

DENVER

COLORADO

2004



ASSOCIATION FOR PLAY THERAPY

TWENTY-FIRST ANNUAL

ASSOCIATION FOR PLAY THERAPY

INTERNATIONAL CONFERENCE

OMNI INTERLOCKEN RESORT

PRE•CONFERENCE OCTOBER 5 • 6 • 7

CONFERENCE OCTOBER 8 • 9



The 21st Annual Association for Play Therapy International Conference

Play Therapy: Reaching New Heights in the Rockies!!

Introduction

The mission of the Association for Play Therapy is to advance the psychosocial development and mental health of people through play and play therapy by promoting the understanding of play and play therapy, the effective practice of play therapy through training, research and support, the recognition, incorporation, and preservation of diversity in play and play therapy and the development and maintenance of a strong professional organization to accomplish these objectives.

Conference Goals

The 2004 Conference provides opportunities for US and non-US psychologists, social workers, counselors, marriage & family therapists, and other mental health professionals to 1) earn continuing education credit for licensure or credentialing purposes, 2) learn more about play therapy research, theories, and techniques, 3) network with play therapy authors, presenters, peers, APT leadership and staff during post sessions, facilitated dialogues, and various special events, 4) acquire new play therapy publications, play room toys, and other products from exhibitors, and 5) attend the Annual Meeting and other business forums. Presentations will address new concepts such as using music, working with teens, brain research, and include ideas borrowed from other specialties, e.g. sandtray, psychopharmacology, and professional development—all under the blue Colorado sky!

Conference Objectives

Following conference attendance, participants will:

- Be informed of the most recent research on the importance of play.
- Be aware of the current research in the field of play therapy.
- Have met some of the training requirements for play therapist registration and continuing education for licensure.
- Appreciate the variety and diversity in the field of play therapy.
- Have laughed, played, and shared vital information and ideas with others who sincerely believe in helping others heal through play.

Audience

The Association for Play Therapy International Conference is intended for a multidisciplinary audience, including professionals in the fields of Social Work, Counseling, Psychology, Family Therapy, Child Life Therapy, Psychiatry, Nursing, Education, and Graduate Students. For more information on APT, please visit our website at www.a4pt.org.

Free Audio tape with paid registration!...and Audio Tapes and CD's Available for most sessions

Each attendee will receive one complimentary tape with paid registration. Can't attend all the sessions that are of interest to you, or bewildered by the choices? Take advantage of our audio taping service. You will be able to purchase tapes and CD's of the sessions that you cannot attend, or to share with your colleagues. Audio Archives & Duplicators, Inc., will be recording most of the conference sessions on audio cassettes & audio CD's during the conference. The cassettes will be available approximately 20 minutes after each session conclusion. The audio CD's will be available for mail post conference. Visit the Audio Archives booth at the conference for ordering information and costs.

Not Sure What To Attend? Let Us Help You...

	Tue	Wed	Wed	Thur	Thur	Fri	Fri	Fri	Sat	Sat	Sat
Topic/ Focus	8:30-4	8:30-4	4:30-6:30	8:30-4	4:30-6:30	10-12	1:30-3:30	4-6	8-9:30	1:30-3:30	4-6
Diversity				Th-4		F-6		F-21		S-12a	S-12b
PT in School / E C		W-1				F-7	F-9 F-10	F-18	S-3	S-6	S-15 S-16
Attachment					Th-8	F-5	F-12			S-5	
Grief & Loss						F-8				S-9	
Art in PT								F-19		S-9	
Group PT	Tu-3	W-3		Th-1						S-10a	S-10b
Diag & Assess	Tu-1					F-1	F-10, F-11	F-19			S-13
Interpretation & Process	Tu-2										
Techniques/ Activities		W-3		Th-3 Th-4		F-2, F-4 F-8	F-9	F-19		S-10a	S-10b S-14
Short-term						F-5					S-14
Trauma & Abuse		W-2	W-5			F-2		F-17	S-4	S-5, S-9	S-13 S-17
Sexual Abuse		W-2				F-1	F-15a	F-15b			
Research	Tu-1		W-5						S-1, 2, 3		
Filial						F-7			S-2		S-15
Family				Th-1	Th-7	F-2, F-5	F-11			S-8	
Legal & Ethical						F-3	F-16a	F-16b			
Adolescent			W-6		Th-7	F-2				S-6	
Sand	Tu-3		W-6		Th-5	F-6			S-4		
Theory	Tu-4	W-4		Th-3	Th-6 Th-7			F-20		S-7	S-16
Supervision						F-3	F-13			S-11a	S-11b
Professional Develop.				Th-2							
Psychopharmacology							F-14a	F-14b			

Presenter Theories

The 2004 Conference Committee has identified the theory of each presentation in an effort to help you select the best fit for you. You will see the theories in italics, right after each presenter name within the program.

Tuesday, October 5

7:30 am - 9:00 am Registration Open

8:30 am - 4:00 pm Pre-Conference Workshops

Tu-1 Using Play Themes in Play Assessment and for Understanding Play Therapy Processes

(I/A) Helen Benedict (Cognitive-attachment)

Overview: A systematic approach for identifying play themes and relationships will be presented. Data from studies, supplemented by case materials and video, will be used to describe ways to use play themes both in play assessment and therapy.

Learning Objectives: Following the workshop the audience should be able to: 1) describe the ways children use metaphoric themes and relationships in play therapy and be able to list several common themes seen in children's play; 2) describe the patterns of themes used for boys and girls in various groups defined by their history; 3) describe the use of play themes as an assessment technique; 4) describe several therapeutic responses based on cognitive-attachment theories to children's play themes.

Tu-2 Learning the Language of Play: It's All in The Translation

(I/A) Linda Homeyer (Adlerian)

Overview: This presentation will provide a format through which play therapists can "translate" the child-client's non-verbal play communication. A structured format, including worksheets, will be explained and practiced. Actual play therapy sessions will be viewed, analyzed, and summarized.

Learning Objectives: Following the workshop the audience should be able to: 1) use a structured format to interpret play therapy sessions; 2) list the guidelines for "translation" of non-verbal play communication; 3) experience an increase in feelings of competency for intermediate play therapists; 4) identify several themes and sources of same; 5) identify the limitations of this model.

Tu-3 Sandtray Storytelling and Mental Integration

(B/I/A) Theresa Kestly (Eclectic)

Overview: Participants will explore concepts of sandtray storytelling for therapy with groups in both clinics and schools. Applying ideas from current brain research and case studies, play therapists will learn how clients use images and sand to resolve problems.

Learning Objectives: Following the workshop the audience should be able to: 1) describe ways to articulate the necessity of play for brain development; 2) develop a rationale for using sandtray play with groups to enhance the storytelling process; 3) discuss briefly how current brain research informs the behavior of the play therapist when witnessing the storytelling of clients who play in the sand; 4) identify ethical issues related to sandtray play with groups.

Tu-4 Foundations of Play Therapy: Theory & Practice

(B) Charles Schaefer (Prescriptive)

Overview: Participants will be introduced to various therapeutic powers of play, theoretical approaches to play therapy, as well as the application of theory to practice. An overview of the history and characteristics of play therapy and rationale for the use of play in therapy will also be presented.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the nature and importance of play and history of play therapy; 2) identify the major theoretical approaches to play therapy; 3) describe a variety of practical play therapy materials and techniques.

Community Outreach in Denver!

Tuesday, October 5 from 6:00 pm - 7:30 pm

APT is proud to announce that we will, again, be providing a community night forum as part of our public service commitment to educating professionals about the therapeutic value of play. Barry Chaloner, MEd, will present to early childhood teachers and day-care professionals. Continuing education will be available and everyone is invited to attend.

Help 2-to-6 Year Olds Learn to Manage Anger with Cutting Edge Brain-Based Strategies That Work!

Barry Chaloner, MEd, is an adjunct faculty at Adams State College, director of the Center for Early Intervention, and the early intervention coordinator and play therapist for Bloomfield Schools. Mr. Chaloner is a frequent presenter at national conferences, a researcher, trainer, and consultant to elementary and preschools on early intervention, social-emotional development, violence, bullying, early character education, and play therapy. He is the creator of the PALS Early Intervention Model, an author, and is licensed as professional counselor, school counselor, and school psychologist with over 24 years experience. He is well known for his fun, effective training style.

W-1 Play-Based Early Interventions for Preschool, Head Start, and Kindergarten Classrooms with Behaviorally At-Risk Students

(I/A) W. Barry Chaloner (Developmental)

Overview: Based on attachment, brain, and play research this session offers Pre-K-K teachers, and professionals who serve them, a developmental rationale and set of research-based interventions that integrate play-based applications with other developmentally appropriate practices to successfully address significant behavior problems in these settings.

Learning Objectives: Following the workshop the audience should be able to: 1) understand brain and attachment research, the developmental rationale for early intervention using play; 2) understand the key differences in applying play therapy in school playgrounds versus newer play-based classroom applications; 3) understand how counselors and other professionals can use school triage practices, coach teachers, and integrate play therapy and methods derived from it into "school" behavior intervention plans.

W-2 Play Therapy with Abused and Traumatized Children

(I) Eliana Gil (Prescriptive)

Overview: This workshop will provide a model for assessing and treating abused children utilizing a play-based contextual assessment that integrates non-directive and directive approaches. The focus will be on application of play therapy with this population. Treatment planning will be designed using an approach that considers risk and assists participants to "think play" when formulating ideas to promote goals.

Learning Objectives: Following the workshop the audience should be able to: 1) define the rationale for the use of play therapy with abused/traumatized children; 2) identify three common psychological responses (symptoms) to childhood abuse; 3) list three play-based assessment strategies.

W-3 Adventures in Play Therapy: Using Active Games and Adventure Techniques

(B/I) Terry Kottman and Jeff Ashby (Adlerian)

Overview: Come in play clothes, prepared for fun in this experiential workshop. Learn how to use active games and adventure/challenge exercises to explore thoughts and feelings, build trust, teach problem-solving and relationship skills with groups, families, and individual children.

