

MODULE 1 PUPPETS

模块一 手偶



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WHAT ARE PUPPETS? 手偶是什么？



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Here is the PUPPET! 这就是手偶！



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PLAY THERAPY WITH PUPPETS

用手偶进行游戏治疗



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Play therapy with puppets is a form of play therapy that involves **the use of puppets** by mental health professionals for **diagnostic and therapeutic purposes.**

手偶游戏治疗是一种由心理卫生专业人员使用手偶进行诊断和治疗的游戏治疗形式。



The **puppet** is an **inanimate object** that is **manipulated** by human action so that it moves and **appears to be alive**.

手偶是一种由人类操作的非生物物体，通过人的动作使其动起来，看起来栩栩如生。

Puppets are useful because they allow the child to be spontaneous, are easily manipulated and naturally lend themselves to a process of self-expression.

手偶非常有用，因为它们允许孩子表现出自发性，易于操控，让孩子自如地进行自我表达。

Playing with the puppets creates an atmosphere of free expression that absorbs the child. The child tends to identify with the characters involved in the puppet play and projects his feelings and interpersonal conflicts within it.

手偶游戏可以创造出一种自由表达的氛围，对孩子很有吸引力。孩子们往往会认同手偶游戏中的角色，并将自己的情感和人际冲突投射到其中。



BACKGROUND 背景



It wasn't until the **1930s** that mental health professionals began to explore the **value of puppets** with children.

直到1930年代， 心理卫生专业人员才开始探索手偶在儿童中的价值。

The first pioneers were **Adolf Woltmann** and **Loretta Bender**, who used puppet shows to assist the children in psychiatric hospitals to freely express themselves and find solutions to their problems through **projection processes and identification with puppets** (Bender & Woltmann, 1936; Woltmann, 1940).

手偶使用先驱是阿道夫·沃尔特曼和洛蕾塔·本德， 他们使用手偶表演帮助精神病院的儿童自由表达自己， 通过投射和手偶认同来解决问题(Bender & Woltmann, 1936; Woltmann, 1940)。

The puppet **shows contained plots based on themes or conflicts commonly experienced** by children, such as sibling rivalry or the expression of aggression.

手偶表演的情节来自儿童常常经历的主题事件或冲突， 如同胞竞争或表达攻击性。



BACKGROUND 背景



These children were asked to **provide solutions** to conflicts and to the problems expressed by the puppets, then **used as a basis for the therapy**.

这些儿童被要求为手偶所表达的冲突和问题提供解决方案，然后将其作为治疗的基础。

The **goal** of puppets was precisely to help all these children to reveal what had been hidden with the formation of symptoms and with the help of a therapeutic alliance, to bring about positive changes in their lives.

手偶的目标，正是帮助这些孩子揭示隐藏在其症状背后的事物，并通过治疗联盟的帮助，给孩子的生活带来积极的变化。

This offered the intrinsic psychological security of the disguise, so the child felt confident that he was not revealed (or punished for the secrets).

使用手偶给孩子一种伪装带来的内在安全感，让孩子觉得自己不会被揭露（或因为保守秘密而受到惩罚）。

Finally, it was quite clear that the child brought out **real feelings** within a **fictional story**.

最后，很明显孩子们能够在虚构故事中表现出真情实感。

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CURRENT USE OF PUPPETS

手偶应用现状



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Today puppets have become a common practice in child psychotherapy.

当下，手偶已经演变成一种常见的儿童心理治疗手段。

Puppets are tools **effectively used** throughout the **human life cycle**, from childhood to old age.

手偶是一种有效的工具，它可以终生使用，从孩子到老人都能使用。

In addition, parents and professionals believe that puppet play is useful for children in **medical field, educational field and domestic environment**.

此外，父母和专业人士相信，手偶游戏在医疗、教育和家庭环境中对儿童都非常有用。

PUPPETS 手偶



This technique is so widespread with children, it helps them **to express their feelings**, to reconstruct events such as anxious and fearful events, to act a **more adaptive behaviors** and to **overcome inhibitions**.

