



Mining Report – August 2018

Which *change drivers* might rock the play therapy world? APT *mines* recent mental health *intelligence* (i.e. publications) and disseminates quarterly Mining Reports with cutting-edge trends, emerging wisdom, and other information to play therapy practitioners, instructors, and supervisors. Consult the publications or links displayed for answers to the questions.

Intelligence

How can cognitive-behavioral group therapy help improve self-esteem and reduce social phobia in children ages 12-13?

"Therefore, it is recommended that children's counseling and therapy centers, as well as school officials, employ the necessary interventions to enhance health, improve self-esteem, and decrease social phobia with regard to the necessary constructs for the improvement of children's and adolescents' mental health" (Atayi, Razini, & Hatami, 2018, p. 278).

- Experimental qualitative study included 24 children, aged 12-13.
- Recommended cognitive-behavioral group therapy to address self-esteem and social phobia for children ages 12-13.

Atayi, M., Razini, H. H., & Hatami, M. (2018). Effect of cognitive-behavioral play therapy in the self-esteem and social anxiety of students. *Journal of Research and Health*, 8(3), 278-285. doi: 10.29252/jrh.8.3.278

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

Does play therapy help children with an incarcerated parent?

"This article proposes child-centered play therapy (CCPT) as a culturally and developmentally appropriate intervention to meet the needs of young children of incarcerated parents (CIP) and describes a hypothetical case illustration of CCPT with a child during parental incarceration to demonstrate its application" (Brown & Gibbons, 2018 p.134).

- Included a case example of how a child of an incarcerated parent might respond in the playroom with a Child-Centered play therapist.
- Provided an overview of the potential negative stressors children of incarcerated parents experience including: changes in caregivers, stigma, and loss of control.
- Described the potential for a CCPT therapist to provide support to a child with an incarcerated parent.

Brown, E., & Gibbons, M. (2018). Addressing needs of children of incarcerated parents with child-centered play therapy. *Journal of Child and Adolescent Counseling*, 4(2), 134-145.

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

How do parents who are undocumented in the United States perceive their immigration status affects parenting?

"Parents expressed feeling that their undocumented status prohibits their full protection by the law in ways that, in some cases, their children were able to use to manipulate the power dynamic in the family. This was most apparent in the cases where parents discussed their anxiety that someone (or even their children) may call the police or child protective services" (Cardoso, Scott, Faulkner, & Lane, 2018, p. 313).

- Researchers concluded that parenting, parent-child interactions, and communication are impacted by parent immigration status.
- Researchers identified 3 stressors: parents felt trapped, burdened by constant threat of separation from their children, and discouraged by altered family processes.

Cardoso, J. B., Scott, J.L., Faulkner, M., & Lane, L. B. (2018). Parenting in the context of deportation risk. *Journal of Marriage and Family*, 80(2), 301-316. doi: 10.1111/jomf.12463

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

What are some general recommendations for using play therapy to address post-traumatic play?

"Recognizing that posttraumatic play is a multifaceted phenomenon implies the need for more individualized play therapy models, varying in level of therapist's activity and techniques employed" (Cohen & Gadassi, 2018, p. 1).

- Provided overview of research on adaptive and maladaptive post-traumatic play.
- Addressed various approaches for addressing post-traumatic play in communities and schools.
- Reviewed the strengths of Child-Centered Play Therapy, Disaster Response Play Therapy, and an integrative and directive play therapy approach, as well models including family, filial, and dyadic play therapy.

Cohen, E., & Gadassi, R. (2018). The function of play for coping and therapy with children exposed to disasters and political violence. *Current Psychiatry Reports*, 20(5), 1-7.

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

How does the flipped classroom design effect students learning play therapy?

"The results of this study indicate strong support for the flipped classroom as an opportunity to develop graduate students' knowledge, attitudes, and skills in play therapy" (Counselman-Carpenter, 2018, p. 146).

- Discussed the characteristics of a flipped classroom.
- Examined the strengths of this model and discussed the need for further research.