Learning Objectives: Following the workshop the audience should be able to: 1) use active games and adventure activities to help children, adolescents, and family members build and enhance trust; 2) use these games to help children who are too "tight" to loosen up and children who are too "loose" to increase self-control; 3) learn how to plan and conduct sessions using active games and adventure activities.

Wednesday, October 6

7:30 am - 9:00 am Registration Open

8:00 am - 5:00 pm Exhibits Open

8:30 am - 4:00 pm Pre-Conference Workshops

W-4 The Fundamentals of Experiential Play Therapy
(B/I) Carol Norton (Experiential)

Overview: An overview of the basic philosophical foundations of Experiential Play Therapy will be presented. The symbolism of the play and use of the toys will be emphasized. The stages of the play therapy process will be elucidated.

Learning Objectives: Following the workshop the audience should be able to: 1) describe the key premises underlying play therapy; 2) identify the basic toys contained in a well equipped play room and their uses; 3) discuss the purpose of the therapeutic stages of play therapy; 4) demonstrate how to play therapeutically with a child utilizing an understanding of the metaphors and associations in their play.

4:30 pm - 6:30 pm Pre-Conference Workshops (2 hour)
\$45 fee per workshop

W-5 The Healing Process of Play Therapy with Young Traumatized Children
(A) Sue Bratton (Humanistic)

Overview: Neurological, psychological, and developmental aspects of interpersonal trauma will be addressed in support of a humanistic approach to treating young children who have experienced a significant break in the parent-child relationship through abandonment, death, or abuse. Video vignettes, case studies, and process data from the presenter's research will be presented to illustrate the process of healing.

Learning Objectives: Following the workshop the audience should be able to: 1) name two developmental considerations in working with young victims of trauma; 2) discuss the neurodevelopment benefits of play, specific to traumatized children; 3) discuss the fundamental belief/principle in applying a humanistic approach to play therapy with traumatized children.

W-6 Intergenerational Sandtray-Worldplay Therapy: Bonding Teenagers and Parents
(I/A) Gisela DeDomenico (Phenomenological & Child Centered)

Overview: Sandtray-Worldplay Family Therapy teaches meaningful relationship and honest communication between adolescents and estranged parents. Heartful sharing of individuals and joint sandplays often heals the oppressive and alienating encounters that shaped the family's negative belief system.

Learning Objectives: Following the workshop the audience should be able to: 1) identify two ways of structuring a parent-adolescent ST-WP session; 2) facilitate listening and sharing skills of parent and teenager; 3) know how to apply the multiple World ST-WP method; 4) be familiar with the phases of the Sandtray-Worldplay Family Session.



 **Thursday, October 7**

7:30 am - 9:00 am Registration Open
8:00 am - 8:00 pm Exhibits Open
8:30 am - 4:00 pm Pre-Conference Workshops

Th-1 The Use of Play with Families and Groups
(I) Eliana Gil (Prescriptive)

Overview: Families and groups present unique challenges to clinicians: Focus must be maintained on interpersonal interactions, underlying dynamics, nonverbal communication, and structural issues. Several play strategies will be highlighted to show their applicability to group and family work.

Learning Objectives: Following the workshop the audience should be able to: 1) identify three prominent group dynamics; 2) list three issues relevant to family work; 3) name three play strategies applicable in working with groups and families; 4) list two problem situations that can emerge in groups.

Th-2 Camp PlayMore—A Playground for Learning and Professional Discovery
(I/A) Teri V. Krull and Joyce Mills (Cognitive & Child-centered)

Overview: Play Therapists frequently do not take time for themselves. This workshop intensive is designed to realign the professional with the value of self care, and highlight how professional learning and discovery occur best when the individual is balanced personally and professionally.

Learning Objectives: Following the workshop the audience should be able to: 1) identify their professional style; 2) apply new techniques for playroom use; 3) experience methods of professional self tending; 4) take specific organization information and apply it to their professional practice.

Th-3 Ecosystemic Play Therapy: A Goal Oriented Approach
(B/I) Kevin O'Connor (Ecosystemic)

Overview: Ecosystemic Play Therapy (EPT) is an effective, multi-systemic, developmentally-focused, goal-oriented treatment modality. This workshop presents an alternative approach to traditional methods for professionals. Participants will learn the basic elements of EPT theory and practice heavily illustrated with case material.

Learning Objectives: Following the workshop the audience should be able to: 1) list and define the basic elements of EPT theory and basic tenets of EPT practice; 2) give an example of how systems can interact to create a pathologic situation for a child; 3) give an example of an experiential play therapy intervention, of a cognitive play therapy intervention and developmental modification to play therapy practice.

Th-4 Best 100 Techniques: 10 Years & 20 Nations
(B) Janine Shelby (Prescriptive)

Overview: In this presentation, the most consistently effective 100 play therapy techniques will be described. These clinical tools, from a variety of theoretical orientations, were selected for their practical value and ease of use across a variety of developmental levels, cultures, and settings.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the selection of appropriate techniques for each child's problem or diagnosis; 2) expand their clinical repertoires by reviewing 100 play therapy techniques; 3) have a better understanding of the various techniques through opportunities to role play the various clinical techniques.

4:30 pm - 6:30 pm Pre-Conference Workshops (2 hour)
\$45 fee per workshop

Th-5 Building the Bridge: Sand Tray Play in the Play Therapy Context: Group, Individual, Family
(B/I/A) Linda B. Hunter and Jane Robinson
(Child-centered and Jungian)

Overview: Sand tray play as the "x-ray" to and complement of "full body" play therapy. Connect the 2 Carls (Rogers and Jung) in theory and practice. Experience how miniatures invite children to access their internal fantasies and deep healing energies.

Learning Objectives: Following the workshop the audience should be able to: 1) identify ways in which sand tray play balances and deepens full-body play; 2) use client-centered skills to effectively "witness" the sand tray play of their clients; 3) connect the practice of miniature play to Jungian and Client-centered theory; 4) view, record, and study sand scenes to further their understandings of children's inner worlds and therapeutic need.

Th-6 Theory and Application of Child-Centered Play Therapy
(B/I/A) Garry Landreth (Child-centered)

Overview: Child-centered play therapy is a well-thought-out, philosophically conceived, developmentally based, and research-supported approach to helping children cope with and overcome the problems they experience in the process of living their lives. Basic propositions of the child-centered play therapy approach will be explored and procedures, methodology and skills essential to the application of the theoretical constructs will be described, and demonstrated.

Learning Objectives: Following the workshop the audience should be able to: 1) describe basic propositions of the child-centered play therapy approach; 2) describe methodological and skills essential to the application of the theoretical constructs; 3) describe procedures essential to the child-centered approach.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the 9 domains of sexual behavior measured by the Child Sexual Behavior Inventory; 2) determine the goal of children's inappropriate sexual behaviors when expressed in various play themes; 3) learn how to set limits in the playroom when inappropriate sexual behaviors are demonstrated.

Th-7 Experiential Family Therapy with Adolescents
(I/A) Scott Riviere (Directive & Cognitive behavioral)

F-2 Not Just for Little Kids: Expressive Play Therapy Techniques for Adolescents, Adults, and Families
(B) Jannette Sturm-Mexic, Karen Daboval & David Olguin

Overview: This workshop will cover a structured six week family program that the practitioner can utilize immediately. Participants will explore the use of experiential activities to engage the adolescent and family in the healing process. Outdoors adventure-based activities will be presented with a focus on helping the family gain insight through exploring the process by which the activities were completed. Special attention will be given to working with the resistant adolescent.

Overview: Through experiential learning, this workshop will introduce attendees to use of expressive play therapy techniques that can be use with adolescents, adults, couples, families and groups. Techniques will include art, music, drama, movement, dream work, imagery, writing, and narrative.

Learning Objectives: Following the workshop the audience should be able to: 1) identify benefits of adventure-based counseling with families; 2) identify a primary need of adolescents; 3) apply six structured adventure-based activities; 4) identify the rationale for using process-based interventions.

Learning Objectives: Following the workshop the audience should be able to: 1) identify expressive play therapy techniques to use with adolescents; 2) identify expressive play therapy techniques to use with adults; 3) understand theory and process when using expressive art techniques in play therapy with clients of varying ages older than pre-teenage.

**Th-8 Reattachment Play Therapy:
Using Play with the Adopted Child/Parent Dyad**
(I) Carla Sharp (Neurobiology & Attachment)

F-3 Play Therapy Supervision: Legal, Ethical, and Clinical Issues
(A) Reo N. Leslie, Jr. (Systemic)

Overview: The use of family therapy with the parent/child dyad will be examined with the emphasis on aiding the newly adopted child to re-attach to new parents.

Overview: The presentation discusses theory and practice for Play Therapist Supervision. Issues like mentoring, modeling, supervisory liability, contracting, supervisor-supervisee problem solving, supervisor-supervisee transference/countertransference issues, and ethical, systemic, legal, theoretical, and cultural issues in play therapy supervision are reviewed.

Learning Objectives: Following the workshop the audience should be able to: 1) identify the theory of limbic resonance and understand very basic neurological function; 2) understand the relationship of limbic resonance to psychotherapy; 3) identify specific techniques which strengthen the parent/child bond; 4) apply these techniques with parent/child dyads.

Learning Objectives: Following the workshop the audience should be able to: 1) reduce and manage risk in play therapy supervision; 2) illustrate the supervisory relevance of legal, ethical, personal, systemic, and cultural issues in play therapy supervision; 3) apply the increased understanding of play therapy supervision issues in clinical vignettes.

6:30 pm - 8:00 pm 21st Annual Opening Reception/Poster Presentations

Network with peers, enjoy refreshments and view the many poster presentations as we kick off the 21st Annual Conference. Registration and Continuing Education desks will be open during the reception for your convenience. See page 12 for a complete list of poster presenters and topics.

F-4 Play Therapy: The Therapeutic Use of Music in the Therapeutic Relationship
(I) Kim McMillin (Music theory)

Overview: Participants will be introduced to simple, yet powerful music therapy interventions that a play therapist can use in the therapeutic relationship. We will explore the common themes/principles and research/theory between the worlds of music psychotherapy and play therapy.

