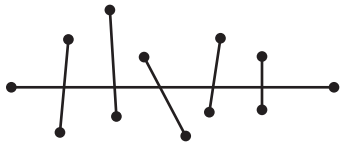
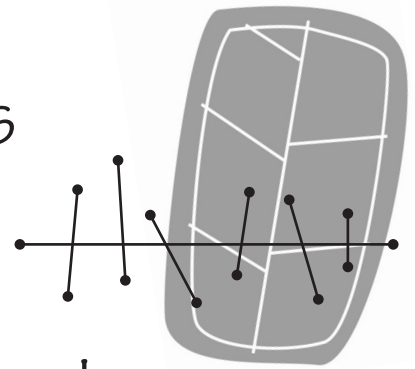


# Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling!

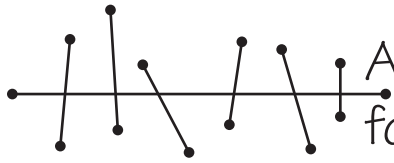


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# Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling!

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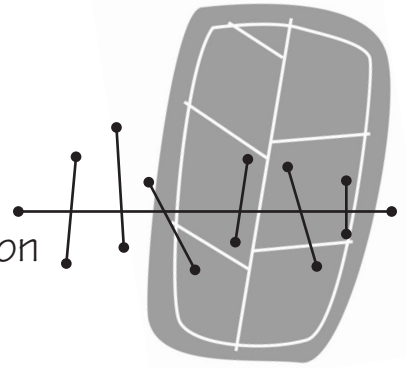
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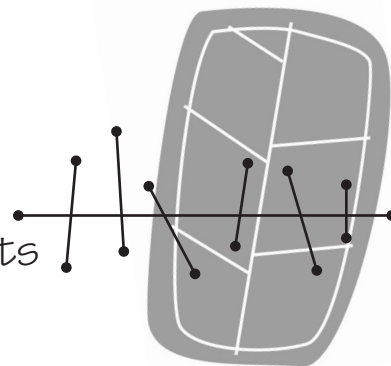


It's pretty much always, and for too many reasons to list, to Lucy, Samuel, John, Elizabeth, and Isaac; Kathy, Isaac, and Rochelle; Jacob and Rick. It's also to all the Adventurers in classes and workshops over the years at Georgia State University, the University of Northern Iowa, Calvin College, and the Hong Kong Adventure Therapy Institute. Thanks to all of you for sharing adventures with us!

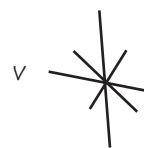




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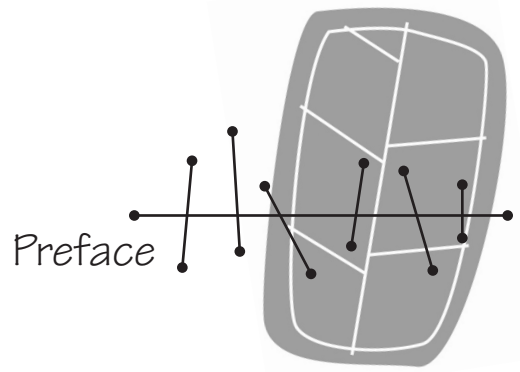


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Hey, thanks for reading the preface. Not everybody does, and we appreciate it. We've written this book for several reasons. One reason is that we had a lot of fun writing a similar book designed specifically for school counselors working with Grades K–8 (*Adventures in Guidance*). We've had a great response to that book and have been asked, "Do you have any other activities?" "Do you have any activities for older kids or adults?" or "Do you have another activity for \_\_\_\_\_?" Our answer is nearly always "yes," or in rare cases, "Not off the top of my head, but I know that Jeff, Terry, or Don does. I'll ask!" This book contains some of those other activities. These are not our second tier activities (ones that didn't make the cut in the other book we did together). This book contains some of our favorites, and many of the ones we use most often. This book also includes activities that fit well for youth older than Grade 8 and adults. A second reason we've written this book is because we want to promote the value for counselors, therapists, and psychologists of having more FUN! We think that these activities can be FUN and that that fun can actually facilitate the learning, development, insight, and change we're trying to facilitate in our clients. A third reason we wrote this book is because we think that the use of these activities really can accomplish the goals and objectives you have for your clients. These goals and objectives are consistent with typical mental health objectives and reflect traditional guidance curriculum goals used by school counselors.

