that have contributed to incestuous relationships.

Step Six: Spiritual Pain in Family

The PLL Coach also emphasizes the fact that the acts of the offender not only caused spiritual pain to the offender and victim but also in the mother and other family members. In attacking the victim, the offender was attacking the mother, the father, and everybody else in the family because the offender was doing this to a child they love.

Step Seven: Apology

The offender is asked to get on his knees in front of the victim and express sorrow and repentance for what he did. The offender is told that for the apology to mean anything it must be apparent to everyone in the room that he is sincere and truly penitent. The victim is told that he or she can forgive the offender if they wanted to but there was no pressure for he or she to do so or say anything if they chose not to. The rationale for this intervention is three-fold. First, if the abuser cannot get on his knees and apologize in a way that is apparent to everyone that he is sincere and penitent then research continues to show that there is no reason to believe that a repeat offense will not occur. Second, the abuse is one of power or coercion over a victim. By being on one's knees the balance of power can be symbolically restored with the victim empowered not to think of herself as a victim as she has the power to forgive or not to forgive. Finally, the apology is done publicly, in front of the whole family, further violating the potential for secrets and lowering the risk of a reoccurrence of the abuse.

It may be necessary to have the offender express sorrow and repentance on his knees again and again until both the PLL Coach and family are satisfied that the offender is sincere. Sometimes several sessions are necessary. If the offender refuses, counseling cannot proceed until he gets on his knees because if he cannot apologize there is no reason to believe that a repeat offense will not occur.

Please note: If the victim is not within the family or will not come in the offender apologizes to the family for having done this to another person and for having brought humiliation and shame to the family. The offender must also write out an apology and read it to the family or send it to the victim if possible.

Step Eight: Family Apology

If the abuse occurred within the family the parents are asked to get on their knees in front of their daughter or son to express repentance and sorrow for not having protected him or her. This helps both the parents and the daughter begin to heal and help one another forgive. In addition, the parents apology helps provide insurance that the parents will be more vigilant and provide protection for their son or daughter in the future. It also establishes publicly, in front of the whole family, that the victim was a victim, that he or she does not have to apologize, and that he or she does not have to forgive.

Step Nine: Consequences for Re-offense

The PLL Coach discusses with the parents what the consequences will be if something like this ever happens again. The offender has to know what he can expect if this ever happens again to a family member or anyone else. The therapist encourages the parents to settle for the harshest consequence: expulsion from the family which usually means institutionalization.

Step Ten: Protector for Victim

The PLL Coach begins to find a future protector for the victim if within the offenders family. The mother may not be strong enough emotionally to protect the victim so the PLL Coach looks for another relative, a teacher, or a combination of extended family members. This process of setting up the protector is lengthy and continues through the counseling process.

Step Eleven: Reparation

The PLL Coach explains to the offender and the family about what he could do as an act of reparation. Even though reparation is somewhat symbolic because there is nothing that can compensate for the abuse, it is important that the offender do something involving long-term sacrifice, beneficial to the victim. This will help ensure that the offender will not forget what happened and further ensure that a re-occurrence of the abuse will not occur. In addition, it will help the victim heal and the offender to heal because his good deeds will help him forgive himself. It is suggested that the offender should deposit a set amount of money that he earns each month into a special account for victim that would be used for her college education. If the victim will not or cannot receive this reparation the offender should give a set amount of money to a charity of abused victims in domestic violence or abused children.

Step Twelve: Family Dynamics

Other dysfunctional family dynamics (alcoholism, drugs, poor communication, marital problems) will mostly likely surface and move to the forefront as the sexual abuse issues are addressed. These stressors contribute to the abuse and must also be addressed to further help reduce the recidivism rate.

Step Sixteen: Forgiveness

The PLL Coach helps the offender forgive himself. This can be difficult but can be done through the concept of doing good deeds. Therefore, whenever the offender gets obsessed with thoughts about what he did, he should do good deeds for others.

Playbook for “Love and Protection”

Who:

Youth and entire family

What:

A 4-day Love and Protection Watch with the youth being monitored 24/7 for four straight days

When:

Love and Protection Watch will begin immediately after youth returns home from hospital

Where:

Youth will be confined to the house except for church and special outings with the family

How:

- At the beginning of this watch, parents will have an “Apology” session with youth with parents getting on their knees to apologize for not being able to protect the youth from the rape/abuse, etc.
- Parents will alternate taking days off work for these four days and will be with youth 24/7
- Parents will daily tell youth of their love and support
- Youth will participate in a local youth group as antivenin to her spiritual pain (mom will ask teen about the option of teen joining a good youth group as a possibility after mom has first done research to locate some options)
- Mom and youth will go together to a rape crisis support group (mom will research and locate optimal group prior to youth’s return home)

