



From the President, Kristi Perryman, Ph.D., LPC, RPT-S

It has been a great honor to serve as President of the Missouri Association for Play Therapy for the past year.



Though challenging, this adventure has proven to be exceptionally rewarding in so many ways. There are hundreds of minute details that go

into every workshop, conference, and general operation of our organization. Without the tireless efforts of our board members, these functions would not be possible. When I think of our board, the word that comes to mind is passion. Only people who have a true passion for children and play therapy could work as hard as they do for nothing in return, except the satisfaction of a job well done. They have spent endless hours of their own time planning and staffing workshops, working with attorney's and insurance companies, balancing budgets, preparing membership lists, and maps, reviewing and updating bylaws, and various other details that it takes to keep the wheels turning and moving forward; all while maintaining full time jobs where they all work to make the world a better place for children. I feel very fortunate to work with the dedicated group of individuals who make up our board and want to take this opportunity to publicly thank each of them for going above and beyond to make our association a great success.

Larry Becket, President-Elect,

has not missed a single workshop or meeting. He has worked diligently on scholarships, board insurance, filled in for other board members as needed, presented a workshop for us, and numerous other vital tasks. Larry handcrafts toys and tools for use in sandplay therapy, with all proceeds going to the Dr. Kristi Perryman Scholarship. He is also always our greatest cheerleader!

Janelle Cowles, Secretary,

has presented a workshop for us this year (pro-bono) and has been an essential member of our team in finding locations for workshops and serving on the conference committee, in addition to her many duties as secretary. Janelle also spent hours researching, editing, and revising our bylaws for APT review. She also serves us by mentoring other future board members and presenters through her work at Central Missouri State.

Lisa Nash, Treasurer,

served as our conference coordinator in 2009, working directly with the hotel staff to plan the room, accommodations, snacks, etc., even making trips to St. Louis on her own to ensure all details were covered. Lisa continues to serve on the conference committee, and also presented a workshop for us in 2009. She continues to be our main organizer of details for the workshops we have hosted around the state. She has also done an incredible job of keeping us within budget and getting us credit card accessibility for our workshops and conferences.

Joyce Wilkerson, Member At Large,

has been the single most important person in increasing and maintaining our membership over

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From the President, *Kristi Perryman, Ph.D., LPC, RPT-S*

the last two years. She sends emails and makes numerous phone calls monthly to members and former members to offer encouragement and sing the praises and benefits of being a member of our incredible organization. She also works diligently with area reps, offering ideas and support in growing membership through networking meetings, creating area maps and membership lists, etc. Joyce has also never missed a workshop and is always well prepared and ready to greet folks with her friendly smile.

It's important to note that these folks also all maintain full time jobs where they work to make the world a better place for children, through school and agency counseling and training counselors. For this, I would like to offer my heartfelt

THANK YOU!!

I also want to express a special thank you to our area rep's who have worked to provide area meetings, attend board meetings, and build membership. Many have also been instrumental in assisting with registration and sales at workshops.

These wonderful people are:

Northeast Representatives:

Stephanie Niewoehner & Pam Dyson

Northwest Representatives:

Kerri Kohler-Butt & Corie Schoeneberg

Central Representative: Ann Elliott

Southwest Representative: Darryl Haslam, Debbie Hubbell, and Carrie Boone

As I reflect on the last year, the following accomplishments come to mind.

- MAPT will have offered 11 quality workshops at various locations around the state, providing over 50 hours of CEU's for play therapists and those working towards play therapy certification. These

- included full day, ½ day and networking meetings.
- MAPT will receive the Gold Branch Award for the first time in 5 years. This is based on maintaining membership numbers, the number of member communications, and educating those non-play therapy populations about the benefits of play therapy.
- We have worked with an attorney, APT, and other state play therapy organizations to develop a contract for presenters, adequate directors and conference insurance, and a contracted professional CEU coordinator, which is vital to our continued success.
- MAPT is now able to accept on-line workshop and conference registrations through our website.
- MAPT bylaws have been edited and are in the revision process, with assistance from APT to ensure that they are accurate and up to date.
- MAPT is completing a new mailing list to advertise workshops, which will include all Missouri LPC's, Psychologists, and Social Workers
- New Membership Maps have been created to allow for better communication with members and more efficient workshop planning.
- MAPT now has more area rep's to better serve our membership.

