

# Anthony and Alyssa Craft

(This is a fictional case with no PHI included)

## Referral

Anthony and Alissa Craft are 34-month-old White twins referred to treatment by their CPS worker. They were born premature at 29 weeks' gestation and were removed from their mother at birth due to her substance abuse. Both twins had numerous medical issues and remained in the NICU for 1 month after their birth. Anthony was fed via a nasogastric tube. At 1 month old, they were released from the hospital to a foster family who cares for high-risk babies. They remained in that home until they were 7 months old, when they were returned to their biological mother. They were removed from her care 5 months later (at 12 months old) due to exposure to severe domestic violence. It was reported that mother's boyfriend stabbed her with a knife and threatened to kill her and the children. Anthony and Alissa were placed in three different foster homes during the following year and were returned to their mother when they were 2 years old. Six months later, they were removed after their mother attempted suicide. She slashed her wrists.

Medical exams revealed that Anthony had bruises on his body and an x-ray showed prior tibia trauma. Anthony and Alissa were placed in foster care with Gina and Kerri who hoped to adopt them although they were concerned about keeping Anthony because he was very difficult to manage. Anthony is extremely aggressive and has prolonged and unmanageable tantrums. He hits, kicks, spits at people, and throws things. He is hyperactive and has difficulty following any instructions. His speech is delayed, and he is not potty trained. Alissa is shy and approaches people slowly, but once she warms up, she is very engaging and talkative. Her foster mothers notice that Alissa engages in odd sexual behaviors. She tries to kiss them with her tongue, and she often rubs her vaginal area. The children's biological mother is still trying to reunify with the children, and it is unclear as to whether her parental rights will be terminated.

- What comes up for you after reading this referral?
  - What are your treatment considerations?
  - What supports will you need?
- 
- Imagine you are in a supervisory role or consulting as a peer
  - Read through the template
  - Keep your fidelity strand in mind
  - You may want to read through the questions on the [CPP compass](#)
  - Highlight places in the template, where you might wonder with the clinician about that particular fidelity strand
  - On the top of page 6, rate your level of challenge and capacity with regard to your strand
  - Talk in small groups with others assigned to that strand
  - Return to the large group to and share
    - What the fidelity strand means to you, how it guides you
    - Places in the template where you might help the clinician think about that strand of fidelity



Anthony and Alyssa Craft  
CASE PRESENTATION TEMPLATE  
(This is a fictional case with no PHI included)

- Complete template - keep it brief, bullet points are fine
- **Do not include any PHI** (protected health information). No names or birthdates. You can make up names or refer to family members by their relationship (child, mother, grandmother, father, foster father)
- Best to name file as follows: "Your Name CPP Presentation Date" (allows people to easily find it in their email)
- Email to group, ideally 48 hours ahead of time

**Clinician's Name:** XXXX

**Date of Presentation:** XXXX

**Date Began Working with Family:** XXXX

**Treatment Phase:** Core intervention phase: 7 sessions

| Family Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                           |                   |                  |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-----------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Children                                                                                                                                                                                                                                                                                  | Primary Caregiver | Other Caregiver  | Other Caregiver |
| Age (years. and months)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 34 months                                                                                                                                                                                                                                                                                 | 39 - Kerri        | 44 - Gina        | 29              |
| Ethnicity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | white                                                                                                                                                                                                                                                                                     | white             | white            | white           |
| Gender/Relationship to Child                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Twins - male and female                                                                                                                                                                                                                                                                   | Foster adopt mom  | Foster adopt mom | Bio mom         |
| Other caregivers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Children's biological father is reportedly in prison. The children have not had contact with him. He has no parental rights.                                                                                                                                                              |                   |                  |                 |
| Sibling Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• The biological mother has 2 other children who were removed from her care and were placed with their fathers' families.</li><li>• There are currently no other children in the foster family, but they are considering adopting a baby.</li></ul> |                   |                  |                 |
| School Information:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Anthony is in a therapeutic preschool. He has significant behavior problems. They are in the process of enrolling Alyssa in a small, mainstream preschool. She seems to be transitioning well.                                                                                            |                   |                  |                 |
| <b>Socio-Cultural Considerations</b> ( <i>cultural background/values/practices, immigration history, historical trauma, economic stressors</i> ) <ul style="list-style-type: none"><li>• The foster parents Gina and Kerri identify as a white, lesbian couple.</li><li>• Kerri is very religious but does not currently go to church. She had originally wanted to adopt a baby girl, but when she was contacted about fostering the twins, she felt that this was God's way of answering her prayers.</li><li>• Little is known about the biological mother. She is White and was born in Missouri but grew up all over the United States.</li></ul> |                                                                                                                                                                                                                                                                                           |                   |                  |                 |
| <b>Languages Spoken in Home:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                           |                   |                  |                 |
| <b>Reason for Referral and Referral Sources</b> <p>The children were referred by their child protective services worker. The worker reports that she and the foster parents are very concerned about Anthony. He is extremely aggressive and hyperactive. They worry that his aggression may be related to the fact that he was drug-exposed and wonder if medication might help. She notes that the foster mothers are not sure if they can keep Anthony.</p>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                   |                  |                 |

