Instructor’s Manual for

PERSON-CENTRED CHILD THERAPY

from the series

CHILD THERAPY WITH THE EXPERTS

with

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Instructor’s Manual for Person-Centered Child Therapy with Anin Utigaard, MFT, REAT
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PERSON-CENTERED
CHILD THERAPY

with Anin Utigaard, MFT, REAT

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Tips for Making the Best Use of the DVD

1. USE THE TRANSCRIPTS
Make notes in the video Transcript for future reference; the next time you show the video you will have them available. Highlight or notate key moments in the video to better facilitate discussion during the video and post-viewing.

2. GROUP DISCUSSION QUESTIONS
Pause the video at different points to elicit viewers’ observations and reactions to the concepts presented. The Discussion Questions provide ideas about key points that can stimulate rich discussions and learning.

3. LET IT FLOW
Allow the session to play out some so viewers can appreciate the work over time instead of stopping the video too often. It is best to watch the video in its entirety since issues untouched in earlier parts often play out later. Encourage viewers to voice their opinions; no therapy is perfect! What do viewers think works and does not work in the session? We learn as much from our mistakes as our successes and it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

4. SUGGEST READINGS TO ENRICH VIDEO MATERIAL
Assign readings from Suggestions for Further Readings and Websites prior to viewing. You can also time the video to coincide with other course or training materials on related topics.

5. ASSIGN A REACTION PAPER
See suggestions in Reaction Paper section.

6. ROLE-PLAY IDEAS
After watching the video, organize participants into pairs. Assign each pair to role-play a session with a child, using the Person-Centered therapy approach. Each role-play shall consist of one therapist and
one child. You can role play a client similar to the one in the video or describe a client that is relevant to the participants. (Have pairs switch roles if time permits.) After the role-plays, have the groups come together to discuss their experiences. First have the clients share their experiences, then have the therapists talk about their experiences in the session. Finally, open up a general discussion on what participants learned about Person-Centered therapy with children.

An alternative is to do this role-play in front of the whole group with one therapist and one client; the entire group can observe, acting as the advising team to the therapist. Before the end of the session, have the therapist take a break, get feedback from the observation team, and bring it back into the session with the client. Other observers might jump in if the therapist gets stuck. Follow up with a discussion that explores what does and does not work in treating children from a Person-Centered therapy approach.

7. WATCH THE SERIES

This video is one in a series portraying effective approaches to therapy with children of different ages. Each video in the series presents a master therapist working with real clients, just as you see here. By showing several of the videos in the series, you can expose viewers to a variety of approaches, allowing them an opportunity to see what fits best for their own style and orientation.

Key Aspects of the Person-Centered Child Therapy Model: Person-Centered child therapy is rooted in the same core conditions of Carl Roger’s Client-Centered approach with adults: empathy, unconditional positive regard, and congruence. Following the lead of Natalie Rogers, Anin Utigaard has developed her approach with children by integrating it with expressive arts therapy. The therapist enters the child’s world by allowing the child to be the guide in the process. She makes various forms of art, drama and play available to the child, and creates an environment of safety and trust in which the child can choose whatever form of expression moves him at any time. The therapist operates from the perspective that trusting the process and being real and present with clients will facilitate clients’ telling of their story and increase the value of the therapeutic process.
Child Therapy Models: Other videos in the series use different therapeutic models. We can reflect upon the differences among these models by exploring the following questions:

- How does the model explain the therapeutic process?
- What assumptions does the model imply about the purpose of therapy with children and teens?
- How is theory translated into practice in real-life situations?
- What is the role of the therapist?
- What outcomes are associated with successful therapy?
- How does the therapist work with other family members besides the child, including parents, siblings and others?
- What kinds of research support the approach?

8. PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST

Psychotherapy portrayed in videos is less off-the-cuff than therapy in practice. Therapists or clients in videos may be nervous, putting their best foot forward, or trying to show mistakes and how to deal with them. Therapists may also move more quickly than is typical in everyday practice to demonstrate a technique. The personal style of a therapist is often as important as their techniques and theories. Thus, while we can certainly pick up ideas from master therapists, participants must make the best use of relevant theory, technique and research that fits their own personal style and the needs of their clients.

