



Mining Report – May 2017

Which *change drivers* might rock the play therapy world? APT *mines* recent mental health *intelligence* (i.e. publications) and disseminates quarterly Mining Reports with cutting-edge trends, emerging wisdom, and other information to play therapy practitioners, instructors, and supervisors. Consult the publications or links displayed for answers to the questions.

Intelligence

How can training mothers in play therapy help their autistic children?

“The study finally revealed that the play therapy training significantly improved the social skills of autistic children.” (Amrollahifar, Hatami, & Ahadi, 2017, p. 1).

- 17 sessions of play intervention were compared to a no treatment control.
- Improvement was demonstrated in verbal and non-verbal skills of autistic treatment group.
- Treatment was delivered by the children’s mothers.

Amrollahi far, J., Hatami, H., & Ahadi, H. (2017). The effect of training play therapy to the mothers of autistic children to improve the verbal and nonverbal skills of their children. *Novelty in Biomedicine*, 5(1), 1-7.

Contributor: Stephanie Pratola, PhD, LCP, RPT-S, Roanoke, VA

How can sandplay therapy be utilized in treating adult survivors of childhood abuse?

“The client’s measured psychological well-being increased after sandplay therapy.” (Doyle & Major-Blatch, 2017, p. 12).

- Discussed the use of sandplay therapy in treating an adult survivor of childhood abuse.
- Provided information about the findings of this study, which support the theoretical aims of sandplay therapy.

Doyle, K. & Magor-Blatch, L. E. (2017). Even adults need to play?: Sandplay therapy with an adult survivor of childhood abuse. *International Journal of Play Therapy*, 26(1), 12-22. doi:10.1037/pla0000042.

Contributor: Vanessa Gaona, MEd, NCC, LPC-S, RPT-S, Sugar Land, TX

Is self-reassurance a protective factor among bullied adolescents who experience disordered eating or body shame?

“The current study tested a path model examining the association between emotional memories of experiences of warmth and safeness, and self-reassuring abilities, and whether these abilities moderate the impact of bullying experiences on body image shame and eating psychopathology.” (Duarte & Pinto-Gouveia, 2016, p. 998).

- Path analysis was conducted with a nonclinical sample of 609 adolescent girls, ages 12-18.
- Memories of warmth and safety were associated with self-reassurance.
- Adolescent girls’ ability to soothe with self-reassurance may mitigate the impact of bullying experiences on body image shame and disordered eating behaviors.

Duarte, C., & Pinto-Gouveia, J. (2017). Can self-reassurance buffer against the impact of bullying? Effects on body and disordered eating in adolescence. *Journal of Child and Family Studies*, 26(4), 998-1006. doi: 10.1007/s10826-016-0624-1.

Contributor: Elizabeth Burgin, MA, NCC, LPC Intern, Denton, TX

Does training students in play therapy aid their level of comfort and ability in providing play therapy techniques?

“Results from the preliminary study are promising as students’ self-perceived competence and comfort using play therapy was greater as a result of taking the one-week intensive MHS 6421 Foundations of Play Therapy and Play Process course” (Flasch, Taylor, Clauber, & Robinson 2017 p.1).

- Explored the impact of intensive play therapy training with graduate counseling students.
- Identified the importance of including specific topic areas as the student’s self-perceived competence increased when play therapy interventions were addressed.

- Described the importance of including previous literature and continual course evaluation to aid in the development of course instruction.

Flasch, P., Taylor, D., Clauber, R., & Robinson, E. (2017). Examining students' self-perceived competence and comfort in an experiential play therapy counseling course: A single group pretest-posttest investigation. *International Journal for the Scholarship of Teaching and Learning*, 11(1), Article 10.

Contributor Pedro J. Blanco, PhD, LPC-S, RPT-S, CHST Denton, TX

What is the impact of incorporating expressive and creative arts in social work education?

