

**Invitation to the Network Group for Psychodramatists
Working with Children and Youth
2nd – 4th of February, Torino 2018**

Program:



2nd February, Friday: 17.00 - 19.30

- Arrival and Warm-up: getting to know each other with Stefan Flegelskamp
- Lecture: Angela Sordano;

Intersubjective processes in groups with children and adolescents: a Jungian perspective

- Supper together

3rd February, Saturday: 9.00 - 18.00

- Warm up and workshop presentation
- Workshop 1 & Workshop 2
- Coffee-Break
- Workshop 3 & Workshop 4
- Lunch break
- Workshop 5 & Workshop 6
- Coffee break
- Workshop 7 & Workshop 8
- Supper together

4th February Sunday: 9.00 - 13.00

- Workshop 9
- Presentation of the Erasmus + Project **EBTS**

Trauma stabilization for refugee families with psychodrama

Milena Mutafchieva & Stefan Flegelskamp

- Closure

Venue: Centro Studi Sereno Regis, in Via Garibaldi 13, Turin.

<https://www.youtube.com/user/serenoregistv>
serenoregis.org/chi-siamo/domenico-sereno-regis/

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Workshops:

Workshop 1: The role of symbolic play in promoting the resilience of deeply traumatized children.

Hanna Kende

There is a danger of re-traumatization when retelling or replaying a traumatic situation, whether it is the Holocaust, Genocide, or abuse. By inventing a symbolic story, the child actually contributes to his own self-healing, and functions as a creator of his own family myth. We would like to present techniques which help children to become more creative in playing symbolically. We would also like to present some examples showing the benefits of these techniques.

Workshop 2 : PSYCHODRAMA AND SPECIFIC DEVELOPMENTAL DISORDERS OF SCHOLASTIC SKILLS: CLINICAL EXPERIENCES AND INCLUSION AT SCHOOL

Marco Raviola & Federica Marabisso, & Chiara Chissotti, & Alessandra Carretta

Children diagnosed with specific developmental disorders of scholastic skills often suffer intense and pervasive inferiority experiences and feelings of inadequacy. The Child Psychodrama Adlerian Technique can help children recover and develop lost or inhibited creativity, improve self-confidence and trust in others, with positive effects even on learning. Two experiences will be presented.

Workshop 3: Group Therapy with Children Having Psychiatric Disorders: Play Therapy and Psychodrama

Hanan El-Mazahy

Social and occupational dysfunction is a necessary part for psychiatric diagnosis, for children social and occupational dysfunction manifest at school while interacting with other children and playing with them. Depression, Anxiety, OCD, Autism and ADHD all present challenges to the integration of a child in a play environment. Children presenting with social difficulties as their main complaint or as part of their problem need to learn an array of social skills. Often parents and teachers complain of the symptoms of psychiatric disorders while children suffer more from the social isolation. The group format allows the children to learn social skills and at the same time practice them with other children. The safe environment of the group and the acceptance it offers children allows further growth of the children's self-esteem and confidence and offers them a chance to reintegrate with other children.

Workshop 4: Research in therapy is not a myth.

Kristina Gotseva-Balgaranova & Milena Mutafchieva

In recent years the topic of conducting research in a therapeutic process provokes hot debates. In the therapeutic field it is not a common situation to measure some change in psychological constructs. We rely mostly on our intuition, some conclusions based on observation or feedback from clients, but not on real data. Sometimes it is hard to make a research in this field and it is even harder to realize it when it comes to children. But it is not impossible. Current workshop includes an experiential part, and also a short presentation explaining some issues, why it is important to have real data, where we can use it, and some practical tips. In general it will show that it is not necessary to read minds and guess if there is a change. At least we can try to collect evidence using psychological methodology.

Workshop 5: The Life Cycle of an Adolescent Psychodrama Group - how content and process change over time'-

Craig Stevens

Act 1 - Projective identification and sociometry

Act 2 - Vignettes and Scenes

Act 3 - Group Processes

This will look at how much, and what kind of direction the group director offers, and how this necessarily changes as the group processes take hold. We will do this through experiential exercises and sharing personal experience, as well as written testimony from a number of my group members.

Workshop 6: Where There's a Will There's a Way – young people, psychodrama and illness

Kate Kirk

This experiential workshop explores the ways in which psychodrama and action methods can be used with young people who have a diagnosis of acute or chronic illness or are living with life threatening or life limiting illness. The workshop explores the different interventions that can be used at different stages of illness: from post-diagnosis, through treatment, remission and on to cure or the end stage of illness. Participants will consider times when they were little and ill as part of the warm up for stepping into the child's world. Family trees, metaphor, micro-drama, metaphor, vignettes and simple art exercises are introduced in this workshop as ways of helping young people find their way, their voice and their will to overcome the effects of illness.

Workshop 7: Adolescents in groups between trauma and social media, how to work on dissociation

Angela Sordano & Luca Pinciaroli & Andrea Montagnini

The workshop aims to put in evidence the specific jungian psychodrama focus in treating adolescents who have experienced real trauma or cybernetic trauma. The two experiential dimensions often interconnect creating a dissociated world without real subjects and speakers. Setting a group, the leaders fronts the difficulty to define boundaries and to move to the dimension of representation and symbolization.

The attention to the space, the structure of relationships, in synthesis to the scenario (archetypic matrix), the role reversal and a relative freedom in free play, offer the opportunity to let emerge the ability to reflect on self-image, identity and subjectivity.

Workshop 8: The drawing of the Bird's Nest as a psychodrama work technique with traumatized children. The Rwandan experience

Melinda Varga & Stefania Giampaoli

Several years spent in Rwanda and in Burundi have allowed to realize groups of psychodrama with children who still live the effects of collective trauma. The technique of drawing the Bird's Nest proposed to the children allows to enter into the children's imaginary, to collect their suffering and needs and to intervene in a curative sense. The same technique used in the training field offers adults an important opportunity to recognize the discomforts of the children and to orientate the care interventions in a more targeted way.

Workshop 9: The Children's Psychodrama -Puppets Kit

Moira Verhofstadt & Bart Haes

Action with the *Children's Psychodrama-Puppets Kit* is theoretically based on the Phenomenological-Dialectic Personality Model. Children can personally identify themselves and their significant others through the choice of the cloths, wig and mouth for each puppet. The therapist also dresses a puppet for her/himself. All dialogues between the child-protagonist and others (incl. director) goes through the symbolic puppets (less confronting and more playful). Using this method all basic psychodramatical techniques (role taking, role reversal, doubling, mirroring...) can playfully be used. This action method makes it possible to externalize the child's multiple self-other-constructions and the internal self-dialogues in which emotions, actions, cognitions, language and learning can be integrated. From a theoretical point of view, those actions can be understood as an intense situational-affective experience of dialectic oppositions, in which personality processes can be stimulated. In the workshop the *Children's Psychodrama-Puppets Kit* will be demonstrated with participants playing the children.