The book is organized such that it can be read straight through, though we think it is highly unlikely that most people will do this. (Please do consider this a challenge/invitation to be one of those select few.) The bulk of the book (chapter 7) describes 50 activities that can be led and facilitated to accomplish specific goals and objectives. We anticipate that many folks will move to Appendix B, which organizes the 50 activities by goals, objectives, and grade levels. In this way, if you are really interested in helping your clients "express feelings clearly and constructively" and "recognize and accept the feelings of others," you can move to the section of the grid identifying those goals and objectives and be led to numerous activities that can be facilitated to meet these goals. Each activity description explains what to do in the activity, what the ideal size group might be (e.g., 2, maybe just you and the client, to 100!), any materials needed and preparation, and any safety concerns ("You'll shoot your eye out!"). Further, each activity has a list of processing questions that can help you bridge from the activity to a productive processing discussion. In short, we wrote this book for you to USE. If you never read the chapters, we'll get over it. But if the book sits on your shelf, we'll be deeply disappointed, maybe even wounded. (But don't take this guilt on!)

In addition to the activities and the appendixes organizing activities by goals, objectives, and activity types, we've written six scintillating chapters. We think of these chapters as "What You Need to Know Before You Play." In chapter 1, we briefly discuss the rationale for using games and adventure therapy intervention strategies as a therapeutic modality with children and teens. We also discuss the four categories or forms of games and activities included in the book and when and how you might want to use them.

In chapter 2 we discuss the practical factors relevant to using adventure activities with children and teens. If you'd like to review some developmental considerations in treatment planning with children and adolescents, this is a chapter to read!

Chapter 3 discusses the practicalities of leading these activities in ways that are safe, facilitative of the goals, and fun. We address all sorts of questions, such as, "Do you play also or just lead and watch?"

In chapter 4 we dig into processing adventure activities. We discuss a variety of ideas for processing insights developed during the game playing and for helping participants generalize these insights into other relationships and situations.

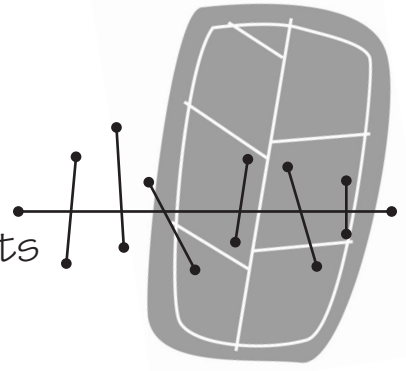
Chapter 5 provides guidelines for using and adapting the various activities described in this book, and chapter 6 explains in greater depth how to use the activities. We discuss each component of the template used to organize the lessons, how the activities are grouped relative to guidance and treatment goals and objectives, and how they can be cross-referenced and used to meet several different objectives at the same time across components.

You obviously will move to the sections and chapters of the book that meet your needs. We've tried to be practical, and we've tried to have fun. We trust that you will do the same—and have FUN USING the book!





## Acknowledgments



Coming up with documentation for all of the sources for the ideas and activities in this book was almost impossible. We all know a LOT of activities, and trying to figure out the who and where of when we first learned every single activity was daunting. So, if we know where we got an activity, we have tried to give credit to that specific source. Many times, though, all three of us knew an activity and learned it in very different places. That is the nature of adventure education and adventure therapy. However, we do know some of the people who came before us and helped us to get to the place where we could write this book and teach these activities, and we want to acknowledge them: Craig Anderson, Jim Cain, Wendy Dickinson, Jeff Goldberg, Arlene Hess, John Krafka, Deb Jordan, Jim Martin, Ann McElfresh, Mike McGowen, Karl Rohnke, Stuart Shepley, Jennifer Stewart, Kris Terry, Sue Walden, and Bradford Woods; and Camp Adventure, Project Adventure, the New Games Foundation, and the North Carolina Outward Bound School.

