Evidence-Based Practice Statement: Play Therapy

Hierarchy of Evidence Quality:
The research pyramid illustrates the hierarchy of evidence for any given intervention, ranking the quality of evidence from the most reliable/credible (top of pyramid) to least reliable/credible (bottom of pyramid) (Paynter, 2009). The pyramid is widely accepted as the gold standard for evaluating best practices in mental and behavioral health. This statement provides evidence regarding the effectiveness of play therapy, evaluating the level, quality, and application of play therapy as a mental health intervention for children.

- **RCTs (N=25)** demonstrated children in play therapy showed statistically significant improvement in disruptive behaviors, internalizing problems, academic progress, relationships, self-concept, trauma, anxiety, and impairment.
- **Observational Studies**
  - 4 quasi-experimental studies; 9 single case experimental designs; 11 repeated measures single group studies demonstrated reductions in externalizing, internalizing, aggressive, attention deficit, trauma, and somatization problems, as well as improvement in self-concept, global functioning, relationship stress, development, and social-emotional assets.
- **Systematic Reviews/Meta-Analyses**
  - 4 Meta-Analyses/Systematic Reviews demonstrated statistically significant effectiveness for children participating in play therapy.
- **Case Reports, Qualitative Studies, & Perspectives**
  - 20 qualitative and case studies support the use of play therapy with disrupted attachment, highly disruptive behavior, negative home environments, loss and bereavement, past trauma, PTSD, psychosis, autism, emotional disorders, aggression, and developmental delays.
## Definitions

**Play Therapy:** Play therapy is the systematic use of a theoretical model to establish an interpersonal process wherein trained play therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development (APT, 2015).

**Systematic Reviews/Meta-Analyses:** Systematic reviews provide a structured method of critically appraising findings from multiple studies involving a particular area of study or intervention. Meta-analyses statistically evaluate and integrate the findings of multiple studies involving a particular area of study or intervention. When applied to intervention research, the goal of both systematic reviews and meta-analyses is to formulate a recommendation for practice.

**Randomized Controlled Trials (RCTs):** RCTs are experimental research studies that employ comparison groups and randomized assignment of participants. The goal of RCTs is to provide exploration of an intervention and methodological control over variables so that outcome and treatment effect can be generalized to an identified population.

**Observational Studies:** Observational studies include quasi-experimental studies (research that does not employ randomization procedures), single-case experimental designs, correlational research (research that explores associations between variables), and pre-post single group studies. Observational studies employ quantitative analyses but are limited in their controls of variables; hence, they are limited in terms of generalizing causal relationships between variables.

**Case Reports:** Case reports, also referred to as case studies, are reports on individual cases that provide anecdotal evidence, and can include individual quantitative data, on the use of a particular intervention.

**Qualitative Studies:** Qualitative research uses qualitative methods and analyses to provide rich description, perspectives, theoretical understanding, and experiences related to the use of a particular intervention.

## Search Information

**Databases:** PsycINFO, PubMed, ERIC, Academic Search Complete

**Search Terms:** play therapy, play counseling, play intervention

**Limits, Filters, Search Data Parameters:** 2000 to present; primarily individual intervention

**Date Most Recent Search:** June 1, 2016

## Identified Population

Children from 3 to 13 years old.

## Recommendations

Children between the ages of 3 to 12 years old should participate in play therapy as an intervention to alleviate symptoms related to behavioral and emotional problems, as well as contribute to overall wellness and healthy development.
To date, there are 4 peer-reviewed published meta-analyses on outcome effect of play therapy interventions; one meta-analysis includes a systematic review. Lin and Bratton (2015) conducted meta-analysis with 24 child-centered play therapy studies and concluded that play therapy demonstrated a statistically significant effect. Ray, Armstrong, Balkin, and Jayne (2015) performed a meta-analysis and systematic review of 23 child-centered play therapy RCTs conducted in schools and concluded that play therapy demonstrated statistically significant outcomes for children with disruptive behavior, internalizing, self-efficacy, and academic problems. Bratton, Ray, Rhine, and Jones (2005) employed meta-analysis with 67 play therapy studies and found statistically significant effects with medium effect size, concluding that play therapy was effective with both internalizing and externalizing problems. LeBlanc and Ritchie (2001) used meta-analysis to explore findings of 42 RCTs on play therapy, reporting statistically significant effects with moderate treatment effect size.

<table>
<thead>
<tr>
<th>Authors</th>
<th># of Studies</th>
<th>Mean Age</th>
<th>Effect Size</th>
<th>Favorable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lin &amp; Bratton (2015)</td>
<td>24</td>
<td>6.7 yrs</td>
<td>.33*</td>
<td>Externalizing and internalizing behavior problems; caregiver-child relationship stress; self-efficacy</td>
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<tr>
<td>Ray et al. (2015)</td>
<td>Range 4-13 yrs</td>
<td>No Mean Reported</td>
<td>.21-.38*</td>
<td>Externalizing and internalizing behavior problems; self-efficacy; academic; other</td>
</tr>
<tr>
<td>Bratton et al. (2005)</td>
<td>67</td>
<td>7.0 yrs</td>
<td>.72*</td>
<td>Behavior problems; social adjustment; self-concept; anxiety; development; relationships; other</td>
</tr>
<tr>
<td>LeBlanc &amp; Ritchie (2001)</td>
<td>42</td>
<td>7.8 yrs</td>
<td>.66**</td>
<td>Emotional adjustment; social adjustment; reaction to traumatic event; academic; behavior problems; family adjustment</td>
</tr>
</tbody>
</table>

