



PA APT News

Greetings From The President

Summer 2010

By Sandra McSwain, Ed.D, LPC

What a beautiful spring we have all enjoyed in Pennsylvania! To be sure, we have had our usual temperature fluctuations from highs in the fifties to the sunny, “teaser” days in the high eighties when we pretend summer has arrived.

The renewal and rejuvenation of spring brings renewed energy and purpose as trees and plants bloom and leaf out again. I hope that you are finding time this spring to be playful.

As you know, the PA-APT Annual Conference, “Special Play, Special Kids: Play Therapy with Special Populations” is FAST approaching. YOUR help is needed in spreading the news about the conference to the mental health professionals in your area. The conference is scheduled for June

*I tried to teach my child with books;
He gave me only puzzled looks.
I tried to teach my child with words;
They passed her by, oft unheard.*

*Despairingly, I turned aside;
“How shall I teach this child?” I cried.
Into my hand she put the key,
“Come” he said. “Play with me.”
Author Unknown*

18-19, 2010, at the Indiana University of PA (IUP) campus in Indiana, PA. The conference will provide a marvelous opportunity for education, networking, and playful learning.

The keynote presenter for the conference will be Daniel Yeager, LCSW, RPT-S. The topic for the Friday keynote (six CE Credits) will be “Strengthening Executive Function in Children with ADHD: A Play Therapy Approach”. The workshop will include a review of the latest research regarding ADHD and executive function and how the various executive functions; for example, working memory, goal orientation, emotional control, sense of time, organizing, etc.; enable intentional, goal-directed behavior. The primary focus of the day will be on the relationship between children’s play and critical executive functions and

the treatment of ADHD utilizing play therapy. Through the use of “the language of play” the child can actively practice skills related to executive function. I attended Mr. Yeager’s full day workshop on this topic at one of the Association for Play Therapy (APT) Annual International conferences and I’m excited to hear him again at our conference in June. In addition, Saturday’s breakout sessions will provide opportunities to advance your professional practice of play therapy.

Have you registered for the conference yet? *Continued on page 2*

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Officer Nominations

The following board members were nominated for offices:

President-Elect: Linda Dench, MA, PhD, AASP-CC

Secretary: Shannon Nicoloff, PsyD, Post Doc Candidate

Treasurer: Wendy Burket, LSW

Voting will be held at our annual conference in June. See page 4 for bios.

Upcoming Trainings and Conferences around Pennsylvania and neighboring states:

You can find more information about the following trainings at the APT website (www.a4pt.org) under "Directories" then "Find Play Therapy Training". If you know of any others, please contact the editor at eohainle@hotmail.com.

PA

Play-Family Therapy (Dottie Higgins-Klein, LMFT, RPT-S); June 21 - 24 Philadelphia, PA

MD/DC

Advanced CCPT (William Nordling, PhD, RPT-S); June 5 -6 Bethesda, MD

Advanced Sand Therapy (Dee Preston-Dillon, PhD); June 13 - 14 College Park, MD

Ethics (Dee Preston-Dillon, PhD); July 11 - 12

Intro Theraplay and Marschak (Phyllis Rubin, PhD); July 12 - 13

NY

CCPT (Rebekah Crofford, PhD, LCSWR, RPT-S); June 3 - 4 Rochester, NY

Play Therapy Techniques (Rebekah Crofford); July 15 - 16

OH

Play Therapy and Beyond (Paul White, LCSW); June 22, 23, 24 Various cities in OH

VA

VAPT Come Play With Us (Various); June 14 - 17 Harrisonburg, VA

cont. from pg. 1 - Early registration must be postmarked prior to June 1, 2010. I hope to see you at the conference!

As your president, one of my primary goals is to make play therapy training and supervision more widely available throughout Pennsylvania. Thanks to the PA-APT Board, a very active and enthusiastic group, there is promising movement in that direction. Our three regions are offering frequent trainings. We now have groups in Pittsburgh (Western Region) and in the Lehigh Valley (Eastern Region) that are regularly sponsoring workshops and training opportunities; generally, these are co-sponsored by PA-APT. In the Central Region, groups continue to regularly sponsor play therapy trainings which are co-sponsored by PA-APT.

