



Texas Association for
Play Therapy
30th Annual Conference
April 14-16, 2023
San Antonio, Texas

Friday, April 14, 2023

Time	Event	Location
7:00am – 8:00am	Registration & Breakfast; Exhibitors Open	Foyer
7:45am – 8:15am	Welcome & Chapter Networking (No CE)	Bluebonnet ABC
8:30am – 10:00am	3-hour (Group A) OR 1.5-hour (Group B or DG1) morning sessions (1.5 CEs)	See mobile app
10:00am – 10:30am	Break & Exhibits	Foyer
10:30am – 12:00pm	3-hour (Group A) OR 1.5-hour (Group C or DG2) morning sessions (1.5 CEs)	See mobile app
12:15pm – 1:15pm	Lunch & TxAPT's 30th Birthday Celebration (No CE)	Bluebonnet ABC
1:30pm – 3:00pm	3-hour (Group D) OR 1.5-hour (Group E or DG3) afternoon sessions (1.5 CEs)	See mobile app
3:00pm – 3:30pm	Break & Exhibits	Foyer
3:30pm – 5:00pm	3-hour (Group D) OR 1.5-hour (Group F or DG4) afternoon sessions (1.5 CEs)	See mobile app
5:15pm – 6:15pm	Closing Keynote: Past, Present, and Future of Play Therapy: A Panel Presentation with TxAPT Founding Board Members (1 CE)	Bluebonnet ABC
6:15pm - 6:30pm	TxAPT 30th Birthday Surprise!!!	Bluebonnet ABC
6:30pm	Student Networking Dinner - Meet in Lobby	Lobby
6:30pm – 7:00pm	RPT, RPT-S, & SB-RPT Q & A with Brenna Conner at APT (no CE) OR...	Lantana B
6:30pm – 7:00pm	How to Submit a Proposal Q & A (no CE)	Lantana A
6:30pm - 7:00pm	Chapter Presidents' Meeting (no CE; for chapter presidents only)	Brickstone PDR
8:00pm – 10:00pm	Network Reception and Block Party (for all the party/dancing peeps!). Join us for hors d'oeuvres and drinks as we dance the night away and celebrate 30 years of Texas play therapy! OR...	Bluebonnet ABC
8:00pm – 10:00pm	Network Reception and Game Night (for all the game night peeps!). Join us for hors d'oeuvres and drinks as we engage in fun games and celebrate 30 years of Texas play therapy!	Lantana AB

~All Learning Objectives are given on the last three pages of this document.~

Morning Options: One 3-hour session OR Two 1.5-hour sessions

3-Hour Morning Sessions: 8:30am –12:00pm (30-minute break at 10:00am)

A1: Helping Families Use the Power of Co-regulation Through Play Therapy

Robyn Rausch, MA, LPC-S, RPT-STM

This three-hour training will utilize current neuroscience research on child brain development to help play therapists teach parents to use co-regulation to calm and connect with their children. Presentation will focus on polyvagal theory and the use of mirror neurons to influence a child's developing regulation skills during play therapy.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Child Development/Lifespan; Theoretical Basis: Neuroscience & Integrative

A2: Working with Latinx Children and Parents: Enhancing Play Therapists' Multicultural Awareness

Diana Garza-Louis, M.Ed., LPC, LMFT, RPT-STM & Peggy Ceballos, Ph.D., NCC, Certified CCPT-S, Certified CPRT-S

This workshop seeks to enhance the multicultural competencies, advocacy skills, and clinical skills of play therapists who work with Latinx families. Through video-clips and discussions of clinical cases, attendees will learn specific cultural and linguistic considerations applicable when working with Latinx clients.

Level: Advanced; Primary Area: Special Topics & Skills & Methods; Content Focus: Diversity; Theoretical Basis: Child-Centered

A3: It's a Jungle In There! Parents in Play Therapy: A Family Systems Approach

Rhonda Johnson, Ph.D., LPC-S, LMFT-S, RPT-STM

Family play therapy techniques facilitate exploration and opportunities for change in every member of the family system. This workshop will address progression and considerations for family play therapy sessions. Participants will select from techniques and video examples will be used.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Family/Filial; Theoretical Basis: Family Systems

