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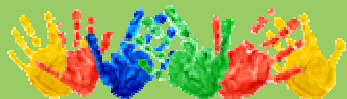
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Neurosensory Play Interactions in Play Therapy

Ken Schwartzenberger, LCSW, RPT-S

Play Interactions and Neurodevelopment

Neuroscience has shown that early brain development is experience dependant and requires healthy child-parent sensory interactions. The brain develops and organizes as a reflection of developmental experience in response to the pattern, intensity, and nature of the sensory experience. A child's developing senses include sights, sounds, touch, taste, smell, balance (vestibular), and body movement/ position (proprioception) (Kranowitz, 1998). Genetics, combined with in utero development, set the baseline for a child's sensory capacity (Lilas & Turnbull, 2009). An infant's senses form as early as seven weeks and at twenty four weeks a child can see and hear in the womb. Infants operate in the womb in a rich spectrum of senses and respond to prenatal sensory play stimulation such as voice, music, light, rocking and movement, ambient temperature, vibration and spatial orientation (McCarty, 1997).

A child's sensory capacities are genetically prepared to respond to human interaction. Child-parent interactions involve an exchange of sensory information and shape the experience of the child. Child-parent connections are formed and reinforced through sensorial contact - gazing, smelling, tasting, hearing, touching, rocking, feeding, bathing, playing, vocalizing and movement expressions. The quality of child-parent interactions, connections, bonding, nurturance, and play create the neural pathways that effect relational patterns for life (Perry, 2008, Siegel, 1999).

Play interactions provide the child critical developmental experiences and promotes sensory development. The more patterned the play activity (e.g., music, reading, rhyming, playing, singing, and dancing), the more the brain regions that perform these tasks will organize and be optimally functional (Perry, 2008). It is the sensory experiences of early childhood that determines the foundational organization and capabilities of the brain (Schore, 1997, Perry, 1994).

Sensory Play Interventions

Neurosensory play activities can creatively and imaginatively be integrated into all of a child's play. Begin where the child is developmentally. As the child leads the play activity the therapist and parent can look for opportunities to introduce sensory experiences to accent vision, hearing, touch, smell, taste, balance and movement. For example, if the child begins playing in the sand with the toys the therapist may offer the child a sand shovel to dig or water to stir and mix in the sand and maybe together make up a rhyming song to match the rhythm of the movement of hands and fingers as they scoop up the wet sand. Looking closely at the shapes and formations created in the sand, the therapist may verbally reflect the child's feelings, mirror the facial expressions of the child during the playful experience and give a high five goodbye at the end of the play, thereby providing a multisensory experience that is therapeutic for the child. The child may be over reactive (hypersensitive) and sensory defensive or under reactive (hyposensitive) and under responsive to the sensory play experience. It is important to be aware of the child's response and reaction to the sensory activity in the play in order to adjust the intensity, rhythm or type of sensory play.

Sensory play interventions to *enhance vision* can include gazing out the window, looking at colorful picture books of nature and animals, exploring outdoors, and at times, looking closely through play binoculars or a magnifying glass. The child may select different color crayons to make large dark clouds with rain, or a very colorful picture of a rainbow on a sunny day. Sensory play to *enhance hearing* may include quiet moments to listen for the sounds in the room, holding a sea shell to the child's ear, or open the window to listen to the sounds of the birds and the wind outside or playing some of the rhythmic musical toys such as the drum, tambourine and flutes and singing and marching.

Sensory play interventions to enhance tactile senses can start with a gentle touch to the hand of the child as a crayon or brush is handed off during a drawing or painting activity. Using play dough, drawing hands and tracing fingers on paper or trying to hold on to the slippery bar of soap while washing hands together allows for safe tactile interaction. Clapping and giving high fives and saying hello or goodbye to fingers and hands of children communicate boundaries and meet a child's need for safe physical affection.

Sensory play interventions to *enhance smell* and *taste* may include crackers and juice as a snack during a play break, the smell of fresh baked muffins, chewing gum or an apple, a drink of water, finger paints and flowers,

sniffing and tasting oranges, strawberries, melons, pineapples and other foods all provide a rich sensory experience for the child.

Sensory play interventions to *enhance vestibular* (balance) and *proprioceptive* (movement) development can include standing on one foot, pushing against walls and tables, pulling on jump ropes, pushing, lifting buckets of sand, climbing steps, dancing and jumping, crawling on the floor, spinning, swinging, sliding or rolling on a pillow.