Counselman-Carpenter, E. A. (2018). Efficacy of the flipped classroom to teach play therapy: A mixed-methods study. *International Journal of Play Therapy*, 27(3), 146-156. doi:10.1037/pla0000076

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

Are we assessing adolescents' spirituality and religion?

"In order to work effectively with African American children, clinicians must be sensitive to the ecological context in which their client exist" (Edwards & Wilkerson, 2018, p. 52).

- Indicates the historical importance of the Church in African American families.
- Explained the purpose of spirituality as it relates to resiliency in adolescents.
- Discusses aspects specific to the African American families that should be considered.

Edwards, B. & Wilkerson, P. (2018). The role of spirituality in fostering resilience: Implications for social work practice. *Journal of Cultural Diversity*, 25(2), 49-53.

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

What factors are associated with foster care reentry among children who have been reunified with their families after a previous placement in foster care?

"We have found that children in foster care whose families have substance abuse problems are at high risk of reentry no matter how long they remain in foster care prior to reunification" (Font, Sattler, & Gershoff, 2018, p. 10).

- Authors identified parental/caregiver substance abuse and supervision neglect contributed to the highest rate of reentry in foster care.
- Authors advocated for increased post-reunification support services for reunified families with a high risk for substance abuse relapse.

Font, S. A., Sattler, K. M. P., & Gershoff, E. (2018). When home is still unsafe: From family reunification to foster care reentry. *Journal of Marriage and Family*, 80(3), 1-11. doi: 10.1111/jomf.12499

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

How can practitioners help mothers overcome their own personal trauma to impact the child's emotional health?

"The current study investigated the role of maternal PTSD symptoms and parenting strategies in the relationship between mothers' IPV experiences and psychopathology in their young children" (Greene et al., 2018, p. 168).

- Researchers examined direct and indirect influences of maternal victimization in a qualitative study including 308 families.
- Articulated how maternal interpersonal violence (IPV) and PTSD impact parenting.

Greene, C. A., Chan, G., McCarthy, K. J., Wakschlag, L. S., & Briggs-Gowan, M. J. (2018). Psychological and physical intimate partner violence and young children's mental health: The role of maternal posttraumatic

stress symptoms and parenting behaviors. *Child Abuse & Neglect*, 77, 168-179.
doi:10.1016/j.chiabu.2018.01.012

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

What are the relationships between parental work schedules and child-care arrangements for low-income parents?

"Economic consumer choice theory suggests that working schedules represent important constraints on parental child-care decisions. The reduced supply of nonparental care—especially center-based care—at nonstandard hours means that parents working evenings and nights will have fewer options available to them. This constraint should be felt most strongly by single mothers because they cannot call on a partner to provide care as an alternative" (Hepburn, 2018, p. 17).

- Low-income single mothers working nonstandard schedules reported more complexity and less continuity in their child care arrangement.
- Indicated decreased continuity of child care arrangements for low-income single-mother households is correlated with negative outcomes for children.

Hepburn, P. (2018). Parental work schedules and child-care arrangements in low-income families. *Journal of Marriage and Family*, 80(3), 1-23. doi:10.1111/jomf.12505

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

What are the relationships among bullying, paranoid thinking, and the estimate of social threat in schools?

"Experiences of bullying predict the development of paranoia in school-age adolescents. While many instances of psychotic phenomena are transitory, maintained victimization can lead to increasingly distressing paranoid thinking" (Jack & Egan, 2018, p. 26).

- Cross-sectional study data collected from 213 adolescents in a school of the United Kingdom.
- Found a strong positive relationship between bullying experiences and paranoid thinking.
- Identified exposure to bullying is associated with the overestimate of subsequent social threat.

Jack, A. H., & Egan, V. (2018). Childhood bullying, paranoid thinking and the misappraisal of social threat: Trouble at school. *School Mental Health*, 10(1), 26-34. doi:10.1007/s12310-017-9238-z

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

How might play therapy delivery be optimized to improve the functioning of children with Autism Spectrum Disorder?

"Children who followed the 3i method for 2 years had significantly improved behavioural and developmental skills and showed a clear decrease in autism severity" (Pittala et al., 2018, p.1).