"This study highlights the use of creative and expressive arts, within groups, in undergraduate social work education. Results reveal the effectiveness of using expressive and creative arts in teaching social justice issues, self-awareness, and transformation." (Foels & Bethel, 2016, p.1).

- Provided theoretical rationale for use of expressive art in three elective courses in an undergraduate social work program.
- Explained specific expressive art activities designed to increase self-awareness and awareness of social justice issues.
- Provided qualitative evidence based on student feedback to support the effectiveness of expressive art activities at increasing self-awareness and awareness of social justice issues.

Foels, L. E., and Bethel, J. C. (2016). Revitalizing social work education using the arts. *Social Work with Groups*, 1-15. doi: 10.1080/01609513.2016.1258621.

Contributor: Kasie R. Lee, PhD, LPC, NCC, RPT, Jonesboro, AR

Which of two play therapy interventions is more effective in treating severe nighttime fears and sleep related problems in preschoolers?

"Significant reductions were observed in nighttime fears and objectively and subjectively measured sleep disruptions in both intervention groups following treatment. Parents report more advantageous outcomes for CBT-PIP compared to TEPT, with greater reductions in sleep problems and co-sleeping as well as higher customer satisfaction in the former group." (Kahn, Ronen, Apter, & Sadeh, 2017, p.40).

- Compared two play therapy modalities: Cognitive-behavioral therapy including parent involved play (CBT-PIP) and triadic expressive play therapy (TEPT).
- The two play therapy modalities were "structurally equivalent" with the former being a directive modality and the latter being non-directive.
- Parent report measures gave the directive approach a slight advantage.

Kahn, M., Ronen, A., Apter, A., & Sadeh, A. (2017). Cognitive-behavioral versus non-directive therapy for preschoolers with severe nighttime fears and sleep-related problems. *Sleep Medicine*, 32, 40-47. doi:10.1016/j.sleep.2016.12.011.

Contributor: Stephanie Pratola, PhD, LCP, RPT-S, Roanoke, VA

How can play Therapists Provide Culturally Responsive Services to Somali Refugees?

"CCPT's underlying tenets are a potential starting place to begin to address Somali refugee children's specific needs. CCPT offers a foundation from which multiculturally sensitive play therapy can be built." (Killian, Cardona, & Hudspeth, 2017, p.23).

- CCPT shows promise with Somali refugee children.
- Adaptations to play therapy are needed to support client acculturation and prevent practices that could be marginalizing or oppressive.
- Empirical research addressing play therapy with refugee children are needed to fully explore the cultural and ethical considerations within those populations.

Killian, K., Cardona, B., & Hudspeth, E. F. (2017). Culturally responsive play therapy with Somali refugees. *International Journal of Play Therapy*, 26(1), 23-32. doi: 10.1037/pla0000040.

Contributor: Elizabeth Burgin, MA, NCC, LPC Intern, Denton, TX

How do children with Autism Spectrum Disorder (ASD) play differently compared to those without autism in social play settings versus motor behavior based play settings?

"The purpose of this study was to examine salient child behaviors of young children with and without ASD in 2 distinctly different play settings: a traditional social-play-based setting and a motor-behavior-based play setting." (MacDonald, Hatfield, & Twardzik, 2017, p.19).

- Examines children with and without ASD and their play in two different play settings by examining individual behaviors and connectedness with their parent.
- Children with and without ASD performed similarly in social-play-based setting but not in motor-behavior-play-based settings.
- Early intervention focuses on social play but may need more focus on motor play.

MacDonald, M., Hatfield, B., & Twardzik, E. (2017). Child behaviors of young children with autism spectrum disorder across play settings. *Adapted Physical Activity Quarterly*, 34, 19-32.

Contributor: Elizabeth R. Taylor, PhD, LPC-S, RPT-S, Fort Worth, TX

Can play therapy help adults who were traumatized as children?