*ES is statistically significant  + Studies included parent-involvem

Randomized controlled trials (N=25) demonstrated children in play therapy showed statistically significant improvement in disruptive behaviors, internalizing problems, academic progress, relationships, self-concept, trauma, anxiety, and impairment. Play therapy RCTs serve as credible evidence that play therapy is effective across ages 3 to 12 years old and with various presenting issues. All reviewed RCTs employed the use of random assignment, control or comparison experimental groups, clear intervention protocol, and appropriate data analysis procedures.

Disruptive Behaviors:
Several studies found statistically significant decreases in disruptive behavior for children in child-centered play therapy (CCPT) over children in a control group (Bratton et al., 2013; Garza & Bratton, 2005). Adlerian play therapy has also been found to be effective in reducing disruptive behaviors (Meany-Walen, Bratton, & Kottman, 2014). Fall, Navelski, and Welch (2002) demonstrated decreased problematic behaviors and decreased social problems for a CCPT experimental group when compared to the control group. Naderi, Heidarie, Bouron, and Asgari (2010) showed that children in activity-based play therapy showed statistically significant decreases in ADHD and anxiety symptomology when compared to a control group, while Packman and Bratton (2003) found that children showed decreases in externalizing behaviors after receiving humanistically-based group activity/play therapy. Furthermore, Ojiambo and Bratton (2014) found that displaced Ugandan orphans who participated in group activity play therapy demonstrated significant decreases in problem behaviors.

Internalizing Problems:
Farahzadi, Bahramabadi, and Mohammadifar (2011) described clinically significant decreases in diagnostic severity of social phobia symptoms following Gestalt play therapy. Flahive and Ray (2007) found that children in sandtray/play therapy group demonstrated clinically significant differences in internalizing and externalizing behaviors when compared to a control group. Garza and Bratton (2005) showed that children receiving CCPT showed moderate improvements in internalizing behaviors. Jalali and Molavi (2011) found that children in group play therapy showed statistically significant decreases in separation anxiety when compared to a control group. Naderi et al. (2010) showed that children in activity-based play therapy showed improvement in social maturity when compared to a control group. Packman and Bratton (2003) found that children showed decreases in internalizing behaviors after receiving Humanistically-based activity group therapy. Ray, Schottelkorb, and Tsai...
(2007) found that children with attention problems benefitted with improved emotional stability and anxiety/withdrawn symptoms after participating in CCPT. Stulmaker and Ray (2015) found that young children who scored clinically anxious improved significantly following participation in individual CCPT.

Academic and Language Concerns:
Blanco and Ray (2011) found that children in a CCPT experimental group showed significant improvement on academic achievement over children in a control group. Additionally, Danger and Landreth (2005) demonstrated clinical significant improvements in language skills in children who received CCPT over children in a control group.

Relationships:
Both Ray (2007) and Ray, Henson, Schottelkorb, Brown, and Muro (2008) found that CCPT resulted in significant decreases in teacher child relationship stress. Ray et al. (2008) found that short-term CCPT intervention (16 sessions over 8 weeks) demonstrated statistical significance and larger effect sizes in total stress, teacher, and student characteristics than long-term CCPT intervention (16 sessions over 16 weeks). Cheng and Tsai (2014) showed that participation in CCPT group was associated with fewer socially withdrawn behaviors. Finally, Cheng and Ray (2016) found that children who participated in group CCPT demonstrated gains in social-emotional assets, specifically empathy and social competence.

Trauma:
Schottelkorb, Doumas, and Garcia (2012) found that both CCPT and trauma-focused cognitive behavioral therapy (TF-CBT) were effective in reducing trauma symptoms according to child and parent report. Shen (2002) also demonstrated the use of CCPT for children following an earthquake. The author showed that a CCPT group demonstrated a significant decrease in anxiety and suicide risk when compared to the control group. In examining CCPT with children of domestic violence, Tyndall-Lind, Landreth, and Giordano (2001) demonstrated that participation in sibling group play therapy was associated with significant reductions in total behavior, externalizing, and internalizing behavior problems, aggression, anxiety, depression and significant improvements in self-esteem. The authors found that sibling group play therapy was equally effective to intensive individual play therapy.

Impairment and Medical Concerns:
Ray, Stulmaker, Lee, and Silverman (2013) found that a CCPT group demonstrated decreased levels of impairment with medium effect size compared to a delayed-start control group. Jones and Landreth (2002) showed that children in CCPT were able to adapt to diabetes better than a control group.

