

FIFTH EDITION

Child Psychotherapy

HOMework PLANNER

- Contains 82 ready-to-copy homework assignments that can be used to facilitate therapy with children
- Homework assignments and exercises are keyed to the behaviorally based presenting problems from *The Child Psychotherapy Treatment Planner, Fourth Edition*
- Assignments may be quickly customized using the enclosed CD-ROM



Includes
CD-ROM

ARTHUR E. JONGSMA, JR., L. MARK PETERSON, WILLIAM P. McINNIS

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PracticePlanners®

Child Psychotherapy Homework Planner

Fifth Edition

Arthur E. Jongsma, Jr.

L. Mark Peterson

William P. McInnis

WILEY

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This book is dedicated to our fathers and fathers-in-law:

William "Muggs" McInnis
Robert Wieringa
Arthur E. Jongsma, Sr.
Frank Landis
Lloyd Peterson
James Shanks

They have blessed us in so many ways through
their love, laughter, guidance, and support.

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PRACTICEPLANNERS® SERIES PREFACE

Accountability is an important dimension of the practice of psychotherapy. Treatment programs, public agencies, clinics, and practitioners must justify and document their treatment plans to outside review entities in order to be reimbursed for services. The books and software in the *PracticePlanners*® series are designed to help practitioners fulfill these documentation requirements efficiently and professionally.

The *PracticePlanners*® series includes a wide array of treatment planning books including not only the original *Complete Adult Psychotherapy Treatment Planner*, *Child Psychotherapy Treatment Planner*, and *Adolescent Psychotherapy Treatment Planner*, all now in their fifth editions, but also *Treatment Planners* targeted to specialty areas of practice, including:

- Addictions
- Co-occurring disorders
- Behavioral medicine
- College students
- Couples therapy
- Crisis counseling
- Early childhood education
- Employee assistance
- Family therapy
- Gays and lesbians
- Group therapy
- Juvenile justice and residential care
- Mental retardation and developmental disability
- Neuropsychology
- Older adults
- Parenting skills
- Pastoral counseling
- Personality disorders
- Probation and parole
- Psychopharmacology
- Rehabilitation psychology
- School counseling and school social work
- Severe and persistent mental illness
- Sexual abuse victims and offenders

- Social work and human services
- Special education
- Speech-language pathology
- Suicide and homicide risk assessment
- Veterans and active military duty
- Women's issues

In addition, there are three branches of companion books that can be used in conjunction with the *Treatment Planners*, or on their own:

- ***Progress Notes Planners*** provide a menu of progress statements that elaborate on the client's symptom presentation and the provider's therapeutic intervention. Each *Progress Notes Planner* statement is directly integrated with the behavioral definitions and therapeutic interventions from its companion *Treatment Planner*.
- ***Homework Planners*** include homework assignments designed around each presenting problem (such as anxiety, depression, substance use, anger control problems, eating disorders, or panic disorder) that is the focus of a chapter in its corresponding *Treatment Planner*.
- ***Client Education Handout Planners*** provide brochures and handouts to help educate and inform clients on presenting problems and mental health issues, as well as life skills techniques. The handouts are included on CD-ROMs for easy printing from your computer and are ideal for use in waiting rooms, at presentations, as newsletters, or as information for clients struggling with mental illness issues. The topics covered by these handouts correspond to the presenting problems in the *Treatment Planners*.

Adjunctive books, such as *The Psychotherapy Documentation Primer* and *The Clinical Documentation Sourcebook*, contain forms and resources to aid the clinician in mental health practice management.

The goal of our series is to provide practitioners with the resources they need in order to provide high quality care in the era of accountability. To put it simply: We seek to help you spend more time on patients, and less time on paperwork.

ARTHUR E. JONGSMA, JR.
Grand Rapids, Michigan

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A. E. J.
L. M. P.
W. P. M.

INTRODUCTION

More and more therapists are assigning homework to their clients. Not only have short-term therapy models endorsed this practice, but the benefits are being recognized by many traditional therapists as well.

WHY HOMEWORK?

Assigning homework to psychotherapy clients is beneficial for several reasons. With the advent of managed care, which often requires shorter and fewer treatment sessions, therapists assign between-session homework to help maximize the effectiveness of briefer treatment. Homework is an extension of the treatment process, provides continuity, and allows the client to work between sessions on issues that are the focus of therapy. Homework can also be a tool for more fully engaging the client in the treatment process. Assignments place more responsibility on the client to resolve his or her presenting problems, counteracting the expectations that some clients may experience that it is the therapist alone who can cure him or her. For some, it even may bring a sense of self-empowerment.

Another added benefit of homework is that these assignments give the client the opportunity to implement and evaluate insights or coping behaviors that have been discussed in therapy sessions. Practice often heightens awareness of various issues. Furthermore, homework increases the expectation for the client to follow through with *making* changes rather than just *talking* about change. Exercises require participation, which creates a sense that the client is taking active steps toward change. Homework also allows the client to try new behaviors, bringing these experiences back to the next session for processing. Modifications can then be made to the client's thoughts, feelings, or behaviors as the homework is processed in the therapy session.

