August 2022 Mining Report

APT Publications

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

1. What are the experiences of parents of preadolescents after virtual Child–Parent Relationship Therapy (CPRT) intervention?

"The emerging themes indicated that the seven participants experienced changes in themselves, in their child, and in their parent-child relationships."

- Discussed results of this phenomenological study of seven parents of preadolescents who received virtual CPRT intervention.
- Identified six themes from semi-structured interview data.
- Explained parent experiences of virtual CPRT and clinical implications of study results.

Agarwal, S., Ceballos, P., Cartwright, A., Quinn, C., & Walker, M. (2022). Parents of preadolescents' experiences of child–parent relationship therapy. *Journal of Child and Adolescent Counseling*, *2,* 1-16. https://doi.org/10.1080/23727810.2022.2090166

Contributor: Alyssa M. Swan, PhD, LCPC, RPT™, NCC, Bloomington, IL

2. How can the inclusion of siblings in play therapy improve treatment outcomes?

"In this study, we tested (i) the effects of different social and environmental stressors on maternal stress levels, (ii) the dynamic relationship between maternal stress and child behavior problems during development, and (iii) the potential promotive (i.e. main) or protective (i.e. buffering) effect of siblings on child behavior problems during development" (Amici et al., 2022, p. 1).

- Conducted a longitudinal study with 373 mother-child pairs from pregnancy through 10 years old.
- Found prenatal stress reliably predicted child behavior problems and having older siblings had a promotive function.
- Concluded presence of older siblings reduced externalizing behavior problems in children but did not reduce maternal stress.

Amici, F., Roder, S., Kiess, W., Borte, M., Zenclussen, A. C., Widdig, A., & Herberth, G. (2022). Maternal stress, child behavior, and the promotive role of older siblings. *BMC Public Health*, 22. https://doi.org/10.1186/s12889-022-13261-2

Contributor: Cathi Spooner, LCSW, RPT-S™, Mesquite, NV

3. How does university training, professional workshop attendance, and membership in APT relate to knowledge, skills and attitudes of counselors?

"Counselors with university-level training had higher levels of attitudes, knowledge, and skills; knowledge in play therapy predicted the skill levels of the counselors; and APT membership related to higher levels of knowledge and skills in play therapy" (Anderson, 2022, p. 160).

- Utilized a nonrandomized sample.
- Reported the sample contained a large percentage of school counselors with no training in play therapy.

Anderson, C. (2022). Professional development in play therapy among counselors. *International Journal of Play Therapy*, *31*(3), 153–164. https://doi.org/10.1037/pla0000181

Contributor: Stephanie Pratola, PhD, LCP, RPT-S™, Salem, VA

4. What competencies are required in training child counselors?

"The child counseling competencies in this study suggest the potential importance of a specific child counseling specialty area that includes specific fieldwork and curricular standards" (Clark et al., 2022, p. 42).

- Provided results of a mixed-methods Delphi study on competencies required in training to become child counselors.
- Identified 57 items of child counseling competencies organized into subcategories of attitudes, knowledge, skills, and actions.
- Discussed use of competencies for counselor training.

Clark, C., Dunbar, A., & Horton, E. (2022). Developing a competency system for counseling children: A Delphi study. *Journal of Child and Adolescent Counseling*, *8*(1), 31-45. https://doi.org/10.1080/23727810.2022.2040317

Contributor: Alyssa M. Swan, PhD, LCPC, RPT™, NCC, Bloomington, IL

5. How can the play therapist use Adlerian Play Therapy via telemental health?

"This article examines the use of Adlerian play therapy via a telemental health platform while also providing specific ideas for implementation" (Evans, 2022, p. 189).

- Provided an overview of telemental health and Adlerian Play Therapy.
- Reviewed ways to maximize the effectiveness of telemental health services with children and adolescents.
- Offered examples of activities that may be used at each stage of Adlerian Play Therapy, such as bibliotherapy, movement, drawings, paper plate activity, scavenger hunts, and games.

Evans, C. T. (2022). Adlerian play therapy and telemental health counseling during COVID-19: Practical considerations and examples. *Journal of Individual Psychology*, *78*(2), 189-201. https://doi.org/10.1353/jip.2022.0024

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

6. How does intergenerational trauma impact children and guide decision-making in play therapy to integrate parents?

"The results are in line with the hypothesis of intergenerational transmission of somatization in the context of IPV and related maternal PTSD during formative early development. We interpret this as an expression of psychological distress from mother to child, as maternal trauma and pathology affect the caregiving environment and, thus, the parent-child relationship" (Glaus et al., 2022, p. 1).

