Chapter 3

Approaches to Work in Reducing Entrenched Patterns of Violent Behavior:
The CAI Model – A Peace Intervention

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ABSTRACT

In this chapter, the author will demonstrate the use of a peace intervention to increase children's self-identity, community attachments, and coping mechanisms. With correct training and awareness, this project could be implemented throughout elementary schools and community organizations. This chapter will highlight the connection between social and emotional learning as a peace intervention to further reduce the impact of trauma at a later stage in a child's life. Leaning on Axline's play therapy principles and Bronfenbrenner's bio-ecological theory, the author will illustrate how this will become a feasible and sustainable peace intervention. For this, the author has developed the CAI model.

INTRODUCTION

This chapter will provide a user friendly guide to illustrate how children can be assisted to make cognitive attachments with local community support structures. The formation of these cognitive attachments is based on the principles of community, attachment and identity. Through social learning, children can develop skills such as self esteem, confidence and awareness. The use of mentoring is also presented throughout this guide, as it may take natural forms such as role models, sports and cultural identities which can be supportive within communities. Through positive interactions, support and direction mentoring can encourage a child to develop a sense of identity.

BACKGROUND

Lederach (2003) defined conflict transformation as the envisioning and responding "to the ebb and flow of social conflict as life-giving opportunities for creating constructive change processes that reduce violence, increase justice, in direct action and social structures, and respond to real-life problems in human relationships" (McClain Opiyo, 2015, p.44) This approach suggests that conflict transformation can create the opportunity for change, reduce violence and increase social awareness. Through this understanding a developmentally suitable intervention is created which aims to increase a child's attachment awareness of support structures. This method of child development is based on using creative interventions of art and story writing. Influenced by Jungian theory and creative interventions, McNiff (2004) states, "As we contemplate an image during active imagination, the activation of creative energy can inspire a variety of different expressions that flow naturally from the process of reflection." (McNiff, 2004, p.179) Children are encouraged to reflect on their community support structures which are important this may allow for positive attachments to be formed. Through the use of self reflection, children can recognize sources of support that are available to them.

Developmentally, play is an important aspect within child development. Children use play to explore and communicate to their social world. Play assists children to develop ideas and self-identity through the use of methods such as storytelling and symbolic play.

THE CAI MODEL

This guide is based upon the principles of Community, Attachment and Identity, which has been developed from the CAI model. The purpose of this chapter is to provide a practical guide for the implementation of this model through the principles mentioned and to promote children's social awareness attachments. This guide aims to illustrate how creative interventions such as art and story writing can assist children to identify local community supports. It also aims to interlink the three principles of community, attachment and identity to become sources of support. This guide will provide the reader with a six session plan which will encourage children to form cogitative attachments using developmentally suitable techniques. With the use of reflection, children will be able to note local community supports which are readily available. This includes a person, place, or an activity based support.

The workings of theorists Axline, Bronfenbrenner, Piaget, and Klein provide a psychological, social and emotional awareness base for the development of this guide. According to Loock et al, (2003), "The opportunities generated for student-centred learning that the art-making process in schools may facilitate have been regarded as empowering, since arts-based contexts create opportunities for learners to share their experiences in an empathetic environment through symbolically expressing their emotions in a tangible or concrete way". (Vicars, M, 2011, p.61) This guide aims to equip children to be able to form suitable cognitive attachments with mentors within their community. Building an inner resource of available supports allows children to acknowledge who they can rely on at times of need. The use of a mentor can provide guidance, direction and support at an emotionally vulnerable time. Reassurance provided by the mentor can have a positive lasting impact upon a child's life. (Erbe, 2011) Stress, trauma and violent incidents can influence the direction and future development of the child. This guide aims to promote positive mental health through encouraging children to reflect on community support structures that they value. "Mental health is defined by the World Health Organization (WHO) as not

just the absence of mental disorders, but also the presence of well-being." (Afifi, T et al, 2016, p.2) Created as a preventative tool this guide aims to promote positive mental health and emotional well being.

