



Personal Transformation
I n s t i t u t e

How to Combine EMDR and Play Therapy

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EMDR is all 8 Phases

Phase 1 - History and Information Gathering

- ★ Get the history from family, schools, caseworkers or care takers.
- ★ We are listening for Attachment Traumas, not just Big T traumas.
- ★ Listen for attachment blows with Parents or lack of Parents
- ★ Pregnancy story, birth story, did they nurse, physical health
- ★ Mental Health of Parent and their family

Attachment

- IF THE CARETAKER IS HAPPY TO SEE THE INFANT, CAN READ HER NEEDS APPROPRIATELY, IS AGE APPROPRIATE IN HER EXPECTATIONS, THE CHILD LEARNS AT A VERY BASIC LEVEL THAT SHE IS OK, THAT SHE HAS ACCEPTABLE FEELINGS, THAT HER NEEDS CAN BE MET. SHE IS DEFINED IN THESE INTERACTIONS.
- IF ON THE CONTRARY SHE EXPERIENCES NEGLECT, PAIN, LACK OF RESPONSIVENESS, SHE WILL COME TO FEEL UNWORTHY AND UNLOVABLE.

Attachment Issues

- NONATTACHED BABIES HAVE ISSUES WITH INTERPERSONAL RELATIONSHIPS, COGNITIVE FUNCTIONING, REGULATION OF AGGRESSION AND EGO STRUCTURE.
- FEELING CARED FOR, LOVED AND CONNECTED TO ANOTHER PERSON IS REQUIRED FOR ANYONE TO BE RESILIENT AND HAPPY, ESPECIALLY CHILDREN.
- NOT BEING ABLE TO ATTACH CAN BE A PATTERN OF BEHAVIOR AND CAN GO ON FOR GENERATIONS IN FAMILIES.

- The Answer for Kids
- Calm Safe Place
- The Container
- Super Heros or Figures

Tip

If you know that a child was in foster care you can infer abuse with family of origin without specific facts.

Phase 2 is where we get to know them

- ★ We start play therapy.
- ★ We learn if they know feeling words.
- ★ Can they share feelings.
- ★ Do they know how their body is connected
- ★ Can they change their state

Tip

Get on the ground and play. Move your body with them. Teach yoga poses that help calm. Does it calm them? How do they know? People have no idea how feelings affect their body.

Most kids dissociate at one time or another. It was how they managed whatever was happening to them or what was missing.

Tip

[See DES for Children and Adolescents Handout](#)

(located in materials section of your course)

Play can Help to keep kids Present

Interacting with them keeps them in the Window of Tolerance.

Saying their name

Keeping their eyes open

Doing shorter sets

Asking if they are with you? What's my name?

Phase 2



Create the treatment plan. Most 10 year olds and up can follow the regular Protocol for EMDR.

With littles, you can create the treatment plan based on the history and what was shared in Play Therapy.

Tip

Kids need to feel Safe with you in order to process sad, scary events.

You may stay in
phase 2 for months.
The more
dysregulated or
traumatized the
longer in phase 2.



Tip

If you do a good job in
phase 2 everything after
is much easier.

Finding the Targets/ Treatment Plan for kids

Why are you here? What's hard for you? What do you get in trouble for? (*pick one that they respond to*)

When has that been a problem for you at school? Can you give me an example?

When has that been a problem for you at home? Can you give me an example?

When has that been a problem for you with friends? Can you give me an example?

What is the worst part of this issue?

On a scale of 0-10 with 0 being that it does not cause you any sadness, anger, or frustration and 10 is the worst of the worst, where do you think you are?

What's the negative thing that you tell yourself when thinking about this issue? It's usually an I statement.

When you bring up this issue and the words ___(NC) what is an earlier time that you remember feeling this way?

Can you tell me an earlier time? Age?

Can you tell me an earlier time? Age?

Can you tell me an earlier time? Age?

You keep going until they have nothing else to say. If you know something that they have not mentioned you can bring it up and ask if it fits here. The earliest memory is the first target memory and where you start.

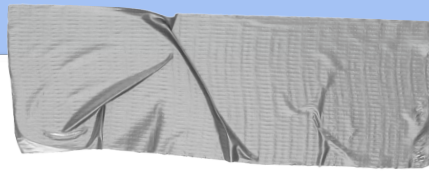
Video of Calm Place

Tip

Not everyone can do Calm Place. If something scary shows up it's not calm. Use another resource to change their state.