这种技术在儿童中广泛应用，可以帮助儿童表达感情，重构焦虑和恐惧事件，培养更适应的行为，克服情感抑制。

Puppets take on different shapes, sizes and colors.

手偶有不同的形状、大小和颜色。

Puppets allow children to be very creative in acting in a drama or expressing an interaction.

手偶允许儿童在表演或表达互动中发挥创造力。





Through disguise, the puppets promote **imaginary play** while preserving children from shame, guilt and humiliation.

通过“伪装”，手偶可以促进**想象游戏**，同时保护儿童免于遭受羞耻、内疚和耻辱。

Since they **provide easy access to children's imaginations**, puppets are useful in the playroom (Schafer, 2003).

手偶能够轻易激发儿童的想象力，所以它们在游戏室中非常有用。(Schafer, 2003).

To increase the deeper value of puppet play, it is necessary an **empathic therapist** able to well understands non-verbal communication, along with a large assortment of aesthetically pleasing puppets.

为了使手偶游戏在情感治疗中发挥更大的作用，治疗师需要具有共情能力，了解非语言沟通的必要性。同时，也需要提供一系列外观美观、令人愉悦的手偶。



USE OF PUPPETS IN CBPT

认知行为游戏疗法中的手偶使用



In the context of cognitive behavioural play therapy (CBPT) the puppets are inserted both **in the assessment phase and in the intervention phase** (Knell, 1993a, 1993b, 1999; Knell&Beck, 2000).

在认知行为游戏治疗（CBPT）的评估阶段和干预阶段可以使用手偶（Knell, 1993a, 1993b, 1999 ; Knell&Beck, 2000）。

Thanks to Susan Knell, the development of CBPT reveals that it is possible to use cognitive strategies with children, if the treatment is adapted to be developmentally sensitive in accordance with the needs of the children.

苏珊内尔的工作帮助我们认识到，CBPT儿童治疗可以使用认知策略，但前提是治疗必须根据儿童的发展阶段和需求进行调整和适应。

While the methods of cognitive therapy can be communicated directly to adults, it may be necessary to pass them on to children indirectly through play.

认知疗法通常可以直接应用于成年人，但在儿童治疗时，我们可能需要通过游戏来间接应用这些方法





Children's thoughts, feelings and relationship problems find through puppets a **safe environment to be expressed.**

儿童可以在与手偶互动的安全环境中表达他们的思维、感情和关系问题。

Children experience a **sense of control and expertise** which help them to recognize and communicate feelings and thoughts which could still become the basis of maladaptive behaviours.

这种互动使儿童感到有控制感和了解到知识，这有助于他们识别和表达一些情感和思维，这些情感和思维如果不得到妥善处理，可能会成为不适应行为的基础。

Finally, children **enjoy** working with puppets and creating a show with them. For this reason they are a very successful tool in treating children.

最重要的是，儿童非常喜欢与手偶一起工作和创造表演。因此，手偶在儿童治疗可以得到非常成功的应用。





In most cases of CBPT, puppets are used as a means to provide specific cognitive and behavioural interventions, mainly through **modelling and/or role-playing**.

在CBPT中，手偶通常用作提供具体认知和行为干预的工具，主要通过模仿示范和/或角色扮演来实现。

In fact, most of the techniques in CBPT are applied through **modelling**, for example, using a puppet, a doll or stuffed animal to demonstrate appropriate social skills to children. Another example about modelling with puppets could be insert it into **a positive reinforcement** shaping intervention during a social skills training (Knell, 2009).

示范是最常用的CBPT技术。例如，我们可以使用手偶、玩偶或毛绒动物玩具向儿童演示适当的社交技能。社交技能培训的另外一个例子是，我们可以通过手偶进行“正强化”，从而塑造儿童的行为（Knell, 2009）。

In particular, puppets can model the use of cognitive strategies such as contrasting rational beliefs and developing positive affirmations.

手偶还可以用来示范认知策略的使用过程，例如展示如何对比不健康或不合理的思维/信念；或者展示如何积极肯定自我。

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Through the puppet, the child can be in other person's shoes or he can watch what happens to another puppet.