TARGETED AUDIENCES

Targeted Implementers

This guide targets implementation within elementary schools, community organizations and child services. The practical element of this guide allows it to be used as of part of the art or social awareness curriculum within elementary schools or community organizations. In the school setting, implementers can include teachers, administrators, learning support staff and social workers. While in the community/ specialized settings it can include family support workers, facilitators, and interventional therapists.

Targeted Groups

This guide is designed for those working directly with children aged between 7-11 years old. It is aimed to be developmentally suitable, enjoyable and interesting to children within this age range. It can be adapted to suit needs of the targeted group, such as those in low socio-economic backgrounds; who have experience trauma or missed key development milestones.

PROCESS OF THIS GUIDE

Creative Interventions

Creative interventions have been widely used as a safe method for those to express their hurt or trauma. This is supported by Camic (2008) which states that creative art interventions can have a positive impact on self-reflection, emotional injuries and behaviours. (Stuckey and Nobel, 2010) However, singular creative interventions may not be the only substantial treatment needed for individuals. There are many styles and forms of creative therapies, including dance, drama, music, art, and sand. Therapeutic methods used are individual to the therapist and the needs of the client. Creative interventions can be defined as, "The making of a painting, a dance, or a poem …a microcosm of the large movements of creative energy in nature that we bring to bear on the totality of our experience in the world" (McNiff, 2004, p.6) In particular, creative arts interventions can be used as a tool for children who have experienced trauma, loss, or mental health issues. Lowenfeld and Brittain (1987) suggest that "one of the primary purposes for arts education is to provide students with the opportunity to develop in-depth, meaningful self-expression through the organization of cognition, the development of perceptual abilities, and a consideration of their emotional capabilities". (Vicars, M, 2011, p.61)

Creative interventions may be developmentally suitable for children, as they may prefer more expressive therapies such as a dance, drama, and play. The encouragement of an active imagination is supported by theorist Carl Jung who states an individual "catch(es) hold" of an image or feeling and concentrates attention on it; watches what kind of image is generated from the feeling or what kind of feeling emerges from the image; records how the object of contemplation is altered by the process of giving it atten-

tion; feels the sense of animation and psychic energy that are generated by the work; and approaches a person's inner drama in such a way that it demands participation. (Chodorow, J. 2004, p.176) Similar to the structure of a counseling session, creative interventions are confidential, child led and regular in occurrence. This regulation is important as it assures the child of a set time for their therapy session. The reoccurrence of a routine encourages stability which can lead to an increase in confidence and self esteem. The use of repeated objects and group members allows the child to acknowledge that they can rely on the regulation of the intervention which increases their trust and attachment. As mentioned earlier in the chapter, children can use play to communicate about their social world. Children may not have the words to describe their feelings or emotions and use play as a communication method. Landreth (1990) stated "Play is to children what verbalization is to adults. It is a medium for expressing feelings, exploring relationships, describing experiences, disclosing wishes, and achieving self-fulfillment" (Smith and Smith, 1999, p.236) This highlights the importance of this intervention to be developmentally suitable to a child's understanding.

The first session of this six session guide will focus on group formation through art and identifying a support structure for each child. This will then be followed by a focus on the creation of art pieces in the second, third and fourth sessions. The fifth and six sessions will focus on story writing, with a detailed explanation being offered throughout the guide on the suitability of the creative mediums chosen.

Mandala

The creative mediums of art and story writing will be incorporated throughout this guide. In the first session, children will be encouraged to take part in the art therapy technique of a mandala. Traditionally used as a meditative tool, a mandala can be defined as "a circular design that is thought to promote psychological healing and integration when created by an individual". (Henderson et al, 2007, p.149) The first task of this guide is for children to participate in a moving mandala. A moving mandala is based on the therapeutic principles of a traditional mandala, however this new term allows the child to leave and rejoin the art work while the group continues their therapeutic process. As children move to discuss their chosen supports with the facilitator, the other group members continue with the mandala process, which moves the personal space allocated to each member. Upon their return, the group member must find a space to rejoin the group in the mandala. The rejoining process allows the child to experience risk taking, trust and respect among group members. It also encourages the formation of group norms, acceptance and relationships to occur.

