**CAT 209 Media Directive Profile Worksheet**

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| **Directive Title:** Rites of Passage Altered book for Teens with Oppositional Defiant Disorder (Session 1 of 2) | |
| **Approximate Finished Size:** (8) altered books (size varies depending on display) | |
| **Materials:** |  |
| Paper Materials:Offer (18) books to choose from, these can be attained from recycling center, tag sale, library sale (look for antique books that have foreign languages, music, art, old pictures, hard-cover if possible)Clean up:Baby Wipes, Paper TowelsVinegar or Scent-Free cleaning spray (sometimes aluminum wire leaves a dark gray residue on surfaces)Table cover: newsprint OR plastic (if there is a roll available) and masking tape to secureSmall whisk broom (hand)Plastic Gloves in case someone is intolerant to material | Tools:(3) Faber-Castell Watercolor Crayons(1) Premium Wash All Media Variety Paintbrush Set(3) Elmer's Washable School Glue Sticks, 0.24 Oz(1) General Pencil Charcoal Kit, 12 Pieces(21-color) Sharpie Original Fine Permanent Marker(2) ½ gallon milk containers (cut at top) for water (plastic not glass due to population) |
| Music: http://raverrafting.com/inspirational-edm-songs/2014/05/14/ Porter Robinson – “Language”  Sebastian Ingrosso & Tommy Trash feat. John Martin – “Reload”  Hardwell feat. Amba Shepherd – “Apollo”  Kaskade feat. Skylar Grey – “Room For Happiness”  Deadmau5 feat. Chris James – “The Veldt”  Dada Life – “Kick Out The Epic Motherf\*\*ker”  Project 46 feat. Andrew Allen – “Reasons”  Zedd feat. Liz – “Hourglass”  Alesso feat. Matthew Koma – “Years”  DEVolution feat. Amy Pearson – “Good Love”  Afrojack & Steve Aoki feat. Miss Palmer – “No Beef”  John O’Callaghan feat. Sarah Howells – “Find Yourself”  Fever Ray – “When I Grow Up (Bassnectar Remix)”  Madeon – “The City”  Swedish House Mafia feat. John Martin – “Don’t You Worry Child”  Max Enforcer – “Lost In Paradise”  Motorcycle – “As The Rush Comes”  Diplo feat. Boaz van de Beatz, Mike Posner, & RiFF RAFF – “Crown”  Adventure Club feat. Yuna – “Gold”  Feed Me feat. Hadouken – “Trapdoor” | |
| **Purpose:** The purpose of this exercise is to help teen create a Rites of Passage Passport Altered book and then discuss what she’ll need to accomplish these goals.  **Goal:** Have them assess if they are heading in the right direction toward attaining the goals that they set out for themselves, and what they can do to head toward success (like a vision board in a book). Their goal is to problem solve for their own future. | |
| **Procedure:**  • This is a 75-minute group for 10 teens ages 16-17 in an out-patient/partial out-patient recovery center for clients with severe mental illness, this group is for oppositional defiant disorder. 75-minutes includes setup and cleanup.  **Prep BEFORE they arrive:** cover tables with plastic or newsprint and tape down on tables.  **Welcome** everyone and do a verbal check-in. Remind them about confidentiality. Say, “Welcome back everyone, today we are going create a **Rites of Passage Altered Book**. We will work on this project this week and next. As you know, it can feel overwhelming to have all sorts of pressures put on you by your family, teachers, friends and even yourselves. This is where you get to decide what is important and what isn’t. You are going to create a “Rites of Passage Altered Book.” [hold up an example]. The point of this is so you can come up with the goals and “Rites of Passage” that you think are important to go through as you get older. This is YOUR book, no one else’s’.  So, does everyone know what a Rite of Passage is?  That’s right, some examples are important stages in someone’s life, birth, marriage, death, a transition from one phase of life to another. Some examples from the past might be: a bar or bat mitzvah, moving from middle school to high school. What about tumultuous transitions from adolescence to adulthood? How do you navigate that? What do you have to do?  Graduate high school, decide what you will do after that, navigate your relationships with your parents, and friends and teachers. Anytime you leave one group for another, like leaving home to go live on your own, that is signifies a rite of passage. It can also signify a significant change of status in society. Maybe getting a job you love, independence, having a child, becoming an activist blogger, you name it! So, you have these awesome books to create a space for your rites of passage!!  Are there any questions? *Answer questions, there will probably be some due to the multi-step process.*  **• Time Marker 10:00 minutes:** To encourage sharing:   * Place one box of Faber Castel Watercolor crayons, water jug with water, and brushes at the far end of the table. Place a glue stick here as well. * Place ½ of markers between the far end of the table and the middle. Place ½ of charcoal here as well. * Place one box of Faber Castel Watercolor crayons, water jug with water, and brushes at the far end of the table. Place a glue stick here as well. * Place ½ of markers between the middle of the table and the far end. Place ½ of charcoal here as well. * Place one box of Faber Castel Watercolor crayons, water jug with water, and brushes at the end near you. Place a glue stick here as well.   Offer teens to choose book of choice, placed on end of table near you.  **• Time Marker 13:00 minutes:** Put on music. Clients will then choose from the different materials and be directed to start creating their altered books. Let them know they have about 45 minutes to work.  • Walk around the room and observe to see if anyone is getting stuck. If everyone is working well, place yourself in a far corner (so you are not standing directly behind someone and making them uncomfortable). If they are getting stuck, gently ask her or him some of the questions about what they have created so far. Offer gloves to anyone you notice is having issues with the wire.  **• Time Marker 55:00 minutes:** Say, “Start thinking about the final touches that you want to add to your work. We have five minutes to go before we are going to put down the tools and talk about our work.”  **• Time Marker 60:00 minutes:** “It looks as if everyone is about done, if you aren’t, we’re going to stop for now so we can talk about the work.” Ask the group who feels comfortable talking about their work. Ask about the books they created, the shapes and colors they used, and if they experienced any feelings as they worked. Was anyone surprised by what they created? Ask him or her to talk about a specific rite of passage and how they plan to get through it. Ask who else has a similar rite or passage or something else they would like to share. Tell the participants that they should note ideas this week and come back next week prepared to work on this again. If they have tools at home, they are welcome to continue altering their book there. If they are worried about forgetting their book, they can leave it here with you.  **• Time Marker 73:00 minutes:** It is time to clean up. Ask the participants to put the materials back in the box and throw out any scraps. Close the group by reminding the members about confidentiality, reminding them about the next meeting (date and time), the importance of their attendance, and thank them for their participation. | |
| **Therapeutic Properties of the Media:**  Building up the self in the form of recalling what we already know, increases our independence and self-concept. Developing a steady voice from within is paramount for teens with ODD. Books can help engender this skill. “Dusty old books may represent neglected or forgotten knowledge, or an earlier “chapter” of one’s life. Opening or closing a book may symbolize opening or closing a stage in one’s life” (Chilton, 2007). Altered books offer a place for self-discovery and freedom of expression. The concrete nature of the book offers permanence.  “The exercise of reauthoring a book that already exists symbolizes the parallel possibilities that clients have to reauthor their own lives. The altered book making process also helps therapists facilitate narrative conversations that are otherwise static. Using dominant stories, externalization, and unique outcomes, the therapist may help clients penetrate stories that generate new meaning and alternative stories that clients may then use to resolve their dilemmas” (Cobb & Negash, 2010). Altered bookmaking helps clients retell stories and messages that could be negative, reinventing them in a new light.  Chilton, G. (2007). Altered books in art therapy with adolescents. *Art Therapy*, *24*(2), 59-63.  Cobb, R. A., & Negash, S. (2010). Altered book making as a form of art therapy: A narrative approach. *Journal of family psychotherapy*, *21*(1), 54-69. | |
| **Appropriate Populations/DMS 5:** Oppositional Defiant Disorder   1. A pattern of angry/irritable mood, argumentative/defiant behavior, or vindictiveness lasting at least 6 months as evidenced by at least four symptoms from any of the following categories, and exhibited during interaction with at least one individual who is not a sibling.   **Angry/Irritable Mood**   1. Often loses temper. 2. Is often touchy or easily annoyed. 3. Is often angry and resentful.   **Argumentative/Defiant Behavior**   1. Often argues with authority figures or, for children and adolescents, with adults. 2. Often actively defies or refuses to comply with requests from authority figures or with rules. 3. Often deliberately annoys others. 4. Often blames others for his or her mistakes or misbehavior.   **Vindictiveness**   1. Has been spiteful or vindictive at least twice within the past 6 months.  * Note: The persistence and frequency of these behaviors should be used to distinguish a behavior that is within normal limits from a behavior that is symptomatic. For children younger than 5 years, the behavior should occur on most days for a period of at least 6 months unless otherwise noted (Criterion A8). For individuals 5 years or older, the behavior should occur at least once per week for at least 6 months, unless otherwise noted (Criterion A8). While these frequency criteria provide guidance on a minimal level of frequency to define symptoms, other factors should also be considered, such as whether the frequency and intensity of the behaviors are outside a range that is normative for the individual’s developmental level, gender, and culture.  1. The disturbance in behavior is associated with distress in the individual or others in his or her immediate social context (e.g., family, peer group, work colleagues), or it impacts negatively on social, educational, occupational, or other important areas of functioning. 2. The behaviors do not occur exclusively during the course of a psychotic, substance use, depressive, or bipolar disorder. Also, the criteria are not met for disruptive mood dysregulation disorder.   **Specify current severity:**   * Mild: Symptoms are confined to only one setting (e.g., at home, at school, at work, with peers). * Moderate: Some symptoms are present in at least two settings. * Severe: Some symptoms are present in three or more settings. | |
| **Adaptations:**  Use an old record album (two fold cover) or CD (cardboard based) cover, if possible with multi-pages inside. | |
| Creative Options: Tear out pages to make envelopes that can be glued inside the book (ala Griffin and Sabine books). Create letters that can go into the envelopes | |
| Theory: Mindfulness, Gestalt, Behavioral (because we are focusing on how to get where we want to go when faced with an obstacle) | |

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| **Altered Book options** | |
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