



Happy New Year To all you Playful People!

What is TF-CBT?

By Barbara van Hoff, LMFT, RPT-S

If you are working in an agency, chances are you are very familiar with TF-CBT. Trauma Focused Cognitive Behavioral Therapy is a therapy which is becoming the trauma therapy of choice in many agencies because it now has several studies to back up its efficacy. It is therefore “evidence-based” and also meets the requirements for insurance remuneration. TF-CBT was developed as a trauma therapy for children and adolescents.

The book that anyone interested in TF-CBT should read is Treating Trauma and Traumatic Grief in Children and Adolescents by Cohen, Mannarino and Deblinger. Because of my training in EMDR (eye movement desensitization and reprocessing), the idea of treating trauma with CBT was incomprehensible. Whereas EMDR is based on connecting both left and right brain memories/imprints, CBT is totally left-brained (at least that is how I think of it). However, after attending an all day workshop in Atlanta on including play with TF-CBT, I bought the book and decided to read for myself.

The authors seem to really like acronyms, so the core components of their model are described as PRACTICE:

- Psychoeducation and Parenting skills
- Relaxation
- Affective modulation
- Cognitive coping and processing
- Trauma narrative
- In vivo mastery of trauma reminders
- Conjoint child-parent sessions
- Enhancing future safety and development

Reading the book was not as difficult for me as I envisioned it would be. I actually liked the format, the inclusion of parents, and the model in general. My difficulty is the dependence on language and writing, especially when working with children – which is what the model is based on. As I read the book, however, I was always saying to myself “Oh, such and such an intervention could be used here”. There are many places that play therapy, art therapy and sand tray use would naturally fit the model. Interventions from Eliana Gil, Paris Goodyear –Brown, Liana Lowenstein and Janine Shelby came to mind often.

I think my next step is to actually go through the book again and incorporate some of the play therapy interventions. Then I need to go to the agency in my area and see if they would be interested in tweaking their trauma therapy to include some play therapy. Maybe they will be, maybe they won't. I'll let you know.

PLAY:

If you haven't checked out our website lately, please do so. Not only is it the place to check out the latest info on trainings in New England and beyond, but we are also working to include fun and informational articles and web items on play. Submissions are welcome!

Check it out now.....

<http://www.newenglandplaytherapy.org/Play.html>



Benny and the Blocks

By DeeDee K. Nold, LICSW, RPT-S

We frequently read journal articles that support the use of animal assisted play therapy. The benefits to children have been clearly demonstrated in the limited studies that have been conducted. I have found however, that it is also important to look at the benefits and effects on the animal that is assisting. At one point in my practice, I had a hyperactive three-year-old who threw my cardboard blocks around the playroom. Shortly after the session with this overly active tyke, my therapy dog Benny started reacting whenever the children used the blocks. His tail would go down and he would start to shake and quiver. I concluded that he must have been struck by one of the blocks. Benny's "block phobia" as we called it created stress for my clients who loved to build block houses for Benny.

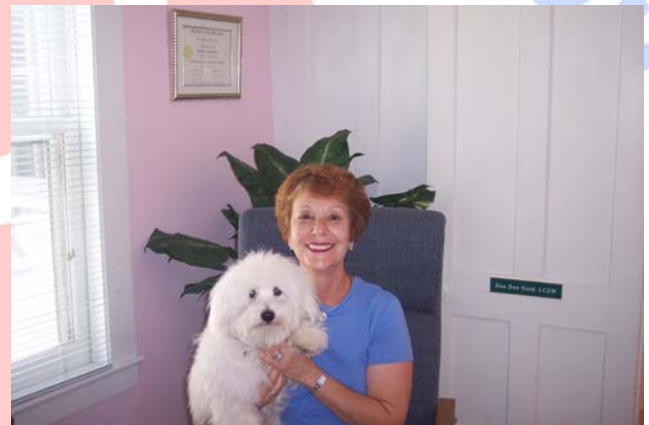
I felt it was paramount to support Benny in his feelings, but decided it was a great learning opportunity for my clients. Anxious and phobic children quickly identified with Benny's trauma and helped to systematically desensitize Benny to the fear. We would open the door to the parent room so that Benny could leave the playroom if needed and they would pet Benny while holding a block. It was a unique opportunity to discuss coping strategies and for the clients to see how an experience with "one" block had generalized to "all blocks".

Sensory and ADHD clients were able to learn about alternate viewpoint. They would negotiate their desire to build towers with Benny's feelings. It was a break through

day when a ten-year-old client gently built his tower while assuring Benny that he was safe. After completing it he expressed the desire to knock it down. He understood that this would distress Benny so he brainstormed solutions and then chose to take Benny to the parent room and ask his step-father to pet Benny reassuringly while he knocked the tower down in the other room. It was the first time this client had considered another viewpoint.

Because dogs are so expressive, it is easy for children to read their non-verbal cues and make adjustments.

Having a pet in the playroom adds another significant relational dynamic and should always be considered when conducting pet assisted play therapy. I am happy to report that Benny has worked through his phobia and now enthusiastically inhabits the houses that the clients build for him.



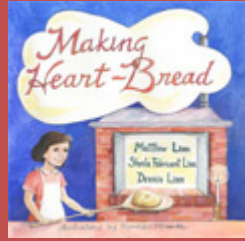
Benny in the Parent Room

Notice from your Newsletter Editors

We are always looking for articles and book reviews for the newsletter. The deadline for the next newsletter is March 5, 2010 for the Spring issue. Please send them to DeeDee Nold at nolddeedee@aol.com and to Barbara van Hoff at barbaravh@mail.com

Have a wonderful beginning to 2010.

Many blessings to all....