通过手偶，孩子可以站在另一个人的角度来思考问题，或者观察另一个手偶的经历。

Playing with puppets is a powerful form of play adapted to many combinations and possibilities. The child easily identifies with puppets and their problems and therefore he is able to make suggestions and to think with appropriate problem solving strategies.

与手偶玩耍是一种强大的游戏形式，适用于多种组合和可能性。儿童很容易与手偶以及手偶所代表的问题产生共鸣，因此能够提出建议，并使用适当的解决问题策略进行思考。

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In cognitive behavioural play therapy, as in play therapy generally, according to Schafer and Drews, puppets are used because they allow children:

在认知行为游戏治疗中（与普通的游戏治疗一样），我们使用手偶的原因是因为它们可以帮助儿童：

- to cope with stress in small doses (which improves resilience);
- to develop the ability of self-calm and self-regulation;
- to break the cycle of secrecy and denial;
- to correct thoughts and cognitive distortions;
- to encourage affection expressions;
- to facilitate the discovery of coping skills to find a solution for evolutionary functioning;

鼓励探索应对技能，以寻找适应性发展（演进功能）的解决方案。

- to reduce anxiety;
- to increase problem solving skills;
- to increase self-esteem and self-efficacy;
- to improve caring relationships beyond therapy;
- to enable children to give meaning to life experiences.

逐渐学会应对压力（提高韧性）；
培养自我平静和自我调节的能力；
帮助孩子打破保密和“否认”的习惯或模式；
纠正思维和认知偏差；
鼓励情感表达；

减少焦虑；
增加解决问题的技能；
提高自尊和自我效能感；
改善治疗之外的亲密关系；
帮助儿童赋予生活经验更多意义。



TYPES OF PUPPETS

手偶的类型



There are **different** types of puppets:
Puppet一词其实涵盖了很多类型的木偶：

1. **Hand puppets** 普通的手偶
2. **Finger puppets** 指偶
3. **Shadow puppets** 皮影木偶
4. **Muppets** 布偶（比如芝麻街手偶）
5. **Mannequins** 人偶（比如时装手偶）



WHICH PUPPETS ARE USED IN CBPT?

CBPT中使用哪些类型的“偶”？

In CBPT are used:

CBPT中， 主要使用以下类型的“偶”：

- HAND PUPPETS 手偶
- FINGER PUPPETS 指偶



HAND PUPPETS

手偶



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Hand puppets are **very versatile** and can be used from the age of 3 and it includes a **wide range of puppets** that are worn right **on the therapist's hand**.

手偶非常多功能，适合3岁及以上的儿童使用，有很多很多不同类型的样子，治疗师可以直接戴在手上。

Hand puppets are very convincing **in their movements** and are capable of **greater aggressiveness and expressiveness** (Bender & Woltmann, 1936).

手偶动作非常逼真，可以表现更多的动作和情感表达（Bender & Woltmann, 1936）。

HAND PUPPETS

手偶



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Subtypes:

子类别：



Glove puppets: they are little more complex, with an internal division for the fingers which allows independent manipulation of the puppet's arms and head.

手套偶：外型稍微复杂一点，手套内各手指可以独立操控偶的手臂和头部。

Puppets with a movable mouth: they have a movable mouth that is manipulated by the hand of the puppeteer to facilitate self-expression.

可动嘴巴的手偶：有可移动的嘴巴，治疗师用手操控，有助于儿童更好地表达自己。

FINGER PUPPETS 指偶



They are small puppets that fit **on a finger**.

指偶非常迷你，可以戴在手指上。

It is **the easiest type** of puppets to use **with a children**. Possono essere facilmente riposti e un bambino può sostenere un'intera famiglia di personaggi sulle dita di una sola mano. They give us the possibility to structure stories that include different members, for example of a family, and it is possible to insert all of them on a single hand.

这是与儿童一起使用的最简单的偶类型。它们易于存放，孩子们用一只手就能扮演整个家族的角色。一只手上可以有多个小偶角色，非常适合编排有多个角色的故事，例如多个家庭成员。

These are very light, comfortable, highly portable puppets, relatively inexpensive and easy to use from early childhood to old age.