**RCT Study Descriptions**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Type, #, &amp; Session Length</th>
<th>Sample Description</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheng &amp; Ray (2016)</td>
<td>Group CCPT R=15-16 30 minutes</td>
<td>Kindergartners identified with social-emotional deficits N=43 Ages 5-6 23% African American 44% Hispanic/Latin 33% Caucasian</td>
<td>Children who received group CCPT demonstrated statistically significant improvement in overall social-emotional assets, empathy, and social competence over control group children according to parent report.</td>
</tr>
<tr>
<td>Su &amp; Tsai (2016)</td>
<td>Group CCPT 12 40 minutes</td>
<td>Children of new immigrants in Taiwan with relationship problems N=8 Ages 8-9 38% Vietnamese 38% Thai 25% Chinese</td>
<td>Children who participated in CCPT improved in relationships according to self and teacher report over those in the control group. CCPT children also demonstrated significant improvement in mood as reported by parents. +Authors employed non-parametric analyses due to low participant number</td>
</tr>
<tr>
<td>Study Authors</td>
<td>Type of Intervention</td>
<td>Duration</td>
<td>Participants</td>
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<tr>
<td>Blanco, Muro, Holliman, Stickley, &amp; Carter (2015)</td>
<td>Individual CCPT</td>
<td>16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Stulmaker &amp; Ray (2015)</td>
<td>Individual CCPT</td>
<td>R=12-16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Cheng &amp; Tsai (2014)*</td>
<td>Individual CCPT</td>
<td>10</td>
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<tr>
<td>Meany-Walen, Bratton, &amp; Kottman (2014)</td>
<td>Individual Adlerian PT</td>
<td>R=14-17</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Ojiambo &amp; Bratton (2014)</td>
<td>Group activity PT</td>
<td>M=16</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Ray, Stulmaker, Lee &amp; Silverman (2013)</td>
<td>Individual CCPT</td>
<td>R=12-16</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Researcher(s)</td>
<td>Type of Therapy</td>
<td>Duration (Minutes)</td>
<td>Sample Description</td>
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</tbody>
</table>
Age: 3-4 years old
42% African American
39% Hispanic/Latin
18% Caucasian
Children in CCPT demonstrated statistically significant decreases in disruptive behaviors over children in active control group. |
| Schottelkorb, Doumas, & Garcia (2012)          | Individual CCPT | M=17               | Refugee children with trauma symptomology                                          | N=26
Ages: 6-13
68% African American
16% Middle Eastern
10% Asian
6% Other
Results indicated that both CCPT and TF-CBT were effective in reducing trauma symptoms according to child and parent report. |
| Bianco & Ray (2011)                            | Individual CCPT | 16                 | Academically at-risk                                                                | N=43
1st grade
17% African American
34% Hispanic/Latin
46% Caucasian
Children in the CCPT treatment group demonstrated significantly significant improvement on academic achievement composite score over children in delayed-start control group. |
| Farahzadi, Bahramabadi, & Mohammadifar (2011)* | Gestalt PT      | 10                 | Children with social phobia                                                         | N=12
4th grade
100% from Tehran
Children in play therapy decreased scores of the diagnosing and severity factors of social phobia symptoms. |
| Jalali & Molavi (2011)*                        | Group PT        | 6                  | Children with separation anxiety                                                   | N=30
Ages: 5-11
100% from Isfahan
Authors found that children who participated in group play therapy demonstrated statistically significant reduction in separation anxiety as compared to no-treatment control group. |
| Naderi, Heidarie, Bouron, & Asgari (2010)      | Activity-based PT | 10                | Children diagnosed with ADHD and anxiety                                            | N=80
Ages: 8-12
100% Iranian
Children in therapy demonstrated statistically significant decreases in symptoms of ADHD and anxiety as compared to no-treatment control group. Children in therapy demonstrated statistically significant improvement in social maturity as compared to control group. |
Pre-K-5th grade
7% African American
41% Hispanic/Latin
45% Caucasian
7% Biracial
Results indicated that both intervention groups (short and long-term play therapy) demonstrated significant improvement in teacher-student relationship stress. Post hoc analyses indicated that the short-term intensive intervention demonstrated statistical significance and larger effect sizes in overall total stress, teacher and student characteristics. |
<table>
<thead>
<tr>
<th>Study</th>
<th>Type of Therapy</th>
<th>Duration</th>
<th>Client Characteristics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray (2007)</td>
<td>Individual CCPT</td>
<td>16 30 minutes</td>
<td>Children with emotional and behavioral difficulties N=93 Ages 4-11 13% African American 41% Hispanic/Latin 42% Caucasian 4% Biracial</td>