*A NOTE ON PRIVACY AND CONFIDENTIALITY

Because this video contains an actual therapy session, please take care to protect the privacy and confidentiality of the client who has courageously shared her personal life with us.
Group Discussion Questions

Professors, training directors and facilitators may use a few or all of these discussion questions keyed to certain elements of the video or those issues most relevant to the viewers.

INTRODUCTION

1. Child Guide: What do you think about the idea of putting the child into the position of a guide to help the therapist enter the child’s world? Does this make sense to you? What do you see as the therapeutic aspects of such an approach? How do you feel as a therapist about entering a child’s world through play and art?

2. Core Conditions: Utigaard names core conditions for Person-Centered therapy: Empathy, unconditional positive regard, and congruence. What are your thoughts on working with these core conditions? Are these strengths you already possess as a therapist, or do they pose any particular challenges for you? How do you see yourself developing your capacity as a therapist to work in this way?

PSYCHOTHERAPY SESSION

3. The Room: What did you think about the way Utigaard introduced all the different toys and art materials around the room to Shayla? What did you like or not like about it? Do you think a child might become overwhelmed by having so many choices or would she feel empowered?

4. Shy: How well do you think Utigaard worked with Shayla’s shyness? What specific interventions or approaches did you observe? Was she effective? How so?

5. Helping: Utigaard talked in the introduction about the pull to help Shayla get the marker out of the box. What are your reactions to that moment in the session? Do you feel that same pull to help her? Do you think Utigaard’s approach is helpful? If you had been the therapist, would
you have helped Shayla? Let’s explore this question.

6. **Family:** Utigaard seems to avoid any discussion of Shayla’s past or familial impact on any aspects of her behavior. When Shayla writes down the names of everyone in her immediate family, Utigaard does not ask any questions about the people or the relationships. Can you imagine yourself maintaining such a present- and future-oriented view of a child client? What do you see as the strengths and weaknesses of working in this way?

7. **You, the Therapist:** What overall thoughts and feelings came up for you during this session? What did this client pull for in you? What strengths would you bring to Person-Centered work with a child? What would be difficult or challenging for you about this kind of work?

**DISCUSSION**

8. **Trust the Process:** Do you agree with Utigaard’s projected treatment plan for Shayla based on “trusting the process”? How would you talk about this with her parents and teachers or with Shayla herself? What comes up for you as a therapist when you think about being open-ended and trusting in this way?

9. **Discovering New Ways to Be in the World:** What do you think about Utigaard’s statement that in the beginning of her work with a child client, the child is going to try to prove to her that he is who everybody thinks he is; but eventually this will shift, and he will begin to explore other ways of being in the world?

10. **The Therapeutic Relationship:** How would you characterise the therapeutic relationship in this video? Did Utigaard form a therapeutic alliance with Shayla? What was it about Utigaard that allowed Shayla to feel comfortable enough to engage in the therapy? How did Utigaard join with her?

11. **The Model:** What do you think about using this model with children? Does it make sense to you? Do you see yourself using it in your work with children? What in particular would you do differently from Utigaard’s model?
12. **Personal Reaction:** How would you feel about being Utigaard’s client, or about bringing your own child to her for therapy? Do you feel an alliance could be made and that she would be effective? How so?
Reaction Paper for Classes and Training

• **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.

• **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards, or use the questions as a way to approach the discussion. Respond to each question below.

• **Length and Style:** 2–4 pages double-spaced. Be brief and concise. Do NOT provide a full synopsis of the video. This is meant to be a brief reaction paper that you write soon after watching the video—we want your ideas and reactions.

**What to Write:** Respond to the following questions in your reaction paper:

1. **Key points:** What important points did you learn about Person-Centered child therapy? What stands out in how Utigaard works?

2. **What does not make sense:** What principles/techniques/strategies did not make sense to you? Did anything push your buttons, bring about a sense of resistance in you, or just not fit with your own style of working? Explore these questions.

