

*Dancing in the Minefield:
Adolescent Development
and Its Implications for
Treatment*

At the completion of this one day workshop, participants will:

- Gain an understanding of the developmental tasks of adolescence.
- Grasp the vulnerabilities particular to adolescent development related to substance use.
- Be introduced to mindful practice as a clinical tool with adolescence.
- Develop a deeper understanding of the role of traditional and social media on adolescent culture.
- Gain exposure to and a conceptual understanding of the role of experiential exercises for adolescents.

Schedule:

- **Intro** 0:05
- Define Holistic (Bio-Psycho-Social-Spiritual-Experiential) 0:30
- Adolescence and Treatment (Biological and Social) 0:55
- **LUNCH**
- Interventions (Pragmatic) 0:15
- Exercise and Nutrition (Biological) 0:15
- Family Systems (Psychological and Social) 0:30
- The Spiritual Platform (Spiritual) 0:30
- Media (Psychological and Social) 0:30
- Environment/Learning Styles (Engagement/Experiential) 0:30
- Bringing It All Together (Experiential Treatment) 0:45
- Q&A 0:15

Who am I and Why am I here?

Who are you and why are you here?

M&M Game

Red candy: favorite hobbies

Green candy: favorite foods

Yellow candy: favorite movies

Orange candy: favorite places to travel

Brown candy: most memorable or embarrassing moments

Blue candy: wild cards (they can share anyone they choose)

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Jeff Georgi, Georgi Educational and Counseling Services (GECS)



Jeff Georgi

Biological + Psychological + Social + Spirituality
Vulnerability Liability Context Bankruptcy

