

AAPT “BOARD BLAST”—Members Only!

FEATURING COMMENTS FROM: Dr. Celeste C. Neil, 2016-17 President of AAPT

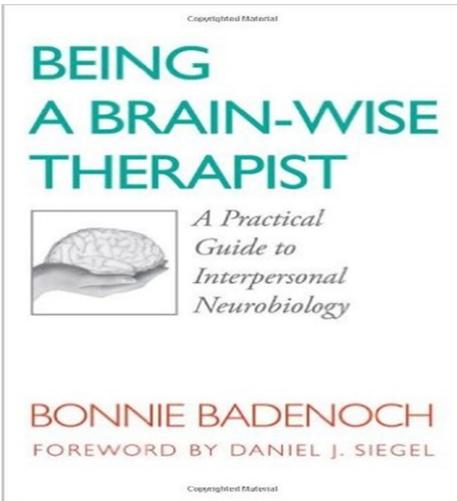
BOOK RECOMMENDATION

FOR: Counselors/Therapists and Supervisors

TITLE: BEING A BRAIN-WISE THERAPIST:

A Practical Guide to Interpersonal Neurobiology

AUTHOR: Bonnie Badenoch, PhD, LMFT



BRIEF DESCRIPTION:

by [Amazon.com](https://www.amazon.com)

Neuroscientific discoveries have begun to illuminate the workings of the active brain in intricate detail. In fact, sometimes it seems that in order to be a cutting-edge therapist, not only do you need knowledge of traditional psychotherapeutic models, but a solid understanding of the role the brain plays as well. But theory is

never enough. You also need to know how to apply the theories to work with actual clients during sessions. AMAZON.COM COST: \$25



IMPACT ON MY PRACTICE:

This book sparked my interest and understanding of neuroscience in counseling and clarified to me how play therapy interventions are inextricably linked with healthy brain development. Chapter 16 – *The Integrative Power of Sandtray* and Chapter 17 – *Doing Art* are especially helpful to play therapists. Sandtray has become an integral part of my therapy and supervision practice.

FAVORITE QUOTE:

There are so many...but these are two that resonate with me.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Maya Angelou

"Try to be a rainbow in someone's cloud."
Maya Angelou

FAVORITE ACTIVITY

This was an activity that I developed and refined over seven years for a small group with newly identified gifted students in the third grade. However, the activity can be adapted for individual use or groups at all levels focused on self-esteem, personal strengths, leadership and even career exploration. This was a part of my SMALL GROUP activities in my Recognized ASCA Model Program (RAMP) entry. The activity is designed to help a student explore his/her gifts/talents, consider how to use them, and develop a vision for the future.

SESSION III: in a series of four -30 minute sessions of a small group

- Lead student discussion about what “gifts” mean in terms of people’s abilities
- Place a paper gift (pyramid-shaped cut out tied with a 2ft. length of curling ribbon) in front of each child (use tape to hold ribbon on bottom and top of pyramid together)
- Have colored and regular pencils available
- Ask students to close their eyes and think silently about their talents or gifts
- Ask students to open up their gift (pyramid-shape) (turn over and write name on bottom)
- On the inside of the pyramid, list/write their gifts or talents on the 4 triangular sides
- On the inside of the pyramid, draw a picture in the middle (base) square showing how they see themselves using their talents when they’re grown up (if student insists on drawing a professional athlete, request that an alternative career should also be drawn since athletes have short careers due to injury or age)
- Allow all students to share their gifts/talents and drawings
- Discuss HOW and WHO could help them explore their talents (label 2 small clouds)
- Give each student 2 small sticky notes: 1 for “WHO” could help them explore their talents and 1 for “HOW” could they explore their talents/gifts (share ideas, place on small clouds displayed on a nearby bulletin board)
- Rewrap and display their gifts in a basket in the Gifted Class to re-visit later in the year
- Summarize discussion, including HOW/WHO could help them further explore their talents/gifts?

FOLLOW UP: The 2 cut-out cloud shapes held all the sticky notes, 1 for WHO could help them explore their talents and 1 for HOW they could explore/develop their talents. We placed all the completed gifts in a basket labeled “Our Talents and Gifts.” Working with the gifted teacher, I revisited the classes after a few months. The students re-opened their gifts to see how they felt about their gifts they wrote/ drew earlier as well as how they had explored their talents—on their own or through others. The students were given their gift to take home and share with their parents with a letter of explanation to the parents to support their children in their journey.

(I discovered in my work with children how important it was for the child to personalize the activity by synthesizing and applying the concepts to develop personal insight and vision.)

HERE ARE SAMPLES OF RESPONSES TO THE ACTIVITY:

Samples of Students' Gifts and Talents