The moving mandala will allow for the creative process to begin. Chodorow suggested that the therapeutic process of Jung's work allowed a client to move from one creative intervention to another. "This included moving from dance, to story or art. As we contemplate an image during active imagination, the activation of creative energy can inspire a variety of different expressions that flow naturally from the process of reflection." (Chodorow, J. 2004, p.177). Through this creative environment children can begin to reflect and develop their own identity which will be used throughout this guide.

Chosen Support

An important element of this intervention guide is a child's chosen support and their reasons for choosing it. During the first session, each child will identify their source of support through discussion with the facilitator through open ended and non-leading questions. This can include questions around hobbies,

sports, places and people that may be important to the child. Following a brief discussion, the facilitator must ensure that the source of support meets the listed criteria, A) Available within the local community, B) Provide a positive influence, C) Little or no cost, D) A person, place or activity.

Art

Art provides a suitable creative medium as it allows children to pick colors and textures to design their piece to individual preferences. This non-judgmental approach follows on from choosing their support structure as it encourages them to present their image as they chose. Children will have the freedom to develop their images which will encourage creativity. This is done as the child is able to illustrate the image of their chosen support structure onto the canvas by tracing it or using freehand. In art therapy, this is seen as a "new beginning" and allows a child to transfer emotional and creative elements to a blank canvas. Chapman and Appleton note that "The therapeutic potential of art lies in two areas: the opportunity art offers for integration and the creation of meaning and the vehicle art provides for mastery through creation and exploration of images." (Chapman and Appleton, 1999, p.189) Art as a creative element allows children to explore the textures and regress to a younger state, such as ages 2 or 3 where they explore through messy play.

At the beginning of the second session, each child is given a photocopied image of their chosen support from the first session. For the remaining sessions, each child has access to materials such as a blank A3 sized canvas (11" by 16") along with paints, traced and lined paper. During sessions two, three and four, children spend time creating art pieces of their chosen supports. This can be integrated into the child's art curriculum, as they can learn about primary colors, art techniques and visualization. The visual element of this technique allows children to create the image with their perception and liking. Children in turn, to feel proud of something they have created which will be discussed further in this guide. Visualizing this art piece allows the child to acknowledgment what is important to them and serves as a reminder to positive elements within their life.

Story Writing

In the fourth and fifth sessions, the group will begin to construct a story based on their chosen source of support. Children can use lined paper to write a five to seven long sentence story explaining why they have chosen this support. This encourages children to look at their art piece and reflect on their reasons why they have chosen it. During the development of the art piece, the facilitator can use their observational, recording, and interview skills to discuss with children why this image is important. The opportunity to take notes during these discussions will be beneficial, as recording key words will prompt the child to remember why they have chosen this support. In turn, this promotes cognitive connections to allow the child to interpret the importance of their support structure. Storytelling and writing helps children validate their stories both to themselves and to others, allowing them to put a voice to their values.

Public Display

Once the art and story writing pieces are completed, the facilitator may arrange for the work to be placed on public display. This can occur by purchasing photo frames and placing their stories inside it. An event can be held to celebrate their work with family, friends and their community. Over a period of a number

of weeks, this display should be placed in a public accessible building or venue. Through this display children can develop a sense of pride as they show their extended family and friends what is important to them. This can have a positive impact on the community as it allows adults to recognize what children value as their local support structures.

Benefits

This guide aims to be appealing and fun to children. Rather than using traditional talk methods, art and story writing were chosen to allow the child to visualize and rationalize their choice of support. Children get to interact and come together as a group participating in the intervention together, learning various social norms through group work. They have the potential to make new friends while also learning about their own values.