“Play therapy, although largely viewed as applicable to children and adolescents, can be an effective therapeutic medium for working with adults with complex trauma who experienced early childhood interpersonal trauma” (Olson-Morrison, 2017, p. 1).

- Described the manifestations of complex trauma in adults.
- Identified the use of Integrative Play Therapy when working with adults who experienced interpersonal trauma in childhood.
- Provided a detailed case presentation that illustrates the use of Integrative Play Therapy with adults with complex trauma.

Olson-Morrison, D. (2017). Integrative play therapy with adults with complex trauma: A developmentally-informed approach. *International Journal of Play Therapy*, 1-12.
<http://dx.doi.org/10.1037/pla0000036>.

Contributor: Montse Casado-Kehoe, PhD, LMFT, RPT, Orlando, FL

In what ways do children respond differently than adolescents when exposed to various types of family violence?

“Understanding how exposures to specific forms of family violence are interpreted and processed by children at different developmental stages is also necessary to creating developmentally informed prevention and intervention strategies” (Renner & Boel-Studt, 2017, p.10).

- Explains differences among the various types of violence a child may witness or experience within the family system.
- Discusses how the developmental age at which children first witness or experience family violence can exacerbate externalizing and internalizing behaviors.
- Shares findings of research which emphasizes that more family based interventions are needed and focus should include all types of family victimization.

Renner, L. M. & Boel-Studt, S. (2017). Physical family violence and externalizing and internalizing behaviors among children and adolescents. *American Journal of Orthopsychiatry*, Advance online publication.
<http://dx.doi.org/10.1037/ort0000260>.

Contributor: Kenisha Gordon, PhD, NCC, LPC-S, ACS, RPT-S, Clinton, MS

How can play therapists utilize Child Centered Play Therapy (CCPT) with children with behavioral issues?

“This study examined the effectiveness of intensive child-centered play therapy with children identified as having disruptive behaviors” (Ritzi, Ray, Schumann, 2017, p. 33).

- Provided validation of this intervention with children with disruptive behaviors.
- Discussed the benefits and limitations of the Child Centered Play Therapy (CCPT) with children with externalizing behaviors.

Ritzi, R.M., Ray, D.C., & Schumann, B.R. (2017). Intensive short-term Child-Centered Play Therapy and externalizing behaviors in children. *International Journal of Play Therapy*, 26(1), 217-229.
doi:10.1037/pla0000035.

Contributor: Vanessa Gaona, MEd, NCC, LPC-S, RPT-S, Sugar Land, TX

What is the neural evidence for school-aged children with a growth mindset?

“Individuals who believe intelligence is malleable (a growth mindset) are better able to bounce back from failures than those who believe intelligence is immutable.” (Schroder, Fisher, Lin, Lo, Danovitch, & Moser, 2017, p. 42).

- Reported growth mindset is related to greater attention to mistakes.
- Suggested growth mindset increases post-error accuracy for children not attending to earlier errors.
- Demonstrated the combined role of growth mindset and neural mechanisms among young children.

Schroder, H. S., Fisher, M. E., Lin, Y., Lo, S. L., Danovitch, J. H., & Moser, J. S. (2017). Neural evidence for enhanced attention to mistakes among school-aged children with a growth mindset. *Developmental Cognitive Neuroscience, 24*, 42-50. doi:10.1016/j.dcn.2017.01.004v.

Contributor: Yih-Jiun Shen, DEd, NCC, CSC, Edinburg, TX

Can using play therapy with pre-school children aid nurses in providing care?

"Play therapy helped pre-school children to improve their social, emotional, and behavioral skills. It also provided benefits for the children to decrease their fear and anxiety levels, to improve their communication, and coping skills, and to increase their self-esteem" (Sezici, Ocakci, & Kadioglu 2017, p.162).

- Recommended the use of play therapy for pediatric nurses caring for children.
- Identified the importance that play therapy has on lowering anxiety levels in children.
- Described the importance play therapy may have on socialization skills.

