

CHILDREN OF ALCOHOLICS

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CHILDREN OF ALCOHOLICS

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CHAPTER I

INTRODUCTION

The National Institute on Alcohol Abuse and Alcoholism estimates that there are 6.6 million children of alcoholics under the age of 20 in this country (Hernandez 1989). According to research, these children have a greater chance of becoming alcoholics themselves, marrying alcoholics, or both (Gravitz & Bowden, 1984; Killeen, 1988). In addition, it has been found that these children suffer from a higher incidence of emotional and behavioral disorders than do their peers from nonalcoholic backgrounds (Berkowitz and Perkins 1988). Offspring of alcoholics also suffer from poor self-concept (Black, 1981). Research has shown that poor self-concept can be a powerful detriment to the expectations of social and academic achievement that children have for themselves (Downing, 1986).

Though public schools have made an effort to decrease the use of alcohol among our youth, few programs exist that are specifically tailored to the needs of children of alcoholics. Many professionals suggest that these children would greatly benefit from an affective treatment program that is not secondary to the treatment of their alcoholic parent (Waite & Ludwig, 1983). Consequently, Hindman (1984)

indicates that such a treatment program should include nonverbal communication and sensory games in order for these children to express the feelings that lead to poor self-concept. Therefore, an affective treatment program aimed at increasing self-expression for children of alcoholics should be considered a viable option to helping these children lead normal lives.

Statement of the Problem

In this country there are 6.6 million children of alcoholics under the age of 18. Because of this high number, helping these children should be a priority of society. These children need specific intervention programs that can help them express their inner feelings as well as fortify their self image.

Research Question:

The research question in this study was: Will the affective program make a positive change in the self image of children from alcoholic homes?

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to better understand the effects of parental alcoholism on the child, literature on alcoholism and its effects on the family must first be reviewed. In an alcoholic household, children become victims of their parents disease. Emotional, social and cognitive impairment in children are often a result of inconsistent and unpredictable parental behavior, lack of appropriate reinforcement by parents and lack of parental control and responsibility (Cramer 1977). Hecht (1975) purports that children learn self concept through identification with their own parents. This self concept is developed through communication and role playing. Accordingly, Woo (1984) indicates that alcoholics become so preoccupied with the use of alcohol that their children's needs are virtually ignored. In turn, the children themselves are consumed with caring for these alcoholics and meeting their needs.

Roles

In order to cope with this unstable situation, Woo (1984) states that the children adopt "false selves" in the form of roles. Black (1981) identified these role patterns

common to the children of alcoholics. It should also be noted that these children may adopt one role or simultaneously bounce back and forth between roles.

1. The responsible child. This child takes on the responsibilities of the alcoholic, the other children, and the household. These children are usually perfectionists and manipulative. They engage in the "superkid" routine with high expectations.
2. The adjuster. This child is extremely flexible and can swing from one extreme to the other. They are reluctant to make decisions.
3. The secreteer. The secreteer calms and soothes volatile situations. They avoid confrontation at all costs.
4. The acting-out child. This child generally becomes the delinquent of the family. They generally receive the most attention due to their loud and attention-getting behavior. Woo (1981) stated these roles allow the child to deny the realities of living in an alcoholic household and to protect themselves against destruction. Open communication and emotional honesty are avoided at all cost (Porterfield 1984).

Future Consequences

Hecht (1975) suggested that as children who are affected by parental alcoholism attempt to deal with their dysfunctional environment, they carry the negative effects into adulthood. Hindman (1975) found that children of

alcoholics were twice as likely to become alcoholics than their counterparts in nonalcoholic families. Hawkins (1985) stated that sons of alcoholic fathers are four times more likely and daughters of alcoholic mothers are three times more likely to become alcoholics. As well as having a greater risk of becoming an alcoholic, these children have been found to experience a great deal of psychological impairments. Major and minor types of psychopathology noted were impaired self-esteem and reality testing, impaired academic and vocational performance, delinquency, running away, and substance abuse. Other effects mentioned in related literature are anger, frustration, extreme anxiety overreaction, obsessiveness, need for control, intimacy difficulties, and an inability to trust (Hindman, 1975; Cramer, 1977; Wilson and Orford, 1978; Gravitz and Bowden, 1984; Edwards and Zarder, 1985; O'Gorman and Oliver-Diaz, 1986).

These children represent a significant number of the public school population. Schall (1986) stated that one out of every five children in public schools is a child of an alcoholic parent. In addition, Waite and Ludwig (1983) report that absenteeism, temper tantrums, fighting with peers, trouble with adults and schoolwork are all common among this group of children. Further, Goldman (1984) found that children of alcoholics tend to be overactive and disruptive, especially in schools.

