



## Mining Report – November 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 experiential techniques with Trauma-Focused CBT impact outcomes of children with PTSD symptoms following sexual abuse?

“...the use of play-based approaches within trauma-focused CBT protocols requires clinician-selected, structured, and goal-directed implementation...” (Allen & Hoskowitz, 2017, p. 119).

- Clinicians in community settings reported on the integration of unstructured play techniques in sessions with sexually abused children.
- Caregivers reported more improvement in children who received fewer non-directed play interventions on all clinical outcomes measured in the study.
- Further study is recommended on the integration of play activities within manualized trauma-focused CBT interventions in therapy with children who have been sexually abused

Allen, B., & Hoskowitz, N. A. (2017). Structured trauma-focused CBT and unstructured play/experiential techniques in the treatment of sexually abused children: A field study with practicing clinicians. *Child Maltreatment*, 22(2), 112-120. DOI: 10.1177/1077559516681866

Contributor: Laura Tejada, PhD, LMFT, LCPC, RPT-S, Chicago, IL

#### Can Circle of Security Intervention for Attachment Issues be successfully administered in the context of Head Start?

“This initial randomized controlled trial of the efficacy of COS-P sets the stage for further exploration of “what works for whom” in attachment intervention.” (Cassidy, et.al. p.651)

- Maternal depression and attachment style seemed to be moderating factors on response to treatment.
- Treatment impacted children’s ability to show greater inhibitory control than the control group.

Cassidy, J., Brett, B. E., Gross, J. T., Stern, J. A., Martin, D. R., Mohr, J. J., & Woodhouse, S. S.(2017). Circle of Security–Parenting: A randomized controlled trial in Head Start. *Development and Psychopathology*, 29(2), 651–673. <http://doi.org/10.1017/S0954579417000244>

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

#### Does play therapy help impoverished children with disruptive behavior?

“As a follow-up to a controlled comparison study of child-centered play therapy (CCPT) for students with highly disruptive behavior in a high-poverty school (Cochran & Cochran, 2017), this study considers changes from pretreatment to posttreatment across nine school weeks of CCPT for all served students (regardless of control period), yielding evidence of significant improvement and large effect sizes, and a large enough sample to investigate possible demographic differences” (Cochran & Cochran, 2017 p.88).

- Found that both children from ethnic minorities and the majority ethnicity demonstrated similar decreases in disruptive behaviors.
- Found that both genders of children suffering with disruptive behaviors demonstrated similar decreases in externalizing problems.

- Described how the findings demonstrate support that CCPT is potentially a culturally sensitive approach for children.

Cochran, J. & Cochran, N. (2017). Pre-post demographic study of child-centered play therapy for students with highly disruptive behavior in high-poverty schools. *Journal of Child and Adolescent Counseling*, 3(2), p.88-102.

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

### **How do carers of high functioning autistic children internalize and externalize their experience?**

“Children seem quite competent at tolerating and even thriving when they have empathic parents who give them a clear understanding.” (Crittenden, 2017, p. 355).

- Describes the concept of borrowed voices.
- Points out how attachment is an important aspect in understanding children’s diagnosis.
- Discusses the importance of therapists’ reflections in being able to assess a child’s case by examining the family system.

Crittenden, P. M. (2017). The secret lives of children. *Clinical Child Psychology and Psychiatry*, 22(3), 345-357. doi: 10.1177/1359104517715933

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

### **What are the experiences of mothers who have to disclose their child’s mental health status?**

“The process is complicated by the stigma associated with childhood mental health disorders and mothers’ attempts to mitigate its effects on the child. Mothers are faced with unique and complex dialectics that create tension in the decision-making process.” (Eaton, Ohan, Strizke, Courtauld, & Corrigan, 2017, p. 1637)

- Addresses the internal messages the child receives when mental illness is concealed.
- Explains the concept of dialectical tension.
- Provides recommendations of how to support mothers and children in deciding to disclose a mental health concerns.