3. **What I found most helpful:** What was most beneficial to you as a therapist about the model presented? What tools or perspectives did you find helpful and might you use in your own work? What challenged you to think in a new way?

4. **How I would do it differently:** What might you have done differently than Utigaard did in the video? Be specific in what different approaches, strategies and techniques you might have applied.

5. **Other Questions/Reactions:** What questions or reactions did you have as you viewed the therapy in the video? Other comments, thoughts or feelings?
Suggestions for Further Readings, Websites and Videos

BOOKS


WEB RESOURCES
Psychotherapy.net online article, “The Path to Wholeness: Person-Centered Expressive Arts Therapy,” by Natalie Rogers, PhD.

  www.psychotherapy.net

The Pacific Institute (Anin Utigaard, Clinical Director)

  www.pacificinstitute.org

International Expressive Arts Therapy Association

  www.ieata.org

The National Coalition of Creative Arts Therapies Associations

  www.nccata.org

Association for Play Therapy

  www.a4pt.org
RELATED VIDEOS AVAILABLE AT WWW.PSYCHOTHERAPY.NET

Person-Centered Expressive Arts Therapy
  – Natalie Rogers, PhD

Adlerian Play Therapy
  – Terry Kottman, PhD

Exploring Narradrama
  – Pamela Dunne, PhD

Gestalt Therapy with Children
  – Violet Oaklander, PhD

Narrative Therapy with Children
  – Stephen Madigan, MSW, PhD
Complete Transcript of a Demonstration of Person-Centered Child Therapy with Anin Utigaard, MFT, REAT

Note to facilitators: We have indicated on-screen minute markers throughout the transcript. You will find chapter markers on the DVD at five-minute intervals so that you may easily skip to desired points within the session.

PSYCHOTHERAPY SESSION

Anin Utigaard, MFT: Shayla, I would like to thank you for coming in today to be with us here. And I know you’re surrounded by cameras, so it’s a little scary, huh?

Shayla: Mm-hmm.

Utigaard: Yeah. And what I want you to know is I would like you to feel comfortable saying, doing whatever you feel comfortable doing. If I ask you a question that you don’t feel comfortable answering, you don’t have to answer it. Okay? This is not about a performance, so I don’t want you to feel like you have to perform. Maybe imagine, you know, it’s just like being in a playroom together, and we’re going to take this opportunity to get to know each other a little better through play, through art. And I want to show you a few things here so you know what you have available, okay?

So here’s some tissue paper that you can use for art or if you were to, say, make a mask or a design.

2–2

There’s all sorts of drawing materials here and paper, collage. Also, we have some dishes, some little play portable mobile phones, games, sand. There’s also some sand here. Playdough. Then we have our, the dolls here and a playhouse with some little figures, family figures and
puppets. Have you played with puppets before?

**Shayla:** In a long time.

**Utigaard:** A long time ago? Mm-hmm. And so there’s this available. Sometimes, you know, playing is a way to tell stories about things that are important to us. So I don’t want you to worry about if you’re doing it the right way. Whatever you’re going to do is going to be the right way, okay?

2–3

So try to let go of all the fears about doing something wrong. That’s not possible. All right?

Do you have a sense of what you’d like to play with or what you’d like to do? What do you feel pulled to do? What feels more interesting?

**Shayla:** Art.

**Utigaard:** The art? Uh-huh. Okay. And I have big pages like this, and I have construction paper and, with different colors. I even have some scissors over there if you need scissors. And this. And, or if you want to do art on a paper plate. What do you think?

**Shayla:** I think I’ll do…(Points to construction paper.)

**Utigaard:** Okay. So let me move these out of the way.

2–4

And I bet you want to use some of these. Or we also have some other art materials over there. Do you want me to bring any of that over?

**Shayla:** No, that’s fine.

**Utigaard:** No.

**Shayla:** What do you think I should draw?

**Utigaard:** I think you should draw whatever you feel like drawing. Anything at all. Remember whatever you do is going to be just great.