Learning Objectives: Following the workshop the audience should be able to: 1) list three characteristics/themes/principles that music therapy and play therapy share; 2) list three music/rhythm interventions to add to their play therapy toolbox; 3) list three goals that music interventions can address for play therapy clients.

 **Conference—October 8-9, 2004** 

Friday, October 8

7:00 am - 10:00 am Registration Open

7:30 am - 7:30 pm Exhibits Open

8:00 am - 9:30 am Welcome and Opening Announcements
Geri Glover, Chair, Program Committee

Keynote Address: The Importance of Children's Play
Sandra Russ, Ph.D.

Research has found that play is important in child development. Play relates to many aspects of adaptive functioning in children such as creativity and coping. Play intervention has been found to reduce anxiety in children. Implications for play therapy will be discussed.

F-5 Family Theraplay with Three Siblings and Their Parents
(B/I/A) Evangeline Munns (Theraplay)

Overview: This workshop will briefly cover the basics of family theraplay followed by a case presentation of 3 siblings (one severely acting out) with a depressed mother and father.

Learning Objectives: Following the workshop the audience should be able to: 1) identify the fundamentals of theraplay; 2) identify some of the techniques of theraplay; 3) apply theraplay to families involving several siblings; 4) understand how a structured, non-verbal form of play therapy can be effective in a short period of time.

10:00 am - 12:00 pm Session I: Sectionals F-1 to F-8

F-1 Assessment and Treatment of Inappropriate Sexual Behavior in Play
(I) Ruth Ouzts Cash (Adlerian)

Overview: The presentation will discuss using the Child Sexual Behavior Inventory and other assessment measures with children who have experienced maltreatment and are involved in play therapy. The goals of children's sexual behavior and therapeutic limit setting will also be explained.

**F-6 Cultural Dimensions of Sandplay:
Ethnic Identity and Cross-Cultural Dynamics**
(B/I/A) Dee Preston-Dillon (Cross-cultural & Jungian)

Overview: Efficacy with culturally different clients requires sensitivities to cultural dimensions of the symbolic, historic, and mythic. When using sandplay it is essential. This workshop presents culture-specific perspectives for reducing ethnocentric bias in sandplay therapy.

Learning Objectives: Following the workshop the audience should be able to: 1) identify representations of ethnicity and culture-related issues in sand scenes; 2) understand how ethnocentrism seeps into play therapy; 3) gain insight into personal suppositions about ethnicity in sand therapy; 4) increase competency with diversity issues in play therapy.

F-7 Using Play Therapy Techniques with High Risk Young Children in the Childcare Setting

(I/A) Jane Robinson and Linda Hunter (Child-centered)

Overview: Experiential workshop with videos introduces play therapist to a comprehensive model of creating positive child-centered pre-school environments. Combined filial and kinder therapy trains teachers, parents, and other professionals, while on-site play therapy groups are provided for high-risk children.

Learning Objectives: Following the workshop the audience should be able to: 1) use play therapy techniques as applied to special needs young children in a group setting; 2) have working knowledge of “transdiscipline” and the impact play therapy techniques can have on professionals of other disciplines working with the young child; 3) plan a workshop for preschool teachers and others working with the young child.

F-8 Grief As A Journey: More Tools and Techniques to Help Grieving Children

(I) Sharon Rugg (Systems approach)

Overview: In this presentation, conducted by an LCSW, author, and certified grief therapist, participants will learn about children’s grief and how to help, using hands-on play and learning activities such as games, art, storytelling, music, and puppetry.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the tasks of grief within the concept of grief as a journey; 2) understand the unique ways in which children grieve; 3) gain ideas for helping grieving children.

12:15 pm–1:00 pm President’s Welcome to New Members and 1st Time Attendees

12:15 pm–1:00 pm Informational Presentations (no credit)

(NC-1) How to Publish in the International Journal of Play Therapy

Dr. Dee Ray, editor of the IJPT discusses strategies for becoming published in this and other journals.

(NC-2) Becoming an RPT or RPT-S: Answers to Common Questions

Mary Anne Peabody, Chair of the Registration/CE Committee answers everything you ever wanted to know about the registration process.

(NC-3) 2004 Student Research Award Recipient Research Presentation

1:30 pm - 3:30 pm Session II: Sectionals F-9 to F-16

F-9 Mindfulness: A Key Element in Relationship-Based Approaches to Play Therapy in School and Clinical Settings

(B/I) W. Barry Chaloner (Developmental)

Overview: Mindfulness is the practice of interacting in the “here and now” without analyzing and is central to meditation and Eastern psychology. When applied to play therapy it enhances the therapist-child relationship, promotes healing and attachment, and restores a “freshness” to the practice of play therapy. This session will explore various applications of mindfulness to play therapy.

Learning Objectives: Following the workshop the audience should be able to: 1) understand brain and attachment research, the developmental rationale for early intervention using play; 2) understand the nuts-n-bolts of counselors applying meditative principles and practices in play therapy; 3) understand how counselors can reduce their stress while enhancing the healing process for the child.

F-10 The Identification and Treatment of Relational Aggression Among Girls

(B/I/A) Myra M. Lawrence, Kristin Condon, and Emily Nicholson (Psychodynamic & Developmental)

Overview: This workshop will focus on prevention/intervention programs and play therapy techniques that address relational aggression among school-age and adolescent girls. A role-play developed by high school girls, and a model 10-week intervention program will be described.

Learning Objectives: Following the workshop the audience should be able to: 1) recognize the behavioral characteristics and impact of relational aggression; 2) identify “Best Practices” for intervention, prevention and treatment of relational aggression; 3) adapt these programs and treatment techniques to various play therapy settings.

F-11 The Use of Play In Family Assessment: The Build-a-House Technique

(I) Carla Sharp (Family Systems and Directive)

Overview: This is a simple technique that uses play to reduce the family’s anxiety. It allows the therapist to gain powerful insights into family dynamics, roles and communication patterns within a 50 minute session. It serves as a family assessment tool to complement individual child assessment or to stand alone as a family assessment tool.

Learning Objectives: Following the workshop the audience should be able to: 1) understand how the power of play lowers defenses and allows family members to respond more naturally to each other; 2) identify a simple technique by which very young children can join their family in an assessment session; 3) identify specific behavioral characteristics to look for as they assess family dynamics.

F-12 Child-centered Play Therapy with Attachment-Disrupted Children

(I) Misty Solt and Yumoko Ogawa (Child-centered)

Overview: This presentation will address child-centered principles and provide a general overview of attachment related concepts. Participants will observe the power and effectiveness of child-centered play therapy in facilitating healthy attachment for attachment disrupted children through video.

Learning Objectives: Following the workshop the audience should be able to: 1) have a basic understanding of Reactive Attachment Disorder; 2) identify play behaviors unique to attachment disrupted children; 3) understand the process of child-centered play therapy with attachment disrupted children.

F-13 Group Supervision/Consultation Specific to Play Therapy

(A) Elaine Wittmann (Psychodynamic)

Overview: Play Therapy Specific Supervision/Consultation is introduced as an alternative/adjunct to verbal supervision. Drawing, sandplay, storytelling, and dramatic play are facilitated in group supervision to increase a clinician’s ability to perceive dynamics of presented cases and grow as a play therapist.

Learning Objectives: Following the workshop the audience should be able to: 1) define and identify components of Play Therapy Specific techniques in Supervision/Consultation; 2) identify when and how to introduce these techniques; 3) build on confidence in using techniques and ability to use Play Therapy Specific methods.

F-14a Basics of Psychopharmacology

(B/I/A) Frank H. Kirchner and Kathrin Hartmann (Psychopharmacology)

Overview: This presentation will present basic psychopharmacology, including mechanisms for referral, mechanisms of drug action, and classes of medications for use. It is anticipated that the audience will primarily be non-physicians at all levels of training and indications.

Learning Objectives: Following the workshop the audience should be able to: 1) identify appropriate reasons for referral to a physician for medication evaluation; 2) identify different types of medications used in the field of child psychiatry; 3) identify medication effects that might be observed in subsequent play therapy sessions.

F-15a Creative Interventions for Sexually Abused and Traumatized Children
(I) Liana Lowenstein (Prescriptive)

Overview: This workshop is designed to familiarize participants with an innovative model for working with sexually abused and traumatized children. This will include interventions that can be used in individual or group therapy sessions with preschool, latency, and adolescent victims of sexual abuse.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the latest trauma research; 2) identify new and innovative assessment and treatment activities for sexually abused and traumatized children; 3) apply strategies to engage resistant children in the therapy process.

F-16a Play Therapy in the Courtroom “Ethical & Legal Issues”
(I) Marilyn S. Snow, Erin E. Martin and Heather M. Helm (Legal)

Overview: Therapists who counsel children are often required to testify in civil and criminal court cases. This workshop examines the issues of testimony concerning the meaning of play themes and disclosures and issues of the use of videotaped play therapy sessions as court testimony. Ethical, legal and HIPPA issues involved in court cases will be examined.

Learning Objectives: Following the workshop the audience should be able to: 1) identify the use of video play therapy sessions in court testimony; 2) understand the roles of the play therapist in court testimony; 3) understand the ethical and legal obligations of the therapist/client in the courtroom.

4:00 pm - 6:00 pm Session III: Sectionals F-14b to F-21

F-14b Basics of Psychopharmacology
(B/I/A) Frank H. Kirchner and Kathrin Hartmann (Part 2)
If you registered for F-14a, you must also register for F-14b.

F-15b Creative Interventions for Sexually Abused and Traumatized Children
(I) Liana Lowenstein (Part 2)
If you registered for F-15a you must also register for F-15b.

F-16b Play Therapy in the Courtroom “Ethical & Legal Issues”
(I) Marilyn S. Snow, Erin E. Martin and Heather M. Helm (Part 2)
If you registered for F-16a, you must also register for F-16b.