Summary

Upon reviewing the literature on the effects of parental alcoholism on the child, it becomes evident that this is an area of much needed intervention. However, there currently exists relatively few programs geared to this special needs population. Cermak (1984) stated that less than 5% of these children are receiving primary treatment. Perspectives (1984) also emphasizes the great need for primary intervention for these children, aside from the treatment for their alcoholic parents. Although there are a few intervention programs, many professionals agree that these children would greatly benefit from an affective treatment program, specific to the needs of this population. McAndrew (1985) indicated that these children need intervention that offers puppets, artwork and sensory games to allow them to express fears and anger more appropriately. Schall (1986) suggested that along with early identification, activities that require self expression are necessary to enhance the negative self-image of these children. Accordingly, Waite and Ludwig (1983) proposed that a program that offers activities that promote expression of the deep feelings of these children is vital for improving their self image. Activities that are used to increase the self image often include: the expression of feelings, encourage self expression, increase self awareness, enhance communication and promote the awareness of others (Fluegelman, 1976; Kretz, 1981; Remocher and Storch, 1982;

Rider and Gramblin, 1987; Roest and Clemets, 1983; Striker and Kimmel, 1984; Striker and Kimmel, 1984; Striker, 1981; Striker 1982; and Striker 1980).

CHAPTER III

METHODS

Subjects

The subjects were initially selected via a newspaper article and contacts made with area counselors. A total of nine children, from a midwestern city and the surrounding area, participated in this program. There were six males and three females in the study. The subjects ranged in age from 6 years to 11 years. One subject was in a Special Education Classroom and eight in a regular classroom, grades 1 through 6. All children were from the middle class socioeconomic level. Each child had alcoholism in their family background.

Instrument

The Piers-Harris Children's Self Concept Scale (Piers, 1984) was the measuring instrument utilized for the pretest and the posttest in this study. The Piers-Harris is a self-report inventory consisting of 80 first person declarative statements. This test contains six subtests: Behavior, Intellect and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and

Satisfaction. The scale can be individually or group administered by teachers or paraprofessionals, with a total testing time of 20-25 minutes. Reviewers express confidence in the reliability (test-retest reliability ranges from 0.42 to 0.96 with a mean of 0.73, internal consistency coefficient of 0.90), and state that the test is highly reliable in terms of temporal stability and internal consistency. Concurrent validity intercorrelating cluster scales range from 0.21 to 0.59.

Design

The one group pretest-posttest design was utilized in this study to investigate the effects of an affective treatment program on the self image of children of alcoholics. A pretest and posttest was completed, but no control was available. Although it would be ideal to do a true-experimental design and thus increase the generalizability of the results, it was not feasible nor deemed ethical for the investigator to randomly select the subjects.

Procedure

Treatment began on January 12, 1989 and ran for 14 weeks, ending on April 20, 1989. The Piers-Harris Children's Self Concept Scale was administered on January 26, 1989, and April 13, 1989. The program included nonverbal activities, sensory games, and art materials that

encouraged self-expression (Appendix B). The sessions were held on Thursday nights from 7:00 p.m. to 8:15 p.m. The nightly program schedule consisted of 10-15 minutes of warmup, 30-40 minutes of activities, and 15-30 minutes of wrap-up. This 14 week breakdown of events was as follows:

Week 1 - Introduction

Week 2 - Ice breaker/Fun night

Week 3 - Pretest

Week 4 - Snow, therefore group was cancelled

Week 5 - Self awareness

Week 6 - Self awareness

Week 7 - Communication

Week 8 - Self expression

Week 9 - Feelings

Week 10 - Feelings

Week 11 - Feelings

Week 12 - Awareness of others

Week 13 - Posttest

Week 14 - Wrap-up/Ending program

See Appendix B for specific activities.

CHAPTER IV

DATA ANALYSIS AND RESULTS

A comparison of the total raw scores, T-scores, and percentile scores was made (see Figs. 1, 2 and 3 and Table 1). A comparison of the cluster scores was also made in each of the following areas: Behavior; Intellectual/School Status; Physical Appearance/Attributes; Anxiety; Popularity; and Happiness/Satisfaction (see Table 2). The raw scores of subjects 1 and 8 remained the same on the pre- and post-test. A lower post-test was seen in subjects 2, 5, and 9. Subjects 3, 4, 6, and 7 showed an increase with the post-test