PRINCIPLES OF THIS INTERVENTION

Community

At birth, children are unaware of the traditions, wealth, and status of family or society they have joined. To which O'Brien states, "The infant uses his senses to gain information about his environment, and this becomes a template for future understanding of the world and other people." (O'Brien, 2008, p.40) As previously suggested, this intervention can allow children to gain a sense of pride within their community. Further in this guide, the illustration between the relationship of Bronfenbrenner's theory and community attachment will be discussed. Communities are influenced by people, places, religious, cultural and social interests available. Provided by communities, a secure base can allow children to experience stability especially during times of crises or uncertainty, this is based upon their tendency protect and support each other. This being said, if a community is divided this guide aims to highlight to children any/other remaining positive aspects within the community. By viewing their community in a positive light it may offer reconciliation to these challenges.

Attachment

Bowbly's theory of attachment is influential to this guide. This is supported by De Róiste (2005) who states that, "Attachment behavior is instigated by external threats and can be seen, for example, in 'the secure base effect' where the presence of an attachment figure enhances a child's confidence to explore and play." (Share and McElwee, 2005, p.64) This guide illustrates that through attachments with a mentor or positive supports the provision of a secure base can be provided within local communities. The formation of a secure base can increase a child's attachments, relationships and role models along with skills such as confidence, self esteem and self identity.

Identity

According to Freud, "Identification is known to psychoanalysis as the earliest expression of an emotional tie with another person" (Case, 2000, p.39). Identification is a key theme throughout this guide as it influ-

ences the social, emotional, and cultural aspects of child development. Identification allows individuals to form an association within their own community. It can produce both positive and negative impacts, such as the case of the Northern Ireland conflict. In this, individuals were categorized by their name, dialect, and type of clothing. A positive impact of this identification was the sense of belonging, and attachments to their communities. However, on a negative aspect, identification could act as a means to perform violent attacks against the opposing side. Society is structured in a way that members are part of a "group" or "community," defined by income, possessions, and residence.

In regards to this guide, identification of a positive role model may include teachers, coach, or caregiver to provide the basis of positive attachment. When children identify with a source of support they begin to build an inner resource of positive relationships and structures. The use of the guide encourages children to use these positive interactions to identify their own supports, while the identification of a physical place or landmark within their community may allow a child to have a sense of belonging

Mentoring

The three principles of community, attachment and identity will be used to explore the role of mentoring. **"**Mentors can help facilitate the process of identity development by serving as a role model and encouraging youth to pursue their interest". (Rhodes, 2005, p.146) The mentor does not have to be related to the child but encourage the child's abilities and achievements. This encouragement allows a child to feel appreciated and valued leading to positive influences which can increase a child's confidence and self esteem.

Positive connections which are used through this guide allow a child to value themselves, and the role of their local community. Positive interactions with children can provide many benefits. Children who feel respected and valued by adults in their life may grow up to feel satisfied, loved and supported in their aspirations and interests. Noddings (1984, 2003) suggested "with secure attachments the ethics of caring relates to an approach whereby the experience of having been cared for leaves a memory which can later be used by that person in order to give care themselves". (Page, J. 2011, p.312) As suggested by Page the provision of care can have a lasting impact on the life of a child. Role models allow children to recognize characteristics of personalities that they would like to acquire. Children can learn skills such as empathy, compassion and motivation from their role models. Throughout this guide, the impact is unknown as children vary in attachment styles, experience and developmental needs.

THEORIES OF THIS GUIDE

Bronfenbrenner Bio-Ecological Theory

Bronfenbrenner's Bio-Ecological Theory is used to support this guide. Urie Bronfenbrenner developed a five system theory using the terms microsystem, mesosystem, macrosystem, exosystem and chronosystem. Bronfenbrenner's microsystem and mesosystem are the most relevant to this guide. This is supported by Ashiabi and O'Neal who state, "Microsystems include any immediate relationships or organizations the child interacts with, such as, the family, peer group, or school setting. The mesosystem describes inter-relationships between different Microsystems". (Ashiabi and O'Neal. 2015, p.2) In relation to this guide, the microsystem is relevant as they are based on a child's community structures. This guide aims for a

child to choose supports available within the microsystem. As Bronfenbrenner indicated these supports are fundamental to a child's identity, cultural beliefs and social norms. The main influences within the microsystem are family and community members. This can be made of role models including parents, schools and sports coaches.