<td>Results demonstrated significant decreases in teacher child relationship stress with large effects sizes in total stress for all three treatment groups (play therapy, teacher consultation and play therapy, and teacher consultation only).</td>
</tr>
<tr>
<td>Ray, Schottelkorb &amp; Tsai (2007)</td>
<td>Individual CCPT</td>
<td>16 30 minutes</td>
<td>Children with Attention Deficit Hyperactivity (ADHD) symptoms N=60 Ages 5-11 17% African American 38% Hispanic/Latin 45% Caucasian</td>
<td>Results indicated that both conditions demonstrated statistically significant improvement on ADHD, student characteristics, anxiety, and learning disability. Children in CCPT demonstrated statistically significant improvement over active control children on student characteristics, emotional stability and anxiety/withdrawn.</td>
</tr>
<tr>
<td>Flahive &amp; Ray (2007)</td>
<td>Group Sandtray/Play Therapy</td>
<td>10 45 minutes</td>
<td>Children with behavioral difficulties N=56 Ages 9-12 9% African American 62% Hispanic/Latin 28% Caucasian</td>
<td>Children in sandtray/play therapy group demonstrated statistically significant differences as rated by teachers in total, externalizing, and internalizing behaviors when compared to delayed-start control group. Parents rated sandtray/play participants significantly different on externalizing behaviors.</td>
</tr>
<tr>
<td>Danger &amp; Landreth (2005)</td>
<td>Group CCPT</td>
<td>25 30 minutes</td>
<td>Children who qualified for speech therapy N=21 Ages 4-6 19% Hispanic/Latin 81% Caucasian</td>
<td>Results revealed that children in CCPT demonstrated increased receptive language skills and expressive language skills with large practical significance over children in the no-treatment control condition.</td>
</tr>
<tr>
<td>Garza &amp; Bratton (2005)</td>
<td>Individual CCPT</td>
<td>15 30 minutes</td>
<td>Children demonstrating behavioral problems N=29 Ages 5-11 100% Hispanic/Latin</td>
<td>Compared to comparison group (evidence-based school intervention), children receiving CCPT showed statistically significant decreases in externalizing behavior problems and moderate improvements in internalizing behavior problems as reported by parents.</td>
</tr>
<tr>
<td>Packman &amp; Bratton (2003)</td>
<td>Humanistically-based activity group/play therapy</td>
<td>12 60 minutes</td>
<td>Children with learning disabilities and behavioral problems N=24 4th &amp; 5th grade 4% African American 4% Hispanic/Latin 92% Caucasian</td>
<td>Children in therapy demonstrated decreases in externalizing and internalizing problems with large effect sizes over the no-treatment control group.</td>
</tr>
<tr>
<td>Study</td>
<td>Type of CCPT</td>
<td>Children Identified</td>
<td>Results</td>
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<tr>
<td>Fall, Navelski &amp; Welch (2002)</td>
<td>Individual</td>
<td>Children identified for special education N=66 Ages 6-10</td>
<td>Results demonstrated no difference between the groups in self-efficacy but teacher ratings showed decreased problematic behavior and less social problems for the experimental group as compared to the no-treatment control group.</td>
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<td></td>
<td>CCPT 6</td>
<td>98% Caucasian 2% Unidentified</td>
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<td>30 minutes</td>
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<tr>
<td>Jones &amp; Landreth (2002)</td>
<td>Individual</td>
<td>Children with diabetes N=30 Ages 7-11</td>
<td>Both groups improved anxiety scores; the experimental group showed a statistically significant increase in diabetes adaptation over the no-treatment control group.</td>
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<tr>
<td></td>
<td>CCPT 12</td>
<td>3% African American 7% Hispanic/Latin 87% Caucasian</td>
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<td></td>
<td>30 minutes</td>
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<tr>
<td>Shen (2002)</td>
<td>Group CCPT</td>
<td>Children at high-risk for maladjustment following an earthquake N=30 Ages 8-12 100% Taiwanese</td>
<td>CCPT group demonstrated a significant decrease in anxiety, as well as a large treatment effect, and significant decrease in suicide risk as compared to the no-treatment control group.</td>
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<td>10</td>
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<td>40 minutes</td>
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<tr>
<td>Tyndall-Lind, Landreth &amp; Giordano (2001)</td>
<td>Individual &amp; group</td>
<td>Children living in domestic violence shelter N=32 Ages 4-10 39% African American 21% Hispanic/Latin 40% Caucasian</td>
<td>Children in sibling group play therapy demonstrated a significant reduction in total behavior, externalizing, and internalizing behavior problems, aggression, anxiety, depression and significant improvement in self-esteem. Results indicated that sibling group play therapy was equally effective to intensive individual play therapy.</td>
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<tr>
<td></td>
<td>CCPT 12</td>
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<td></td>
<td>45 minutes</td>
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</tbody>
</table>