Multisensory Play Interactions

Multisensory play activities during play sessions enhance a child's sensory processing and sensory modulation abilities. A child's brain receives sensory information, interprets these messages, processes and integrates the messages and organizes purposeful responses to the incoming stimuli. Sensory play interactions help the child develop effective *sensory integration* and *sensory modulation* abilities. Sensory modulation is the process of balancing and coordinating the flow of sensory signals and involves modalities such as intensity, rate, duration and rhythm. It is the child's ability to adjust to the ups and downs of sensory experiences and maintain a calm state of regulation. Sensory modulation involves rhythm and cycles of rest and recovery periods from intense sensory stimulation to prevent sensory overload that increases anxiety and discomfort for the child (Lilas & Turnbull, 2009).

Through sensory play interactions the therapist and the parents discover the preferred sensory experiences that are soothing and relaxing for the child. It is important to know the sensory preferences and stressors for each child in play therapy. A *sensory preference* provokes a response of pleasure, enjoyment and a soothing calm that naturally promotes self regulation. A *sensory stressor* provokes a stress response of dislike, discomfort, distress and interferes with self-regulation. Therapists and parents can help children develop sensory awareness skills and identify their own sensory preferences by making a list of the various sensory activities they enjoy (sight, touch, sound, smell, taste and movement) as well as sensory stressors, the things they do not like and that may be uncomfortable (sight, touch, sound, smell, taste and movement). Pathways from sensory signals to sensory experience are individual to each child and each child has a unique set of *sensory preferences* and *sensory stressors*, similar to a sensory fingerprint (Lilas & Turnbull, 2009).

Introducing sensory comforts for the anxious and fearful child reduces anxiety and assists the child in attaining state regulation. *Sensory play strategies* can be used with the child utilizing the identified sensory preferences (favorite fun, calming and soothing visual, auditory, tactile and movement activities) (Lilas & Turnbull, 2009). For example the child may prefer being held by the parent sitting close reading a story, cooking or pretend cooking, chewing and biting, playing with play dough or a favorite toy, listening to a rhyming song and singing along, holding hands and dancing around the room, jumping on pillows, climbing and rolling around on the floor, making a fort and crawling inside, or playing hide and seek.

Summary

It is important for therapists, parents, caregiver and teachers to recognize the importance of sensory experiences to a child. Environments rich in sensory experiences stimulate the child's brain and provide new information about the world. Sensory play experiences with a trusted adult that are repetitive, consistent, predictable and nurturing are necessary for the healthy development of a child's brain (Perry, 2008). Sensory play interactions between the child and the parent promote brain growth and secure attachment.

A child's world should be rich in sights, sounds, smells, tastes, touch and movement. For a child, a sensory-rich experience could be as simple as the smell of blueberry muffins baking in the kitchen or the touch of a soft puppy to the face. Children exposed to consistent, predictable, nurturing and sensory enriched play experiences will develop neurobiological capabilities that will increase the child's chance for healthy development.

The best toy for a young child may be an invested and caring therapist or parent - someone to pay attention to the child, to engage and spend time with the child using sensory activities and imaginative play, songs, words and lots of smiles (Brody, 1997).

About the Author: Ken Schwartzenberger, LCSW, RPT-S is a Licensed Clinical Social Worker and a Registered Play Therapist Supervisor with the Association for Play Therapy. He is a Clinical Supervisor at The Child Guidance Center in Long Beach, California and an instructor in the Play Therapy Professional Certification program at the University of California San Diego. He provides clinical supervision and case consultation in play therapy and is the founder and Education Director for Play Therapy Seminars.

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- Like this article? Ken Schwartzengerger is one of our distinguished presenters at the Southern California Regional Play Therapy Conference. Come see all of our fabulous presenters (many of whom have been featured in past issues of this newsletter) at the Northern California Regional Play Therapy Conference February 19, 2010 and Southern California Regional Play Therapy Conference March 12 and 13, 2010.***



President's Message

Kim Vander Dussen, Psy. D., RPT-S

Dear Fellow Play Therapists,

I want to thank you for the opportunity to represent California on the local and national level this year. I am honored and proud to be a member of this wonderful, supportive community. In these economic times I also want to honor your investment in this membership. Your participation is crucial to CALAPT's success. This year marks my 4th year of involvement in a leadership position with our organization. As a regular branch member I had no idea the work and dedication that happens behind the scenes to make our branch so successful. I have found that many APT members are unaware that the positions filled by the CALAPT executive board, and the local chapters are filled by dedicated volunteers. I am humbled by the generous giving of time and commitment that these amazing people have donated to support and promote the play therapy community. It has been a true pleasure working with these professionals and I anticipate another fulfilling year. The friendships that have been born out of my experiences to date are an unexpected but treasured gift. For our outgoing leadership, you have my deepest respect and appreciation. Thank you to our former President, Sarah Yeung, for your support, the efforts to improve our internal systems, and commitment to our organization.