plus



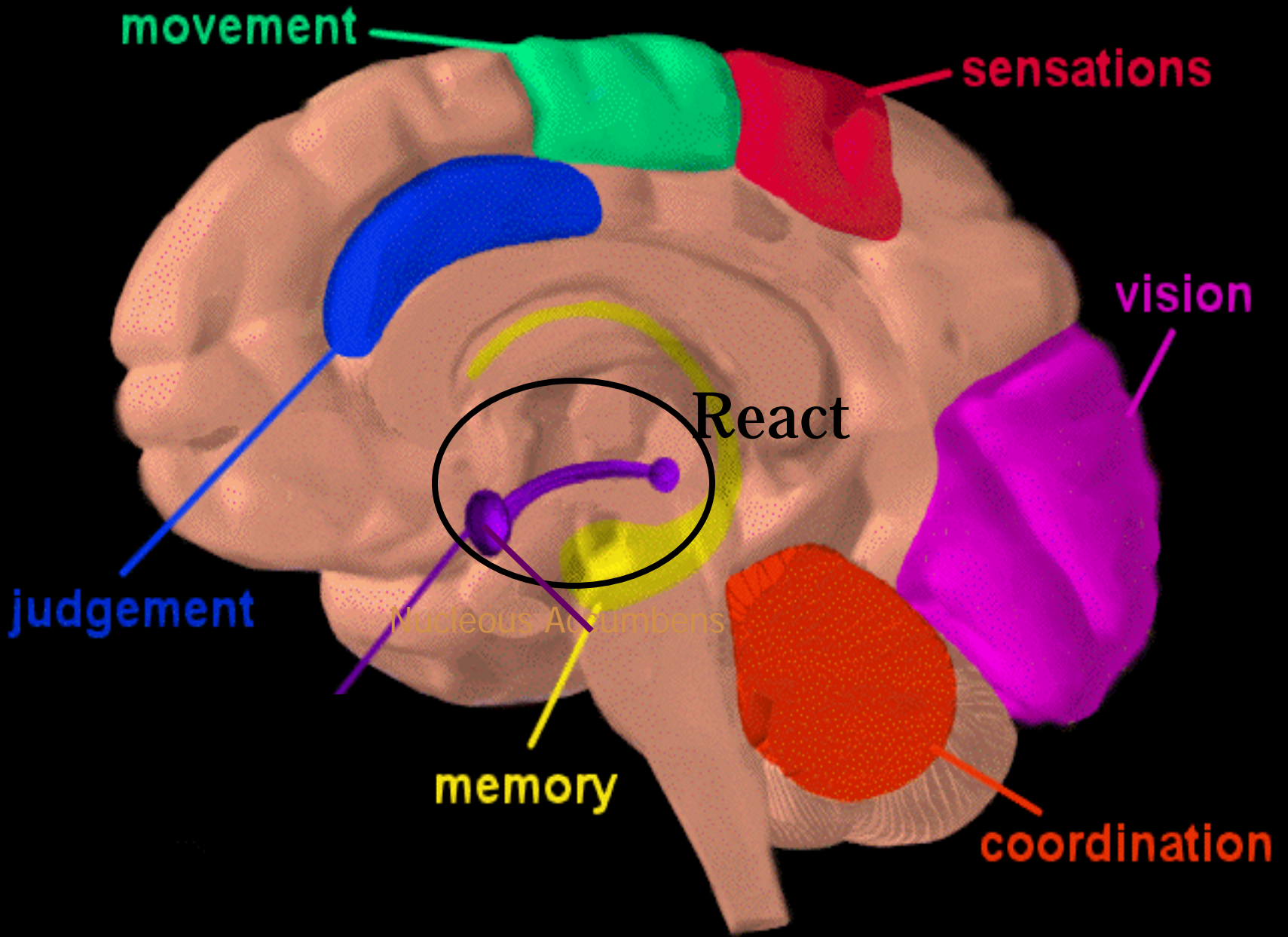
experience

equals

ADOLESCENCE

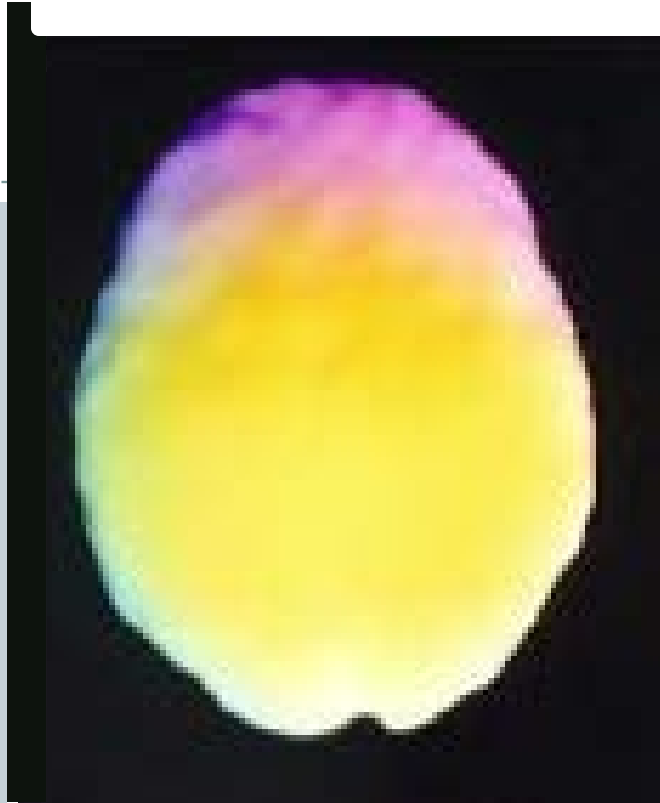


It's a brain
disease

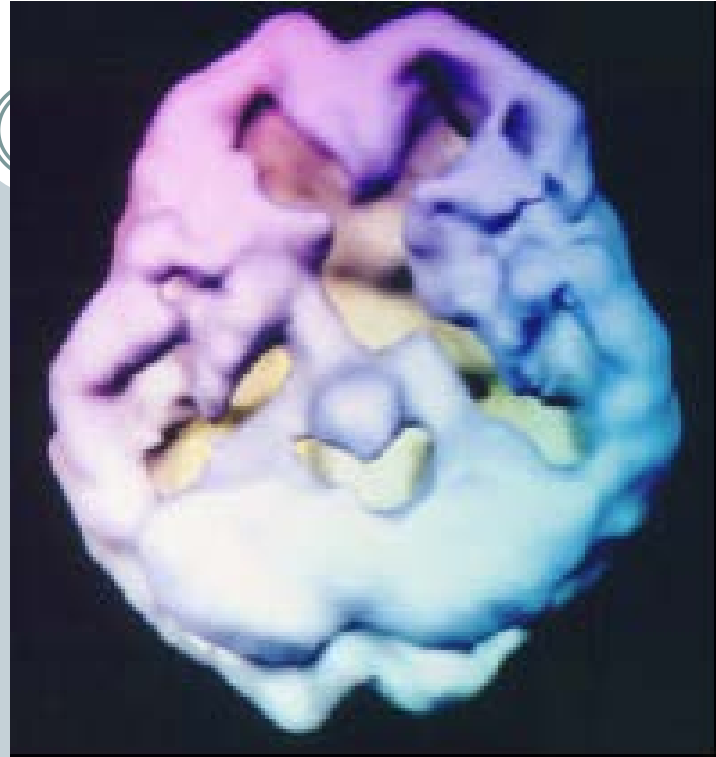




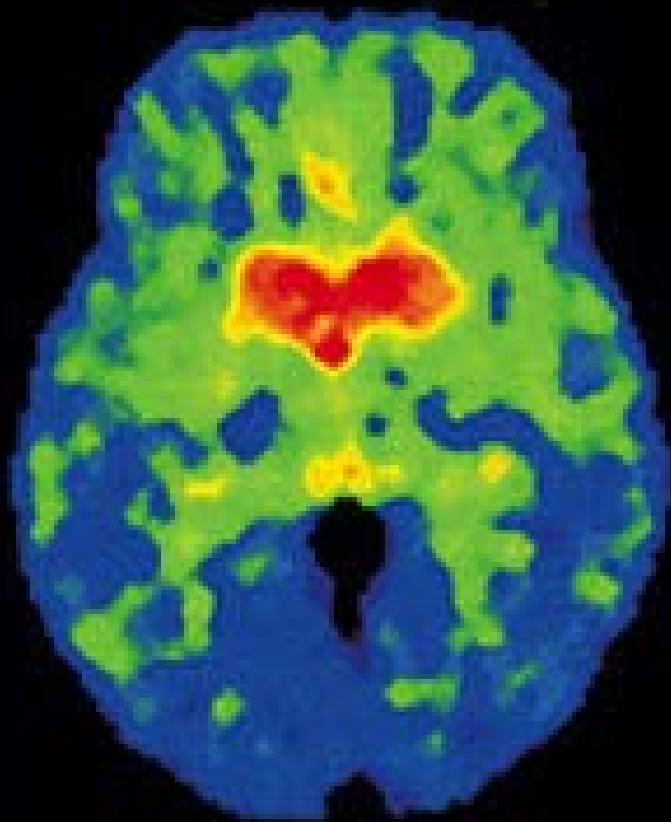
Adolescent SPECT Scans



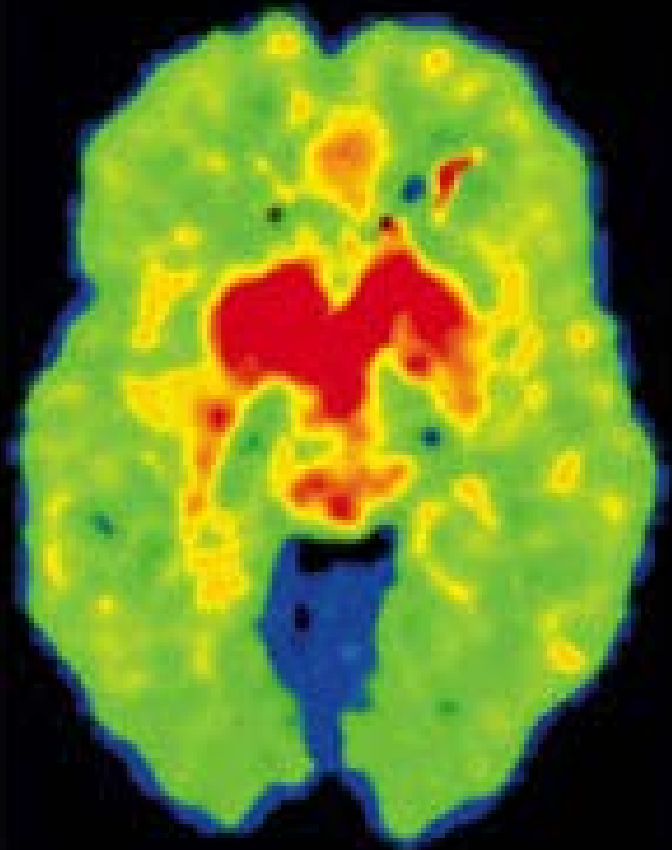
Control/Normal



Marijuana 5 plus yrs



Smoker



Non-Smoker

**15-year-old male
non-drinker**

**15-year-old male
heavy-drinker**



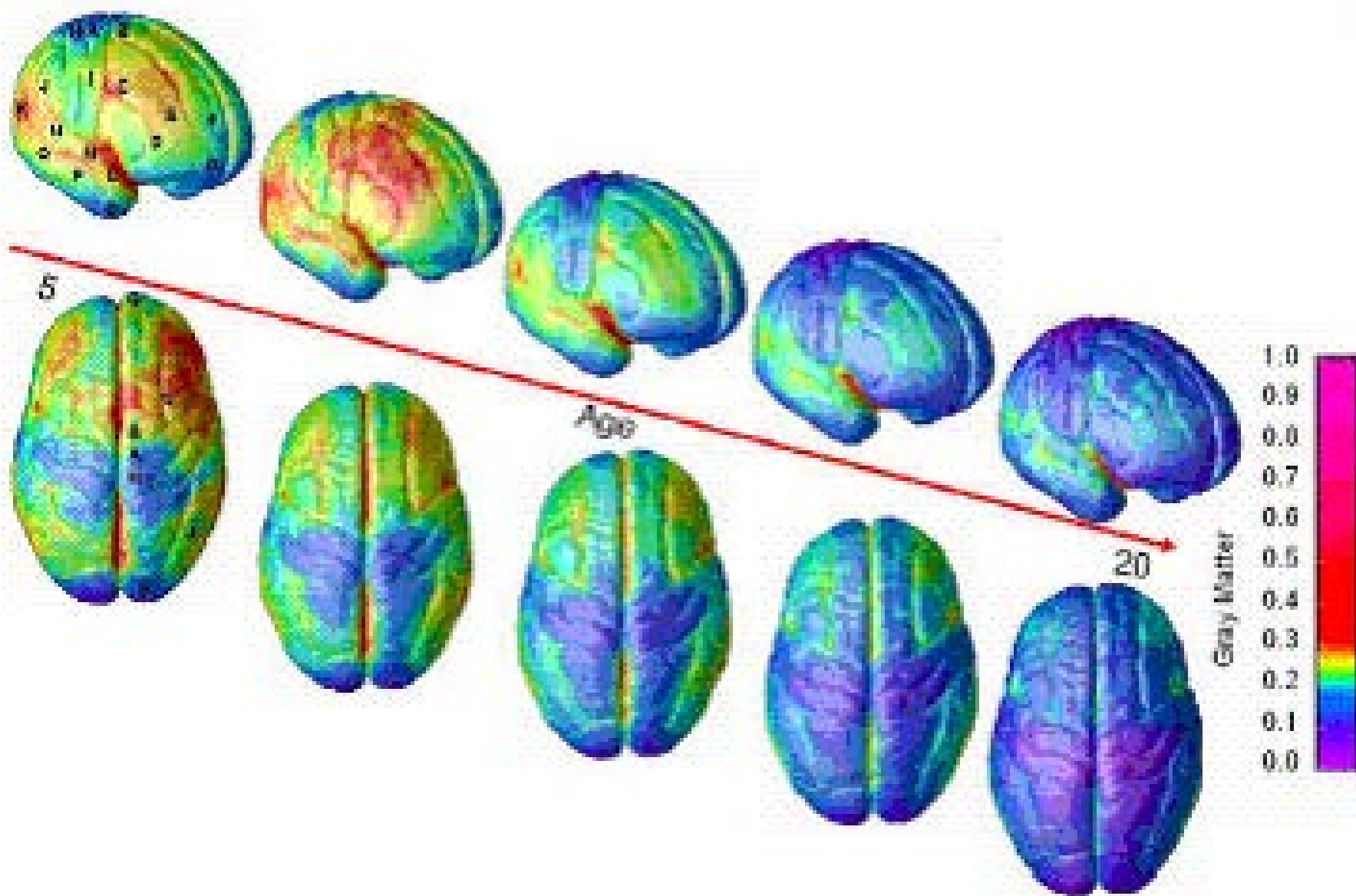
**Brain activity while performing a memory task.
Heavy drinker is sober during this test.**

Image from Susan Tapert, PhD, University of California, San Diego

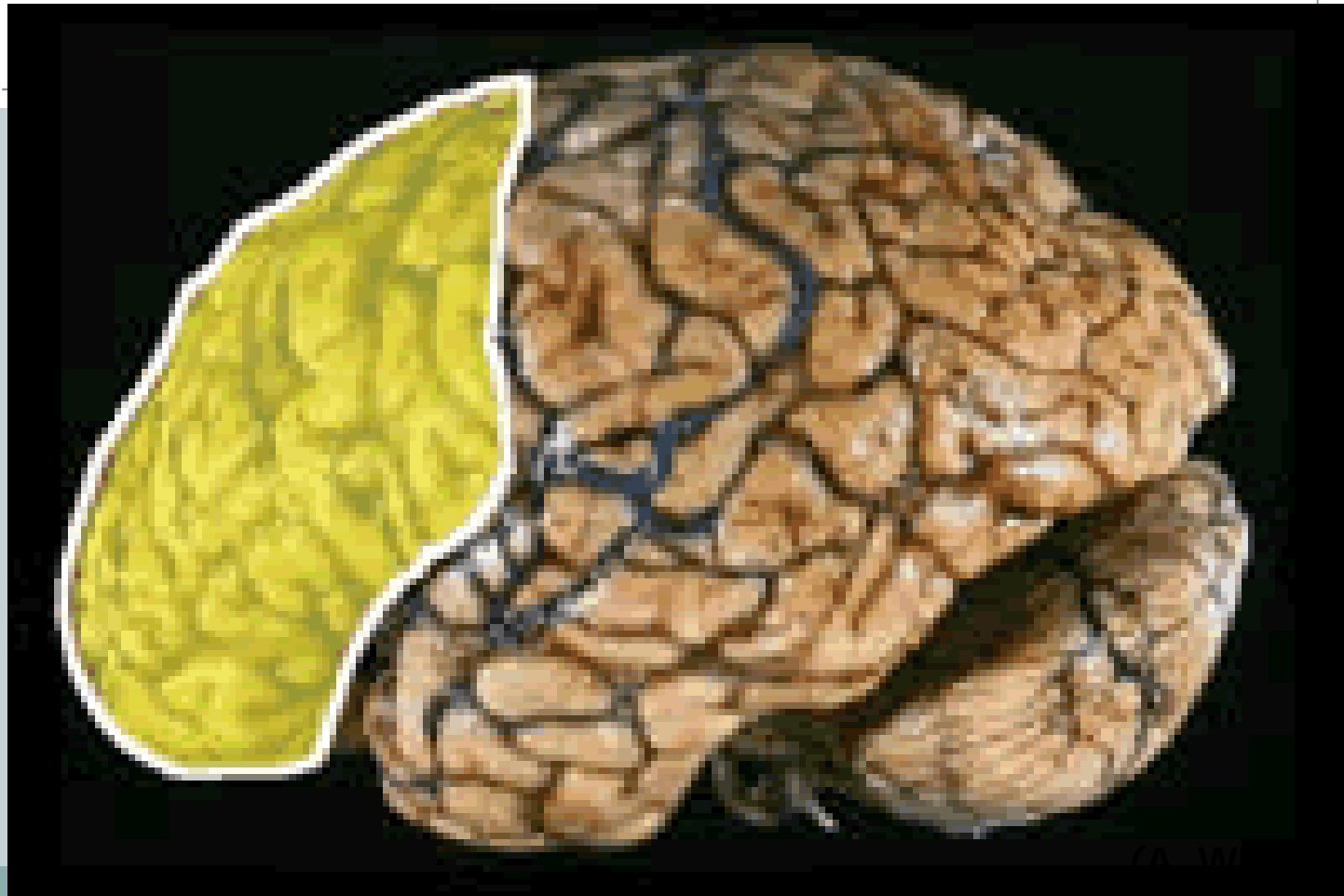
The Adolescent Brain



**A LEARNING
MACHINE**



The Adolescent Brain



Biological + Psychological + Social + Spirituality
Vulnerability Liability Context Bankruptcy

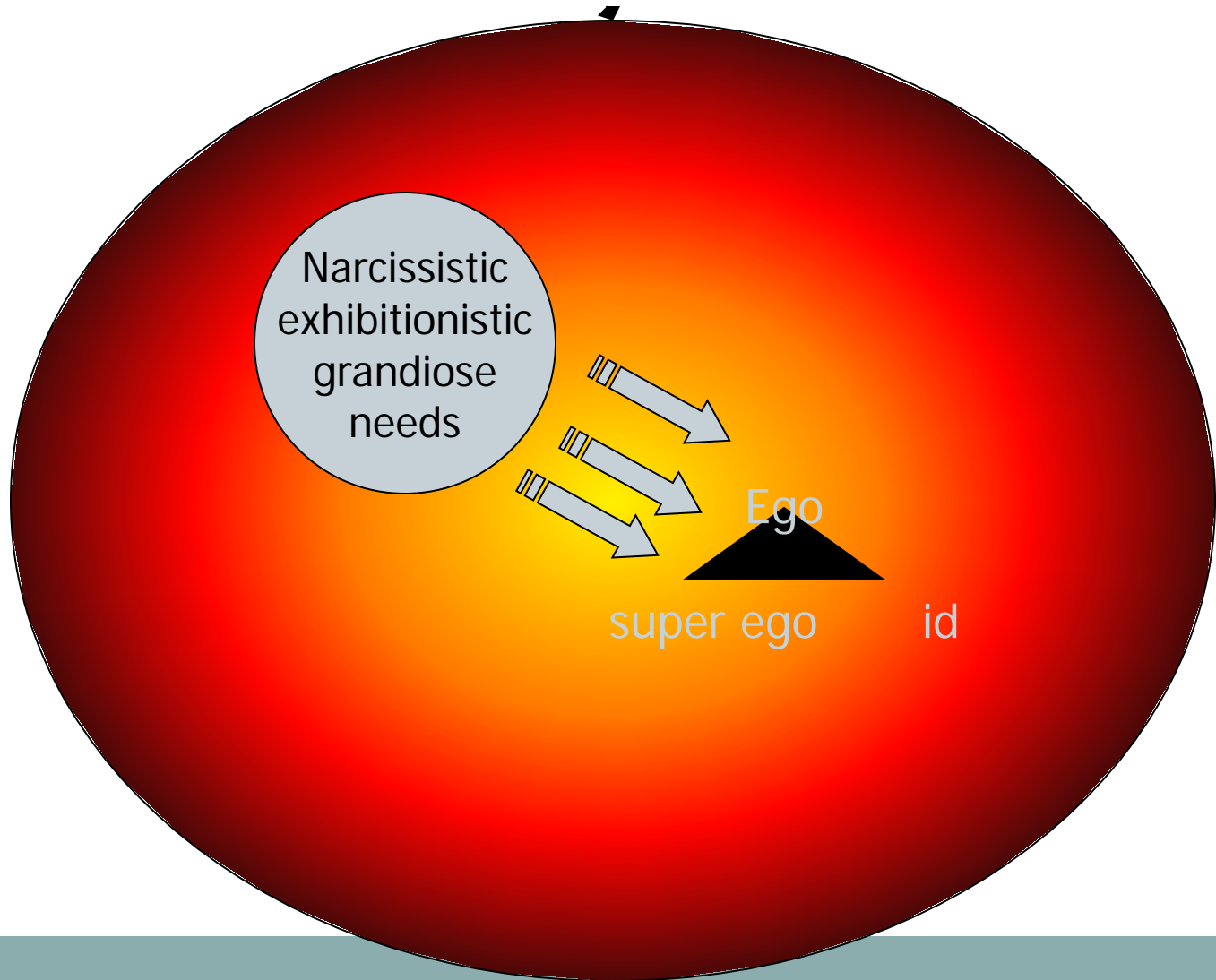
plus

experience

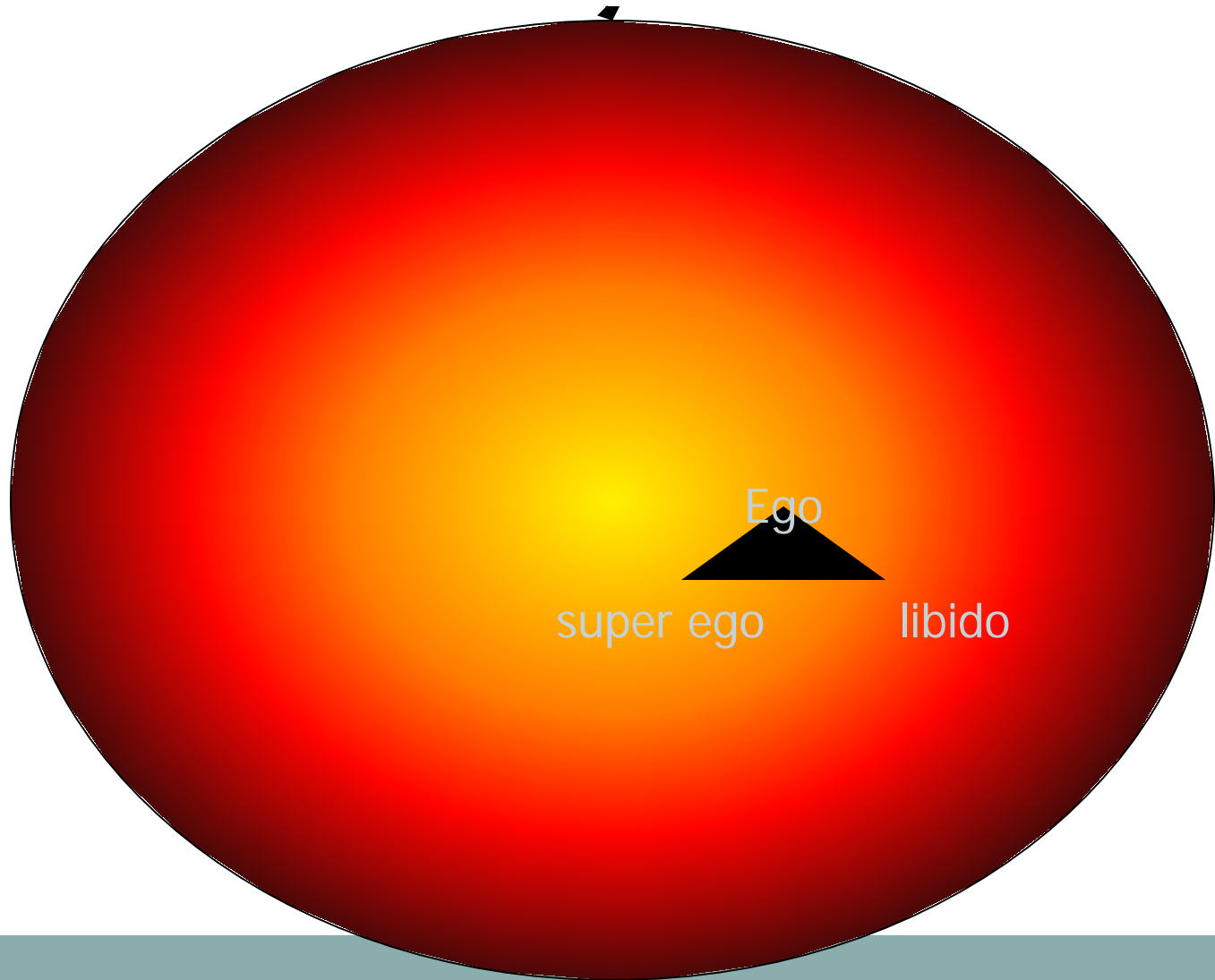
equals

Addiction/Drug Abuse

Psychology of Addiction



Psychology of Addiction



Biological + Psychological + Social + Spirituality
Vulnerability Liability Context Bankruptcy