I am also thrilled to report that due to the efforts of board members, area reps, and various members we have established reasonably priced locations for presentations around the state, allowing us to offer workshops at a reasonable rate, while still building a fund to offer more opportunities for our members. Not only have we not cancelled a single workshop in the last year, but we actually came out even or above financially, on each one. This is likely MAPT's greatest accomplishment, considering we ended the 2009/2010 fiscal year in debt. Due to this success, we are able to give back to our membership by offering our 2010 Annual Conference at the incredibly reasonable rate of \$175 for both days (member rate).

Remember to send in your ballot for 2010/2011 MAPT officers, which will take office at our annual conference in July. Thank you for the opportunity to serve as your president and for your continued membership in this awesome organization, as well as your passion for play and the children who so desperately need each of you in their lives!

Kristi

MAPT 2010 Scholarship Opportunities!

This year MAPT proudly announces the addition of the Dr. Kristi Perryman Play Therapy Scholarship award.

The recipient of this \$200.00 annual scholarship will receive this award during the MAPT Annual Conference. The purpose of this scholarship is to promote the continuation of Play Therapy as a well recognized and effective modality of treatment when working in the counseling process with children and to provide financial assistance to a student seeking their Registered Play Therapy (RPT) certification. The recipient can use the scholarship award to apply toward MAPT approved workshops/conferences. Transportation, room fees and food costs are excluded from the qualifying uses of this award. Dr. Perryman continues to be on the front lines teaching and practicing Play Therapy. She has gone above and beyond in her efforts to help children in the Play Therapy process. Dr. Perryman is recognized as a leader in Play Therapy among her colleagues, and she continues to strive to provide even more Play Therapy services to as many children as possible.

To be eligible for the Dr. Kristi Perryman Scholarship you must be enrolled in a Master's level counseling program with an emphasis on working with children, and you must be a current member in good standing of the MAPT organization. The recipient of this scholarship must be present at the MAPT Annual Conference in order to be eligible to receive the award. The recipient must possess the desirable personal and professional qualities of a Play Therapist.

Qualifying applicants are to submit their applications to the Scholarship Review Committee by June 15, 2010. Applications can be downloaded from the Missouri Association of Play Therapy website (MAPT). Applications should be faxed to the attention of Scholarship Application Review Committee C/O Larry R. Beckett at 417-359-8979.

Missouri Association for Play Therapy Scholarships

MAPT encourages its members to recognize one another by presenting the opportunity for awards for outstanding leadership in play therapy. One of those awards is the Helen Matthews Outstanding Play Therapist Award given to a play therapist for work in the school setting. The other award is the Kathryn Boone Outstanding Play Therapist Award for work in a private or agency setting. Both of these awards require the recipient to be currently employed in a mental health or school setting, have completed three years in the field of play therapy, be an MAPT member, and hold a Master's degree or beyond. The criteria for recognition are to possess the personal qualities desirable in a play therapist, be responsible for innovations in play therapy, and demonstrate leadership in the further development of play therapy. The candidate's activities and accomplishments must have taken place within five years prior to the date of presentation.

A \$500.00 scholarship is also available to MAPT members. The purpose of the Dr. Shirley Hendricks Scholarship is to assist a mental health professional working toward becoming a Registered Play Therapist. The 2009 recipient of this scholarship was Carrie Boone. The criteria for both of this scholarship requires the applicant to hold a Master's Degree or be working toward that degree and to possess the desirable personal qualities of a play therapist.

We need to recognize those in our field who are doing outstanding work. We need to help support those who want to obtain further training toward a play therapy registration.