The DCFS worker and foster mother would also like Anthony's twin sister, Alyssa, to be a part of treatment. There are concerns, related to sexual behaviors she is exhibiting that she may have been molested.

### Child Trauma History

*Bullet points organized by age of exposure*

- Birth: Both born with positive toxicology screens for methamphetamines
- Birth-1 month: Numerous medical procedures. Anthony had more severe complications and was fed via a nasogastric tube and kept in the NICU longer.
- 7 months: Separated from their first foster family and reunited with their biological mother
- 12 months: Exposure to severe domestic violence (may have been ongoing since age 7 months). Mother's boyfriend choked mother in front of the children. She screamed and neighbors called the police. He was arrested.
- 12 months – 2 years: 3 different foster homes, unclear what happened in those homes, but they left one suddenly. Bio mother visited them regularly during this time. Placed with bio mother at age 2.
- 30 months: Witnessed aftermath of bio mother's suicide attempt. She slashed her wrists. Unclear what they saw. They were home when the ambulance took her away.
- 30 months: Anthony found to have experienced prior physical abuse, unclear when it happened. Bio mother told the worker that her boyfriend would beat Anthony when he misbehaved. When she tried to stop him, he would say that if she called the police, they would take her children away for good.
- Other - unclear what may have happened but foster parents are concerned that Alyssa may have been molested.

### How obtained (e.g. TESI-PRR): TESI-PRR

Foster mothers originally were not aware of the children's full history. Therapist obtained child welfare reports and child welfare worker's permission to share information to stabilize the children's placement. Used TESI-PRR to talk to foster parents about what they knew or suspected and what was written in different reports.

### Child Symptoms/Developmental Capacities

*Bullet points*

#### Anthony

- Aggressive (kicks, spits, throws things)
- Hyperactive
- Temper tantrums (multiple times a day lasting longer than a half hour)
- Speech delays
- Sensitive to noises and lights
- Sleep problems
- Picky eater

#### Alyssa

- Very clingy with foster mother
- Initially shy but will also sit on strangers laps
- Odd sexual behaviors, tries to kiss adults and other children on the lips, touches her vaginal area frequently and rubs self on others
- Sleep problems