- 3i stands for interactive, intensive and individual.
- 3i recommends a minimum of 30 hours of play sessions per week in a dedicated playroom; children in this study were followed for 2 years.
- 3i recommends parental involvement and supervision of a team of volunteers who administer the play therapy sessions of 1-1.5 hours.

Pittala, E. T., Saint-Georges-Chaumet, Y., Favrot, C., Tanet, A., Cohen, D., & Saint-Georges, C. (2018). Clinical outcomes of interactive, intensive and individual (3i) play therapy for children with ASD: A two-year follow-up study. *BMC Pediatrics*, 18(165), 1-13. doi:10.1186/s12887-018-1126-7

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

What are girls' perceptions of barriers to outdoor physical activities?

"Physical inactivity and limited time spent in nature are major societal concerns that affect the **mental** and emotional **health** of youth in the United States" (Sackett, Newhart, Jenkins, & Cory, 2018, p. 2).

- Conducted qualitative interviews with five girls aged 11-14 from Girl Scout troops.
- Identified busy indoor schedule, social media usage, and electronic-device dependency as barriers to outdoor activity.
- Reported electronic devices (cell phones, computers) dominated life (communication) style as additional barriers.

Sackett, C. R., Newhart, S., Jenkins, A. M., & Cory, L. (2018). Girls' perspectives of barriers to outdoor physical activity through photovoice: A call for counselor advocacy. *Journal of Creativity in Mental Health*, 13(1), 2-18. doi:10.1080/15401383.2017.1343166

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

What treatment models inform options for treating young children who exhibit Problematic Sexual Behaviors (PBS)?

"The empirically informed combination of PSB-CBT [Problematic Sexual Behaviors- Cognitive Behavioral Therapy] for preschoolers and PCIT [Parent -Child Interactive Therapy] improves the treatment's applicability and impact within complex service systems" (Shawler et al., 2018, p. 213).

- Provides a conceptualization of three subgroups of young children who exhibit PBS.
- Reviews literature on best practices for young children with PBS and DB (Disruptive Behaviors).
- Presents a 24-session treatment protocol that modifies/enhances PCIT by addressing safety and problematic sexual behaviors.

Shawler, P. M., Bard, M.E., Taylor, E. K., Wilsie, C., Funderburk, B., & Silovsky, J. F. (2018). Parent-Child Interaction Therapy and young children with Problematic Sexual Behavior: A conceptual overview and treatment considerations. *Children and Youth Services Review*, 84, 206-214. <https://doi.org/10.1016/j.chldyouth.2017.12.006>

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

Can Child-Parent Relationship Therapy (CPRT) help children who experienced abuse?

"The results indicated a decrease in internalizing and externalizing symptoms among children, as well as in parenting stress and in paternal secondary trauma symptoms" (Tal, Tal, & Green, 2018 p.386).

- Authors provided a detailed introduction, including a review of the literature of the use of the effective in using CPRT within various populations.
- Reported that parents attending CPRT felt more capable of parenting and felt less stress about their child's behaviour.
- Described the impact of CPRT has on decreasing the parenting stress and secondary trauma, perhaps due to the unique structure of CPRT as a didactic approach to providing emotional support to parents while teaching them new skills in a group format.

Tal, R., Tal, K., & Green, O. (2018). Child-parent relationship therapy with extra-familial abused children. *Journal of Child Sexual Abuse*, 27(4), 386-404.

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

What tools can professionals utilize to assist young children navigate the grief process?

"...due to a young child's egocentrism, children under 5 may believe that the death of a loved one could have been caused by their thoughts" (Chen & Panebianco, 2018, p. 152).

- Identifies emotions and cognitions that children express when experience grief at a young age.
- Highlights possible external behaviors of bereaved children.
- Emphasizes how professionals in the school setting can develop interventions that can help children regain a sense of normalcy after a significant loss.

Yung-Chi Chen, C. & Panebianco, A. (2018). Interventions for young bereaved children: A systematic review and implications for school mental health providers. *Child Youth Care Forum*, 47, 151-171. <https://doi.org/10.1007/s10566-017-9426-x>

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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).