

YELLOW STREAM PROGRAM

TITLE: Expert Witness Testimony for Play Therapists

PROGRAM DURATION: One Day

PROGRAM DESCRIPTION

This one-day training program focuses on the play therapists role as expert in providing court testimony. Following an introduction to court procedures, roles and protocols, participants will examine the process of qualifying as an expert through video demonstration and role-play activities. A *Court-Readiness Scale* guides participants to examine critical factors in preparing file documents and presenting a professional CV. Numerous strategies for formulating, presenting and defending clinical opinions are outlined and explored through case vignettes and practical exercises. Ethical and legal issues are also examined as they apply to clinical child work. Materials are included.

LEARNING OBJECTIVES

Program participants will gain an understanding of court procedures and roles and will learn practical strategies for presenting and defending clinical opinions. Participants will also learn critical documentation strategies and understand ethical issues pertaining to expert testimony by play therapists.

RECOMMENDED READING

- Barsky, A.E. (1997). Counselors as witnesses. Aurora Professional Press, Aurora, Ont.
- Vogl, R. & Bala, N. (2001). Testifying on behalf of children: A handbook for Canadian professionals. Thompson Educational Publishing, Inc, Toronto.

CERTIFICATE OF COMPLETION

Program participants will receive a Certificate of Completion from the Rocky Mountain Play Therapy Institute. This certificate confirms the completion of 7 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.

YELLOW STREAM PROGRAM

TITLE: Play Therapy with Dissociative Children and Adolescents

PROGRAM DURATION: Two Days

PROGRAM DESCRIPTION

This two-day training program addresses assessment, treatment planning, and intervention strategies for dissociative children and adolescents. Previous training in the area of play therapy with traumatized children is recommended, as this is an advanced topic. Participants will be introduced to a multi-level assessment process that utilizes clinical observations, informant reporting, and formal rating scales. Critical strategies for establishing a safe therapeutic context are examined along with clinical decision-making steps for organizing, sequencing and evaluating therapeutic interventions. Emphasis is placed on understanding the nature of dissociative processes for children, and how to work with the presenting internal states of being. Case vignettes and examples of various play therapy modalities and strategies for working with dissociative phenomena are presented. Materials are included and participants

LEARNING OBJECTIVES

Program participants will learn how to detect and observe indicators of dissociation, as they apply to children and adolescents. Participants will gain an understanding of how to work with internal states, as well as an understanding of the essential therapeutic elements that accompany each stage of treatment. Participants will expand their skills for assessing and working with trauma through the restorative qualities of play therapy.

RECOMMENDED READINGS

Shirar, L. (1996) Dissociative children: Bridging the inner and outer worlds. W.W. Norton & Company, New York.

Silberg, J. (Ed.) (1996). The dissociative child: Diagnosis, treatment and management. The Sidran Press, Lutherville, Maryland

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YELLOW STREAM PROGRAM

TITLE: Working with Metaphors and Storytelling

PROGRAM DURATION: One Day

PROGRAM DESCRIPTION

This one-day training program focuses on the power of metaphors, symbolism and storytelling in play therapy. It begins with an exploration of the underlying mechanisms of change, followed by an understanding of how these mechanisms are represented and utilized during the course of play therapy. Client mediating factors are examined along with critical success factors such as therapist immersion and providing safety and distance. Through an examination of the Play Therapy Dimensions Model, participants will learn strategies for selecting, pacing, elaborating and tracking the effectiveness of storytelling activities. Applications to a variety of play modalities will be explored, such as puppets, art-making, music and movement. Materials are included and participants will have the opportunity to engage in experiential learning activities.

LEARNING OBJECTIVES

Program participants will understand underlying mechanisms of change and important decision-making factors as they relate to therapeutic storytelling. Participants will also learn how to facilitate movement in therapy through strategies for observing, tracking and elaborating play across various modalities. Program participants will also be able to design and construct therapeutic stories for specific referral issues.

RECOMMENDED READING

Mills, J. & Crowley, R. (1986). Therapeutic metaphors for children and the child within. Philadelphia, PA: Brunner/Mazel.

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YELLOW STREAM PROGRAM

TITLE: Merging spheres: Techniques for involving children in brief family work.

PROGRAM DURATION: Two Day

PROGRAM DESCRIPTION

This two-day training program focuses on brief family-play intervention strategies when working with children and families. Following an introduction to family-play therapy models, program participants will learn how to organize and structure an introductory family-play session, emphasizing strategies for preparing children and parents. Through a case vignette, participants will learn how to take a detailed play history from adults and use this information for treatment planning purposes. Participants will have the opportunity to engage in experiential activities related to the family-play modalities of puppets, sandplay, art-making and games. Considerations for treatment planning and selection of family-play activities are addressed through the Play Therapy Dimensions Model. Materials are included.