If you would like more information, please contact Larry R. Beckett, MAPT President Elect, and Member of the 2010 MAPT Scholarship Committee. email: beckett123@missouristate.edu

Book Review:

Play Therapy with Traumatized Children: A Prescriptive Approach, Paris Goodyear-Brown

By Blair Jordan

Paris Goodyear-Brown's book, *Play Therapy with Traumatized Children: A Prescriptive Approach*, focuses on the treatment of various forms of childhood trauma, including the effects of physical, sexual, and emotional abuse, extreme neglect, terrorism, natural disasters, domestic violence, school shootings, and much more.

The book discusses the physical and behavioral symptoms that arise as the result of frightening events and introduces play therapists to a treatment model called Flexibly Sequential Play Therapy for working with traumatized children. This approach to trauma treatment is exactly what its name signifies: it is a structured theoretical model that is flexible and adaptable to the individual needs of children.

The book discusses the methodical approach in depth, stating its specific goals and outlining the ways in which practitioners can eclectically combine directive and nondirective play therapy techniques as a way to meet the personal needs of various children who have experienced diverse forms of trauma. During treatment planning, this model combines various theoretical approaches, all the while taking children's individual experiences, needs, and coping skills into consideration.

Goodyear-Brown stresses nondirective, child-facilitated methods in play therapy that are to be enhanced by counselors throughout therapy, as well as directive techniques that involve creative expression and psycho-education in the playroom. Throughout the book, main treatment goals are discussed, most of which focus on the promotion of coping skills in children, the endorsement of safety in the playroom, the alleviation

of physical, behavioral, and emotional symptoms through relaxation exercises, play interventions, artistic expression, and disclosure, the inclusion of parents in children's treatment, and the steady display of traumatic scenes through creative representation and play.

Overall, the book is a great resource for counselors and play therapists who are looking to learn more about trauma and its effects on children, as well as to acquire newfound skills in tailoring assorted play therapy techniques to the unique experiences and situations of children. Through case examples of specific play interventions and various directive exercises with traumatized children, *Play Therapy with Traumatized Children: A Prescriptive Approach* provides practitioners with an array of approaches and structured techniques geared toward assisting children in utilizing coping skills and finding meaning in traumatic symptoms, all the while working toward the resolution of posttraumatic play.

Blair Jordan, is a 2010 graduate of Missouri State University's counseling program. She is currently working at Evergreen Health Center in Lebanon, Mo.

YOU BELONG

By Joyce Wilkerson, Member At Large



“Raise your right pinky and repeat after me.... I do solemnly swear to bring the good stuff I don’t eat from my lunch box to the clubhouse next week. I will not tell hardly nobody where

the clubhouse is...except my mom. She wants to know everything! And I will never, never, never kiss a boy...unless it’s Joey ‘cuz he’s really cute. Amen!”

Since we were children, we’ve wanted to belong. If you are a member of the Association for Play Therapy and the Missouri Association for Play Therapy, you definitely belong to something VERY special... and you don’t even have to eat week old lunchbox leftovers!

When I think of APT/MAPT membership, my first thought is...CHILDREN! My second thought is... WOW!! I have SO many more ideas and resources for children because I “belong”. There’s the informative Play Therapy magazine, the International Journal of Play Therapy, Mining Reports, incredible websites, The Leadership Academy, a wealth of educational opportunities, and one of my favorites... peer networking!

APT AND MAPT also offer fabulous rewards for recruiting members! YOU can be the person who recruits the most new members this year and MAPT will cover your cost for one day at the MAPT 2010 conference with Terri Kottman, July 9 –July 10 (conference fee only).

APT has developed an amazing 2010 Membership Growth Strategy. In addition to receiving APT bucks for each new member sponsored, APT is offering significant monetary rewards for the three mem-

bers who earn the most APT bucks in a designated time frame. And there’s much more....

