

# Empowered: Helping Counselors Uncover the Positive Parent Within their Clients

Adrienne Frischhertz, Ph.D., LPC-S  
Registered Play Therapist- Supervisor  
Dr.Frischhertz@bloominnola.com

Mandy Barrett, M.Ed., PLPC  
Doctoral Student~  
University of Holy Cross  
mandykbarrett@gmail.com



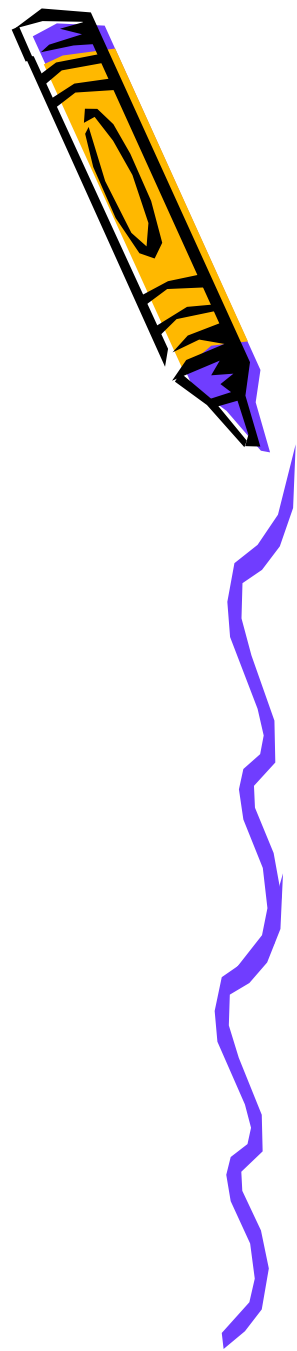
- What brings you to this presentation?
- What do you need?

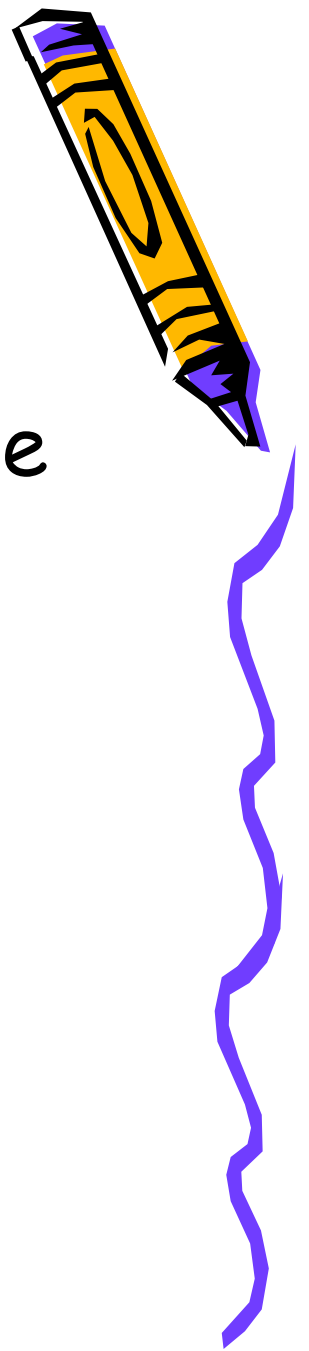


# Why should I make time for this?



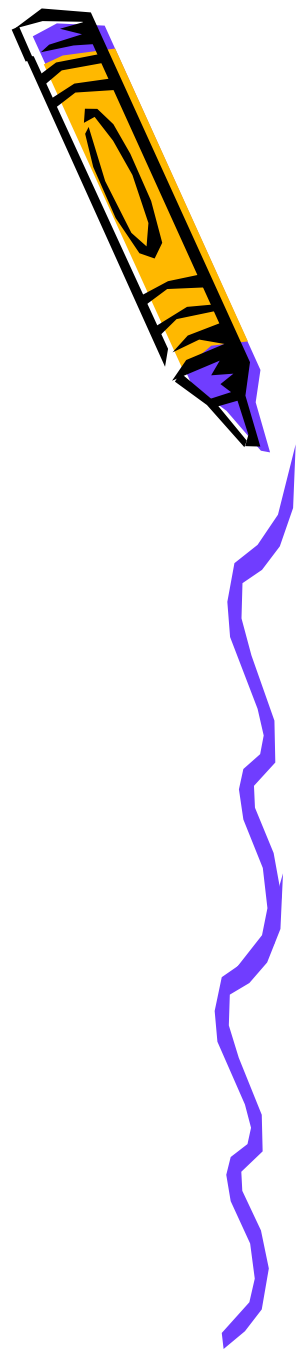
- What is a Positive Parent?





- Understand the meaning behind the behavior
- Focus on controlling yourself—not your child
- Be consistent with expectations
- Give attention to the behavior you like—not the behavior you don't

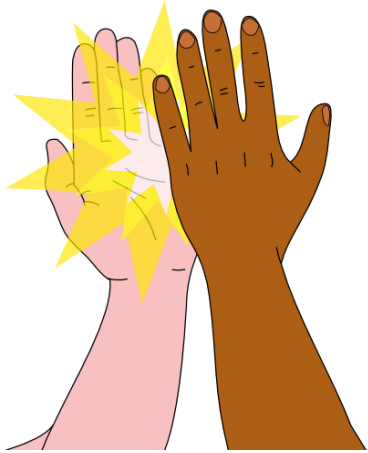




- Redirect, redirect, redirect
- Exploit the "energy drain"
- Don't bribe or reward