**Shayla:** Draw a sun.

**Utigaard:** Hmm?
Shayla: The sun.
Utigaard: Mm. The sun.

2–5
Shayla: The grass.
Utigaard: Okay. Okay, I’m going to move some of this out of our way because it’s kind of blocking everything, okay? I’ll put it right here in case we need it.
Shayla: Sky.

2–6
And then ... no clue what to draw. Like... What do you think I should draw?
Utigaard: I think you should draw whatever you feel like drawing. Do you have any ideas? So you’ve got the sun here and this is ...
Shayla: Grass.
Utigaard: ... the grass. And...
Shayla: Sky and the birds.
Utigaard: And these are birds? Uh-huh. So what do you feel belongs in that picture with those?
Shayla: Maybe a tree.
Utigaard: So you’re going to draw a tree.

2–7
Shayla: What kind of tree should it be? Apple tree?
Utigaard: What would you like it to be? You’re not sure what kind of tree you want to make, huh?
Shayla: I like peaches, so.
Utigaard: Peaches. Oh, there you go. You like peaches?
Shayla: Mm-hmm.
Maybe draw a butterfly flying.

2–8
Draw a design on the wings.
There. And then… I don’t know what to draw.

Utigaard: You’re not sure what to draw on there, huh?

2–9
Do you feel like something else belongs in here or does it feel complete or what do you think?

Shayla: I don’t know. There’s a big space over here.

Utigaard: Mm-hmm. There’s a big space here, and so are you feeling like you want to put something in there or that you should put something in there? Or what do you think?

Shayla: I should.

Utigaard: A “should.” It sounds like a “should.” Uh-huh. It’s hard being here under, with everybody watching you, huh? Isn’t it? Yeah, it’s hard. So does it make you worry about doing things the wrong way a little bit?

Shayla: Mm-hmm.

Utigaard: Uh-huh, uh-huh, uh-huh. Is there things that you do sometimes that help you relax so that you don’t feel concerned?

Shayla: Twiddle my fingers.

Utigaard: Twiddle your thumbs like this.

Shayla: Should I draw a house?

2–10
Utigaard: If you want to draw a house, Shayla, I think… Whatever you want to draw is going to be fine. I really understand why you’re nervous, so. This is an unusual situation.

Shayla: It’s going off the page.
A door.

Windows.

I’m done. I think I’m finished.

**Utigaard:** You think you’re finished? Okay.

2–11

So do you want to tell me about the picture at all?

**Shayla:** What do you mean? Like…

**Utigaard:** Mm-hmm.

**Shayla:** What do you mean?

**Utigaard:** Like what does it, like are there things in the picture that you like here or what does it remind you of? Or what’s important about this picture to you?

**Shayla:** Well, I like butterflies, because that’s why I put butterflies in there.

**Utigaard:** Uh-huh. You like butterflies.

**Shayla:** And peaches, so a peach tree.

**Utigaard:** And you like peaches. Uh-huh.

**Shayla:** And it sort of reminds me of our house except for the peach tree.

**Utigaard:** You have a peach tree by your house.

**Shayla:** No.

**Utigaard:** Oh, you don’t.

**Shayla:** I said except for the peach tree.

**Utigaard:** Oh, except for the peach tree. Okay.

**Shayla:** In the summer, of course.

**Utigaard:** So you, so you put things in there that you like, like the butterfly and the peach tree, and did you put anything in here that you didn’t like?
Shayla: Not really.

Utigaard: So it’s all things that you like, huh? Like the house and, and birds.

Shayla: Mm-hmm.


Shayla: I like animals.

Utigaard: You like animals. Uh-huh. I have an animal over there, too. See this, I have a …

Shayla: Turtle.

Utigaard: … little, shy turtle. That looks like… I know he’s shy because he’s kind of a shy turtle, so he hides until he feels really safe. And when he feels safe, he comes out. He’s kind of shy of cameras, too. Would you like to see him? Yeah?

2–13

Do you ever feel that way sometimes, too, like right now, maybe?

Shayla: Sort of. Right now, I’m working my way out of my shell.

Utigaard: Mm-hmm. What name do you think we should give him since he’s so shy?

Shayla: Not sure.