Playbook to Externalize the Secret – The Garbage Bag

To externalize the problem - Remember: *“It is not the person who is the problem; it’s not even fully The Problem that is the problem. It is, to go the whole way, the relationship of the person with The Problem that is the problem!”*

Who: The family and therapist

What: Enactment of presentation of a garbage bag filled with noxious odors to externalize secrecy and help to foster open communication

When: The next family coaching session

Where: In the PLL Coach's office

How:

- Present a garbage-filled trash bag closed with several knots
- All the client and family to examine the bag and to notice the odors it emits
- Then, pose the following questions to the client and/or family –
 - Do you think that by keeping the bag closed, the odor of the garbage will increase or decrease over time?
 - Do you have a bag like this inside you that contains bad memories?
 - Are there many bad memories in it?
 - Have you noticed that, since you have been carrying that bag around, the people who have known you for a long time say that you are not quite the same and sense that you are not happy?

Use the remaining time in the session to develop the previous analogy – helping the client and family to understand themselves better and to realize the importance of emptying their trash bag.

- Develop specific steps for the family to take from now on that will evidence the consistent “emptying of their trash bags”.

Special Outing to Include Face-to-Face Conversation Playbook

Who: *Dad and Sarah*

What: *Sit together for 30 minutes to have a “difficult conversation”*

When: *Every Saturday morning at 10am.*

Where: On a park bench at a local park (In case of inclement weather, Sarah and Dad will go to a restaurant and sit in a private booth)

How:

- **Everyone's role:** Mom, Dad, and Sarah will each read the book – “Difficult Conversations: How to Discuss what matters most” by Douglas Stone, Bruce Patton, and Sheila Heen
- **Mom's role:** Mom will not attempt to pry into Sarah and her dad's conversations by asking Sarah what was discussed
- **Dad's role:** Dad will physically come and pick Sarah up for these special outings and will always call if something unavoidable interferes with the scheduled outing.
- **Sarah's role:** Sarah and dad will each take turns preparing for each “difficult conversation” each week by writing out the topic ahead of time

A Difficult Conversation Checklist

Step 1: Prepare by Walking Through the Three Conversations (The What Happened Conversation; The Feelings Conversation; and the Identity Conversation)

1. Sort out What Happened

- Where does your story come from (information, past experiences, rules)? Theirs?
- What impact has this situation had on you? What might their intentions have been?
- What have you each contributed to the problem?

2. Understand Emotions

- Explore your emotional footprint, and the bundle of emotions you experience
- 3. Ground your **Identity**
- What is at stake for you *about you*? What do you need to accept to be better grounded?

Step 2: Check Your Purposes and Decide Whether to Raise the Issue

- **Purposes:** What do you hope to accomplish by having this conversation? Shift your stance to support learning, sharing, and problem-solving.
- **Deciding:** Is this the best way to address the issue and achieve your purposes? Is the issue really embedded in your Identify?
- **Conversation:** Can you affect the problem by changing your contributions? If you don't raise it, what can you do to help yourself let go?

Step 3: Start from the Third Story

1. Describe the problem as the **difference** between your stories. Include both viewpoints as a legitimate part of the discussion.
2. Share your **purposes**.
3. **Invite** them to join you as a *partner* in sorting out the situation together.

Step 4: Explore Their Story and Yours

- **Listen to understand** their perspective on what happened. Ask questions. Acknowledge the feelings behind the arguments and accusations. Paraphrase to see if you've got it. Try to unravel how the two of you got to this place.
- **Share your own viewpoint**, your past experiences, intentions, feelings.
- **Reframe, reframe, and reframe** to keep on track. From truth to perceptions, blame to contribution, accusations to feelings, and so on.

Step 5: Problem-Solving

- Invent **options** that meet each side's most important concerns and interests.
- Look to **standards** for what *should* happen. Keep in mind the standard of mutual caretaking; relationships that always go one way rarely last.
- Talk about how to keep **communication** open as you go forward

Playbook to begin process of Restoring Lost Nurturance: Cups and Self-Worth

Styrofoam cups have many possible uses, including that of representing self-esteem.

The use of a concrete representation of such an abstract concept has many advantages. It will be useful to give the family the cup after the session so that they can take it home. Seeing the cup often during the following days will serve as a reminder and a reinforcement of the insights gained in the session.