R=Range of number of sessions; M=Mean number of sessions; N= Total number of children in study; CCPT = Child centered play therapy; TF-CBT = Trauma-focused cognitive behavioral therapy

*Details limited due to study published in language other than English. Information taken from abstract.

### Observational Studies

Observational studies (N=25) provide credible evidence that play therapy is effective when exploring its application with single case experimental designs (6 single case studies using baseline measures for control and data analyses), quasi-experimental studies (3 studies using comparison or control groups, measurement, and data analysis but do not use random assignment), and cohort groups measured over time (10 repeated measures single group studies).

**Single-Case Experimental Designs:**

Rigorous single case experimental designs (SCED) in which researchers utilized baseline control phases, multiple data collection points, intervention protocols, and current data analysis methods provide evidence that play therapy intervention provides substantial and effective treatment to children who are not demonstrating improvement prior to treatment. Schottelkorb and Ray (2009) demonstrated positive effect of play therapy on children demonstrating clinical levels of ADHD symptoms. Swan and Ray (2014) found that CCPT decreased hyperactivity and irritability behaviors for children with intellectual disabilities following treatment intervention. The authors found that these improvements were maintained after three weeks of no treatment. Schottelkorb, Swan, Jahn, Haas, and Hacker (2015) explored behaviors of children who were reported to have clinical levels of somatization problems. Analysis revealed that play therapy was highly effective in
decreasing somatization problems and improving classroom behaviors. For children who were diagnosed with autism, Ware Balch and Ray (2015) found play therapy improved their social-emotional competencies while Garofano-Brown (2010) found young children with developmental delays who participated in short-term play therapy demonstrated improved developmentally appropriate behaviors and increased developmental age. Finally, Swank, Shin, Cabrita, Cheung, & Rivers (2015) modified CCPT for a nature-based intervention and found that three of four participants demonstrated substantial improvement in behavioral problems during intervention phases. In exploration of the effectiveness of Adlerian play therapy, Meany-Walen & Teeling (2016) reported children who participated in play therapy demonstrated improved on-task behaviors at an effective or highly effective level. Balch and Ray (2015) found play therapy improved their social-emotional competencies while Garofano-Brown (2010) found young children with developmental delays who participated in short-term play therapy demonstrated improved developmentally appropriate behaviors and increased developmental age.

Quasi-Experimental Designs:
Quasi-experimental designs that employed comparison and control groups, as well as pre and post measures, also provided credible evidence for the use of play therapy. Three of four quasi-experimental designs focused on the exploration of play therapy with children identified as aggressive. Momeni and Kahrizi (2015) found that preschoolers who completed 10 sessions of sand play therapy demonstrated significant decreases in aggressive behaviors. They also found that these lower levels of aggression were maintained for two months post-treatment. Ray, Blanco, Sullivan, and Holliman (2009) found that CCPT showed a moderate decrease in aggressive behaviors over a control group. Schumann (2010) found that participation in either CCPT or evidence-based guidance curriculum resulted in significant decreases in aggressive behavior, externalizing problems, and internalizing problems. Finally, Kollbrunner and Seifert (2013) explored the use of play therapy with parent consultations in the reduction of voice disorders in children. After 3 to 5 play therapy sessions, children in the play therapy group showed less hoarseness, less physical tension, and more willingness to speak while their mothers demonstrated less need to talk, persuade the child out of his or her wishes, and less shouting to the child at home.

Single Group Designs:
Using a repeated measures cohort group design, 10 studies contributed evidence to the effectiveness of play therapy. Muro, Ray, Schottelkorb, Smith, and Blanco (2006) demonstrated significant improvement in total problem behaviors and ADHD characteristics following CCPT for children in a school setting. Tsai and Ray (2011) found that individual and group CCPT in a counseling clinic setting resulted in significant improvement on externalizing, internalizing, and total problem behaviors. They also found that children with higher levels of internalizing and externalizing benefited more from CCPT than children with lower problem levels. Bayat (2008) also found that children in CCPT demonstrated a significant reduction in internalizing problems. Ray (2008) demonstrated the wide-reaching effects that CCPT can have on a variety of presenting concerns for 202 children who were referred to a counseling clinic, including externalizing problems, combined externalizing/internalizing problems, and non-clinical problems. Results from Ray (2008) indicated that the benefits from CCPT increase with the number of sessions, reaching statistical significance at 11-18 sessions.

In exploring the use of play therapy with children who have experienced trauma or traumatic events, several studies have demonstrated the impact of play therapy. Mahmoudi-Gharaei, Bina, Yasami, Emami, and Naderi (2006) explored the use group play therapy with children who had experienced the loss of a family member in an earthquake. Their study demonstrated a significant reduction in trauma-related symptoms and behavioral problems following group play therapy. Results from a study with children referred for possible sexual abuse found an increased sense of competency over the course of CCPT (Scott, Burlingame, Starling, Porter, & Lilly, 2003). In working with children who were homeless, Baggerly (2004) demonstrated that children who participated in CCPT had significant improvements in self-concept, competence, negative mood, and negative self-esteem related to depression and anxiety. Additionally, Baggerly and Jenkins (2009) found that children who were homeless and who participated in CCPT were found to have statistically significant improvement on the developmental strand of internalization of controls and diagnostic profile of self-limiting features.

CCPT seems to have a positive influence on parent-child and teacher-child relationships. Muro et al. (2006) demonstrated that CCPT significantly improved teacher child relationship stress. Dougherty and Ray (2007) used CCPT with children whose presenting concerns were behavioral problems. The study found that children demonstrated statistically significant decreases in parent-child relationship stress with strong practical effects.

Researchers in India demonstrated the effectiveness of CCPT with children diagnosed with somatoform disorders (Dutta & Mehta, 2006). Results from their study indicated that CCPT significantly decreased symptom severity and problem behaviors, with increases in global functioning. Blanco, Ray, and Holliman (2012) found that children who had engaged in CCPT demonstrated statistically significant improvement on academic achievement.
# Observational Study Descriptions