I personally believe so strongly in the work that we are doing. As play therapists we have opened the eyes of the professional community to the inner lives of children. The sense of connection is so meaningful because we understand what it means when someone says "Play is the language that children speak." Children share their fears, hopes, loss, trauma, pain, and faith with us through this powerful therapeutic medium, our lives as people and professionals are enriched through the courage of children.

This common understanding of the play therapy process inspires your CALAPT leadership to set goals for the coming year. We plan to host two Regional Play Therapy conferences this year. Please check communication frequently with us so that you stay connected to our efforts. Our local chapters will also be hosting 6 hour CE workshops for you. Often our chapters have gone above and beyond the minimum requirements set and have provided professionals in their areas with additional free CE training. Please take advantage of these efforts. We would like to see our membership continue to grow. Many of you working in agencies and other professional settings see that children are desperately in need of well trained clinicians. Spread the word, help our membership grow...be a part of inspiring others. I look forward to serving you this year.

Kim Vander Dussen, Psy. D., RPT-S
Associate Professor
Argosy University, Orange County
CALAPT President, 2010

Chapter Leadership and Updates

Central Coast Chapter Leadership and Update

(The Central Coast Chapter includes the areas of San Luis Obispo and Santa Barbara)

President: Colleen Sebastian, LMFT
(805) 305-0631
coanse@earthlink.net

President-Elect: Dana Francis, MA, PPS, MFT-I
dfdf@charter.net

Secretary: Leslie Barber, MFT-I
leslieb@hotmail.com

Immediate Past President: Michelle Gaulden, MFT
michellegaulden@yahoo.com

The Central Coast Chapter is moving into its 3rd year with enthusiasm. The number of new members attending meetings has been thrilling and we are beginning to define ourselves as a chapter. Many agencies are represented and member networking has resulted in internships and new contacts. A special thanks to Martha's Place and the Child Development Center for providing free meeting space. As our number of members grows, we continue to seek larger meeting room space so we do not have to turn anyone away. Our 2010 officers are as follows: Colleen Sebastian, Chapter President; Dana Francis, President Elect; Leslie Barber, Secretary; and Michelle Gaulden, Immediate Past President. Upcoming events include Chapter Meetings with free 1.5 CE trainings scheduled for February, April, and October. Our 6 CE workshop is being planned for August. Contact Colleen Sebastian at coanse@earthlink.net if you are interested in presenting, or would like more chapter information.

For additional information about the Central Coast Chapter, please contact the Chapter President, Colleen Sebastian at (805) 305-0631 or coanse@earthlink.net.

Central Valley Chapter Leadership and Update

(The Central Valley Chapter includes the areas of San Joaquin County and Modesto)

President: Raman Dhaliwal, MFT Intern
rdhaliwal@svcfs.org

President-Elect: Cathy Krider, MFT Intern

Secretary: Michelle Coble, MFT Intern

Immediate Past President: Lee Jones, MFT
leejonesmft@sbcglobal.net

2009 was a great year for us! We held eight meetings (five of which were workshops with 1.5 CE's). We had our final meeting of 2009 on Oct 4th with a well known ADHD specialist in the Central Valley who is also a holistic therapist. Lisa Galeazzi, MFT is a Licensed Marriage and Family Therapist with 14 years of clinical experience that includes 10 years in an ADHD Clinic. She continues to provide services at the ADHD Clinic where she has collaborated with pediatricians, schools, psychiatrists, Family Court, Probation, and District Attorney's Office - VOC to provide services to the community. She is one of the co-founders of the Integrative Wellness Center in Modesto where she maintains a private practice specializing in a Holistic approach for Mood Disorders, Relationship Problems, Childhood Disorders, and LGBT issues. Lisa provides specialized groups and trainings through the Integrative Wellness Center.

We have exciting plans for the 2010 year, with Raman Dhaliwal, MFT Intern as the president, Cathy Krider, MFT Intern as the president elect, and Michelle Coble, MFT Intern as the secretary, and Lee Jones, MFT as the past

president. Lee and Cathy plan to attend the Annual CALAPT Board Meeting in January, with Michelle possibly joining us. We plan to host 1.5 CE workshops throughout the year and the Annual workshop in July worth 6 CE's. We are excited about the amount of continuing members and new participants. Please join us. We encourage everyone to attend, whether you're a member or not, the networking about play therapy is vital for the advancement of treating children. We place importance on interacting with each other and look forward to having many meetings, and workshops throughout the year.

For additional information about the Central Valley Chapter please contact Chapter President Raman Dhaliwal, MFT-I at rdhaliwal@svcfs.org.