1.5-hour Morning Sessions: 8:30am–10:00am

B1: Playroom to Paper

Mary Bennett, Ph.D., LPC-S, RPT-STM, CCPT-S/T, CPRT-S/T, & Linda Homeyer, Ph.D., LPC-S, RPT-STM

Writing session notes succinctly can be daunting. Unique to the play therapist is the need to translate play-language into words. Themes, theory, and guidelines for the content of Play Therapy Session Notes will be the focus of this session.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Treatment Planning; Theoretical Basis: Adlerian, Child-Centered, Cognitive Behavioral

B2: Common Mistakes in Play Therapy

Kimberly King, Ph.D., LPC-S, RPT-STM, Maddison Walker, MS, NCC, LPC Associate, & Lillian Chen, EdS, NCC, LPC Associate

As play therapists, we know that challenges and mistakes are necessary for growth, but what about when the challenges are our own? In this presentation, we will address common mistakes play therapists make in the playroom, in addition to sharing examples and videotape of our own greatest mistakes. We will discuss how these mishaps came to be and how to grow in the aftermath of these occurrences. We will also discuss how following the ACT model of limit-setting, play therapists can have more success in setting limits in the playroom. We will discuss the “ultimate” limit and themes that may be coming up with a child. Our goal is to help play therapists deepen their play therapy sessions from watching our own mistakes.

Level: Beginner; Primary Area: Skills & Methods; Content Focus: Theoretically-Based Play Therapy Interventions; Theoretical Basis: Child-Centered

B3: Playing Well Together: Play Therapy and the Expressive Arts

Renee Turner, Ph.D., LPC-S, RPT-S™

Expressive arts encompass a range of modalities that facilitate whole-brain processing, including music, movement, and play therapy. However, play therapists can struggle to identify theoretically congruent ways to integrate the expressive arts beyond traditional play. In this workshop, participants will identify a framework for integrating the continuum of expressive arts and identify techniques in support of play therapy sessions.

Level: Intermediate; Primary Area: Special Topics; Content Focus: Expressive Arts

DG1: Kids Come with Caregivers: Challenges and Best Practices of Working with Caregivers in Play Therapy

Sinem Akay-Sullivan, Ph.D., LPC-S, RPT-S™, TF-CBT Certified, CCPT-S Certified, EMDR Certified

There is limited research that indicates best practices in caregiver consultations and this topic is often overlooked in play therapy trainings. In this group discussion, participants will be encouraged to share their experiences with effective practices in working with caregivers.

Level: Advanced; Primary Area: Skills & Methods; Content Focus: Special Topics, Parents/Caregivers; Theoretical Basis: Adlerian

1.5-hour Morning Sessions: 10:30am–12:00pm

C1: Bringing Together Polyvagal Theory and Sandtray in Play Therapy

Kimberly Harrington-Delgado, MEd, LPC-S, RPT-S™

This is an experiential play therapy workshop where participants will engage with sandtray materials to explore the tenets of Polyvagal Theory. This workshop will delve into the three states of the Autonomic Nervous System, create an Autonomic Nervous System map that can be implemented with clients, and have an understanding of the brain/body connection in play therapy.

Level: Intermediate; Primary Area: Special Topics; Content Focus: Sandtray/Sandplay; Theoretical Basis: Polyvagal Theory

C2: Integrating Loose Parts Play into Play Therapy

Pam Dyson, MA, LPC-S, RPT-S™

Loose parts provide opportunities for creativity in play therapy and encourage self-expression, problem solving, self-regulation, and social competence. This experiential presentation will explore selecting and integrating loose parts into play therapy and illustrate how they activate the therapeutic powers of play.

Level: Beginner; Primary Area: Special Topics; Content Focus: Special Topics; Theoretical Basis: Integrative

C3: FirstPlay®: A Parent-Infant Play Therapy Attachment-Based Model

Stephanie Pargas, MSW, LCSW-S, RPT™, PMH-C, CCST-T & Marisa Holguin-Grado, MSW, LCSW-S, RPT™

In this workshop participants will learn about the FirstPlay infant play therapy model and how trained practitioners implement FirstPlay in play therapy. Clinicians will better understand how trained practitioners best serve the infant population from birth to two years when using this model.