F-17 Play Therapy and Traumatology: Perspective and Procedures for Trauma Resiliency
(A) Jennifer Baggerly (Child-centered)

Overview: In this perilous era of terrorism, play therapists need to facilitate trauma resiliency in children and themselves. This session provides play therapists traumatology perspectives of brain response, procedures of a tri-phasic model, grounding, and containment, and compassion fatigue resiliency strategies.

Learning Objectives: Following the workshop the audience should be able to: 1) discuss traumatology perspectives of brain response and trauma symptoms as they relate to play therapy; 2) explain how to implement Herman’s tri-phasic model within play therapy; 3) demonstrate two grounding skills and two containment skills that can be implemented in play therapy.

F-18 Play-Based Early Interventions for Preschool, Head Start and Kindergarten Classrooms with Behaviorally At-Risk Students
(I/A) W. Barry Chaloner (Developmental)

Overview: Overview: Based on attachment, brain, and play research this session offers Pre-K-K teachers, and professionals who serve them, a developmental rationale and set of research-based interventions that integrate play-based applications with other developmentally appropriate practices to successfully address significant behavior problems in these settings.

Learning Objectives: Following the workshop the audience should be able to: 1) understand brain and attachment research and the developmental rationale for early intervention; 2) understand the key differences in applying play therapy in school programs versus newer play-based classrooms applications; 3) understand how counselors and other professionals can more effectively coach teachers and integrate play therapy and methods derived from it into “school” behavior intervention plans.

F-19 A Picture is Worth a Thousand Words
(B/I) Elaine Ptacek (Child-centered)

Overview: This experiential workshop helps the therapist recognize life experiences and trauma in children’s artwork using the Human Figure Drawing and the Kinetic Family Drawing as assessment tools.

Learning Objectives: Following the workshop the audience should be able to: 1) identify the Human Figure Drawing and the Family Kinetic Drawing used as assessment tools; 2) understand the scoring techniques in those tools; 3) recognize the effective use of Mask making as a valuable tool for self expression of external and internal feeling of the client.

F-20 Dynamic Dimensions of the Play Therapy Relationship
(I/A) Garry Landreth, Sue Bratton and Dee Ray (Child-centered)

Overview: The play therapy process is critically affected by the play therapist’s understanding of and response to significant issues related to the therapist, the child, the relationship, and therapeutic structuring. These issues will be explored in a position statement by each presenter followed by responses to questions.


Learning Objectives: Following the workshop the audience should be able to: 1) identify four critical issues in the play therapy process; 2) identify two personal issues they need to work on; 3) identify two relationship issues they need to work on.

F-21 Culturally Competent “Game” Therapy with the Mexican Child and Family—a narrative approach
(B/I) Roberto Robles (Narrative)

Overview: This interactive workshop will discuss how to use traditional Mexican games by using narrative therapy principals. It will also introduce the 1st bilingual and bicultural child therapy game called Historia de Loteria-Lotto Story[®], to help meet the needs of Spanish-speaking child.

Learning Objectives: Following the workshop the audience should be able to: 1) engage the Spanish speaking Mexican child and family in “game” therapy using a Narrative Therapy approach; 2) identify ways to treat the Mexican child and family by using culturally appropriate games; 3) understand the different ways to use La Loteria, and other games in a therapeutic manner.

7:30 pm - 10:00 pm Chuck Wagon Dinner and Dance
(see back cover for details)

 **Saturday, October 9**

7:00 am - 10:30 am Registration Open

7:30 am - 4:00 pm Exhibits Open

8:00 am - 9:30 am Denver Dialogues

Spend the early morning in conversations with researchers and innovators in the field of Play Therapy. *Space is limited.*

S-1 It Makes You Feel Better: Children Talk About Play Therapy
(I) Jo Carroll (Attachment)

Overview: This presentation will involve participants in research processes by thinking about the challenges inherent in a study of children’s opinions and engaging the data in order to find meanings we consider the implications for practice.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the importance of research in play therapy, and begin to engage with methodological challenges; 2) understand narratives children develop for themselves about play therapy processes and implications for practice; 3) identify with children who did not enjoy their play therapy and consider lessons we’ve learned from their experience.

S-2 **Filial Therapy: The Robustness of the Model**
(A) Hilda Glazer and Louise Guerny (Child-centered)
Overview: This workshop reviews the variations of filial therapy emphasizing the robustness of the model for achieving positive outcomes. The history, research, rationale, and goals for each variation will be discussed. The formats will be presented and supported by case examples.
Learning Objectives: Following the workshop the audience should be able to: 1) describe the history of filial therapy; 2) list the variations on the original model; 3) describe the formats for the variations; 4) have a rubric for selecting a model for their setting and objectives.

S-3 **Barriers to Play Therapy in the Schools**
(I) Dee Ray and Stephen Armstrong (Child-centered)
Overview: This workshop presents the results of a recent survey of 381 elementary school counselors regarding practices of play therapy and will provide counselors with tips and ideas on how to implement play therapy in the schools.
Learning Objectives: Following the workshop the audience should be able to: 1) identify current play therapy practices among elementary school counselors; 2) identify perceived barriers to play therapy in elementary schools; 3) identify methods to implement play therapy in the schools.

S-4 **The Portable Sandtray for Child Crisis Interventions**
(B/I) Marlo Zarzaur (Child-centered)
Overview: This presentation merges sandtray therapy and crisis intervention. The participants will learn how to assemble a portable sandtray and how to conduct a sandtray session with a child in crisis.
Learning Objectives: Following the workshop the audience should be able to: 1) understand why sandtray is a developmentally effective intervention with children in crisis; 2) assemble a portable sandtray; 3) conduct a sandtray session with a child in crisis.

10:00 am - 10:30 am **Tribute to Viola Brody**
Viola Brody was a pioneer in working with children through play. She used her Developmental Play Therapy model to help those often considered the most difficult to reach; children impacted by attachment issues. Join us in saluting this extraordinary woman.

10:30 am - 11:30 am **APT ANNUAL MEETING**
In accordance with its corporate bylaws, the Association for Play Therapy (APT) must conduct an Annual Meeting during its annual conference. All members in good standing and guests are invited to attend this forum featuring member awards and recognitions, program reports, leadership successions, etc. An annual financial report produced by Berry & Homen CPAs is displayed at www.a4pt.org, and in the September Newsletter.

1:00 pm - 3:00 pm **Session IV: Sectionals S-5 to S-12a**

S-5 **Play Therapy for Children Experiencing Attachment and Interpersonal Trauma**
(I/A) Helen Benedict (Object-relations & Attachment)
Overview: This workshop will present a research-supported and attachment-theory based play therapy approach for attachment-disordered and interpersonally-traumatized children. Specific techniques will be illustrated.
Learning Objectives: Following the workshop the audience should be able to: 1) understand and describe several distinct clinical presentations on children who have experienced attachment and/or interpersonal trauma; 2) understand the basic three-phase model of play therapy presented; 3) describe specific play therapy goals and techniques for several clinical presentations and be able to apply to participant cases.

S-6 **Big Kids Play Too: A Look at Play Therapy in High School**
(I) Jill Packman and Tina R. Pyatt (Child-centered)
Overview: Participants will explore the use of Play Therapy with high school students and learn developmentally appropriate means of breaking through the “talk” barrier. Participants will hear, see and experience play therapy as it can be used in a high school setting.
Learning Objectives: Following the workshop the audience should be able to: 1) identify the therapeutic and developmental rationale for the use of a play intervention with high school students; 2) identify four modifications to play therapy techniques for high school students; 3) identify three appropriate modifications to the play room and toys appropriate for high school students.

S-7 **Guided Interaction in Developmental Play Therapy**
(B/I) Ken Schwartzberger and Valerie Wilson-Lindberg (Experiential)
Overview: Guided Interaction techniques in Developmental Play Therapy are introduced. Learn developmental play theory and application methods in guided play interaction to effectively form therapeutic relationships, engage, model, instruct, support and guide parents, caregivers, and children in the play therapy process.
Learning Objectives: Following the workshop the audience should be able to: 1) understand the tenets of Developmental Play Therapy; 2) identify specific methods and techniques in the application of caring touch and developmental play; 3) learn an evidence based model of Guided Interaction to use with parents and caregivers.

S-8 **Enhancing Play Therapy with Parent Training: A Behavioral/Solution-Focused Model**
(B) Holly Shaw and Sandy Magnuson (Adlerian)
Overview: We present a model for the play therapist to work with the parent fifteen minutes each week in parenting skills. After the consultation, the child receives traditional play therapy. We include topics for ten weeks and handouts for parents.
Learning Objectives: Following the workshop the audience should be able to: 1) teach behavioral techniques to parents so that they can increase desired behaviors in children and decrease unwanted behaviors; 2) learn how solution-focused techniques help parents envision children, and also parenting, in a more positive, hopeful light; 3) identify topics for ten weeks of parent consultation.

S-9 **Using Drawings in Play Therapy with Traumatized Children**
(I) Nancy Boyd Webb (Psychodynamic)
Overview: This session discusses and demonstrates the use of drawings in play therapy to communicate and help children whose traumatic experiences have frightened them. Detailed case examples illustrate methods for helping children express and process their feelings through their drawings.
Learning Objectives: Following the workshop the audience should be able to: 1) understand the rationale for the use of play therapy with traumatized children; 2) understand how trauma can interfere with the bereavement process; 3) apply at least two drawing techniques that can be used in play therapy with traumatized children.

S-10a **Adventures in Play Therapy: Using Active Games and Adventure Techniques**
(B/I) Terry Kottman and Jeff Ashby (Adlerian & Psychoanalytic)
Overview: Come in play clothes, prepared for fun in this experiential workshop. Learn how to use active games and adventure/challenge exercises to explore thoughts and feelings, build trust, teach problem-solving and relationship skills with groups, families, and individual children.
Learning Objectives: Following the workshop the audience should be able to: 1) identify how to use active games and adventure activities to help children, adolescents, and family members build and enhance trust and build cooperation; 2) learn how to plan and conduct sessions using active games and adventure activities.