Phase 3 - Assessment

- Be flexible and creative
- Allow for distraction
- Allow for play
- They naturally combine play with processing.
- Kids don't have to use words, they can process in color or metaphor.
- Remember that kids process faster and differently than adults.



The younger the child the less likely you follow the script.

- **Know the script and the purpose of each part. Have a plan for managing each question.**
- **Will you have the parent tell the story? Will you tell the story?**

Example - Arms for the SUD and VOC, or marking it on a line.

Examples of how to ask the questions

- WHEN YOU THINK ABOUT THAT BABY YOU, AND THAT STORY THAT MOM SHARED OF YOU BEING SO SICK WHAT DO THINK WAS REALLY HARD FOR THE BABY?"
 - "WHAT'S YOUR WORRY FOR THE BABY?"
 - "WHAT DO YOU WANT OR HOPE FOR THE BABY?"
 - "WHAT FEELING FACE IS YOU RIGHT NOW WHEN YOU THINK ABOUT THAT BABY?"
 - "HOW UPSETTING OR SAD IS IT TO YOU NOW?"
 - "SHOW ME WHERE YOU FEEL IT IN YOUR BODY."
-

How have you and the child agreed to do BLS?

Tip:

Be creative. Be Willing to switch in the moment.

- **Run in place**
- **Tapping on them**
- **Tapping on them while they tap an a baby doll**
- **Following a light**
- **Listening on headphones**
- **Eye movements - older kids**

Have them bring comfort...

Stuffed animals to tap on with them and for comfort.

Baby dolls or figures to act out what happened.

Pictures of them when they were that age or pictures of babies that were that age.

Parent in the room or not?

- ❖ Does the child need them to stay in order to feel safe?
 - ❖ Does the child need the parent to leave in order to feel safe?
 - ❖ Can the parent stay and not interfere?
 - ❖ Can the parent stay and be a blank slate?
 - ❖ When you bring the parent in did you coach them?
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Prepare the Parent or Caretaker

- LET THEM KNOW THAT WHAT THEY HEAR MAY NOT BE THE TRUTH THAT THEY REMEMBER AND THAT'S OK. YOU ARE WORKING WITH THE CHILD'S TRUTH FROM THAT MOMENT IN TIME.
 - IF KIDS CAN TOLERATE PARENTS NOT BEING THE ROOM THAT IS BEST IN ORDER FOR PARENTS TO NOT GET DEFENSIVE.
 - YOU WILL KNOW IF THIS IS NECESSARY BECAUSE THEY WILL CORRECT THE CHILD'S MEMORIES.
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- If things are going well or after a break checking in may be a good idea.
- What is still hard about this memory?
- What picture is still scary?
- Where is the sadness?
- You can even scale it to see.

Video of 7 yr old girl processing through her traumatic birth.



Tip

Most kids need to move their bodies after processing for a period of time. They may also just need a break with drawing or free play.

7 Year Old Video



Kary Valdes

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Sand Tray Video



Phase 5

Kids will typically start to say it on their own. Catch it and set that as the PC after confirming it with them.

“I get to be the special girl”

“I am stronger now”

“I’m so glad that I got to know her”

Phase 6 - The Body Scan

- ★ Can they identify a spot in their body that they can still feel it?
- ★ Does it feel sticky anywhere in your body?
- ★ They scan their body with a laser to see if stops anywhere?

Note: Some kids just get up and are ready to leave when they are done.

EMDR Phases 3-6

Light them up - 3

Turn on the memory,
stimulate the system

Set Positive Memory

VOC of 7 with Positive Memory



Move the Memory - 4

Start BLS and noticing

Body Scan

Checking to see if the feelings
are stuck anywhere

- Prepare the parents for what to look for and when to call you.
- Kids may talk a lot or not at all
- New dreams, new memories
- Weepy, silent, angry, sleepy
- Remind them about their resource of calm place or container



Phase 8 - Re-evaluation

- ★ Be real specific when you ask about symptoms. If they came about anger issues ask if she is still yelling as much or less
- ★ Ask if the client is sleeping or having dreams
- ★ Did they share any new information after the session
- ★ Did they talk about it after
- ★ Any behavioral changes
- ★ Then if not finished go back into processing

Complete the quiz in your Training Portal Course to receive your EMDRIA completion certificate

Optional CEs can be purchased there as well!

