



Mining Report – May 2020

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 has the psychiatric field in Paris changed due to the COVID-19 Pandemic?

"But we are beginning to face the mental health consequences of confinement and stress related to fear of contamination and death, with acute episodes of mental disorders, such as psychotic episodes, addictive behaviors, mood episodes, and suicide attempts. We expect a significant inflow of patients in the coming days and weeks" (Corruble, 2020, p. 1).

- Reported 90% of outpatient activity was shifted to telepsychiatry.
- Recognized psychiatrists and psychologists used to be reluctant to embrace telepsychiatry before this crisis.
- Reported that patients participating in mental health care in person were willing to wear masks.

Corruble, E. (2020). A viewpoint from Paris on the COVID-19 pandemic: A necessary turn to telepsychiatry. *The Journal of Clinical Psychiatry*, 81(3). <https://doi.org/10.4088/JCP.20com13361>

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

What impact can emotional coaching have on the parent-child relationship among survivors of intimate partner violence?

"How parents talk to children about emotion may be particularly important for IPV-exposed families because the children are exposed to hostile and threatening interactions that can be highly emotionally arousing, and so can likely benefit from parenting that helps them learn to manage strong arousal" (Katz, et al., 2020, p. 640).

- Described emotion coaching and the benefits to the parent-child connection.
- Identified components of emotion coaching parenting interventions.
- Concluded that inclusion of emotion coaching in parenting interventions can be effective in interventions.

Katz, et al. (2020). An emotion coaching parenting intervention for families exposed to intimate partner violence. *Journal of Developmental Psychology*, 56 (3), 638-651. <http://dx.doi.org/10.137/dev0000800>

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

What is the impact of school-based Lego Therapy Groups on the social skills of adolescents with autism spectrum disorder [ASD]?

"The results of this study suggest that Lego Therapy groups can be an effective school-based social skills intervention for adolescents with ASD" (Levy & Dunsmuir, 2020, p. 58).

- Groups were conducted by school staff and included one student with ASD and two typically developing peers.
- Parents and teachers identified that some participants generalized skills from group to home and school environments.
- Included a limited sample size of six participants ($n=6$).

Levy, J., & Dunsmuir, S. (2020). Lego Therapy: Building social skills for adolescents with an autism spectrum disorder. *Educational & Child Psychology*, 37(1), 58–83.

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

How do treatments for youth with PTSD compare in a network meta-analysis of outcomes among diverse studies?

"Individual forms of TF-CBT showed consistently large effects in reducing PTSD symptoms post-treatment compared with waitlist" (Mavranouzouli et al., 2020, p.18).

- Modalities in 32 studies were ranked and compared.
- Results indicated play therapy outperformed EMDR, group TF-CBT, parent training, supportive counseling and family therapy and demonstrated similar effects to exposure therapies and
- Emotional freedom technique, child-parent psychotherapy, TF-CBT with parent training, and meditation demonstrated large positive effects.
- Analysis is limited by the quality of the studies and the small sample sizes used.

Mavranouzouli, I., Megnin-Viggars, O., Daly, C., Dias, S., Stockton, S., Meiser-Stedman, R., ... & Pilling, S. (2020). Research Review: Psychological and psychosocial treatments for children and young people with post-traumatic stress disorder: A network meta-analysis. *Journal of Child Psychology and Psychiatry*, 61(1), 18-29. doi:10.1111/jcpp.13094

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

How does our view of trauma impact treatment outcomes?

"Despite the copious research on both RAD/DESD and PTSD, there is a wide chasm. One side of the research views children with PTSD as victims of the trauma they endured; the other side perceives children with RAD/DESD as malevolent products of pathogenic care. There is tremendous disconnect and disagreement between experts in the converging fields of attachment and traumatic grief. The variance in the two nosologies appears to play a significant role in the clinicians' treatment approaches" (Owens, 2020, p. 92).

- Reviewed 73 articles childhood trauma resulting from PTSD and attachment disorders.
- Examined overlap in diagnostic criteria and treatment of PTSD and attachment disorders.

Owen, C. (2020). Obscure Dichotomy of Early Childhood Trauma in PTSD Versus Attachment Disorders. *Trauma, Violence, & Abuse*, 21(1), 83-96. doi:10.1177/1524838017742386

Contributor: Tisha Way Gaynor, MSSA, LISW-S, RPT-S, Cincinnati, OH

Can arts-informed parent education support parent understanding of the importance of play to human development?