Los Angeles Chapter Leadership and Update

(The Los Angeles Chapter includes the areas of Los Angeles, Ventura, and the San Fernando Valley)

President: Vacant

President-Elect: Vacant

Secretary: Vacant

Immediate Past President: Paulina Miller, LMFT
(805) 607-3965
pinatherapy@earthlink.net

We are looking for motivated individuals who are interested in Play Therapy!

The Los Angeles Chapter is reorganizing and we are looking for new members to help us build the chapter. We are interested in reacquainting ourselves with old friends and making new ones! We need your help!

Please consider serving your local chapter as we'd like to celebrate the New Year by having our leadership positions filled. With your help we can offer workshops, education and wonderful networking opportunities in the coming year.

We'd love to speak with you about the benefits of leadership when you serve! For additional information on the Los Angeles Chapter or if you are interested in serving as an officer, contact CALAPT President-Elect, Annette Markowitz, at (818) 307-8950 or annetteim@hotmail.com.

Orange County Chapter Leadership and Update

(The Orange County Chapter includes all geographic regions of Orange County)

President: Valerie Wilson-Lindberg, LCSW, RPT
vlindberg@earthlink.net

President-Elect: Nubia B. Echavarria, Psy.D

Secretary: Reena Patel, MA
reenacspatel@gmail.com

Immediate Past President: Annica Nilsson, MSW, LCSW
(714) 875 2310
swedannica@aol.com

We recently had our last meeting for 2009. On Dec 5th Lori Lira, LMFT RPT-S had a great training in how to use play therapy with children living with ADHD. As the New Year begins, I wanted to thank everyone for their help during the last 3 years that I have served the OC chapter as Secretary, President-elect, and President. I am handing it over to a new playful team. We are happy to announce that Valerie Wilson-Lindberg, LCSW, our

current President-Elect will take over as President, and our Chapter Secretary, Reena Patel, MA; Psy.D. student will continue as secretary. I am also welcoming our new President-Elect, Nubia B. Echavarria, Psy.D to the team. Our annual day-long play therapy training will be held again in April 2010. More info to come. Please make sure you are on our chapter email list to be notified of upcoming trainings in play therapy and networking. To join our e-list please contact our Chapter Secretary, Reena Patel, MA; Psy.D. student, at Phone: 714.350.3417 or Email: reenacspatel@gmail.com

For additional information about the Orange County Chapter, please contact Chapter President, Valerie Wilson-Lindberg, LCSW, RPT at vlindberg@earthlink.net.

Riverside Chapter Leadership and Update

(The Riverside Chapter includes all geographic areas of Riverside County)

President: Mayada Marzouk, MA
mayadamarzouk@hotmail.com

President-Elect: Shasta Weingard, BA
Shasta.Michelle.Weingard@gmail.com

Secretary: Isabel Akerlundh, MACP, MFTI

Immediate Past President: Claudia Moon Perez, M.S., LMFT, CEAP
perezmoonperez@sbcglobal.net

The Riverside Chapter held their Annual Full Day workshop at the Grove Community Church in Riverside on Nov 13th. Jodi Smith, RPTS, once again did a marvelous job speaking about "Superheroes...". There were at least 40 attendees wearing their capes and holding their magic wands as Jodi walked them through the techniques to be used with children.

The Chapter officers, Claudia Moon-Perez (President), Sandra Herrera (Immediate Past President), Shasta Weingard (Secretary) and May Marzouk (President-Elect) did an amazing job getting this workshop arranged, resulting in its success.

MARK YOUR CALENDERS! We would like to announce our upcoming meeting dates:

3rd Wed- from 6-8pm
Jan 20th
March 17th
May 19th
Sept 15th
Friday Nov 5th: Annual Full Day 6CE Workshop

For additional information on the Riverside Chapter, please contact Chapter President, Mayada Marzouk, MA at mayadamarzouk@hotmail.com.

San Bernardino Chapter Leadership and Update
(The San Bernardino Chapter includes all geographic areas
of San Bernardino County)

President: Yvonne Quesada,
bonnieq21@hotmail.com

President-Elect: Christy Livingston, MS

Secretary: Amy Smith, MS

Immediate Past President: Marisa Rivera, MS, MFT
marob4895@charter.net

Thank you for all of those who attended the November training presented by Quint Paige, MFT, RPT-S. It has been a pleasure to have been a part of the leadership team of the San Bernardino chapter of CALAPT for 2009. I look forward to holding the position of Immediate Past President this year and helping out in any way I can. I would like to welcome our new 2010 CALAPT San Bernardino chapter officers:

President: Yvonne Quesada, MSW
President Elect: Christy Livingston, MS
Secretary: Amy Smith, MS

Please save the date: Our next training will be on January 22, 2010. Maxine McCleery Bowden will be presenting on, "Playfully Supporting Children At Risk of School Failure." Hope you can make it!