plus

experience

equals

Addiction/Drug Abuse



Channel relational energy
DO NOT FIGHT IT





We are pack animals.



We are herd animals.



Biological + Psychological + Social + Spirituality
Vulnerability Liability Context Bankruptcy

plus

experience

equals

Addiction/Drug Abuse

Religion vs. Spirituality



● Religion

- Religio - obligation or rule.
- Tells us how to live.
- What constitutes the righteous life.
- Ten commandments, not the ten suggestions

● Spirituality

- Spiritus - breathing.
- The essence of life.
- What gives life meaning.
- What gives human life its unique meaning.



Spirituality: What is it.



- It is what makes us human and separates us from all other creatures by degree.
- What is it that adolescents do in the world that others outside our species do not.
- Existential expression.

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A glowing blue brain with white text overlaid. The brain is shown in a lateral view, with the cerebellum at the bottom. The text is centered over the brain.

“Amazing Observations” About Adolescence

Presented By
James Campbell

Adapted in part from Jeffrey M. Georgi, M.Div., CGAS, LPC, CGP Clinical Associate Dept. Psychiatry and Surgery
Duke University Medical Center

**There are lots of thoughts
out there on adolescents
and how to work with
them.**

**Mark Twain had a few
thoughts.....**

What is adolescence?

- According to Encarta World English Dictionary adolescence is:

1. time preceding adulthood: the period from puberty to adulthood in human beings

A Little Help Please...

“Amazing Observation” 1

- **Adolescents are not adults.**

Adolescents have a hard time remembering that fact.

So do their families.

So do we.

The Adolescent Brain

- Driven to learn
- Complicated beyond imagination

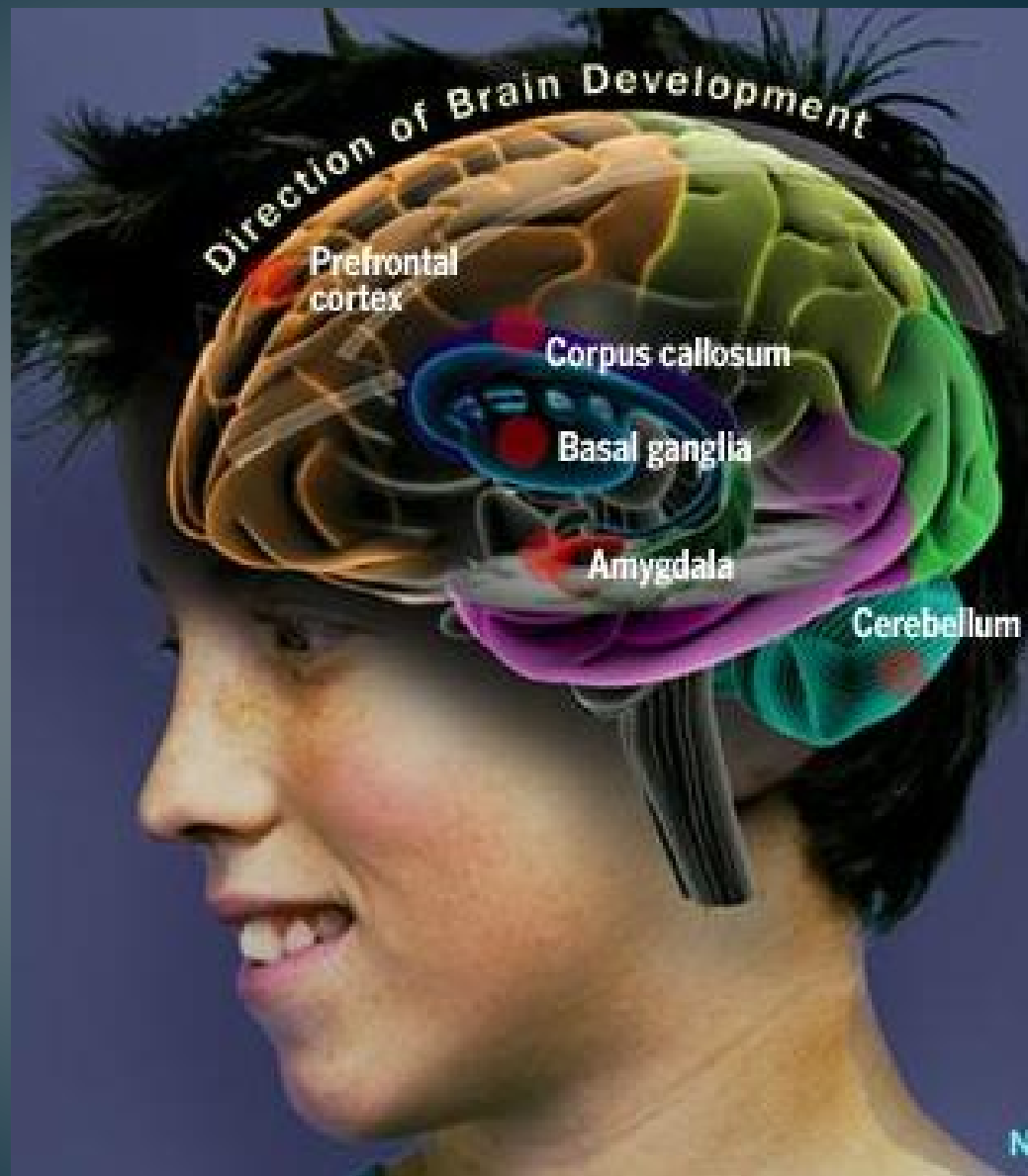


Adolescents do not think like adults.

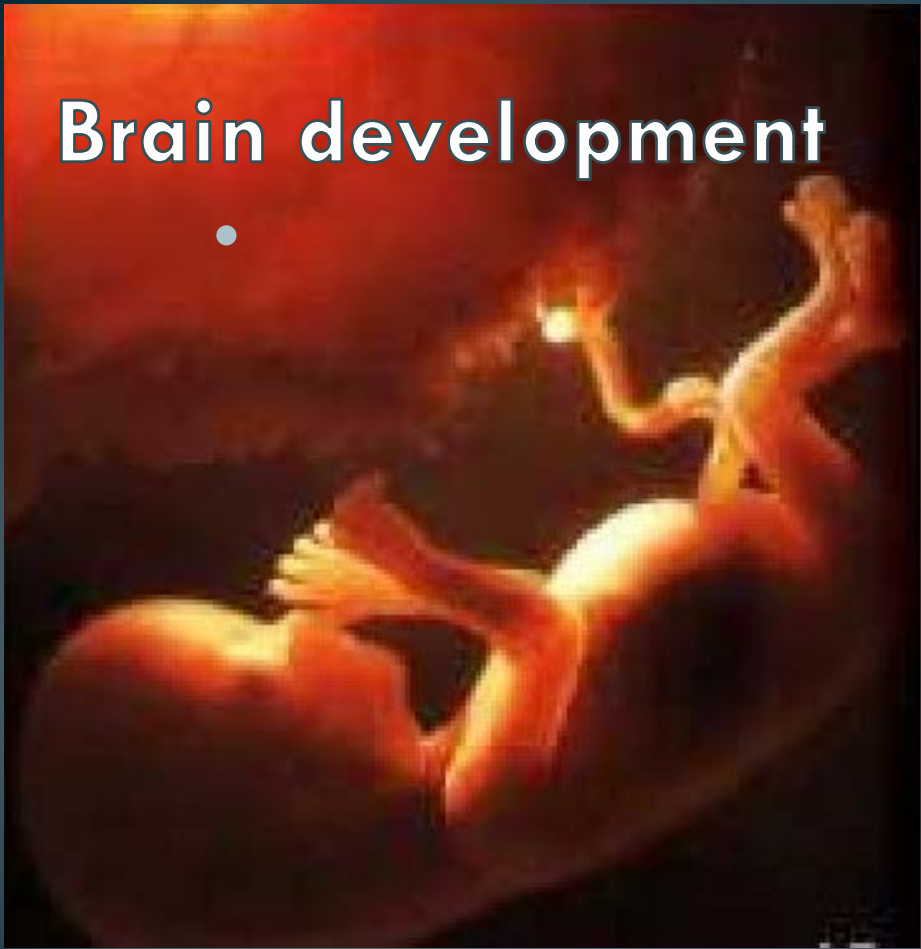


Adolescents do not think like adults.





Brain development



Tremendous acceleration of neuronal growth throughout the second trimester.

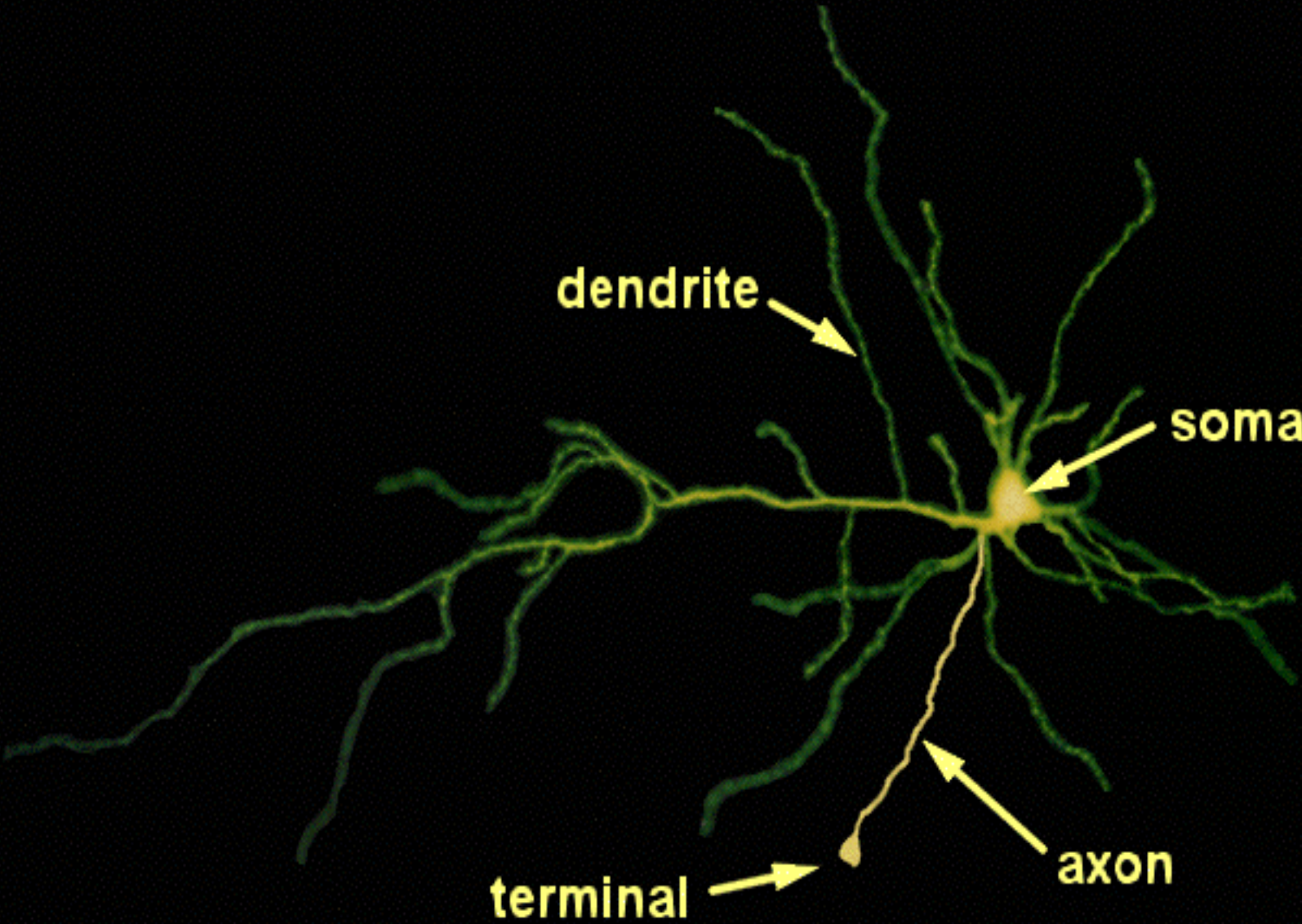
- Age 6 to 10 marks another dramatic period of neuronal growth.
- Beginning in early adolescence neuronal density declines and pruning rate increases.

dendrite

soma

terminal

axon



“Amazing Observation” 2

- Adolescents are losing their minds...and developing it!
- As dendrites are pruned in adolescence the brain becomes more efficient at what it does repetitively.