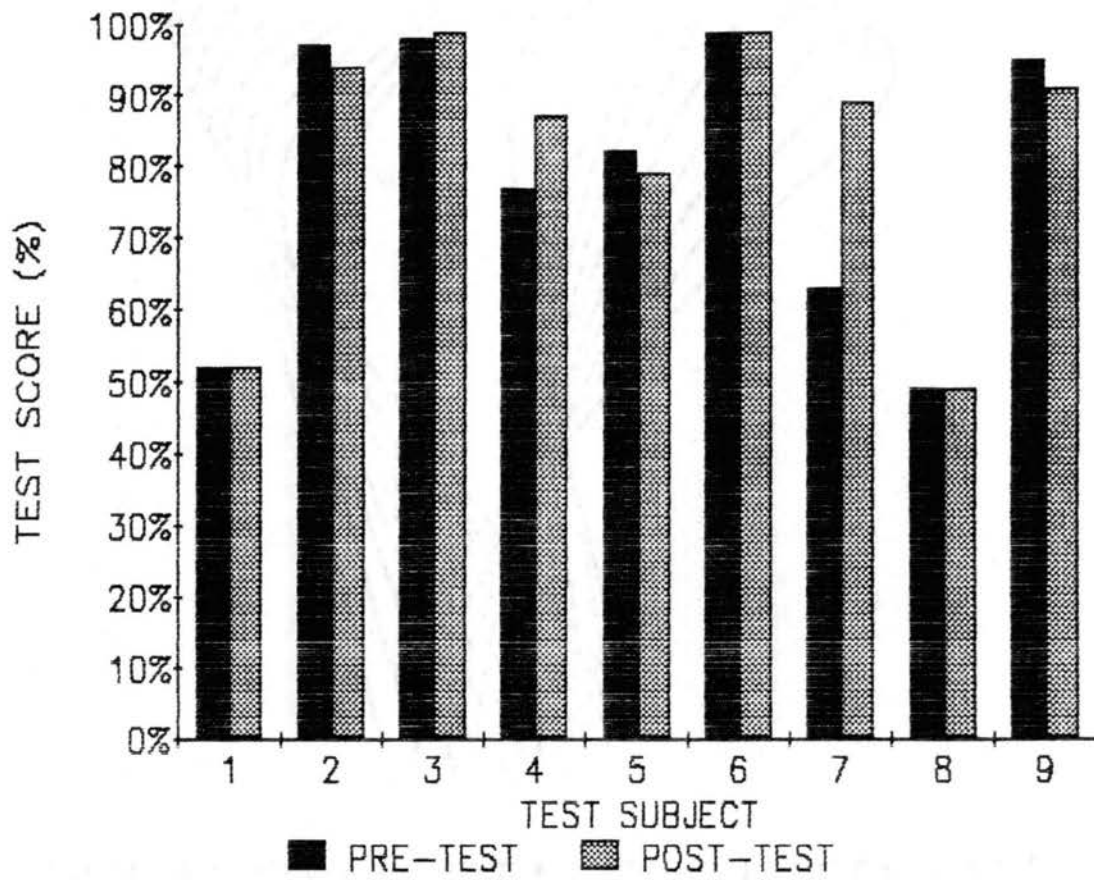


Figure 1. Comparison of Pre and Post Test Scores (%)

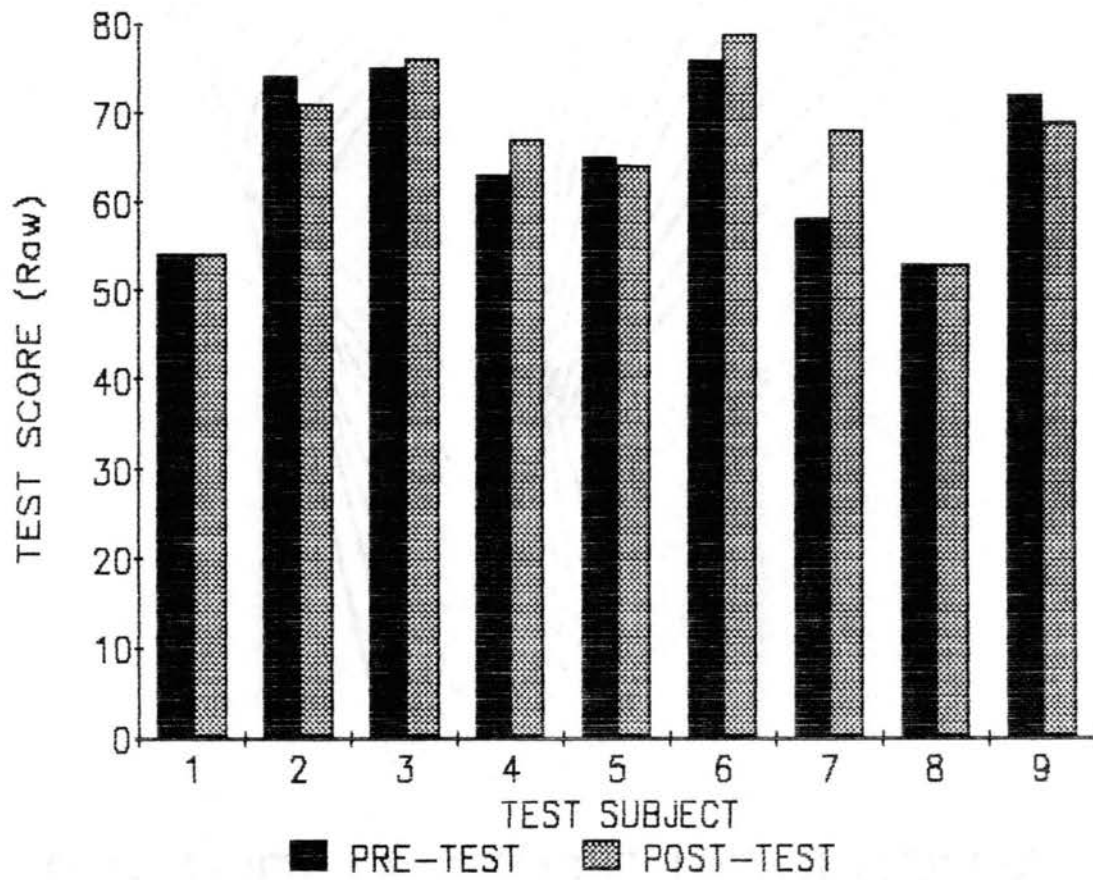


Figure 2. Comparison of Pre and Post Test Scores (Raw)