# Children do better when they feel better!



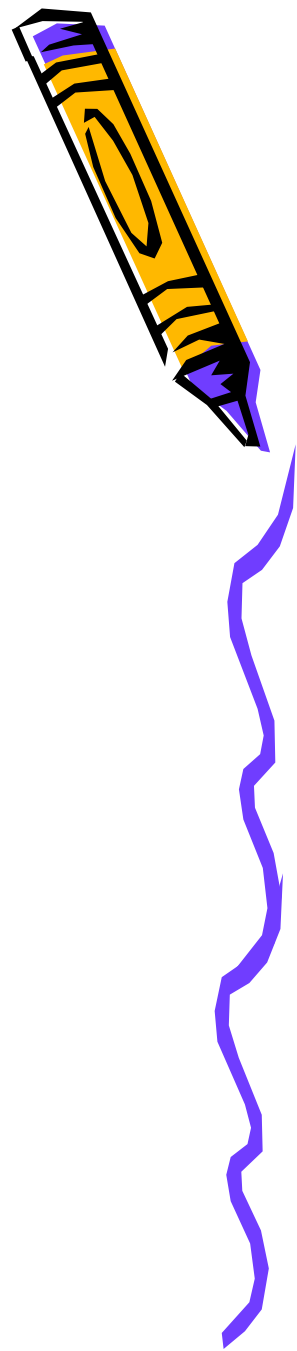
# Types of Parents

Authoritarian  
Permissive  
Authoritative



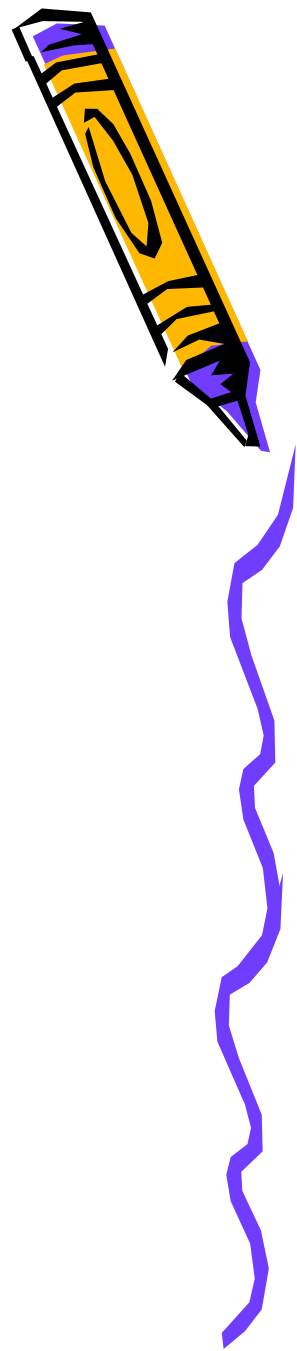


A misbehaving child is a misunderstood child



# Mistaken Goals Chart

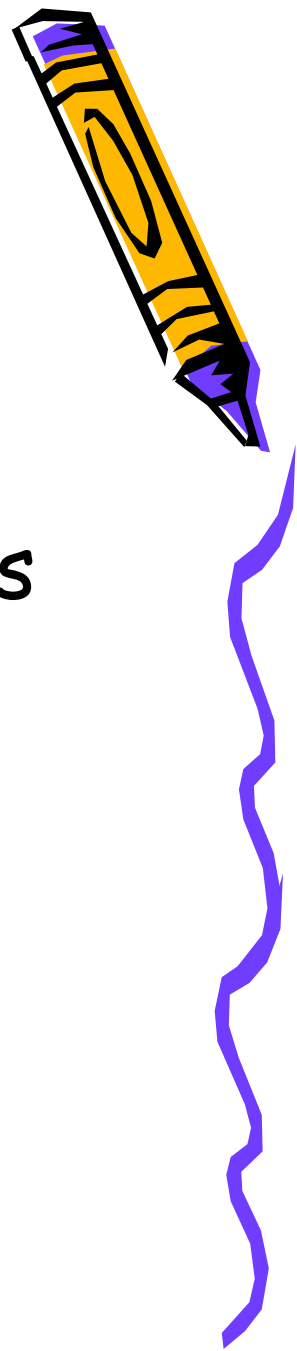
- See handout





- How can we help parents uncover what they already have?



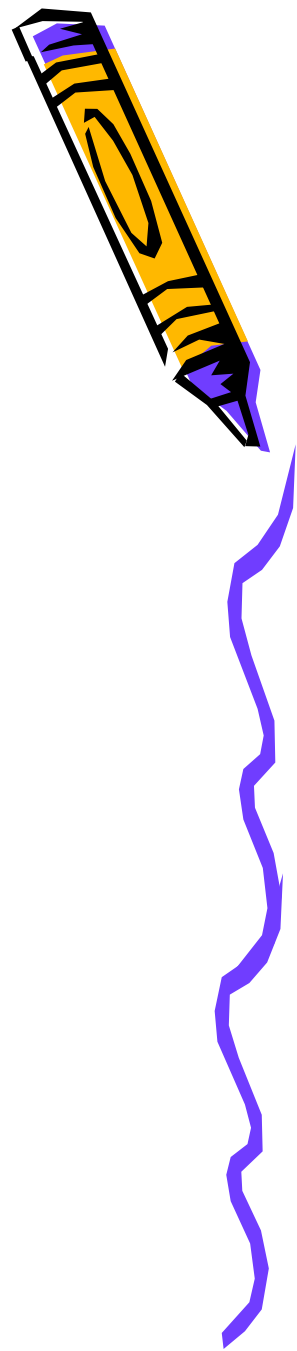


- Connection before correction
- Communication blocks vs. improvers
- Say it, mean it
- Less is more



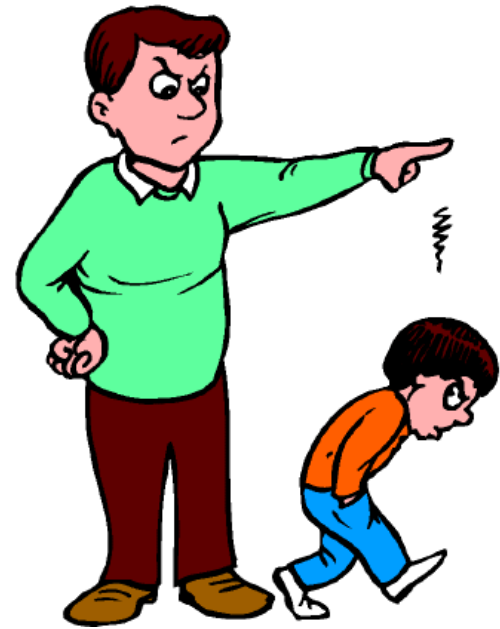
# 3 R's and an H

- Related
- Respectful
- Reasonable
- Helpful



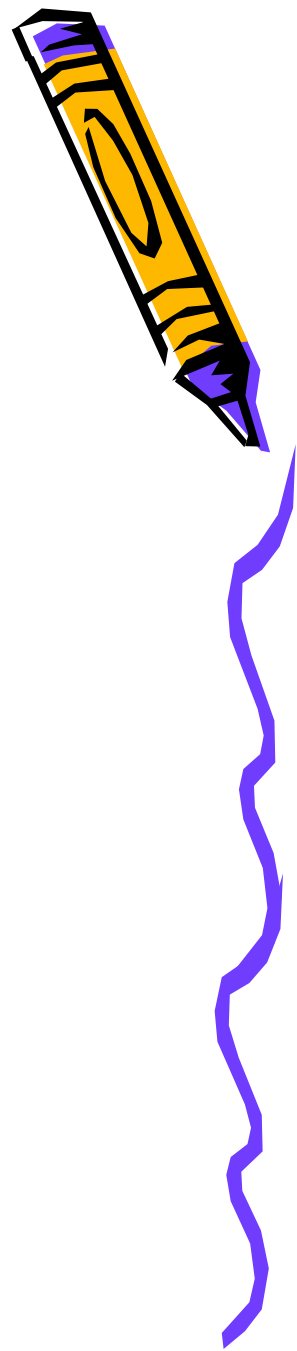


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# Parent profiles

- The Resistant Parent
- The Career Parent
- Two-Career Parents
- The Single Parent
- The Recently Separated or Divorced parent
- Parents Who Are Not Seeking Counseling
- Someone Else in Parent Role

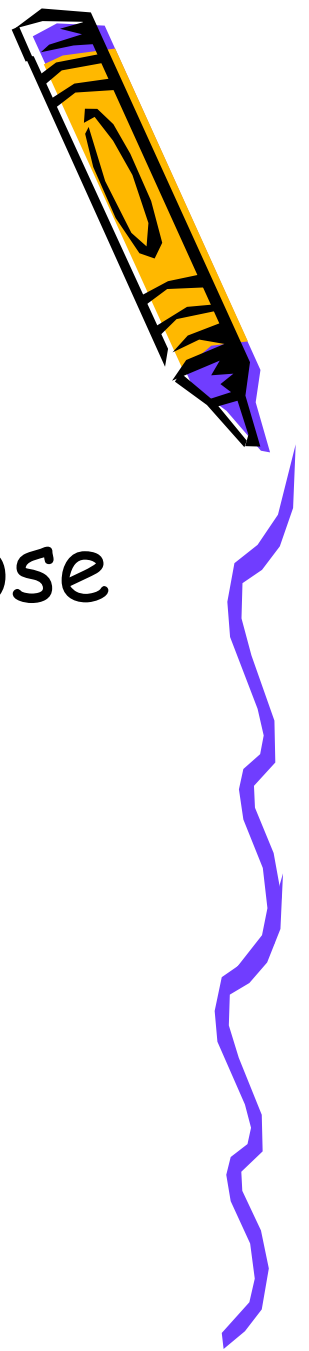


# The Resistant Parent

- Opposed to therapy
- Often fathers
- Reflecting, empathizing,  
and avoiding power struggles
- Confused technique







- "Maybe we can try some other techniques for a bit, and if those won't work, we can go back to what you're doing now."