- Studied 64 mother-toddler dyads and again at child mean age of seven years old.
- Found maternal somatization severity during early child development predicted child somatization and thought problems.
- Highlighted the importance of treatment focused on early parent-child intervention.

Glaus, J., Moser, D. A., Rusconi Serpa, S., Jouabli, S., Turri, F., Plessen, K. J., & Schechter, D. S. (2022). Families with violence exposure and the intergenerational transmission of somatization. *Frontiers in Psychiatry*, 13. https://doi.org/10.3389/fpsyt.2022.820652

Contributor: Cathi Spooner, LCSW, RPT-S™, Mesquite, NV

7. How does loneliness impact mental health in children and adolescents with pre-existing mental health problems?

"This rapid systemic review found evidence that, for young people, who have mental health problems, loneliness is associated with the severity of mental health symptoms, both cross-sectionally and prospectively" (Hards et al., 2022, p. 324).

- Utilized 15 studies including 1,536 children and young people aged between 6 and 23 years with social phobia, anxiety, and/or depression, and neurodevelopmental disorders.
- Looked at how COVID-19 might have impacted loneliness.
- Examined how school closures and social distancing impacted loneliness and mental health.

Hards, E., Loades, M., Higson-Sweeney, N., Sharfran, R., Serafimova, T., Brigden, A., Reynolds, S., Crawley, E., Chatburn, E., Linney, C., McManus, M., & Borwick, C. (2022). Loneliness and mental health in children and adolescents with pre-existing mental health problems: A rapid systematic review. *British Journal of Clinical Psychology*, *61*(2), 313–334. https://doi.org/10.1111/bjc.12331

Contributor: Gail Rizzo, EdD, LPCC-S, RPT-S™, Deerfield Beach, FL

8. How does Child-Centered Play Therapy (CCPT) impact academic achievement?

"The findings…. demonstrate CCPT as an effective intervention in increasing the academic achievement levels of all children" (Holliman et al., 2022, p. 91).

- Conducted a secondary analysis of previously published findings over the past decade.
- Reported higher gains for female students and Latinx students obtained the highest gains within the ethnicity-based results.
- Encouraged practitioners to advocate for youth who may not otherwise receive services.

Holliman, R., Blanco, P., & Kowalis, C. (2022). Play therapy and academic achievement: A secondary analysis. *International Journal of Play Therapy*, *31*(2), 82–96. https://doi.org/10.1037/pla0000160

Contributor: Stephanie Pratola, PhD, LCP, RPT-S™, Salem, VA

9. What is the impact of short-term child-centered play therapy on the health-related quality of life for children facing chronic illness?

"One of the greatest areas of improvement was within the physical domain. This is likely due to the combination of collaboration, parent consultations, and play therapy interventions, which resulted in an improvement in Jacob's coping, allowing him to transition to more frequent at-home treatments" (Loftin, 2022, p. 180).

- Used a retrospective case study format with qualitative and quantitative measures to evaluate the effectiveness of play therapy interventions to address medical trauma in a child with chronic illness.
- Reported positive results from all raters across all domains.
- Suggested collaboration with other providers and with parents as an important factor in positive outcomes.

Loftin, S. M. (2022). Child-centered play therapy and chronic illness with outcome data: A retrospective case study. *International Journal of Play Therapy*, *31*(3), 174-183. https://doi.org/10.1037/pla0000177

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

10. What is the effect of a school-based creative expression program on mental health and social relationships in the classroom of immigrant and refugee children?

"This study indicates that a school-based creative expression program can support classroom climate and alleviate traumatic symptoms in refugee and immigrant elementary school children" (Kevers et al., 2022, p. 2).

- Utilized a cluster randomized design in an elementary school setting.
- Reported refugee children in both the intervention group and the control group.
- Results indicate that the creative expression program assisted in improving classroom climate and posttraumatic symptoms.

Kevers, R., Spaas, C., Derluyn, I., de Smet, S., Van Den Noortgate, W., Colpin, H., & De Haene, L. (2022). The effect of a school-based creative expression program on immigrant and refugee children's mental health and classroom social relationships: A cluster randomized trial in elementary school. *American Journal of Orthopsychiatry*. Advance online publication. http://dx.doi.org/10.1037/ort0000628

Contributor: Rebekah Byrd PhD, LPC, (TN), LCMHC (NC), NCC, ACS, RPT-S™, Marshall, NC

11. What is the effect of group play therapy focused on life skills on separation anxiety symptoms in Iranian preschool children?