The role of mesosystem in Bronbrenfrenner's theory is the association between those in the microsystem and the relationships between others. This includes peers, religion and neighborhoods. As each child is unique, they are influenced by various factors such as society, family and community beliefs. The importance of Bronbrenfrenner's theory is that it provides a system in which children can associate themselves within community relationships. Children aged 7- 11 years begin to gain and demonstrate independent choices. During Bronbrenfrenner's mesosystem stage, children can begin to associate relationships with others in their local community. Influenced by social groups, they begin to form their own identity to voice what is important to them, while their developmental age allows them to be consciously aware of community support structures.

Axline

Influenced by the work of a pioneer play therapist, Virginia Axline stated that the true extent of how interactions and events affect children is unknown, especially in areas such as attachments, achievements, and confidence. The emotional wellbeing of a child is systematically challenging to evaluate. This is supported by Axline (1964) who states, "We never know how much of what we present to children is accepted by them, each in his own way, and becomes some part of the experiences with which they learn to cope with their world." (Axline, 1964, p.68) Axline's prospective suggests that a child's experience of each situation and relationship has a unique and unknown impact. Just as DNA is unique to each person, so are their experiences, morals, and cultural influences. According to Schroeder and Gordon (1991), "Resilience involves the child's ability to withstand or recover quickly from difficult conditions. How children learn to cope with the stresses inherent in the normal course of development will in part determine that child's developmental trajectory" (Geldard and Geldard, 2001, p.35). The benefit of this guide is that it encourages children to reflect and acknowledge local support structures. This again shows that each child will interpret the intervention differently and view a different source of support.

Understanding the creative element of Axline's theory is important to this guide. Art is a suitable medium as developmentally children can enjoy it. At this age, children have a combination of independence while having a willingness to explore through art. This allows them to have the cognitive ability to think about what is important to them and express it in a suitable manner. The used of Axline's play therapy principles within this guide encourage a child's social, emotional, peer, intellectual, and cognitive skills. This is done using a child-centered, non-directive, trust building and respectful approach. The child-centered and non-directive approach allows a child to create an image of their chosen support, using their own choice of color, texture and design. This creative element is also supported by Bretherton (1984) who states that "in make-believe, children use event schemata as new material to create a fictive reality that does not merely stimulate but transforms their affective cognitive map of the social world." (Cattanach, 2008, p.41) This guide aims to allow children to partake in principles of Axline's theory in a practical and accessible form.

Piaget

From a cognitive development perspective, the guide is influenced by the work of theorist Jean Piaget. His theory suggests that there are four stages of development, 1) Sensorimotor Stage, 2) Preoperational Stage, 3) Concrete Operational Stage and 4) Formal Operational Stage. This guide is suited for children in Piaget's concrete operational stage. Within this stage of development, children are aged between 7 and 11 years old and have begun to form logical and operational thoughts. The development characteristics of pre-adolescent children allow them to begin to foster the cognitive ability to define their own identity and attachments.

For Piaget's theory, as children became aware of their reality, it allowed them to recognize and think logically about situations. This enables children to draw objects as they are presented. According to MacRae (2008), Piaget's theory suggested, "once the child is able to think operationally, the body is no longer important and the object ceases to exist out there. The child's drawing of an object for Piaget, then, indicates the degree to which that individual is able to conceptually produce the object as an object of thought." (MacRae, 2008, p.276) This age group is chosen as at this age, children typically have developed logical thinking and may have a favorite hobby, interest or activity. This logical thinking allows children to develop independence and understanding of support within their community.

Klein

Influenced by the work of Melanie Klein, her work illustrates that children learn through interactions with others. According to Gomez (1997), "The person as a subjective agent within a subjective world of relationship, conflict, and change. The outer world is experienced through the medium of this subjective world; the outer would also reach into the inner world, influencing its nature and structure." (Gomez, 1997, p.34). Klein was a leader in object relations theory. Her theory noted that the "outer world", such as society and community can have an influence over children's emotions such as confidence, self esteem and as well as belief. Klein noted that this inner emotional self can be projected through recognition of their outer world. Klein's theory suggests that play enables the inner emotional self to be projected for others to view and acknowledge, also known as play therapy.