2005

TENNESSEE

Nashville



22nd Annual
**ASSOCIATION FOR PLAY THERAPY
INTERNATIONAL CONFERENCE**

OCTOBER 4 • 5 • 6 • 7 • 8

Opryland



22ND ANNUAL ASSOCIATION FOR PLAY THERAPY INTERNATIONAL CONFERENCE

October 7 & 8 (Preconference Workshops October 4-6, 2005) ■ Opryland ■ Nashville, Tennessee

PRESENTATION PROPOSAL FORM

Proposals must be received no later than December 1, 2004

PRESENTATION INFORMATION:

Title (max. of 80 characters): _____

Level: _____ Basic _____ Intermediate _____ Advanced (please explain below)

Why do you consider this proposal to be Basic, Intermediate, or Advanced?

Pre-requisite Training Needed by Audience: _____

PLEASE CONSIDER THIS PROPOSAL FOR (Check one or rank order those for which you want your proposal to be considered. Checking multiple indicates that you are willing to adapt your proposal for these formats.)

_____ **Preconference Full- Day Workshop**

_____ **Conference Sectional Presentation:** Length _____ 4 Hour _____ 2 Hour _____ 1 Hour (Panel/Discussion/Poster Session)

Identify Proposal Content Focus: (Select up to 3 from the following list, indicating primary focus in 1st blank, etc.)

- | | | | |
|--|---|-------------------------------------|--|
| <input type="checkbox"/> PT Theory/Process | <input type="checkbox"/> Supervision | <input type="checkbox"/> Adolescent | <input type="checkbox"/> Diagnosis/Assessment/Interpretation |
| <input type="checkbox"/> TX Planning | <input type="checkbox"/> Family PT/Filial | <input type="checkbox"/> Diversity | <input type="checkbox"/> Techniques (art, short-term, activity, etc.) |
| <input type="checkbox"/> Ethical/Legal | <input type="checkbox"/> Sandplay | <input type="checkbox"/> Group | <input type="checkbox"/> Special Pop (divorce, pre-school, ADHD, etc.) |
| <input type="checkbox"/> PT Research | <input type="checkbox"/> School-Based PT | <input type="checkbox"/> Adult | <input type="checkbox"/> Trauma (trauma, abuse, sexual abuse) |

(Please be specific and identify your Technique, Special Population, or the type of Trauma(s).)

1. _____ 2. _____ 3. _____

Identify theoretical/philosophical basis for this presentation: _____

***Please provide 7 copies of this proposal and each of the following supporting documents:**

- (1) **Overview:** A 40 word description. (2) **Abstract:** A 250 words max summary of the presentation and theoretical framework.
(3) **Learning Objectives:** A maximum of 4. (4) **Audio Visual Requested** (5) **Needs Assessment:** How did you determine the need for this presentation? (6) **Exam questions:** A maximum of 5. (7) **Presenter Vitae/Resumes:** One for each presenter.

INCOMPLETE PROPOSALS WILL NOT BE REVIEWED ■ FAXED PROPOSALS WILL NOT BE ACCEPTED

PRESENTER(S) INFORMATION:

Do you have a co-presenter: _____ No _____ Yes. If yes, attach a separate sheet for each co-presenter with the below information included.

Name (Primary Presenter): _____ Degree: _____ Field: _____

License Type & Number (If any): _____ State or Country: _____ Are you an RPT or RPT-S? _____

Organization: _____ Email: _____

Address: _____ City: _____ State: _____

Zip: _____ Country: _____ Telephone: (H) _____ (W) _____

Number of Years play therapy practice: _____ Number of PT hours and/or PT Supervision hours weekly: _____

Have you previously presented for APT? _____ How many times? _____ What Year(s)? _____

Have you previously attended an APT Conference? _____ How many times? _____ What Year(s)? _____

PRESENTER CONFERENCE REGISTRATION FEES:

Pre-Conference Presenters: Conference fee is waived

One and Two-hour Presenters: Full Conference fee

Half-day (4 hour) Presenters: Conference fee is \$100

All Co-Presenters: Full Conference fee

HANDOUTS & AUDIOTAPE RELEASE:

With presenter consent, a compilation of all presenter handouts will be given to each attendee with their registration materials.

The APT _____ **MAY** _____ **MAY NOT**, include my handouts with each registration packet.

With presenter consent, audiotapes of all presentations may be made and sold by the APT. The APT **does not** pay royalties to presenters.

The APT _____ **MAY** _____ **MAY NOT**, make audiotapes of my presentation for sale.

Signature _____ Date _____

FOR THIS PROPOSAL TO BE CONSIDERED YOU MUST SIGN BELOW:

Upon acceptance of this proposal by APT, this proposal becomes a binding contract between APT and me and I agree to present at the APT International Conference or provide a replacement presenter that is satisfactory to the Conference Committee, at no cost to APT. I must inform APT if I am unable to present and who my replacement presenter is at least forty-eight (48) hours prior to the commencement of the APT International Conference. My failure to present, or provide a satisfactory replacement for the presentation, at the APT International Conference is a material breach of this contract, except if such failure is due to the event of personal emergency and I provide written documentation thereof to APT within five (5) days of such failure. I represent and warrant that the content of the materials that I provide to APT to be included in the materials provided to attendees of the APT International Conference and others are my original work and owned by me and, if not owned by me, I have received all necessary authorizations from the owner(s) of such material to use such material for this specific purpose. Neither APT, the Conference Committee nor any continuing education sponsor is or shall be responsible or liable for, and I hereby agree to indemnify and hold harmless each of them from and against any losses (including attorneys' fees) incurred as a result of or arising out of the use of, the materials I provide or the content of my presentation. I agree to comply with all ethical standards of mental health professional associations, including the APA's Ethical Principles of Psychologists, as they apply to continuing education activities.

Signature _____ Date _____

RETURN TO: APT ■ 2050 N. Winery Avenue, Suite 101 ■ Fresno, CA 93703 USA ■ Phone (559) 252-2278
(Form can be downloaded at www.a4pt.org)

S-11a Strategies for Effective Supervision of Play Therapists
(A) Teri V. Krull (Cognitive directive)

Overview: Supervision styles vary within the play therapy field. This workshop is designed to review the tasks of supervision as it relates to play therapy and explore the unique challenges of the play therapy supervisor.

Learning Objectives: Following the workshop the audience should be able to: 1) identify their supervision styles; 2) demonstrate supervisory techniques useful in play therapy supervision; 3) understand the basic legal, ethical and organizational requirements for supervision in play therapy.

S-12a Cross-Cultural Issues in Play Therapy
(B/I/A) John Paul Lilly, Eliana Gil, and Athena Drewes (Jungian, Prescriptive, & Psychodynamic)

Overview: Play therapists have a responsibility to think through an approach for delivery of cross-cultural service through self-evaluation, knowledge-gathering, and social application. This workshop will help participants understand play and symbols across and within cultures and utilize a broad-based assessment and practice approach which honors culture, race, ethnicity, religious affiliations and acculturation. Didactic, experiential, professional and personal observations will be presented.

Learning Objectives: Following the workshop the audience should be able to: 1) identify assessments to use in cross-cultural play therapy; 2) self-evaluate in order to catch any personal biases and limitations in conducting cross-cultural play therapy; 3) identify three necessary components in setting up a cross-cultural play therapy room; 4) identify the historical perspective of the importance of play across cultures; 5) identify symbols unique to the cultures they are working with.

3:30 pm - 5:30 pm Session V: Sectionals S-10b to S-17

**S-10b Adventures in Play Therapy:
Using Active Games and Adventure Techniques**
(B/I) Terry Kottman and Jeff Ashby (Part 2)

If you registered for S-10a, you must also register for S-10b.

S-11b Strategies for Effective Supervision of Play Therapists
(A) Teri V. Krull (Part 2)

If you registered for S-11a, you must also register for S-11b.

S-12b Cross-Cultural Issues in Play Therapy
(B/I/A) John Paul Lilly, Eliana Gil, and Athena Drewes (Part 2)

If you registered for S-12a, you must also register for S-12b.

**S-13 Neurosequential Development and Experiential Play
Therapy with Traumatized Children**
(I) Richard L. Gaskill (Experiential)

Overview: The neurosequential development and trauma model provides critical insights regarding traumatized children. Experiential Play Therapy offers a powerful approach to incorporate these insights. Its theoretical foundation provides the nurturing backdrop for re-experiencing patterned, developmental sequences necessary for disregulated children.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the relationship between neurosequential development and trauma; 2) learn which experiential activities facilitate development of neuro organization; 3) learn to access which neurological levels were disorganized by trauma.

**S-14 Augmenting Your Practice by Offering Short-Term,
Secondary Prevention Services**
(A) Kevin O'Connor (Ecosystemic)

Overview: Focused, short-term play therapy can help children face impending stresses: a divorce, birth of a sibling, relocation or a medical procedure with confidence greatly reducing their chances of later becoming symptomatic and can be professional and financially rewarding for play therapists.

Learning Objectives: Following the workshop the audience should be able to: 1) list potential life stresses for which preventative play therapy would be appropriate; 2) describe a model for developing a set treatment plan for delivering preventative services to children individually or in groups; and 3) describe at least 3 sample preventative play therapy interventions.

**S-15 So They Won't Fall Through the Cracks...School Based
Adaptations of Play Therapy for Prevention**
(B/I) Mary Anne Peabody (Child-centered)

Overview: The critical development task of early childhood is successful school adjustment. Participants will learn about the nationally recognized "Primary Project" which helps detect and prevent children's social, emotional, and school adjustment problems, improves learning skills and other school-related competencies. Primary Project adapts a filial therapy approach using paraprofessionals supervised by school based mental health professionals.

Learning Objectives: Following the workshop the audience should be able to: 1) understand the connection between social emotional well being and academic readiness in the early grades; 2) identify the five key components of Primary Project; 3) understand successful implementation strategies to engage stakeholders from the very beginning.

