



## Mining Report – August 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 helpful is play therapy with children who are victims of sexual abuse?

“This author provides an overview of the prevalence, risk factors, and symptomology of sexually abused children and critically examines the use of play therapy as an assessment and intervention tool” (Aarons, 2017, p.27).

- Provides rationale for conducting play therapy with children who are victims of sexual abuse.
- Identified past research on the effectiveness of play therapy with children sexual abuse survivors.
- Described differing symptomology and behaviors of children who have been sexually abused as compared to healthy children.

Aarons, J. (2017). The use of play therapy with child victims of sexual abuse. *Journal of Student Social Work, 2*, 27-34.

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

#### How might unstructured play sessions impact the level of anxiety experienced by children aged 4-7 years who are hospitalized for medical care for at least 3 days?

“We recommend that healthcare service planners and policy makers consider providing play facilities and education for healthcare professionals to incorporate the use of play during a child’s hospitalization and to educate parents about the therapeutic impact of play in the hospital setting” (Al-Yateem & Rossiter, 2017, p. 5-6).

- Student nurses trained in simple play interventions with low-cost materials conducted unstructured play sessions with hospitalized children and their parents and siblings twice a day, for approximately 30 minutes each session.
- By the end of the third day of hospitalization, 100% of the children receiving the play intervention scored in the low anxiety range as reported by parents on an anxiety rating scale, compared to 32% of the control group.
- Researchers encountered barriers while conducting the study from health care professionals who were concerned about infection risks and workload issues.

Al-Yateem, N., & Rossiter, R. C. (2017). Unstructured play for anxiety in pediatric inpatient care. *Journal of Specialists in Pediatric Nursing, 22*(1). doi:10.1111/jspn.12166

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

#### Does shared reason as a culturally responsive counseling intervention promote academic and social-emotional development?

“Through conducting a mixed methods case study that included quantitative behavioral observation data and qualitative content analysis, participants demonstrated improvement in academic engagement and social-emotional learning (SEL), including respect for others, effective communication and problem solving, self-management, self-awareness, and self-confidence. Implications for employing shared reading as a culturally responsive counseling intervention are described.” (Cook, Silva, Hayden, Brodsky, & Codding, 2017, p.14).

- For 16 weeks, investigators facilitated small-group activities and discussions with third grade Latina ELL students ( $n=7$ ).
- Investigators used systematic direct observation to evaluate academic engagement and social-emotional learning during culturally relevant activities.
- Semi structured interviews were conducted to explore self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Cook, A. L., Silva, M. R., Hayden, L. A., Brodsky, L., & Coddig, R. (2017). Exploring the use of shared reading as a culturally responsive counseling intervention to promote social-emotional development. *Journal of Child and Adolescent Counseling, 3*(1), 14-29. doi:10.1080/23727810.2017.1280327  
<http://www.tandfonline.com/doi/full/10.1080/23727810.2017.1280327>

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

### **What is the role of stress mindset in shaping cognitive, emotional, and physiological responses to stress?**

"Results revealed that under both threat and challenge stress evaluations, a stress-is-enhancing mindset produced sharper increases in anabolic ("growth") hormones relative to a stress-is-debilitating mindset" (Crum, Akinola, Martin, & Fath, 2017, p. 379).

- Suggested when dealing with challenging stress, a stress is debilitating mindset may worsen cognitive and affective outcomes.
- Reported a stress-is-enhancing mindset improves individuals' responses, regardless of challenging or threatening stress.

Crum, A. J., Akinola, M., Martin, A., & Fath, S. (2017). The role of stress mindset in shaping cognitive, emotional, and physiological responses to challenging and threatening stress. *Anxiety, Stress, and Coping, 30*(4), 379-395. doi:10.1080/10615806.2016.1275585

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

### **Can a one week intensive play therapy course increase students' self-perceived competence and comfort?**

"The results indicated statistically significant scores between the pre- and posttest measures, as measured by participants' self-perceived higher competence and comfort levels after taking the course.( Flasch, Taylor, Clauber, Rikke & Robinson, 2017, p.3).

- Developed Play Therapy Comfort and Competency Survey.
- Argued self –perceived competence and comfort is related to self –efficacy in learners prior to clinical practice.
- Achieved improvements in competence and comfort with adult and child clients regardless of level of prior exposure to play therapy.

Flasch, P., Taylor, D., Clauber, R.N., & Robinson, E., III. (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. <https://doi.org/10.20429/ijstol.2017.110110>

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

### **Is child parent relationship therapy effective in an online format?**

"The purpose of this study was to investigate the effectiveness of an online format of child parent relationship therapy (CPRT; Landreth & Bratton, 2006) in increasing parental acceptance of participants' children. Parental perceptions of CPRT in an online format were also explored" (Hicks & Baggerly, 2017, p.138).