# Parenting as a Career

- Does not work outside home
- Often mother
- Parenting is full time job
- Typically needs reassurance & compliments



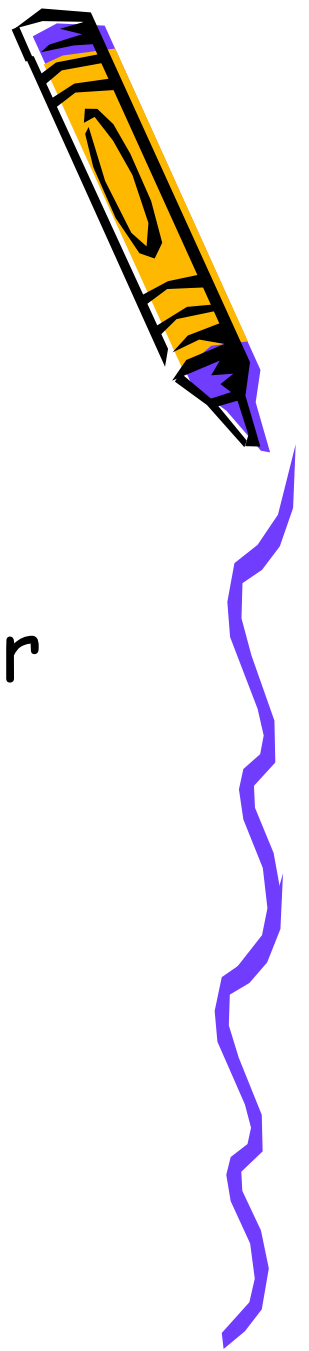
"It took a lot of courage to come here today. You don't know why this is happening, and you feel responsible."



# Two- Career Parents



- Both parents work, often long hours
- Two typical reactions
  - Annoyance OR guilt

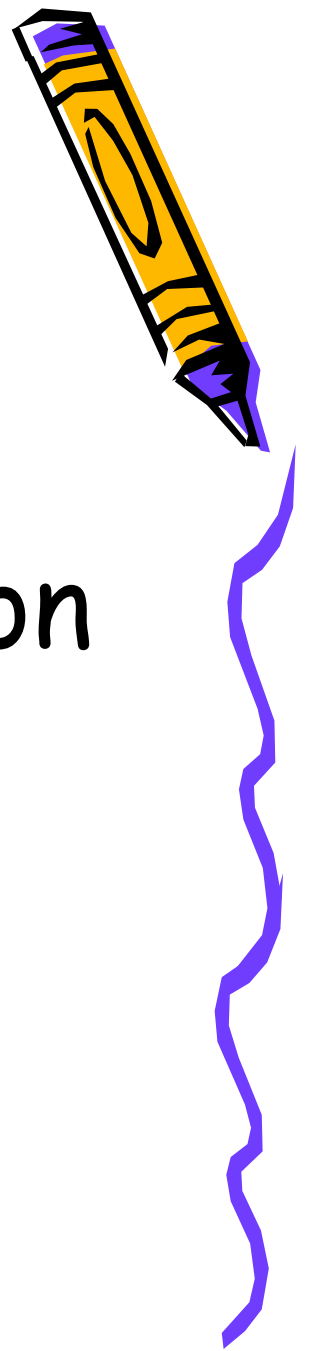


- "I think play therapy can be very beneficial. Hopefully I can make some small changes that won't alter your lifestyle significantly. It's amazing how much of a difference small changes make."

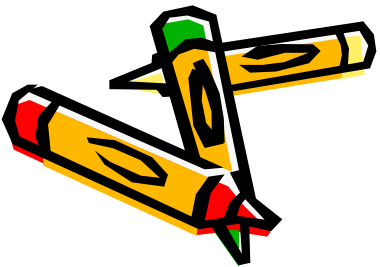


# The Single Parent

- Mom or Dad
- Often has high anxiety
- Acknowledge the responsibility and pressure involved with their role
- Avoid overwhelming them further



- We'll try to understand more about what's going on and make some small changes that will make a big difference."



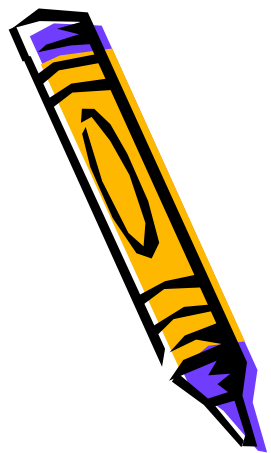
# Recent Separated/ Divorced Parent



- Often feels like a crisis, particularly at the beginning, but it has an end
- Suggestions that can be made right away must be manageable



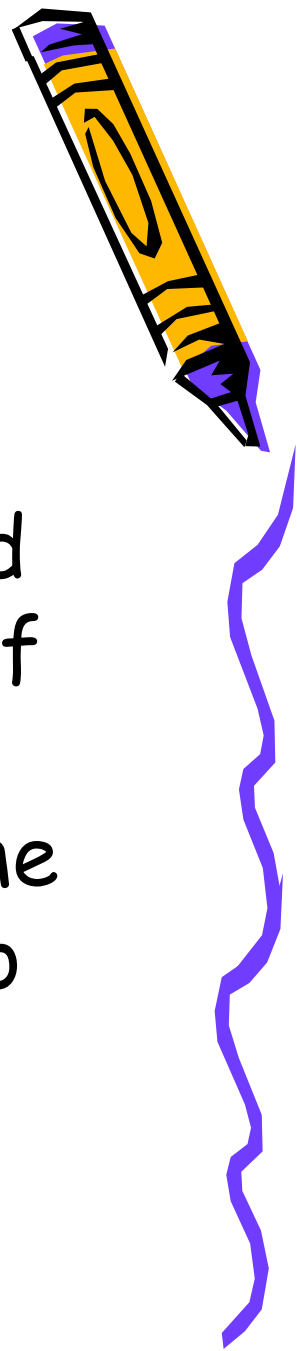
- "I'll believe for you, until you can believe for yourself, that life will get better, for you and your child."



# Parents Who Are NOT Seeking Counseling



- Required to bring their kids
- Often minimal financial or emotional investment
- Countertransference may occur
- Show them how changes can be advantageous for them



- "I realize that this is the second school your child has been expelled from. It would probably be a relief not to talk to the principal; every day, or not be required to take time off to pick him up. There's a lot to be done that can improve his behavior and I'll genuinely try to help."

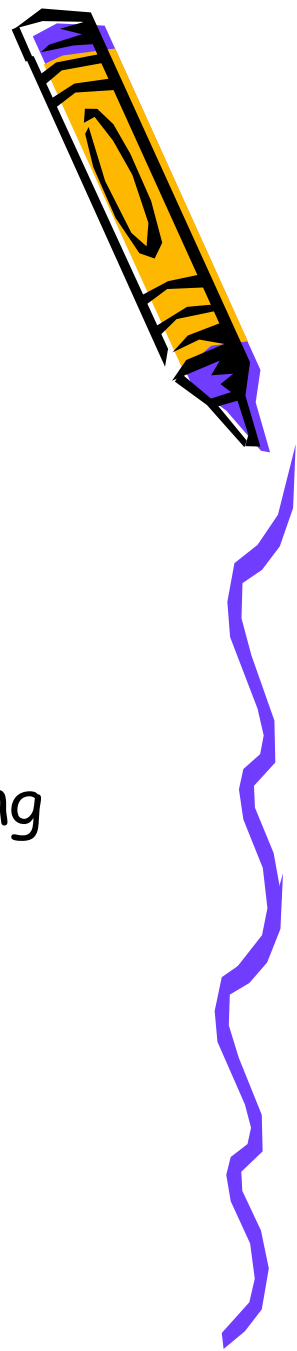


# Someone Else in Parent Role



- Often grandparents
- Discouraged by the results of their own parenting
- Give small and sincere compliments
- Small changes technique

# Working With Angry/Resistant Parents



- Consistent and persistent reflection
- Acknowledgement of parents' agenda
- Targeting areas of change
- Appealing to the less resistant parent
- Recommending individual or marriage counseling
- Gentle confrontation
- Reframing
- Looking for windows

Taking care of yourself  
Consult!