Enactment:

Who: The therapist and family

What: Use a Styrofoam cup to move family toward contemplation regarding behavioral changes to promote healthy interactional patterns

- Supplies needed – two Styrofoam cups; bottle of water

When: Do the Styrofoam cup enactment in session

Where: Enactment conducted in the therapist's office

How:

- Present a Styrofoam cup to the most wounded member of the family with the following script -
 - “Suppose that this cup represents someone's self-esteem. For example, if this person has good self-esteem, the cup is more or less intact, like this one. That way, when I pour water into it (pour water in the cup) it stays. In other words, when this person receives compliments or acts of kindness and affection, she takes them in, and holds onto them, and is strengthened by them for a good long while.
 - But, watch carefully what happens when I pour water into a cup that has holes in it (poke holes in various places in a second cup, including a hole in the bottom of the cup, making the water drain out).
 - You see, as long as water is flowing through the cup, even if it doesn't stay, the person feels like they are filled, or fulfilled. But, as soon as I stop pouring water in, the cup runs dry very quickly. Do you see where I am headed with this?
- The goal is to help the client to realize that she is like the first Styrofoam cup – constantly needing other people to tell her that she is a good person in order to feel that she has value as a person. And as soon as she is not getting compliments or when no one is showing her affection, she feels empty and worthless again.
- Point out that there are two problems with that situation. The first is that no matter how much attention or how many compliments a person might receive; it will never be enough because the cup has holes in it. Nothing stays inside.
- The second problem is that the cup erodes, a little like the ocean eroding the shoreline over time. The more the water runs through the cup, the bigger the holes get, and the more water it takes to have just a few drops in the cup at any given time.

The remaining time in the session will be spent working with client and family to determine steps to take to repair the holes in the cup. (i.e. a wound workbook/playbook that will focus on providing security and unconditional love for client)

Hug & PMR Prescription

Who: Max & mom and dad

What:

- Max and his mom and dad will hug daily according to the prescription
- Mom and dad will give Max one “PMR” (Positive Max Report) daily

When: This agreement will begin immediately after the dress rehearsal session, scheduled for

—

Where: The dress rehearsal session will take place at home and the subsequent hugs and PMR's will also only occur in the privacy of the home with no other people around.

How:

Hug Prescription Instructions

- 6am-Hug by Dad → **(Long hug 10 seconds or more on knees)**
- 3pm Hug by Mom then Hug by Dad
- 5:40pm- Hug by Mom **(Long hug 10 seconds or more on knees)**
- 8:30pm- Hug by Dad **Long hug 10 seconds or more on knees)**

Positive Max Report

- 1 x per day delivered by Mom
- 1 x per day delivered by Dad even in the field

Other Parent Responsibilities

- Dad will give mom a Hug during day and “way to go” during day and end of day for encouragement
- Secret Signs= Kisses on cheek by both parents when needed

Family Nurturance & Connection

Who: Mom & Justin

What: Mother/Son Time

When: Each Sunday, early afternoon

Where: At home or in community

How: Mom and Justin will pick the activity together from the list below -

Possible (low-cost) activities include: Fishing, movie, swimming, mall, cards or board game, dominos, cooking pizza together

Random Acts of Kindness

Who:

Kathy, Mom & Dad, and Brother-John

What:

Each family member will commit to doing random acts of kindness toward each other and also to noticing when someone does a random act of kindness.

When:

Beginning today

Where:

Random acts of kindness can be noticed anywhere the family is, but the tickets will be kept in the family room alongside the family "Acts of Kindness" jar

How:

Any family member will place one 'Random Act of Kindness Ticket' in the family jar each time another family member is seen displaying any one or more of the following behaviors:

- Helping another family member without being asked
- Respecting of other person's property
- Honoring a request at 1st prompt
- Saying an encouraging word to another family member

Each Saturday morning the jar will be emptied and the tickets read aloud and counted.

A family ceremony will take place with the person with the most tickets receiving a special ice cream sundae paid for by the rest of the family. This person also will be allowed to sit in the front seat of the car for the remainder of the week whenever the family drives anywhere.

Mom and Dad will provide the tickets (printed from the template below)

Random Act of Kindness Ticket

Name _____

Act _____

Witness _____

Date _____

Prince of Tides: A Therapist Playbook

- The basic premise of this intervention is to use specially selected video clips from the movie *Prince of Tides* (starring Nick Nolte and Barbara Streisand) to raise the family's awareness of the destructiveness of family secrets
- Move the family from the precontemplative to the contemplative and preparation stages of readiness.
- Raise the intensity high enough so that the family's secrets begin to come out after watching the selected clips OR the whole story around the secret is revealed fully.

Therapist Playbook Procedures

- Before the session, the therapist rents or purchases the movie *Prince of Tides*. *Please note: Since family secrets could come up spontaneously at any time it is highly recommended that you have a permanent copy inside your desk drawer just in case.*
- Go to the **Scene Selection** menu and select Scene 11. Also go to captions and select English or the language you are using- This will enable subtitles to come up and make the video clips more dramatic.