S-16 School Based Gestalt Play Therapy with Children of Divorce
(I) Cynthia Reynolds (Gestalt)

Overview: This presentation is designed to help counselors utilize a variety of play therapy techniques with children of divorce (ages 8-12) in an individual and group setting. A Gestalt framework is used to explain divorce from a theoretical and practical standpoint.


Learning Objectives: Following the workshop the audience should be able to: 1) understand the frequency of divorce in today's society and its emotional impact on children; 2) appreciate both the positive and negative effects of divorce on children; 3) identify the basic gestalt concepts.

**S-17 Emotional First Aid Using EMDR in Play Therapy to Help
Children Transform Trauma**
(A) Jan Yordy (Cognitive Behavioral)

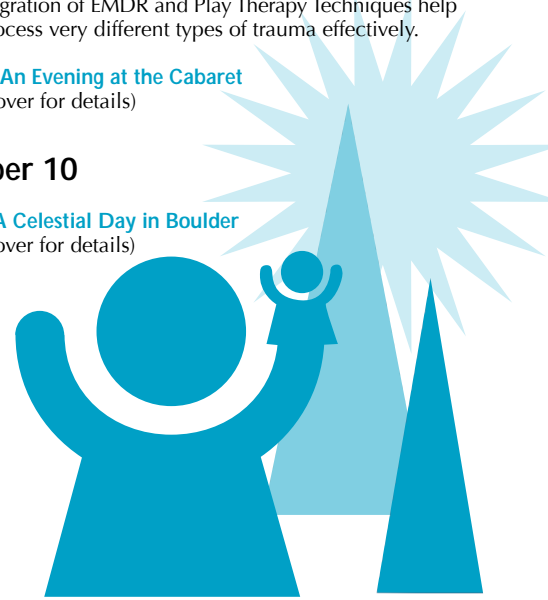
Overview: In this helpful workshop the therapy technique called Eye Movement Desensitization Reprocessing (EMDR) will be introduced. Four play therapy techniques which can be combined with EMDR to enhance trauma processing will be described. Several Play Therapy/EMDR case examples will also be shared to illustrate how EMDR effectively helps children process their trauma. *Note:* One workshop does not qualify participants to use EMDR. Additional study is needed.

Learning Objectives: Following the workshop the audience should be able to: 1) describe the EMDR Technique and how it helps reprocess traumatic memories; 2) identify four effective play therapy techniques that can be adapted to incorporate EMDR to help with trauma processing; 3) discuss how an integration of EMDR and Play Therapy Techniques help children process very different types of trauma effectively.

6:00 pm - 10:00 pm An Evening at the Cabaret
(see back cover for details)

 **Sunday, October 10**

9:00 am - 1:00 pm A Celestial Day in Boulder
(see back cover for details)



Conference Faculty

- Steven Armstrong, PhD**, Univ of North Texas, Denton, TX
Jeff Ashby, PhD, Georgia State Univ, Atlanta, GA
Jennifer Baggerly, PhD, RPT-S, University of South Florida Tampa, FL
Helen Benedict, PhD, RPT-S, Baylor University Dept. of Psychology, Waco, TX
Sue Bratton, PhD, RPT-S, Board Member, APT; Director, Center for Play Therapy, Denton, TX
Kristin Condon, PsyD, Shared Vision, Inc., Oak Brook, IL
Jo Carroll, PhD, Child & Adolescent Mental Health Service, Wiltshire, UK
Ruth Ouzts Cash, PhD, DeSoto Family Counseling Center, Southaven, MS
W. Barry Chaloner, MEd, Center for Early Intervention, Durango CO
Karen Daboval, MEd, University of New Orleans, New Orleans, LA
Gisela DeDomenico, PhD, RPT-S, VQIRS, Oakland, CA
Athena A. Drewes, PsyD, RPT-S, Board Member, APT; Astor Home for Children, Poughkeepsie, NY
Richard L. Gaskill, EdD, RPT-S, Sumner Mental Health Center, Wichita, KS
Eliana Gil, PhD, RPT-S, Abused Children's Treatment Program, Fairfax, VA
Hilda Glazer, EdD, RPT-S, Mount Carmel Hospice, Columbus, OH
Louise Guernsey, PhD, RPT-S, National Institute of Relationship Enhancement, Bethesda, MD
Kathrin Hartmann, PhD, Eastern Virginia Medical School, Norfolk, VA
Heather M. Helm, MEd, NCC, RPT, University of Mississippi, University, MS
Linda Homeyer, PhD, RPT-S, Board Member, APT; Texas State University, Canyon Lake, TX
Linda Hunter, PhD, RPT-S, Association for Community Counseling, Palm Beach, FL
Theresa Kestly, PhD, RPT-S, Sand Tray Training Institute of New Mexico, Corrales, NM
Frank H. Kirchner, MD, Eastern Virginia Medical School, Norfolk, VA
Terry Kottman, PhD, RPT-S, The Encouragement Zone, Cedar Falls, IA
Teri V. Krull, MSW, CISW, RPT-S, Center for Positive Regard, Chandler, AZ
Garry Landreth, EdD, RPT-S, Board Member Emeritus, APT; Center for Play Therapy, Univ of North Texas, Denton, TX
Myra M. Lawrence, PsyD, Shared Vision, Inc., Oak Brook, IL
Reo H. Leslie Jr., D.Min, RPT-S, Family Therapy / Play Therapy Institute, Aurora, CO
John Paul Lilly, LCSW, RPT-S, Sierra Counseling Associates, Provo, UT
Liana Lowenstein, MSW, CPT-S, Private Practice, Toronto, ON, Canada
Erin E. Martin, MEd, RPT, University of Mississippi, University, MS
Sandy Magnuson, EdD, RPT-S, University of Northern Colorado, Fort Collins, CO
Kim McMillin, RN, MA, MT-BC, LPC, RPT, Center for Music Psychotherapy, Lafayette, CO
Joyce Mills, PhD, RPT-S, The StoryPlay Center, Scottsdale, AZ
Evangeline Munns, PhD, RPT-S, Blue Hills Child and Family Services, King City, ON, Canada
Emily Nicholson, Illinois School of Professional Psychology, Chicago, IL
Carol Norton, EdD, RPT-S, Family Psychological Services, Greeley, CO
Kevin O'Connor, PhD, RPT-S, Cofounder/Board Member Emeritus, APT; California School of Professional Psych at Alliant Univ, Fresno, CA
Yumiko Ogawa, MA, MEd, NCC, RPT, Center for Play Therapy, Denton, TX
David Olguin, PhD, University of New Mexico, Albuquerque, NM
Jill Packman, PhD, NCC, LPC-I, RPT-S, University of Nevada, Reno, NV
Mary Anne Peabody, LCSW, RPT-S, Private Practice, Brunswick, ME
Dee Preston-Dillon, PhD, Univ of Maryland University College, College Park, MD
Elaine Ptacek, MS, LCPC, RPT-S, Northwest Kansas Play Therapy Inst, Colby, KS
Tina R. Pyatt, MA, Wooster High School, Reno, NV
Dee Ray, PhD, RPT-S, Journal Editor, APT; Univ of North Texas, Denton, TX
Cynthia Reynolds, PhD, RPT-S, University of Akron, Akron, OH
Scott Riviere, MS, RPT-S, KIDZ, Inc., Lake Charles, LA
Jane Robinson, LMHC, RPT, All 'Bout Children, Delray Beach, FL
Roberto Robles, MSW, LCSW, Sacramento, CA
Sharon Rugg, LCSW, CT, RPT, Rising Sun Center for Loss & Renewal, Marietta, GA
Sandra Russ, PhD, Case Western Research University, Cleveland, OH
Charles Schaefer, PhD, RPT-S, Cofounder/Board Member Emeritus, APT; Fairleigh Dickinson Univ, Teaneck, NJ
Ken Schwartzenberger, MSW, RPT-S, The Guidance Center, Long Beach, CA
Carla Sharp, APRN, RPT-S, Kailua, HI
Holly Shaw, MA, University of Northern Colorado, Fort Collins, CO
Janine Shelby, PhD, BCETS, RPT-S, University of California Los Angeles, Los Angeles, CA
Marilyn S. Snow, PhD, NCC, LPC, University of Mississippi, University, MS
Misty Solt, PhD, RPT-S, Child & Family Counseling Center, Frisco, TX
Jannette Sturn-Mexic, MEd, University of New Orleans, New Orleans, LA
Nancy Boyd Webb, DSW, RPT-S, Fordham University, Sleepy Hollow, NY
Valerie Wilson-Lindberg, LCSW, The Guidance Center, Long Beach, CA
Elaine Wittmann, MAEd, RPT-S, Rainbows End Retreat & Training Center, Beech Mountain, NC
Jan Yordy, MEd, MSW, Child & Family Counseling Services, Ontario, CANADA
Marlo Zarzaur, MA, The Franciscan School, Chapel Hill, NC

Poster Presenters and Titles

- Leigh Baker PsyD**, Denver, CO
Protecting Children from Sexual Abuse
- Nancy Riedel Bowers, PhD, RPT-S**, Kitchener, Ontario
Trusting the Process: Observation of the Phases of Treatment in Play Therapy of the Severely Traumatized Child
- Herbert Goetze, PhD**, D-Berlin, GERMANY
German Research Findings of two Filial Training Approaches With Mothers and Special Education Students
- Sarah Hamil, MSSW, RPT, ATR**, Jackson, TN
Art Desires: The Use of Art in Play Therapy
- Kathy Hegberg, MA**, Basalt, CO
Play Therapy with Adolescents
- Suzi Kagan, PhD, NCC**, Dallas, TX
Applying Play Therapy Skills to increase Student Social Skills and Self-esteem
- Teri Krull, MSW, RPT-S**, Chandler, AZ
Play Therapy w/ Children of Divorce
- Ann Landry, LCSW, RPT-S**, Lake Charles, LA
Classroom Interventions for Disruptive Behavior Disorders
- Reo Leslie, Dmin, LMFT, LPC, RPT-S**, Aurora, CO
Play Therapy: Legal Issues and Court Testimony
- Charlotte Lilliedahl, MA, RPT-S**, Denver, CO
Clinical Implications of "Mr. Potatohead"
- Melissa Luke, MA**, Syracuse, NY
Creating a Symbolic Language: Play Therapy with Adolescents
- Diana Malca, MSW, RPT-S**, Aventura, FL
Healing Through Play - Techniques and Modalities
- Jodi-Ann Mullen, PhD**, Oswego, NY
The Pedagogy of Play Therapy
- Scott Riviere, MSW, MS, LPC, RPT-S**, Lake Charles, LA
Classroom Interventions for Disruptive Behavior Disorders
- John Seymour, PhD, LMFT, RPT-S**, Mankato, MN
Family Play Therapy for Attachment Issues
- Anita Trubitt, MSW, RPT-S**, Kailua, HI
Play Therapy Goes to Court: Implications and Applications in Child Custody Evaluations
- Daniel Yeager, MSW, RPT-S**, Lafayette, LA
Play Therapy with the ADHD ChildConference Details and Fees

Conference Details and Fees

Register now at the early discount rate. Complete and return the form on the inside back cover along with your payment. **Registrations will not be accepted at the APT office after September 29th due to the office closing and staff traveling to conference site.** If you would like to register after September 29th, you must do so on-site, and pay the on-site fee. APT cannot guarantee that all workshops will have space available.