Utigaard: What was that?

Shayla: I’m not sure.

Utigaard: You’re not sure. Yeah. You’d have to get to know him better maybe. But I think I know how he feels. In this environment, he probably wants to hide again.

Shayla: Can I make him hide?

Utigaard: Hmm?

Shayla: Can I make him hide?

Utigaard: Mm…if you want to.
2–14
Do you think, do you think he feels more comfortable that way? Probably. Well then what happens when he’s stuck inside here?

Shayla: I don’t know.

Utigaard: Since he’s so shy. Do you think he gets lonely in there? Yeah? But it feels safer to him, do you think?

Shayla: Mm-hmm.

Utigaard: Have you felt like that before?

Shayla: Yeah.

Utigaard: Yeah.

Hi, Turtle. How are you doing?

Shayla: Good.

Utigaard: Are you starting to feel safer to come out?

Shayla: Sort of?

Utigaard: What are you afraid of, Turtle?

2–15
Shayla: Not sure.

Utigaard: Are you afraid somebody’s going to hurt you or make fun of you or what?

Shayla: That I can do something.

Utigaard: Hmm. Afraid you’ll do something wrong? Hmm. Oh… poor little guy. Don’t worry.

So he’s very shy.

Shayla: Mm-hmm.

Utigaard: Well, it’s nice that he was willing to come visit us today, though. Does he, do you think he’s starting to feel more comfortable?

Shayla: Yep.

Utigaard: Yeah? So if you were here, Turtle, what would you like to do?
Shayla: A picture.
Utigaard: Draw a picture? Oh. What would you like to draw a picture of?

2–16
Shayla: Me in the lake.
Utigaard: You in the lake? Oh, okay. Are you going to help him draw it?
Shayla: Sure. I need blue for the water. And dark… Then draw some lily pads.

2–17
And need a light green for the turtle. He’ll be sitting on a lily pad.
Utigaard: Oh, so there’s lots of turtles.
Shayla: Mm-hmm. Those are his friends and his family.
Utigaard: All of his friends?
Shayla: Mm-hmm. This one’s him. He’s swimming. That’s his shell.

2–18
That’s his friend’s shell and... Whoops. Draw a sunset.
Utigaard: So it’s a sunny day?
Shayla: Mm-hmm.
Utigaard: Which turtle is he?
Shayla: This one.
Utigaard: That one. And that’s his friend?
Shayla: Mm-hmm.
Utigaard: Mm. And what’s his friend’s name?
Shayla: Herman.
Utigaard: Herman. Uh-huh. Herman the turtle. And what about these over here?
Shayla: Want me to draw?…
Utigaard: Are they, are they turtles, too?
Shayla: No, those are the lily pads.
Utigaard: Those are the lily pads. Ah, okay. So he has lily pads, and… so it’s a nice pond?
Shayla: Mm-hmm.
Utigaard: He likes living there?
Shayla: Mm-hmm.
Utigaard: Yeah?

2–19
So what is the turtle’s favorite thing to do?
Shayla: Swim.
Utigaard: Swim. He likes to swim in the water. And when he swims, what does he, where does he go when he swims?
Shayla: Just around the pond.
Utigaard: Just around the pond. Does he have family?
Shayla: I’ll draw his family. There’s his brother. Mom and… his dad.
Utigaard: Oh, they’re sitting on the lily pads.
Shayla: Mm-hmm.
Utigaard: Ah.

2–20
Hmm… So does he, do you have any idea why he feels so shy?
Shayla: He’s not shy when he’s around his family and friends, only when he’s around new people.
Utigaard: Uh-huh. So he’s shy when he’s around, you know, only when he’s with strangers, but with family and friends he’s just fine, right?
Shayla: Mm-hmm.
Utigaard: I can understand that. I can understand that. So you know what he’s worried about?