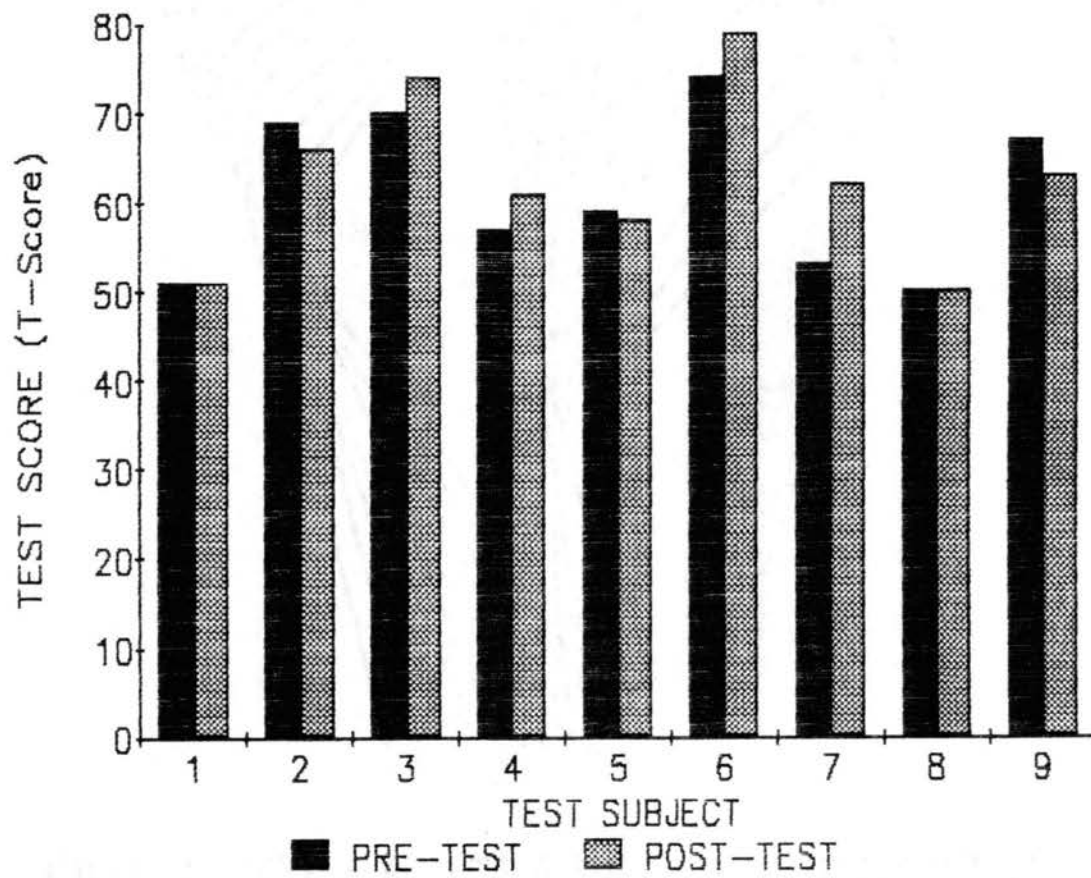


Figure 3. Comparison of Pre and Post Test Scores (T-Score)

TABLE I
TOTAL SCORES

Test Subject	Raw Scores			T-Scores			Percentile		
	Pre-Test	Post-Test	% Change	Pre-Test	Post-Test	% Change	Pre-Test	Post-Test	% Change
1	54	54	0.00%	51	51	0.00%	52%	52%	0.00%
2	74	71	-4.05%	69	66	-4.35%	97%	94%	-3.09%
3	75	76	1.33%	70	74	5.71%	98%	99%	1.02%
4	63	67	6.35%	57	61	7.02%	77%	87%	12.99%
5	65	64	-1.54%	59	58	-1.69%	82%	79%	-3.66%
6	76	79	3.95%	74	79	6.76%	99%	99%	0.00%
7	58	68	17.24%	53	62	16.98%	63%	89%	41.27%
8	53	53	0.00%	50	50	0.00%	49%	49%	0.00%
9	72	69	-4.17%	67	63	-5.97%	95%	91%	-4.21%
Mean			2.12%			2.72%			4.92%

TABLE II
CLUSTER SCORES

Test Subject	Behavior		Intellectual/ School Status		Physical Appearance/ Attributes		Anxiety		Popularity		Happiness/ Satisficatio	
	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test
1	11	11	13	15	6	9	11	9	10	11	8	6
2	16	15	17	16	13	12	14	11	10	11	10	10
3	16	15	16	17	11	10	14	14	9	11	10	10
4	12	15	15	14	12	12	8	8	8	10	10	10
5	16	16	15	14	12	11	6	9	9	9	9	9
6	14	15	17	17	13	13	13	14	11	12	10	10
7	11	12	10	15	10	11	11	13	8	10	10	10
8	5	5	11	14	9	11	12	12	11	10	8	6
9	16	16	16	15	12	12	9	10	11	10	10	10
Mean	13.0	13.3	14.4	15.2	10.9	11.2	10.9	11.1	9.7	10.4	9.4	9.0

CHAPTER V

DISCUSSION AND CONCLUSIONS

This project investigated the effects of an affective treatment program designed to enhance the self image of children of alcoholics. This program included nonverbal activities and sensory games used to help children express feelings that led to a poor self image.

