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**

**What is the Teddy Bear Therapy Training Program?**
“Drawing on play and storytelling, it entails the therapist and the (referred) child telling a story about a teddy bear that is facing difficulties similar to the child’s” and then working together to resolve teddy’s problem (Beyers, Phipps, & Vorster, 2018, p. 450).

- Combined mutual storytelling process with family systems therapy and the person-centered approach.
- Problem presented through the teddy’s eyes, thus empowering the child.
- Child instructed to take teddy home and help teddy solve problem.
- Discussed experiential and theoretical training.


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

**What can we learn from a child’s exposure to intimate partner violence?**
“My exposure as a child to intimate partner violence kept me in protection and defense mode. It was very hard for me to let my guard down” (Carlson, Voith, Brown, & Holmes, 2019, p. 10).

- Provided multiple modes in which children are exposed to intimate partner violence.
- Identified the effect of exposure of intimate partner violence on child development.
- Advised policy makers and practitioners to view early exposure to intimate partner violence from an ecological perspective.


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

**How does a systematic review of psychological interventions with adoptive parents inform treatment planning for adoptees?**
“Findings from the included studies provide support for interventions with adoptive parents on adopted children’s emotional and behavioural functioning, more so than on the parent–child relationship” (Chobhthaigh & Duffy, 2019, p. 87).

- Researchers reported all reviewed studies had significant bias.
- Researchers reported the most effective interventions incorporated videoclips and/or video feedback.


*Contributor: Stephanie Pratola, PhD, LCP, RPT-S, Roanoke, VA*
How is School-Based Filial Therapy being utilized in New South Wales, Australia?
“The program educates paraprofessionals in the therapeutic foundations and skills involved in facilitating child-centered play therapy” (Cooper & Oliaro, 2019, p. 34).
- Discussed benefits of School-Based Filial Therapy (SBFT) in areas where mental health resources are limited.
- Examined how SBFT is adaptable to the needs of the school and/or community being served.


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

How can Adlerian play therapy be used in various settings?
“Professional helpers use AdPT in individual and group sessions in a variety of settings, including schools, hospitals, private practices, and community agencies” (Meany-Walen & Kottman, 2019, p. 1).
- Discussed the goals of Adlerian play therapy and group play therapy.
- Examined the phases of group Adlerian play therapy.


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

What is Reflective Family Play and what is its therapeutic impact?
“A manualized, whole-family therapy, RFP allows for the involvement of two parents and siblings when working with infants or young children” (Philipp, Cordeiro, & Hayos, 2019, p. 3117).
- Researchers conducted a retrospective session-by-session coding of chart notes to compare RFP to traditional dyadic therapy.
- Concluded whole-family play improved co-parenting, parental mentalization, sibling relationships and family alliance.


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

How do child custody disputes effect the work of child protective service workers and how do we improve education and training to improve effects?
“The lack of specialized training to work with parents stuck in high conflict and the demands placed on workers, already struggling with large caseloads, contributed to workers feeling overwhelmed and ineffective when working with families entrenched in child custody disputes” (Saini, Black, Godbout, & Delijavan, 2019, p. 127).
- Examines the experiences shared by child protective service workers.
- Identifies the need to improve training and education to counter negative effects and reduce challenges faced.
- Quantitative research of 208 child protective service workers through an exploratory cross-sectional survey.


**Contributor:** Jennifer L. Gregg, EdS, LPC, RPT, NCC, Cullman, AL

What are the needs of the family when they care for and are also victimized by their mentally ill child?
“From a family systems standpoint, the chronic stressors associated with caring for a violent child with mental illness can have serious consequences for family members and family relationships.” (Sporer, 2019, p. 468).
• Included recommendations to family members about how they can minimize concerns when caring for an aggressively mentally ill child.
• Hypothesized five general stages of how families respond and perceive aggression from a mentally ill child.
• Encouraged consistent support to families who are considering hospitalization for their aggressive child and for those families whose child has been discharged from care after a violent episode.


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

**What is the effect of child-centered play therapy on aggression, empathy, and self-regulation?**

“Results revealed statistically significant positive results for parents and nonstatistically significant results for teachers” (Wilson & Ray, 2018, p. 399).
• Final sample included 71 children between 5 and 10 years of age, primarily African-American, in an experimental design using waitlist control group and those receiving CCPT.
• Intervention involved 30-minute, twice a week play therapy sessions for 8 weeks.
• Significant results with parents but not teachers, perhaps due to teachers’ negative perceptions of disruptive child and/or inability of child to get needs met in classroom.


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

**What are the contributors and effects of role-confusion in a mother-child relationship with a five-year-old child?**

“We discuss the singular importance of role confusion, a construct that has been largely unrecognized by developmental psychologists until recently, for behavioral outcomes of children as they transition into middle childhood” (Zvara, Macfie, Cox, & Mills-Koonce, 2018, p. 1891).
• Mixed methods longitudinal study of 557 families with children.
• Explored external factors that may contribute to or lead to role confusion.
• Analyzed the effects of role-confusion between a child and his/her mother.


**Contributor:** Jennifer L. Gregg, EdS, LPC, RPT, NCC, Cullman, AL

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