BUT

It is losing some of its “liquid” thinking.

Question:

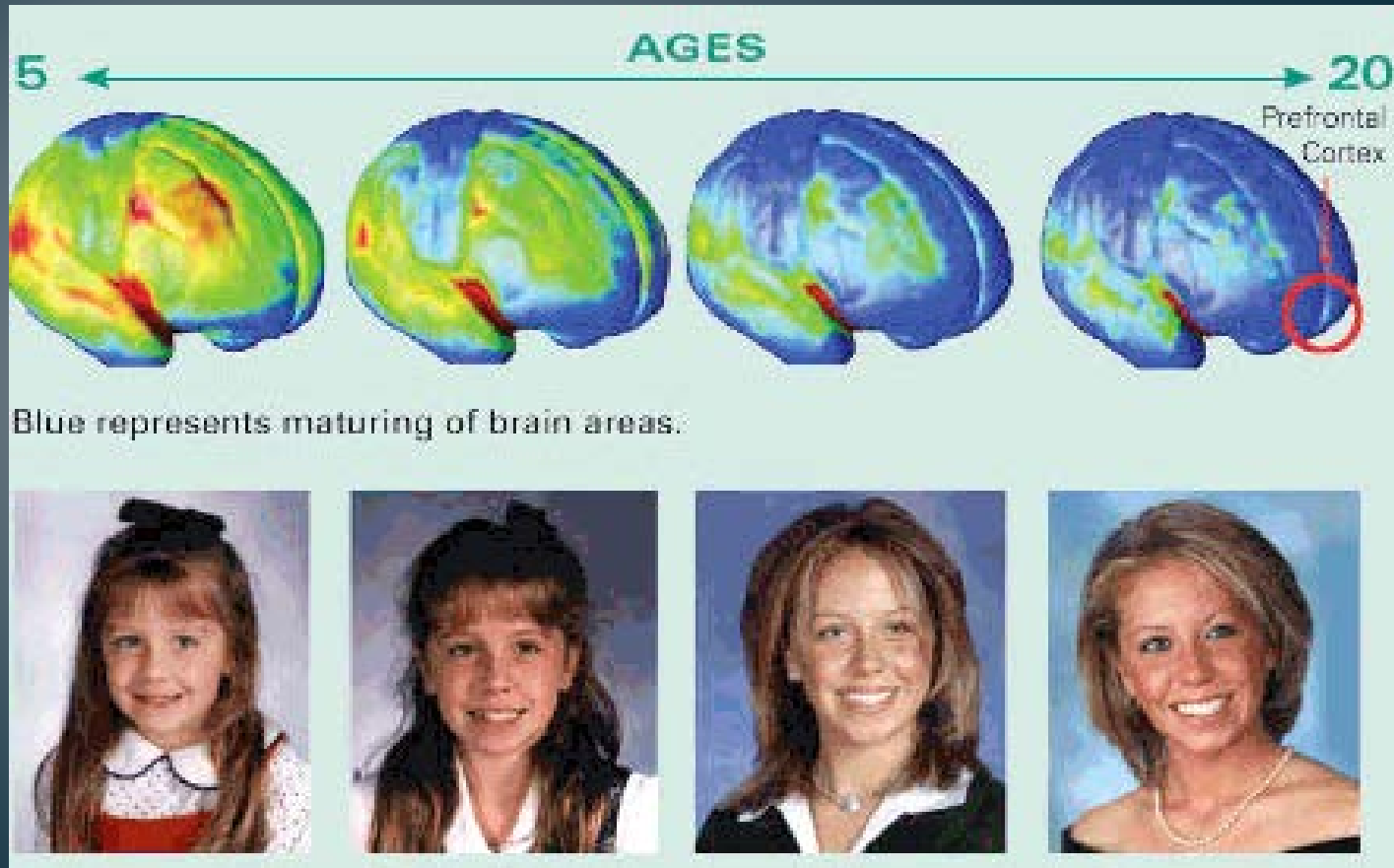
What are the pros and
cons of this “pruning”
process?

Adolescence, not Puberty

- Puberty – secondary sex characteristics develop and potential for reproduction is attained.
- Reached earlier than previous generations
- Not to be confused with adolescence
- Adolescence lasting longer
- We have a development gap



- Biology parallels the psychological and social requirements of adolescents. (Goleman)



The Adolescent Brain

- The adolescent brain is different from the adult brain.
- It is geared to learn.
- Nucleus Accumbens (NA) - the brain's novelty alarm bell and part of the brain's reward pathway.
- During first decade of life, energy is focused on growth in this area particularly the increase of dopamine receptors.

The Adolescent Brain

- As kids move into adolescence, the “energy” in the NA drops - decrease in dopamine receptor sensitivity levels (White,2003).

-How hard is to make a child laugh?

- Adolescents often look depressed.



The Adolescent Brain

- Kids need more external stimulation to activate the NA which leads to risk taking.
- We need our kids out of the nest and exploring their world.
- The adolescent brain is hard wired to seek more stimulation and novelty.



“Amazing Observation” 3

- Adolescent are not young adults; they are big kids.



The Adolescent Brain

- Adolescents have a biological mandate to explore their world.
- During adolescence growth in the central core of the brain is solidifying (learning/emotion).
- There is increased activity in the prefrontal cortex (the judgment/planning center).
- The connections between the learning/emotional center of the brain and its judgment center are strengthening.

Without Novelty...



Boredom is deadly.



Adolescent Brain Development

- If we do not take advantage of the brain's ability to learn during adolescence the window narrows. Why?
- Intellectual stimulation and relational connection are central to adolescent maturation.
- Emotional safety and relational connection increase learning capacity. Why?

The Adolescent Brain

- Experiences that challenge the adolescent emotionally, physically, and intellectually take advantage of this novelty need.
- Combined with purposeful awareness activities, experiential therapies increase prefrontal maturation.
- Energy in explicit and implicit memory can be channeled to override previous and unproductive behavioral patterns.

“Amazing Observation” 4

Drugs do not help the
process.

Add **nicotine** to the mix

- One dosing episode increased genetic activity (mRNA for arc and c-fos) that increases dendrite formation and synaptogenesis in adults and adolescents. (Landry, U. of Wisconsin, 2006)
- Adolescent brain response was twice that of the adult brain, particularly in the PFC (Schochet, 2006)
- Adolescent brain “learns” the re-enforcement with greater energy. (memories are more powerful)
- **Nicotine is the gateway drug and seems to prime the brain for addictions to other substances independent of genetic heritage.**

The Adolescent Brain

what gets in the way of learning

- Alcohol negatively impacts the hippocampus (Swartzwelder, DUMC).
- Alcohol negatively impacts the prefrontal cortex particularly during binge use (Crews, UNC).
- Alcohol blocks long-term potentiation and leads to blackouts (White, DUMC).
- Alcohol interferes with memory migration.
- This impact may be life long (Wilson, et.all., DUMC).

The Adolescent Brain

what gets in the way of learning

- It's not just the alcohol that is the problem.
- After four or more drinks (1 beer 12 oz, one glass of wine, or 1.5 oz of liquor) the adolescent brain experiences significant stress through withdrawal. (Pendergast U.of K.)
- Younger brain tissue is up to five times more sensitive to over excitability during withdrawal. (Pendergast U.of K.)

The Adolescent Brain

what gets in the way of learning

- IQ can be significantly impacted by a pattern of binge use, (S. Brown, U. Cal.at San Diego).
- Just two years of binge use can lower IQ as much as 10%, (S. Brown, U. Cal. at San Diego).
- It is the binge use pattern of alcohol that is exactly what has been documented as normative with in the adolescent population, (Weslcher, Harvard).

The Adolescent Brain

what gets in the way of learning

The brain images below show how alcohol may harm teen mental function. Compared with a young non-drinker, a 15-year-old with an alcohol problem showed poor brain activity during a memory task. This finding is noted by the lack of pink and red coloring.



Image from Susan Tapert, PhD, University of California, San Diego.

(A. White)

Addiction

- Over diagnosed in adolescents
- A devastating and misunderstood disease
- Treatable but not curable
- Multi-systemic
- Long term treatment
- Address co-mingling disorders
- Recovering family and community

The Adolescent Brain

- Environments must be safe and free from alcohol, tobacco and other drugs.
- **The power of family systems cannot be overlooked.**
- If an adolescent returns to a family system that has not changed there is a powerful “gravitational” pull toward regression and relapse.
- Successful interventions require significant time to solidify lasting change.

“Amazing Observation” 5

Adolescents need support to be healthy.

More often than not, the adolescent you meet is a symptom of the problem and not the problem itself.

What is the primary function
of adolescence?

- Consider this...



Coolness is subjective.



**This is a
generation gap.**

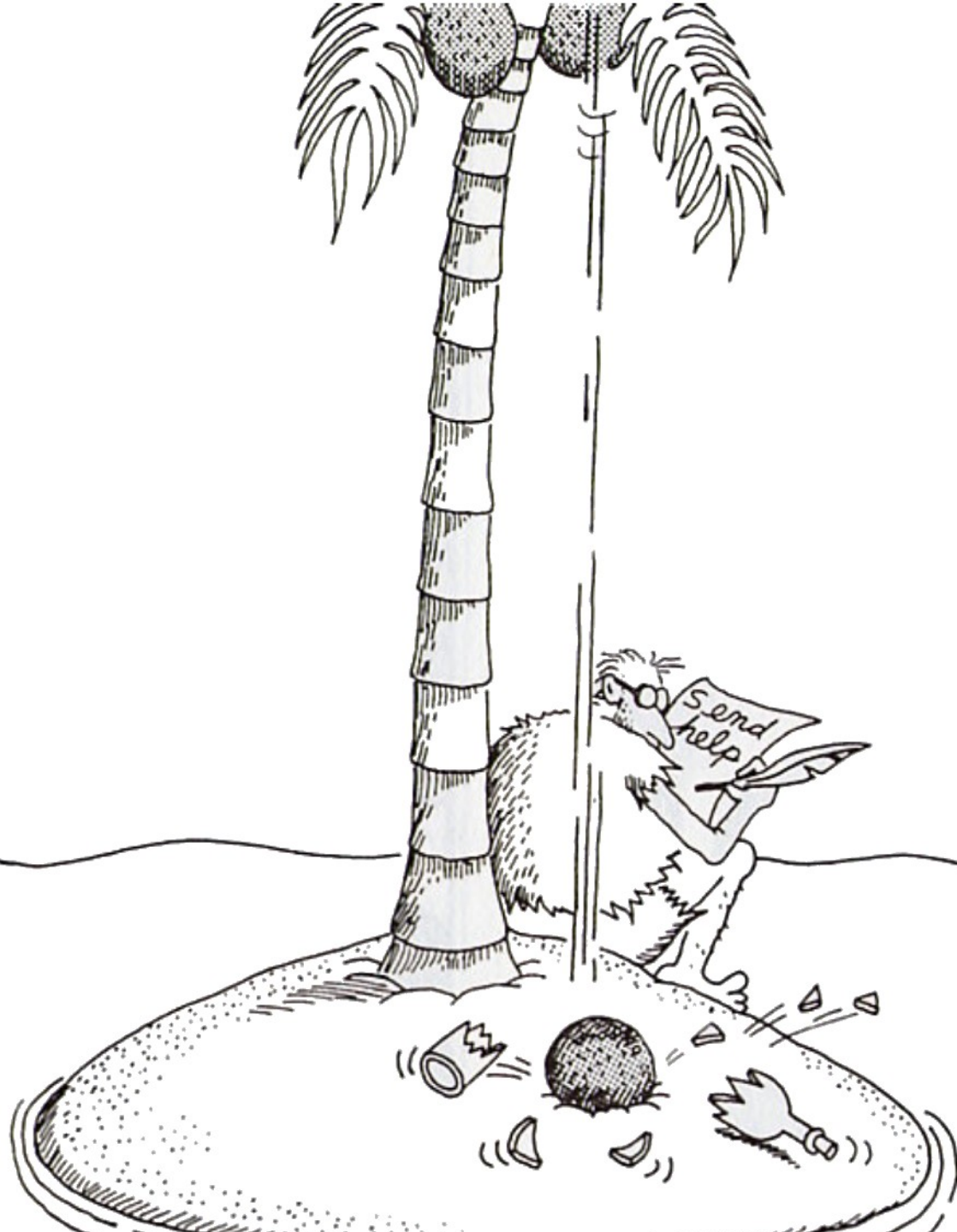
(Is this a new concept?)