Your involvement and participation as a PA-APT member are important to our goal to encourage and support the effective practice of play therapy in Pennsylvania. Please feel free to contact me, mcswain@kutztown.edu, or any of the PA-APT Board members with any suggestions or ideas you may have. GO, PA-APT!!!

Sandra



The PA APT newsletter

Editor: Lori A. Fedorczyk, MS, NCC, LPC

Publication Policies: The newsletter is published by the Pennsylvania Association for Play Therapy, a state branch of the Association for Play Therapy, on behalf of its members. It is produced and distributed quarterly via email and first-class mail. Publication of articles and advertisements should not be construed as an endorsement of the contributors, their techniques, their viewpoints, or advertisers and their products. Opinions and views are those of their respective author(s) and do not necessarily represent the views of PA APT membership as a whole. PA APT reserves the right to reject articles or advertising for any reason and edit for clarity and space. Articles may be submitted for publication by contacting the editor. Please keep submissions to between 500 - 750 words. Advertisers may contact the editor at eohainle@hotmail.com.

The Alchemy of Fireball Island and an Aesop's Fable: A Play Therapy Approach to Teaching IZOF Part II

© Linda Naylor Dench, Ph.D., CC-AASP

Almost limitless possibilities for play therapy applications of the Fireball Island game have become apparent to me in the course of experiencing a thousand or more spirited games in over fifteen years of clinical use.

Given that the intimidating, angry Vul-Kar threatens to spew a fireball whenever anyone approaches his vigilantly guarded jewel -- and that the object of the game **is** to steal the jewel and escape with it from the island, Vul-Kar's fixed menace has imaginatively transmuted into a perpetual scowl. I realized that Fireball Island was a perfect game to transition into anger management. Furthermore, meeting Vul-Kar's anger front on was symbolic of confronting and managing anger.



A bonus occurred along the way. In addition to anger, I observed many other emotions in eager young players who, regardless of age, seemed only too willing to accept the challenge of confronting Vul-Kar: elation at being the first to capture the jewel, or to arrive at the escape boat with it; disappointment at missing the target when shooting a fireball; and excitement at the many reversals of fortune triggered by the luck of the draw.

In time I modified sport psychologist Yuri Hanin's theoretical model, *Individualized Zones of Optimal Functioning*, with the game to introduce emotional regulation. As stated in Part I, The Tortoise and the Hare fable aptly conveyed the concept that emotions may be experienced as 'pleasant' or 'not-pleasant. Additionally, it demonstrated that 'not-pleasant emotions (if not too intense), may facilitate the achievement of a goal, or conversely, that pleasant emotions may obstruct such achievement. Ultimately, Aesop's fable beautifully amplified Hanin's IZOF concept; the idea of pairing game, narrative, and a modified version of the IZOF jelled. A four-session sequence evolved and has been utilized with much success.

The sequence may be introduced to the child at any point in therapy that the play *cont. on pg. 5*

Regional News

Pennsylvania is divided into three regions: eastern, central and western. Within these regions, chapters can form and hold regular meetings and activities. Board members serve as contacts for these regions and are listed after each section.

Central Region: June 6th - Jean will be hosting an informational meeting for folks in her area interested in play therapy.

Anyone interested in starting up a chapter in this region, please contact Jean Camberg at jcamberg@verizon.net or Eleanor Gordon at playcounselor05@att.net.

Eastern Region: Twenty people attended a recent meeting to see "Nietzsche Wept" in the Lehigh Valley Chapter. The next meeting will be in the fall. Please contact Stephanie Steigerwalt at sgsteig@ptd.net if interested in starting up additional chapters in this region.

Western Region: Ellie Irwin, PhD, Art Therapist and Psychologist presented a 2.5 hour training on Puppets and Play Therapy on May 11, 2010. The training was so well received, there was a waiting list!

Please contact Barbara Wollman at bwollman@jfcspgh.org or Diane Elliot-McHirella at conspire01@windstream.net if interested in starting up additional chapters in this region.