Check it out:

<http://www.a4pt.org/download.cfm?ID=28451>

Sincere gratitude to fellow MAPT Board Members and to the best and most dedicated Area Representatives to be found: Ann Elliot, Kerri Koehler-Butt, Corie Schoeneberg, Carrie Boone, Debbie Hubbell, Stephanie Niewoehner, and Pam Dyson. Your dedication is marvelous! Because of you, membership in each of your areas has grown and you have provided excellent local training and networking opportunities.

Many more people have wonderful resources to support children. Special thanks to Darryl Haslam who served as an Area Representative for several years. And very special thanks to Kerri Koehler-Butt who served as the first ever Lead Area Representative and to Carrie Boone who has now assumed that position.

On behalf of every child whose life has or will be touched by you, thank-you for continuing to learn, for reaching out to others, for serving with excellence, and most of all, for caring.

Connecting The Dots....Take three



For the past two years, I have used the title Connecting The Dots when submitting my article to MAPT for consideration in our annual membership newsletter. There are a number of reasons why I have chosen that path for a way to offer my thoughts concerning the use of Play Therapy in our

Public and Private schools. One reason is supported by my intentions to one day write, and perhaps, publish a book that would be useful to educators and parents in the use of Play Therapy techniques, and Connecting The Dots, has long been my favored title for the book. As I continue to serve children in the public school setting whose grade levels range from pre-school to high school seniors, I am frequently reminded of how useful such a book might be. With that in mind, I remain hopeful at least something I say in this article will be useful to my colleagues in our professional field. If that ends up being the case, then it has all been worth the effort.

If we visit the past for a few minutes, we can easily recall when the use of Play Therapy as a method of counseling and therapy for children in many schools, if not most, was a modality that was not seen with any degree of frequency. Thankfully, schools, classroom teachers, and especially administrators, are witnessing the positive effects and outcomes of the use of Play Therapy for our school-based clients. It was only a few years ago that to hear a counselor say they had a play room at their school site was indeed a rare occasion. Now that more and more counselors are seeing the benefits of the treatments it is far more common to hear counselors in schools talking about they now have dedicated at least a part of their offices for the purpose of specific Play Therapy techniques. The great thing about this process is it is not limited to only our school sites. Many more of our colleagues serving children and families in private practice work are focusing more on the use of Child-Centered Play Therapy. Never before has there

been so much emphasis placed on helping parents to learn some of the basic Child-Centered Play Therapy techniques. In our part of the state, Dr. Kristi Perryman, President of MAPT, has made significant strides in promoting this practice through offering both parenting and graduate student classes. These classes are called Child-Parent Relationship Training (CPRT).

Child-Parent Relationship Training (CPRT) classes are now being offered at Missouri State University in Springfield, Missouri to Master level and above students, as well as parents. These classes are also being provided through agencies whose interests are in helping families to become even stronger. Such an agency is The Alliance of Southwest Missouri. Our local Alliance organization has an outreach office in Carthage and Joplin, Missouri, and annually serves a significant number of families. The Alliance staff, in the Joplin Office includes, Kari Clements, Executive Director, Nancy Corley, Project CARE Coordinator, Melissa Courtney, Family Preservation Assistant, and Robin Standridge, Drug Free Communities Director in the Carthage office. These folks regularly, and without hesitation, go above and beyond the call of duty in the service of children and families and totally endorse the use the Child-Centered Play Therapy as the chosen method to enhance family growth and improve parenting skills. The CPRT courses offered to area residents are provided to the participants at no cost. The Alliance of Southwest Missouri absorbs the total cost of the 10 ten week parent training course. I would encourage you to talk with agencies in your areas that want to focus their resources on helping children and families. In my geographic area, this is a joint effort promoted through the schools, and is a wonderful way to bridge the gap between home, school, and community. It promotes community involvement, and has shown a significant increase in students' academic performance, as well as, school environment behaviors.

