Using a Play-Based Counseling Approach in MTSS

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Parking Lot Activity

(Muscott & Mann, 2013)
Multi-tiered Systems of Support

**ACADEMIC SYSTEMS**

- Tier 3/Tertiary Interventions
  - Individual Students
  - Assessment-Based
  - High Intensity
- Tier 2/Secondary Interventions
  - Some Students (At-Risk)
  - High Efficiency
  - Rapid Response
  - Small Group Interventions
  - Some Individualizing
- Tier 1/Universal Interventions
  - All Students
  - Preventive, Proactive

**BEHAVIORAL SYSTEMS**

- Tier 3/Tertiary Interventions
  - Individual Students
  - Assessment-Based
  - Intensive, Durable Procedures
- Tier 2/Secondary Interventions
  - Some Students (At-Risk)
  - High Efficiency
  - Rapid Response
  - Small Group Interventions
  - Some Individualizing
- Tier 1/Universal Interventions
  - All Settings, All Students
  - Preventive, Proactive
Utilizing MTSS for Social, Emotional, & Behavioral Support

- Problem behaviors decrease
- School tardiness decreases
- Drop out rates decrease

(Muscott & Mann, 2013)
Utilizing MTSS for Social, Emotional, & Behavioral Support

• Shown to improve school climate
• Increases in academic achievement
• Learning time increases
• Attendance rates increase

(Muscott & Mann, 2013)
School Counselor’s Role

• In the school
  – ASCA National Model

• In MTSS
  – RTI, PBIS, Multi-tiered Social, Emotional & Behavioral Support
  – Alignment of MTSS with the school counselor’s role
  – Role of School Counselor at each tier of MTSS

(Muscott & Mann, 2013)
School Counselors’ Roles in Tier I of MTSS

- Design and Implementation of Tier 1 Interventions
  - Assist in developing core values & cultural theme
  - Collaborate in defining core curriculum for SEB expectations
    - Expected behaviors for routines & locations
    - Common language/common way of interacting
  - Provide leadership in implementing core curriculum through teaching & modeling
    - Conduct professional development/training/workshops for teachers
    - Educate administrators/teachers/staff/other stakeholders (get buy-in)
  - Develop and organize efforts to acknowledge and recognize students’ efforts

(Muscott & Mann, 2013)
School Counselors’ Roles in Tier I of MTSS

– Ensure that each student is connected with an adult who cares about them and shows it.  
  (Muscott & Mann, 2013)

• 4 healing messages:
  – I’m here
  – I hear you
  – I understand (or I’m striving to understand)
  – I care (if you can communicate the first three messages then the fourth is automatic)
  – These are all communicated through actions more often than words
School Counselors’ Roles in Tier II of MTSS

• Contribute to the development of screening measures for SEB concerns
• Be an active member of the committee that oversees Tier II interventions
• Serve as coordinator and/or facilitator of group interventions at Tier II level
  – Provide feedback/supervise/coach teachers utilizing CTRT format
• Advocate for the use of data in decision making
  – Examine and assess for implementation fidelity as well as overall efficacy

(Muscott & Mann, 2013)
School Counselors’ Roles in Tier III of MTSS

- Provide leadership in the development and implementation of crisis response systems
- Be an active member of the committee that oversees Tier III interventions
- Serve as coordinator and/or facilitator of individual interventions at Tier III level
  - Providing play based responsive counseling services
- Continue to advocate for the use of data in decision making
  - Continuously examine and assess for implementation fidelity as well as overall efficacy

(Muscott & Mann, 2013)
ASCA National Model

The ASCA National Model for School Counseling Programs

The ASCA National Model® graphic represents the operational structure and components of ASCA’s National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model: the arrows in each square point to the systems they influence as in a building-block approach. The arrows for the foundation (the first level) lead to the management and delivery (the second level). These in turn lead to the accountability system. Finally, look closely, once can see how the black arrow points from accountability down to the foundation component. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, collaboration, which lead to systemic change.

American School Counselor Association 2nd Edition, 2005

Elements of the ASCA National Model

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Delivery System</th>
<th>Management Systems</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs and Philosophy</td>
<td>Guidance Curriculum</td>
<td>Management Agreements</td>
<td>Results Reports</td>
</tr>
<tr>
<td>Mission</td>
<td>Individual Student Planning</td>
<td>Advisory Council</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Domains</td>
<td>Responsive Services</td>
<td>Use of Data</td>
<td>Performance Standards</td>
</tr>
<tr>
<td>ASCA National Standards and Competencies</td>
<td>Systems Support</td>
<td>Action Plans</td>
<td>Program Audit</td>
</tr>
</tbody>
</table>

M. Newman (2009)
ASCA National Model

• Direct Student Services
  – Individual Planning
  – Responsive Services
  – Classroom Lessons

• Indirect Student Services
  – Provided on behalf of students
  – Result of interactions with others
    • Consultation with parents, teachers, administrators
    • Collaboration with parents, teachers, administrators, community organizations
    • Includes referrals for additional services/assistance
ASCA National Model, MTSS, & Play Therapy/Play Based Counseling