2–21
What would happen to him when he’s with strangers? Do you know why that makes him nervous?
Shayla: Because he might do something wrong, and they might laugh at him.
Utigaard: They might laugh at him or make fun of him? Why would they do that?
Shayla: I don’t know.
Utigaard: So, but he’s, that’s what he’s afraid of, afraid they’ll make fun of him or laugh at him for doing something wrong or different than they, than they do? Is that right?
Shayla: Mm-hmm.
Utigaard: But when he gets to know them, then he feels more comfortable, and he’s not afraid anymore, right?
Shayla: Mm-hmm.
Utigaard: Yeah. Did you have friends like that, too, where you didn’t know them at first and you were really nervous, and then you got to know them and then, and then you felt more comfortable and at ease?
Shayla: Yeah.
Utigaard: Yeah. Like going to school, a new school. Like next year, you go to a new classroom, right? So the, as, the first day it’s scary and… Is that right?

2–22
Shayla: Unless you know some people then.
Utigaard: Mm-hmm. Mm-hmm. You’ll know some people.
Shayla: But the teacher is new.
Utigaard: Uh-huh. The teacher will be new.
So how are you feeling now, Shayla? About, are you feeling a little more comfortable or are you still feeling a little nervous?

**Shayla:** Comfortable.

**Utigaard:** A little more comfortable. Uh-huh. Do you want to, did you want to try one of the other things? Or do you want to still draw? Or what do you think? We have about a half an hour left, so that’s a little bit of time.

**Shayla:** I don’t know.

**Utigaard:** Whatever you want to do. Remember there’s not a wrong way. I just want you to feel comfortable doing what you feel comfortable doing.

**Shayla:** I’ll play sand, in the sand.

**Utigaard:** Uh-huh. Oh, the sand. Okay. Should I bring it to the table?

**Shayla:** I don’t care.

**Utigaard:** Okay. It’s up to you. Do you want to play with it here or…

**2–23**

**Shayla:** I’ll play with it at the table.

**Utigaard:** Hmm?

**Shayla:** At the table. Please.

**Utigaard:** At the table. Okay. Oh, wow. This is heavier than it looks. Okay. So with the sand, would you, do you want anything to work with the sand like dishes or people or…

**Shayla:** This is probably fine.

**Utigaard:** Uh-huh. Or build something in the sand.

**Shayla:** I’ll build something for him, the turtle.

**Utigaard:** Oh, you’re going to build something for the turtle. Okay. This is especially for the turtle.
Shayla: That will be the shape to it. Then make a door.
Utigaard: Oh, it’s a little door?
Shayla: He probably won’t be able to fit in it, though.
Utigaard: Hmm?
Shayla: Probably won’t be able to fit in it, though.
Utigaard: Well, we could just pretend.
Shayla: Okay.
And then there will be a back door. And a window.
Utigaard: So he has a little window to look out of.
Shayla: Mm-hmm. And another window on this side. There. And make a garden.

Utigaard: Oh, a garden. Yum. So he has things to eat.
Shayla: Mm-hmm.
Utigaard: Yeah, that’s important.
Shayla: A fence.
Utigaard: Is that just like a protective little wall?
Shayla: Yeah.
Utigaard: Wow, so he’s going to be really protected in there, huh? Because he has this little, neat little cave in the sand and a protective wall.
Shayla: Garden will be up here.
Utigaard: A garden for food. Wow.
Do you think he would feel happy about being in that home?
Shayla: Mm-hmm.
Utigaard: What do you think he would like about the home?
Shayla: Probably that it’s protective.
Utigaard: Protective. Uh-huh. Because he’d be safe. He’d be safe in there, huh?
Shayla: Mm-hmm.

2–26
Utigaard: Hmm. And sand is next to water usually, isn’t it?
Shayla: Mm-hmm. So he could go swimming a lot.
Utigaard: So he can go swimming and having fun. Uh-huh. And going to his lily pads and everything. Should we check with him to see if he likes it?
Shayla: Okay.
He likes it.
Utigaard: Mm-hmm. Probably could, we could imagine it’s bigger. So he’s nodding his head. Does that mean he really likes it?
Shayla: Mm-hmm.
Utigaard: Wow! It looks like he really likes it. It looks like he’s very happy. Oh. Wow, a home that’s protected. Ah…It looks like he’s eager to go in there, huh?