A child can be influenced by many factors such as peer, religious, and their community. Each of these influences has their own agenda with expectations of the child's behavior. This can lead to an internal conflict for the child as they try to satisfy each of these influences and social norms. According to Orlenius (2001), "the value systems are closely related to values for the concept of norms to be considered as a generic term for statements about actions which are desirable or not desirable." (Drakenberg and Vincenti Malmgren, 2013, p.120) This connection between social norms and the child's own interests may form a conflict, noting that as they develop their own identity it may differ from others. Klein saw life as a conflict between managing feelings to love and feelings to destroy, through splitting and projection. According to Klein (1948), these psychological mechanisms started in early infancy until adulthood:

These mechanisms emerge out of total dependency on a caregiver (usually the mother) who is unpredictable and who both gives nurture and comfort and (seemingly) withholds it. This mechanism of splitting enables the infant, and in later life the adult, to cope with anxiety by separating the self from painful feelings. (Ford and Harding, 2011, p. 474)

Through the mechanism of splitting and projecting a child can acknowledge sources of positive and negative feeling. In relation to this guide, it allows children by the age of 7 children to be attuned to those who provide reliable and consistent sources of support. Children will naturally seek comfort with those who provide positive interactions with them and do not bring them to harm. The language capability of a child to understand words such as "role model", and "positive influences", may provide a communication barrier. This becomes the responsibility of the facilitator to adequately explain the purpose of the guide to suit the child's vocabulary.

AREAS OF POTENTAIL IMPACT

This guide can be adapted as to be used following events such as trauma and violence. Conflict, trauma and violence occurs in many forms (i.e., internally, family, community, and national or global scale). The extent and rate of these events determine the impact on individuals, groups and communities.

Trauma

Following a traumatic or violent event, there can be an avoidance of emotions, feelings, people, or physical places. According to Resick (2004) "The symptoms of effortful avoidance are: attempts to avoid thoughts, feelings, or conversations about the trauma and attempts to avoid activities, places or people that remind the person of the trauma." (Resick, 2004, p.15) As highlighted by Resick, the avoidance and protection of emotions can be a natural reaction following a traumatic event. However, if this emotional protection is prolonged it can have a detrimental effect on building future relationships.

Intergenerational trauma relates to communities whom have experienced trauma from one generation to the next. The impact of this is that adults may experience a disconnection from their children. "Being maltreated as a child can have devastating consequences and is linked to poor academic performance, mental disorders, poor psychological well-being, physical health problems, aggression, crime, violence, suicidal behaviour, and decreased quality of life". (Afifi, 2016, p.2) The experience of maltreatment can have a negative effect on areas such as forming secure attachments, self esteem, confidence and belief. Traumatic events such as neglect, abuse, and violence can cause children and young people to experience a loss or displacement of their identity. This guide can be used to assist those who have experienced trauma to reconnect to positive aspects within their community. While this is not a counseling or therapy session, this guide does aim to highlight sources of support available to children.

Violence

Violence can take many forms; the expectation and acceptance of such behavior vary between people and cultures. Individual and societal perceptions of violence influence the extent of its acceptance. There are many forms of violence, with the typical outcome leading to the harm of wellbeing and emotions. One such definition by the Center for Disease Control states that intimate partner violence as the ''physical, sexual, or psychological harm by a current or former partner or spouse.'' (Hussain et al, 2015, p.60) Like this definition by Hussain, types of violence can take the form of physical, sexual or psychological harm.