Please note: The video clip is powerful and is broken down into these mini scenes below:

- Scene 1: The scene begins with Tom, played by Nick Nolte, telling his sister’s psychiatrist Lowenstein, played by Barbara Streisand that he is finally ready to reveal the dark family secret that is causing his sister Savannah to try to kill herself.
- Tom’s sister Savannah has tried to kill herself multiple times since the age of 12 years old (she is now 43 years old). To stop the suicide attempts and heal the wound, the psychiatrist must locate and find the dark family secret that no one will talk about. The secret is so traumatic that Savannah’s mind has blocked out the memory. Therefore, Tom is called in to serve as his sister’s memory.
- Scene 2: The next scene is a flashback to Tom and Savannah’s childhood of when the dark family secret was created. As the scene unfolds, the viewer sees the traumatic event and the secret. The event was three escape convicts who broke into the home on a stormy night and raped Savannah, the mother, and even Tom. The oldest brother Luke shot the convicts in cold blood. The secret was that the mother told them to bury the convicts out back and never tell anyone. She told them if they told, she would stop being their mother.
- Scene 3: The last scene shows the father returning home from his business trip and the family eating dinner as if nothing happened. We see that Savannah was so traumatized that she put on her dress backwards. At the end of the scene and when to pause the tape is when Tom utters the classic line, “God help me. The secrets were worse than the rapes”.

- It is recommended that you show the three mini scenes back to back and without interruption. However, the rape scene is pretty graphic. Therefore, you will likely want to show the first part of the scene but fast forward past the rape scenes and have the clients close their eyes. Pick it up after the murders.
- Please use the following recommended script before and after the DVD video clip is shown depending on whether or not the secret has been already revealed or yet to be revealed.

Before the Scenes Are Shown if Secret Acknowledged and Shared

“The secret you shared earlier _____[name secret here] has definitely contributed to the wound going unhealed. I want to show a short video clip from the *Prince of Tides* to illustrate in dramatic fashion what can happen if the secret is not fully fleshed out and resolved. We have touched on the secret but my gut tells me that we might have scratched the surface and we need to tell everything there is to know. Only then can the wound get aired out and healed. As we shall see in the movie, the reason why this is important is that any secret root not pulled out will eventually grow back like a weed that is pulled without the roots pulled as well. After the video, we can discuss your reactions and see if we can talk about the secret more fully.”

After the Scenes Are Shown if Secret Acknowledged and Shared

“What was your initial reaction?” “Can someone tell me how and why the secrets in this family’s life prevented both Tom and Savannah’s wounds from healing?” “What happened in therapy or what did

Tom do to begin the healing process for himself?” “What will we need to say or do in the future to fully clean out your wounds?”

Before the Scenes Are Shown if Secret Unknown

“You shared on your wound handout that you suspect that there is one or several family secrets that may be causing or irritating the wound. But it has been difficult to talk about. Therefore, to jump start the process I wanted to show a short video clip from the *Prince of Tides* to illustrate in dramatic fashion what can happen if the secret is not fully fleshed out and resolved. After the video we will talk about your reactions and ease into talking about how your secrets have directly caused the problems and unhealed wounds you are experiencing”.

After the Scenes Are Shown if Secret Unknown

“What was your initial reaction?” “Can someone tell me how and why the secrets in this family’s life prevented both Tom and Savannah’s wounds from healing?” “What happened in therapy or what did Tom do to begin the healing process for himself?”

“Like the movie, how do you think your secrets caused the wounds or problem stressors in this family?” “What specifically happened and why did you decide to keep this event a secret?”

- Please note: You can also use these clips if you have a strong hunch that there are secrets but that the family does not even know the extent of the damage or they are intentionally hiding them. To safety present the video clips you would need to say something like the following:*

“I could be totally way off and if I am please forgive me. But my gut tells me that there are things in the past that are long buried and have never been talked about. Or if they have it has been years and never resolved. Therefore, I want to show you what can happen when past secrets are not openly discussed. Again if I am wrong please forgive me. I care deeply for your family and any good coach will not leave any stone left unturned. If there are secrets I hope you will feel safe enough to talk about them.”

- After the clips are shown and the secrets are discussed fully, the therapist may need to move into other wound undercurrents such as forgiveness, grief, security, or closure to heal the fallout from these secrets.

Sculpting: A Therapist Playbook

- An individual, couple, or family sculpture is an arrangement of people or objects that is meant to visually symbolize the hurt and pain the wound has caused and led to unforgiveness.
- The person doing the sculpting is told the following: “Imagine that you are a sculptor. I want you to make a sculpture of your family (spouse or partner). Pretend your family is made out of clay. You can place them anywhere or in any position. Situate each person in whichever manner that best demonstrates how the wound (the arrow) has hurt your family”.
- The poison arrow is the unhealed wound and represents bitterness or unforgiveness. The sculptor must position everyone to how the arrow has altered the family in a negative way.
- The major advantage of sculpting is its ability to cut through excessive verbalization, defensiveness, and projection of blame. The clients are deprived of their familiar verbal cues and forced to communicate with one another on a different and spontaneous level.