"One month after attending the arts-informed presentation, parents of children in early childhood reported greater knowledge about play, support for play, and time spent playing with their child and that their children engaged in more free play" (Rathung & Isabella, 2020, p. 351).

- Researchers utilized film, photography, music, dance, and design to communicate to parents about the importance of play.
- Conducted a pretest-posttest control group design with 97 participants from three Montessori schools.
- Results indicated significant increases in support of play, knowledge about play, and child engagement in play activities.

Rathunde, K., & Isabella, R. (2020). Engaging parents about importance of play: A brief, arts-informed community presentation. *Family Relationships*, 29(2), 351-364. DOI: 10.1111/fare.12422

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

Does a robot-based play-drama intervention improve attention and functional play in children with autism spectrum disorder?

"Robot-based play-drama intervention can enhance the joint attention and play behaviors of children with ASD" (So et al., 2020, p. 466).

- Participants included 23 Chinese-speaking preschool children assigned to either a treatment or control group.
- Treatment group participants watched robots and humans in dramatic skits and participated in role plays during a period of nine weeks.
- Researchers concluded participants improved social skills and play behaviors.

So, W.C., Cheng, C. H., Yi-Lam, W., Huang, Y., Ng, K. C., Tung, H. C., & Wong, W. (2020). A robot-based play-drama intervention may improve the joint attention and functional play behaviors of Chinese-speaking preschoolers with autism spectrum disorder: A pilot study. *Journal of Autism and Developmental Disorders*, 50, 467-481. DOI: 10.1007/S10803-019-04270-z

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

How can digital technology accelerate the quality of mental health during the COVID-19 crisis?

"As interest in and use of telehealth during the COVID-19 global pandemic increase, the potential of digital health to increase access and quality of mental health is becoming clear" (Torous, Jän Myrick, Rauseo-Ricupero, & Firth, 2020, e18848).

- Advocated that COVID-19 is the time to increase on digital health access.
- Provided authors' personal experiences and examples of telehealth capabilities.
- Explored the implementation of telehealth and technologies capacities during COVID-19.

Torous, J., Jän Myrick, K., Rauseo-Ricupero, N., & Firth, J. (2020). Digital Mental Health and COVID-19: Using Technology Today to Accelerate the Curve on Access and Quality Tomorrow. *Journal of Medical Internet Research Mental Health*, 7(3), e18848. <https://doi.org/10.2196/18848>

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

Can ACT complement existing behavioral interventions to target impulse control and emotional regulation?

"An ACT protocol aims to build psychological flexibility by encouraging people to be aware of inner experiences and external signals and to stay in contact with the uncomfortable ones, as long as this is what patients consider valued living" (Vanzin et al., 2020, p. 1071).

- Acceptance and Commitment Therapy is a third wave CBT treatment.
- ACT was implemented over a course of 25 group sessions.
- Researchers concluded child participants demonstrated significant symptom improvement.

Vanzin, L., Mauri, V., Valli, A., Pozzi, M., Presti, G., Oppo, A., Ristallo, A., Molteni, M., Nobile, M. (2020). Clinical Effects of an ACT-Group Training in Children and Adolescents with Attention-Deficit/Hyperactivity Disorder. *Journal of Child and Family Studies*, 29(4), 1070-1080. doi:10.1007/S10826-019-01546-X

Contributor: Tisha Way Gaynor, MSSA, LISW-S, Registered Play Therapist-Supervisor, Cincinnati, OH

How can mental health professionals improve access to parenting interventions?

"Additionally, BPT [behavioral parent training] programs have not historically addressed cultural and religious factors directly as a core component of the intervention, despite the importance of religion and cultural identity to patients and their families. ...providing specific program focus on these topics may increase the likelihood that the topics are addressed for diverse families enrolled in BPT" (Weisenmuller & Hilton, 2020, p. 3).

- Identified possible causes programs are not widely accepted in some populations.
- Examined systemic problems that limit the use of BPT for some families.
- Recommended mental health providers become more knowledgeable about BPT and advocated for policy changes to improve access for families.

Weisenmuller, C., & Hilton, D. (2020). Barriers to access, implementation, and utilization of parenting interventions: Considerations for research and clinical applications. *American Psychologist*, 12(1). <https://dx.doi.org/10.1037/amp0000613>

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

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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).