<table>
<thead>
<tr>
<th>Authors</th>
<th>Type, #, &amp; Session Length</th>
<th>Design</th>
<th>Sample Description</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meany-Walen &amp; Teeling (2016)</td>
<td>Group &amp; individual Adlerian PT R=10-12 30/individual 45/group</td>
<td>SCED</td>
<td>Children who scored clinically on off-task behaviors and reported to have poor social skills N=3 Age 1st-2nd grade</td>
<td>All 3 participants demonstrated improvement in on-task behaviors at an effective or highly effective level.</td>
</tr>
<tr>
<td>Ware Balch &amp; Ray (2015)</td>
<td>Individual CCPT R=12-22 30 minutes</td>
<td>SCED</td>
<td>Children diagnosed with Autism Spectrum Disorder N=5 Ages 6-9 1 African American 1 Hispanic/Latin 3 Caucasian</td>
<td>All participants demonstrated improvement in social competence. Three of 5 participants demonstrated improvement in self-regulation and empathy with largest gains in empathy.</td>
</tr>
<tr>
<td>Swank, Shin, Cabrita, Cheung, &amp; Rivers (2015)</td>
<td>Nature-based Individual CCPT 14 30 minutes</td>
<td>SCED</td>
<td>Children with behavioral problems as identified by teacher N=4 Ages 6-8 4 African American</td>
<td>Two of four participants demonstrated improvement in behavioral concerns and maintained behavior during post-intervention phase while one participant demonstrated improvement late in intervention phase.</td>
</tr>
<tr>
<td>Momeni, K., &amp; Kahrizi, S. (2015)*</td>
<td>Sand play therapy 10 45 minutes</td>
<td>Quasi-experimental pre/post control group design</td>
<td>Children in preschool demonstrating aggressive behaviors N=54 100% from Iran</td>
<td>Children demonstrated statistically significant decreases in aggressive behaviors. Results indicated that results were maintained for two months post-treatment.</td>
</tr>
<tr>
<td>Meany-Walen, Bullis, Kottman, &amp; Dillman Taylor (2015)</td>
<td>Group Adlerian PT 6 45 minutes</td>
<td>SCED</td>
<td>Children with clinical externalizing behavior problems N=3 Ages 6 2 Caucasian</td>
<td>Two participants demonstrated highly effective improvement in on-task behavior during treatment but questionable to no-improvement at follow-up. Data not reported for one participant.</td>
</tr>
<tr>
<td>Study Authors</td>
<td>Treatment Type</td>
<td>N/A</td>
<td>Setting</td>
<td>Participants</td>
</tr>
<tr>
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<tr>
<td>Meany-Walen, Kottman, Bullis, &amp; Dillman Taylor (2015)</td>
<td>Individual Adlerian PT</td>
<td>R=15-17</td>
<td>SCED</td>
<td>N=3 Ages 6</td>
</tr>
<tr>
<td>Swan &amp; Ray (2014)</td>
<td>Individual CCPT</td>
<td>15</td>
<td>SCED</td>
<td>N=2 Ages 6-7 1 Hispanic/Latin 1 Caucasian</td>
</tr>
<tr>
<td>Kollbrunner &amp; Seifert (2013)</td>
<td>Individual CCPT with parent consultation</td>
<td>R=3-5 1 hour</td>
<td>Quasi-experimental pre/post comparison group design</td>
<td>All comparison groups resulted in reduction in hoarseness. Children in play therapy demonstrated reduction in unease regarding voice disorder, reduction in physical tension, and increase in liveliness in child’s speech. Mothers of children in play therapy reduced how much they spoke, talking child out of his/her wishes, and shouting over distance at home.</td>
</tr>
<tr>
<td>Blanco, Ray, &amp; Holliman (2012)</td>
<td>Individual CCPT</td>
<td>26</td>
<td>Repeated measures single group Follow-up to Blanco &amp; Ray (2011)</td>
<td>Academically at-risk N=18 1st grade 11% African American 39% Hispanic/Latin 44% Caucasian 6% Other</td>
</tr>
<tr>
<td>Study</td>
<td>Setting</td>
<td>Duration</td>
<td>Design</td>
<td>Participants</td>
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<tr>
<td>Tsai &amp; Ray (2011)</td>
<td>Individual &amp; group CCPT</td>
<td>M=28</td>
<td>Repeated measures single group</td>
<td>N=82, Ages 3-10, 4% African American, 10% Hispanic/Latin, 68% Caucasian, 18% Other</td>
</tr>
<tr>
<td>Garofano-Brown (2010)</td>
<td>Individual CCPT</td>
<td>8</td>
<td>SCED</td>
<td>N=3, Ages 3-5, 3 Caucasian</td>
</tr>
<tr>
<td>Schumann (2010)</td>
<td>Individual CCPT</td>
<td>R=12-15</td>
<td>Quasi-experimental pre/post comparison group</td>
<td>N=37, Ages 5-12, 24% African American, 38% Hispanic/Latin, 38% Caucasian</td>
</tr>
<tr>
<td>Baggerly &amp; Jenkins (2009)</td>
<td>Individual CCPT</td>
<td>R=11-25</td>
<td>Repeated measures single group</td>
<td>N=36, Ages 5-12, No ethnic data reported</td>
</tr>
<tr>
<td>Ray, Blanco, Sullivan, Holliman (2009)</td>
<td>Individual CCPT</td>
<td>14</td>
<td>Quasi-experimental pre/post control group design</td>
<td>N=41, Ages 4-11, 12% African American, 45% Hispanic/Latin, 40% Caucasian, 3% Other</td>
</tr>
<tr>
<td>Study</td>
<td>Treatment Type</td>
<td>Sample Description</td>
<td>Results</td>
<td></td>
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<tr>
<td>Schottelkorb &amp; Ray (2009)</td>
<td>Individual CCPT R=14-24 30 minutes</td>
<td>SCED</td>
<td>Two children demonstrated increased on-task classroom behavior with analysis revealing intervention in the effective to highly effective range. Two children demonstrated questionable improvement with on-task behavior.</td>
<td></td>
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<tr>
<td>Bayat (2008)*</td>
<td>Nondirective play therapy 16</td>
<td>Repeated measures single group</td>
<td>Results indicated a significant reduction of internalizing problems.</td>
<td></td>
</tr>
<tr>
<td>Ray, D (2008)</td>
<td>Individual CCPT R=1 -19+ 40-50 minutes</td>
<td>Archival repeated measures single group</td>
<td>CCPT demonstrated statistically significant effects for externalizing problems, combined externalizing/internalizing problems, and non-clinical problems. Results also indicated that CCPT effects increased with number of sessions specifically reaching statistical significance at 11-18 sessions with large effect sizes.</td>
<td></td>
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<tr>
<td>Dougherty &amp; Ray (2007)</td>
<td>Individual CCPT R=19-23 40-50 minutes</td>
<td>Archival repeated measures within group</td>
<td>Children demonstrated statistically significant decreases in parent-child relationship stress with strong practical effects. Children in the concrete operations group experienced more change as a result of intervention than did children in the preoperational group.</td>
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<tr>
<td>Dutta &amp; Mehta (2006)</td>
<td>Individual CCPT</td>
<td>Repeated measures single group</td>
<td>Children demonstrated statistically significant improvement in global functioning, symptom severity, and problem behavior. Qualitative data indicated that participants also showed increases in social competency.</td>
<td></td>
</tr>
<tr>
<td>Muro, Ray, Schottelkorb, Smith &amp; Blanco (2006)</td>
<td>Individual CCPT 32 30 minutes</td>
<td>Repeated measures single group</td>
<td>Ratings over three points of measure indicated statistically significant improvement on total behavioral problems, teacher child relationship stress, and ADHD characteristics.</td>
<td></td>
</tr>
</tbody>
</table>
Baggerly (2004)  
Group CCPT  
R=9-12  
20 minutes  
Repeated measures  
single group  
Children living in  
homeless shelter  
N=42  
Ages 5-11  
71% African American  
12% Hispanic/Latin  
17% Caucasian  
Results revealed significant  
improvement in self-concept,  
competence, negative mood and  
negative self-esteem related to  
depression and anxiety.