# Fill Their Buckets (and yours, too!)



**BUCKET FILLERS**

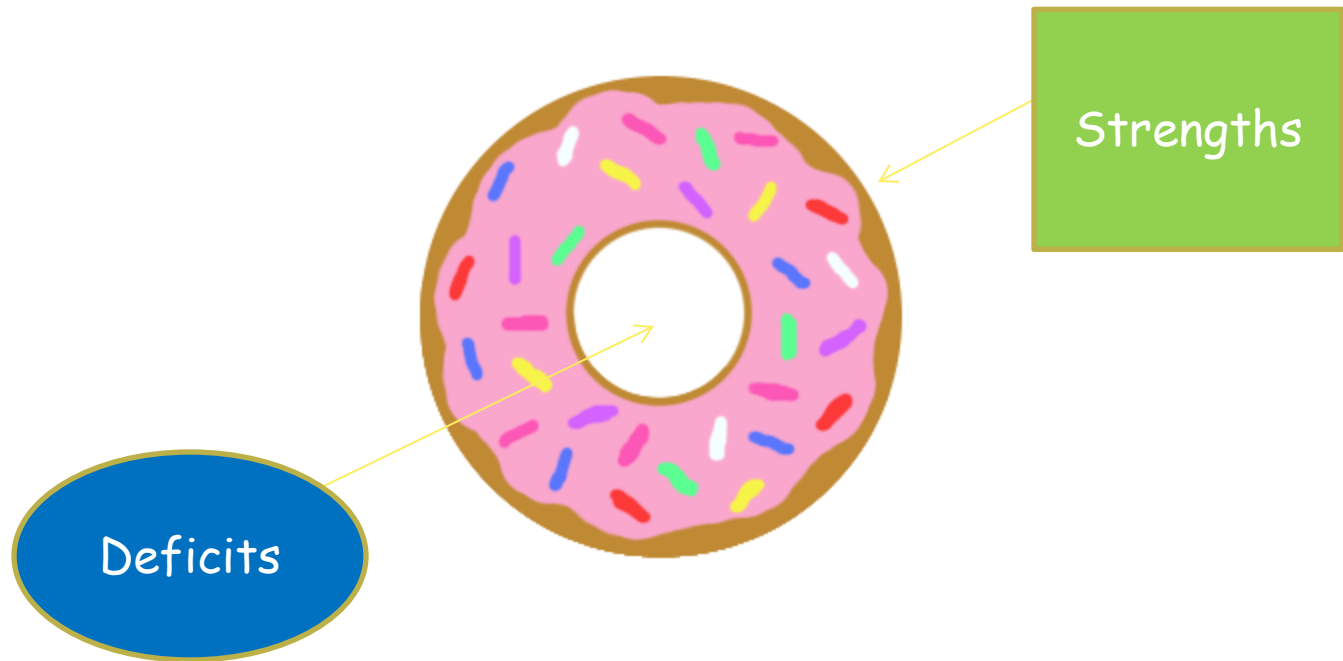
are people who...

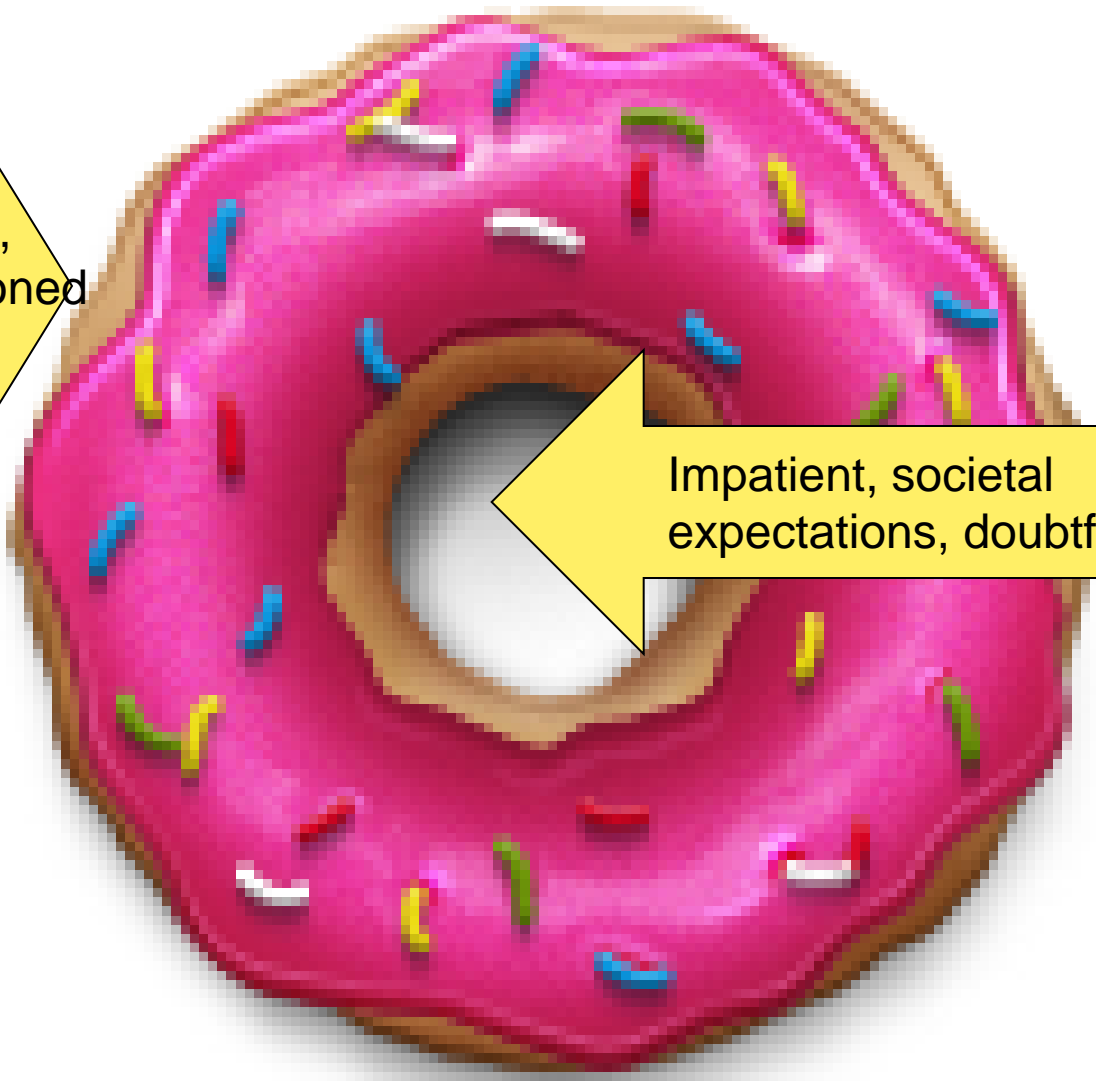
**BUCKET DIPPERS**

are people who...