### How obtained: Symptoms: Interview, CBCL 1 ½-5

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Caregiver Trauma History</b><br/> <i>Bullet points organized by age of exposure</i><br/> Gina is not as able to be as involved in treatment due to her work and travel schedule. No trauma screening done, but she describes her family life as stressful until her parents split up (when she was 9) and then things improved. She now has a good relationship with her parents and her four siblings.</p> <p>Kerri declined to complete the Life Stressors Checklist Revised. She said that it made sense to ask biological parents to do it, but she would prefer that treatment focus on the children. She did say, however, that she understood what the children were going through because her father was an alcoholic who was often violent. Her mother was bipolar and was prone to rages. Her brothers were often aggressive with her. She also said that when she was 9, she was fondled by one of her cousins. She never told anyone. This is why she is so concerned about Alyssa.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Caregiver Symptoms/Challenges</b><br/> <i>Bullet points (include past &amp; current history of substance use)</i></p> <ul style="list-style-type: none"> <li>• Kerri has moderate symptoms of depression which she attributes to the stress she feels. She also notes that having the children has caused stress in her relationship</li> <li>• She is angry that Gina travels so much even though she understands that they need the money. She says that Anthony, in particular, becomes much more difficult when she goes away.</li> <li>• Denied any PTSD symptoms related to her childhood history of exposure to domestic violence. She notes that she just tries not to think about it. She feels like Gina helped her find peace and love, and she wishes she could be patient like her when it comes to Anthony.</li> </ul> <p><b>Caregiver Strengths</b></p> <ul style="list-style-type: none"> <li>• Close relationship and loving partnership (although recently strained by the kids and challenges of becoming parents)</li> <li>• Very blunt - values open communication</li> <li>• Thoughtful when not triggered</li> <li>• Very good at creating structured environments</li> <li>• Loves to do creative projects with the kids</li> </ul> |
| <p><b>How obtained (e.g. LSC-OR):</b> LSC - not done</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>How obtained:</b> Clinical interview</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Caregiver Response to Child's and Own Trauma History</b><br/> Select from below to describe caregiver's emotional response to child's and own trauma history</p> <ol style="list-style-type: none"> <li>No known history of trauma</li> <li>Integrated: Emotionally integrated, able to talk about experience without being overwhelmed</li> <li>Triggered: Overwhelmed or flooded by thinking about child's experience</li> <li>Avoidant: Avoids thinking about child's experience, blocks or pushes away experience</li> <li>Mixed Avoidant &amp; Triggered: Overwhelmed by child's experience and actively avoids thinking about it</li> </ol> <p><b>Response to child's history:</b><br/> Kerri with Alyssa: Integrated<br/> Kerri with Anthony: Triggered<br/> Gina and Kerri both acknowledge the children's trauma history. They are especially concerned that Alyssa may have been sexually abused and want treatment to address this. Kerri feels very close to Alyssa but is triggered by Anthony. She is concerned that he may have inherited bad tendencies or that his prenatal exposure to drugs may have severely affected him. When he is aggressive, she puts him in time out. She tells him he needs to behave and be good like Alyssa for mommy to play with him.</p> <p><b>Response to own history:</b> Unclear seems avoidant does not want to talk about it but at times does share.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Relationship History and General Description

*(include any changes in caregivers & living situation, bullet points organized by age)*

- Children have had multiple placements (see above).
- Placed twice with bio mother
- Have been in five different foster homes
- In this home since 30 months of age

### Relationship Challenges *(Bullet points)*

#### Anthony

- Kerri feels like Anthony has not connected to her. Anthony is more connected to Gina, but Gina travels a lot.
- Concerned that Anthony does not seem remorseful when he does something wrong and this really upsets Kerri.
- Kerri does not seem to read his emotional states or offer him comfort when he is upset. He can go to Gina, but when Gina is not around, Kerri and Anthony really clash.
- When he tantrums or behaves badly Kerri does not know what to do.

#### Relationship Strengths

##### Alyssa

- Gina has a warm relationship with Alyssa. Alyssa seeks comfort from her and can be soothed by her.
- Very sensitive to Alyssa's moods.

**Triangle of Explanations:** *Describe the components of the CPP triangle. If there are differences between what was discussed during the Feedback session and what occurred when the child was introduced to CPP, describe.*

**EXERCISE: Develop a triangle of explanations for each child with a partner.**

**Think about how you might talk about this with the caregiver and then with the child.**

Experience:

Feelings/Behavior:

How Treatment will Help:

Protective and Growth Promoting Factors:

Modality: Way this will be shared with the child (e.g. discussion, using toys)

### FIDELITY SUMMARY SHEET

**EXERCISE:** Given what you know after reading the full template, think about your potential level of challenge and capacity for the different strands of fidelity.

| Fidelity Summary    | Level of Challenge | Capacity | <b>Instructions</b><br>In boxes on left write number or word that reflects level of challenge you experience and sense of capacity in working with this family related to the different fidelity strands<br><br>Challenge: 0=No; 1=Low; 2=Moderate; 3=Significant<br><br>Capacity: 1=Requires Development; 2=Emerging; 3=Acquired |
|---------------------|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reflective Practice |                    |          |                                                                                                                                                                                                                                                                                                                                   |
| Emotional Process   |                    |          |                                                                                                                                                                                                                                                                                                                                   |
| Dyadic Relational   |                    |          |                                                                                                                                                                                                                                                                                                                                   |
| Trauma Framework    |                    |          |                                                                                                                                                                                                                                                                                                                                   |
| Procedural          |                    |          |                                                                                                                                                                                                                                                                                                                                   |

