May 2023 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. How can we better support pastors' children?

"Many children of pastors, also called "pastor's kids", have difficulty finding a support system during their identity formation. When handling the pressures of being a child of a pastor, they can internalize various labels given to them and believe these labels, including "pastor's kid", are fixed" (Benjamin et al., 2023, p. 85).

- Described the expectations that could challenge the identity development of pastor/preacher's children.
- Discussed the benefits of combining bibliotherapy and narrative therapy as a creative intervention for pastor/preacher's kids.
- Emphasized the need for enhancing therapists' training in working with clients' spirituality and with ministerial families.

Benjamin, P., Taylor, J., Turns, B., & White, C. (2023). "I'm more than just a 'pastor's kid'!": Externalizing labels given to children of pastors through biblio-narrative therapy. *Contemporary Family Therapy, 45*(1), 85–92. https://doi.org/10.1007/s10591-121-09591-9

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2. How do psychological counselors and guidance (PCG) experts view their roles when serving refugee children?

"It has been determined that PCG experts have a realistic perception of refugee children, they carry out various activities towards refugee children in a professional manner in line with their demands, and they develop various coping methods against difficulties in this process" (Bozdağ & Ergün, 2022, p. 157).

- Interviewed 38 PCG experts working with refugee children in Turkish schools.
- Found the participants' perceptions, approaches, assessments, and perceived abilities with refugee children.
- Emphasized the importance of conducting more studies about the needs of refugee children.

Bozdağ, F., & Ergün, N. (2022). Refugee children in the scope of mental health services at school. *Psikiyatride Guncel Yaklasimlar* [*Current Approaches in Psychiatry*], 14(suppl 1), 157–170. https://doi.org/10.18863/pgy.1168359

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3. What does literature say about what children and adults think play is?

"We propose that more needs to be known about what significant adults think play is. This new knowledge would enhance professional learning and parent education programs in the early childhood education and care sector for increasing children's opportunities to learn through play" (McLean et al., 2023, p. 5).

- Prompted that the purposes of play vary not only across cultures but also between adults and children.
- Reviewed literature revealing what play is from the views of children, teachers, and parents in different cultures.

McLean, K., Lake, G., Wild, M., Licandro, U., & Evangelou, M. (2023). Perspectives of play and play-based learning: What do adults think play is? *Australasian Journal of Early Childhood*, *48*(1), 5-17. https://doi.org/10.1177/18369391221130790

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4. Have we considered the experiences of youth of color when using suicidal assessments?

". . . current recommendation and best practices are based largely on research conducted predominantly by White research groups with predominantly White samples and on guidelines are developed without considering unique factors for youth of color" (Molock et al., 2023, p. 5).

- Highlighted suicidal rates and the need to better assess youth of color's suicide risks.
- Recommended a contextualized approach to suicide assessment across societal, institutional, neighborhood, and family contexts.
- Encouraged clinicians working with youth of color to use creative/meaningful ways to detect suicide risks.

Molock, S. D., Boyd, R. C., Alvarez, K., Cha, C., Denton, E.-g., Glenn, C. R., Katz, C. C., Mueller, A. S., Meca, A., Meza, J. I., Miranda, R., Ortin-Peralta, A., Polanco-Roman, L., Singer, J. B., Zullo, L., & Miller, A. B. (2023). Culturally responsive assessment of suicidal thoughts and behavior in youth of color. *American Psychologist.* Advance online publication. https://dx.doi.org/10.1037/amp0001140

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5. How are children's mental health difficulties related to prior contacts with child protective services?

"All levels of contact with child protection services were associated with increased odds of mental health difficulties in all domains" (O'Hare et al., 2023, p. 101).

- Examined 26,960 children from the New South Wales Child Development Study containing longitudinal and cross-sectional survey data.
- Found children with higher (vs. lower) contact levels of child protective services report more mental health difficulties later.
- Discussed the importance of early discovery and intervention for at-risk children who are maltreated.

O'Hare, K., Hussain, A., Laurens, K. R., Hindmarsh, G., Carr, V. J., Tzoumakis, S., Harris, F., & Green, M. J. (2023). Self-reported mental health of children known to child protection services: An Australian population-based record linkage study. *European Child and Adolescent Psychiatry 32*(1), 101–112. https://doi.org/10.1007/s00787-021-01841-3

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6. Can group mindfulness-based interventions (MBIs) improve emotion regulation (ER) in children?

"MBIs can be effective in improving ER in children. Further research is required to examine the effects in clinical samples with diverse baseline ER scores, determine the long-term effects of the MBIs, and explore moderators of treatment" (Rowland et al., 2023, p.1).

- Reviewed 15 articles revealing MBIs could increase emotional regulation skills in children aged 6-12.
- Found that regular sessions with home (vs. other settings) practice being most effective for ER improvement.
- Reported children with mental/physical diagnoses or from low SES are less likely to complete intervention.

Rowland, G., Hindman, E., & Hassmén, P. (2023). Do group mindfulness-based interventions improve emotion regulation in children? A systematic review. *Journal of Child and Family Studies*. Advance online publication. https://doi.org/10.1007/s10826-023-02544-w

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7. What do child protective services professionals say about the benefits or limitations of mandatory reporting?

"Without rigorous evaluation, we simply do not know if, as posited by our participants, mandatory reporting improves child safety due to identification, reduces child safety due to overloading a system that can no longer provide services, or has an entirely different impact on safety" (Schwab-Reese et al., 2023, p. 153).

- Interviewed 77 participants who worked in child welfare settings in the United States and the Netherlands.
- Presented the positive and negative aspects of mandatory reporting based on participant interviews.

- Discussed the need for evaluations of mandatory reporting practices and outcomes in child welfare settings.

Schwab-Reese, L. M., Albright, K., & Krugman, R. D. (2023). Mandatory reporting "will paralyze people" or "without it, people would not report": Understanding perspectives from within the child protection system. *Child & Youth Care Forum*, *52*(1), 139–156. https://doi.org/10.1007/s10566-022-09676-y

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8. How well do fathers participate in research on their children's psychopathology?

"When compared with mothers, fathers continue to be considerably underrepresented in developmental research on child and adolescent psychopathology. The present study examined the factors contributing to fathers' participation in such studies in which both mothers and fathers were asked to participate" (Schulz et al., 2023, p.1).

- Reported 70.4% of fathers from 477 families participated in this ten-year longitudinal study.
- Concluded that fathers from two-parent families participated significantly more than those from single-parent families.
- Suggested encouraging as many fathers as possible to participate upon the launch of empirical studies.

Schulz, W., Hahlweg, K., & Supke, M. (2023). Predictors of fathers' participation in a longitudinal psychological research study on child and adolescent Psychopathology. *Journal of Child and Family Studies*. Advance online publication. https://doi.org/10.1007/s10826-022-02521-9

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9. How could family play therapy be used through telemental health?

"This article discusses recommendations for assessment, therapy structure, therapist roles, session preparation, and how to use virtual tools to enhance treatment" (Smith et al. 2023, p. 106).

- Recommended Directed Family Play Therapy (DFPT) while discussing its benefits and contraindications.
- Highlighted the flexibility of telehealth based DFPT.
- Suggested possible items to be included in the toolbox of family play therapy.

Smith, T., Norton, A. M., & Marroquin, L. (2023). Virtual family play therapy: A clinician's guide to using directed family play therapy in telemental health. *Contemporary Family Therapy*, *45*(1), 106-116. https://doi.org/10.1007/s1059-021-09612-7

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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).