Research strongly suggests that children of alcoholics have many psychological impairments as a result of growing up in an alcoholic home. The research also indicates a need for an intervention program designed specifically for these children. In this country there are 6.6 million children of alcoholics under the age of 18, because of this high number, helping these children should be a priority of society.

The results of this study appear to be inconclusive due to the small change in pre- and post-test scores which is a result of an insufficient sample size. While it is not shown in the quantitative, measurable scores a decrease in negative attention seeking behaviors occurred and group participation increased. Other factors effecting the results are lack of or inconsistent attendance and environmental stressors experienced by the subjects.

In my clinical opinion the children that benefited most from this program were the children who fit Black's role of the acting-out child. These children were the most disruptive initially to the group, but as the program progressed they appeared to make the most change as far as decreased attention seeking behaviors and increased group participation. The children that fit the responsible child role continued to be very critical of themselves and perfectionistic with their artwork, showing minimal to no change in pre- and post-test scores. These children were also the older children in the study as well as the older sibling.

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APPENDIXES

APPENDIX A

AGREEMENT TO PARTICIPATE

Agreement to Participate

Name of Project: Children of Alcoholics

Teacher: Nancy Rotz Jackson

Dear Parents:

Your child has the opportunity to participate in a graduate research project at Oklahoma State University to teach youngsters skills to express their feelings through creative games. This program will begin January 12th and end April 20th. Each session will be held on a Thursday and will run approximately 1 hour and 15 minutes. We would greatly appreciate your permission to allow your child to fill out the Piers-Harris Scale before and after the program. This scale measures your child's attitudes. Each child's scores will remain confidential. If you have any questions or concerns at any time, please feel free to contact me.

Sincerely,

Nancy Rotz Jackson
(918) 352-2679

I, _____, hereby give permission for my child or legal ward, _____, to participate as a volunteer in the above named project, which has been fully explained to me.

I understand that my child or legal ward is free to refuse to participate in any procedure or to refuse to answer any questions at any time without prejudice to him/her. I further understand that I am free to withdraw my child or legal ward from the project at any time without prejudice to me.

I understand that by agreeing for my child or legal ward to participate in the project and signing this form I do not waive any of my legal rights.

Date

Parent/Guardian

APPENDIX B

NONVERBAL ACTIVITIES AND SENSORY GAMES

ANIMAL CHARADES

- GOAL:** Vestibular stimulation, encourages motor planning, proprioceptive and tactile
- SETTING:** Open room.
- MATERIALS:** Slips of paper with animal charades.
- PROCESS:** Have children think of an animal or draw a slip from a hat and act this out for the group.
- VARIATIONS:**
1. Use uncommon animals (i.e. penguin, camel, opossum) for variety.
 2. Have all participants imitate each animal, after the charade has been guessed.

BALLOON BUMP

- GOAL:** Proprioceptive and tactile stimulation.
- SETTING:** Open room.
- MATERIALS:** Balloons and string.
- PROCESS:** Each participant ties a balloon around his waist so that it hangs like a tail. At a given signal everyone attempts to pop each others balloons by pressing against them with their own hip or back end. The activity continues until only

BALLOONERCIZE

- GOAL:** Proprioceptive and tactile input, increase motor planning skills.
- SETTING:** Large open room.
- MATERIALS:** Balloons and strips of paper.
- PROCESS:** Before inflating balloons insert strips of paper with an exercise listed (i.e. 10 jumping jacks, 5 sit-ups, hop on right foot, 2 somersaults, roll across the floor, 10 toe touches, etc.) Place all balloons in the center of the room and have participants select them one at a time. Each person must somehow pop the balloon (i.e. stomp it, sit on it), and lead the group in the exercise found within the balloon.

BALLOON STOMP

- GOAL:** Proprioceptive and tactile stimulation.
- SETTING:** Large open room.
- MATERIALS:** Balloons and string.
- PROCESS:** Each person ties a balloon to their left ankle with a two foot string. On the count of three everyone mills around attempting to stomp on someone else's balloon. The left foot must be kept on the ground while the right foot is used to stomp. The activity continues until only one person has an inflated balloon.

BANDANA GAME

- GOAL:** Encourage motor planning, tactile stimulation.
- SETTING:** Outside, large open room or gym.
- MATERIALS:** Bandanas or strips of cloth.
- PROCESS:** Each person places a bandana in his back pocket or waist band so that three inches are visible. When the game begins people race around grabbing others bandanas and placing them in their own pocket. You may gain and lose bandanas throughout the game. Continue until one person has all of the bandanas. If this is too difficult a time limit may be set and the winner is the person with the most bandanas.