Level: Intermediate; Primary Area: Special Topics; Content Focus: Infant Mental Health; Theoretical Basis: Developmental

DG2: The Role of Play Therapy in Moderating Parental Accommodation in Childhood Anxiety

Mandi Melendez, MA, LMFT-S, LPC, RPT-S™

Parental accommodation is a notable feature of anxiety in children. We will explore the relational patterns that create and exacerbate anxiety, and the needs of play therapists face when considering the inclusion of caregivers in play therapy.

Level: Intermediate; Primary Area: Special Topics; Content Focus: Parents/Caregivers; Theoretical Basis: Family Systems

Afternoon Options: One 3-hour session OR Two 1.5-hour sessions

3-hour Afternoon Sessions: 1:30pm – 5:00pm (30-min break at 3:00pm)

D1: Facing Fear: Playful TF-CBT with Children and Adolescents

Courtney Huckabay, MEd, LPC-S, NCC, RPT-S™ & Kaila Bellinghausen, MS, LPC

This presentation will provide an overview of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and implement play therapy intervention to enhance the therapeutic process. Attendees will learn the PRACTICE components of TF-CBT while engaging in playful interventions.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Trauma; Theoretical Basis: Cognitive Behavioral, TF-CBT

D2: LGBTQ* Affirmative Play Therapy

Steven L. Parks, MSW, LCSW-S, MBA, RPT-S™

This workshop teaches participants a theoretical framework for integrating LGBTQ* and Gender Affirmative Therapy practices with play therapy! Participants will gain an understanding of sexual orientation and gender identity concepts and how to work effectively with clients and families of varying sexual orientations and gender identities.

Level: Beginner, Intermediate; Primary Area: Special Topics; Content Focus: Diversity; Theoretical Basis: Child-Centered, Integrative

D3: Aftermath of Mass Violence: Impact and Play Therapy Interventions for Traumatic Grief

Kim Fox, MS, LPC, RPT™ & Ashley Jesse, MA, LPC-S

Treatment and interventions for trauma caused by mass violence will be explored through case study and research to equip play therapists with tools to treat traumatized, bereaved youth and their families.

Level: Advanced; Primary Area: Special Topics & Skills & Methods; Content Focus: Trauma; Theoretical Basis: Solution-Focused

1.5-hour Afternoon Sessions: 1:30pm-3:00pm

E1: The Use of Touch in Play Therapy: Ethics and Clinical Applications

Robyn Rausch, MA, LPC-S, RPT-S™

This training focuses on using touch in play therapy ethically and legally in order to promote attachment, regulation and rapport. This training is designed to help therapists understand the ethical dilemmas, best practices and importance of touch in play therapy.

Level: Beginner; Primary Area: Special Topics; Content Focus: Ethics; Theoretical Basis: Integrative

E2: Effectively Incorporating Caregivers in the Play Therapy Process

Lesile Boutte, MS, LPC-S, RPT-S™, TF-CBT Certified, EMDR Certified, Ana Guzmán, MS, LPC, RPT™, TF-CBT Certified, EMDR Certified, PCIT Certified, & Lauren Copenhaver, MS, LPC, RPT™

This workshop will include ways to provide ongoing parent consultations, help caregivers tie their goals with what is happening in treatment, including caregivers in conjoint sessions, and building child-caregiver relationships so the benefits of play therapy extend beyond the playroom.

Level: Beginner; Primary Area: Skills & Methods; Content Focus: Special Topics, Parents/Caregivers; Theoretical Basis: Integrative

E3: From Perfect to Good Enough: Play Therapy Strategies to Help Children with Maladaptive Perfectionism

Sinem Akay-Sullivan, Ph.D., LPC-S, RPT-S™, TF-CBT Certified, CCPT-S Certified, EMDR Certified

Maladaptive perfectionism is associated with a variety of psychological issues including eating disorders, depression, anxiety, and OCD. This presentation will provide play therapy strategies to help children with maladaptive perfectionism to become healthier and happier adults in the future.