Workshop and Registration Information

Sectional Levels

The following criteria may be helpful to registrants in identifying their own skill level and choosing sectionals to meet their academic needs. The levels are noted in the descriptions of each sectional.

B–Beginner: participants who have had little or no training in play therapy.

I–Intermediate: participants who have a solid foundation in play therapy and approximately 50 hours of play therapy instruction.

A–Advanced: participants who have received 100 or more hours of play therapy training.

Two-part Sectionals

Sectionals F-14 thru F-16 (Friday), and S-10 thru S-12 (Saturday) meet for four hours. They are made up of two, 2-hour sectionals. You must attend both sections, for a total of four hours.

Handouts

Each attendee will receive a “Handout Booklet” which contains all handouts for the conference. Handouts may not be included in the “Handout Booklet” if authorization was not granted by the presenter.

ADA 504

If you require special accommodations as defined by ADA 504, your registration must be received by Sept. 1, 2004.

Stress Management

Participants may occasionally find the content of any given session stressful, in that event please contact the primary presenter to discuss your concerns.

Workshop Fees and Discounts

Pre-Conference Seminars

October 5, 6, & 7, 2004

\$135/section 8:30-4:00 (after Sept. 1: \$155; after Sept 29 or on-site-\$180)

2-Hour Pre-Conference Seminars

Oct. 6 & 7, 2004

\$45/section 4:30-6:30 (after Sept. 1: \$50; after Sept 29 or on-site: \$55)

Conference, Oct. 8-9, 2004

APT Member: \$235 (after Sept. 1: \$285; after Sept 29 or on-site: \$310)

Non-Member: \$340 (after Sept. 1: \$390; after Sept 29 or on-site: \$430)

Join APT online and get the member rate. Check us out at www.a4pt.org, fill out and return the membership form with separate payment.

Discount for Students

Full-time graduate students may take a \$50 discount on total registration fees. A letter from their department head certifying student status must accompany registration.

Registrations not received by September 29th must register on site and pay on-site fees.

Your conference registration for Friday and Saturday includes:

- Opening Reception (Thursday evening)
- Handout binder and final program
- Admission to all workshops, poster sessions, and Keynote
- Daily refreshment networking opportunities
- APT Annual Business Meeting and Awards presentations
- Admission to the APT Marketplace

Register on-line, by mail, or by fax

Receive immediate confirmation of your sectional choices by registering on-line at www.a4pt.org.

Mail your completed registration form and payment (payable to APT) to:

Association for Play Therapy
2050 N. Winery Ave., # 101
Fresno, CA 93703

Fax your completed registration form to APT at 559/252-2297. Include your credit card payment information (VISA or MasterCard only). Registrations will not be processed without payment.

Cancellation Policy

Registration cancellations must be made in writing. A refund of the **registration fee only** will be made if received or postmarked by September 1, 2004, minus an administrative charge of \$50. No refunds will be made after September 1, 2004 as guarantees are made for your participation which are non-refundable to APT. Refunds will not be made to participants who register, but do not attend. Registrations may be transferred to another person without penalty upon notification to APT by the original registrant. APT reserves the right to cancel this conference in event of unforeseen circumstances. In such an event an attempt will be made to notify registrants at least 10 calendar days prior to the conference and the full registration fee will be returned. In all instances, APT's liability is limited to refund of registration fees only.

Hotel Accommodations

Omni Interlocken Resort Hotel

500 Interlocken Blvd.

Broomfield, Colorado 80021 (just North of Denver).

Reservations

800/843-6664

Room Rates

Standard single/double is \$145

Deadline for Hotel Reservations

Friday, September 3

Reservations must be made directly with Hotel. Mention that you are attending the Association for Play Therapy Conference to receive the conference room rate.

The Omni provides complimentary shuttle to Flatiron Crossing Shopping Center (approx 1/2 mile from Hotel), Colorado's most unique indoor and outdoor shopping experience. Home to Dillard's, Nordstrom, Foley's, Lord & Taylor, and over 200 exceptional shops, restaurants and cafes.

The Omni Resort is a full-service resort hotel, for spa information and reservations call 303-464-3266. For golfing information contact Jesse at 303-464-9000 ext.8. For more information on the Omni visit omnihotels.com.

If you are looking for a roommate, you may post your request on the APT website Community Forum at www.a4pt.org. This service is only available for those who are staying at the Omni Interlocken Resort Hotel.

Accompanying Guest Information

Planning to bring a guest? The Omni offers many activities for spouses and guests, including a full service spa, heated pool and golf course. Additionally, hiking, shopping, art galleries, breweries and much more are all just a short drive from the Omni.

For a nominal fee your guest may join you at the opening reception, shop the APT Marketplace, attend the Annual Business Meeting and enjoy the daily refreshment networking opportunities. An official APT badge will be provided for your guest.

Transportation Information

The 21st Annual Association for Play Therapy International Conference has arranged with **Helen Williams of Lewis Travel** to assist you with your travel plans and car rental. For travel ticketed at least 30 days before the meeting, a discount of 10% on United Airlines (except senior citizen discounts) applies. Inside of 30 days, the discount is 5%. Should other airlines offer lower fares at the time you make your arrangements, you will be advised those rates. A service charge of \$35 is added for each ticket. Please call Helen Williams at 800-350-1872 or e-mail hwilliams@lewistravel.com and identify yourself as an APT meeting attendee. Please have the following information available: your name, dates of travel, originating airport, telephone contact, e-mail address, fax contact, mailing address, seat assignment preference, and frequent flyer numbers.

Airport to Hotel

Boulder Super Shuttle (303-444-0808) has offered conference attendees a special round trip rate of \$32 (\$16/one-way). Tickets may be purchased in the baggage claim area of Denver airport.

First-time Conference Attendees and Conference Escorts

Attending the APT conference for the first time may be a bit confusing for participants. If you would like to have a conference escort (someone who has attended the conference for a number of years) please contact Diane Leon at dleon@a4pt.org or 559/252-2278. More information will be provided via email.

If you have attended the conference for the past few years and would like to help a "first-timer" navigate their way thru the conference, please contact Diane Leon at dleon@a4pt.org or 559/252-2278.

APT Marketplace

The APT Marketplace is the hub of it all! The marketplace is where you will find the latest in therapeutic toys, books, videos, products and APT logo sportswear. Over 40 exhibit booths are sure to meet your every need!

For information on Exhibiting at the APT Conference, contact Kathryn Lebbby at klebby@a4pt.org or 559/252-2289.

Session Audiotapes

Each attendee will receive one complimentary tape with paid registration. Audio Archives & Duplicators, Inc., will be recording many of the conference sessions on audio cassettes & audio CD's. The cassettes will be available approximately 20 minutes after each session conclusion. The audio CD's will be available via mail post-conference. Visit the Audio Archives sales desk in the APT Marketplace for information and costs.

Conference Attire and Local Weather

Due to individual temperature preferences, it is recommended that you bring a light sweater with you to the conference as room temperatures will vary.

Average Early October temperature is:

High 70° / Low 40°

Denver is in the North American Mountain Time Zone

Business Meetings

Several business meetings will be held by the Association for Play Therapy, the Foundation for Play Therapy, committees, and chartered branches. These meetings are typically conducted during breakfast, lunch, and dinner periods. For details, contact APT after Aug. 31.

Continuing Education

The 21st Annual Conference is co-sponsored by The Association for Play Therapy and The Institute for Continuing Education. Continuing education credit and certificates of attendance are offered as listed. Continuing education credit is awarded on a session-by-session basis, with full attendance required for each session attended. Representatives from The Institute will be on site to accept applications for continuing education credit and certificates of attendance and to assist Conference attendees. The processing fee is \$20.00 per person and may be included in the registration fee by checking the appropriate box. The Conference offers a total of 33.00 continuing education contact hours. If you have questions regarding continuing education or certificates of attendance, please call The Institute: 251-990-5030; FAX: 251-990-2665; e-mail: instconted@aol.com.

Continuing Education Contact Hours Offered by Day:
Tuesday, 10/5 - 7.00 hrs. (includes evening workshops)
Wednesday, 10/6 - 7.50 hrs. (includes evening workshops)
Thursday, 10/7 - 7.50 hrs. (includes evening workshops)
Friday, 10/8 - 7.00 hrs.
Saturday, 10/9 - 5.50 hrs.

Psychology: The Institute for Continuing Education is approved by the American Psychological Association to offer continuing education for psychologists. The Institute for Continuing Education maintains responsibility for the program.

Counseling: The Institute for Continuing Education is an organization recognized by the National Board for Certified Counselors to offer continuing education for national certified counselors. The Institute for Continuing Education adheres to NBCC continuing education guidelines. NBCC Provider No. 5643.