- Play Therapy/Play Based Counseling
  - Helps provide developmentally way to implement components of MTSS and the ASCA National Model
  - Techniques can be used individually, in small groups, and in classroom lessons
  - Developmentally appropriate counseling approach for meeting various needs of students (Landreth, 1991; Perryman, 2016; Perryman & Doran, 2010; Perryman et al., 2012; Ray et al., 2005; Shafer et al., 2001)
ASCA National Model & Play Therapy/Play Based Counseling

• Using play therapy/play based counseling interventions for:
  – Responsive Services
  – Individual Planning
  – Classroom Lessons
  – Career exploration
  – Academics
  – Social/Emotional/Behavioral Issues
Play Therapy & Play-Based Interventions in MTSS

• Tier 1 – All teachers/staff trained in play-based communication/interaction skills; Common Language

• Tier 2 – CTRT/CPRT intervention; Play-based small groups; Check and Connect Using Play

• Tier 3 – Individual counseling using play-based interventions
Need for Play Therapy/ Play Based Counseling in Schools

- Access to services
  - 20% of children meet the criteria for a mental health disorder
  - Only 1 in 5 will actually ever receive the services they need
  - 7.5 million children

- Public schools are the primary providers of mental health services to children

(ASCA, 2009; Blanco & Ray, 2011; Costello et al., 2003; Kaffenberger & Seligman, 2007; Odar et al., 2013)
Experiential Activity
Philosophy of Play Therapy

- Play is the child’s language and toys are their words
- Developmentally responsive: Children are not miniature adults
- For children to “play out” their experiences and feelings is the most natural, dynamic, and self-healing process in which they engage (Landreth, 2012)
- Play integrates cognitive, emotional, and social elements into the child’s thinking and behavior.

Adapted from Carnes-Holt, Holt, Coggins, Morgran, & Heuer (2014)
Common Barriers to Utilizing Play Therapy/Play Based Counseling in Schools

- Use of the words “Play” & “Therapy” (Post, 1999)
- Lack of training specific to play therapy
  - Approximately 3% offer coursework specific to play therapy.
  - Very few programs nationwide require play therapy coursework for all counseling students in their program.
  - Many school counselors actively seek out play therapy training after entering the field
  - Most play therapy training occurs in the form of workshops

(Bratton, 2010; Cerio, Taggart, & Costa, 1999; Ebrahim et al., 2012)
Common Barriers to Utilizing Play Therapy in Schools (con’t)

- Lack of support from administration, teachers, parents, etc.
- Multiple roles within schools

(Bratton, 2010; Cerio, Taggart, & Costa, 1999; Ebrahim et al., 2012)
Rationale for Using Play Based Counseling

• Play is the natural medium of expression for children
• Play bridges the gap between concrete experience and abstract thought
• Play is children’s attempt to organize their experience
• Children gain sense of control through play
• Through play, children learn coping skills
Play Therapy/ Play Based Counseling in Schools

• Use Play-Based Interventions in Schools to:
  – Improve communication with students
  – Assist students in developing social skills
  – Help students adjust to school environment
  – Prevent bullying, violence in schools
  – Foster healthy peer relationships among students
  – Address emotional/behavioral barriers that impede learning
Research Supporting Play Therapy/Play Based Counseling Interventions in Schools

- High overall efficacy (Bratton et al., 2005; Bratton, 2010; Lin & Bratton, 2015)
- Academic Increases (Blanco & Ray, 2011; Blanco, Ray, & Holliman, 2012)
- Behavioral improvements (Baggerly & Bratton, 2010; Cochran, Cochran, Nordling, McAdam, & Miller, 2010a, 2010b; Garza & Bratton, 2005; Meaney-Walen, et al., 2014; Ray et al. 2009; Schumann, 2005)
Research Supporting Play Therapy/Play Based Counseling Interventions in Schools (con’t)

• Decreases in aggression & attention issues (Bratton et al., 2010; Bratton et al., 2013)
• Improved teacher-student relationships (Ray, 2007)
• Increases in student self-efficacy & self-esteem (Post, 1999; Fall et al., 1999)
Play Based Counseling Interventions with Diverse Populations: Supporting Research

- **Meta-Analyses** *(Bratton, Ray, Rhine, & Jones, 2005; Lin & Bratton, 2015)*
- **Refugee Families** *(Lim & Ogawa, 2014)*
- **Religious Families** *(Bornsheuer-Boswell, Garza, & Watts, 2013; McClung, 2008)*
- **First Nation Families** *(Boyer, 2011)*
- **African American Families** *(Sheely, 2009; Sheely-Moore & Ceballos, 2011)*
- **Latino Families** *(Ceballos & Bratton, 2010; Sheely-Moore & Ceballos, 2011)*
- **Adoptive & Foster Families** *(Carnes-Holt, 2012)*
THANK YOU!
References


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