Level: Intermediate; Primary Area: Special Topics; Content Focus: Skills & Methods; Theoretical Basis: Adlerian, Child-Centered

DG3: Expressive Art Supervision: Facilitating Play Therapists' Self Awareness and Development

Leslie Jones, Ph.D., LPC-S, RPT™ & Maddison Walker, MS, NCC, LPC Associate

Incorporating expressive arts in supervision can facilitate play therapy supervisees self-awareness and development. This presentation will discuss the rationale, benefits, and the process of incorporating expressive activities in play therapy supervision.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Supervision & Expressive Arts Applications; Theoretical Basis: Humanistic

1.5-hour Afternoon Sessions: 3:30pm-5:00pm

F1: Playful Techniques: A Play Therapist Guide to Mental Health and Wellness

Cheryl Hamilton, Ph.D., LPC-S, RPT-S™, NCC, IPT-CST, TF-CBT Certified

Practicing mental health and wellness must be purposeful and intentional. Play Therapists will learn playful techniques and strategies of ways to implement daily wellness techniques that will help strengthen their therapeutic skills and decrease burnout.

Level: Beginner; Primary Area: Special Topics; Content Focus: Wellness/Self-care; Theoretical Basis: Cognitive Behavioral

F2: Engaging Different Generations in Asian Families in Play Therapy

Candace Chuyou-Campbell, Ph.D., LPC-S, RPT-S™ & Duc Lam, MA, LPC Associate

The Asian population is a diverse group of people whose numbers are expected to grow due to increased immigration. In this presentation, several considerations will be addressed as well as how to engage Asian families in the play therapy process.

Level: Beginner; Primary Area: Special Topics; Content Focus: Diversity; Theoretical Basis: Family Systems

F3: Extending Beyond Play Therapy: Humanistic Sandtray Therapy with Middle School Students with Trauma Symptoms

Ryan Foster, Ph.D., LPC-S, Certified Humanistic Sandtray Therapist

Humanistic sandtray therapy (HST) is a developmentally appropriate form of play therapy for clients 9 years old or older. The presenter will review philosophical underpinnings of HST and describe how to successfully integrate it in middle school settings.

Level: Intermediate; Primary Area: Skills & Methods; Content Focus: Sandtray/Sandplay; Theoretical Basis: Gestalt, Humanistic

DG4: Play Therapy with Children Diagnosed with ASD who have Experienced Sexual Abuse: Therapeutic Considerations

Jeffery Sullivan, Ph.D., LPC-S, RPT™

There is limited research that indicates best practices in caregiver consultations and this topic is often overlooked in play therapy trainings. In this group discussion, participants will be encouraged to share their experiences with effective practices in working with caregivers.

Level: Intermediate, Advanced; Primary Area: Special Topics; Content Focus: Special Topics; Theoretical Basis: Cognitive Behavioral

Closing Keynote Panel Discussion (5:15pm - 6:15pm)

Past, Present, and Future of Play Therapy: A Panel Presentation with TxAPT Founding Board Members

Moderator: Elizabeth Kjellstrand-Hartwig, Ph.D., LMFT-S, LPC-S, RPT-S™

Panelists: Linda Homeyer, Ph.D., LPC-S, RPT-S™, Diana Garza-Louis, M.Ed., LPC-S, LMFT-S, RPT-S™ & Tom Stevens, MA, LPC-S, RPT-S™

Come learn from some of TxAPT's founding members as they share the past, present, and future of play therapy including educational insight, current and past research, professional identity development of the play therapist, play therapy competencies, and diversity in play therapy. You don't want to miss it!

Level: Beginner, Intermediate & Advanced; Primary Area: Skills & Methods; Content Focus: History & Special Topics; Theoretical Basis: Humanistic

Saturday, April 15, 2023

Time	Event	Location
7:30am – 8:30am	Registration, Breakfast, & Exhibit Hall Opens	Foyer
8:00am – 8:15am	Welcome and Speaker Introduction	Bluebonnet ABC
8:15am – 9:45am	<i>Celebration in the Sandtray: Cultivating Cultural Humility with the Sand</i> (6 CEs total for the day)	Bluebonnet ABC
9:45am – 10:15am	Break & Exhibits	Foyer

Time	Event	Location
10:15am – 11:45am	<i>Celebration in the Sandtray: Cultivating Cultural Humility with the Sand, Cont. (6 CEs total for the day)</i>	
12:00pm – 1:15pm	Luncheon & General Business Meeting (No CE)	Bluebonnet ABC
1:30pm – 3:00 pm	<i>Celebration in the Sandtray: Cultivating Cultural Humility with the Sand, Cont. (6 CEs total for the day)</i>	Bluebonnet ABC
3:00pm – 3:30pm	Break & Exhibits	Foyer
3:30pm – 5:00pm	<i>Celebration in the Sandtray: Cultivating Cultural Humility with the Sand, Cont. (6 CEs total for the day)</i>	Bluebonnet ABC