Nominee for President-Elect: Linda Naylor Dench, PhD, CC-AASP

Linda Naylor Dench, Ph.D., CC-AASP has been a play therapist for seventeen years and is a certified sport psychologist. As former Executive Director (1994-1999) of the *Family Service Agency* in Schuylkill County, Linda administrated counseling-community services to children and families. In 1995, she introduced play therapy to *FSA* and added a playroom with sandtray. Linda has also taught Child Development at Lehigh University.



Linda Naylor Dench

If elected President, Linda's goals include furthering the success of past presidents by: 1) continuing to meet Gold Branch status criteria, 2) supporting APT fundraising for play therapy research, and 3) increasing website activity and member communication.

Nominee for Secretary: Shannon Nicoloff, PsyD, Post Doc Candidate

In the summer of 2007, Shannon, her husband, and two children moved to Pennsylvania from Minnesota. Prior to the move, she had emailed Jean Camberg as Jean was listed as the President of the Pennsylvania Association for Play Therapy Board affiliated with the Association for Play Therapy. Jean replied almost immediately and described the work of the Board as well as the annual conference.



After reading about the board members clinical experiences and all of the amazing speakers that have presented at the annual PA APT conferences, Shannon wanted to be included in this environment. Furthermore, her pursuit of the RPT credentials was close and she wanted to continue to work toward this goal in Pennsylvania.

In the fall of 2007, the PA APT Board invited her to the quarterly meeting. It was memorable for Shannon, with each member absolutely engaging and welcoming. After this first meeting, Shannon found herself ecstatic because each individual person was smart, professional, playful, creative, interesting and enjoyable. They were and are people that would be fun to visit with for hours.

Currently, Shannon is working as a part-time psychologist for the Alternative Community Resource Program in Johnstown and Somerset. She is also working at a local private practice for her former clinical supervisor. Her immediate goal is to finish writing a book that has occupied her time for the past 7 months. In August, she will take the EPPP to obtain her license and this summer plans to submit the paperwork to obtain the RPT credentials.

"At this time my feelings are the same for the PA APT Board. This working board is an area of my professional life that I want to expand and the Secretary position matches my interests and goals. In this role I will continue to provide the high quality minutes following the board meetings and follow the outstanding examples that Jacque and Stephanie consistently provided to the Board during their tenure as the Secretary."

"This working board is an area of my professional life that I want to expand and the Secretary position matches my interests and goals. "

Nominee for Treasurer: Wendy Burket, LSW

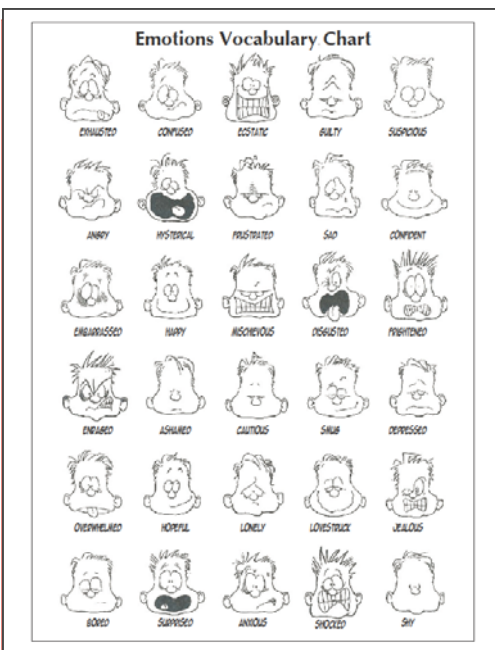
Wendy Eicher Burket is a Licensed Social Worker who has fifteen years of experience in working with children and families. She also has experience as a tax preparer for H & R Block.

Wendy began attending board meetings and assisting with the facilitation of the PA APT conferences in 2005. In February 2006, Wendy became a board member. In July 2008, Wendy was voted as the PA APT treasurer, a position she continues to hold.