“The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.”

~Socrates 470-399 B.C.

How Can We Support the Adolescent Brain and Development?

- Develop longer more general life skills: stress management and mindfulness, getting social support and asking for help, increasing physical activity, nutrition, team work and a sense of belonging.
- Altruism
- Use influential role models (family is the most important).
- Capitalize on relational and emotional impact on memory.
- Help adolescents make positive memories.
- Use the power of families.



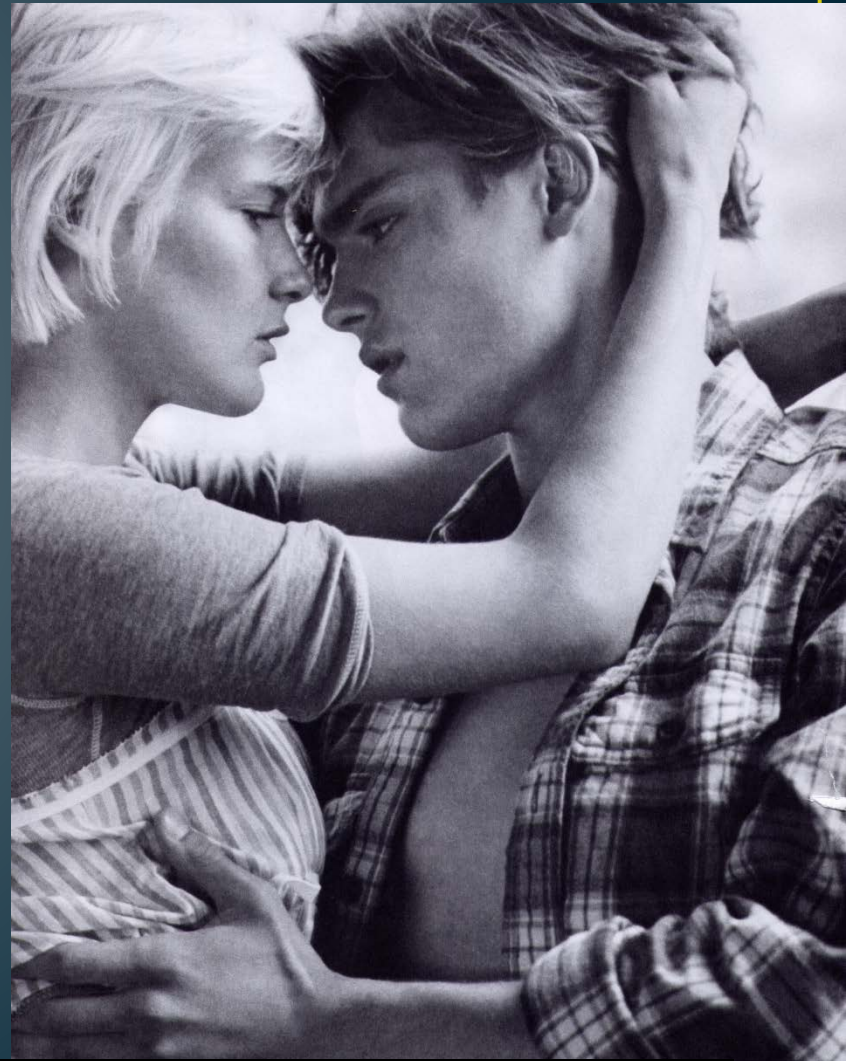
**Any body seen
mom and dad?**



**A love hungry brain will not
listen to reason.**



Respect the power of the limbic system!



Channel relational energy
DO NOT FIGHT IT

Supporting the Adolescent Brain

- Families need to invest in their child's brain defense.
- Give kids clear reasons to take care of their brains.
- Nourish the brain -
 - knowledge –
 - experience (novel) –
 - nutrition -
- Anchor memory with affect .
- Provide supportive structure.
- Use mindfulness and recognize “clutter” is a distraction.

A Word To Parents and Counselors

- Adolescents need your support to stay clean.
- If only your adolescents change, it will be MUCH harder for them to maintain the changes they make once they return home.
- You cannot out-parent addiction.
- You cannot control behavior, but you absolutely can influence it.
- Build the relationship with your adolescents.

“Amazing Observation” 6

Adolescent treatment should not look like
adult treatment.

Differences in Adolescent Treatment

1. **Effective adolescent treatment should be done by someone who actually likes adolescents and can engage with them.**
2. **Effective adolescent treatment must take advantage of “novelty needs”.**
3. **Effective adolescent treatment should take learning styles into account (visual, auditory, and kinesthetic).**
4. **Effective adolescent treatment must take developmental tasks into consideration.**
5. **Effective adolescent treatment must include and impact systems in which the adolescent is engaged.**

*Thoughts,
Observations,
and
Questions?*



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What Environments are Teens Drawn to?

Clubs



Prom



The Great Outdoors



Concerts



Games



WOW!

Doesn't this look and
sound just like our
groups?

Cutting Edge...



Of course, we're above all of that now.



So what's the problem with that?

Where have they been all day?



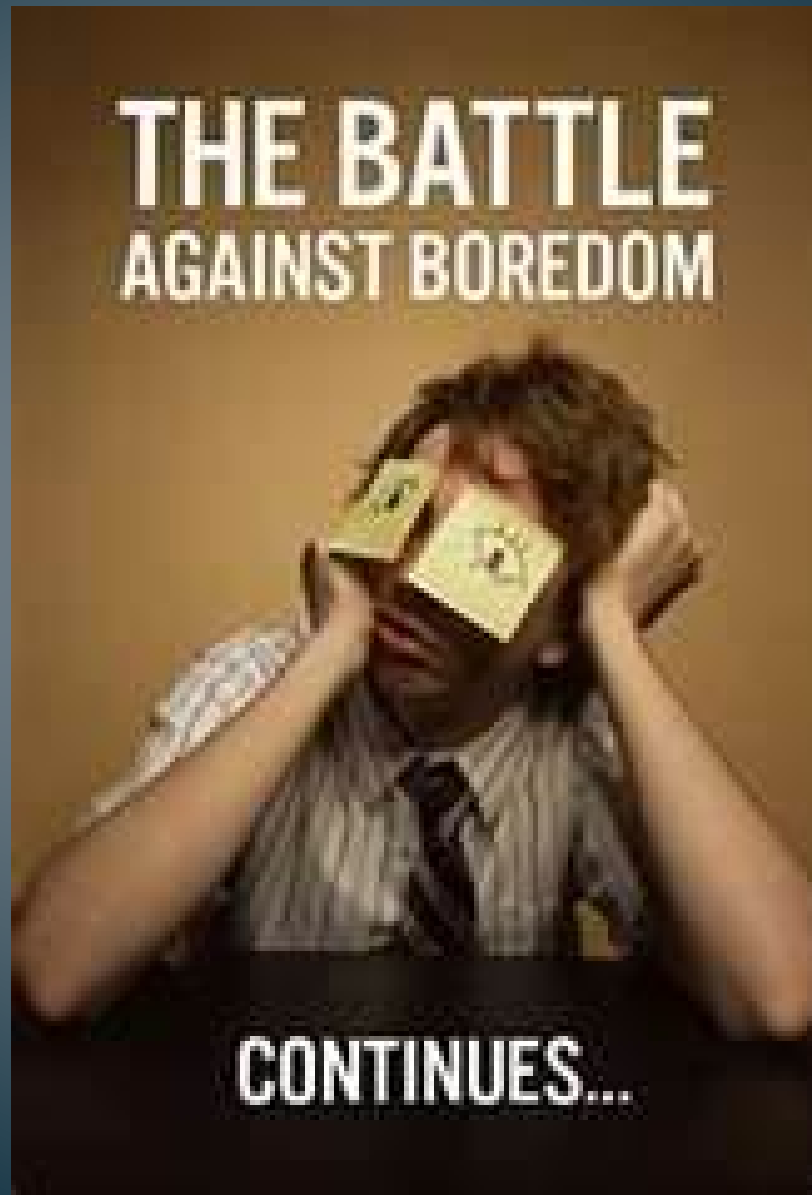
...and our teens usually don't excel here.



...and it changes so much when we
grow up. 😊



Have you ever felt this way?



Do you suppose our adolescents have?



Why do we refuse to apply what we all know?



How about your offices, group rooms,
and facilities?



How about your office, group rooms, and facility?

- Are they inviting to adolescents?
- Are they inviting to families?
- Do they allow for creativity?
- Do they provide adequate space for teens of different genders or backgrounds?

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Biological



- **Nutrition**
 - Education
 - Experiential
 - Life Skills
- **Healthcare**
 - Dental
 - Physical
 - Emotional/Psychological
- **Exercise**
 - Why?
 - When?
 - How long?

Interventions: Breaking the Ice and Setting the Stage

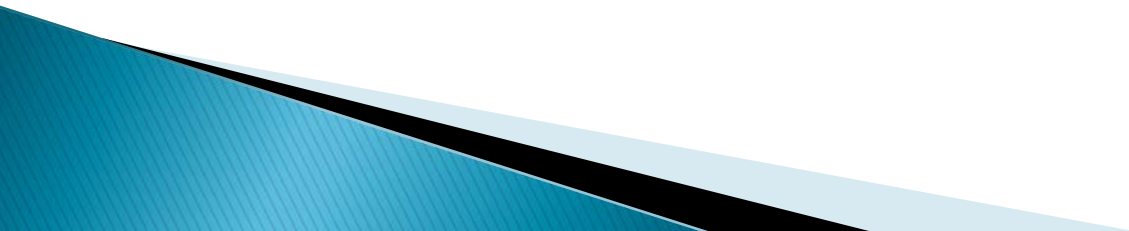


THERMOSTAT

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Family Systems (Psychological and Social)



Who Is Your Patient?

How are you engaging them?

The Impact of Family



Family Roles in Dysfunctional Families

The Family Roles of Addiction
*How the problem of addiction can imbalance our
family roles...*

The Family Roles of Addiction



- ▶ The Family Roles of Addiction
- ▶ *How the problem of addiction can imbalance our family roles...*

How the problem of addiction can imbalance our family roles...

Let's take a look at family roles...
Addiction throws off the "balance" of the family roles. New roles will be formed to relieve the pain, restore the balance, and keep the family together!

- ▶ The Family Roles of Addiction
- ▶ *How the problem of addiction can imbalance our family roles...*

This is the old paradigm:



Consider a new paradigm:



ADDICTION



The Rules of Dysfunctional Families

- ▶ Don't Talk
 - ▶ Don't Trust
 - ▶ Don't Feel
- 

Antidote

Encourage and support those we serve in

- ▶ Talking
- ▶ Trusting
- ▶ Feeling

Dysfunctional Family "Rules"

Adapted from J. Bradshaw, *Healing the Shame that Binds You*.

- ▶ **Control**—One must be in control of all interactions, feelings and personal behavior at all times—control is the major defense strategy for shame.
- ▶ **Perfectionism**—Always be right in everything you do. The perfectionist rule always involves a measurement that is being imposed. Fear and avoidance of the negative is the organizing principle of life. Members live according to an externalized image. No one ever measures up.
- ▶ **Blame**—Whenever things don't turn out as planned, blame yourself or others. Blame is a defensive cover-up for shame...Blame maintains the balance in a dysfunctional family when control has broken down.

Dysfunctional Family "Rules"

Adapted from J. Bradshaw, *Healing the Shame that Binds You*.

- ▶ **Denial of the Five Freedoms***—Each freedom has to do with a basic human power—the power to perceive; the power to think and interpret; to feel; to want and choose; and the power to imagine. In shame-based families, the perfectionist rule prohibits full expression of these powers.
- ▶ **The No-Talk Rule**—This prohibits the full expression of a feeling, need or want. In shame-based families, members want to hide their true feelings, needs or wants. Therefore, no one speaks of the loneliness and sense of self-rupture.
- ▶ **Don't Make Mistakes**—Mistakes reveal the flawed vulnerable self. To acknowledge a mistake is to open oneself to scrutiny. Cover up your own mistakes and if someone else makes a mistake, shame him.
- ▶ **Unreliability**—Don't expect reliability in relationships. Don't trust anyone and you will never be disappointed.

* As delineated by Virginia Satir

Antidotes

- ▶ Teach Emotional Vocabulary
- ▶ Serenity Prayer (Mapping the Twelve Steps)
- ▶ “Rational Behavior Training
- ▶ Event–Perception–Self Talk–Feelings–Action
 - “It doesn’t do anything to me.”
 - “Everything is exactly as it should be.”
 - “We are all fallible human beings.”
- ▶ Understanding Choice–More later on this.

**Does any of this family
consideration matter to the
adolescents we serve?**

“Covert War”

“Headlights”

Let's Talk

- ▶ Let's consider what we are doing to engage systems and families that isn't working.
- ▶ Let's consider what we are doing to engage systems and families that is working.
- ▶ What could we do to better engage systems and families ?