For additional information on the San Bernardino Chapter, please contact Chapter President, Yvonne Quesada at bonnieq21@hotmail.com.

San Francisco Bay Area Chapter Leadership and Update
(The San Francisco Chapter includes all geographic areas of San Francisco Bay)

President: Karen Pernet LCSW, RPT-S
kepernet@yahoo.com

President Elect: Jennifer Wentz, MA, LMFT
jenniferwentz@hotmail.com

Secretary: Roberta Gannon, MFT
rlgannon@pacbell.net

Immediate Past President: Ren'e Lewellyn, MA, MFT
renelewmft@comcast.net

For additional information about the San Francisco Bay Area Chapter, please contact Chapter President, Karen Pernet LCSW, RPT-S at kepernet@yahoo.com

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Board of Directors

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Ask The Expert:

What to do with a Client with Separation Anxiety?

by Carmela Wenger, LMFT

Question:

I just started seeing an almost 4 yr old boy, "Mark" with severe separation anxiety. He will only stay in his preschool class if his father stays. Even so he repeatedly asks his father: "Are you leaving?" Father reassures him that he is not leaving. Mark's mother is in his life intermittently due to a drug problem. Dad's girlfriend seems committed to Mark and the teacher describes "Lucy" as a caregiver to Mark. The relationship between father and his girlfriend seems to be stable. They have lived together since Mark was 2 and 1/2. My question is about what father should do in the classroom. Right now he follows Mark everywhere and tries to interest his son in other children and in the activities. Mark does engage briefly, but he repeatedly asks father if dad is going to leave or not. Dad tells him over and over again, "I'm staying." These reassurances seem to soothe Mark only temporarily and then he is asking again. I am wondering if it is a good idea to continue the practice of having father following Mark around all morning. The situation is not improving.

Answer:

It might work better to have father stay put in a chair where Mark can see him. This makes father a secure base in a literal sense. Have nothing interesting around father's chair. Encourage dad to bring something to read so that he can be relaxed. Following his son around and trying to get him to play probably generates some tension. Suggest to father that he tell Mark when he is leaving rather than just telling him he isn't leaving right now. Instead tell Mark, "We are both leaving together at lunch time." If Mark repeats the question let dad say to him, "Is it lunch time already?" Dad could also give Mark something of his that he would not leave without. If there is no such object currently ask father to get a lucky rock that he carries around for a few weeks and talks about always having with him. Then let dad give Mark the rock to put in Mark's pocket, telling him, "I never go anywhere without my rock. You keep it till we leave at lunch time."

Get some history about Mark's relationship with his mother. Is there any predictability to her visits with him? How does he react to her arrivals and departures? What has he been told about why she doesn't live with him and his father? From Mark's point of view a parent can disappear suddenly and then might or might not come back for some time.

It would make sense for him to be scared that his father will leave and not come back. It is typical of children with parents who suffer from addiction that verbal reassurance doesn't soothe them. Mark's mother has most likely broken many promises and/or said many things that either made no sense to him or were contradicted by her behavior. He needs an explanation about mother's behavior along with reasons why his father is different. Check with father about how predictable he is at home. Mark might need more structure so that he has a lot of corrective experiences regarding the dependability of care takers.

About the Author:

Carmela Wenger has been a licensed Marriage and Family Therapist since 1980. She is the author of "The Suitcase Story: A Therapeutic Story for Children in Foster Care," published in the American Journal of Orthopsychiatry and, in December 2006, authored a chapter entitled "Superheroes in Play Therapy With an Attachment Disordered Child" in the book Using Superheroes in Counseling and Play Therapy, edited by Larry

Rubin. Carmela is currently in private practice and offers seminars in play therapy, trauma treatment, and couples therapy. She is a CAMFT Approved Supervisor and a BBS education provider. For readers interested in submitting a question or for those who use these ideas and would like to provide feedback, please contact Carmela at chwenger@suddenlink.com.

Being an APT Member Means You are Also a CALAPT Member

Take advantage of all your dual membership has to offer!

Check out the websites: www.calplaytherapy.org and www.a4pt.org

Do You See A Need For Increased Representation And Trainings Closer To Home In Your Area?

To start a Chapter in your area or to find out about Chapters in the process of forming please contact:

Kim Vander Dussen, PsyD, RPT-S
714.329.6080
kvanderdussen@argosy.edu

HELP WANTED!!