As previously stated the way violence is accepted is related to the reasons of intent and gender committing it. Cited by Saunders (2002), "Men tend to use violence when they feel jealous, to intimidate, or

as a means to control or exert power over their partners". (Scarduzio et al, 2016, p.4) The use of control can be seen as a reason for both male and female perpetrators of violence. This is supported by Caldwell et al (2009) who states "female perpetrators used violence to express negative emotions, obtain control in the relationship, respond to their own feelings of jealousy, and for self-defense". (Scarduzio, 2016, p.3) Violence can occur to and be instigated by both genders. This is supported by Anderson (2009) "who notes that part of what makes men's violence against women different from women's violence is that audience interpretations of violent and coercive acts influence the effectiveness of those actions." (Scarduzio et al, 2016, p.5) Tied in with motivation of violence, this can be reactive or proactive in nature. Reactive aggression is caused by a reaction to a frightful, action or experience. It can be from war or as part of a social compulsion, where an individual feels it is their duty to protect themselves and their community. Crookall (2013) takes the view that this can be seen in the internal need to fight for their country, ideology or a common cause. As this is a reactive form of violence it can be chaotic, disorganized and unsure of the overall outcome. In contrast, proactive aggression is carried out in a manipulation manner aimed at an intended target or object. Proactive aggression is organized and focused. "We usually apply the term violence to the violent acts committed by individuals on other individuals, usually to further their own individual gain. Examples include armed robbery, rape, murder, spouse bashing, abuse of children, and bullying." (Crookall, 2013, p.14) Frustration, anger, control and stereotypes all play an influential part in the cause of violent behavior. Multiple regression analysis suggests that socialization for aggression in boys in late childhood is by far the strongest socialization predictor of higher rates of homicide and assault. According to Hawley (1999) "Adolescent males tend to employ aggressive behavior to maintain their status in the social dominance hierarchy". (White, D et al, 2010, p.51)

The constant exposure to violence within family or community settings can have a negative effect on children. Within the family home, the presence of violence can lead to additional stressors, insecure and chaotic attachments. Resick (2004) notes that "In the face of an acute stressor, the person who is exposed to the stressor experiences a strong autonomic nervous system reaction to face the emergency." (Resick, 2004, p.80) The stress model of crisis shows the emotional changes taking place as an individual experiences violent behavior. Children who are constantly exposed to behaviors of triggering, escalation, outbursts and recovery may find it difficult to regulate their own emotions. Without being able to regulate their own emotions children become at risk of having disorganized or chaotic attachments.

THE USE OF GROUP PLAY THERAPY

The Process

The format of group play therapy is used throughout this guide. For this, traditional stages of forming, storming, and norming stage take place. Within these stages, social norms and values are developed by the group. Through interactions and observations children learn their social norms and values from others. Social awareness allows children to become conscious of how their interactions affect others. This enables the group to form norms and regulate behaviors within the group. Group work offers a child the opportunity to learn from other members in the group and develop confidence and self-esteem skills. "The child is motivated to change behavior in exchange for acceptance by the group. The presence (or absence) of social hunger is a function of the child's earlier primary attachment to parents or essential caregivers". (Smith and Smith, 1999. p.238)

Throughout this guide, the process of group therapy allows children to extend and debrief their emotions. According to Crookall, debriefing should allow for the breakdown and reflection of emotions following a specific task or challenge. (Crookall, 2013) The benefit of debriefing is that it allows individuals to reflect on their experiences, and learn from them. Group work allows the children to view what others see as support and value their own attachments.

Frequency and Duration of Intervention

For this intervention to be successful, it is important that it is realistic in its delivery, and use of resources and time. Cost factors must be considered and kept to a minimum. This intervention would have an ideal maximum group size of 5-8 participants as larger group sizes may not allow the facilitation of individual consultations. The provision of sessions will be on a weekly basis, similar to counseling or other therapy sessions this provides consistency for the child. These regular sessions are essential to allow children the opportunity to form attachments within the group. The total intervention will run for 6 sessions and are 90 minutes in length with adequate 10 minute breaks during each one.

Limitations

It is important to note that this guide does not replace the deep therapeutic relationship associated with individual or group play therapy. Additionally, it does not equip teachers/facilitators with counseling techniques.

Alternative or Similar Interventions

Inspired by the program Theater of Witness, (Sepinuck, 2015), each of the art pieces and stories will displayed in a local community venue. The Theater of Witness uses storytelling to assist those who have experienced trauma/violence to tell their story to those who perpetrated this trauma upon them. The use of storytelling and drama allows both sides to see how this experience has impacted their actions upon them and aims to promote resolution between both sides.