| CPP Objectives                                    | Progress | Focus in Treatment | <b>Instructions</b><br><br>Progress: Rate progress towards the specific objectives<br><br>3 = Established: Good enough to support development<br><br>2 = Present but Unstable: Good under some conditions. Not fully consolidated. Lost in response to internal or external stress.<br><br>1 = Emerging: Early manifestations<br><br>0 = Primary Target/Urgent Concern: Immediate risk to development, relationship and/or therapeutic alliance<br><br><b>Focus in Treatment:</b> (optional)<br>Rate the degree to which you see the clinician and caregiver focusing on the objective in the clinical material shared in this note<br><br>0= not evident<br>1= mild focus |
|---------------------------------------------------|----------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hope                                              |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Empathic Relationship with Family Members         |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Physical Safety                                   |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Safety in the Environmental Context               |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Stabilization                                     |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Safety and Consistency in Therapy                 |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Perceived Safety                                  |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Safety within Caregiver-Child Relationships       |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Strengthen Family Relationships                   |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Coordinate Care                                   |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Strengthen Dyadic Affect Regulation Capacities    |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Strengthen Dyadic Body-Based Regulation           |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Support Child's Relationship with Other Caregiver |          |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                 |  |  |                                        |
|-----------------------------------------------------------------|--|--|----------------------------------------|
| Enhance Understanding of the Meaning of Behavior                |  |  | 2=moderate<br>3=significant or primary |
| Support Child in Returning to a Normal Developmental Trajectory |  |  |                                        |
| Normalize the Traumatic Response                                |  |  |                                        |
| Support Dyad in Acknowledging the Impact of Trauma              |  |  |                                        |
| Help Dyad Differentiate Between Then and Now                    |  |  |                                        |
| Help Dyad Put the Traumatic Experience in Perspective           |  |  |                                        |

### Treatment Successes:

- Gina and Kerri both have really begun to think about the children's experiences and how they are affecting each of them.
- After the assessment, Kerri said she felt closer to Anthony and stated that she hadn't really realized all he had been through
- Kerri is very verbal about how Anthony gets under her skin, perhaps because he reminds her of her brothers (when they were aggressive) and her mother.
- Kerri and Gina have adopted a safety framework for both children. When Anthony misbehaves, they both talk about how what he is doing is not safe, and they need him to learn to be safe.
- Kerri notices that Anthony is very good at puzzles, and she appears to take pleasure in this and to notice that when they play together, he is able to sit and focus for a long time.

During the foundational phase a therapeutic door opened after Kerri mentioned that Anthony reminded her of her mother, who had a diagnosis of bipolar disorder. Kerri's mother had unpredictable rages that terrified Kerri. As Kerri grew up, she coped with her terror by developing defenses against strong negative affect. She said laughingly that this is why she fell in love with Gina, who was very even-keeled. Anthony, she said, took her back to her childhood. She wanted to protect Alyssa from him just as she wished someone would have protected her from her mother. The therapist remarked, "I wonder if Anthony had a similar experience to yours. His mother and her boyfriend were unpredictable and scary." "Wow," said Kerri. "I never would have thought that Anthony and I had anything in common, but maybe we both had out-of-control mothers." As Kerri linked her past to Anthony's, she became better able to respond to his needs for regulation and to be interested about the meanings and needs behind his behavior.

### Feedback and Questions: *Areas for consultation, challenges, 2-3 questions you would like the group to discuss*

- Kerri has a very busy schedule and would like the children to be seen at the same time, but the children seem to process their experience in different ways. Anthony seems to interfere with Alyssa's ability to play.
- Anthony's play is chaotic and dysregulates Kerri.. How can I help him play in ways that bring him closer to his foster mother?
- The social worker called and said that mom has been completing the steps on her reunification plan. She is clean and sober. If all goes as planned, the children will begin having visits with her next month. The social worker would like to know if there is a way to involve their biological mother in their treatment.

### Clinical Material

*Instructions: Attach and provide clinical material to demonstrate: 1) treatment progress; 2) your interventions. Ideally the clinical material you share should include recent sessions and should be linked to your consultation questions.*

- 1) *Process notes - entire session or sessions*
  - 2) *Several parts of entry*
  - 3) *Video (if arrangements have been made to share video or audio files)*
- PROVIDE CLINICAL MATERIAL BELOW OR IN AN ATTACHED FILE

## ANTHONY AND Alyssa CRAFT - CLINICAL MATERIAL

### First Session: (Introduction of the Triangle):

Therapist and foster mothers agreed on the following introduction to treatment. The therapist met with Anthony, Alyssa, and Kerri. Gina was unable to make it. The therapist had a few dolls and said.