Below is a list of recommended steps in completing the sculpting exercise:

#1- The therapist explains to the individual, couple, or family that it is often easier to act out what happens than just talking about it. Everyone in the room can show his or her own version of how they see the problem of how unforgiveness and bitterness. After the present situation is sculpted, each person will be asked to show how they would like it to be.

#2- As stated earlier, once this general overview is given, the therapist should make the following

statement: “Imagine that you are a sculptor. I want you to make a sculpture of your family (spouse or partner). Pretend your family is made out of clay. You can place them anywhere or in any position. Situate each person with each other or in relation to the arrow (hold it up) that shows how unforgiveness is poisoning your family right now”.

#3- After each person portrays how they experience the family or couple relationship in the present, they are asked to show everyone how they would ideally like things to be.

#4- After each sculpture is completed; the therapist can ask the following questions:

- (of the sculptor before any other discussion) Can you imagine that each person has a thought bubble over their head like the comic books characters? What does each bubble say?
- (of each person) How does it feel to be in this place in this family and in relation to the arrow?
- (of the couple or family) Did you know that the sculptor perceived you or your role in keeping the unforgiveness going?
- (of each person) Do you agree that this is how your marriage or this family functions?
- (of the sculptor or the couple or family) **Can you reposition everyone to show us how it would look like if forgiveness entered into the family?**

#5- After the future sculpting is completed; the therapist can use this ideal picture as a jumping off point to put together a written action plan.

Matilda

Overview of Technique

This technique involves the use of a fictional film about Matilda, a young girl who grows up in an abusive family but ultimately makes her dreams come true through self-reliance. The presupposition behind the use of this technique is that films can act as non-threatening therapeutic metaphors to help the client to revisit old hurts in a gentle way. By using rich images that require a client to supply personal content in order to construct meaning, as well as implying directives for change rather than overtly suggesting them, the client is moved into a more contemplative way of thinking. The film, Matilda, implicitly provokes the viewer to move from the stance of victim to one of survivor. This is a crucial part of the healing process. This shift from victim to survivor is due to the fact that viewing the film not only increases cognitive insights, but it also addresses the affective realm which gives the viewer the necessary motivation to follow through on new cognitive insights and subsequent behaviors.

Procedures

The first step to this technique involves the therapist providing a clear rationale for using the film in therapy. This rationale will include letting the client know that this directive is not atypical, that other clients have found viewing films to be helpful, and that a follow-up will take place in the next session.

The second step will involve the therapist providing thorough instructions to watching the film. Even if the client says that they have already watched the film, the therapist assures the client that this viewing will be different as they are watching with specific instructions in mind. Whereas previous viewings were for entertainment purposes, the therapist will tell the client that this viewing is so that the client can focus on how the film might relate to their own life. The client is not told how to specifically interpret the film. In other words, the exact connections to the film are left up to the client.

The following suggestions are given to the client before viewing the film:

1. Keep notes while viewing the film if wished
2. Stop the film and replay important scenes when you have an insight or see a connection to your own life
3. If you are watching the film with family members or friends, discuss any insights or connections you see at the end of the viewing
4. Note the characters in the film that you particularly like as well as the ones that you dislike and write why you like or dislike them
5. At the end of the film, write down the main points that you want to discuss in session.

The third step is to tell the client where to find the film. It is important that you as the therapist have already watched the film and know where the client can go to rent it. You also may have the option of allowing the client to “check out” your copy as they would at a public library.

The fourth step is to tell the client that you will be discussing their impressions of the film in the next session. By providing the rationale for the film, suggesting tasks to accomplish during the viewing, informing the client where to find the film, and indicating your plan for a follow-up discussion, you are emphasizing the importance of this directive.

The following suggestions are provided for you to use as follow-up questions:

1. Which character did you most identify with?

2. In what ways was that character similar to or different from you?
3. What attributes would you like to take from that character? What aspects of that character would you avoid?
4. Are there other characters in the film who present positive or negative attributes? Are they similar to people in your own life?
5. Did the protagonist succeed in overcoming challenges in the film? What strategies were utilized to overcome the challenges?
6. How can you use similar strategies or perhaps other strategies to overcome your own challenges?

The final step involves helping the client to turn any insight they gained from the film into a written action plan that is customized to the client's personal situation.

