Applications of Play Therapy

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Agenda

1. Intentions for today's webinar
2. Evidence-based approaches
3. Play behaviors + Play themes
4. Working with Parents & Families
5. Q & A

*Please feel welcome ask questions and/or post comments in chat box.
Intentions for Today’s Webinar

Part 2 follow up to CTAC webinar hosted by Ann Beckley Forest on the foundations to play therapy.

Focus on applications of play therapy and identifying additional resources for individuals seeking training and/or credentialing in play therapy.

Spark your curiosity and encourage your heart and mind to enhance your play therapy practice.
Evidence Based Play Therapy Approaches

Play Therapy approaches that have been designated as “evidence-based:”

- Child-Centered Play Therapy (CCPT)
- Adlerian Play Therapy (AdPT)
- Child-Parent Relationship Therapy (CPRT)
- Theraplay
- Filial Family Therapy

SAMHSA National Registry of Evidence-based Programs and Practices, now called EBP Resource Center

California Evidence-based Clearinghouse (CEBC) for Child Welfare
Evidence Based Play Therapy Approaches

- Association for Play Therapy (APT)
  - https://www.a4pt.org/page/EvidenceBased
- International Journal of Play Therapy (IJPT)
  - https://www.apa.org/pubs/journals/pla/
- University of North Texas Center for Play Therapy
  - https://cpt.unt.edu/research-and-publications
- PlayLit: World’s Largest Play Therapy Library
  - https://cpt.unt.edu/playlit
- Summary of Play Therapy Meta Analyses
  - https://cpt.unt.edu/researchpublications/meta-analyses
- Online Play Therapy Research Database
  - http://evidencebasedchildtherapy.com/
Play Therapy Outcome Research Database

This database aims to include all available play therapy intervention outcome research since 1995 to the present published or translated in English that meets the definition of play therapy established by the Association for Play Therapy (APT). View inclusion criteria

The objective is an interactive, sortable database of treatment outcome research which can serve as a useful source of information regarding the evidence base for play therapy’s effectiveness. View key for abbreviations of study characteristics

Database developed by: Dr. Sue Bratton, Eric Dafoe, Alyssa Swan, Kristie Opiola, Damian McClintock, & Gustavo Barcenas

Sort Research By:

Search Database

- Treatment Model
  - Research Design
    - Randomized Controlled Trial - Waitlist Control

Authors & Publication Information

EXPAND FOR FINDINGS & STUDY CHARACTERISTICS

Screenshot of Evidence-Based Child Therapy website portal: http://evidencebasedchildtherapy.com/
Poll Question

In what setting do you work?

A. School
B. Private Practice
C. Clinic
D. Residential
E. Hospital
F. Other
Evidence Based Play Therapy Approaches

‣ Child-Centered Play Therapy (CCPT)


“Child-centered play therapy is a complete therapeutic system, not just the application of a few rapport-building techniques, and is based on a deep and abiding belief in the capacity and resilience of children to be constructively self-directed” (Landreth, 2012, p.53)


Videos: https://cpt.unt.edu/shopping/streaming-video

Training/Supervision: Become a Certified Child-Centered Play Therapist (Certified CCPT) through the Center for Play Therapy, located at the University of North Texas. Website: https://cpt.unt.edu/child-centered-play-therapy-certification

Contact person for certification training is Hannah.Robinson@unt.edu
Child-Centered Play Therapy (CCPT)


Therapist experiences CCPT attitudinal conditions: unconditional positive regard, empathy, genuineness.

Structuring Session: “In here, you can play with the toys in lots of the ways you want.” (highlight, not “any” of the ways that you want)

CCPT Playroom Tour: https://youtu.be/LZSVQI-Be5c

The overarching goal of CCPT is to unleash the child’s potential to move toward integration and self-enhancing ways of being.

Observable outcomes (improvement in academics, aggression, anxiety, disruptive behaviors, overall functioning)
Child-Centered Play Therapy (CCPT)

CCPT is a way of being with children.

CCPT skills: “Be with” attitudes, reflecting content and feelings, relational responding, encouragement vs. praise, limit setting, choice giving.

I don’t have expectations of what we will play on a given day, I wait to find out where the child takes us.

Child can experience themselves as someone worthy of the play therapist’s consistent and unwavering relationship. Child can develop less rigid views of self and others.
Evidence Based Play Therapy Approaches

‣ Adlerian Play Therapy (AdPT)

“...the Adlerian play therapist can develop a picture of children’s lifestyles and how their lifestyles are reflected in the patterns of their behaviors, thoughts, attitudes, and relationships” (Kottman & Meany-Walen, 2016, p. 35).


Videos: https://www.psychotherapy.net/video/adlerian-play-therapy

Training/Supervision: Become a Certified Adlerian Play Therapist through the League of Extraordinary Adlerian Play Therapists (LEAP). Website: https://adlerianplaytherapy.com/
Adlerian Play Therapy (AdPT)

Four Phases of Adlerian Play Therapy
1. Building a relationship
2. Exploring the client’s lifestyle
3. Helping the client gain insight into their lifestyle
4. Reorienting and Re-educating the client

Lifestyle Assessment
Crucial C’s
Goals of Misbehavior
Parent/Teacher Consultation

Resource: Kottman & Meany Walen (2016)
Evidence Based Play Therapy Approaches

- **Child-Parent Relationship Therapy (CPRT)**
  
  Resources: Landreth & Bratton (2006, 2019), Bratton & Landreth (2019), Landreth (1991), CPRT is a model of Filial Therapy (Guerney, 1964)

  “...a unique approach used by professionals trained in play therapy to train parents to be therapeutic agents with their own children through a form of didactic instruction, demonstration of play sessions, required at-home laboratory play sessions, and supervision in a supportive atmosphere” (Landreth & Bratton, 2019, p. 10).