- Explored parental acceptance and parent perceptions of benefits and challenges of CPRT online format.
- Used a mixed-methods simultaneous triangulation design utilizing qualitative and quantitative data.

Hicks, B., & Baggerly, J. (2017). The effectiveness of child parent relationship therapy in an online format. *International Journal of Play Therapy 26*(3), 138-150. doi:10.1037/pla0000033  
<http://psycnet.apa.org/?&fa=main.doiLanding&doi=10.1037/pla0000033>

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

### **How do Japanese and Korean kindergartners perceive play according to photos?**

"The thematic analysis of results revealed that Japanese and Korean kindergartners' perceptions were related to interactions with other children, pretend play, schoolyards, and toys or props" (Izumi-Taylor, Roy, & Ito, 2017, p. 45).

- 100 kindergartners took pictures of play and explained why their photos represented play.
- Sought to gain insight from child's view, determine differences between cultures, and improve activities associated with children.
- Similarities and differences were found to be important, e.g., Korean pictures contained more people and more likely indoors, photographed more pretend play, etc.; Japanese pictures contained more toys/props.

Izumi-Taylor, S., & Ro, Y. E., & Ito, Y. (2017). Japanese and Korean Kindergartners' pretend play using photos. *International Journal of Educational Psychology*, 6(1), 45-66.

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

### **Does group play therapy help aggressive and impulsive children as compared to narrative group therapy?**

"The results showed that both treatment methods, namely group narrative therapy and play therapy are effective in inhibiting, reducing aggression and increasing interpersonal relations at the level of ( $P < 0.01$ ). Separately compared based on the results, we can conclude that the play therapy method is a more effective approach regarding the variables of impulsivity and aggression in comparison with the narrative therapy..." (Kasmaei & Asghari 2017, p.24).

- Concluded that the play therapy method has been more effective on variables of impulsivity and aggression in comparison with narrative therapy method.
- Explored the impact that group play therapy has on aggressive children.
- Described the connection between childhood impulsivity and lack of interpersonal relationships.

Kasmaei, S. K., & Asghari, F. (2017). Comparative study of the effects of narrative therapy and play therapy by group approach on inhibiting impulsivity, reducing aggression and increasing interpersonal relations. *World Family Medicine/Middle East Journal of Family Medicine* 15(4), 24-32.

Contributors: Pedro J. Blanco, PhD, LPC-S, RPT-S, CHST Denton, TX & Elizabeth R. Taylor, PhD, LPC-S, RPT-S, Fort Worth, TX

### **What parental variables are associated with the growth mindset of the children of Chinese descent?**

"An incremental theory of intelligence (TOI), the belief that intelligence is malleable and can be improved through effort, is associated with children's academic achievement, mastery goals, and overall psychological well-being" (Kim, Fung, Wu, Fang, & Lau, 2017, p. 115).

- Reported psychological control and autonomy supportive parenting are associated with Chinese children's growth mindset.
- Revealed the dynamic role of social context in shaping parenting and related developmental outcomes.
- Discussed psychological control as a detrimental factor to children in Western samples.

Kim, J. J., Fung, J., Wu, Q., Fang, C., & Lau, A. S. (2017). Parenting variables associated with growth mindset: An examination of three Chinese-heritage samples. *Asian American Journal of Psychology*, 8(2), 115-125. doi:10.1037/aap0000064

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

### **How important is it for clinicians to consistently seek children's feedback in order to assist them in becoming more aware of their own skills?**

"Storytelling gives children more scope for working out their dreamlike perceptions of life...it equips them with tools...to test their intuition and powers of judgment..." (Lee, 2017, p. 61).

- Identified negative consequences of children who witness family violence.
- Discussed why children's viewpoints are often minimized or excluded in family therapy.
- Encouraged clinicians to reframe from viewing the child as a victim by instead viewing him/her as a survivor.

Lee, J. (2017). Responding to children in situations of family violence. *The International Journal of Narrative Therapy and Community Work*, 2017(1), 57-69.

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

### **How valid are children's self-assessment of their own presenting issues?**

"...children's problems are often more than their diagnoses, and [this] reinforces the idea that clinicians should always view children's difficulties as specific to the individual child..." (MacLeod, et al., 2017, p. 240).

- Pointed out various considerations that should be taken in selecting appropriate assessment tools.
- Emphasized the flexibility and advantages of using unstructured or semi-structured interviews when working with children.
- Advised that clinicians allow children to initially volunteer information regarding the presenting concern; however, if clinicians broach the issue first, it should be based on valid information prior to introducing the issue.