Clinical Example:

John is an 11 year old boy who has come to live with his grandparents after being removed from his biological father's care 18 months ago due to alleged physical abuse perpetrated by his father. While in his grandparent's home, John has begun to demonstrate oppositional behaviors and a gross inability to manage his own emotions. He cries frequently as a result of his anger and has recently begun to hit his head against the wall when he is told "no" or not allowed to do what he wants to do. He also has begun to daily verbalize that he simply can't control his own emotions because of "what was done to him by his father." This adamantly stated belief is causing John's grandparents to also wonder if John's behavior is beyond his control.

After coming to understand John's history of abuse and current situation, the therapist asked John and his grandparents if they would be interested in watching a specific film before coming to the next session. Before getting their answer, the therapist informed them that he has had other client's with a similar background and situation to also watch the film with positive responses. The therapist believed that the film, *Matilda*, about a young girl who overcomes her own abusive background, will help to move John from the pre-contemplative stage to the contemplative readiness stage for change.

The therapist told John and his grandparents that the film he would like for them to watch is about a little girl named *Matilda* who grows up in an abusive family. The therapist is careful to point out to John that he is not actually comparing John's experiences with those of *Matilda*; rather, he wants John to carefully observe *Matilda* and see if he sees any overall connection between her life and his own. John is also encouraged to write down on paper the characters

that he likes and doesn't like along with why he likes or dislikes them. At the end of the film, John is also asked to write down the main points that he would like to discuss in session.

Both John and his grandparents agreed to watch the film and the therapist told them where they could rent it for a dollar. The therapist also shared with John and his grandparents that they would be discussing the film in the next session and reminded them to bring their notes they wrote down while watching the film.

When John and his grandparents returned for the next session, they each brought in notes that they had taken while watching the film. It was evident that they had already discussed their insights with each other and were eager to share with the therapist.

To begin the discussion, the therapist asked John which character he most identified with. John said that he identified with the girl in the film, Matilda because he had to make his own meals most of the time while living with his dad. He said that his grandparents weren't like Miss Honey because they never "had it bad like she did" but they did rescue him from his dad like Miss Honey rescued Matilda. Throughout the conversation, the therapist frequently polled John's grandparents for their insights also but the main focus was on John.

In response to the question of what attributes John admired in Matilda, he said that he admired that she was resourceful and was able to get away from her abusive parents. This was the opening that the therapist was hoping for and he then asked John if he saw any of that resourcefulness in himself. John said that he was smart like Matilda. When asked how he could use his intelligence, John stated that he could study and do his homework in school. He also said that he could learn to control his anger and stop hitting his head against the wall.

At this point, the therapist asked both John and his grandparents which of the two goals that John stated were the most important to focus on right now – doing his homework in school or learning to control his anger. All three agreed that it was most important that John learn to control his own anger first.

At this point, the therapist helped John and his grandparents come up with a written action plan to help John to manage his anger. They decided to call this action plan - John's "smart" plan to control his anger. The goal of this action plan is to help John to learn how to de-escalate prior to him reaching the point of crying and "banging" his head against the wall.

The first step to developing this action plan was to educate the family on using a "time out" properly by using the memory aid of the Four R's. The therapist also encouraged John's grandparents to track John's progress with a chart that will daily note John's successful use of the Four R's and will provide incentives in the way of celebration days during which John and his grandparents will do something fun together.

The following material was reviewed with John and his grandparents.

1. What is a time out?

A time Out is a choice you make with your grandparents to leave a situation before you say or do something aggressive, damaging, hurtful or disrespectful.

It is a way of taking responsibility by leaving for a while so that you can get back control of your body and mind.

2. Why take a time out?

You take a time out to protect yourself from hitting your head against the wall and to protect your grandparents from your mouth.

3. When to take a time out?

Take a time out when you start to notice your signs of anger.

John's Time Out strategy was then personalized and written up as the following action plan. The personalized part of the action plan is noted in italics.

John's "smart" plan for anger management

Recognize = Remember your signs of anger? Recognize when *you are starting to glare, your eyebrows furrow, and you start to snap or tap fingers*. You also start to think that you *"deserve" to get to do something because of your past abuse*. These are important triggers for a time out

Retreat = Leave. *Go to your room*. You and your grandparents have already agreed ahead of time for you to take your time out.

Relax = Go to your room and do something that helps you relax. *(Your choices are to work on your 1000 piece puzzle, work on your artwork, or watch a portion of the movie Matilda that your grandparents purchased for you)* REMEMBER, the goal is to feel better and to let go of your anger. DON'T keep thinking about what made you angry...let it go.

Return = this means to come back. It might be the hardest part. Going back to the scene of the argument with your grandparent means you will have to work things out. REMEMBER; don't expect the person you got mad at to be in a good mood. Maybe they will, maybe they won't. But, when you go back, you must be prepared to obey and listen.