BARNYARD TAG

- GOAL:** Improve speed, directionality, looking behavior.
- MATERIALS:** None
- GROUP:** 6 or more
- PROCESS:** There are five barnyard animals: cow, horse, chicken, pig, and sheep. Each child is assigned to be an animal. There is no limitation as to number who play. The children line up on a line. One child who is farmer, signs an animal and the children run softly across to the other line, while imitating the chosen animal. If a child is caught, he now becomes the farmer.

BODY SPELLING

- GOAL:** Encourage motor planning, vestibular stimulation, group cooperation.
- SETTING:** Large open room, outside or gym.
- MATERIALS:** None
- PROCESS:** Choose words with enough letters to incorporate each person of the group. Each person is assigned a letter of the word, and then uses his entire body to form that letter. Line up in order and you have body spelling.

BOPPER TAG

- GOAL:** Tactile stimulation
- TIME:** 20-30 minutes
- SETTING:** Large open room, outside or gym
- MATERIALS:** Bataca bats or crumpled newspaper in garbage bags.
- GROUP:** Any size
- PROCESS:** Person with bopper attempts to tag others until all are out.
- VARIATIONS:**
1. When a player is tagged, he then becomes "it".
 2. Play frozen tag: One person bops others who must freeze in position. Two BOPPERS can one person to unfreeze simultaneously.
- PRECAUTIONS:** Avoid hitting face, neck, and head areas.

CIRCLE STRIDE BALL

- GOAL:** Improve balance, eye-hand coordination
- MATERIALS:** Medium size ball
- GROUP:** 10 or more
- PROCESS:** All but one player form a circle, legs apart with feet touching next player. The extra player stands in the center and tries to roll a ball through the legs of the players who can only use their hands to prevent the ball from passing through. When the middleman succeeds in passing a ball through someone's legs, they exchange places and continue with the game.

COFFEE-GRINDERS

- GOAL:** Proprioceptive input, increase motor planning skills, tactile input, strengthens lower extremities.
- SETTING:** Open room.
- MATERIALS:** None
- PROCESS:** Pairs of children stand back to back with elbows interlocked. One person bends slightly forward while the other bends backward and vice-versa, the pairs can attempt to walk also.

COMMUNICATION

- GOAL:** Develop group skills, communication skills-
how much do you assume when communicating
- TIME:** 30 minutes
- SETTING:** Members divide into pairs and sit back to back
- MATERIALS:** Variety of objects
- GROUP:** Any size
- PROCESS:** While members are sitting back to back,
instruct one of each pair to pick an object
then have them describe it to their partner.
Partner guesses what it is. Discussion of
results follows.
- VARIATION:** You can use blocks or crayons and paper for
media. Ask the partners to construct or draw
a design and then have their partner duplicate
it while sitting back to back.

CRAWLING

- GOAL:** Teamwork, body awareness
- MATERIALS:** Tape to make lines
- GROUP:** 4 or more
- PROCESS:** Children straddle the team line and crawl from starting line to finish line and back again always keeping one arm and leg on each side of the line.
- VARIATIONS:** Bear crawl on hands and feet. Frog hop moving forward, feet hop up to hands. Crab walk on hands and feet back towards ground

CRYSTAL BALL

- GOAL:** Increase self awareness
- TIME:** 10-20 minutes
- SETTING:** Around a table
- MATERIALS:** Paper and crayons, markers or colored pencils
- GROUP:** 6-10 people
- PROCESS:** Instruct members to draw a large circle on their paper, representing a crystal ball. In the crystal ball they draw things they want to see themselves doing in the future that they are not doing now..Discussion should be positive and encouraging.
- VARIATIONS:** Draw things they want significant others to do that they are not doing now.

DR. WEIRDO

- GOAL:** Tactile input and increase motor planning skills.
- SETTING:** Table and chairs.
- MATERIALS:** Corn starch and large tubs.
- GROUP:** Any size
- PROCESS:** Mix corn starch with enough water to make thick substance which can be packed into a ball. Have children experiment with this mixture by punching it, picking it up and letting it run between fingers and forming it into a solid ball. (You must work fast to do this!) The faster Dr. Weirdo is manipulated the more solid it's form but when left alone it returns to liquid. After the children have worked with Dr. Weirdo for awhile have them form balls and play catch. Encourage them to drip Dr. Weirdo on arms and legs.

EMOTIONS CHARADES

- GOAL:** Express feelings
- TIME:** 10-20 minutes
- SETTING:** An area where there is enough room for free expression and all group members are visible to each other
- MATERIALS:** Pillow cards with emotions written on them, such as "fear", "anger", "love", etc.
- GROUP:** Any size that is appropriate for discussion, mobility and an ability to communicate
- PROCESS:** Each participant picks a card and with the use of the prop (pillow) acts out the emotion on the card. The rest of the group is to guess the emotion. A discussion should follow everyone's turn.
- VARIATION:** Each member writes an emotion on a card. The cards are mixed up and each member draws a card.