Your Program's Treatment Plan

- ▶ *Justification for Treatment*
- ▶ *Goals*
- ▶ *Objective (Observable/Measurable)*
- ▶ *Completion Dates*

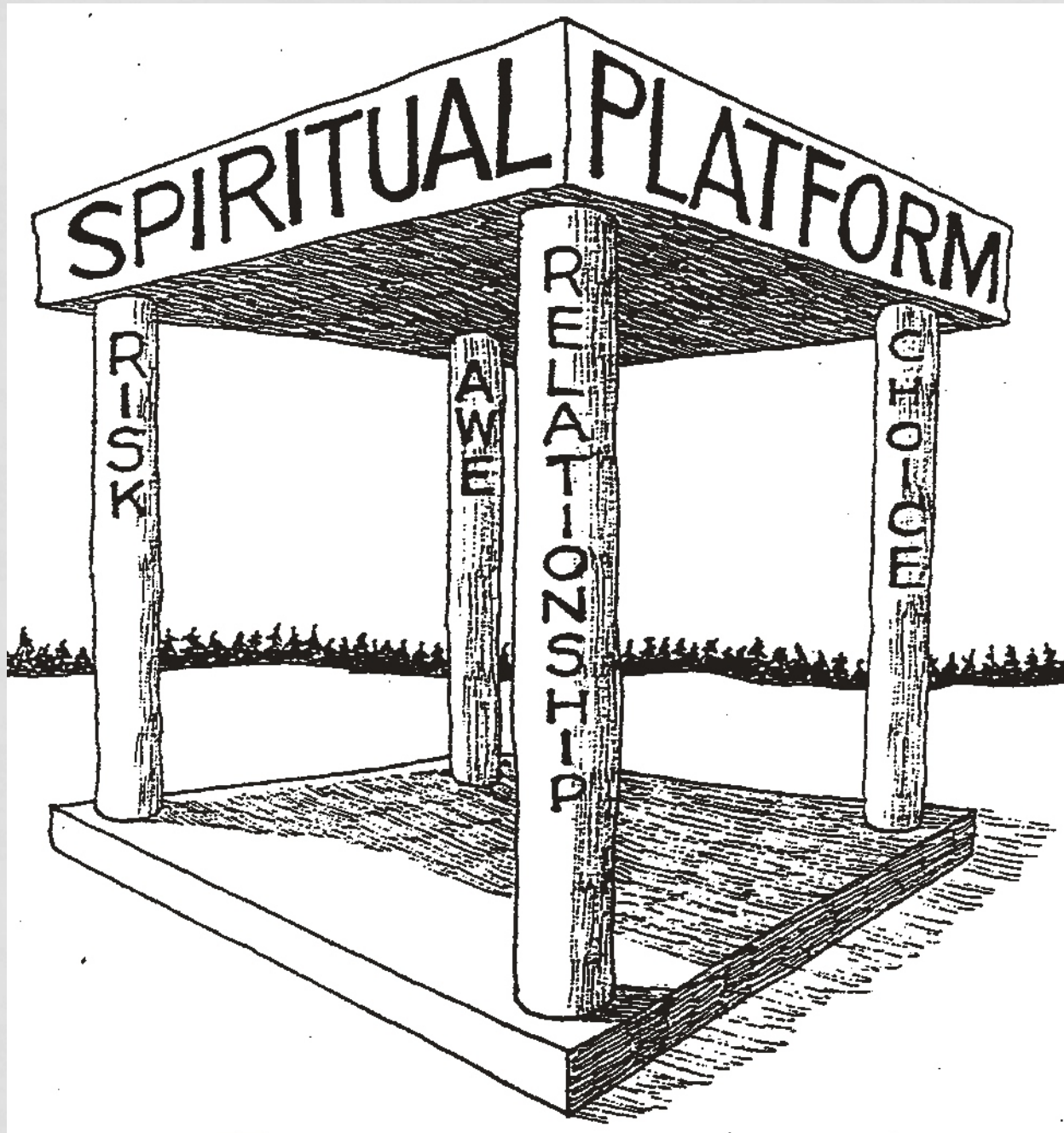
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SPIRITUALITY

SPIRITUALITY: WHAT IS IT.


- Spirituality is a doing thing.
- If we stop “doing” spirituality we lose our humanity.
- The Spiritual Platform was developed by Jeff Georigi of Duke University as a way of conceptualizing spirituality, especially as it related to addiction.
- The Spiritual Platform is supported by four uniquely human activities.



SPIRITUALITY

Choice

- The source of our personal power
- Every excuse, no matter how "valid", "insignificant" or "innocent" is a lie.
- Every excuse reduces your personal power.

- 
- Internal Locus of control
 - Rational Behavioral Training
 - Motivational Interviewing

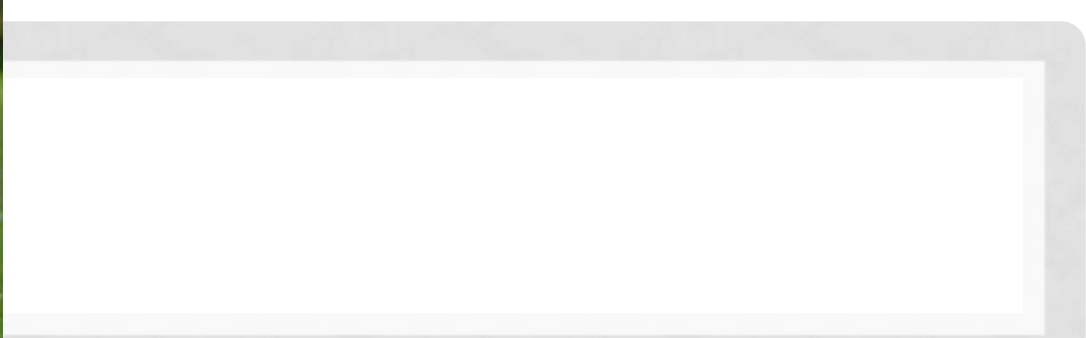
SPIRITUALITY

Risk

- All we are asking of our students is give up the one thing in your life that has kept them going.
- All we are asking of our students is give up what has kept them safe
- And in return they have the opportunity to take the most terrifying risk of all -

the risk to be themselves





SPIRITUALITY

Relationship

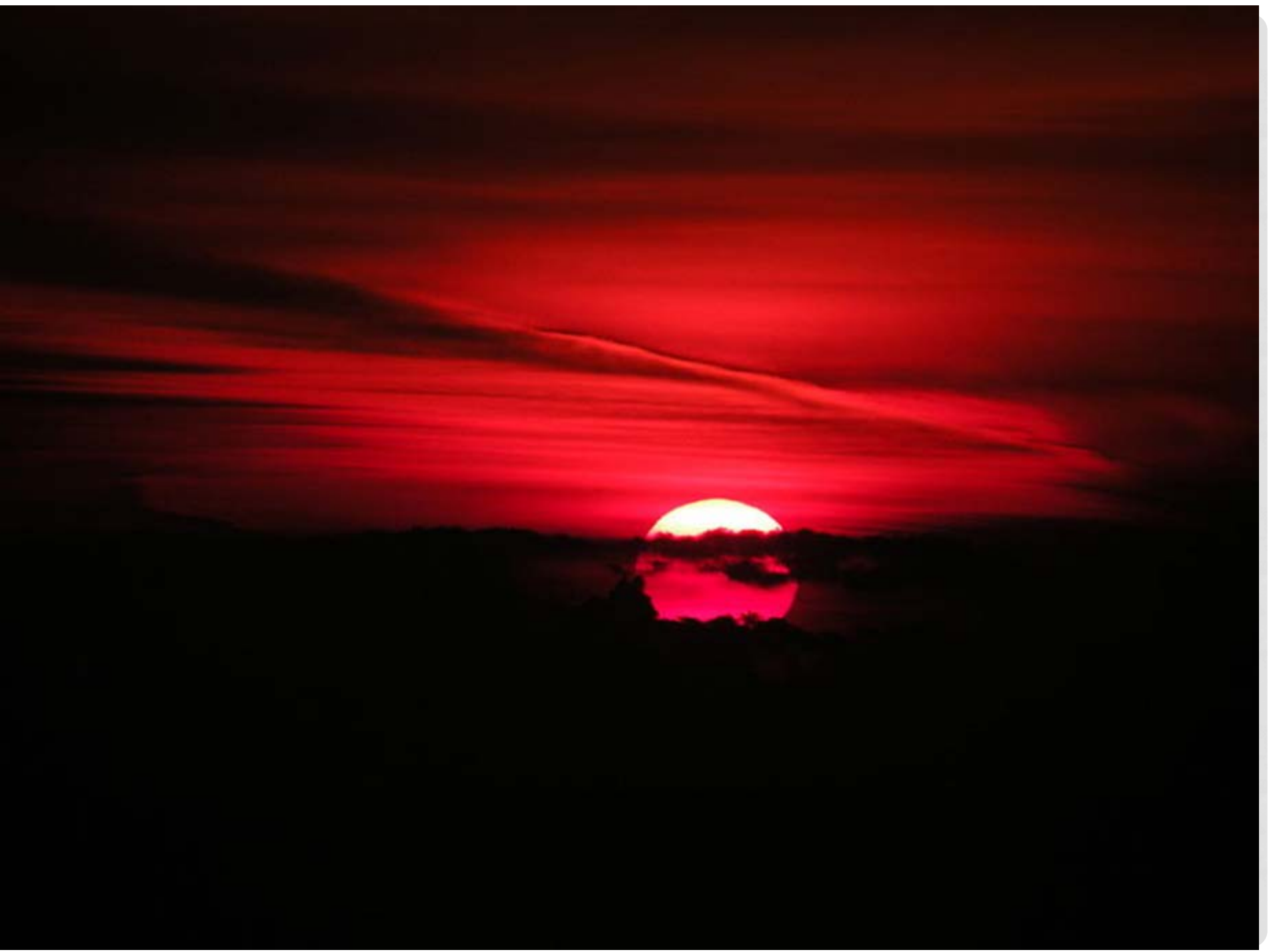
- Heightened importance
- Intense and a live
- Out of relationship = the dead zone
- Treat those you love like a dog. -Georgi

Adolescents are pack animals



SPIRITUALITY

- Awe and Wonder
- Boxes.
- When life gives you “something” outside your boxes.





SPIRITUALITY

- The **choosing** is more important than the of the choice.
- The **risking** is more growth producing than the “outcome” of risk.
- The **relating** is more connecting than the relationship.
- The **wondering** is more expansive than the object of awe.

Spirituality

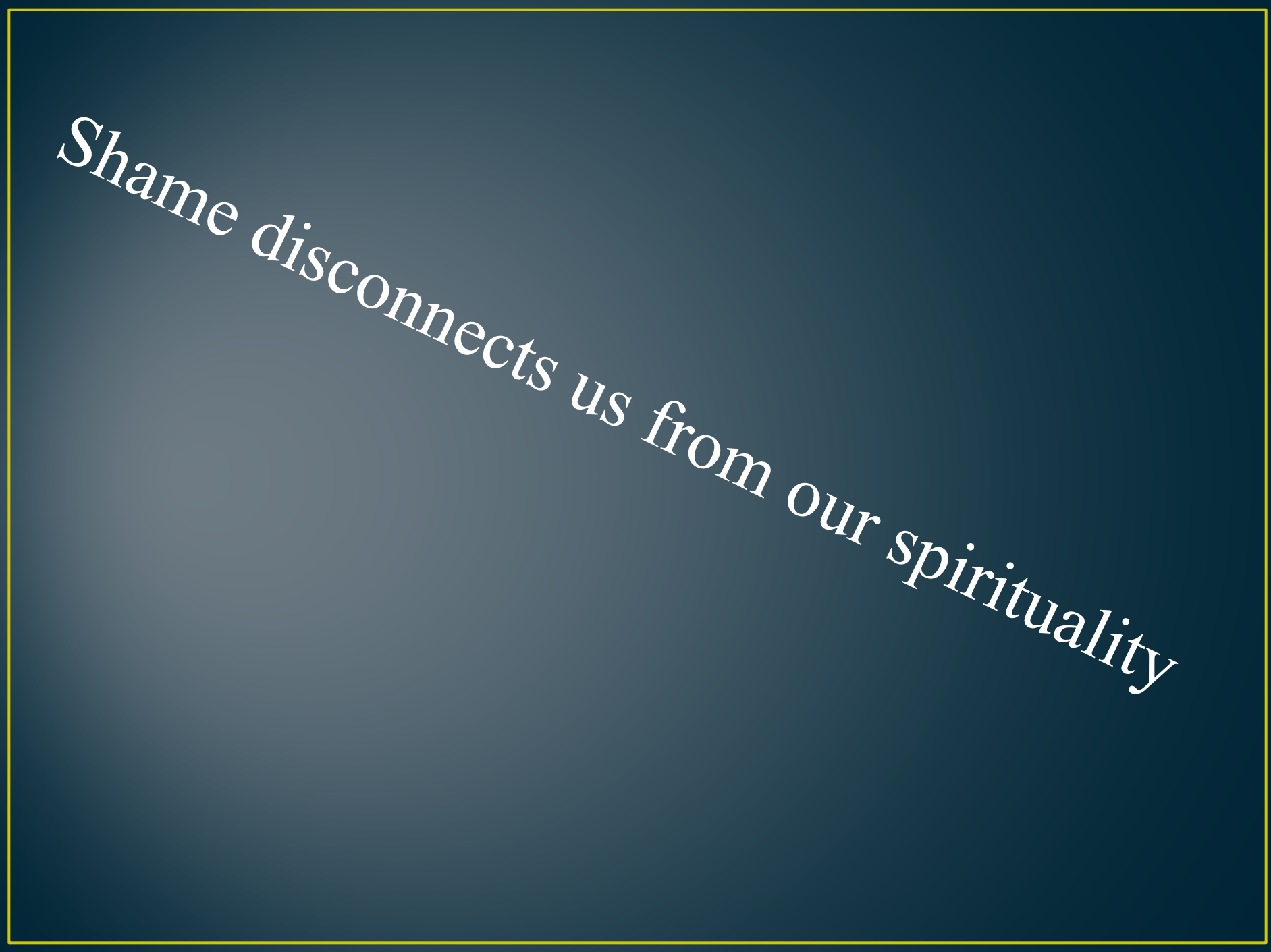
- Man does not search for meaning – man searches for the experience of his aliveness as he lives it – that is his bliss – follow your bliss.
- Flow is the state of “self-forgetfulness” – the sheer pleasure of the act itself is what motivates.