Occasionally treatment processes can become vague and abstract. By adding focus and structure, homework assignments can reenergize treatment. Moreover, homework can increase the client's motivation to change as it provides something specific to work on. Additionally, homework increases the involvement of family members and significant others in the client's treatment using assignments that call for their participation. Homework promotes more efficient treatment by encouraging the client to actively develop insights, positive self-talk, and coping behaviors between therapy sessions. Consequently, many clients express increased satisfaction with the treatment process when homework is given. They are empowered by doing something active that facilitates the change process, and it reinforces their sense of control over the problem. These advantages have made the assignment of therapeutic homework increasingly prevalent.

HOW TO USE THIS HOMEWORK PLANNER

Creating homework assignments and developing the printed forms for recording responses is a time-consuming process. This *Child Psychotherapy Homework Planner* provides a menu of homework assignments that can easily be photocopied. In addition to the printed format, the assignments in this *Planner* are provided on a CD-ROM to allow the therapist to access them on a word processor and print them out as is or easily custom-tailor them to suit the client's individual needs and/or the therapist's style.

The assignments are grouped under presenting problems that are typical of those found in a child population. These presenting problems are cross-referenced to every presenting problem found in *The Child Psychotherapy Treatment Planner*, fifth edition. Although these assignments were created with a specific presenting problem in mind, don't feel locked in by a single problem-oriented chapter when searching for an appropriate assignment. Included with each exercise is a cross-referenced list of suggested presenting problems for which the assignment may be appropriate and useful called "Additional Problems for Which This Exercise May Be Most Useful." This cross-referenced list can assist you in applying the homework assignments to other situations that may be relevant to your client's particular presenting problem.

A broader cross-referenced list of assignments is found in the Appendix "Alternate Assignments for Presenting Problems." Review this Appendix to find relevant assignments beyond the two or three exercises found in any specific presenting problem chapter. For example, under the heading of Conduct Disorder/Delinquency in the Appendix, you will find 18 alternative assignments originally created for other presenting problems but relevant and easily adapted for use with a client struggling with conduct disorder issues. In this Appendix, every presenting problem is listed with relevant additional assignments from throughout the book. Remember, each assignment is available on the companion CD-ROM and, therefore, can be quickly edited for use with a specific client. This modified assignment can be saved on your computer's hard disk for repeated later use.

This newest edition of the *Child Psychotherapy Homework Planner* includes some important changes. A number of the homework assignments from the previous edition of the *Child Psychotherapy Homework Planner* have been shortened and/or modified to make them more user-friendly for the child. A few of the old homework assignments were omitted, but several new assignments have been added. The improvements in the *Child Psychotherapy Homework Planner*, fifth edition, make it a valuable therapeutic tool/resource for the practicing clinician.

ABOUT THE ASSIGNMENTS

Some of the assignments are designed for the parents of a child who is in treatment; others are for the client; still others are designed for the parents and child to complete together. Therapists introduce the homework assignment with varying degrees of detail and client preparation. Recommendations regarding this preparation and post-exercise discussion are made on the title page of each assignment under the heading "Suggestions for Processing This Exercise With the Client."

Clinical judgment must be used to assess the appropriate developmental level necessary for a specific assignment, as well as choosing the homework assignments that focus on relevant issues for the client. The title page of each assignment contains a section on “Goals of the Exercise” to guide you in your selection of relevant homework for your client. Remember, all assignments can be modified as necessary for the individual client.

CARRYING OUT THE ASSIGNMENT

It is recommended that you review the entire book to familiarize yourself with the broad nature of the type and focus of the various homework exercises. Select a specific assignment from a chapter titled with your client’s presenting problem or from the alternative list in the Appendix and then review the list of homework goals. Assigning therapy homework is just a beginning step in the therapy treatment process. Carrying out the assignment requires a follow-up exploration of the impact of the assignment on the client’s thoughts, feelings, and behavior. What are the results? Was this assignment useful to the client? Can it be redesigned or altered for better results? Examine and search for new and creative ways to actively engage your client in participating in this homework process.

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ESTABLISH A HOMEWORK ROUTINE

GOALS OF THE EXERCISE

1. Assess the client's mood and attitude surrounding the completion of his/her homework.
2. Establish general guidelines and/or a routine to help the client complete his/her homework.
3. Complete school and homework assignments on a regular and consistent basis.

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Oppositional Defiant

SUGGESTIONS FOR PROCESSING THIS EXERCISE WITH THE CLIENT

This assignment is given to the parents of the client who has trouble completing his/her homework in a regular or consistent manner. The parents' responses to the various questions will hopefully help the therapist gain greater insight into the factors contributing to the client's failure or resistance to regularly complete his/her homework. The parents are asked to identify the client's mood or attitude surrounding homework. After responding to several questions, the parents are also asked to list three to five guidelines, rules, or interventions that they can implement to help the child complete his/her homework. The therapist should review the parents' responses in a follow-up therapy session and then help the client and parents develop a regular routine for completing the homework.

