





Creative ways of administering the EMDR protocol with children
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This slide features a central title and author name. It is decorated with several cartoon illustrations: a girl with a jump rope, a boy with a drum, a boy with bubbles, a girl with a hula hoop, and a girl on a pommel horse.

Case Conceptualization

- Type I: Single trauma, good support system. Sure I can do EMDR. 
- Type II: Multiple, more severe and chronic trauma. Fair/workable support system. Challenging but attainable 
- Type III: Multiple, severe and chronic trauma. Poor support system/care of Other DX. Emotionally 
d. Doing EMDR??..... Yea right 

Skills needed in preparation for EMDR procedural steps

- ➡ Age appropriate understanding of trauma, EMDR and the outcome of EMDR.
- ➡ Affect management (safe place/RDI).
- ➡ Ability to identify targets.
- Ability to identify feelings and the location in the body.
- Ability to identify thoughts: NC/PC.
- Ability to identify body sensations.
- Measure scales- VOC and SUDs.

Skill building phase: The use of EMDR games

- Follow the EMDR protocol as much as possible to access different aspects of the trauma memory so integration can occur.
- Traumatized children are very sensitive to transitions. New situations may increase level or arousal and disorganization.
- Feeling safe in the present with helper is required. What makes the process safe?


Skill building/EMDR games model

- Make the EMDR process safe by making it familiar and PREDICTABLE. Play with different components of the protocol.
- Assist child in developing the skills that are necessary to access different aspects of the trauma memory and follow the EMDR protocol.
- Use of EMDR games and the skill building phase.

Preparation Phase Skill building phase-EMDR games

- Build rapport with the child.
- Make the process more predictable, make the child feel more in control.
- Use the child's primary language: PLAY.
- Help the child get acquainted with EMDR protocol
- Help you identify resources-mastery experiences and/or lack of resources.
- Help you identify potential targets
- Help you identify NCs, PCs and VOC.
- Make it easier to follow procedural steps.

Skill Building Phase Feelings-EMDR games

1. FEELINGS CUBE- Events/people associated with each feeling.
2. FEELINGS BALL
3. FEELINGS DETECTOR/FINDER. Location in the body-prep for body scan. 
4. PAPER DOLLS/BODY OUTLINES.
5. FEELINGS BOOK: Have the child see the feelings look on their faces (using a mirror) and use the feelings detector.

Skill Building Phase Cognitions- EMDR Games

1. The Mixed-Up Thoughts/ Good Thoughts Cube
2. The Mixed-Up Thoughts/ Good Thoughts Cards
3. The Mixed-Up Thoughts/ Good Thoughts Ball

Thoughts-EMDR games MIXED-UP THOUGHTS CUBE AND THE EMDR KIT FOR KIDS.

Responsibility (I am defective)

- I am not important
- I am bad.
- I am ugly
- I only deserve bad things
- I am weird
- I am dirty

Safety/Vulnerability


- I can't let my feelings out.
- I can't let it out.
- I can't trust anyone.
- Bad things are going to happen.
- I can't keep myself safe *
- They are going to leave me


Responsibility (I did something wrong)


- I did something wrong
- It is my fault


Control/choices

- I am weak.
- I can't stand it
- I can't get out of this
- I can't ask for help

I can't get out

 Never A little In the middle A lot

I am bad

 Never A little In the middle A lot

Bad things are going
 To happen

 Never A little In the middle A lot





It's my fault

 Never A little In the middle A lot

Skill Building Phase Sensations-EMDR games

- The sensations/ feelings in the body cube
- The sensations/ feelings in the body cards
- The sensations/ feelings in the body ball
(thinks about a situation and notice sensations)

Skill Building Phase Sensations-EMDR games

FEELINGS IN YOUR BODY/CUBE/CARDS/PAPER BODY
 OUTLINES:

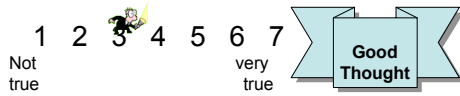
- Lump in my throat- Feelings in my throat 
- Butterflies in stomach
- Knot in my stomach- Yucky feelings in my stomach 
- Tummy ache
- Heart ache- my heart hurts 
- Heart going fast
- Can't catch my breath
- Head spinning 
- Jumpy inside- Can't stay still
- Tickly inside- shaky- numb

Skill Building Phase
Measure scales VOC- EMDR games

Start introducing scales during preparation phase.