Scott, Burlingame, Starling, Porter & Lilly (2003)  
Individual CCPT  
R=7-13  
Repeated measures  
single group  
Children referred for  
possible sexual abuse  
N=26  
Ages 3-9  
96% Caucasian  
4% Native American  
Results indicated increased  
sense of competency over  
course of therapy.

R=Range of number of sessions; M=Mean number of sessions; N= Total number of children in study; SCED = Single Case Experimental Design; CCPT=Child centered play therapy; CBPT = Cognitive-behavioral play therapy.

*Details limited due to study published in language other than English. Information taken from abstract.

### Case Reports and Qualitative Studies

Qualitative and case studies (N=20) support the use of play therapy with children with varying presenting concerns, including disrupted attachment, highly disruptive behavior, negative home environments, loss and bereavement, past trauma, PTSD, psychosis, autism, emotional disorders, aggression, and developmental delays. These case studies suggest numerous benefits of play therapy, including increased resiliency, mastery, competence, self-concept, self-esteem, and self-regulation. Although case reports and qualitative studies are found at the bottom of the evidence-based research pyramid, they are essential in identifying factors that may come to be the focus of investigations of future RCTs and Observational studies as well as to provide evidence of effectiveness though the thorough exploration of play therapy process and its outcomes.

Madsen Clausen, Ruff, Von Wiederhold, and Heineman (2012) followed the treatment of 20 foster children who received mostly psychoanalytic or psychodynamic play therapy and participated in over three years of treatment. Through interviewing the therapists, researchers found children made significant improvements in peer relationship issues, anxiety, sleep difficulties, dissociation, aggression/violence, depression, and problems in school functioning. Green and Christensen (2006) conducted a grounded theory qualitative study to explore the perceptions of seven children who participated in play therapy in the school setting. Six of the seven participants were female, five participants were Caucasian, and two were African American. Salient themes derived from analysis indicated that children valued the therapeutic relationship, ability to express themselves fully, and the activity of play. Children reported that they made better choices, experienced less anxiety, changed their thoughts, felt more confident, and experienced increased empathy as a result of play therapy.

Multiple case studies in play therapy literature lend evidence and explanation of play therapy impact and process. Cochran, Cochran, Fuss, and Nordling (2010) reported that CCPT was an effective treatment for a seven-year-old boy that was exhibiting highly disruptive behavior at school. The child improved in his self-concept, decreased negative self-talk, and increased self-esteem. Cochran, Cochran, Nordling, McAdam, and Miller (2010) suggested the use of CCPT with Hispanic children exhibiting highly disruptive behavior facilitates improvement in social problems, aggressive behaviors, and attention problems, and increases in self-expression and self-direction. Cochran, Cochran, Cholette, and Nordling (2011) also found support for the use of CCPT for highly disruptive behavior, describing how limit setting within the therapeutic relationship was able to facilitate changes in two boy’s self-concepts, self-regulation, and externalizing behaviors. Snow, Hudspeth, Gore, and Seale (2007) describe two cases of the use of play therapy with young boys to treat aggressive, externalizing behaviors. The boys were 3 and 6 years old. After treatment, both children showed significant decreases in problematic behavior reported on the Child Behavior Checklist (CBCL).