GRAFFITI

- GOAL:** Develop group skills, warm-up
- TIME:** 10-15 minutes
- SETTING:** Any room
- MATERIALS:** Newsprint or brown wrapping paper, crayons and marking pens
- GROUP:** 6-10 people
- PROCESS:** Write or draw spontaneously on large sheets of newsprint or brown paper taped on the wall. May be done to music. Discussion may focus on sharing personal space, influence of group member on either side, self consciousness of doing an unfamiliar activity in a group.

GRANDMA'S TRUNK

GOAL: Increase attention span and use as a warm-up

TIME: 15 minutes, depending on group size

SETTING: Room for the group to sit in a circle

MATERIALS: None

GROUP: Any size

PROCESS: Grandma has an old trunk up in her attic.
In it I found....

A - apple...

B - apple, bear...

While going around the circle each member says the riddle and adds to the trunk in alphabetical order. All items must be repeated each time.

GREAT EXPECTATIONS

- GOAL:** Increase self awareness
- TIME:** 10-20 minutes
- SETTING:** Around a table
- MATERIALS:** Paper and crayons, markers or colored pencils
- GROUP:** 6-10 people
- PROCESS:** Draw a line down the middle of the paper. On one half of the page have members draw expectations they have of themselves. On the other half of the paper have them draw expectations they have of others. Discussion may focus on the congruity or lack of congruity between expectations of self and others and how realistic the expectations are.

I SPY

- GOAL:** Encourage environmental awareness and awareness of others
- TIME:** 15-45 minutes, longer, if necessary.
- SETTING:** Anywhere
- MATERIALS:** None
- GROUP:** Any size
- PROCESS:** There is no set beginning or end to "I Spy", nor is there any order of play. One player simply starts the ball rolling by locating some identifiable object in plain sight of all other players and announcing, "I spy with my little eye something beginning with the letter----, " filling in the blank with the first letter of the object he has in mind. he rest of the players begin searching the room and announcing objects that begin with that letter as the possible answer. "Is it a ----?", they ask. The answer can only be "Yes" or "No". The first player to correctly guess the object gets to announce the next one.

KNOTS

GOAL: Encourage motor planning, tactile stimulation, increase teamwork.

SETTING: Open room.

MATERIALS: None

PROCESS: Everyone stands in a tightly packed circle, facing the center. Each person grasps the hands of someone else in the circle, but not both hands of the same person, or the hands of the people on either side of him. The object is to manipulate the "Knot" until you once again form a circle. This is done by moving over and under arms. Players may not let go of hands.

MUSICAL CHAIR PILE-UP

- GOAL:** Provide tactile and proprioceptive input, allows for appropriate physical contact.
- SETTING:** Large room.
- MATERIALS:** Music and chairs.
- GROUP:** Any size
- PROCESS:** Participants form a circle around chairs which have been placed in two back-to-back lines. Initially there is one less chair than people. When the music starts, everyone must find a seat. Periodically, chairs are removed and participants must share a chair or sit on someone's lap. Continue until the entire group is seated on one or two chairs.

MUSICAL HOOPS

- GOAL:** Tactile input and allows for appropriate physical contact.
- SETTING:** Large open area.
- MATERIALS:** Hula hoops, music.
- GROUP:** Any size.
- PROCESS:** Hoops are scattered around the floor. There is one less hoop than people in the group. As the music starts everyone rushes to a nearby hoop and stands inside. If two people are standing in the same hoop they are instructed to scratch each others back or give a gentle back massage. Each time the music starts another hoop is removed and the game repeats itself. Part of the fun is finding out how many people will fit into a hoop.

MUSICAL HUGS

- GOALS:** Tactile input and allows for appropriate physical contact.
- SETTING:** Large open room.
- MATERIALS:** Music
- GROUP:** Any size
- PROCESS:** Participants are encouraged to move around the room to the music, (walk, skip, hop, march, dance, etc.). When the music is abruptly turned off they must give him a short hug. When the music resumes, clients continue to move about the room.

NEWSPAPER GAMES

- GOAL:** Tactile simulation, encourage motor planning, vestibular and proprioceptive simulation.
- TIME:** 20-30 minutes
- SETTING:** Large open room, outside or gym
- MATERIALS:** Newspaper, plastic garbage bags
- GROUP:** Any size
- PROCESS:** Newspaper games are limited only by your imagination. Crumpled newspaper can be used as leaves to roll through, bury people in or stomp through. They also can be put in plastic garbage bags and used as snowballs to have a snowball fight, or as a soft bat to attack each other with. To use as an appropriate outlet for emotions pile crumpled newspapers in the room and take turns stomping out something that makes you angry.

ORANGE PASS

GOAL: Encourage motor planning, tactile stimulation

SETTING: Outside

MATERIALS: Oranges or small balls.

PROCESS: Have participants form one line or two lines if a relay is desired. The first person in line is given an orange which is held between the chin and shoulder. He must then pass the orange to the next person in line without the use of his hands. Continue until each person has passed the orange in this fashion.

PAIRED HOOP TAG

- GOAL:** Increase social interactions, increase motor planning, tactile input
- SETTING:** Room large enough to move around, outside or gym
- MATERIALS:** Hula hoops
- GROUP:** Any size
- PROCESS:** Each person has a hoop they must wear around their waist. The person who is "it" runs around until he tags someone. When tagged that person must join "it" in his hoop. Now they are both "it". When they tag a third person, that person goes off to tag a fourth. The third and fourth join together in one hoop and join in the tagging. This process repeats itself until there are two people in each hoop.