2–27
Shayla: Mm-hmm.
Utigaard: Hm… So he probably appreciates that you made that home for him. Do you think?
Shayla: Probably.
Utigaard: Mm. I wonder if that, if that, we could draw it in or if, do you want to draw it?
Shayla: Sure. Should I just draw it on this piece of paper?
Utigaard: If you want to, or do you want another sheet?
Shayla: I’ll just draw it on this.
Utigaard: Okay. Should I move this?
Shayla: Thank you.
Utigaard: This is your water here.
Shayla: This is for the land. That’s the sand.

2–28
Those are his windows and that’s his door. The sun’s shining on it, so that’s why it’s so light. And…fence.
Utigaard: So that, it’s got his protective wall again.
Shayla: And the garden.
Utigaard: And its garden for food.

2–29
Shayla: There’s his home.
Utigaard: There’s his home.
Shayla: They’re having a party because celebrating—
Utigaard: They’re having a, having a what?
Shayla: A party.
Utigaard: A party.
Shayla: Celebrating his new home.
Utigaard: They’re celebrating the new home. Uh-huh. So him and him and the ones on the lily pad, they’re all celebrating the new home?

2-30
Uh-huh. So they all live in there together or just, or just…
Shayla: Just him.
Utigaard: Just him. Just him lives in there. But they can come, they come visit sometimes?
Shayla: Uh-huh.
Utigaard: Just close friends and family?
Shayla: Mm-hmm.

Utigaard: Yeah. Oh, yeah, it looks like he has this nice protective wall and...
Shayla: Garden.

Utigaard: Is there anything else he needs, do you think? Can you think of anything else he might need?
Shayla: Not really.

Shayla: Which gives him food and stuff.
Utigaard: Hmm?

2–31
Shayla: The garden gives him food, and then he drinks from the pond.
Utigaard: That’s just about everything he needs, huh? Mm-hmm. Mm-hmm. That’s just about everything we all need, huh?
Shayla: And if he likes TV, I can give him a satellite dish.
Utigaard: You could give him a satellite disk so he could see what’s going on in the rest of the world? Is that right? Yeah. Uh-huh. Did you want to put a satellite disk in there? Is that what you want, like to do?
Shayla: It’s on top of the roof, right?
Utigaard: If you want to. Wherever you think, Shayla. I’m wondering if we, well, we might have something. Well, you’re building it.

2–32
If we want, we could probably even use a little water if you want. Do you need some water?
Shayla: That’s fine.
Utigaard: So now he’s got a satellite disk so he can stay in touch with what’s happening elsewhere and watch TV. Is that right?
Shayla: Mm-hmm.
Utigaard: Mm-hmm. Mm-hmm. That sounds important, huh?
Shayla: Well, if he likes it.
Utigaard: Mm-hmm.
Shayla: I forgot the sky on my picture.
Utigaard: Mm. So this is the sky?
Shayla: Mm-hmm.

2–33
Utigaard: So do you think he has a pretty good life, the turtle?
Shayla: Mm-hmm.
Utigaard: He does now, huh? He’s at home with a satellite and a garden and they’re all celebrating.
Shayla: Mm-hmm.
Utigaard: Do you think he likes having his own secure little space?
Shayla: Yup.
Utigaard: Yeah, he does. He definitely likes to have his own space. Do you think he likes having a satellite disk?
Shayla: Yup. Just in case he gets bored.
Utigaard: Yeah. It’s important, huh? Huh? Uh-huh. Okay. Well, anything else that you feel like you want to do before you finish this, like maybe... Well, whatever you think. What do you think?

2–34
Shayla: I’ll draw another picture if you like.
Utigaard: You want to draw another picture?
Shayla: Okay.
Utigaard: With that. Okay. And I also have some of, some more crepas over there and markers, and we have markers here, too.
Shayla: I’ll just use this. I’m not sure what I should draw. What do you think I should draw?

Utigaard: Can, can you think of something that you like to draw?

2–35
That’s important to you, Shayla?

Shayla: Since I love my family a lot, I’m going to draw a big heart that says, “I love my family.” Draw it this way. Oops.