VOC- **“The thought scale/detector”**.

- Using a scale that provides a sensory experience.
- The good thoughts cube.



Skill Building Phase
Measure scales SUDs- EMDR games

- “The mixed-up feelings scale”/ “bothering scale”.
- “The mixed up feelings bracelet.”
- How bad does it feel now when you remember.....?
- When you remember.....how much does it bother you now?

SUDs Bracelets

- To get the child acquainted with SUDs scale.
- To be used as an affect management tool during preparation phase. Maintaining manageable levels of stress, anxiety, anger etc. while practicing the use of SUDs scale.

THE EMDR KIT FOR KIDS AND THE EMDR TEAM

- Provides a playful way of introducing EMDR.
- Provides visual cues to guide children during assessment phase.
- Children can play while developing emotional, cognitive and sensory literacy.
- Follows the same sequence of the assessment phase which facilitates the identification of the NC, PC, VOC, feelings, SUDs and location in the body.
- Makes EMDR more appealing, familiar, predictable and safe for the child.

Individual and Group Protocol Combined

1. Client History and Treatment Planning with caregivers and child-individual protocol
2. **Preparation Phase-group protocol**
 - **Explanation of trauma and EMDR**
 - **Skill building-protocol development-EMDR games**
 - **Safe place- containers-RDI**
 - **Target identification (past trauma memories/current triggers/future goals)**
3. Assessment , desensitization, future template- individual protocol

Potential benefits

- Cost effective
- Provides the benefits of group work and individual work.
- Normalizes trauma/ negative feelings and beliefs- I am not the only one that.....
- Normalizes EMDR treatment- I am not the only one doing EMDR.
- EMDR might be more appealing to children.

Assessment phase

- If possible, the child should be acquainted or have some practice identifying NC, PC, Feelings, location in the body, VOC and SUDs prior to starting assessment phase.
- Ask the child to pick one of the stones/ pictures from the “bag of mixed-up feelings and thoughts” or use information gathered while playing with any of the EMDR games.
- The EMDR Kit for Kids. It is introduced early to allow the child to play with it.
- Use of dolls with young children.

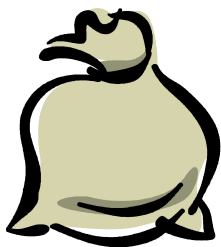
Assessing readiness

- Poor ability to regulate affect
- Present crisis-not feeling safe in the present- Trauma occurring in the present
- parents inability to regulate affect
- Dissociation
- Avoidance- fear of the fear

Assessing readiness and resources needed

(Adapted from Paulsen, 2004)

My problems



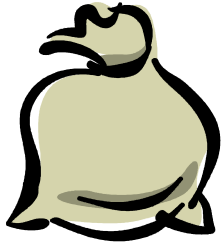
What I have, to help myself.



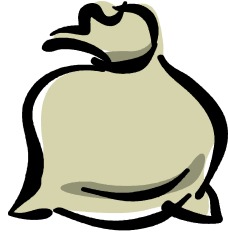
Assessing readiness and resources needed

(Adapted from Paulsen, 2004)

My problems



What I have, to help myself



Using sand tray/doll house

1. Provide the characters (people) involved in the traumatic event and ask the child to create a story (family issues).
2. Start the story and let the child continue to build the story/assist child using open ended questions. Use protocol with character
3. Work with child's favorite character/figure. Ask the child to be the translator.

Cognitive interweave

- EMDR strategy to jump-start blocked processing.
- Dysfunctional material is isolated from any later adaptive experiences and interpretations.
- CI deliberately links up neuronetworks that contain dysfunctional and adaptive information/experiences (Shapiro, 2001).
- Spontaneously reprocessing is preferred (stay out of the way).

Tips for using CI

- Don't use an interweave unless is necessary.
- Use the child's own words.
- Clinician might use reflection more often.
- During preparation phase try to identify the client's potential needs and stuck points.
- Think about what you want to address with the CI: Safety/responsibility/Choices.