Wendy Burket

Currently, Wendy is the adoption and foster care supervisor for Arrow Child and Family Ministries and is developing a private practice. She has been working toward the completion of her Registered Play Therapist certification and her license in Clinical Social Work.



cont. from pg. 3 - therapist wishes to focus on emotions and emotional regulation. The sequence may immediately follow intake sessions, especially if the presenting problem is emotional in nature, or it may be presented after issues with higher priorities have been addressed. An overview of the sequence is as follows:

Part I – Pairing Game with the Emotion Vocabulary Chart:

Play the Fireball Island game. Depending on the focus of the play therapy, the game may include the child and family, the child and a sibling, the child and the play therapist, or other.

Use the Emotion Vocabulary Chart to represent aspects of the game where an emotional response was observed. The amount of time spent in completing this chart will vary by age, the child’s understanding of each of the emotions, and their awareness of their own emotions.

Part II – Pairing Aesop’s The Tortoise and the Hare with a Modified Version of Hanin’s IZOF Chart.

Although any version of Aesop’s fable can be utilized, I revised the fable to reference emotions more frequently and to include the concept of the *Best Ever and Worst Ever Performance* (please see the Winter PA-APT Newsletter). A drawing may follow the story as the child recalls emotions presented. Depending on the age of the child, either the child or the play therapist can complete the modified IZOF Chart - a listing of emotions that the child categories as ‘Pleasant’ or ‘Not-Pleasant.’ cont. on pg. 6

Pleasant	Not-Pleasant
determined	ashamed
ecstatic	embarrassed
excited	

Part III-Pairing the Fireball Island Game with Hanin’s IZOF Chart.

Now that the concept of *Pleasant* and *Not-Pleasant* emotions has been introduced, upgrade Hanin’s Chart to indicate four categories rather than two. Accordingly, there are Pleasant emotions that facilitate performance (P+) or hinder it (P-) and Not-Pleasant emotions that likewise facilitate (N+) or hinder (N-) performance. Ask the child to reflect on the game just played when creating his/her chart. Questions to stimulate recall could be, “How did you feel when I tried to take the jewel from you and you showed me your ‘Fake Jewel’ card?” If the child responds, ‘confident’, that would be placed in the P+ section of the chart below. If the child responds, ‘afraid’, that would be placed in the N- section.

P+	N+
confident	
P-	N-
	afraid

Part IV-Pairing the Fireball Island Game with Hanin’s IZOF Chart Adding Intensity of Emotion.

The child and partner again play the game. At this point children are eager to show their familiarity with placing Vul-Kar atop the volcano, setting up bridges, placing fireballs in the correct locations, and so forth. Additionally, they are picking up strategies as to the best timing for: ducking into caves, holding onto certain cards, or refraining from rolling a fireball. Introduce the concept that a given emotion, i.e., anxiety, can be either a *Not-Pleasant* emotion that facilitates (N+) or hinders (N-) goal achievement depending on the strength of the emotion. Conversely, a pleasant emotion, confidence, may facilitate performance (P+), or hinder (P-) it. Utilize Hanin’s Chart with ranges from 1-10 added for each emotion.

Reference the *Tortoise and the Hare* fable as an example of how having confidence (The Tortoise) can be both pleasant and facilitate reaching a goal (P+), while overconfidence (the Hare) can be pleasant but hinder reaching a goal (P-).

P+	N+
excited (8) confident (6)	anxious (2) angry (2)
P-	N-
overconfident (10)	anxious (7) angry (8)

(The Tortoise) can be both pleasant and facilitate reaching a goal (P+), while overconfidence (the Hare) can be pleasant but hinder reaching a goal (P-).

By this point you will have introduced the child to key concepts in emotional regulation. Utilize an example that applies to the child. If the child fights with a sibling, for instance, point out that although hitting brother or sister out of anger may feel good in the moment, we cannot list it in the P+ column if the child’s goal is to earn his/her parent’s approval or the affection of a sibling.

