

# YELLOW STREAM PROGRAM

## **Certificate in Comprehensive Play-Based Assessments**

### **Who Should Attend?**

The yellow stream programs are designed for those practitioners who wish to add to their play therapy training resume. All hours accumulated in the yellow stream count towards play therapy certification. Practitioners require a total of 30 days of play therapy training as one part of their requirement for certification. This course prepares Counselors and Teachers to use play-based activities when working in school settings.

### **Entrance Requirements**

Completed or attending a graduate degree in Counseling, Psychology, or Clinical Social Work, or completion of the Certificate in Therapeutic Play Skills Program (Green stream).

### **Required Reading**

Yasenik, L., & Gardner, K. (2004). *Play therapy dimensions model: A decision-making guide for therapists*. Calgary: Rocky Mountain Play Therapy Institute.

Yasenik, L., & Gardner, K. (2005). *Comprehensive child-focused treatment planning workbook*. Calgary: Rocky Mountain Play Therapy Institute.

### **Location of Training**

Training program is held at your site or at the Rocky Mountain Play Therapy Institute in Calgary, Alberta Canada.

## **Course Description**

The “Dynamic Play-Based Assessment Certificate” Program is divided into 5 modules. Each module will include specific topics related to play-based assessment activities for preschool and school age children. Participants will have the opportunity to engage in assessment activities and practice methods of interpretation, reporting and treatment planning. The goal of this program is to enhance clinical judgment in selecting, tailoring and implementing dynamic play-based assessment activities. Case vignettes are used to foster case conceptualization and treatment planning skills. Materials included.

## **Module Descriptions**

### **Module 1:**

- Introduction to dynamic play-based assessment approaches
- Contrasting static and dynamic approaches
- Organizing the assessment process
- Considerations for performing an ecologically sound observation and assessment
- Intake and information gathering procedures – e.g., parenting style, developmental history, etc.
- The interview process for parents and children
- The Play History Interview – experiential learning activities
- Functions and categories of play activities
- Preschool play behaviors: social and non-social play
- Functions and process of observation
- Practical demonstration; observational ratings of play

### **Module 2:**

- Planning and structuring a dynamic play-based assessment process
- The use of multiple observations with varying scenarios (multi-modal)
- Adapting the setting to maximize capacities of the child

- Adapting evaluator responses – movement along the *Directiveness* dimension
- Screening for mental status
- Developmental play assessment strategies: cognitive capacities; emotional milestones; social development
- Assessment of temperament
- Case vignettes

### **Module 3:**

- Introduction to projective play assessments
- Projective drawings
- Puppet interviews
- Dynamic sandtray work
- Story telling – Teddy Bears' Picnic
- Ethical guidelines for play-based assessments
- Case formulation and treatment planning approaches
- Case vignettes

### **Module 4:**

- Sibling play observations
- Introduction to family play assessment strategies
- Structuring and sequencing family play sessions: Decision making guidelines
- Drawing and collaborative art-work techniques
- Story telling
- Games
- Puppet plays
- Report writing: guidelines and practical considerations

### **Module 5:**

- Special topics – a) trauma, b) attachment, c) dangerous behaviors, and d) sexual reactive behaviors
- Assessment of resiliency and vulnerability factors – child, parent and familial
- Linking assessments to therapeutic goals
- Communicating assessments results to parents and third parties

## Learning Objectives

To orient practitioners to a dynamic play-based assessment process and provide a broad range of assessment strategies that are ecologically sound and applicable to various settings and referral issues.

Upon successful completion of the course each participant will have gained:

- Theoretical knowledge of a dynamic versus static assessment approach
- An understanding of the underlying decision-making factors for play-based assessments, and an ability to move along the play dimensions of *Directiveness* and *Consciousness*
- An appreciation for the various ways of structuring, collecting and organizing information to assist with case formulation and treatment planning activities
- An appreciation of ethics and guidelines related to play-based assessments
- An increased understanding of report writing and documentation skills as they apply to a dynamic assessment approach
- A practical understanding of how to provide feedback to parents and third parties
- An ability to organize a comprehensive play-based assessment strategies that combines both static measures (e.g., observational scale and dynamic assessment procedures)
- An understanding of play-based assessment strategies as they apply to parent-child interactions, family play, peer interaction, trauma and maladjustment

## Methods

- Experiential learning activities
- Video clips
- Case vignettes/examples
- Two written critiques of published play-based assessment protocols/strategies
- Two written assessment summary reports

- A competency based role play demonstration of an assessment strategy

## **Awards**

Participants will receive a Certificate in Dynamic Play-Based Assessment from Rocky Mountain Play Therapy Institute. This certificate confirms the completion of 40 hours of specialized play therapy training approved by APT (Approved Provider #06-179), and CACPT. All training hours count toward certification or registration as a play therapist.

The certificates will be awarded on the basis of:

- Satisfactory attendance (no whole module may be missed unless there are extenuating circumstances. A makeup assignment may be requested depending on time missed).
- Completion of readings and written critiques
- Satisfactory completion of two written assessment summaries
- Satisfactory role-play demonstration of a dynamic assessment approach

## **How can I apply these skills?**

Participants will be able to structure and organize dynamic play-based assessment activities with children, parents and families to assist with case conceptualization and treatment planning. Additionally, participants will be able to effectively document and communicate assessment findings.