Finally, John and his grandparents were helped to identify what fun activities they could do to celebrate John's successful use of his "smart" plan. They all agreed that for every 7 days that John uses his time out properly they will go to a restaurant of John's choice to celebrate. If he successfully uses his time out for 14 days, John will get \$20 to spend at his favorite store. At the end of 30 successful days, John and his grandpa will go on an overnight camping trip.

These "celebration day" agreements were added to the bottom of John's action plan and all three signed the plan.

Optional strategies for Playbooks

1. Read stories together of people who have been wounded in various ways and yet share their process of forgiveness.
 - a. First Example: Thirteen years ago, a policeman in New York City, Steven McDonald, tried to stop a robbery that was taking place in Central Park. He was shot by a fifteen-year-old teenager, Shavad Jones. From that day, thirteen years ago, Steven McDonald has not moved anything below his neck. He breathes through a breathing tube and spends much of his day in a wheelchair. He has taken on a new vocation, traveling to grade schools and high schools speaking about the need for forgiveness, and the need to practice non-violence in response to conflict and problems. He tells his listeners that he has forgiven Shavad Jones, that in fact he forgives him every day, for everyday he must deal with the pain of his massive afflictions. He encourages children to sign a pledge of non-violence, a commitment on their part to not use aggression or hurt in their dealings with each other.
2. Sign a pledge of non-violence, a commitment to not use aggression or hurt in your dealings with anyone else.

3. Write a letter but don't send it. Write whatever it is you want to say and then burn the letter. Let your resentment go, just like the smoke disappears from the air. And write yourself a letter about how you love yourself and are forgiving yourself because you want to be free.
4. Engage in activities that feed your soul? Activities such as gardening, exercise, art, music or poetry are usually renewing and refreshing to your spirit. These are things that allow you to sort of park the critical, judgmental side of your brain and make room for new perspectives and new ways of looking at things.
5. Make a list of resentments. Don't hold back or edit your thoughts. Being honest with yourself is the first step in healing anger.
 - a. Then, identify what is in it for you to hold on to your resentful feelings? What are you gaining by being a victim? Attention? Sympathy? Is it that you are unwilling to take some responsibility for the experience? Then, bury the list that you identified in a symbolic ritual and determine not to continue talking about it anymore.
 - i. Remember, it is important to sort through your feelings, but there comes a point when you are no longer processing your emotions, but feeding your anger. And when that happens, it's time to stop talking about it.
 1. Example:
 - a. "I recently talked with someone who was kvetching about the sharp way someone spoke to her. She went on and on, tearful and agitated and I finally asked her, "When did this happen?"
 - b. She answered, "Last week."
 - c. I looked at my watch and said, "You can keep talking about this for one more hour and then you have to stop. Because I can see that you're feeding it." She had a friend with her who said, "Oh, great! I've got a watch and I'll keep track!" (Her friend was pretty sick of the whining
6. Acknowledge the Loss and Consequences
 - a. Look at the past and the present, and honestly note any changes. Were you physically injured? Were you emotionally hurt? Did you suffer financial loss? What other types of losses occurred? Was there harm to other relationships? To

achieve lasting forgiveness it is important to acknowledge all the losses, otherwise forgiveness will have to be revisited. When listing the losses and consequences, try to look objectively at the incident without investing in the emotions around the losses at this time. Share this list with your supporters