2–36
Shayla: Can’t get the…

Utigaard: Having trouble getting it out, huh?

Shayla: Mm-hmm.

Utigaard: That one’s a hard one.

Shayla: I’ll just use this. Use purple to outline it.

2–37
And then I’ll draw a heart with each of their names in them.

2–38
My mom, my dad, Cy, Lisa… Okay, this is going to take long. There’s Chris. There’s Adam. There’s Marina. Ben. David. Ryan.

2–39
Zach. Steven. And Kyla. And then there’s Acacia. I’m not sure how to spell her name, but…

Utigaard: Well, you know who it is, right?

Shayla: Mm-hmm.

Utigaard: Wow. So it says, “I love my family.” So that’s, when I said draw something really important, this is really, really important to you, is what I get.
Shayla: Mm-hmm.

Utigaard: And who are all these people?

Shayla: There’s Acacia; she’s my sister, and she died.

Utigaard: Your sister and she died. She’s important to you, uh-huh.

Shayla: Mm-hmm. My mom, my dad, and Cy is my stepdad and then Lisa is my stepmom. Then Chris is Cy’s son, so he’s my stepbrother. Same with Adam; he’s my stepbrother. And Marina is my sister and Ben is my brother, and David is my brother. Ryan is Lisa’s son, and so he’s my stepbrother and same with Zach. And then Steven is my brother and Kyla my mom and Cy had.

Utigaard: Wow. So you have a lot of people that are important to you, huh? And, and it seems like you didn’t want to forget any of them, right?

You wanted to make sure they were all listed there, right? Right. Because they’re all important to you. Mm-hmm. Mm-hmm.

Kind of like the turtle. You know, where did the turtle go? He, it seemed like he has quite a few friends and family, too, huh?

Shayla: Mm-hmm.

Utigaard: So you know, we’re going to end soon, Shayla, but I’m just wondering if there’s anything else important that you want to share with me or say about anything, about your pictures or the turtle or…?

Shayla: Not really.

Utigaard: Nope. Nope. You’ve said it all with your art, huh? Yeah. Yeah. I really get what you’re saying, that your family is really important to you.

It sounds, it seems like it’s really important to the turtle, too, to have a
secure home …

Shayla: And his friends.

Utigaard: … and house and family and friends and a lake that he can swim in. It seems like, what I hear you saying is these, that this is important to you, too.

Shayla: Mm-hmm. And my friends, but I didn’t write them.

Utigaard: Mm-hmm. So how, how do you feel about this? How has it been for you?

Shayla: It’s been fun, but at first, it was, I was nervous, but then I got comfortable.

Utigaard: Uh-huh. Uh-huh. And as time went on, were you feeling a little more comfortable?

Shayla: Mm-hmm.

Utigaard: Mm-hmm. So it’s a little easier?

Shayla: Mm-hmm.

Utigaard: It takes awhile, huh, when you’re in front of strange people. Kind of like this turtle. He was kind of shy, too. But you helped him get over that, it seems like. Right?

2–43

Shayla: Mm-hmm.

Utigaard: So maybe he wants to thank you. “Thank you.”

Shayla: No problem.

Utigaard: So it was great getting to meet you.

Shayla: Great getting to meet you, too.

Utigaard: I appreciate you coming in here and being willing to do this, Shyla.

Shayla: Shyla.

Shayla: Don’t worry. Most people get it wrong.

Utigaard: A lot of people get it wrong? Oh. It’s a nice… Do you like your name?

Shayla: It’s okay. But I never see it on any of those stamp things or anything.

Utigaard: Uh-huh. You look in the stores and you can’t, you don’t see it anywhere.

Shayla: Yeah, you have to get it specially made.

Utigaard: Uh-huh. It’s a special name. For a special person.

2–44

Okay, thank you.

Shayla: Thank you for having me.

Utigaard: And if you, do you want to take these with you or do you want to leave them here?

Shayla: I’ll take them.

Utigaard: Okay.

Shayla: Thank you.

Utigaard: Oh, you’re welcome.
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