"The World Health Organization considers life skills to include a person's ability to behave positively and adaptable t others, enabling him/her to meet daily challenges and needs effectively" (Mostafazadeh et al., 2022, p. 130).

- Found group play therapy sessions based on Vernon's (2006) curriculum were shown to reduce symptoms of separation anxiety in preschoolers.

- Hypothesized that the life skills approach encouraged children to be more accepting of their struggles and thus reduced their anxiety.

Mostafazadeh, A. M., Refougaran, H., Moradi, M., Sarab, M. A., & Sabbagh, K., (2022). The effectiveness of play therapy with life skills approach on separation anxiety syndrome in preschool children. *Journal of Fundamentals of Mental Health*, *24*(2), 129-135. https://doi.org/10.22038/JFMH.2022.20029

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

12. Are modified ludo board games effective for decreasing ADHD symptoms in Indonesian children?

"The effect of this modified ludo game can be caused by several activities and components contained in the modified ludo game, namely the existence of rules, the technique of reading the rules in a sitting position accompanied by visualization, throwing the dice, counting the number of points that come out on the dice, walking to adjust the count, waiting turn, and reinforcement that can affect the success of reducing hyperactivity, impulsivity, and inattention in ADHD children" (Puspitosari, 2022, p. 51).

- Included 36 children diagnosed with ADHD between ages of three and six years participating in 14 group play therapy sessions.
- Completed parent interviews and the ADHD Rating scales for pre- and post-test measures.
- Reported decreases in hyperactivity, impulsivity and inattention.

Puspitosari, A. (2022). Play therapy modified ludo games decreasing hyperactivity, impulsivity, and inattention in children with attention deficit and hyperactivity disorder. *Jurnal Keterapian Fisik*, *7*(1). https://doi.org/10.37341/jkf.v0i0.330

Contributor: Anissa Howard, PhD, LPC, LMFT, RPT-S™, ACS, NCC, CAADC, Warner Robins, GA

13. What are the clinical symptoms of children with COVID-19?

"Although it was thought that children were not susceptible to 2019-nCoV in the early days of the COVID-19 infection outbreak, there are currently reports of children and even one-day-old newborns being infected by the virus and hospitalized around the world. Recognizing the symptoms of the infection in children is of great value since a large number of children are asymptomatic or have mild symptoms, which may act as facilitators of the virus transmission" (Taheri et al., 2022, p. 137).

- Summarized a meta-analysis (21 publications) in the PubMed, Web of Science, Scopus, Google Scholar, and WHO database.
- Reported fever and cough being the most common symptoms in COVID-19-infected pediatric patients.
- Noted 24% of patients were asymptomatic but the majority of infected cases had mild-to-moderate disease severity.

Taheri, L., Gheiasi, S. F., Taher, M., Basirinezhad, M. H., Shaikh, Z. A., & Dehghan Nayeri, N. (2022). Clinical features of COVID-19 in newborns, infants, and children: A systematic review and meta-analysis. *Comprehensive Child & Adolescent Nursing*, *45*(2), 137–155. https://doi.org/10.1080/24694193.2021.1930288

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

14. What are some of the mental health impacts of the COVID-19 pandemic on children and youth?

"Children and adolescents may be more susceptible to mental health impacts related to their vulnerable developmental stage, fear of infection, home confinement, suspension of regular school and extracurricular activities, physical distancing mandates, and larger scale threats such as global financial recessions and associated impacts" (Samji et al., 2022, p. 1).

- Examined 116 articles presenting data on a total of 127,923 children and adolescents; 50,984 child and adolescent proxy reports (e.g., parents, healthcare practitioners); and >3,000 chart reviews.
- Found participants reported increased depressive and anxious symptoms than pre-pandemic rates, specifically with high levels of fear and concern regarding the impact of COVID-19 on their lives.
- Concluded that mental health impacts of the COVID-19 pandemic on children and adolescents are significant and should be of tremendous concern to policymakers and practitioners globally.

Samji, H., Wu, J., Ladak, A., Vossen, C., Stewart, E., Dove, N., Long, D., & Snell, G. (2022). Review: Mental health impacts of the COVID-19 pandemic on children and youth – a systematic review. *Child and Adolescent Mental Health 27*(2), 173–189. https://doi.org/10.1111/camh.12501

Contributor: Gail Rizzo, EdD, LPCC-S, RPT-S™, Deerfield Beach, FL

15. How do father-child and mother-child play differ, particularly in terms of play quality and the parent-child relationship?