LEARNING OBJECTIVES

Program participants will learn when and how to implement family-play techniques across a variety of play therapy modalities. Participants will also develop strategies for engaging adults in this process and learn how to select and design activities appropriate for all members of the family system.

RECOMMENDED READING

Gil, E. (1994). Play in family therapy. The Guilford Press, New York.

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YELLOW STREAM PROGRAM

TITLE: Play Therapy with Children of Divorce

PROGRAM DURATION: One Day

PROGRAM DESCRIPTION

This one-day training program focuses on specific factors related to separation and divorce. Participants will learn about a number of play-based interventions when dealing with children and adolescents of separation and divorce. Issues covered when working with this population include: stages of therapy, parent alienation, legal and ethical issues, providing feedback to parents, directive versus non-directive activities and writing reports for the court system.

LEARNING OBJECTIVES

Participants will have a general understanding of the special issues related to separation and divorce and experience specific play-based activities to use with children and adolescents. The course will offer students an introduction to working with families of divorce and a way to identify issues that could potentially lead to court involvement.

RECOMMENDED READING

Neuman, G. (1998). *Helping your kids cope with divorce the sandcastles way*. New York: Times Books.

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YELLOW STREAM PROGRAM

TITLE: How to Use the Play Therapy Dimensions Model in Your Practice

PROGRAM DURATION: Two Days

PROGRAM DESCRIPTION

This two-day training program provides a full introduction to the Play Therapy Dimensions Model. The course will appeal to those trained in a number of different play therapy approaches. Participants will learn about the dimensions of consciousness and directiveness and how to identify when and how children indicate their need to work in either dimension. The training focuses on therapist “use of self” in play therapy and assists therapists to answer the when and how of directive versus non-directive play therapy intervention with children and families. Participants will have the opportunity to use the model to debrief cases and use of the PTDM diagram board will be exemplified. Participants will receive a PTDM diagram board as part of their program materials. Those attending will be provided video examples and they will learn how to use the model and a variety of tracking forms to make a number of therapeutic decisions. Those *seeking* play therapy supervision as well as those *providing* play therapy supervision will find this program very useful.

LEARNING OBJECTIVES

Participants will gain an overall understanding of the Play Therapy Dimensions Model. After course completion, attendees will be able to use the model to make therapeutic decisions, track play therapy sessions, identify issues related to “use of self” and present cases in supervision. Those providing supervision will be able to use the process to supervise others. Participants will gain experience in viewing their play therapy casework from a more comprehensive point of view. No matter what play therapy approach participants have been trained in, the model will help to organize the play therapy process.

REQUIRED READING

Yasenik L., and Gardner K., (2004). *Play Therapy Dimensions Model: A Decision-making guide for therapists*. Calgary: Rocky Mountain Play Therapy Institute.

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YELLOW STREAM PROGRAM

TITLE: Play Therapy for Bullies and Victims

PROGRAM DURATION: One Day

PROGRAM DESCRIPTION

This one-day training program provides an overview of the special issues related to bullies and victims. Participants will be exposed to current research and theory. The myths and facts related to the bully the bullied and the various by-stander roles will be discussed. Specific play-based approaches to working with bullies and victims will be presented using two case examples. Those in attendance will engage in a number of play-based experiential activities and have the opportunity to discuss their own case examples. Participants will be exposed to the spectrum of bullying behaviors and learn how to identify the degree to which the bullying is occurring. Outside system and parent involvement will be discussed. Course materials will be

LEARNING OBJECTIVES

Participants will gain an overall understanding of the factors and special dynamics related to the assessment and treatment of bullies and victims. Those in attendance will experience and take away a number of specific play-based interventions for use with bullies and victims. Participants will be more aware of assessing the degree of harm delivered by various bullies and received by their victims. Attendees will gain some ideas on how to intervene with parents and outside systems.

RECOMMENDED READING

Coloroso, B. (2002). The bully, the bullied and the bystander.
Toronto: HarperCollins Publishers Ltd.

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YELLOW STREAM PROGRAM

TITLE: Brief Play Techniques to Resolve Issues Related to Children's Adjustment

PROGRAM DURATION: One Day

PROGRAM DESCRIPTION

This one-day training program focuses on brief intervention strategies when working with a variety of children's adjustment issues. Emphasis is placed on understanding the role of therapeutic play as preventing cumulative adjustment difficulties, which compound developmental lags. Materials are included and participants will have the opportunity to engage in experiential

LEARNING OBJECTIVES

Program participants will gain the opportunity to study the restorative qualities of play, learn when and how to implement play techniques, and discover ways to explain their interventions to parents and systems.

RECOMMENDED READING

Kaduson, H. & Schaefer, C. Eds. (1998). *101 favorite play therapy techniques*. New Jersey: Jason Aronson.

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