# Focus on the donut, not the hole!



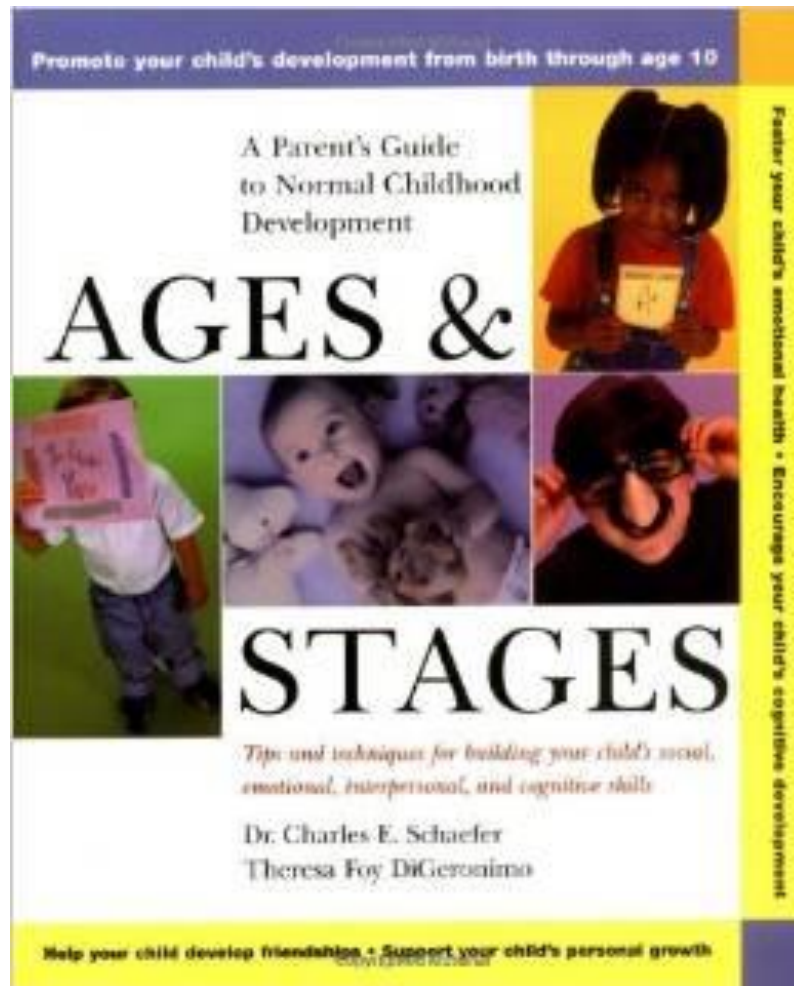


Kind, smart,  
well-intentioned

Impatient, societal  
expectations, doubtful



# Charles Schaefer



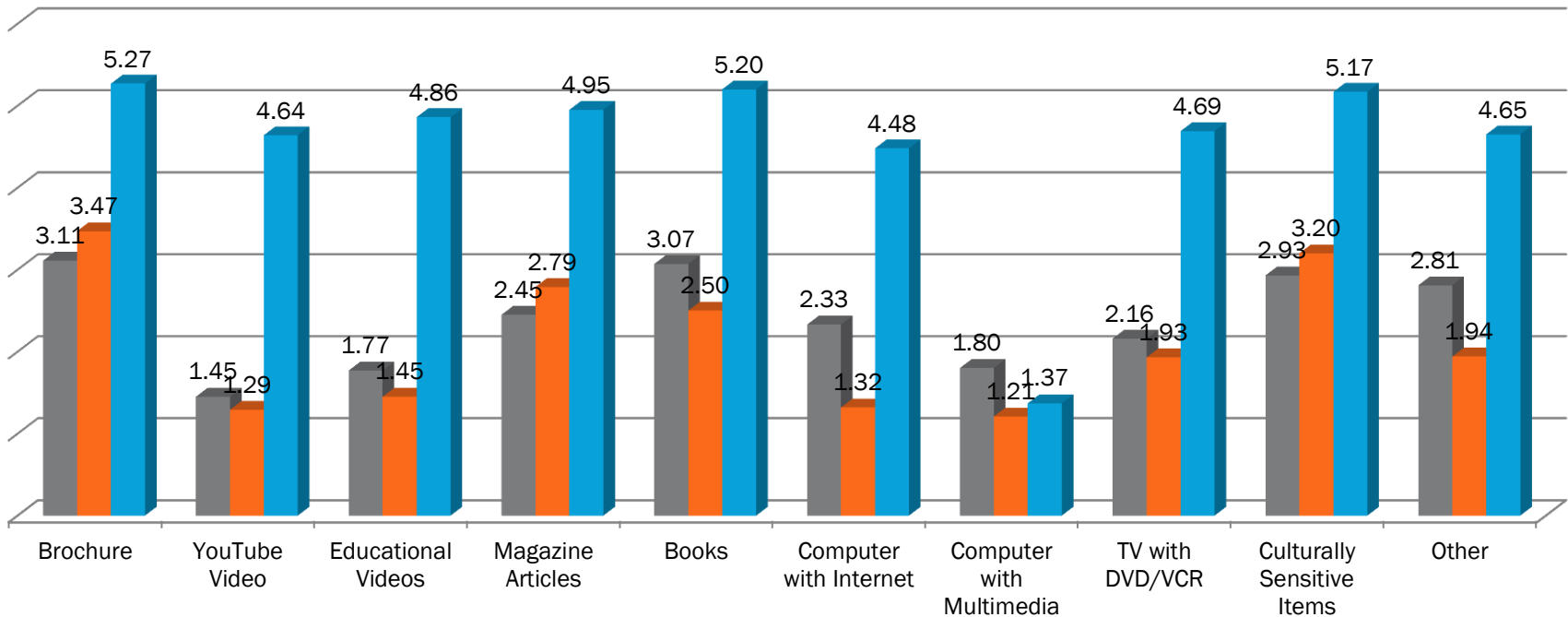
Fixed Mind-  
Set vs.  
Growth Mind-  
Set

Carol Dweck (Stanford  
Psychologist) Ted Talk

Here are Dweck's tips regarding Mind-Set:

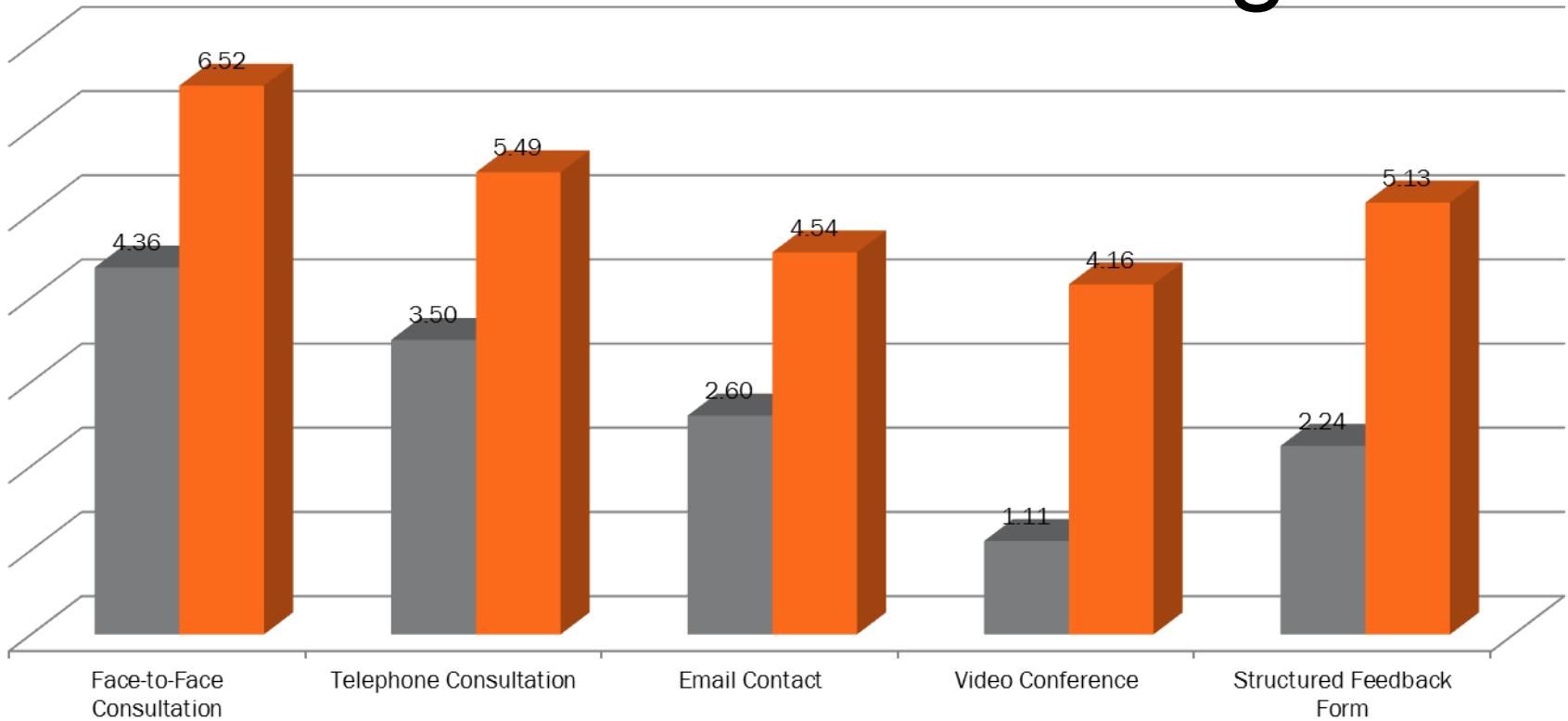
- Listen to what you say to kids, with an ear toward the messages you're sending about mind-set.
  - Instead of praising children's intelligence or talent, focus on the processes they used:  
**REWARD YET**
- **Example:** "That homework was so long and involved. I really admire the way you concentrated and finished it."
- **Example:** "That picture has so many beautiful colors. Tell me about them."
- **Example:** "You put so much thought into that essay. It really makes me think about Shakespeare in a new way."

# Educational Items



- Frequency of Use in Caregiver Room; 1=Never, 2=Less than once a month, 3=Once a month, 4=2-3 times a month, 5=Once a week, 6=2-3 times a week, 7=Daily
- Frequency of Use in Waiting Room; 1=Never, 2=Less than once a month, 3=Once a month, 4=2-3 times a month, 5=Once a week, 6=2-3 times a week, 7=Daily
- Perceptions of Effectiveness; 1=Very ineffective, 2=Ineffective, 3=Somewhat ineffective, 4=Neither effective nor ineffective, 5=Somewhat effective, 6=Effective, 7=Very effective

# Communication Strategies



■ Frequency of Use; 1=Never, 2=Less than once a month, 3=Once a month, 4=2-3 times a month, 5=Once a week, 6=2-3 times a week, 7=Daily

■ Perceptions of Effectiveness; 1=Very ineffective, 2=Ineffective, 3=Somewhat ineffective, 4=Neither effective nor ineffective, 5=Somewhat effective, 6=Effective, 7=Very effective

# Engaging Caregivers

- Initial Contact
- Intake Process
  - Initial Intake Checklist
  - Educational Resources
- Weekly Caregiver Contact
- Ongoing Caregiver Consultations
- Termination

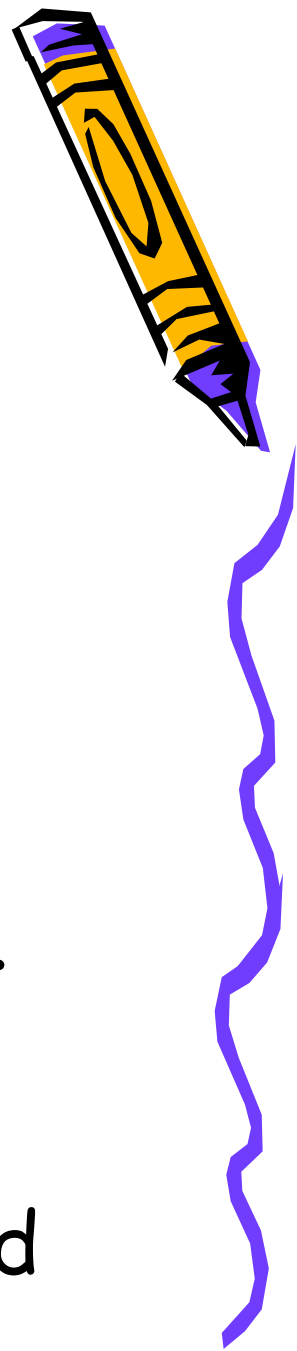
# Homework assignments

- Date with Child (Enforce the rules!)
- Sandwich Hug
- 30 Second Attention Burst
- Notes, cards, and phone calls
- Grant in fantasy what you cannot grant in reality
- Mutual storytelling (beginning, middle, end)
- Family meeting

# Phases of caregiver involvement

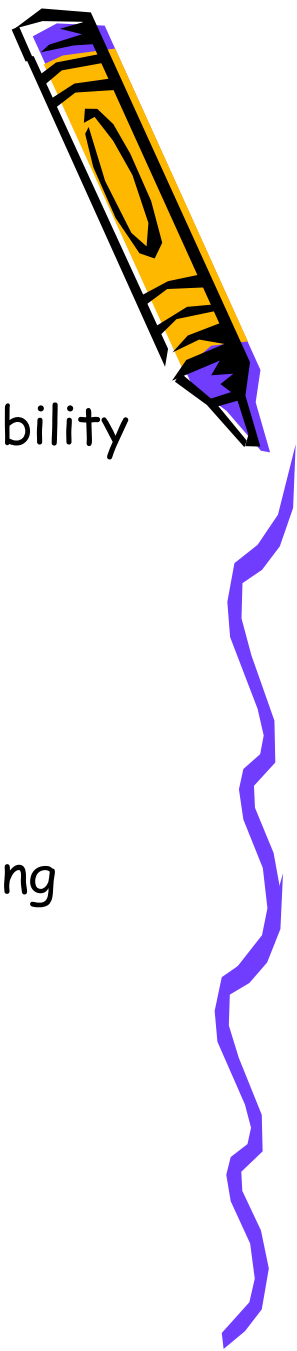
Engagement  
Cooperation  
Incorporation  
Termination

»L. Steen (2010).  
APT Mining  
Report: Parent  
Consults: Beyond  
Engagement





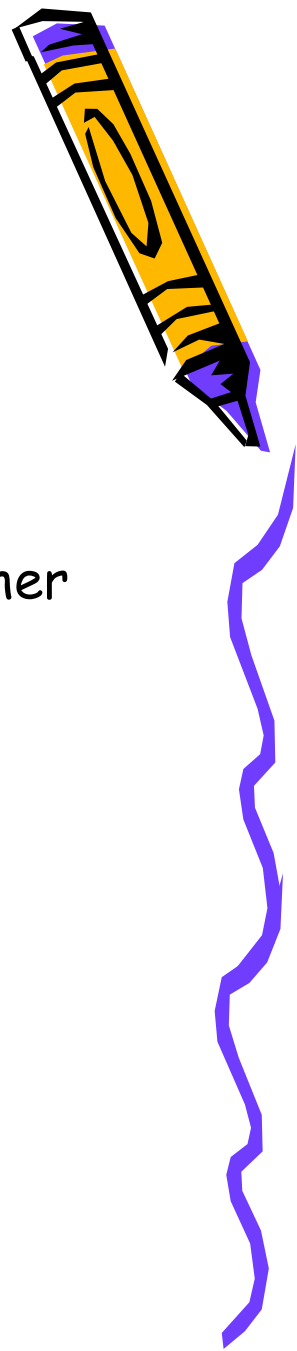
# ENGAGEMENT (Introduction)



- Feelings of defensiveness, fear, unsure of therapist's ability and capability
- Play therapist must obtain a commitment to treatment; Educate parent(s) on process.
- Attained through empathy for the parent; Understanding the child's perspective



# COOPERATION (Tentative Acceptance)



- More active participant
- Seek advice on limit setting, school difficulties, and other matters related to the child and family.
- Significant *insight occurs* (Kottman & Ashby, 1999; Sorensen, 2005).