Eaton, K, Ohan, J. L., Strizke, W. G. K., Courtauld, H. M., & Corrigan, P. W. (2017). Mothers’ decisions to disclose or conceal their child’s mental health disorder? *Qualitative Health Research*, 27 (11), 1628-1639 doi: 10.1177/1049732317697096

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

### **How might clinicians integrate relational play therapy (RPT) models into the Infant Mental Health (IMH) treatment approach?**

“The integration of RPT [into IMH] increases the scope of specialized play and art techniques specific to preschool developmental abilities, which improves clinical ability to tailor treatment services and engage and treat the family as a system.” (Farley & Whipple, 2017, p. 678).

- The authors present case studies demonstrating how two experienced IMH professionals effectively integrated RPT models into clinical practice with high-risk children and families.
- Advantages of integrating RPT into the five-phase IMH treatment model include building more family and sibling support for at-risk children, and enhancing the functioning of the overall relational system, benefiting all members of the family

Farley, J., & Whipple, E. (2017). Expanding infant mental health treatment services to at-risk preschoolers and their families through the integration of relational play therapy. *Infant Mental Health Journal* 38(5), 669-679. DOI: 10.1002/imhj.21663.

Contributor: Laura Tejada, PhD, LMFT, LCPC, RPT-S, Chicago, IL

### **In what ways can sandtray be utilized in play therapy supervision?**

“This article presents four approaches to using sandtray in play therapy supervision” (Hartwig & Bennett, 2017, p. 230).

- Provided a description of each approach and their appropriate usage based upon various developmental levels.
- Discussed how the Integrated Development Model may be used as a method to conceptualize supervisees and their developmental levels.

Hartwig, E.K. & Bennett, M.M. (2017). Four approaches to using sandtray in play therapy supervision. *International Journal of Play Therapy*, 26(4), 230-238. doi:10.1037/pla0000050

Contributor: Vanessa Gaona, M.Ed., NCC, LPC-S, RPT-S, Sugar Land, TX, & Elizabeth R. Taylor, PhD, LPC-S, RPT-S, Fort Worth, TX

### **How do parents perceive imaginary play companions of their children?**

"This study investigated parent perceptions of imaginary companions (IC) and explored associations between reported characteristics of the children and imaginary companions and purposes served" (Majors & Baines, 2017, p. 37).

- Most (67%) IC's were human and 19% animal.
- Most parents had positive views about their child having IC and felt it supported fantasy play, provided companionship, and encouraged imagination.
- Having ICs were positive experiences for the child and played a role in coping and distraction from problems.

Majors, K; Baines, EM; (2017) Children's play with their imaginary companions: Parent experiences and perceptions of the characteristics of the imaginary companions and purposes served. *Educational and Child Psychology*, 34(3), 37-56.

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

### **Does play therapy help children remain on task in schools?**

"This single-case research design investigates the effectiveness of Adlerian play therapy on the behaviors of two elementary-aged children who have externalizing and off-task classroom behaviors. Results for this intervention suggest Adlerian play therapy may show promise as an effective intervention for school counselors and school-based counselors" (Meany-Walen, Teeling, Davis, Artley, & Vignovichm, 2016 p.89).

- Found positive results indicating Adlerian play therapy may be helpful for children who have difficulty in the classroom setting.
- Provided implications for school counselors on how to help this population.
- Discussed the inclusion of teacher consultation, group sessions as well as individual sessions.

Meany-Walen, K., Teeling, S., Davis, A., Artley G., & Vignovich, A. (2016) Effectiveness of a play therapy intervention on children's externalizing and off-task behaviors *Professional School Counseling: 2016-2017*, 20(1), pp. 89-101.

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

### **What is the impact of a two-day Child Parent Relationship Therapy training on attitude, knowledge, and skills?**

"This study measured the impact of a 2-day Child Parent Relationship Therapy (CPRT) training for therapists who want to facilitate parent CPRT groups, using an adapted version of the Play Therapy Attitude, Knowledge, and Skills Survey (PTAKSS)." (Perryman, Christian & Massengale, 2017, p. 218).

- Discussed the instruments used to measure the objectives of CPRT and the outcomes.
- Provided information about the findings of this study and its valuable implications to mental health professionals.