Anderson and Gedo (2013) found that a 39-month old African American male with disrupted attachment and an insecure attachment style benefited from individual play therapy. The child improved self-regulation and coping skills while decreasing externalizing problem behaviors.

Robson (2008) suggests that in some situations, CCPT is an appropriate intervention for children who have experienced loss. The author suggests that when families can provide support for children, then play therapy might not be warranted. In the case
report highlighted in Robson (2008), a nine-year-old boy who had experienced the loss of his older brother felt unable to talk to
his mother about his loss out of fear that he would upset his mother. The author suggested that the therapeutic relationship
offered the child a safe place in which to process his feelings of loss and to make meaning of his experience. Pass (2014) also
described how symbolic play within the therapeutic relationship helped a four-year-old process his feelings of loss.
Campbell and Knoetze (2010) described how symbolic play, along with the therapeutic relationship formed between the play
therapist and the client, facilitated a six-year-old boy in processing his experiences related to his unpredictable and frightening
home environment. The child also increased his awareness of his own resiliency, mastery, and competence.
Dugan, Snow, and Crowe (2010) described the use of non-directive play therapy with two children, one four-year-old
Caucasian boy and one nine-year-old boy whose ethnicity was not reported, who exhibited symptoms of PTSD following
hurricane Katrina. Both boys showed improvement in feelings of safety and control following non-directive play therapy
intervention.
Green, Fazio-Griffith, and Parson (2015) found support for the use of integrative play therapy for the treatment of children with
psychosis. The authors suggest that the use of a multimodal approach, incorporating child-centered and cognitive-behavioral
play therapy techniques, as well as school-based programs, facilitates decreases in “distressing thoughts, feelings, and
behaviors” (Green et al., 2015, p. 13).
Josefi and Ryan (2009) found that a six-year-old boy with severe autism benefited from 16 sessions of non-directive play
therapy. Improvements were seen in the child’s ability to engage in pretend play, increased autonomy and independence, as
well as increased levels of empathy. Additionally, Parker and O’Brien (2011) found that play therapy, particularly sand play,
was an effective treatment in the school setting for a seven-year-old boy on the Autism spectrum. Swan and Schottelkorb
(2014) reported a detailed case study involving a Latino boy with an intellectual disability. In exploring the interplay between
therapist and child contact during session, the researchers found substantial decreases in hyperactivity and irritability matched
to increased relationship contact.
Reddy and Hirisave (2014) used CCPT with a six-year-old Indian girl who was diagnosed with an emotional disorder. The child
was able to work through her feelings of abandonment and anxiety and showed improvement in her emotional expression.
Taylor and Bratton (2014) illustrated the use of Adlerian play therapy (AdPT) with a four-year-old boy experiencing
bereavement after the loss of his mother. Within a developmental context, the authors showed that AdPT helped the child
increase his feelings of belonging.
Bowers (2009) suggests that the relationship developed in nondirective play therapy between a child and a play therapist
facilitates “an environment of safety, creativity, and privacy” (p. 176). The author believed that this safe environment allows
children to self-actualize and discover who they are in this world.
Baggerly and Parker (2006) conducted child-centered group play therapy with 22 African American males, aged 5-10, in a
school setting. They found that this format respects and integrates the African worldview and provides an environment in
which the boys could build their self-confidence and integrate their cultural identity. Salter, Beamish, and Davies (2016)
provided evidence from a case study of three children diagnosed with autism indicating that CCPT was effective in several
areas of social and emotional functioning.

**Limitations**

Research literature in play therapy dates back to the 1940s. Because of the large volume of play therapy research that has
been conducted in the last 80 years, the current review limited its review to research published since 2000. Time-limited
review ensures the rigor and relevancy of play therapy literature according to current standards; however, hundreds of studies
on play therapy have been conducted since its inception that are not included in this review. Additionally, this review was
limited to research that involved the direct application of play therapy to children. Approaches to play therapy that involve
parents, caretakers, or other adults were not reviewed due to the volume of research supporting those interventions.

**Implementation**

Thorough review (meta-analyses and systematic review), rigorous controlled research designs (RCT), quantitative and
experimental explorations (SCED, quasi-experimental, and cohort), and qualitative studies support the use of play therapy with
children ages 3 to 12 years old. Research signifies that play therapy is an effective intervention for children who present with
externalizing and internalizing problems, self-concept issues, reactions to traumatic events and complexities, developmental
delays, social-emotional challenges, and relationship difficulties. Research studies thematically support the use of play as the
primary communication tool for young children. Additionally, play therapy should follow an identified structure of implementatio
(e.g., child-centered, cognitive-behavioral, Gestalt, or Adlerian protocols). Of most importance, research supports the implementation of play therapy by well-trained and knowledgeable play therapists that have been educated and supervised in the practice of play therapy.

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