

CASE STUDY (CONTINUED)

felt pens. They pasted paper, yarn, and pieces of cloth for hats and clothes and worked more calmly than on the previous day. The next day, each boy was invited to put on a show with his two paper bag puppets, after the occupational therapist provided specific behavioral guidelines. By the third puppet show, Tom allowed Ronald to help him by handling one of his puppets and helping with the dialogue. The boys were rewarded with more privilege points for this positive display of cooperation. The therapist decided to next have the boys work together on a group puppet show, with the older boys assisting Ronald as needed (Figure 16-10).

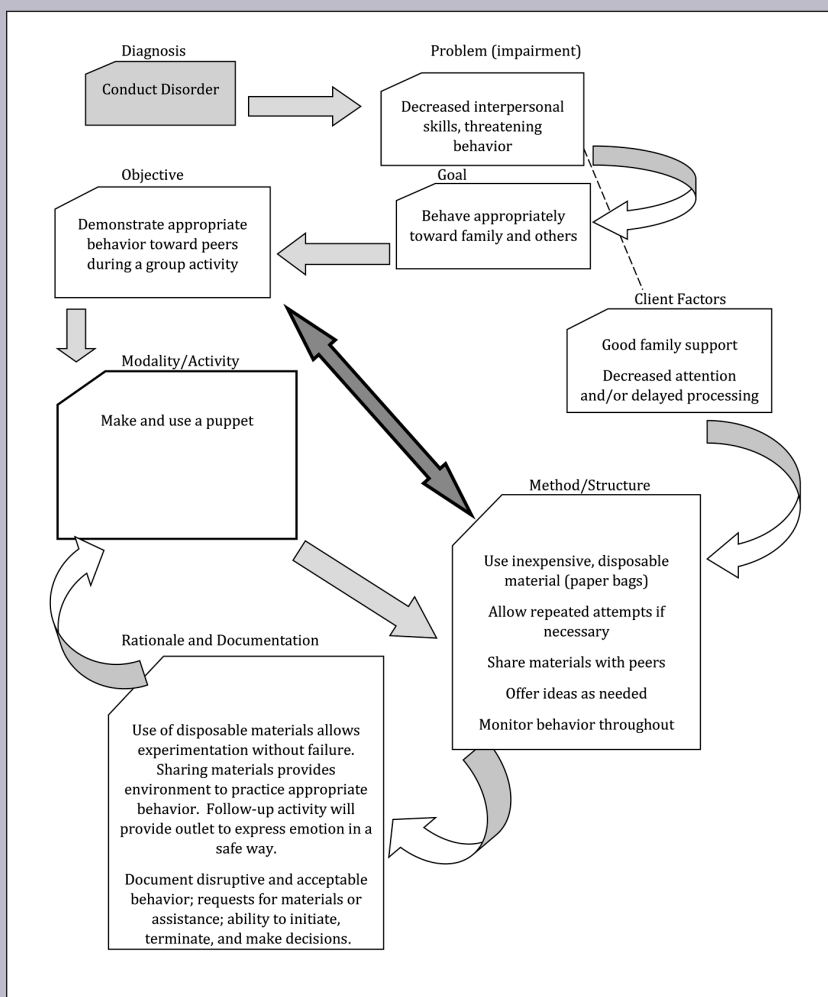


Figure 16-10. Graded group activity (making puppets) flow chart.

DISCUSSION QUESTIONS

1. What other role-play or dramatic activities might be beneficial for these clients? For each of your answers, describe how you could incorporate crafts or other hands-on components. What other intervention approaches/activities might you use with these children?
2. List other treatment settings in which long-range projects, such as rehearsed puppet shows or plays, would be useful.
3. Describe situations in which the therapist might need to intervene in a group role-play activity.