Spirituality

- We encounter spirituality in the here and now.
- The here and now – the (present) - the immediate has no beginning and no end - it is not tangible, it has no content and no form.
- Our capacity to be spiritual is measured by our ability to participate in and surrender to the immediate.

Spirituality

- We have lost our ability to be spiritual to the extent that the voice of our inner wounds out shout our ability to be still.



Shame disconnects us from our spirituality

SHAME

is always a gift

Spirituality

- Sin (shame) is seeing yourself through some one else's eyes. *Sabastian Moore*
- The gift of shame gives birth to obligation which is the safer side of freedom.
- Grace (love) is seeing yourself reflected in some one else's eyes. *Georgi*

Shame

vs.

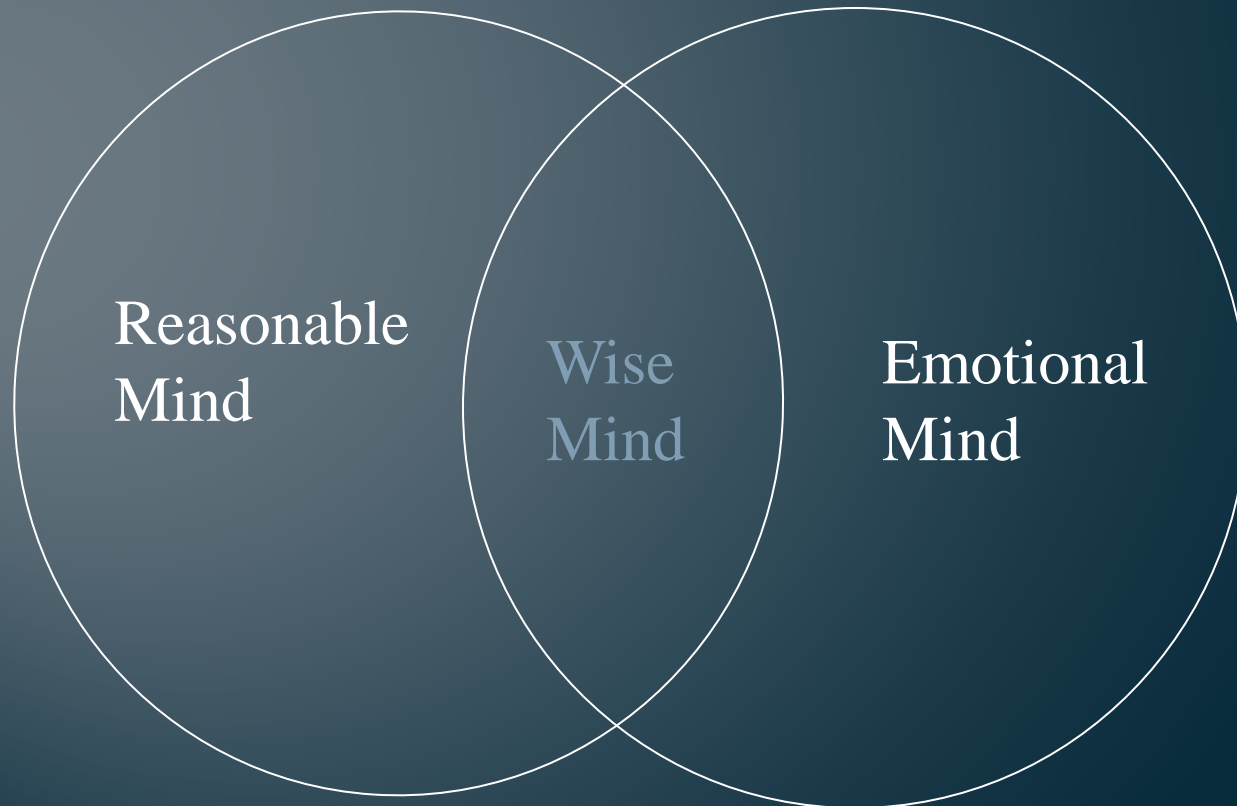
Love

- Need
- full of expectations
- obligations
- conditional
- assumes/projects
- needs to control
- sees flaws or faults
- Slavery

- Desire
- no expectations
- wanting
- unconditional
- no assumptions
- not controlling
- sees perfection
- Freedom

Spirituality: Treatment basics provide coping skills

- Wise mind - Mindfulness





ce



Mindfulness

Strive to focus on the present

What is mindfulness?

- It is not a religious practice, but it can be a spiritual practice.
- Mindfulness is purposeful attention.

Why mindfulness?

- Improved health
- Better sleep
- Stress reduction
- Improved mental clarity
- Improved creativity
- LIMBIC REGULATION

Traits of mindfulness?

- Non-judging
 - Accepting
 - Trusting
 - Letting go
 - Empathetic
 - Compassionate
- Non-striving
 - Patient
 - Open
 - Gentle
 - Grateful

Mindful Practice

Spirituality: Treatment basics provide coping skills

- Mindfulness Skills – **WHAT**
- **Observe**
- **Describe**
- **Participate**

Spirituality: Treatment basics provide coping skills

- Wise mind self soothes (senses)
- **V**ision
- **H**earing
- **S**mell
- **T**aste
- **T**ouch

(Linehan, 1993)

Spirituality: Treatment basics provide coping skills

- Mindfulness Skills – **How**
- **Non-judgmentally**
- **One-mindfully**
- **Effectively**

Mindful Practice

What's the point?

- Why Mindful Practice?

Spirituality: Treatment basics provide coping skills

- Wise mind improve the moment
- Imagery
- Meaning
- Prayer
- Relaxation
- One thing at a time
- Vacation
- Encouragement

(Linehan, 1993)

Spirituality: Treatment Implications

- Content is important, particularly in early recovery. However, process interventions should not be overlooked.
- Issues of relational connection; mother to child, husband to wife, sister to sister, brother to brother, father to child, friend to friend, must be supported.
- Don't forget family.

Spirituality: Treatment Implications

- The therapeutic relationship is of primary importance.
- Issues of “play” and fun in addition to spontaneity need to be addressed in treatment.
- Group interventions need to be safe and needs to bring the patients into the “here and now.”

Spirituality: Treatment Implications

- Emphasis needs to be placed on issues of competence not just on the problems.
- We need to re-introduce the word “love” into our clinical practice.
- Need is shame based, particularly in relationships and personal aspirations.
- Wanting is more motivating than needing.

- “The wounded child within in our psyche is not a ‘pool of relational pollution’ that can be drained, filtered and refilled through introspection and insight. Rather this pain in the psyche is like a storm within in the ocean of the unconscious.”

- A seasoned sailor never makes the mistake of confusing the sea with a placid pool (that can be life threatening). Through patience, awareness, intention and the shared wisdom of community, the sailor does not shrink the ocean but learns to navigate it - learns when to find safe harbor in the face of the approaching storm - learns to accept and to use the storm itself as an integral part of the ocean's wonder, life and mystery.

Schedule:

- Intro 0:05
- Define Holistic (Bio-Psycho-Social-Spiritual-Experiential) 0:30
- Adolescence and Treatment (Biological and Social) 0:55
- LUNCH
- Interventions/Environments (Pragmatic) 0:15
- Exercise and Nutrition (Biological) 0:15
- Family Systems (Psychological and Social) 0:30
- The Spiritual Platform (Spiritual) 0:30
- **Media (Psychological and Social) 0:30**
- Environment/Learning Styles (Engagement/Experiential) 0:30
- Bringing It All Together (Experiential Treatment) 0:45
- Q&A 0:15

Experiential?

Nature or Nurture?



Environment?

All about
environment.



Media



Media

What makes up media in the adolescent world?

Media



Media



**THIS
50**



Are we engaging our young
people where they are?

How in touch are we with their
world?

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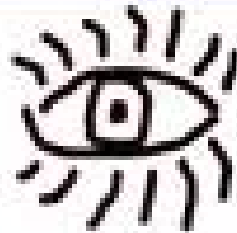
Learning Styles

Visual

Auditory

Kinesthetic

What's Your Learning Style?



Visual

Visual learners usually obtain most information when they can see something that graphically depicts what they are trying to learn. Visual learners should study using visual aids whenever possible. Flash cards, pictures, diagrams, recording that will give you a visual memory.



Auditory

Auditory learners will retain more information when they hear something. For auditory learners, the best way to learn is to listen, read and write. Use a tape recorder. Read out loud. Have a friend quiz you orally.

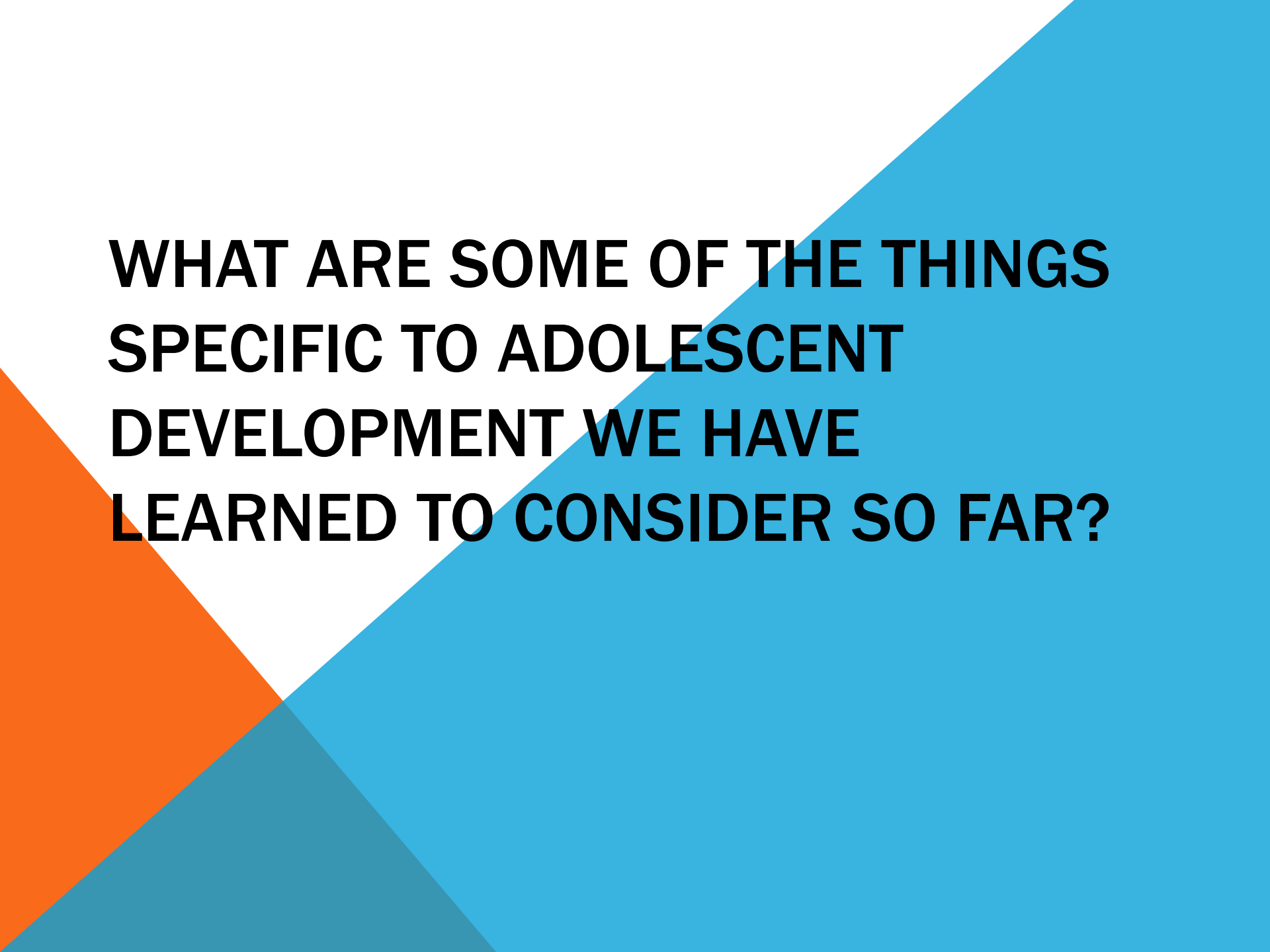


Tactile

Tactile learners will retain more information when they use the "hands-on" approach—like labs and demonstrations.

