

Tacky Box as a *Clinical* Tool



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www.tackybox.com

- Tacky Box is a whole campus Tier 1 intervention and can also be used as a clinical tool.
- It is effective in individual sessions or small group work.
- What children put in their Tacky Box can be a window into their suffering, how they view themselves, and how they view the world, thereby amplifying any simultaneous clinical interventions.



The Child and the Tacky Box

- It is critical that the child drive what and how much they share from their Tacky Box. The primary relationship is between them and their box, and they must have a sense of control and agency around how much they let others into that sacred space.

“Your Tacky Box is private. You can choose to share anything you like! But you don’t have to. Some kids have things they tell their Tacky Box that they would also like an adult who cares about them to know. It could be something that still makes your heart feel heavy even though you locked it away. Or maybe it is something you aren’t sure how to handle because it keeps happening. It’s totally up to you!”

- If a child is uncomfortable sharing what is in their Tacky Box, a rich conversation can still emerge by putting the child in the role of “consultant”...

“Another student used their Tacky Box to process a fight her parents had that made her feel anxious. I shared some thoughts with her that I thought could help, but I’m wondering what advice you would have for her.”

Or put them in the role of “consultee”...

“...would it be helpful to you to hear what worked for her in case it might work for you?”

- Tacky Box helps children with little worries and big worries. Not unlike other therapeutic tools, it’s critical that they feel free to use the box in whatever way serves them without interference or policing from adults.



Pro-Social Attributes That Tacky Box Reinforces:

- Self-reflection
- Self-regulation
- Self-awareness
- Perspective Taking
- Empathy
- Kindness
- Curiosity
- Care
- Congruence
- Mindfulness
- Growth Mindset
- Self-compassion
- Culture of Belonging
- Stronger Relationships

Sample Processing Questions:

- *Is it an "adult worry" or a "kid worry"? If you think it's an adult worry, would you like me to hold on to that one so you can focus on kid worries? It can be helpful to brainstorm the differences – kid worries could be gross food, friend troubles, or homework. Adult worries could be about how adults are behaving, politics, war, money, etc.*
- *Did you notice how you were feeling or what you were thinking about before you hit your friend? Did your body give you any early clues that you were having a hard time? Like racing heart, or sweaty palms?*
- *How would you like to handle that differently next time? How would you like for them to handle that differently next time?*