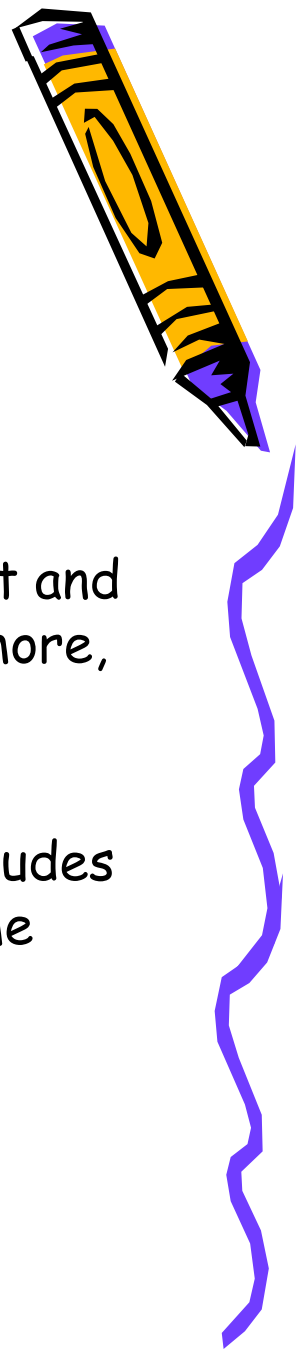
# INCORPERATION (Growing)



- Parents actively make changes in their parenting skills and in the relationship with their child.
- Experience insight, empathy increases significantly and they take responsibility for making significant changes in the family structure, lifestyle, and overall consistency (as needed).
- Open to feedback and psycho-education (Kottman, 2001; Terjesen & Kurasaki,, 2009).
- Parent is empowered and takes responsibility for change.
- Child is making significant changes and develops new coping skills (Terjesen & Kurasaki, 2009).



# TERMINATION (Termination)



- Termination stage of play therapy
- The parent appears relaxed, maybe relieved; the parent and child have both made significant changes, and furthermore, the dynamics in the family have changed substantially.
- The child is able to maintain positive behavior and attitudes over long periods of time, and the parent does not blame the child for problems in the family (Kottman, 2001; Landreth, 2001).



# Facilitative Responses



- Engagement
  - Parents need empathy and warmth. They are hyper aware of their own struggles with parenting, and they need to know that the counselor is not judging them.
  - Understanding the perspective of the parent regarding the problems



# Facilitative Responses

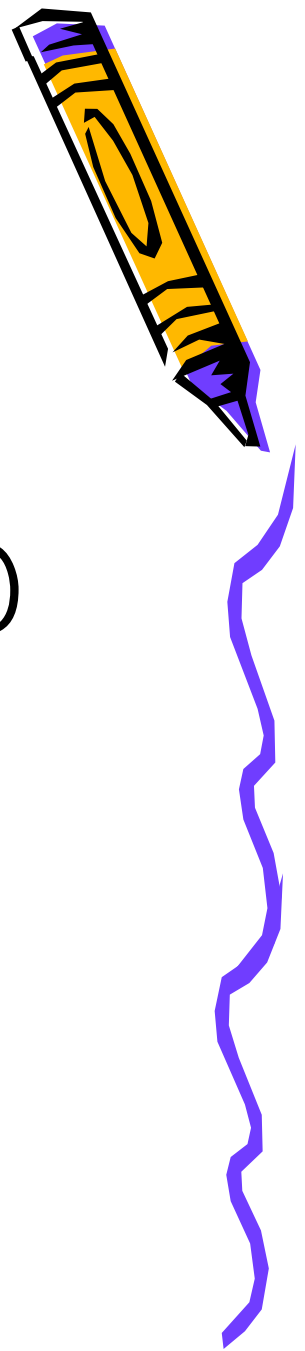


- Cooperation
  - Continue empathy
  - Teach basic reflection of feelings
  - Reinforce what the parent is doing well!!!
  - Investigate more about how limits are set at home, consistency of the limits, how each child
  - Basic limit setting



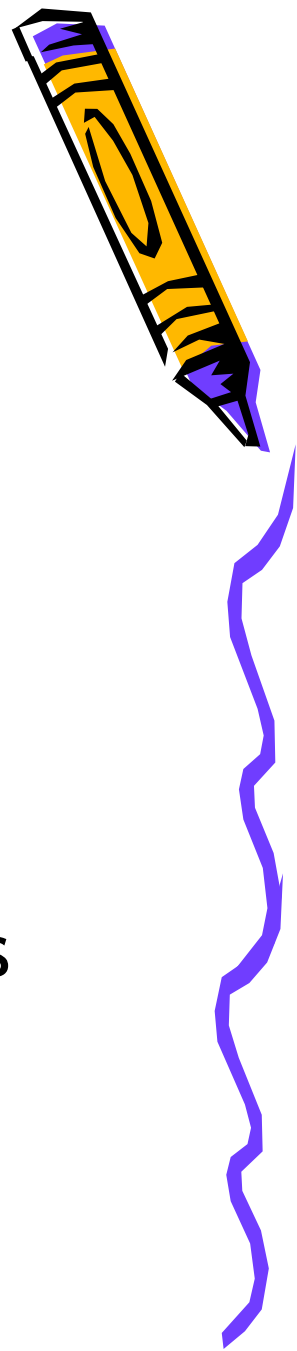
# Facilitative Responses

- Incorporation
  - Advanced limit setting (choices)
  - Creating consistency
  - Predictable consequences
  - Consistency in consequences > Remorse from child