As a new feature to our website, CALAPT would like to provide information on parent trainings being held throughout the state as well as parent resource both online and offline.

Kim Vander Dussen, PsyD, RPT-S
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***Would You Like to Teach?
Are You Interested In Building Teaching Experience?***

Breaking into teaching can be difficult.
You usually have to have experience to get experience.

How about starting with your local CALAPT chapter and try it out!!

We continue to accept resumes for our presenter portfolio.
Share your knowledge with others! Network!

We need your resume, contact information and topic of interest to start.

Please submit your information to: Kim Vander Dussen, PsyD, RPT-S
714.329.6080
kvanderdussen@argosy.edu



Play Therapy Intervention

Yippy Skippy Go Me - Self Esteem Scrapbook

By: Mary Ruth Cross, M.S., M.F.T.

Yippy Skippy moments are when you feel positive and good about yourself right down to your toes. It's a way to pat yourself on the back because you like you no matter what anyone else says. Using this technique can help children with impaired self esteem regain their footing and really begin to like themselves again. This intervention can also be used to address identity formation issues as well specific content areas such as grief.

Supplies

- 8 1/2 x 11 inch or 12 x 12 scrapbook (you can make one using acid free construction paper if cost of supplies is an issue)
- Various colors of acid free decorative paper
- Embellishments: die cuts, headlines, stickers (can be made using acid free paper) alphabet stickers are good for titles.
- Photographs: various photos of the child client from birth to present, with family members and without, photos of friends, extended family, pets.
- Memorabilia: Certificates, report cards, acknowledgements of any kind, pins or buttons of things the child has done.
- Acid free adhesive - tape
- Magazines
- Crayons and/or acid free markers
- Lots of creativity
- Feeling Faces chart

Process

This is a project that will take several sessions to finish. It can be used in groups or with individuals. Working with the child client, examine the areas in the child's life that affect his/her self esteem. For many children creating a scrapbook that is all about them helps with identity formation as well as strengthens their core self. Explain to the child that you are going to create a scrapbook together to help the child see him/herself more fully. Ask the child and the parents to bring in numerous photos that support the different themes of the pages the client will create. You can also ask them to bring in some of the things from the supply list.

Page one: Title Page - have the child come up with a title for the scrapbook (ie. "It's all about me" or "The Special Book About Me"). I encourage children to decorate the title page with a large photo of themselves but some children prefer to make a drawing or use

other photos or make a collage.

Each one page or two page spread has a title - which sets the theme for the page(s). Crop pictures so there can be several on each page (don't be afraid to crop - it gives the picture a different focus). Once the pictures are cropped back them with decorative paper and with acid free adhesive attach them to the scrapbook page. Be sure to encourage to the client to write something about the photo underneath or near the photos. (i.e. "This is mom and me at the circus.")

Page one: "Who am I?" Every child has a beginning. Use pictures of client at a very young age, with and without parents in photos: discuss with the child client what he/she thinks was happening with her parents at the time of her birth. Do they look happy? Did the child feel loved? What might the parents have been thinking or worrying about? Process with the child how the pictures make her/him feel and what they are thinking.

Page two: "I like me because . . ." pictures of client doing things s/he enjoys or people s/he enjoys being with. This can be drawn or the child can use magazine clippings or photographs. Have the child list the things s/he is good at. On the opposite page have the child list the things s/he would like to be better at.

Page three: " A Friend Is . . ." Have the client list what makes a good friend. Discuss what the client's friends are like. What they like to do, what attributes the client especially likes or dislikes about his/her friends. The child can include pictures of his/her friends as well as magazine clippings that illustrate this as well.

Page four: "I am a good friend when I . . ." Have the client list specific times when s/he felt they were being a good friend. Decorate and put it on a scrapbook page.

Page five: "My Feelings" - use magazine clippings and a feelings face chart to help the client identify the kinds of feelings they have. Have the child write up a short paragraph about this and put it on decorative paper. Put the feelings faces on another piece of paper and have the child identify times when they felt this way.

Page six: "When I make a mistake. . ." Have the child list the kinds of mistakes s/he has made that make them feel bad. Discuss or role play with the child ways they can handle this in the future then write out some of the suggestions on the opposite page

Page seven: "Yippy Skippy Go Me Moments" Yippy Skippy moments are when you feel positive and good about yourself right down to your toes. It's a way to pat yourself on the back because you like you no matter what anyone else says. Discuss this with the child and help the child find their "Yippy Skippy" moments. Have the child draw his/her Yippy Skippy moments. The child can include any drawings or stories that they have created in treatment as part of their scrapbook.