General Cognitive Interweaves

- Follow the(sensation-feeling) Where is it going?
- Where would that (feelings/sensation) like to go/ like to say.
- Abreactions: " it's just your brain's signal letting you know it is digesting that stuff"
- Good..."just let your brain do the work"

Preparation for CI

- Domestic violence
- Divorce
- Abuse victim
- Accident
- Substance abuse
- Suicide
- Foster care

Divorce

- It is my fault ☒
- I should have done something/ I can get them back together. ☒
- If I try really hard to be good they will get back together ☒
- I don't have a family anymore.
- I am different/weird ☒
- Kids are not responsible for adult's choices. ☹
- Parents don't get divorce b/c of what kids do or don't do. ☹
- Families come in different sizes/shapes. ☹
- Millions of kids have divorce parents. We all have a struggle/trauma and that doesn't make us weird. ☹
- I am more than..... ☹
- Adults are responsible for their own feelings. ☹
- I am responsible for making my...feel happy again. ☒

Divorce continue...

- Kids are not responsible for adult's choices.
- Parents don't get divorce b/c of what kids do or don't do.
- Families come in different sizes/shapes.
- Millions of kids have divorce parents. We all have a struggle/trauma and that doesn't make us weird.
- Adults are responsible for their own feelings.
- Start by caregiver dropping a pen. Are you responsible for... dropping this pen?
- Who is it?
- Have caregiver explain how kids can't fix parent's problems-use prompts
- Have pictures of families.
- Have pictures showing that all of us have some struggle.
- Feeling containers. Parents/kids (play with caregiver and child)

Use of prompts and visual material

- Dolls.
- Illustrations
- Punching bag/dummy.
- Throwing paper balls.
- Tape recorders.
- The EMDR Advisors

I am not the only one..

Children that have witnessed family members murdered.	<p>Batman: Witnessed the murder of his parents</p> <p>Robin: Lost all his family in an attack by criminals</p> <p>Spiderman: raised by uncle who was murdered.</p>
Children that have been bullied/emotionally abused	<p>Cinderella: Her father died, she had to endure humiliation/criticism/abuse by step-mother and sisters.</p>
Children diagnosed with an illness/disability	<p>Lance Armstrong: Survived cancer and won several cycling competitions</p> <p>Thomas Edison: suffered from deafness/invented light bulbs.</p>

Children that don't have hope for the future because of poverty	<p>Pele: Famous soccer player who grew up in extreme poverty and became the best soccer player in the world. Used to play with bare feet with an old soccer ball because parents did not have money to buy him a new one</p>
Children that have been abandoned/adopted/ care of Child protective services	<p>Spiderman: Raised by uncle</p> <p>Aqua man: Abandoned in the water because his similarity with an Atlantis monster. Raised by dolphins</p> <p>Superman: adopted by Jonathan and Martha Kent who raised him.</p>

Types of CI

1. Responsibility/Education:
 - Mom and dad's job is to.....(safety-use dolls).. So whose job is to keep your sister safe?
 - Moms and dads and grown ups take care of their feelings/thoughts. Kids are learning to take care of their feelings (use prompts). So when mom and dad have angry/mad feelings with each other who needs to take care of those mad feelings? Have caregiver present to repeat/validate what you are saying.

Types of CI

- Responsibility:
- How were you supposed to know: How did you find out that $3+6=9$?.... Did anybody teach you what to do about..... so how were you going to know if nobody taught you?
- Who was bigger....who was the grown up...who was stronger....
- Thoughts causing events: While holding an object in your hand say....with your mind and thoughts try really, really hard to make me not drop this thing.....So can you make things happen with your mind or just by thinking about it?...let's try again.
- The freeze response: Using prompts, explain the freeze response.

Types of CI

- Safety:
- Even though it's Mom and Dad's job to keep you safe, what can you do to help them keep you safe? (tell ,ask for help, say no).
- Mom couldn't help you then..... is she here now to help you and keep you safe?

Types of CI

- Choices:
- This is me before/ this is me now (TLC)
- If you could go back what would you like to do to.....what would you like to say to....
- Who would you like to bring with you to help yourself...
- Containers:
- Feeling containers. How much of that feeling you want to take out...one spoon... a hand full...

Future Template

Ask the child to draw or envision in the future how he/she wants to be:

- Feeling (show feeling cards)
- Acting/behaving.
- Thinking (identify the PC and get a VOC)
- If child can run the movie in the future and reports positive material, introduce triggers.
- Process any thing negative that comes up.

References

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