Social Work: The Institute for Continuing Education is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), through its Approved Continuing Education program (ACE). The Institute for Continuing Education maintains responsibility for the program. Licensed social workers should contact their individual state jurisdiction to review current continuing education requirements for licensure renewal. ASWB Provider No. 1007.

Ill Dept. Professional Regulation: License No. 159-000606

Ohio Counselor and Social Work Board: Provider No. RCS 030001

California Board Behavioral Sciences: Provider PCE 636

Florida Dept. of Health: Provider BAP 255

Marriage/Family Therapy: The Institute for Continuing Education is an organization recognized by most state boards of marriage/family therapy to offer continuing education for licensed marriage/family therapists.

Play Therapy: The Institute for Continuing Education is approved by the Association for Play Therapy to offer continuing education specific to play therapy. The Institute for Continuing Education maintains responsibility for the program. Provider No. 98-040.

Nursing: The Institute for Continuing Education is accredited as a provider of continuing education in nursing by the Alabama Board of Nursing (Provider No. 1124), and the California Board of Nursing (Provider No. CEP 12646). Nurses should check with their state board to determine if credit issued through the Alabama/California boards of nursing are acceptable for credit by their state board.

Drug/Alcohol: The Institute for Continuing Education is approved by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) to provide continuing education for alcohol and drug abuse counselors. NAADAC Provider No. 000243.

Registration

APT accepts VISA, MC, money orders and checks drawn on US funds accounts payable to: APT. Registrations will not be processed without payment.

On-line: Receive immediate confirmation of your sectional choices by registering on-line at www.a4pt.org.

Mail or Fax to:

2004 Conference
Association for Play Therapy
2050 N. Winery Ave., # 101
Fresno, CA 93703 USA
Fax 559/252-2278

If faxing, be sure to include your credit card payment information!

Questions

Contact APT - Tel 559/252-2278, Fax 559/252-2297, or Email: info@a4pt.org. APT does not take registrations by phone.

Cancellation Policy

Registration cancellations must be made in writing. A refund of the registration fee only will be made if received or postmarked by September 1, 2004, minus an administrative charge of \$50. No refunds will be made after September 1, 2004 as guarantees are made for your participation which are non-refundable to APT. Refunds will not be made to participants who register, but do not attend. Registrations may be transferred to another person without penalty upon notification to APT by the original registrant. APT reserves the right to cancel this conference in event of unforeseen circumstances. In such an event an attempt will be made to notify registrants at least 10 calendar days prior to the conference and the full registration fee will be returned. In all instances, APT's liability is limited to refund of registration fees only.

Confirmation Letters

Confirmation letters will be sent after July 1. Late registrants may not receive confirmation letters. For additional information or questions please contact the APT, 559/252-2278.

Promotions

To stimulate registrations, APT may offer promotional incentives in its semi-monthly e-Bulletins to members prior to the Sep. 1, 2004 registration deadline. Also consult the APT website, www.a4pt.org.

Families & Friends

Family and friends will enjoy the many attractions in the Denver, Boulder, and the Rocky Mountain area. The \$20 guest registration option entitles them to attend the Thursday general reception, Friday keynote, and Saturday annual meeting.

Registration Form

21st Annual APT International Conference

Please print clearly

Name: _____ Agency: _____

Mailing address: _____

City: _____ State: _____ Country: _____ Zip: _____

Phone:(W) _____ (H) _____ Email: _____

Pre-Conference Seminars, October 5-7, 2004

		1st	2nd	3rd
Tuesday, Oct. 5	8:30 am – 4:00 pm (Tu1-Tu4)	_____	_____	_____
Wednesday, Oct. 6	8:30 am – 4:00 pm (W1-W4)	_____	_____	_____
	4:30 pm – 6:30 pm (W5-W6)	_____	_____	_____
Thursday, Oct. 7	8:30 am – 4:00 pm (Th1-Th4)	_____	_____	_____
	4:30 pm – 6:30 pm (Th5-Th8)	_____	_____	_____

Conference, October 8 & 9, 2004

Sectionals are limited in size. Assignment is based on availability at time of registration and payment. Indicate three (3) choices for each time block by writing in the sectional numbers.

Friday, Oct. 8		1st	2nd	3rd
	10:00 am – 12:00 pm (F1-F8)	_____	_____	_____
	12:15 pm – 1:00 pm (NC1-NC3)	_____	_____	_____
	1:30 pm – 3:30 pm (F9-F16)	_____	_____	_____
	4:00 pm – 6:00 pm (F14b-F21)	_____	_____	_____
Saturday, Oct. 9				
	8:00 am – 9:30 am (S1-S4)	_____	_____	_____
	1:00 pm – 3:00 pm (S5-S12)	_____	_____	_____
	3:30 pm – 5:30 pm (S10b-S17)	_____	_____	_____

Fees (all fees listed are in US dollars)

Pre-Conference Seminars:	\$135/daily (\$155 after Sept. 1; \$180 on site)	\$ _____
Wednesday 2-hour Pre-Conference:	\$ 45 (\$ 50 after Sept. 1; \$ 55 on site)	\$ _____
Thursday 2-hour Pre-Conference:	\$ 45 (\$ 50 after Sept. 1; \$ 55 on site)	\$ _____
Conference, Oct. 8-9: APT member:	\$235 (\$285 after Sept. 1; \$310 on site)	\$ _____
Non-APT Member:	\$340 (\$390 after Sept. 1; \$430 on site)	\$ _____
Guest Registration:	Fee: \$ 20 Name of Guest: _____	\$ _____
Continuing Ed Credit & Certificate	\$ 20	\$ _____
Purchase Order Processing	Fee: \$ 10	\$ _____
Full-time Student:	Deduct \$ 50 (letter required)	\$ _____

Additional Conference Activities (see back cover):

Chuck-Wagon Dinner & Dance (Friday Night 10/8):	\$40 (\$50 on site)	\$ _____
An Evening at the Cabaret-Dinner Theater (Saturday 10/9):	\$83	\$ _____
A Celestial Day In Boulder (Sunday 10/10):	\$37 (\$42 on site)	\$ _____
Total Due (U.S. funds)		\$ _____

I have read and agree to abide by the printed cancellation policy, and all other organizational policies printed in this brochure: _____
(signature required)

Method of Payment Payment **must** accompany registration.

_____ Check enclosed (payable to APT) Please charge my: _____ Visa or _____ MasterCard
Card # _____ Exp. Date: _____
Signature _____

_____ Your name will be included in a directory of conference participants to be distributed at the conference. If you **do not** want to be included, please check the box at the left.

_____ I have a disability for which I need accommodation as defined by ADA/504. Please contact the APT office directly, before September 1, 2004 to make arrangements.

Conference Brochure & Registration Form

34.5 Hours of Continuing Education Credit Available to Mental Health Professionals!

21st Annual Association for Play Therapy International Conference
Pre-Conference – October 5-7
Conference – October 8-9
Omni Interlocken Resort Hotel
Broomfield, CO

October 8 Keynote Speaker
Sandra Russ, PhD



Case Western Reserve University, Cleveland, Ohio
Professor of Psychology / Author and Speaker

Dr. Russ has devoted her research time to creativity and children's play. In her new book, "Play in Child Development and Psychotherapy" she describes how play relates to many aspects of adaptive functioning in children such as creativity and coping.

CHUCK WAGON DINNER AND DANCE

Foundation for Play Therapy Fundraiser
Friday, October 8, 2004, 7:30pm – 10:00pm

Join your fellow Play Therapists in boots and jeans as we play for a good cause. Dinner, dancing and games are only part of the excitement as the Omni creates an authentic old time Chuck Wagon themed night. Dinner includes BBQ beef and chicken and all the fixin's. Live music by The Back Seat Rodeo Band will entertain us as Foundation Officers, Janine Shelby, Hilda Glazer, Lessie Perry, and Scott Ryan host this fun-filled dinner dance. Bring a pocket full of change, but beware of the "Change Bandit" who has been known to "hold-up" folks when it comes to a good cause.

Price Per Person: \$40 / \$50 on site

A portion of this charitable non-profit fund-raiser is tax-deductible; please consult your tax advisor.

AN EVENING AT THE CABARET!

Saturday, October 9, 2004, 6:00pm – 10:00pm

It's the best of the big Broadway Musicals. It's dinner, drinks, and dessert. It's Boulder's Dinner Theatre! Tonight, you will enjoy a fantastic performance of the Broadway classic Cabaret. A compelling story of love and politics, destruction and decadence becomes a biting musical set in the heyday of Berlin at the start of the Third Reich. Your evening includes a gourmet dinner served at your table by the stars of the show, followed by a colorful, full-length Broadway musical, complete with the lavish costumes, sets, and lighting for which the theater has become famous. You're sure to enjoy every minute of your evening at the Theater!

Price Per Person: \$83.00 / Tickets will not be available on site.

A CELESTIAL DAY IN BOULDER

Sunday, October 10, 2004, 9:00am – 1:00pm

Board our motorcoach to experience Boulder's distinct and unique personality. Enjoy the scenic foothills and the grand red rock formations, known as the Flatirons, located just thirty minutes Northwest of Denver. First, you'll visit Celestial Seasonings—the largest, fully integrated herb tea manufacturer in the United States. Tour this fascinating plant with large, colorful artwork gracing the walls and look for the famous "Sleepytime Tea" bear. Complimentary samples of your favorite tea will revitalize you at the open tea bar. Next stop is the unique Pearl Street Mall in downtown Boulder. There you will find more sky than buildings, more talk than traffic, and benches for the weary to watch the street performers. For those who love to shop, there are plenty of unique boutiques and delightful coffee shops and cafes for a snack! Or, you may decide to explore Boulder's art world in many of the galleries scattered throughout. You will find everything from Western art to colorful modern day sculptures.

Price Per Person: \$37 / \$42 on site



ASSOCIATION FOR PLAY THERAPY

2050 N. Winery, Suite 101
Fresno, California 93703

PRSR STD
U.S. POSTAGE
PAID
FRESNO, CA
PERMIT NO. 1688