Saturday Keynote Presentation

Celebration and Play in the Sandtray: Cultivating Cultural Humility in the Sand

Yolanda Fountain Hardy, PhD, LPC (GA), LCMHC (NC), RPT-STM, ACS, NCC

Culture can be challenging to grasp yet is essential to understand, and clients deserve clinicians and play therapy providers who engage in an ongoing practice of cultural humility. This workshop provides an opportunity for participants to create sandtrays focused on celebrating cultural identities, exploring biases, deepening personal and professional self-awareness, and cultivating brave spaces.

Level: Beginner, Intermediate, Primary Area: Skills & Methods, Sandtray; Content Focus: Diversity; Theoretical Basis: Humanistic

Materials Needed: *Sandtray figures/symbols (representative of cultural identities, cultural diversity, biases, culturally charged/challenged, decorative/celebratory).* Recommended to bring individual sandtray and sand. TxAPT will provide a mini sandtray option (blue plate and sand).

Sunday, April 16, 2023

Time	Event	Location
7:30am – 8:30am	Registration & Breakfast	Foyer
8:30am – 12:00pm	Sunday Sessions (3 CEs) (30-minute break @ 10:00am)	See mobile app

Sunday Options: Choose One 8:30am-11:45pm

G1: Creative Strategies for Evaluating Play Therapy Competencies with the Relationship in Mind

Renee Turner, Ph.D., LPC-S, RPT-STM

Evaluation is embedded in clinical supervision, yet many play therapist supervisors struggle to provide the formative and summative feedback vital to the supervisory process. Unfortunately, the exploration and emphasis of evaluation (i.e., assessment, feedback) in the context of the supervisory relationship remains underdeveloped and may feel counter to relational approaches, a cornerstone of play therapy practice. In response, APT adopted a set of play therapy competencies to promote consistency within the field which are a practical and valuable tool for evaluating supervisee development (Turner et al., 2020). This workshop will identify creative formal and informal evaluation measures to gauge and promote supervisee development. Working from the Attachment-Caregiving Model of Supervision (ACMS) framework, supervisors can discern

methods of feedback that attend to the relationship while still challenging development. From this discussion, supervisors will identify practical and playful strategies to evaluate the progress of play therapy supervisees while preserving the relationship central to all play therapy theories and models.

Level: Advanced; Primary Area: Special Topics, Supervision; Content Focus: Play Therapy Competencies; Theoretical Basis: Gestalt

G2: The Ethical Practice of Cultural Humility with Asian American and Pacific Islander Clients within Play Therapy

Christina Watts-Figueroa, MA, LMFT, LPC, RPT-S™ & Sunkyung Chung, Ph.D., LPC-S, NCC, RPT-S™

This training will focus on providing ethical and culturally sensitive play therapy approaches when working with the Asian American and Pacific Islander (AAPI) population. Through the cultural humility lens, we cover cultural and ethical best practices by exploring issues relevant to the AAPI community. This workshop will explore cultural values and biases as well as demonstrate how they can impact play therapy sessions.

Level: Beginner/Intermediate; Primary Area: Ethics; Content Focus: Diversity; Theoretical Basis: Gestalt



Special Thanks to TxAPT's 2022-2023 Board of Directors:

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Also, Special Thanks to our 2023 Conference Committee:

Brooke Gilliland, MA, LPC Associate, NCC, Committee Chair

Committee Members:

Alexa Rogers, MS, LPC Associate

Claudia O'Campo, MS, LPC, NCC, RPT™

Danielle De Luna, MS, LPC, NCC

Deanne Cornelius, CMHC Graduate Counseling Student

Elizabeth Reyna-Gardner, MS, LPC, LCDC

Jamoki "JD" Dantzler, Ph.D., LPC

Roxane Marines, MA, LPC, RPT™, CCTP

Sarah Ryan, MA, LPC Associate

Tami Becker, CMHC Graduate Counseling Student

Valerie Kozlovsky, MA, LPC

Krizia Ortiz-Hickmann, MS, LPC Associate, NCC (assisted with planning)

Workshop Learning Objectives

A1: Helping Families Use the Power of Co-regulation Through Play Therapy

1. Define and explain vagal tone and regulation in language the average parent can understand within a play therapy context.
2. Define and explain mirror neurons and their role in regulation in language the average parent can understand within a play therapy context.
3. Identify 5 specific play therapy focused strategies for activating either mirror neurons, the vagal response or both in order to help a child build self-regulation skills.