After the scrapbook is finished invite the client to share the scrapbook with the parents in session. This is a good way for the client to show what growth has taken place in treatment.

About the Author

Mary Ruth Cross, MS, MFT is a licensed Marriage and Family Therapist with a private practice in San Ramon, CA. Mary Ruth has been working with children and families for over 25 years and is a long standing member of the Association for Play Therapy. Mary Ruth is a strong advocate for children and specializes in working with traumatized children and families. She is currently on the faculty at University of Phoenix teaching graduate students how to work with children and how to utilize play therapy in their work. Mary Ruth is also a well-known workshop presenter. She is a clinical supervisor and supervises two interns in her private practice. Her website is: www.mrcrossmft.com.

Book Review



Little Elephant's Clever Trick

By Jillian Harker (2006)

Illustrated by John Bendall-Bruello

Reviewed By Raman Dhaliwal, IMFT

Although this book is not designed specifically to be utilized in the therapeutic setting it contains valuable information for children and families. I have utilized this enjoyable, fun, and colorful book in therapy and have found it remarkable. This book's simplicity allows children to comprehend its verbal meaning, the colorful illustration in the book allows children to attend to the book through visual means, the texture of the book allows children to utilize various senses to connect with the story, and overall the story allows children to assess and search for their own positive traits and qualities. The story in the book illustrates how we identify positive qualities in others while overlooking or forgetting our own personal skills and abilities. This book allows children to explore, recognize, and appreciate their own skills, abilities, and talents which many times are ignored or not identified. As we read through these 13 amazing pages filled with colorfulness, great writing, and various texture we are drawn to the amazing lesson learned by the "little elephant" and at the same time are able to explore our own competencies and "special tricks."

About the Author

Raman Dhaliwal has been employed at Sierra Vista Child and Family services for 3 years. She started of at SV's group home working as a residential staff providing support to 7 children, transferred as a case manager at the ADHD clinic, and later became a clinician at the ADHD clinic. She completed her Bachelors in Psychology at CSU Hayward and completed her Masters in Counseling at CSU Stanislaus in June 2009. She is currently a Marriage and Family Therapist Intern and incoming President of the Central Valley Chapter.



RPT-S Interview

Featured Registered Play Therapist of the Quarter: Eric Terry, Psy D., RPT-S

By Myrysha Rosa, ACSW, PPSC

Dr. Eric Terry is a licensed clinical psychologist who has a private practice in Placentia, CA where he utilizes various treatment modalities, including play therapy, with his clients. He received a Bachelor of Arts in Psychology from Biola University and holds a Masters of Arts in Clinical Psychology, as well as a Doctorate in Clinical Psychology (Psy.D.) from the California School of Professional Psychology in Alhambra. Dr. Terry was licensed in 2001 by the California Board of Psychology and began his private practice in 2005. He is a member of the American Play Therapy Association and has been a Registered Play Therapist-Supervisor (RPT-S) since 2004.

Dr. Terry has experience working with a variety of populations including children, adolescents, adults and families. Dr. Terry has worked with children as young as three years old and with adults in their 60s. He has experience treating a range of disorders, has worked with victims of physical and sexual abuse, and has experience with psychological testing. He also does ADHD and Asperger's assessments in his practice. Throughout his career as a psychologist Dr. Terry has always been passionate about working with children and credits various internships as well as the job he held from 1999 to 2005 at the Community Family Guidance Center in Cerritos for providing him the opportunity to build on his child-centered work. In addition to having extensive training and supervision in play therapy, Dr. Terry is also trained in art therapy and sandtray/sandplay therapy.

Dr. Terry has high regard for play therapy and feels it is a valuable modality which provides a safe venue and gives clients a voice to express their experiences and conflicts. Dr. Terry appreciates that play therapy gives therapists a powerful means of learning what a client's needs are and helping clients to heal. Play therapy is also valuable, says Dr. Terry, because it provides a bridge to help parents and teachers understand children's behavior and to participate in and contribute to children's treatment. "And it's fun!" says Dr. Terry.

Dr. Terry holds a Registered Play Therapist-Supervisor (RPT-S) credential which qualifies him to provide play therapy supervision to clinicians who wish to become Registered Play Therapists or Registered Play Therapists-Supervisors. Dr. Terry credits his partner in private practice, Dr. Kim Vander Dussen, for making him aware of the Registered Play Therapist-Supervisor (RPT-S) credential. He says he began the process of becoming a RPT-S by attending a play therapy program at the University of California, San Diego. "The program takes a Saturday per month over a period of a couple of years, but it is well worth the time and the money", says Dr. Terry. Dr. Terry is glad he obtained the credential and is now looking forward to supervising clinicians who wish to become Registered Play Therapists or Registered Play Therapists-Supervisors.