"During cognitive games, fathers obtained lower quality than mothers, yet both showed the same quality levels in physical games, where fathers, however, were less instructive and more restrictive while also caressing" (Teufl & Ahnert, 2022, p. 416).

- Studied 80 2-parent families in and around Vienna, including 44 boys between the ages of 18 and 58 months.
- Observed children in two different play settings with both mother and father, looking for 10 types of parental play behaviors.
- Reported little difference in play behaviors according to parent gender, indicating the type of game may bear greater influence.

Teufl, l, & Ahnert, l. (2022). Parent–child play and parent–child relationship: Are fathers special? *Journal of Family Psychology, 36*(3), 416–426. https://doi.org/10.1037/fam0000933

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

16. What are the benefits and drawbacks of therapeutic interventions with children through tele-play triggered by the COVID-19 pandemic?

"As we go through a seemingly endless array of COVID variants, it is abundantly clear that tele-play therapy is not likely to disappear: It has become the prime medium through which we manage to stay connected to our child patients in this historic, often angst-ridden moment" (Tuber et al., 2022, p. 26).

- Stated therapists' heightened access to seeing children's living conditions, possibly including treatments received at home.
- Discussed how certain benefits children/families may enjoy could conversely prevent them from therapeutic growth.
- Hypothesized insecure/dismissively attached children may feel in greater control over the video-audio connections to the therapist.

Tuber, S., Da Costa, R., Eidman, J., Feldman, H., Hadar, O., Kaur, N., Zanotti, P., Schulder, T., & Tocatly, K. (2022). Dialectical reflections on the advantages and disadvantages of tele-play therapy. *Journal of Infant, Child & Adolescent Psychotherapy*, *21*(1), 19–26. https://doi.org/10.1080/15289168.2022.2043058

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

17. How does sedentary behavior (SB) influence child and adolescent mental health?

"The findings in the present study suggest that intervention programs targeting reducing SB may benefit to the prevention of poor mental health among children and adolescents" (Zhang et al., 2022, p. 90).

- Conducted a systematic review of longitudinal studies for associations between child and adolescents in sedentary behavior and mental health.
- Found that increased mental health concerns later in life were associated with higher levels of sedentary behaviors in childhood and adolescence.
- Noted that interventions aimed at reducing sedentary behaviors may aid in decreasing mental health concerns among children and adolescents.

Zhang, J., Yang, A. X., Wang, L., Han, L. H. and Wu, X. Y. (2022). The influence of sedentary behavior on mental health among children and adolescents: A systematic review and meta-analysis of longitudinal studies. *Journal of Affective Disorders*, 306, 90-114, https://doi.org/10.1016/j.jad.2022.03.018

Contributor: Rebekah Byrd, PhD, LPC (TN), LCMHC (NC), NCC, ACS, RPT-S™, Marshall, NC

18. **How much are we exploring adolescents' ecosystem and personal characteristics to determine their social skills to overcome developmental challenges?**

"Socially Challenged Adolescents are defined as "a sensitive group of disturbed students whose opportunity for healthy upbringing and full unfolding of their abilities are hampered due to certain elements" (Siby & Nithya, 2022, p. 86).

- Discovered vulnerabilities adolescents encounter that can create problems.
- Compared impact in the difference between social connections and isolation.
- Encouraged parents, teachers, and clinicians to be more aware of shifts in adolescent behaviors to implement early interventions.

Siby, S. & Nithya, R. (2022). Understanding socially challenged adolescents: A review. *IAHRW International Journal of Social Sciences Review*, *10*(1), 85–88.

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

19. **How do we create a space for African American parents to discuss their educational wishes for their children with disabilities?**

"These inequities experienced by African American children and youth ultimately create barriers between the school and African American parents with their child's educational process" (Matute-Charvarria, 2022, p. 211).

- Defined community cultural wealth and its relationship to African American parents.
- Outlined a five-step process to establish productive meetings between parents and school staff.
- Encouraged all involved in the educational process to work towards building a trusting and respectful relationship for the success of their students.

Matute-Chavarria, M. (2022). Giving voice to aspirations: Engaging African American parents with children with disabilities. *Intervention of School and Clinic*, *57*(4), 211-218. https://doi.org/ 10.1177/10534512211024933.

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