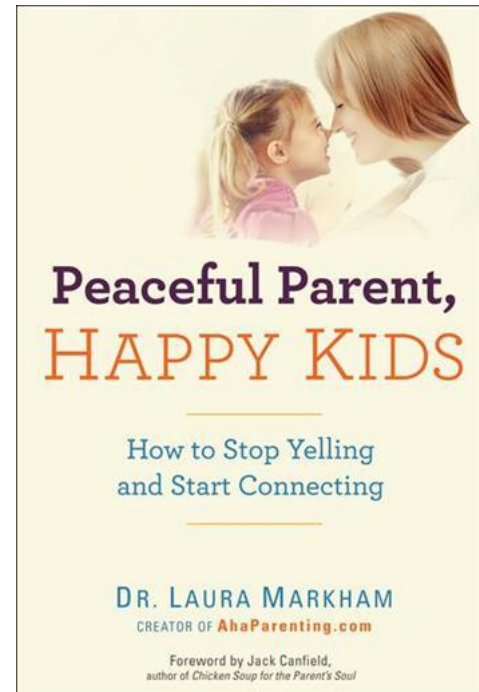
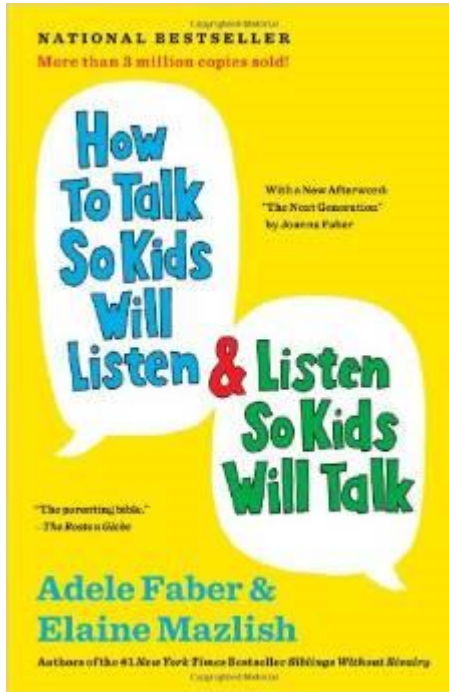
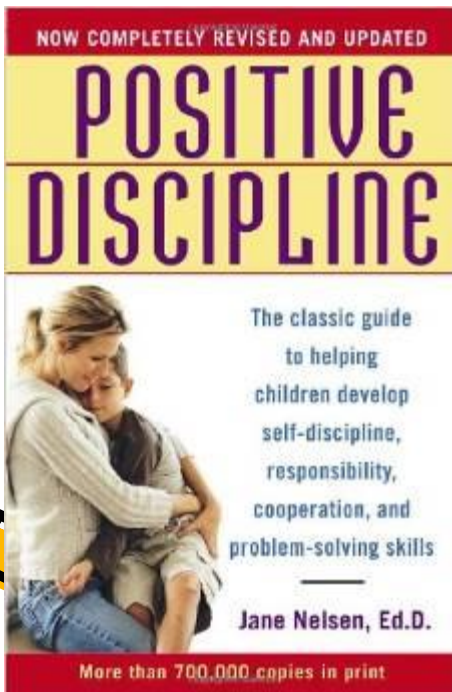
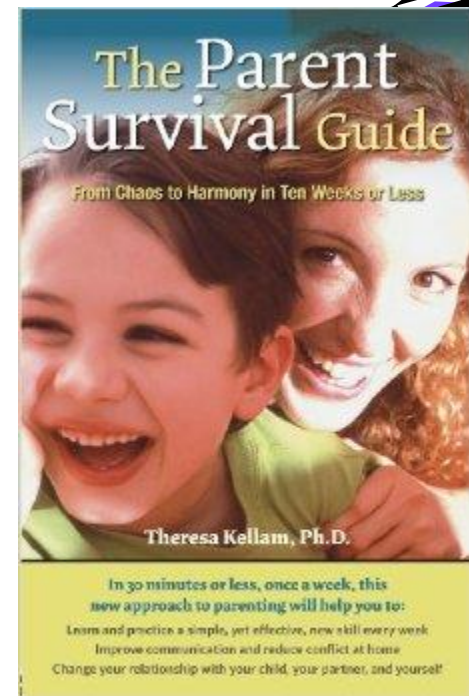
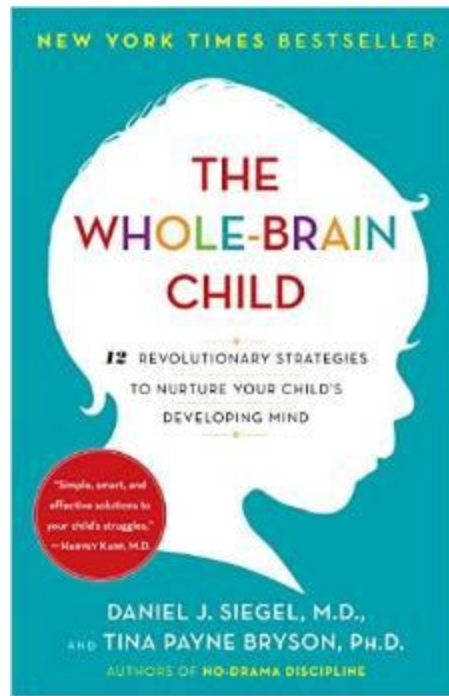
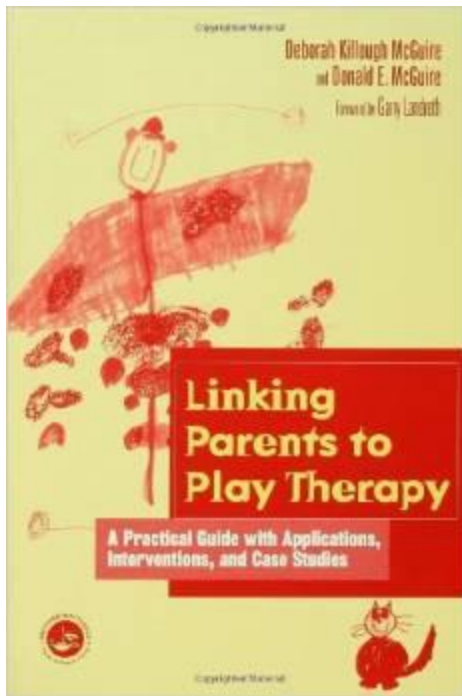


# Problems & Challenges in the Therapy Process

- Caregiver Resistance
- No Shows
- Missed Appointments
- Using Techniques @ Home
- Practicing/Role Play Techniques
- “Rushing” the process to please caregivers

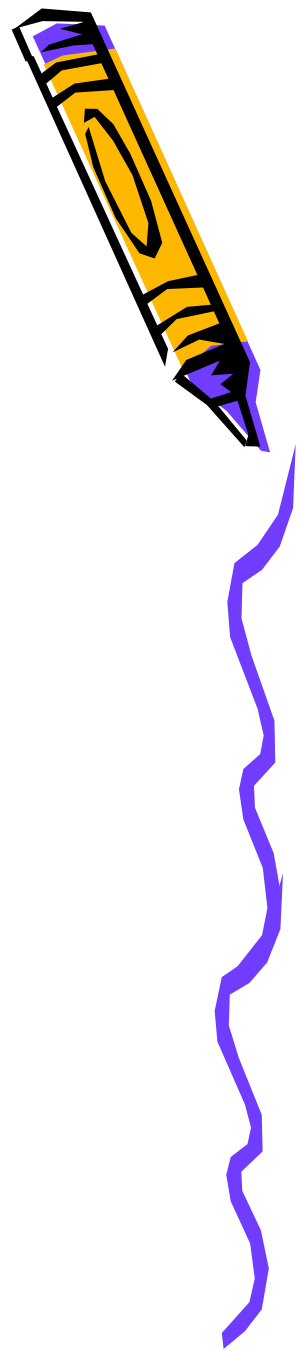






# References & Resources

- [Bucket filler videos for kids](#)
- [Dipper and Bucket theory with DROPS](#)
- [Center on the Social & Emotional Foundations for Early Learning](#)
- [Book Nook \(Vanderbilt University\)](#)
- [Bucket Filler Materials \(2<sup>nd</sup>-5<sup>th</sup>\)](#)
- Child Parent Relationship Therapy Manual (Bratton & Landreth)
- How Full is Your Bucket (Rath & Clifton)
- How Full is Your Bucket for Kids (Rath & Reckmeyer)
  - [Mind-set by Carol Dwyck](#) Jane Nelson's  
[www.positivediscipline.com](http://www.positivediscipline.com)



# Research on Play



- The Power of Play: A Research Summary on Play & Learning (Minnesota Children's Museum)
- Play & Children's Learning- National Center for the Education of Young Children
- Research Syntheses (Center on the Social & Emotional Foundations for Early Learning)