If you have had a chance lately to visit our newly updated MAPT website you have noticed how our



MAPT organization is making an all out effort to provide more workshops. Why, because MAPT members across our state have been asking for them. Your MAPT Board, led by MAPT President, Dr. Kristi Perryman, is making every effort possible to provide members and non-members with the CEU opportunities they have requested. MAPT sponsored workshops are being offered and scheduled around the state and pertinent Play Therapy topics are being covered in these trainings. This is truly an exciting time for MAPT and the opportunity for membership growth is phenomenal! If you have not joined yet, please allow us to encourage you to do so today!! Joining MAPT has never been easier. Just go to the MAPT website and you will find user friendly instructions on joining. If there are Play Therapy related topics that you would like to see presented, please contact any MAPT Board member, and tell them what you would like to participate in concerning Play Therapy training. Contact information is shown for all board members on our MAPT website.

Our National organization, Association of Play Therapy (APT) continues to do an outstanding job for all of us involved with Play Therapy. The APT staff seeks every opportunity possible to help others help children and families. I encourage you to check out their website. There are many new and exciting things happening there. The folks at APT work very hard, and truly are a very caring group of professionals. APT staff, we appreciate all of YOU!!!

In closing this year's submission to our MAPT Annual Newsletter, I want to take this opportunity for you to consider how you might help us in expanding our MAPT membership in 2010. Joyce Wilkerson MS, CSC, SPC, RPT, LPC is the MAPT Member At Large, and Joyce continues to do a phenomenal job of getting the word out to potential new members, while somehow managing to communicate with current members and all of MAPT's Area Representatives. Joyce is a very successful Play Therapy practitioner, and devotes many late nights and early mornings to

help MAPT grow, while serving current membership. JOYCE, MAPT THANKS YOU!!!

As our organization grows, so does our opportunity to help more mental health professionals secure the CEU's needed, and we have a larger opportunity to meet the counseling related needs of more children through the use and practice of Play Therapy. When you think about how to best serve the counseling needs of our children, in and out of school settings, remember Play Therapy techniques are endless, and all we have to do is to remember there is strength in numbers, so let's all work together to keep connecting the dots for children.

*Respectfully submitted by,
Larry R. Beckett MS, CSC, RVE, LPC,
RPT-S, MAPT President Elect*

Counseling through Play in India

Gayatri completed her MA through Shreemati Nathibai Damadar Thackersey Women's University, Mumbai, India in 2007. EdS Human Services: Professional Counseling. Gayatri's focus in her EdS program includes play therapy and animal assisted therapy. Gayatri Ayyer

The Changing Face of Indian Families:

The word 'family' in the Indian culture means a multi-generational family structure consisting of grandparents, parents, uncles, aunts and children residing under the same roof.

Everyone has a say in a child's upbringing. Sometimes even outsiders, including relatives, neighbors, and school personnel can contribute to the rearing of a child. This family structure is slowly changing to a nuclear family system that has only the parents and the child/children living in a house. Though the family system is changing, relatives maintain good relationships with other family members and help each other out in times of economic and emotional needs (http://www.indianchild.com/indian_family_structure.htm, para. 4).

Due to economic necessity and modernization, families are becoming dual earning households with women joining the workforce in large numbers (Vakil, 2007). The children are taken care of by professionals in urban or suburban areas and even some rural areas if the family can afford the expenses. If the family can't afford day care, usually the grandparents or the eldest girl child will take care of the children. Regardless of these facilities that aid in the care of children, more problems tend to generate.

Earlier, the joint family system was responsible for the physical and emotional upbringing of the child. The new system is gradually eroding this support and creating conflicts in parenting styles. Parents are forced to spend less time with their children and thus are not prepared to handle the conflicts and emotional needs of the child. The child's problems tend to escalate when carried over to the school and affect

the child's academic and social life. In the schools, the inadequacy of teachers to identify at-risk children or behavioral problems in children and the lack of school counselors in the many of the public schools aggravates the problem as the child feels he/she has no one to whom turn or to understand what he/she is trying to communicate.