FUTURE RESEARCH

Future areas of research include conducting a feasibility study of this guide. This will provide essential data when applying for grants from philanthropists and government sources. Additionally, a fiscal evaluation could be provided to assess the cost per state or school districts. Conducting this practical research will enable the guide to be implemented at national and state levels. Research can be carried out on other similar international, national and state programs. In particular research could be carried out in war, post conflict zones, socio-economic or deprived areas. A further area of research can be neuroscience, which could be used to support the formation and changes within cognitive attachments.

SOLUTIONS AND RECOMMENDATIONS

Schools and community organizations can adopt inclusive approaches to implementing this guide within their organization. This can be done by offering this intervention though art or social awareness classes. By doing so, it becomes part of the school ethos and encourages younger children to think of their own support structures.

Based on the idea, that all structures must be local and accessible, the teacher/facilitator needs to have an updated list of local community support suggestions to use for individual consultations. It becomes the responsibility of the teacher/facilitator to ensure that selected items are positive and note any important aspects of a child when constructing a story. Community structures chosen by the child cannot promote violence or aggression. Those implementing this guide need to be aware and promote positive aspects of the children's community. This guide be seen as a preventative method. Not only does it encourage good practice but it allows those involved with the family to promote the child's cognitive attachment to positive community structures.

CONCLUSION

In conclusion, this guide has offered a practical use of the CAI model. This guide is aimed to implement this model within elementary schools and community organizations. Based on identification, story writing and art this guide aims to make clear how these developmental suitable mediums can increase a child's awareness of local support structures. The use of art has many benefits such as visually stimulating a child's awareness; the use of story writing allows children to create a story on why they have chosen this support. This is aimed to challenge children to explore reasons why it is important to them, creating an element of justification to themselves.

From a psychological theory aspect, this guide draws on theories from Bronfenbrenner, Axline, Klein and Piaget to support theoretical understanding behind this intervention. This intervention can allow a child build an inner resource of support structures. Through cognitive awareness children will be able to recognize these supports in times of need and who provide a mentoring role.

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KEY TERMS AND DEFINITIONS

Bronfenbrenner Bio-Ecological Theory: American psychologist Urie Bronfenbrenner developed the bio-ecological system theory. His theory highlighted the formation of relationships within communities. These relationships are formed around structures such as family, school, and religion. Bronfenbrenner divided this into five systems: (1) microsystem, (2) mesosystem, (3) exosystem, (4) macro system, and (5) chronosystem.

CAI Model: A model based on the principles of community, attachment and identity. The CAI model is a practical intervention used to promote a non-violent society through reflection of community support structures.

Group Play Therapy: A form of therapy that is more structured in its approach than individual play therapy. In most cases, the therapist has a theme for the group along with specific aims and objectives for each session. These therapy sessions may focus around issues such as self-esteem, bullying, or grief.

Mentoring: When somebody older than a child provides encouragement of an individual's achievements and aspirations. It takes many forms such as role models, teams and communities.

Moving Mandala: Mandalas have been used over many centuries, traditionally in religious or political matters. The creation of a circle organizes and regulates the group members to be respectful to the personal space of others. The concept of a moving mandala, sees a development of the traditional mandala as it allows an individual to leave and re-join the process.

Play Therapy: A non-directive therapeutic, using sand, art, music, dance, or drama to allow individuals to express traumatic experiences. Using a child-centered approach, the play therapist uses observation skills to recognize transfer of emotions through issues such as loss, trauma, or anxiety.

Stress Model of Crisis: A model based on four phases: 1. Triggering, 2. Escalation, 3. Outburst, and 4. Recovery. It demonstrates the emotional stages of a violent outburst and how individuals are heightened from baseline behavior to the extreme, such as carrying our violent act.

Theater of Witness: Developed in 1968 by Teya Sepinuck, Theater of Witness is a model of performance where individuals display personal stories to their wider community. The participant will tell their story of trauma through a performance in the front of their family and friends. Theater of Witness uses word, music, movement, and cinematic imagery to assist individual growth and personal transformation (Sepinuck, 2015).