Learning Objectives

**Friday, February 2-4, 2022**

A-1. **Embodied Grief: Using Relational Play to Heal the Spirits of Children**

1. Describe the holistic and neurological impact of death and non-death-related grief in children

2. Assess play behaviors and play related to attachment and grief

3. Identify ways to adjust play therapy procedures that support the complex needs of grieving children

4. Identify relational play therapy approaches to integrate into play therapy sessions

**A-2. Nuts and Bolts of Cognitive Behavioral Play Therapy**

1. Describe CBPT core concepts and structure of Cognitive Behavioral Play Therapy session

2. Identify three myths of Cognitive Behavioral Therapy and how related to CBPT

3. Identify developmental theory and considerations when using CBPT with children and adolescents

**B-1. Embracing the Body: A Gestalt Play Therapy Approach to Body Image Culture**

1. Identify the concepts of diversity found in cultural views of the body

2. Explain the principles of Gestalt Play Therapy as it interacts with body differences

3. Demonstrate Gestalt Play Therapy interventions and techniques to utilize with clients experiencing struggles with differences in their bodies

**B-2. Working with Children Diagnosed with ASD Who Have Experienced Sexual Abuse: Therapeutic Consideration**

1. Describe the features and diagnostic criteria for Autism Spectrum Disorder

2. Identify specific strategies when providing play therapy services to children with ASD who have experience sexual abuse

3. Identify de-escalation strategies when providing play therapy services to children with ASD

**B-3. How to Provide a Culturally Competent Parent Intake**

1. Analyze responsive timing in pointing out the difference in culture between the play therapist and the parent

2. Identify language for asking parents how their culture differs from the one they are currently living in

3. Identify the process of assessing a child’s culture and ways to support play therapist with differing cultures at home and at school

**B-4. Transformation through Creativity: Integrating Expressive Arts with Adolescents Through a**

**Humanistic Lens**

1. Distinguish the rationale for integrating expressive arts modalities in play therapy when working with adolescents

2. Identify essential principles when adopting a humanistic approach in expressive arts processing

3. Identify levels of processing expressive creations with adolescents

**C-1. Getting Ready to Work with Parents: Activities to Build Competencies for Play Therapists**

1. Identify competencies necessary for play therapists in conducting parent consultations in play therapy

2. Identify at least 5 classroom or supervision activities that increase play therapist skills in working with parents

3. Identify ways to successfully match activities to the development of the play therapy student

**C-2. Widening the Window of Tolerance with Trauma in Play Therapy**

1. Cite current literature to identify the causes of trauma

2. Differentiate traditional trauma from long-standing, intergenerational trauma

3. Identify 2 play therapy interventions to use with trauma responses in children and explain the impact of complex trauma on memory in play therapy

**C-3. Seeing the Playroom through a Multicultural Lens**

1. Identify the challenges of treating Spanish bilingual families in a primarily English-speaking settings

2. Identify ways to provide culturally sensitive environments within a clinical playroom

3. Describe ways to increase self-awareness of multicultural issues

**C-4. Play Therapy to Improve Academic Achievement: Cultural Implications**

1. Summarize current research about play therapy for academic achievement with different ethnic groups

2. Identify academic achievement among different gender identities

3 Implement culturally adaptive interventions for play therapy for academic achievement

**D-1. Surviving and Thriving as a Play Therapist in a Post Pandemic World**

1. List the 4 categories of the therapeutic powers of play

2. Identify which specific powers of play will activate desired change in play therapy clients

3. Apply at least 4 stress reducing interventions with play therapy clients and ourselves

**D-2. Using Adlerian Play Therapy and Neuroscience to Address Emotional Dysregulation**

1. Demonstrate an enhanced understanding and foundations of Adlerian Play Therapy

2. Demonstrate enhanced knowledge of neurobiological development of self-regulation and co-regulation in the context of the play therapy relationship