Importance of Play in Indian Culture:

Play is recognized in India, as well as in many Western cultures, as the universal language of children to express their thoughts and emotions. Play has always been an intrinsic part of childhood in India. In earlier times and, currently, in some areas of India, children either play with their siblings and cousins in the courtyard of the family home or in the street with other children in the community. The themes of these games include acting out stories from religious texts, fairy tales, social customs, marriage and its rituals, and gender roles. Boys usually play with marbles or games which involve physical activities like cricket and soccer, as well as some traditional games or sports. Most of the games are rooted in following gender roles and stereotypes and in preparation of adult roles.

In urban settings, children are leaving the playgrounds due to lack of time and space to play games on their computers or watch TV. The physical and social importance of play is diminishing and children are increasing playing alone without supervision. Again in many schools, due to lack of space there are inadequate playgrounds. All these factors are creating obstacles for children to find natural outlets for their physical energy and emotions – play.

The changing family system scenario and play methods need to be considered in order to address the needs of Indian children and effective strategies need to be implemented in schools. More and more parents require help in understanding their children and their children's behaviors. Reading the studies and observing how Play therapy or counseling through play works here in the United States, I believe that Play therapy or counseling through play will be an effective treatment option in India.

Play Therapy as a Treatment Option in India:

Counseling as a treatment option has been available in India for many decades now. Many counselors and mental health professionals are turning to different methods or alternative therapies to find solutions to help with the emotional needs of the Indian people. Play therapy and its various forms are gradually gaining ground in India. Though Play therapy is still in the pioneer stages, it has proven beneficial in the variety of settings it has been used.

There are few Indian studies on play therapy. However, the technique has been found to be effective with children experiencing various problems ranging from problems involving conflicts in home and school, to behavioral problems, trauma cases, dissociation (conversion) disorders and emotionally disturbed children (Dutta & Mehta 2006; Raman V, Kumaraiah V, Srinath S. 1996 as cited in Dutta & Mehta 2006; Srivatsava 2002, para. 1; Verma, 2009, para. 7). In the studies that have been done on play therapy, Child Centered Play Therapy has proven to be an effective therapeutic intervention (Raman V, Kumaraiah V, Srinath S. 1996 as cited in Dutta & Mehta 2006).

The use of Play Therapy as a treatment option in India has been primarily started in medical institutions in varied situations and forms. In DMHRC, Pune, doctors use toys to explain medical procedures to children in the pediatric cancer ward. When toys and role play sessions are used to explain medical procedures, children find an outlet for the fears and thus are ready for the treatment (Verma, 2009, para. 3). Seeing the results of Play therapy in DMHRC, many other hospitals have started to use play to help

children and parents to cope with their illness, disorders and resultant stress.

Another variation of the use of Play Therapy in India (again in hospitals), is the concept of Doctor Clown India. This concept was brought to India by Severine Blanchet of France. Trained professionals and doctors act out clowning situations resulting in laughter to help chronically ill children express out their fears and frustrations (Vaidya, May 2009, para. 3; Verma, 2009, para. 10). Practitioners of this modality say that this form of clowning helps the child feel empowered and increases self esteem in the child (Venkatesh 2009, para. 9).

Orphanages and Non-Government Organizations working with HIV/AIDS, Autism and other disorders are gradually turning to Play Therapy to improve conditions for children and parents involved in their programs (Mukherjee, 2007, para. 2; Verma, 2009, para. 7, 15; <http://www.autismchennai.in/PlayTherapy.html>, para. 2). Additional examples of Play therapy use in India are helping child victims of earthquakes, rape and other trauma cases (Srivatsava 2002, para. 1).

Though the varied uses of Play therapy in medical institutions and NGOs are growing, there seems to be a dearth in research about Play Therapy use in everyday situations in child guidance clinics and schools. This can be explained by multiple factors. First, in India, due to the differences in languages and cultural norms of the different states, there will be a considerable number of problems in effectively communicating with parents and even teachers. Counselors would need a depth of knowledge of diversity issues and be multi-lingual when working in India.

Second, Health Insurance is a luxurious option for most Indian families – only people from a certain income bracket have access to health insurance. The government provides free medical aid to the poor. Counseling does not fall under medical aid and it is not covered by insurance. Hence, paying for counseling, which is not a popular treatment option, becomes expensive.

