

CALM/HAPPY-FEELING PLACE

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The child is taught a Calm/Happy-Feeling Place to use as a tool for affect management.

Script for Calm/Happy-Feeling Place:

“I want to help you create a picture of a Calm/Happy-Feeling Place. This place can be a real place or one you can make up with pictures or any way you want.”

Step 1: **Picture (Image):** *Can you think about or draw a place, makes you feel calm and happy? What place makes you feel this way the most? Do you have a picture of it?*

If appropriate, therapist allows child to draw picture of image, create with a collage or even in the sandtray.

Step 2: **Emotions and sensations.** *“Think about that Calm/Happy-Feeling Place, and what feeling do you get?”*

[Therapist pauses, if child does not respond therapist provides examples of feelings in order to educate child.]

“Do you feel good comfortable, safe, happy, warm and fuzzy or something else good?”

Where do you feel that ____ feeling in your body?”

[Therapist pauses and if child appears confused, therapist provides examples.]

“Well, some kids feel it in different parts of their body, some people feel it in their tummy, some feel it in their heart. Where do you feel it? Can you show me where you feel it?”

Step 3: **Enhancement.** Therapist then says,

“Think about that _____ picture, and that _____ feeling, and where you feel it in your body and let’s try some _____ [BLS].”

[Use no more than 1-2 round trips. Therapist demonstrates to the child so s/he can learn to do the BLS by tapping, butterfly hug, or other type of BLS.] Therapist counts in a cadence with the child,

“One and two and stop.” “Tell me what happened now?”

[If the child feels better, the therapist should do several more sets of BLS. If the child’s positive emotions do not intensify, the therapist can try alternative BLS until the child reports improvement.]

Step 4: **Cue word(s).** *“If we could pick one word that would help remember how you feel right now, what word would that be? Ok, so when I say _____, what do you notice?”*

[Add set of BLS.]

Step 5: **Self-cuing.** *“Now I want you to say the word _____ and when you say it notice what you’re feeling.” _____*

[Sometimes it is best to stop here and ask the child to explain to the caregiver and to practice this at home.]

"You can use your word _____ and the _____ [BLS] anytime you need it."
"You can also try other Calm/Happy Feeling Places and tell me about them next time."
[The therapist should take a picture of the child's drawing and/or sandtray and send one home with the child.]

[In the next session, the therapist checks on the Calm/Happy Feeling Place(s) and then can continue.]

"The last time we met, you told me about your Calm/Happy Feeling Place _____.
Do you remember that?" [Therapist can show the child the picture.]

Step 6: **Cuing with disturbance.** "Now let's practice with your word. I want you to think about one little tiny thing that bothers you just a little bit and notice where you feel that in your body." [No BLS used at this point.]

Step 7: **Self-cuing with disturbance.** [The therapist then asks the client to bring up a disturbing thought once again and to practice the safe place exercise, this time without the therapist's assistance, to its relaxing conclusion.]
"Now you bring up that thing that bothers you and use your Calm/Happy Feeling Place word and some _____ [BLS]."

"What happened?" _____

Step 8: **Homework.** [Encourage client to practice Calm/Happy Feeling Place and word for cuing.]
"Keep practicing your Calm/Happy Feeling Place at home. Maybe you can teach someone in your family how this works because everyone needs a Calm/Happy Feeling Place."

CALM/HAPPY FEELING PLACE WORKSHEET

Image/
Picture: _____

Good Feelings: _____

Feelings and Body Sensations: _____

Cue Word(s): _____

Minor Disturbance for Cuing/Self-cuing Practice: _____