Book Nook

Reviewed by Laurel L. Hemmer, LICSW

Making Heart-Bread

By Matthew Sheila Fabricant and Dennis Linn
Illustrations by Francisco Miranda

This short and simple book geared toward children truly addresses a life-long lesson. How can we buoy ourselves on a daily basis and live a life full of gratitude? How can we also have the inner strength to face the difficulties that arise?

It's the story of a grandmother who teaches her granddaughter about making bread while also teaching her the importance of making heart-bread that warms the heart and fills us with love by being thankful for one thing every day. By reflection on what we are thankful for we are constantly reminded of the positive side of life and also have the strength to look at the difficulties that life hands us.

I like the concept of this book and the simplicity of the message. It is easy to grab a hold of and incorporate into one's life. The goal is at the end of each day to take time with a parent or a loved one to ask, "What was my most favorite time today?" and also, "What was my least favorite time today?" Then one can take a few minutes to examine the answer to each question.

I have used this book with children who have been traumatized and are more likely to see the negatives than the positives in their lives, with children who have been adopted and are learning to fit into a new family, and I also began doing this with my own son at age 2 after I first found the book. He is now 4 and we still have this tradition every night.

It is available at www.paulistpress.com

A Note from NE-APT....

Happy New Year to you all.....

In these difficult times (as I write this I'm overwhelmed by the tragedy in Haiti), I want to take the opportunity to say THANK YOU for your continued membership and support of NE-APT, APT and your own professional nourishment. I hope that NE-APT is food for your practice, your brain and your heart. I hope that in these times of uncertainty, APT and NE-APT offer a beacon of information and hope of what is possible with clients and our communities, and a reminder that you are doing really important work with our country's most vulnerable population... our children and families experiencing stress and crisis. So THANK YOU!!!

I am looking forward to an exciting year of trainings, teaching and professional growth. I am also looking forward to exciting growth and development for NE-APT. Next weekend, January 23rd, the current Board and others who are interested in the future of NE-APT will meet in Framingham, MA to set our course. You are invited and welcome to attend. For more info contact me at sarahob1@msn.com or Barbara VanHoff at barbaravh@mail.com or Kay Edwards at Kayedwards@comcast.net. Thoughts or input are welcome in advance as well.

Thank you again for your continued membership and commitment to Play and Play Therapy.

Sarah

Sarah O'Brien, LICSW. RPT-S

Upcoming Training Announcements: The following workshops (unless otherwise listed) are offered by or in conjunction with the New England Association for Play Therapy. NE-APT is APT Provider #02-123.

Jan 29th, 2010: **Child Centered Play Therapy with Foster/Adoptive Children and Families**, with Sarah O'Brien, LICSW, RPT-S. Rhode Island College, Providence, RI (can be taken as part of the Adoption certificate program or as Continuing Ed) 6 hrs \$80 <http://www.ric.edu/socialwork/pceLicensing.php>

February 12, 2010 **Play Therapy as a Useful Adjunct to Working with Children with ASD (Autism Spectrum Disorders)** Presented by Barbara van Hoff, LMFT, RPT-S at the Village for Families and Children APT #08-228 in Hartford, Ct. 9-1pm. barbaravh@mail.com

March 12, 2010 **Don't Worry Be Happy: Play Therapy and Anxious Children**. Presented by Barbara van Hoff, LMFT, RPT-S at the Village for Families and Children #08-228 in Hartford, Ct. 9-1pm. barbaravh@mail.com

April 9-10th, 2010: **ROARS FROM THE UNCONSCIOUS: Animals in Play Therapy and Sandplay** with Sally Sugatt, ISST/STA. Cornerstone School, Stratham, NH. 1-2 days avail. **Registration** (603)778-3180, ssugatt@comcast.net.

April 23rd, 2010. **Child Parent Relationship Play Therapy: Building and Strengthening Parent-Child Relationships through the use of Special Playtimes**. With Sarah O'Brien, LICSW. RPT-S. Rhode Island College, Providence, RI 6 hrs. \$80 <http://www.ric.edu/socialwork/pceLicensing.php> (can be taken as part of the Adoption certificate program or as Continuing Ed) (pre-requisite required of Doing Child Centered Play Therapy or Child Centered Play Therapy with Foster/Adoptive Children and Families.

May 7th, 2010. **Play Based Assessment and Treatment of Special Populations** This includes NLD, Aspergers, SID and ADHD. Presented by DeeDee Nold, LICSW, RPT-S. Sweetser Institute, Administrative Bldg. Saco, Maine 9-4pm. nolddeedee@aol.com APT # 99-077

May 21st, 2010. **The PLAY Project: Introduction to the DIR/Floortime Model of Play Therapy** SERESC Conference Center in Southern New Hampshire \$150 6 hrs. <http://greenhouseplay.org/?q=May-21st-Workshop>

May 21st, 2010. **Advanced Teaching in Play Therapy: Case Study, Trauma and Metaphor**. Presented by Laurie Parker, LMFT, RPT-S and Aimee Kolomic, LMHC, RPT. 9-4 pm. lsarker77@gmail.com APT #99-077

May 25th-June 29th, 2010. Tuesday evenings. **Child Centered Play Therapy** with Sarah O'Brien, LICSW, RPT-S at Rhode Island College. 24hrs or 2 credits. Sarahob1@msn.com

Fall 2010 **Child Centered Play Therapy** with Sarah O'Brien, LICSW, RPT-S at Rhode Island College. 24hrs or 2 credits. Sarahob1@msn.com

Remember, regardless of whom the presenter is, if the workshop announcements do not state APT approval with a provider number, APT will not approve it for RPT/RPT-S application or renewal.

If you are not a member, please join to receive the member discounts plus many more benefits outlined on www.a4pt.org.