Other Play Therapy techniques can build on this four-part modified IZOF sequence. I use an anger ball toss and *There’s a Volcano in My Tummy*. The child can relate anger as a volcano to Vul-Kar and the exploding fireballs. During the anger ball toss the play therapist can discuss intensity and whether anger is mixed with other emotions. I have observed many children’s confidence soar as they comprehend how emotional understanding can facilitate goals and actualize dreams.

cont. on pg. 8

Book Reviews

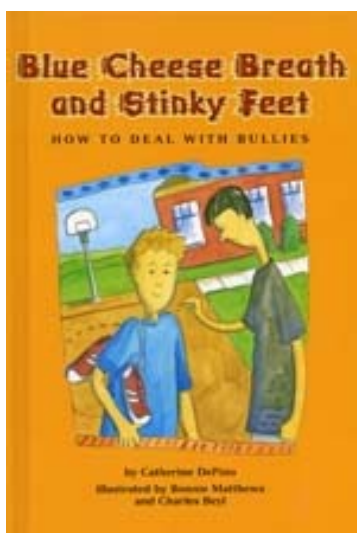
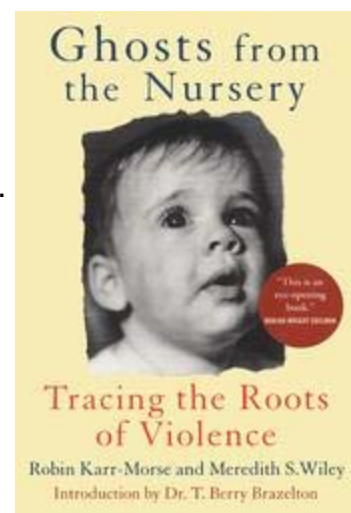
by Shannon M. Nicoloff, Psy.D.

There are two books that I have recently recommended to the clinicians and colleagues that I work with and the following paragraphs will describe the strengths of each book. The first book that I have read several times is '**Ghosts from the Nursery: Tracing the Roots of Violence**' by Robin Karr-Morse and Meredith S. Wiley. The introduction is provided by Dr. T. Berry Brazelton. This book was published by Atlantic Monthly Press in 1998.

This is a terrific book for anyone who works with children and it is also great for parents who want to learn about the negative impact that violence has on infants and children. The authors of the book provide medical and academic sources to support their material. They also produce compelling evidence that violent behavior is learned and cultivated in the first months of childhood development. Additionally, several cases are provided with each case written as if it were a longitudinal study. These cases describe individuals' early childhood development through adolescence and offer information on the environmental variables responsible for their negative behaviors in adolescence.

The authors Karr-Morse and Wiley describe that some individuals may be predisposed to violent behavior prior to birth. The authors state: "*The chemical wash of toxins such as drugs and alcohol, combined with a mother's stress hormones generated from rage or fear can directly effect the babies' brain development.*"

The book illuminates that fact that early childhood brain development is profound and early childhood intervention programs as well as resources for this population are necessary.



Blue Cheese Breath and Stinky Feet: How to Deal with Bullies

This book is written by Catherine DePino, EdD and published by the American Psychological Association. The illustrators are Bonnie Matthews and Charles Beyl. A wonderful book, it describes the bullying experience of an older male child. 'Blue Cheese Breath' offers solutions to bullying as the child works with his parents and teachers to resolve the issue of bullying as he experiences it. Recommended for children ages 6 - 12, it is also a great book to suggest to parents. The following paragraph was abstracted from the introduction:

Steve has to do something about Gus. But what? He doesn't know how to make Gus leave him alone. He's afraid to ask for help. And he's afraid things will get even worse if he tells. When his parents find out anyway, Steve is surprised to feel relieved. And when they help him come up with a plan to send Gus on his way, he knows he can do it. The next time Gus tries to bully "Blue Cheese Breath and Stinky Feet," he is in for a big surprise!

continued from page 6:

Note: A workshop that further explores this technique will be is scheduled at PA-APT's June 19th conference, *Special Play, Special Kids: Play Therapy with Special Populations* for those who are interested in obtaining a more in-depth explanation of this modified approach to IZOF.

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Whitehouse, E. & Pudney, W. (1996). *A Volcano in My Tummy: Helping Children to Handle*



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