A2: Working with Latinx Children and Parents: Enhancing Play Therapists' Multicultural Awareness

1. Discuss cultural considerations when working with Latinx families.
2. Identify oppressive factors that affect the Latinx population and their impact on the mental health of children and families.
3. Identify specific linguistic considerations when providing play therapy in Spanish.

A3: It's a Jungle In There! Parents in Play Therapy: A Family Systems Approach

1. Describe the goals, progression, and considerations for family play therapy sessions.
2. Identify attachment styles and trauma responses of caregivers and children in family play therapy.
3. Select techniques to use in family play therapy sessions

B1: Playroom to Paper

1. State the necessary components of play therapy session notes
2. Identify play therapy themes consistent with their theory.
3. Write a theoretically consistent conceptualization of clients in play therapy.

B2: Common Mistakes in Play Therapy

1. Identify common challenges with limit setting and boundaries in play therapy sessions.
2. Address the potential effects of delayed limit setting in play therapy sessions.
3. Discuss ways to repair with clients after mistakes have occurred.
4. Provide the opportunity for participants to consult with peers regarding current challenges and further explore their growth.

B3: Playing Well Together: Play Therapy and the Expressive Arts

1. Identify perceptions regarding the use of directive expressive arts interventions based on one's identified play therapy theory
2. Describe an empirically supported framework to guide play therapy session techniques
3. Identify how to apply at least three techniques associated with the expressive arts model applicable to play therapy clients

DG1: Kids Come with Caregivers: Challenges and Best Practices of Working with Caregivers in Play Therapy

1. Describe potential challenges of working with caregivers in play therapy.
2. Identify Adlerian strategies to better understand caregivers in play therapy.
3. Discuss effective methods for caregiver consultations.

C1: Bringing Together Polyvagal Theory and Sandtray in Play Therapy

1. Identify the tenets of Polyvagal Theory and how to support clients with state changes using the sandtray in play therapy.
2. Describe the three states of the Autonomic Nervous System in Polyvagal Theory and demonstrate these states in a sandtray.
3. Explain one practical application of the Polyvagal Theory using sandtray in play therapy.

C2: Integrating Loose Parts Play into Play Therapy

1. Describe the benefits of loose parts in play therapy.
2. Create an intentional collection of loose parts in the play therapy space.
3. Identify which specific powers of play will activate desired change in play therapy clients through loose parts play.

C3: FirstPlay®: A Parent-Infant Play Therapy Attachment-Based Model

1. Demonstrate how FirstPlay® Therapy can be used in play therapy to support the parent and infant dyadic relationship.
2. State and describe how FirstPlay® Therapy joyful play therapy activities are foundational to secure attachment building.
3. Explain the foundations of FirstPlay® Therapy and how it can be utilized for both perinatal and infant mental health.

DG2: The Role of Play Therapy in Moderating Parental Accommodation in Childhood Anxiety

1. Identify play therapy treatment goals for anxious children and their families.
2. Explain the role of parental accommodation in anxious family systems.
3. Apply play therapy interventions to support anxious children and their families.

D1: Facing Fear: Playful TF-CBT with Children and Adolescents

1. Comprehend foundational theory of Cognitive Behavioral Play Therapy.
2. Demonstrate application of CBPT interventions to TF-CBT.
3. Identify and apply specific playful interventions to promote self-regulation, cognitive reframing, trauma processing, and future safety.

D2: LGBT* Affirmative Play Therapy

1. Assess client sexual orientation and gender identity and related psychosocial impacts.
2. Design affirmative approaches to clinical intervention using Play Therapy.
3. Explain the value of affirmative play therapy approaches to parents, educators, and adults in the client's ecosystem.

D3: Aftermath of Mass Violence: Impact and Play Therapy Interventions for Traumatic Grief

1. Describe and identify complicated grief and trauma associated with mass violence.
2. Demonstrate specific play therapy interventions based on client need.
3. Recognize ongoing trauma, unprocessed grief and retraumatization in play therapy clients and vicarious trauma that can affect play therapists.