Macleod, E., Woolford, J., Hobbs, L., Gross, J., Hayne, H., Patterson, T. (2017). Interviews with children about their mental health problems: The congruence and validity of information that children report. *Clinical Child Psychology and Psychiatry*, 22(2), 229-244. doi:10.1177/1359104516653642

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

### **How can Harry Potter be integrated into teaching cognitive-behavioral therapy skills to youth?**

"*Harry Potter and the Prisoner of Azkaban* is one of the best depictions of a youth learning cognitive-behavior therapy skills in literature. The novel represents a potentially untapped resource for imparting CBT skills to youth in the classroom and beyond..." (Sinyou, Fefergrad, Cheung, Selchen, & Zaretsky, 2017, p. 19)

- Include points about risk factors for depression in the story
- Provided psychoeducation about depression, CBT principals, skill practice, consolidation of gains and relapse prevention.
- Suggested activities such as teacher led classroom discussion, pairing with therapy homework assignments, parent education material.

Sinyou, M., Fefergrad, M., Cheung, A. H., Selchen, S. & Zaretsky, A. (2017). The boy who lived well: Harry Potter as a novel tool for teaching cognitive-behavioral therapy skills to youth. *JAACAP Connect*, 4(2), 15-21. <http://www.jaacap.com/pb/assets/raw/Health%20Advance/journals/jaac/Article4.pdf>

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

### **Which is more important to the development of social competence in children ages 4-7: the form of social play with peers, or the repetition and duration of social play?**

"The outcomes of our study even further emphasize the importance of free exercise play. In fact, it should be highlighted across preschool institutions that their focus on children's academic achievements should not deprive children of the developmentally rich opportunities they can have during outdoor recess, such as time and space for free physical play" (Viega, et al., 2017, p. 13).

- Researchers found that children of both genders engaged in more rough-and-tumble play and exercise play with peers on the playground; these forms of play were more positively associated with social competence in both boys and girls.
- Those children who had longer periods of interaction in smaller groups were judged as more socially competent by their teachers.
- Little fantasy or role-based social play was observed during the outdoor recess time; researchers hypothesized that this was due to observations taking place during the first outdoor play period of the day for participants.

Viega, G., de Leng, W., Cachucho, R., Ketelaar, L., Kok, J.N., Knobbe, A., . . . Rieffe, C. (2017). Social competence at the playground: Preschoolers during recess. *Infant and Child Development*, 26(1). doi:10.1002/icd.1957

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

### **What do five decades of research tell us about the effects of youth psychological therapy?**

"The findings underscore the benefits of psychological treatments as well as the need for improved therapies and more representative, informative, and rigorous intervention science." (Weisz, et al., 2017, p.80).

- Anxiety was the target problem that showed greatest treatment effects.
- Data suggest that multiple problem foci may be less effective than a more narrow treatment focus.
- "...youth-focused behavioral treatments (including CBT) produced the most robust cross-informant evidence of beneficial effects. (Weisz, et al., 2017 p 94).

Weisz, J. R., Kuuppens, S., Ng, M.Y., Eckshtain, D., Ugento, A.M., Vaughn-Coaxum, R., . . . Fordwood, S.R. (2017). What five decades of research tells us about the effects of youth psychological therapy: A multilevel meta-analysis and implications for science and practice. *American Psychologist*, 72(2), 79-117. <http://dx.doi.org/10.1037/a0040360>

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

## **Authors**

Clinical Editor: Ryan Holliman, PhD, LPC-S, RPT-S, Assistant Professor, Texas Woman's University, Dallas, TX, [ryanholliman@gmail.com](mailto:ryanholliman@gmail.com).

*Publisher:* CEO Kathryn Lebbby, CAE, CMP, Association for Play Therapy, Clovis, CA, [klebby@a4pt.org](mailto:klebby@a4pt.org)

*Contributors:*

- Pedro J. Blanco, PhD, LPC-S, RPT-S, CHST Denton, TX
- Elizabeth Burgin, MA, NCC, LPC Intern, Denton, TX
- Kenisha Gordon, PhD, NCC, LPC-S, ACS, RPT-S, Clinton, MS
- Stephanie Pratola, PhD, LCP, RPT-S, Roanoke, VA
- Yih-Jiun Shen, DEd, NCC, CSC, Edinburg, TX
- Elizabeth R. Taylor, PhD, LPC-S, RPT-S, Fort Worth, TX
- Laura Tejada, LMFT, LCPC, RPT-S, Northeastern Illinois University, Chicago, IL

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