Another obstacle in implementing Play therapy or counseling through play on a larger scale in the community is the inadequate number of trained counselors and psychologists available that can cater to

the needs of the population. Furthermore the training that counselors and psychologists receive is generalized as most University curriculums are outdated. Proven concepts like Play Therapy are not part of the curriculum, except in workshops or guest lectures. The concepts of Child-Centered Play Therapy used for these workshops are based on the cultural considerations of United States, which may not be effective for the Indian cultural environment. Many of the practitioners may be confused or get stuck at particular points in the counseling sessions due to the lack of training. This creates a very dangerous scenario as the practitioners are unlicensed and unsupervised. The scenario in school is even more disturbing. Few public and private schools have a school counselor, even for part time. The counselor has to cater to the entire student population (K-12) ranging from 2000 to 3000 students minimum. School counselors are not able to adequately attend to the emotional and psychological needs of the students. Hence having multiple sessions with individual clients becomes difficult, if not impossible.

Modifications in the Playroom:

As stated earlier, the conditions in the schools and in child guidance clinics force counselors to look for alternative methods of employing play therapy techniques. Rather than having a playroom, most counselors would prefer having a bag full of varied toys to conduct play therapy. Also using traditional toys made of clay, wood and household materials like dough for clay; plant dyes for paints and colors; cloth and sock puppets; dishes and cups made from leaves can be used to cut costs. For generations, Indian children have used these toys and play materials as they are readily available in Indian households.

For the doll house setup, a counselor has to be aware of the cultural diversity in India – the family systems; clothing styles, religious diversity, and difference in customs of rural and urban families vary widely throughout India. Knowledge about the main culture as well the various regional sub cultures is very important, especially in urban areas where the population has a greater diversity. As I stated earlier, being multi-lingual is also a highly required qualifica-

tion for a counselor in India. Almost everyone in India is bilingual, knowing Hindi (our national language) and one other language depending on the state where he or she resides. English, though an official language is spoken primarily in cities only.

Scope for future:

Play therapy as a therapeutic medium or treatment option may be highly beneficial in the Indian environment as suggested from the studies that been conducted in India. The examples of institutions and organizations using Play Therapy or play as a medium to teach or help children proves the point raised by the research that has been conducted. But more in-depth research needs to be conducted on these programs to evaluate the long term results of this form of therapy. Additionally as there exists no formal training institutions, more work needs to be done on how Play therapy models can be modified and adapted to the Indian cultural environment.

The research and applicability of Play therapy in the United States can be studied, modified and reproduced for the Indian settings (Irving & Dickson, 2006 as cited in Hoskins & Thompson 2009). Additionally counselors can get training on Play therapy from registered institutions in United States and through collaboration with the institutions can start work on Play therapy research. The results and conclusions derived from these studies will help plan curriculum and training models of play therapy that can be used for training counselors and other mental health professional in India.

I would like to conclude by saying that Play is the universal language for children and has proven to be an effective treatment modality for children and adults alike. Clearly, as counselors in India, we need to give Play therapy its due to help the children in India enrich their lives.

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Play Therapy in School Settings

By Janelle Cowles, Secretary



Janelle Cowles, EdD, LPC, RPT-S currently holds the office of secretary for the Missouri Association for Play Therapy. She serves as program coordinator for the Counselor Education Program offered through the University of Central Missouri.

Each summer, she offers two sections of Introduction to Play Therapy. In addition, Janelle also serves as the major advisor to students in the Education Specialist program who are pursuing advanced training in play therapy.

Play Therapy in School Settings

Professional School Counselors are in a position to serve the personal/social needs of almost all children in Missouri. However, the vast majority do not provide play therapy, primarily because they have received no training. A survey conducted in 2003 (Small, 2003) explored the use of play therapy in elementary schools in Missouri. Of 128 surveys returned, just under 17% reported employing play therapy in their work with children. While just over 38% of the counselors who responded to the survey reported using toys in their work with children, most provided toys for children to use while they were talking or to help the child feel more at ease.