E1: The Use of Touch in Play Therapy: Ethics and Clinical Applications

1. Discuss ethical dilemmas and best practices in the use of touch based on APT's Paper on Touch.
2. Identify 3 forms of touch they feel comfortable using in the play therapy room.
3. Identify 3 appropriate and intentional uses of touch during play therapy.
4. Discuss ways to identify negative uses of touch in play therapy and the triggers for those interactions.

E2: Effectively Incorporating Caregivers in the Play Therapy Process

1. Effectively describe the benefits and process of play therapy to caregivers.
2. Apply three strategies for improving the caregiver-therapist alliance.
3. Learn how to utilize conjoint play therapy sessions as part of meeting treatment goals.

E3: 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 ways to help perfectionist children through play therapy.

DG3: Expressive Art Supervision: Facilitating Play Therapists' Self Awareness and Development

1. Identify the benefits of expressive arts in play therapy supervision.
2. Identify expressive arts activities and materials to be utilized in supervision in play therapy.
3. Identify how to choose and implement expressive art activities in play therapy supervision.

F1: Playful Techniques: A Play Therapist Guide to Mental Health and Wellness

1. Define burnout and compassion fatigue related to chronic work-related stressors for Play Therapists.
2. Demonstrate appropriate cognitive-behavioral strategies for daily implementation.
3. Integrate mindfulness and play therapy techniques as related to self-care for play therapists.

F2: Engaging Different Generations in Asian Families in Play Therapy

1. Identify each family member's level of acculturation during the play therapy process.
2. Explain how acculturation and culture impacts a play therapist's work with the Asian population.
3. Apply certain play therapy and narrative techniques in order to bridge the gap between generations.

F3: Extending Beyond Play Therapy: Humanistic Sandtray Therapy with Middle School Students with Trauma Symptoms

1. Understand components of Humanistic Sandtray Therapy as an extension of play therapy that are unique and essential to this model.
2. Discuss implementation of Humanistic Sandtray and its underlying philosophy based on play therapy theory in middle school settings.
3. Describe the impact of Humanistic Sandtray Therapy on trauma symptoms in pre- and young adolescents.

DG4: Play Therapy with Children Diagnosed with ASD who have Experienced Sexual Abuse: Therapeutic Considerations

1. Describe the features and diagnostic criteria for Autism Spectrum Disorder.
2. Apply specific strategies when providing play therapy services to children with ASD who have experience sexual abuse.
3. Better understanding of de-escalation strategies when providing play therapy services to children with ASD.

Friday Closing Keynote: Past, Present, and Future of Play Therapy: A Panel Presentation with TxAPT Founding Board Members

1. Name at least one piece of research that has impacted the field of play therapy that can be integrated into the practice of play therapy.
2. Identify at least two key aspects of the play therapy competencies that will enhance play therapy education, supervision, and treatment outcomes.
3. Describe at least one influence of multiculturalism and diversity that has impacted the field of play therapy and professional identity of play therapists.

Saturday Keynote: Celebration and Play in the Sandtray: Cultivating Cultural Humility in the Sand

1. Define culture and explore multiple categories of culture.
2. List three differences between cultural competence and cultural humility.
3. Explore three components when applying cultural humility to mental health and play therapy practice.
4. Design one sandtray to explore cultural identities that influence the clinician's/play therapist's personhood.
5. Identify one bias/barrier to providing wholesome multiculturalism within mental health and play therapy settings.
6. Practice three sandtray activities to cultivate cultural humility using the Self-ARC concept (Fountain Hardy, 2021).

G1: Creative Strategies for Evaluating Play Therapy Competencies with the Relationship in Mind

1. Name and describe the play therapy competencies put forth by APT.
2. Identify evaluation methods in each phase of the credentialing application.
3. List at least three creative assessments per each competency domain to evaluate supervisee development.

G2: The Ethical Practice of Cultural Humility with Asian American and Pacific Islander Clients within Play Therapy

1. Identify ethical and cultural considerations when engaging in play therapy when working with AAPI individuals and families.
2. Discuss cultural humility and ethical best practices in play therapy with AAPI individuals and families.
3. Demonstrate culturally and ethically responsive practice in play therapy.