We want to thank a slew of folks who helped along the way—figuring out how to make our computers talk to one another, reading activities to make sure that they made sense, testing out activities and processing questions to see that they would work with kids: Lucy Ashby, Rick Kottman, Andrea Christopher, and all of the fifth graders in Cedar Falls, Iowa, and the sixth graders at Lincoln Elementary and North Cedar Elementary. We would also like to thank our editor, Carolyn Baker, for her expertise and generosity of spirit, but most of all for her patience. Any activities that do not make sense or do not work the way we have described them or processing questions that fall flat are purely the problem of the authors, not these dedicated, helpful, and fun individuals.

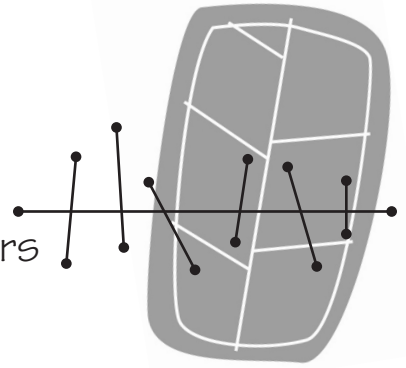
Thanks to Emily, Tim, Leah, Dawn, and all the other baristas at Cup of Joe in Cedar Falls, Iowa for providing me with what I needed to get through writing my part of the book.

—TK





## About the Authors



Jeffrey S. Ashby, PhD, ABPP, is a professor of counseling psychology at Georgia State University in Atlanta, Georgia. He is the former director of the counseling psychology PhD program at Georgia State. Jeff has written and presented in the areas of counseling, perfectionism, and stress. He has a consulting practice and lives in Atlanta with his wife Lucy and his four children, Isaac, Eliza, John, and Samuel (a constant adventure!).

Terry Kottman, PhD, NCC, RPT-S, LMHC, founded The Encouragement Zone, a center where she provides play therapy training, counseling, coaching, and “playshops” for adults. She also teaches at the University of Northern Iowa for the Department of Educational Leadership, Counseling, and Postsecondary Education. Terry developed Adlerian play therapy, an approach to counseling children that combines the ideas and techniques of Individual Psychology and play therapy. She is the author of *Partners in Play: An Adlerian Approach to Play Therapy* (1st and 2nd editions), *Play Therapy: Basics and Beyond*, and several other books on play therapy and counseling children. Most importantly, she is Jacob’s mother and Rick’s wife.

Donald DeGraaf, PhD, CTRS, is professor and chair of the Physical Education and Recreation Department at Calvin College. He has written and presented in the areas of camping, environmental ethics, adventure education, and the management of leisure service organizations. Don is the coauthor of *Camps and Youth Serving Programs: A Staff Development Approach* (with R. Ramsing, J. Gassman, and K. DeGraaf), *Programming for Parks, Recreation, and Leisure Service Organizations: A Servant Leadership Approach* (with D. Jordan and K. DeGraaf), and *Leisure and Life Satisfaction: Foundational Perspectives* (1st and 2nd editions; with C. Edgington, D. Jordan, and S. Edgington). Don and his wife Kathy live in Grand Rapids, Michigan, with their two children, Isaac and Rochelle.

Together, Jeff, Terry, and Don have presented at conferences, written articles, and taught a variety of classes and workshops pertaining to developing and facilitating adventure education–therapy programs. In 2001, they coauthored *Adventures in Guidance*, also published by the American Counseling Association. Together, and individually, Jeff, Terry, and Don have presented and trained in adventure activities in Asia, Europe, Africa, and all over the United States.





PDF | On Jan 1, 2008, Jeffrey S Ashby and others published Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling! Although a variety of models guide the supervision process, few address the needs of counselors engaging in Adventure Based Counseling (ABC), a mode of treatment that uses experiential activities in a group setting. To address the experiential nature of ABC, the authors propose an integrative supervision approach comprised of the discrimination model of counseling supervision and the ENHANCES model for ABC. The authors also address training needs of ABC supervisors as well as supervision best practices.