3. Identify 5 specific techniques to use to apply neurobiological research within Adlerian Play Therapy

**E-1. All Inclusive Play: A Guide to Play Therapy in Diverse Communities**

1. Describe 3 key aspects of inclusion in Play Therapy

2. Identify 2 strategies for *Building the Child/Therapist* relationship

3. Identify at least 2 ways to develop and maintain parental partnerships during play therapy sessions

**E-2. Trauma Across Children’s Developmental Stages**

1. Explain how developmental stages affect children's play in the playroom

2. List 3 ways that trauma can impact play

3. Differentiate normal vs. abnormal behaviors based on sexual development of children

**E-3. How to Recognize and Work with Suicidal Children**

1. Identify and assess the severity of symptoms and stigmas related to depression in children ages 5-8

2. Describe key depressive symptoms in the clinical setting

3. Identify best practice skills that identify suicidality in the playroom

**E-4. Best of Both Worlds: Facilitating Immigrant Children’s Bicultural Identity Development in Play Therapy**

1. Name the 4 unique social-emotional challenges among children and adolescents with immigration backgrounds

2. Describe the relationship between bicultural identity development and the acculturation process among children and adolescents with immigration backgrounds

3. Identify 5 ways to facilitate the client’s development of bicultural identities in play therapy

**F-1. Solution-Focused Play Therapy: Finding Treasures**

1. Define three key concepts of Solution-Focused Play Therapy and identify at least 2 resources for the playroom

2. Describe 3 Solution-Focused Play Therapy skills and their fit with children at different developmental levels

3. Evaluate at least 2 Solution-Focused Play Therapy

**F-2. Cultural Opportunities in Play Therapy for Latinx Clients**

1. Identify 3 adaptations that both monolingual and bilingual play therapists can use to provide play therapy for bilingual or Spanish speaking children

2. List 3 reasons why child-centered play therapy is an effective approach when working with Latinx children

3. Identify 3 considerations for working with Latinx children in play therapy and identify 3 ways of engaging Latinx children

**F-3. Opportunities in Play Therapy with Children in Poverty**

1. Describe the unique therapeutic considerations for working with children in poverty in play therapy

2. Describe facilitative therapeutic responses in play therapy informed by socioeconomic concerns

3. Identify resources that can support the systemic needs of play therapy clients impacted by poverty

**F-4. From Perfect to Good Enough: Play Therapy Strategies to Help Children with Maladaptive Perfectionism**

1. List the differences between adaptive and maladaptive perfectionism in children.

2. Identify formal and informal assessments to assess maladaptive perfectionism before starting the play therapy process

3. Describe at least 2 techniques that help perfectionist children through play therapy

**Keynote Presentation: The Heroic Journey of Transformation for Children in Play Therapy**

1. Identify the stages of the hero’s journey within the context of play therapy

2. Evaluate the child’s progress in play therapy related to the heroic journey

3. Apply the mythological context to a particular theory of change to enhance and

clarify their work with children in play therapy

4. Demonstrate an enhanced understanding of the principles of ego deintegration

And reintegration as essential parts of the healing journey

5. Identify how to view the child’s journey from understanding the wounded

psyche of children

6. Explain how to assess and objectively look at symptoms as a natural part of the

child’s psyche attempting to work out the issue at hand

**G-1. Ready, Set, Grow! Transforming Supervisees Through Strengths-Based Play Therapy Supervision**

1. Identify key concepts to strengths-based play therapy supervision

2. Examine strengths and future goals of play therapy supervisors

3. Facilitate goal setting for play therapy supervisees and evaluate strength-based consultatio using sandtray

**G-2. Following the Rules: Texas Ethics and Play Therapy**

1. Describe the unique ethical requirements of providing play therapy with children of divorced parents in Texas

2. Define competency as is explained in the ethical code and how that applies to subspecialities such as play therapy

3. Identify the client in working with children in play therapy as explained by the Licensed Professional Counselor Board Code of Ethics