ESTABLISH A HOMEWORK ROUTINE

Educators and therapists have found that providing structure and a routine for a child can help him/her complete his/her homework on a regular basis. Having a routine can also cut down on the number of arguments between the parents and the child. In this exercise, you are asked to answer several questions that will help your therapist understand your child's moods or attitudes about completing his/her homework. Your answers will hopefully also identify some of the problems that have contributed to your child's difficulty with completing his/her homework. The ultimate goal of this assignment is to establish a routine that will help your child regularly complete his/her homework in a timely manner.

1. On the average, how much time does your child spend on homework each night?

<input type="checkbox"/> none	<input type="checkbox"/> 30 minutes to 1 hour
<input type="checkbox"/> 1 to 15 minutes	<input type="checkbox"/> 1 to 2 hours
<input type="checkbox"/> 15 to 30 minutes	<input type="checkbox"/> over 2 hours

2. What is your child's usual mood or attitude when completing his/her homework? Please review the following list and check all that apply.
 - Good attitude—willing to do homework without complaining
 - Indifferent or “I don't care” attitude
 - Bored and/or distracted
 - Makes up lies about not having homework
 - Often tries to avoid or procrastinate doing homework
 - Complains at first, but then settles down to do homework
 - Negative attitude—frequent complaints and expressions of anger about having to do homework
 - Frequent yelling, screaming, or crying when required to do homework
 - Nervous or unsure of self when doing homework
 - Gives up easily when encountering frustrating or difficult tasks
 - Sad and disappointed in self
 - Expects to fail or do poorly
 - Other _____

3. If your child has developed a negative attitude about his/her homework, what factors or stressors have contributed to your child's negative attitude? _____

4. What is usually the best time of the day for your child to complete his/her homework?

- | | |
|--|--|
| <input type="checkbox"/> Immediately after getting home from school | <input type="checkbox"/> Right after supper |
| <input type="checkbox"/> Allow child time to have snack, play, or watch TV for 30–45 minutes before doing homework | <input type="checkbox"/> Around 7:30 p.m. |
| <input type="checkbox"/> Right before supper | <input type="checkbox"/> Right before bedtime |
| | <input type="checkbox"/> In morning before going to school |
| | <input type="checkbox"/> At recess |

5. On the other hand, what is usually the worst time of the day for your child to complete his/her homework? _____

6. What subject(s) does your child have the most ease in completing his/her homework? _____

7. What subject(s) does your child have the most difficulty with completing his/her homework?

8. What interventions or strategies have you tried to get your child to complete his/her homework? Please review the list below and place a checkmark next to the interventions or strategies you have tried in the past.

- | | |
|--|--|
| <input type="checkbox"/> Regular communication with teachers and school officials (e.g., phone calls, emails, read home-to-school notes, etc.) | <input type="checkbox"/> Daily/weekly progress notes sent home |
| <input type="checkbox"/> Use of "homework hotlines" or school Internet services | <input type="checkbox"/> Teach test-taking skills |
| | <input type="checkbox"/> Teach child to monitor his/her own behavior |

- | | |
|---|--|
| _____ Attend after-school program or work with teacher after school hours | _____ Modify amount of homework |
| _____ Placement in resource room or study skills class | _____ Reward system |
| _____ Teach study skills | _____ Frequent praise |
| _____ Use of tutoring services | _____ Remove privileges for failure to complete homework |
| | _____ Establish regular homework time |
| | _____ Other |

9. What interventions or approaches have you found to be effective in helping your child complete his/her homework? _____

10. What causes your child to lose focus and/or get out of a routine? _____

11. What kind of support would you like from the school in helping your child to complete his/her homework? _____

12. Now look back over your responses and list three to five guidelines, rules, or interventions that would help your child to establish a routine and complete his/her homework on a regular basis.
- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Please bring your responses back to your next therapy session. Your therapist will review your responses and help your child and you to develop a routine surrounding his/her homework.

POSITIVE SELF-STATEMENTS

GOALS OF THE EXERCISE

1. Increase the frequency of positive statements about school experiences and confidence in the ability to succeed academically.
2. Replace negative and derogatory remarks about school experiences and/or academic performance with positive statements that help to build a healthy self-image.
3. Develop a positive coping strategy to effectively deal with frustrations or struggles surrounding learning.

ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL

- Anxiety
- Depression
- Low Self-Esteem
- School Refusal

SUGGESTIONS FOR PROCESSING THIS EXERCISE WITH THE CLIENT

Clients with learning disabilities are often troubled by feelings of insecurity and self-esteem related to their frustrations and failures associated with learning. It is not uncommon for clients with a learning disability or academic weaknesses to verbalize negative remarks about their school experiences or academic performance. The purpose of this assignment is simply for the client to replace the recurrent negative remarks about his/her school experiences or performances with more frequent positive remarks. The client is instructed to verbalize at least one positive remark each day about his/her school experiences or performance. The client is encouraged to record the positive statement in a daily log. Emphasize that utilizing this coping strategy on a regular basis will help to improve his/her self-esteem and enable him/her to cope more effectively with any school stressors. The exercise can easily be used with clients struggling with depression, anxiety, low self-esteem, or related to other stressors in life.