Therapist: I have been meeting with your mommies. They told me that you and Alyssa are now living with them. Before that you lived in a lot of other places. *(Moves the dolls to different places)*. You lived over here with your mama Susan and in lots of other places with other people. Your mamas Kerri and Gina don't know what things were like in these other places. They hope that in some of the homes people took good care of you. In other places though they think things may have been scary. People argued and fought *(shows this with dolls)* and Anthony got hurt on his leg. Your mamas want you to know that it's ok to talk about what things were like in the other homes. They are trying really hard to be a good mamas to you and to keep you safe.

Kerri: Yes, we want you to know that we are trying to take good care of you. We are so sorry if things were scary before.

Alyssa: *Leans on Kerri and curls into her.*

Therapist: I think Alyssa is showing us that she feels safe with you. She knows you are taking good care of her.

Anthony: *Walks across the room and begins pulling on the cabinets where the toys are stored*

Foster mom: This is just how he is. I don't think he was even listening to you. Maybe he doesn't really remember what happened. He never talks about it. Not like Alyssa.

Anthony: *Takes a baby doll out of the cabinet. He is banging it around.*

Foster mom: Gentle Anthony. I want you to be gentle with the baby. Here Anthony give me the baby.

Anthony: *Turns away from Kerri and takes the baby and keeps banging it.*

Foster mom: *Goes and takes the baby from Anthony.* You can't have the baby if you can't play nicely with it. *She takes the baby and brings it over to where she is sitting with Alyssa.*

Anthony: *Begins to scream.*

Foster mom: *Turns away from him.*

### Other themes in the session

#### Alyssa

- Takes the adult dolls and has them fight and then she hides the baby dolls in a cupboard that closes.
- Alyssa plays with food toys and gets upset when Anthony takes the food.
- Alyssa puts a small child figure next to a male figure and has the male figure make loud kissing noises.
- Alyssa plays with the baby dolls. She changes their diapers often and looks a lot at their private areas.

## Anthony

- Wanders off and wants to play with the animals. Kerri asks him to play nicely.
- He make the animals fight and growl
- Disturbs Alyssa's play and tries to grab the people
- He also tries to take all the food when Alyssa is cooking
- He often throws the people and the furniture out of the house

The room feels chaotic. Kerri says that Anthony is being disruptive and is interrupting what Alyssa is doing

## Ports of Entry in Sessions 3-5

**Port 1:** Alyssa is playing with the house toys. She carefully set up the house and puts the dolls in it that she usually uses to represent herself, her brother, and her foster parents. She has the mother doll say "dinner time," and she has her doll call back and say yes mommy I'm coming.

Anthony comes over. He has been playing with a toolkit. He begins sawing the roof of the house. His foster mother redirects him. "Anthony, Alyssa is playing with the house, you play over here." She grabs a big block and says "you can saw this." Anthony saws the piece of wood. The therapist says "I wonder if Anthony saw how you were playing with Alyssa and he wanted to come over and get some of your attention." The mom looks at him and says "did you want my attention?" Anthony continues to saw on the piece of wood. He turns it over and throws it towards the cabinet. The foster mother says "Maybe he wants my attention, but this is not the way to get it."

The therapist does not know what to say. The therapist is concerned that Anthony keeps derailing Alyssa's play.

**Port 2:** Anthony is playing with some baby lions. He says they are sleeping. He puts other animals around them and says they are sleeping too. Then he has a rhinoceros come in, the rhino rides through the area he has set up and tosses the other animals in the air. Mom asks Anthony to play nicely with the toys. Alyssa tries to take on of the lions. Anthony gets upset and hits Alyssa.

**Port 3:** The foster mother is very upset because Anthony had a rough day at school and choked another child. She says she want him to tell you what happened. Alyssa is sitting in her lap. She is quiet and is not moving.

**Port 4:** The foster mother begins whispering to the therapist about how the social worker wants them to have visits with their M-O-M. She is clearly upset and is saying that after all that they've been through, she can't believe this is happening. The children are playing quietly.