Other information gathered through the survey included examining the training and preparation of counselors in elementary schools. All those who completed the survey held graduate degrees in various mental health fields. However, only 1 counselor held certification as a Registered Play Therapist. Over 50% of those completing the survey reported completing no graduate level training in play therapy. Approximately 65% of those completing the survey reported receiving less than 6 total hours of professional development in play therapy.

The Missouri Association for Play Therapy serves the state of Missouri as the only professional organization in Missouri specifically dedicated to advocating for play therapy as an intervention of choice for many of the struggles experienced by children. In order to carry out this mission, MAPT has been providing professional development opportunities in play therapy for over 15 years. This year MAPT has sponsored in the St. Louis area, with future workshops planned for Kansas City and Springfield.

Topics thus far have included:

- Child Parent Relationship Therapy
- Using Expressive Arts in Schools
- Bibliotherapy as a Play Therapy Technique
- Experiential Sand Tray Therapy
- Play Therapy and Court Testimony
- Creative Play Therapy Techniques
- Play as the Language of Children
- Play Therapy for Children with Anxiety, Aspergers, Quirky: Or Somewhere in Between
- Play Therapy on a Budget

Upcoming workshops will address:

- Grief and Trauma in the Play Room: Children's Discovery of Healing through Play Therapy.
- Adlerian Applications of Sand Tray Play Therapy

In July, Terri Kottman will cap the 2009-2010 year of workshops and training, presenting on Adlerian Applications of Sand Tray Therapy. All in all, MAPT will have provided over 50 hours of professional development opportunities throughout 2009-2010. Mental health professionals across the state of Missouri enjoy a rich resource of training through MAPT.

Murphy-Small, K. (2003). Qualifications, certifications and theories of play therapy among elementary counselors in selected Missouri schools. (Unpublished education specialist thesis). University of Central Missouri, Warrensburg, MO.



Debbie Hubbell and Carrie Boone (L-R)

Scholarship Money In Action

By Carrie Boone

Attending my first MAPT Annual Conference and being named the 2009 Dr. Shirley Hendricks Scholarship Recipient was exciting and quite an honor. As a 2008 MSU graduate returning for elementary certification in the spring of 2009, I quickly learned play therapy was for me. I fell in love and immersed myself into learning as much as possible so I could one day become an effective play therapist! After joining MAPT, I learned about scholarship opportunities and took the chance and applied. After being awarded the scholarship, I quickly began utilizing the funds in the fall, and have continued to use my scholarship money to attend as many workshops as possible! My love for play therapy continues to grow, and having the scholarship money has enriched my opportunities for learning this year!

APT'S ANNUAL CONFERENCE

By Carrie Boone

Inspiring, fun, playful, exciting, changing, and memorable are only a few words to describe how wonderful the International APT Conference in Atlanta, GA was. In two short days I not only earned twelve CEU's, but I had the opportunity to meet and learn from the great play therapist who write the text books we learn from. When you attend the conference you learn so much, not only by the workshops you attend, but also by networking, and the wealth of information you receive from the handouts of all the presentations throughout the week (which I am still referring to and learning from)! If you would love to attend, but your budget is tight, consider applying to be a volunteer. I took advantage of this and the volunteer work I did was minimal compared to what I got out of attending! I strongly encourage as many members from Missouri to attending the 2010 conference in Louisville, KY.

UPCOMING WORKSHOPS

July 9 and 10, 2010

MAPT Annual Conference

Kentwood Hall, Springfield, MO

Adlerian Applications of Sand Tray Play Therapy

Presenter: Terry Kottman, PhD.,

RPT-S, LMHC

Go to our web site for more information.

ATTENTION: MAPT can now accept credit card registrations on-line on our website at:

www.moplaytherapy.org/workshops_may_registration.php

WE CANNOT accept credit cards on the day of the workshop.