指偶非常轻巧、舒适、便于携带，价格相对便宜，男女老少都可以轻松使用。

They are the **simplest, most versatile and popular type** of puppet.

它们是最简单、用途最广、最受欢迎的木偶类型。



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SELECTION OF PUPPETS FOR THE PLAY ROOM

如何选择适合游戏室的手偶



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SELECTION OF PUPPETS FOR THE PLAY ROOM

如何选择适合游戏室的手偶



In general, it is best to show a diverse **collection** of **15-20 puppets** (Carter & Mason, 1998).

一般来说，最好拥有一套多样化的手偶，**15-20个**为宜（**Carter & Mason, 1998**）。

An **insufficient** number will **not provide** a sufficient range of **expressions** and **too many** puppets could **overwhelm** the child.

手偶数量太少将无法提供足够多的表现方式，而手偶太多可能会让孩子感到不知所措。

Human characters (police officer, doctor) **Fictional figures** (witch, good fairy, devil, superhero)

人物角色（警察、医生）和**幻想角色**（女巫、仙女、恶魔、超级英雄）。

A basic collection must include: **realistic family figures** (mom, dad, two children), wild and domestic animals (wolf, dog, mouse), **human characters** (police officer, doctor) and **fantasy figures** (witch, fairy, devil, superhero).

一套基础手偶应包括：**仿真的家庭人物**（妈妈、爸爸、两个孩子）、野生和家养动物（狼、狗、老鼠）、人物角色（警察、医生）和**幻想角色**（女巫、仙女、恶魔、超级英雄）。



IN THE CHOICE, RECOGNIZE THE SYMBOLIC MEANING OF THE PUPPETS

在选择时，要认识到
手偶的象征意义



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The puppets in their standard collection should **include symbols** that are part of a child's life, such as a good fairy for a willing woman, or they should **symbolize internal personality characteristics**, such as a mouse for shyness etc ...

一套标准手偶集合应包括那些与儿童生活相关的象征，比如代表善良女性的仙女，或者能够象征内在个性特征的手偶，比如代表害羞的老鼠等。

MORE USEFUL PUPPETS

更有用的手偶



A **recent survey** of American play therapists has compiled a **list of puppets** that have proven most helpful in their practice (Schaefer, 2017):

美国游戏治疗师最近进行的一项调查编制了一份在他们的实践中最有帮助的手偶清单（Schaefer, 2017）：

- **Dragon** (it expresses frightening and traumatic experiences) 龙（表达可怕和创伤经历）
- **Turtle** (it is often chosen by shy children who want to hide themselves from social situations)
乌龟（害羞的孩子经常选择它，想要躲避社交场合）
- **Family** (it describes family interactions) 家庭（描述家庭互动）
- **Shark** (it expresses aggression and feel protected) 鲨鱼（表达侵略和寻求保护）
- **Bird** (it flies and easily avoid danger) 鸟（它可以飞翔，轻松避开危险）
- **Dog** (it arouses comfort and care) 狗（唤起安慰和关爱）
- **Dinosaur** (it expresses power and protection) 恐龙（表达力量和保护）
- **Alligator**: with the mouth that opens and closes with the zip (it express oral aggression by angrily devouring anything in its path)
鳄鱼：带有拉链的可张开和合拢的嘴巴（愤怒地吞噬沿途一切；表达与口相关的攻击性）
- **Snake** (it express power and aggression) 蛇（表达力量和攻击性）
- **Magician** (he has magical powers to improve things in his life) 魔术师（拥有魔力来改善生活中的事情）



THE USE OF PUPPETS IN THE CBPT

认知行为游戏治疗中的手偶使用



PUPPETS ARE INSERTED IN THE GAMES ROOM AND USED IN:

手偶被纳入游戏室，并在以下情况下使用：

- ASSESSMENT PHASE 评估阶段
- INTERVENTION PHASE 干预措施
 - *BOTH IN THE UNSTRUCTURED PLAY PHASE*
 - *无结构游戏阶段*
 - *THAT IN THE STRUCTURED PLAY PHASE*
 - *非结构化游戏阶段*

THERE WILL BE SPECIFIC LESSONS ON THESE TOPICS

后续课程将具体探讨