Bringing It All Together (Experiential Treatment)





**WHAT ARE SOME OF THE THINGS
SPECIFIC TO ADOLESCENT
DEVELOPMENT WE HAVE
LEARNED TO CONSIDER SO FAR?**

ADOLESCENT BRAIN WIRING



**ADOLESCENCE HAVE A NEED FOR
EXTERNAL NOVELTY!**



SOCIAL SYSTEMS

Peers

School

Work

Community/Neighborhood

Faith Community

Gangs

Cliques

Families





THE IMPORTANCE OF THE FAMILY AND ROLES



**NOW LET'S BRING IT ALL
TOGETHER...**

**...AND CONSIDER SOME PRACTICAL
WAYS TO WORK WITH THESE
UNIQUE CHALLENGES IN
TREATMENT.**



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Change of Scenery





Let's move a little past physical environment to modalities.

*And now for a change of
pace...*

“Turn Over a New Leaf”

Experiential “Low R.O.P.E.S.”

- The Last Straw
- Turn Over A New Leaf

Athletics

- Community leagues
- Intramurals
- Recreation leagues
- Church leagues
- YMCA
- Gym memberships
- Exercise routines

The Arts

Mandalas and Music

- Mandalas
- Catch the Beat
- Lyric Deconstruction



Mandalas

The word "*mandala*" is from the classical Indian language of Sanskrit. Loosely translated to mean "circle".



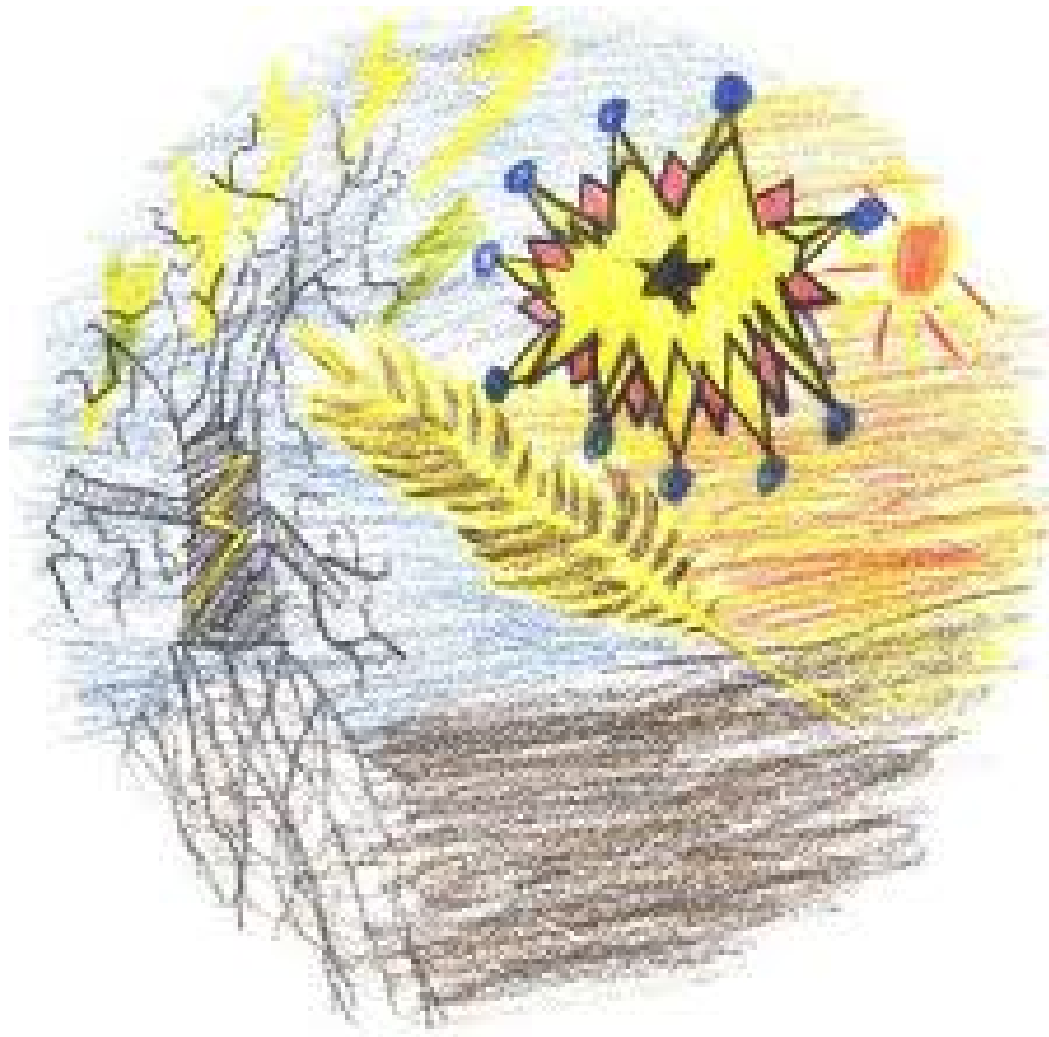
Examples of Mandalas:



Examples of Mandalas:



Examples of Mandalas:

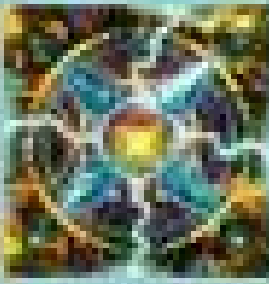
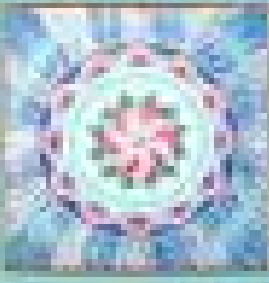
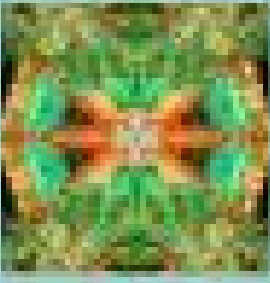
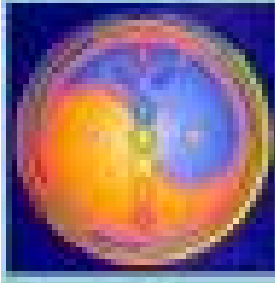
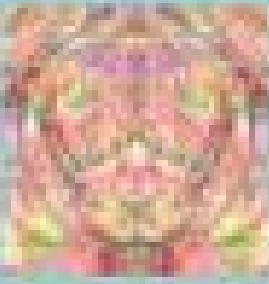
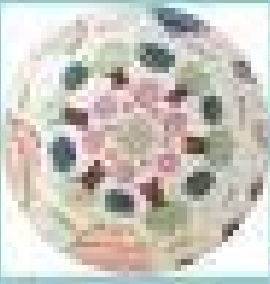
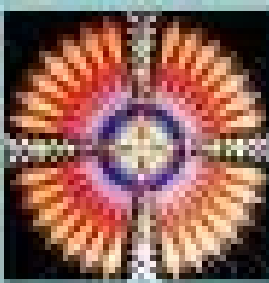
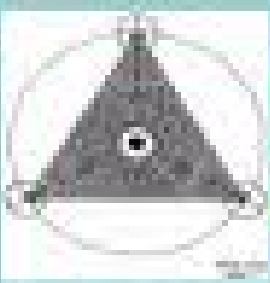
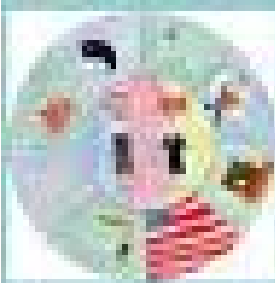


Examples of Mandalas:



Examples of Mandalas:





Examples of Mandalas:

**Mandala = a
circular creative
process that helps
you get closer to
your heart**





Catch the Beat

Lyric Deconstruction

Lyric Deconstruction

Example 1

Example 2

Example 3

Extra Tools

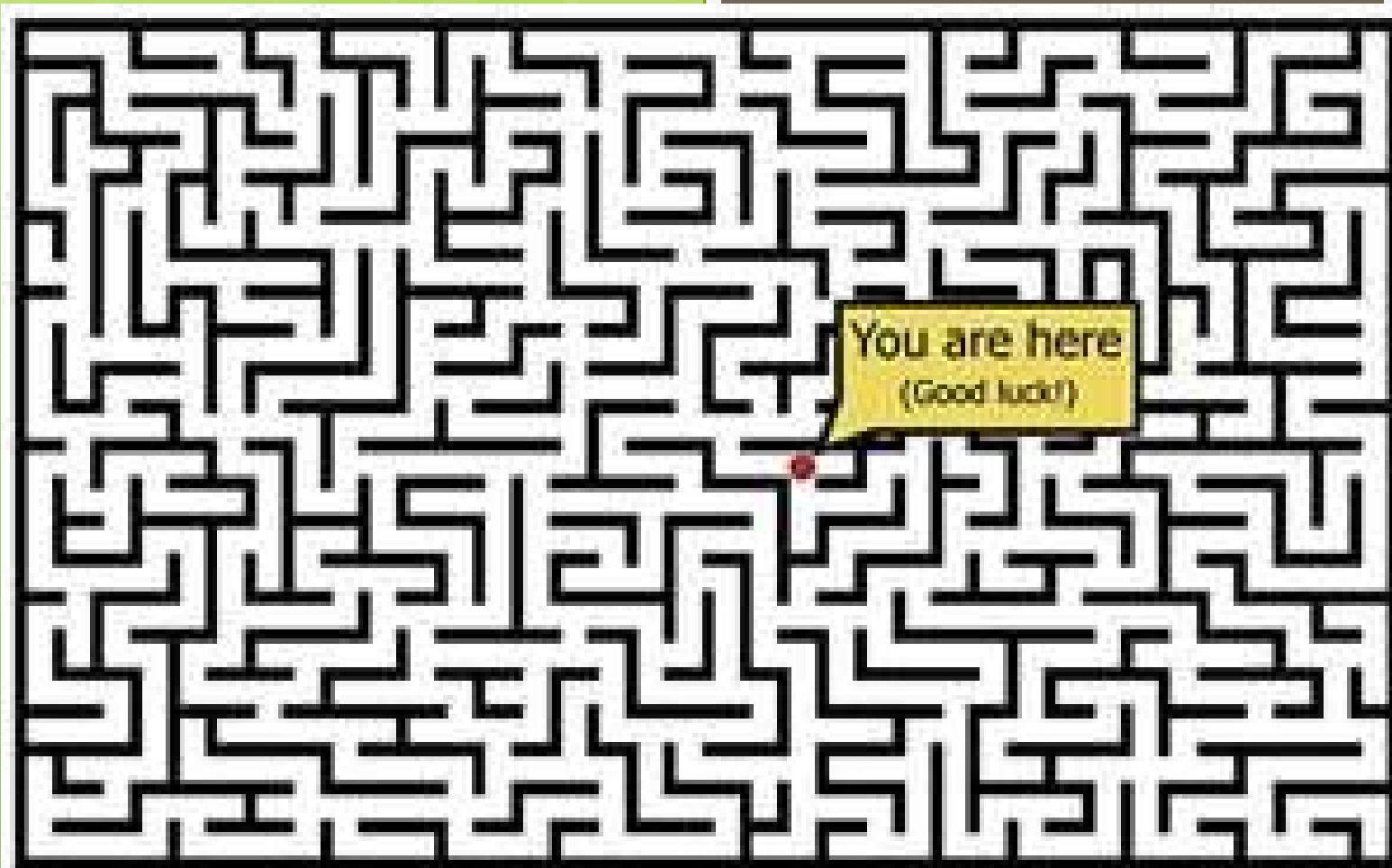
- Writing Lyrics (Playing or Karaoke)
- Fish Bowl
- Vocation Skills
- Family Scripts/Role Play
- Family Sculpting
- Spirituality and Mindfulness
- Playmates and Playgrounds

Experiential "Low R.O.P.E.S."

- Escher's Dilemma (Under \$20)
- Hula Hoop (Under \$5)
- Group Knot (FREE)
- That Makes "Scents"
(Varies-Hit the Dollar Tree)



So let's talk about it.



IF I HAD MY LIFE TO LIVE OVER

I'd dare to make more mistakes next time. I'd relax, I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously. I would take more chances. I would climb more mountains and swim more rivers. I would eat more ice cream and less beans. I would perhaps have more actual troubles, but I'd have fewer imaginary ones.

You see, I'm one of those people who live sensibly and sanely hour after hour, day after day. Oh, I've had my moments, And if I had it to do over again, I'd have more of them. In fact, I'd try to have nothing else. Just moments, one after another, instead of living so many years ahead of each day. I've been one of those people who never goes anywhere without a thermometer, a hot water bottle, a raincoat and a parachute. If I had to do it again, I would travel lighter than I have.

If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

~ Nadine Stair, 85 years old.



Questions and Thoughts



The Best Marriage Advice I Ever Received

The image features a central graphic consisting of several concentric circles. The innermost circle is a solid dark blue. Surrounding it are several rings of varying shades of red, from a deep, dark red to a lighter, more vibrant red. The outermost ring is a very dark, almost black red. Overlaid on this circular pattern is the text "That's all Folks!" written in a white, elegant cursive script. The text is positioned horizontally across the middle of the circles, with the "F" in "Folks" being particularly large and stylized. The overall effect is reminiscent of the iconic "That's all Folks!" ending from the cartoon "Tom and Jerry".

That's all Folks!

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