Dr. Terry believes play therapy is not as prominent as it should be and he feels that therapists should become credentialed in order to better promote our field. He believes the credential provides therapists with a specific and unique skill set to help children heal and that the specialized training makes us better-equipped and more well-rounded clinicians.

Dr. Terry's belief in the power of play therapy led him to develop his own board game, ***Peacetown: A Conflict Resolution Board Game***, which was published in 2001 by Western Psychological Services (WPS). The game is designed for use with small groups of up to six players, ages 7 to 12 years old, but can be modified. Dr. Terry is

currently making progress toward the development of a second board game for use in family therapy and he looks forward to having the game published. When asked about the future of his career, Dr. Terry says he plans to maintain his private practice and looks forward to having the opportunity to supervise clinicians who wish to obtain a RPT or RPT-S credential.

About the Author

Myrysha Rosa is an Associate Clinical Social Worker and holds a Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance. She received a Bachelors of Psychology from the University of California, Riverside and a Masters of Social Work from the University of Southern California. Myrysha has worked with children, adolescents and adults in various settings including schools, group homes, and mental health facilities. She is currently employed as a Clinical Social Worker at Loma Linda University Children's Hospital and is a Member at Large for the California Association for Play Therapy.

We Encourage All Play Therapists and CALAPT Members to Seek Formal Credentialing Through the Association for Play Therapy (APT).

For More Information, Please Go to www.a4pt.org or Contact Carol Guerrero, (559) 252-2278 x 1

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Leadership opportunities are available at the local chapter level as well as the executive board level. Contact President-Elect Annette Markowitz at (818) 307-8950 or annetteim@hotmail.com for more information.

**The California Association for Play Therapy
Presents**



Playfully Supporting Children At Risk Of School Failure

Date: Friday January 22, 2010

Presenter: Maxine McCleery Bowden, LMFT

Location: Rancho Cucamonga, CA

Please contact Chapter President, Yvonne Quesada at bonnieq21@hotmail.com for more information or [click here](#) for a registration form.

The California Association for Play Therapy
Presents



3rd Annual Northern California Regional Play Therapy Conference

Date: Friday February 19, 2010

Location: Livermore, CA

Please join us for this special 6 hour/6 CE workshop featuring multiple presenters. [Click here](#) for a registration form or contact Mary Ruth Cross, N California Conference Coordinator at jmscross@sbcglobal.net for more information.

The California Association for Play Therapy
Presents



5th Annual Southern California Regional Play Therapy Conference

Date: Friday March 12 and Saturday March 13, 2010

Location: Rancho Cucamonga, CA

Please join us for this special 12 hour/12 CE workshop featuring multiple presenters. [Click here](#) for a registration form or contact Anna Loza, S California Conference Coordinator at aannaa_gram@yahoo.com for more information.

California Association for Play Therapy (CALAPT)

Calendar of Upcoming Events

~ 2010 ~

January

January 20 **Riverside Chapter Meeting**

January 22 **San Bernardino Full Day Workshop**

February

February 19 **Northern California Regional Play Therapy Conference**

March

March 12-13 **Southern California Regional Play Therapy Conference**

March 17 **Riverside Chapter Meeting**

April

TBA **Orange County Full Day Workshop**

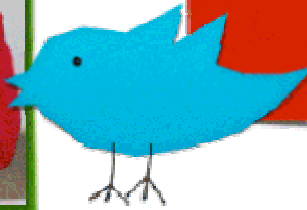
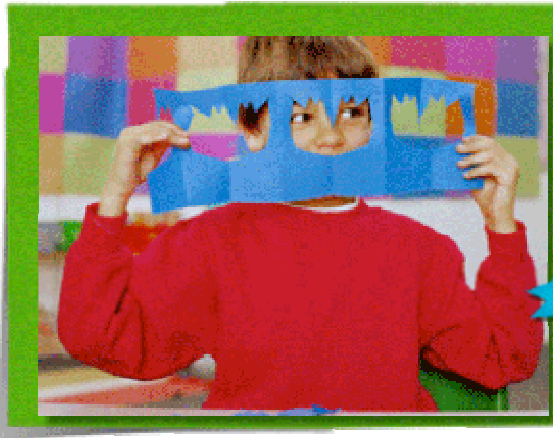
Play Therapy Seminars

Ken Schwartzenberger, LCSW, RPT-S offers play therapy training, case consultation and supervision in play therapy and sandplay therapy.

Visit our website playtherapyseminars.com to view more articles about play therapy and to learn more about training and supervision in play therapy and sandplay therapy, or contact us at info@playtherapyseminars.com.

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