

YELLOW STREAM PROGRAM

Certificate in Play-Based Relationship Enhancement

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 programs count towards play therapy certification. Practitioners require a total of 30 days of play therapy training as one part of their requirement for certification. The course may also “stand alone” as a Certificate related to play therapy that participants can add to their resume.

This course is designed for those working as Family Support Workers, Youth and Child Care Workers, Home Visiting teams and Early Childhood Intervention Workers. The course will prepare workers to identify ways to increase parent/child attachment and minimize risk using play-based activities in a variety of settings.

Entrance Requirements

Participants must have experience working with children and families. Post Secondary Education (or equivalent) is necessary.

Recommended Reading: Siegel, D. & Hartzel, M. (2003) *Parenting from the Inside-out*. New York: Penguin Putnam Inc.

Course Description

The “Certificate in Play-Based Relationship Enhancement” is divided into 5 one-day modules. The program is designed for those working with parents and children where the focus is on enhancing attachment relationships. Each module focuses on issues to consider when working with parents and children such as: child development and the power of play, identifying what to track in the intervention process, establishing appropriate spaces, limits and boundaries, preparing parents for play-based activities, identifying progress, understanding what to look for in attachment relationships, providing feedback and gaining a repertoire of play activities to draw on when working with parents and their children. The content of this course is foundational for those working with children and parents “at risk” due to relational difficulties. Participants will have an opportunity to engage in experiential activities, observe video examples and examine case studies relative to the work they do. Training materials provided.

Module Descriptions

Module 1:

- Child Development and the power of play – what to look for?
- Identifying emotional milestones in children
- Introduction to play-based activities
- Experiential exercise – exploring attachment
- Identifying what to track
- Experiencing relationship-enhancement activities
- Case examples

Module 2:

- Attachment – What to look for? Video examples
- Checklist on “Where to begin?”
- Identify spaces and places to engage in relationship enhancement activities
- Defining your role in play-based activities
- Self-awareness experiential exercise
- Raising cultural and ethnic sensitivity when working with children and families
- Staying on track- identifying signs of success

Module 3:

- Consider the adult’s role in relationship enhancement
- Experiential exercise
- Factors related to relationship enhancement: The five domains
- Experiential activity
- Activities to increase parent comfort levels
- Understanding the play history of the parent
- Giving feedback – ways to promote increased confidence in the parent
- Engaging the parent and child

Module 4:

Introduction to play-based activities for different aged children:

- Play activities for children 0-2 years
- Play activities for children 2-3 years
- Play activities for children 3-5 years
- How to include older siblings in appropriate play-based activities
- Case examples
- Setting up a portable play kit

Module 5:

- Identifying stages of your work with parents and children
- Individual differences in children – effects on parent/child relationship

- Discussion related to difficult situations in parent/child work
- Small group activity
- Indications for referral to therapy or assessment (checklist)
- Staying objective during family work
- Identifying triggers
- Experiential exercise
- Progress record keeping

Learning Objectives

To introduce practitioners to play-based interventions with the intent of assisting them to enhance parent/child relationships in their work with families at risk. This program is intended to increase the home visiting/family support worker's or other interveners' repertoire of developmentally appropriate play-based activities and assist them to identify areas of growth and change in families with young children.

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

- An understanding of developmentally appropriate play-based activities
- An introduction to issues related to parent/child attachment
- A practical understanding of child development in relation to play and the value of play to child development
- An ability to engage parents in developmentally sensitive activities with their children
- An awareness of cultural and ethnic factors related to parent/child relationships
- An ability to implement age/stage appropriate play-based activities with children and parents
- An increased awareness of the adult role in the parent/child attachment relationship
- How to give feedback to parents and track for positive change
- Self-awareness through experiential activities
- An increased ability in decision-making regarding matching interventions to presenting issues
- Methods to increase recording and observation skills

Methods

- Experiential learning activities
- Video clips
- Case vignettes/examples
- Slide presentation
- Small group exercises / Individual exercises

Awards

Participants will receive a *Certificate in Play-based Relationship Enhancement* from Rocky Mountain Play Therapy Institute and Play Therapy International/IBECPT accreditation #98-026.

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 a case study using a play-based approach
- Satisfactory participation in experiential exercises

How can I apply these skills?

Participants will be able to directly apply the practical ideas, and skills into their work with parents and children who are either “at risk” or who require relationship enhancement. Participants will be able to identify important elements to track and identify developmentally sensitive interventions through play (the language of the child). Those who complete the program will be able to identify when to make a referral to an outside specialist and they will be able to communicate resiliencies and vulnerabilities that they observe in parent/child relationships to workplace supervisors or third parties.