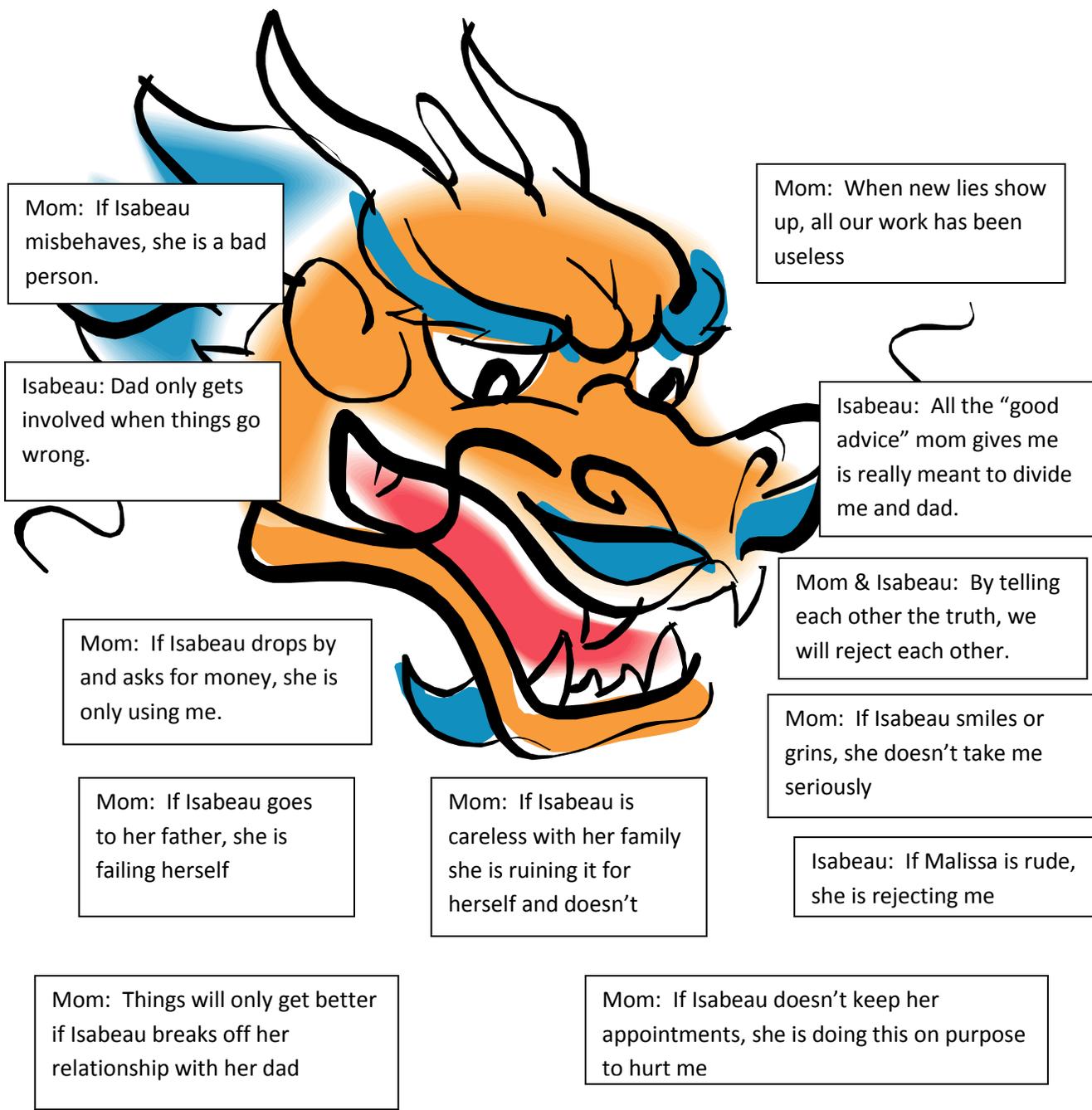
7. Identify Some Good in the Other Person

- a. This step, finding some good in the other person is probably the most crucial step in bringing about lasting forgiveness. A wonderful technique for developing your vision of good in another is to imagine a seed of goodness in their heart, and in prayer imagine that both you and God are watering it to make it grow stronger.

8. Stay in the Present

- i. “Bury the hatchet” is a phrase you may have heard many times. There is wisdom to this phrase if you understand its original meaning. The phrase comes from spiritual traditions of North American Indians who would put all weapons out of site while smoking a peace pipe. For your own forgiveness work, you must keep the original wound out of sight, or out of present mind. It is necessary to acknowledge what happened, to not forget it, but also not drag it up again as a fresh wound. Resurrecting the event and bringing it up again with the person who harmed you will cause you to feel the associated feelings again. **Balance your memory of the event with your memory of the forgiveness work you have done.** Practice loving those you don’t feel warmth towards.
- ii. Develop self-discipline and remind yourself that you have completed forgiveness work around this issue. Thank your mind for the intrusive thought, and send it off into the far reaches of the universe! Refuse to bring the past into the present again, as it will re-trigger you back into hurt and anger. Practice compassion and unconditional love towards all people!
- iii. Wrap a gift and give it to each person around a circle – emphasizing their commitment to stay in the “present” from now on as they commit to forgiveness for their wounds

The Lying Monster



Mom: If Isabeau misbehaves, she is a bad person.

Mom: When new lies show up, all our work has been useless

Isabeau: Dad only gets involved when things go wrong.

Isabeau: All the "good advice" mom gives me is really meant to divide me and dad.

Mom: If Isabeau drops by and asks for money, she is only using me.

Mom & Isabeau: By telling each other the truth, we will reject each other.

Mom: If Isabeau goes to her father, she is failing herself

Mom: If Isabeau smiles or grins, she doesn't take me seriously

Mom: If Isabeau is careless with her family she is ruining it for herself and doesn't

Isabeau: If Malissa is rude, she is rejecting me

Mom: Things will only get better if Isabeau breaks off her relationship with her dad

Mom: If Isabeau doesn't keep her appointments, she is doing this on purpose to hurt me