Sezici, E., Ocakci, A., & Kadioglu, H. (2017). Use of play therapy in nursing process: A prospective randomized controlled study. *Journal of Nursing Scholarship, 49*(2), p.162-169.

Contributor Pedro J. Blanco, PhD, LPC-S, RPT-S, CHST Denton, TX

How do counselors view play therapy with teenagers in schools?

"The results indicate that despite existing obstacles, 2 factors facilitated play therapy in secondary schools: (1) taking advantage of the therapeutic value of play and (2) counselor-associated efforts" (Shen, 2017, p. 84).

- Play therapy provides an important modality for therapy through supplementing or blending with talk therapy.
- Not all counselors have strong theoretical rationale for using play therapy.
- Resources often limited with counselors using personal items or bearing cost of supplies

Shen, Y. (2017). Play therapy with adolescents in schools: Counselors' firsthand experiences. *International Journal of Play Therapy, 26*(2), 84-95.

Contributor: Elizabeth R. Taylor, PhD, LPC-S, RPT-S, Fort Worth, TX

How can a popular television program help child therapists who are working with children of incarcerated parents?

"Promoting the emotional health of the growing number of children experiencing the incarceration of a parent is essential for reducing intergenerational cycles of trauma and incarceration" (Shlafer, Wanous, & Schuber, 2017, p. 304).

- Provides an overview of the various risks factors for children of incarcerated parents as it relates to the Adverse Childhood Experience (ACE) study.
- Highlights communication issues that can occur from a caregiver deciding how much information to provide a child regarding a parent's incarceration.
- Outlines Sesame Street's piloted program for mental health providers to aide in improving communication and improving the relationships between child(ren) and others involved in the child's life.

Shlafer, R. J., Wanous, A. A., & Schuber E. C. (2017). Statewide dissemination of Sesame Street resources for families affected by incarceration. *Health Promotion Practice, 18*(2), 298-305.

Contributor: Kenisha Gordon, PhD, NCC, LPC-S, ACS, RPT-S, Clinton, MS

Can play therapy help children who are experiencing behavioral issues in schools?

"School counselors who are trained in play therapy can use the modality to intervene with students who are at risk of failure. These school-based play therapy interventions can be employed individually or in a small group setting," (p.2).

- Described how group play therapy can be used with at risk students to address Tier 2 situations.
- Focused on using an Adlerian play therapy approach in groups.
- Implemented individual play therapy in Tier 3 level situations to help students achieve behavioral goals.

Winburn, A. Gilstrap, D., Perryman, M. (2017). Treating the tiers: Play therapy responds to intervention in the schools. *International Journal of Play Therapy, 26*, 1- 11. <http://dx.doi.org/10.1037/pla0000041>.

Contributor: Montse Casado-Kehoe, PhD, LMFT, RPT, Orlando, FL

What is the relationship between growth mindsets to psychological well-being and school engagement?

"The objective of positive education is not only to improve students' well-being but also their academic performance. As an important concept in positive education, growth mindset refers to core assumptions about the malleability of a person's intellectual abilities." (Zeng, Hou, & Peng, 2016, p. 1).

- Studied the topic with 1260 Chinese students in elementary and middle schools.
- Revealed high levels of growth mindsets predict higher psychological well-being and school engagement.

Zeng, G., Hou, H., & Peng, K. (2016). Effect of growth mindset on school engagement and psychological well-being of Chinese primary and middle school students: The mediating role of resilience. *Frontiers In Psychology, 7*, 1-8. doi: 10.3389/fpsyg.2016.01873.

Contributor: Yih-Jiun Shen, DEd, NCC, CSC, Edinburg, TX

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Reader feedback regarding how these Mining Reports might be improved and made more helpful for play therapy practitioners, instructors, and supervisors is welcomed. Mining Reports are archived in the Members Only section of the APT website (www.a4pt.org).