Perryman, K.L., Christian, D.D. & Massengale, B.D. (2017). The impact of a two-day Child Parent Relationship Therapy training on attitude, knowledge, and skills. *International Journal of Play Therapy*, 26(4), 218-229. doi:10.1037/pla0000053

Contributor: Vanessa Gaona, M.Ed., NCC, LPC-S, RPT-S, Sugar Land, TX

### **How prevalent and significant are hallucinatory experiences, including report of an imaginary companion, among children below 7 years of age?**

"The prevalence rates of AH (auditory hallucinations), VH (visual hallucinations and A+H (both auditory and visual hallucinations) were 15.8%, 12.5 % and 5.8%, respectively. The prevalence rate of all hallucinatory phenomena (VH and/or AH) was 22.4%) (Pignon,et.al, 2017, p 3).

- Prevalence of hallucinatory experiences weren't related to sensory deficits
- Visual hallucinations were found to be associated with presence of an IC (imaginary companion) and dToM2 (defaults in second order theory of mind)
- AH and A+VH rates were also associated with the presence of an IC, dToM1 (defaults in first order theory of mind) and dToM2

Pignon, B., Geoffroy, P. A., Gharib, A., Thomas, P., Moutot, D., Brabant, W., Weens, B., Dupond, M.-P., Caron, A., Falissard, B., Medjkane, F. and Jardri, R. (2017), Very early hallucinatory experiences: a school-based study. *Journal of Child Psychology and Psychiatry*. doi: 10.1111/jcpp.12780

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

### **How can play therapists utilize the Child-Centered Play Therapy-Research Integrity Checklist?**

"The purpose of the current study was to develop a measure to determine adherence to treatment fidelity. Four experienced CCPT therapists reviewed literature and observed play therapy sessions facilitated by other experienced play therapists to confirm the validity of verbal CCPT procedures and establish interrater reliability on the created instrument." (Ray, Purswell, Hass, & Aldrete, 2017, p. 207.)

- Researchers created a reliable measure to confirm the validity of verbal CCPT procedures
- Defining verbal response categories in CCPT helps to identify therapeutic responses with increased consistency and effectiveness

Ray, D. C., Purswell, K., Hass, S., & Aldrete, C. (2017). Child-Centered Play Therapy Integrity Checklist: Development, reliability, and use. *International Journal of Play Therapy*, 26(4), 207-217. doi: 10.1037/pla000046  
<http://psycnet.apa.org/doiLanding?doi=10.1037%2Fpla000046>

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

### **How can the Child-Centered Play Therapy Parent Consultation model be implemented?**

"This article provides a suggested model for child-centered play therapy (CCPT) parent consultation to be used in training and research as a complement to the CCPT manual by Ray (2011)."

- Authors suggest a formalized parent consultation model complimentary to Ray's (2011) CCPT manual
- Authors propose goals, roles, and structure for parent consultations
- Authors provide a case example to illustrate the application of the parent consultation protocol

Stulmaker, H. L., & Jayne, K. M. (2017). Child-Centered Play Therapy parent consultation model: Clinical implementation and implications. *Journal of Child and Adolescent Counseling*, 1-17. doi: 10.1080/23727810  
<http://www.tandfonline.com/doi/ref/10.1080/23727810.2017.1344795?scroll=top>

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

### **How did Adlerian Play Therapy impact the externalizing behaviors of at-risk preschoolers?**

"In this single-case design study, 4 at-risk African American preschool children ages 3–5 participated in 7 weeks of Adlerian individual play therapy followed by 7 weeks of Adlerian group play therapy." (Stutey, Dunn, Shelnut, & Ryan, 2017, p.196).

- Single-case design to investigate problematic classroom behaviors among (n=4) African American preschool children
- Participants engaged in 7 individual sessions and 7 group sessions of Adlerian play therapy
- Individual Adlerian play therapy resulted in questionable to moderate effect size gains

- Group Adlerian play therapy resulted in moderate to highly effective reduction of externalizing behaviors in the classroom

Stutey, D. M., Dunn, M., Shelnut, J., & Ryan, J. B. (2017). Impact of Adlerian Play Therapy on externalizing behaviors of at-risk preschoolers. *International Journal of Play Therapy*, 26(4), 196-206. doi: 10.1037/pla0000055  
<http://libproxy.library.unt.edu:2126/10.1037/pla0000055>

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