  **Videos:** https://cpt.unt.edu/shopping/child-parent-relationship-therapy-cprt-action-dvd

  **Training/Supervision:** Become a Certified Child-Parent Relationship Therapist (Certified CPRT) through the Center for Play Therapy, located at the University of North Texas. Website: https://cpt.unt.edu/child-parent-relationship-therapy-
Filial Kits

Swan, 2017

Landreth & Bratton, 2019
Child-Parent Relationship Therapy (CPRT)

Three Components of CPRT:

1. DIDACTIC: Learn CCPT attitudes, principles and skills of relational responding, self-esteem building, and limit setting/choice giving.

2. GROUP PROCESS/SUPERVISION: Process experiences that week in group setting. Supervision of 1:1 play times.

3. SPECIAL PLAY TIMES: Parents facilitate at-home child-directed play times 1:1 and practice reflective responding skills learned in group training.

Goal of CPRT: Strengthen the Parent-Child Relationship

Evidence Based Play Therapy Approaches

- **Theraplay®**
  
  Resources: Booth & Jernberg (1999, 2010), Jernberg (1979),

  “Theraplay is an attachment-based model of play therapy that is characterized by playful, joyous interactions between parents and their child” (Munns, 2015, p. 53).

  **Articles to Read:** Howard et al. (2018), Siu (2009), Wettig, Coleman, & Geider (2011), Simeone-Russell (2011), Munns (2000)

  **Videos:** [https://www.theraplay.org/js-books-videos-media/theraplay-activities-demonstrated](https://www.theraplay.org/js-books-videos-media/theraplay-activities-demonstrated)

  **Training/Supervision:** Become a Theraplay Practitioner through The Theraplay Institute, located in Evanston, IL. Website: [https://theraplay.org/training](https://theraplay.org/training)
In addition to identifying “what works” and becoming a responsible consumer of play therapy research,

- Theoretical Orientation & Conceptualization,
- Quality Training & Ongoing Supervision,
- Clinical Experience & Client Concerns, and
- Cultural Competence (including Development)

guide play therapy intervention.

For example, have you ever wondered “how child-directed vs. therapist-directed should I be with this child in this session?”
As a play therapist,

Personal reflections:

➔ What do I believe about the nature of humans?
➔ How does change happen?
➔ What are the goals of therapy?
➔ Am I able to unconditionally accept the child? What moments make this easy/difficult?
➔ What inspires/challenges me most as a play therapist?
Theoretical Orientation and Conceptualization: Be cautious to not rely on techniques, without sound theoretical alliance and clear clinical relevance.

Training/Supervision: Utilize supervision, ongoing training, and peer support to enhance case conceptualization and play therapist awareness.

Cultural Considerations, Awareness, and Competence: Avoid pathologizing reactions to valid discrimination and/or bias. Consider toys/materials, language, access to services, diversity of cultural experiences and identities, etc. Play Therapy resources: Garza & Bratton (2005), Barcenas (2017)

Developmental considerations for play therapy.

Supervision and consultation are important when beginning to identify themes, particularly for therapist self-awareness

*Play Behavior:* acted out by children in the playroom to which a variation of meanings can be attributed.

*Play Theme:* a coherent metaphor from which the child communicates the meaning they attribute to experience.

➢ informs therapist about child’s internal meaning making system
Identifying Play Themes: 3 Characteristics

- Repetition
- Intensity
- Context
Including Parents and Families

- Regularly Scheduled Parent Consultation
  - Empathize, Listen, Provide Resources & Skills, Role Model, Be in Relationship with parents.

- Including parents as direct “agents of change” in the therapeutic process using interventions such as Child-Parent Relationship Therapy (CPRT)

- Family Play Therapy
# Attitudes for Building Relationship with Parents

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<tr>
<th>Respect for parent’s role - Parent as expert on their family</th>
<th>Respect for parent’s knowledge of child</th>
<th>Therapist as expert on treatment</th>
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<tbody>
<tr>
<td>Affection for parent as person</td>
<td>Patience</td>
<td>Clear Focus on child as client</td>
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Ray (2011), p. 142-143
Summary

Today we discussed:

➔ Resources and Description of CCPT, AdPT, CPRT, & Theraplay

➔ How theory informs intervention

➔ Distinguishing between play behaviors and play themes

➔ Involving parents and families in play therapy
Q & A

Please chat in your questions to “the host” at this time!
Thank you!

Please feel welcome to contact Dr. Alyssa Swan at alymswan2@gmail.com.

If you have questions about CTAC, please contact ctac.info@nyu.edu
References


References


References


Upcoming CTAC Events

Kinship Care 101
Tuesday, January 28 – 12:30 PM

Financial Assistance for Kinship Caregivers
Tuesday, February 11 – 12:30 PM

Evidence Based Treatment for First Episode Psychosis, Part II
Thursday, February 20 – 12 PM

Please fill out the CTAC Feedback Survey that will pop up upon closing this webinar. Thank you!