PAIRING OFF

- GOAL:** Encourage group participation and as an ice breaker for new group members
- TIME:** 15-20 minutes
- SETTING:** Anywhere that participants can move around
- MATERIALS:** Index cards with names of pairs, one/card
- GROUP:** 6 or more
- PROCESS:** Prepare a stack of index cards. Each card should bear the name of one member of a famous couple. You should have as many cards as you have players. In the case of an odd number, prepare three cards with the names of a famous trio. Object is for each player to find his/her famous partner.

PASS-A-DRAWING

- GOAL:** Increase self awareness
- TIME:** 45-55 minutes
- SETTING:** Around a table
- MATERIALS:** Paper and as many different colors of chalk as number of group members
- GROUP:** Any size, must have some manual and verbal skills
- PROCESS:** Each member gets a piece of paper and his own color of chalk. Members are instructed to draw a picture or design depicting how he sees himself. The pictures are passed around the group until each member has added or subtracted something to every other member's drawing. Time limits may be set to allow for discussion of finished pictures. The discussion encourages verbalization of the drawn feedback.
- VARIATIONS:** Group draws a picture of a person on a large piece of newsprint or brown wrapping paper. Each person adds something to the "person" that he or she wishes were different about themselves (i.e. fat, large nose, etc.) (garbage pail theory) "I wish to disown my big nose so this creature is going to have my big nose."

SHARED DRAWINGS

- GOALS:** Increase self awareness
Improve group skills
- TIME:** 20-30 minutes
- SETTING:** Around a table
- MATERIALS:** Large paper, crayons and other drawing materials
- GROUP:** 6-10
- PROCESS:** Begin by having the group sit in a closed circle with a sheet of paper in front of each person; use felt pens as material. Instruct "important to you". Don't finish this but at the signal (allow 2-3 minutes) pass your paper to your neighbor and receive another sheet from your other neighbor. Look at it and work on it as if it were yours. At the signal, pass the drawing to your neighbor again and so on until you receive your own paper back. Examine it. Contact your feelings about what happened to your paper. If you like it, add or delete items from your drawing. Be aware of your feelings and do something about them.

SNAKE CRAWL

- GOAL:** Teamwork, body awareness
- MATERIALS:** None
- GROUP:** 4 or more
- PROCESS:** Children are on stomach with arms over head. They must inch forward on team line, cross the finish line and return to the starting line.
- VARIATIONS:** Snake crawl on back, snake crawl on stomach, return on back.

STRING ART

- GOALS:** Increase self awareness
Expression of feelings
- TIME:** 30-60 minutes
- SETTING:** Group sitting around a table
- MATERIALS:** String, paint, paper
- GROUP:** Any size
- PROCESS:** Each member does a string painting (dip strings in paint, use a variety of colors, lay dipped strings on paper, fold paper, pull out strings). After completion, discussion begins. Take turns on what they see in their paintings (objects, feelings, movement, choice of colors).

TEAPOT

- GOAL:** Encourage group participation and have fun
- TIME:** 30-45 minutes
- SETTING:** Anywhere
- MATERIALS:** None
- GROUP:** Any size
- PROCESS :** First choose an "It". Send "It" out of the room and the group decides on a verb to use. "It" comes back into the room and asks questions to receive clues about the verb. The group members must respond to the questions with complete sentences, not just "yes" or "no". Not only do the players have to respond to the questions, but they must not laugh or they are out. Teapot continues until all players are eliminated or "It" guesses the verb. Clue: The funnier the question the easier it is to eliminate the players.

TIGHTROPE WALKERS

- GOAL:** Increase motor planning skills, improve equilibrium, improve teamwork.
- SETTING:** Large open room.
- MATERIALS:** Balance beam or masking tape.
- PROCESS:** Participants stand in one line at the end of a balance beam or an 8-10 foot length of masking tape stuck to the floor. The first person in line moves down the balance beam in any fashion he desires. Each person in line follows across the beam moving in the same way. Each person takes a turn leading different movements.

TWO IN A RING

- GOAL:** Tactile input and increase motor planning skills.
- SETTING:** Large open room, outside or gym.
- MATERIALS:** Hula hoops and balls.
- PROCESS:** This is a relay race where-by two team members get into one hoop, move across the room around an obstacle, and back to their team.
- VARIATIONS:**
1. Children move in different ways, such as hopping, jumping, backwards.
 2. Children walk with a nerf ball between their knees.
 3. Children walk and bounce a ball at the same time.

WATER BALLOON TOSS

- GOAL:** Increase motor planning skills, tactile input, increase trust in others.
- SETTING:** Outside
- MATERIALS:** Balloon filled with water.
- PROCESS:** Prepare balloons by filling with tap water. Participants form two lines which face each other. Each person in one line holds a balloon across from him. If the balloon breaks the pair is out. All others take a step backwards and repeat the process. The activity continues until only one pair has an inflated balloon.

VITA /

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