1. As You Come In...

- Make sure to grab a presentation packet.
- Make sure to grab a baggie - these items you will need during the presentation.
- Get ready to play!
Easy Ways to Implement Play Therapy in to Your Counseling Program

By: Sara Luesse and Katie Muchinske
Professional School Counselors
Webster Groves School District
& Mercy Kids in Schools
3. Introduction and Objectives:

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- K-5 Elementary school counselor for 10 years.
- Under supervision for School Based Play Therapy Certification

Katie Muschinske, MAC, LPC, Registered Play Therapist

- K-8 counselor embedded into St. Louis Archdiocesan schools with Mercy Kids in Schools Program

Objectives:

- Basic Overview of Play Therapy
- Learn some easy activities that involve play to incorporate into your already busy counseling life!
- Make/practice some activities that involve play to incorporate into your counseling activities.
- Learn about some resources related to play therapy.
- Have fun!
Play is a type of “language” that children use to interact with adults and peers.

Children use play to:
* Solve Problems
* Process their day
* Decompress
* Reinforce their social “norms”

APT website under the tab About Play Therapy click on Why Play Therapy?:
https://www.a4pt.org/page/WhyPlayTherapy

"the systematic use of a theoretical model to establish an interpersonal process wherein trained play therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development."
5. School Based vs. Licensed Play Therapy

**School Based: SB-RPT**

School Based Play Therapy is often done within the limits of class lessons, group work and individual work.

Often times, school counselors will have to try to incorporate play therapy ideas or techniques into what they already have planned. Use a lot of creative expression toys and bibliotherapy.

**Licensed Therapist: RPT**

Therapist uses a Play Therapy Approach such as Child Centered Play Therapy (CCPT) – child chooses toys and is free to play. Child has access to all of the types of toys: real life, aggressive release and creative expression.

The therapist tracks what the child is doing without judgement. “You picked that up. You are putting it there.”

The therapist has one role with the child and uninterrupted time.

**Both Models**

- Allow for the child to process through movement, creativity and play.
- Allow the child to reach in to their own natural language to make sense of big feelings and topics, also gives child control.
- Allow the child to have some fun and make connections with peers and adults!
6. Play Therapy In Classroom Lessons

Add movement and fun where you can!
Make a board game from one of your lesson objectives!

- Example: Kindergarten feelings. Paste your feelings on a piece of chart paper and have students use bean bags or a fly swatter to hit a feeling. When they hit the feeling they all have to show the feeling, talk about the feeling, etc. Can modify to use for however you want. Often times, my teachers will use in one of their centers!

- For older kids: use the STAR Community member board game (MCCE website). Students roll the dice and answer the question to the corresponding number they roll. Can use for introductory lesson, reviewing a lesson, or get to know you. This can also be adaptable for small group lessons. I use this all the time!

Self Control Bubbles! So fun!!

- I borrowed from TPT and my students still talk about this whenever any other teacher brings up bubbles!! Try to resist popping the bubbles! Use with any book about Self control, give the bubbles to the teacher when you finish!
8. Books in Classroom Lessons: Bibliotherapy

The Warm Fuzzy Tale:
- To help build community.
- Read the story, use the STAR game board with sentence stems, then everyone gets a “warm fuzzy”. The goal for the next week is to give out your warm fuzzy as SOON as you get one!

The Most Magnificent Thing:
- To introduce or reinforce the idea of mindsets.
- Read the story, or have it read aloud via Youtube.
- When the story is over, have a bunch of items you have collected (milk jugs, string, stickers, etc.) and have the students make their own most magnificent thing. This is awesome, because it is very student directed and you can go around tracking with students.
- When they are finished, it is a good time to debrief and start with “I notice” statements:

  “I noticed you kept going back and getting new stuff. Tell me about that . . .”

The Invisible String:
- Good for helping children with a tough goodbye. I used this when one of our kindergarten teachers got sick suddenly and was going to be out the rest of the year.
- At the end of the story, give each student a piece of yarn or string. Let them tell you what they will miss, have missed, etc. about someone close to them. They get to keep their yarn in their pocket and touch it when they have sad feelings.
More and more, principals are asking to see some sort of movement within lessons. This is the perfect time to incorporate some play!

**Man on the Moon (adapted from MCCE website):**

- Used for older grades (3-5 and up)
- One person starts with the astronaut, the goal is to get the astronaut to the moon, but you have some sort of restriction (can’t walk, has to touch everyone’s hands, can’t talk, everyone has to jump three times). Kids will get really creative!
- This is a great lesson to do for goal setting and to debrief about meeting goals doesn’t always happen in a straight line.

**Musical Shares (adapted from Dr. Hollie’s Culturally Responsive Teaching and Learning)**

- Use a character education cd. My favorite is Kelly Judge’s Stay True!
- Have the students listen, then listen and dance, then dance as they find a partner.
- Have them talk to their partner about the characteristics of whatever tune they were listening to (positive mindset, being kind, not blurting out, etc).
- Make a class list about the characteristics to keep in their room (or turn it in to a class board game!).
Just this year I have added Center Rotations for Kindergarten through 2nd grade students at my school. I am already seeing the benefits:

- Students respond better to a focused 10 minute mini-lesson.
- They are remembering more of the skills taught.
- During every lesson they practice!
- I have time to collect data.
- Students are engaged.
11. Play Therapy In Small Groups

Books, Games and Creative Expression!

**Pete the Cat and His Buttons:** *(Look it up on Youtube!)*
- Great for kids that get upset a lot over “small” things and need to learn how to keep their cool!
- Decorate a button with glitter glue, put on a string as a reminder to Keep your cool!

**Wilma Jean the Worry Machine:**
- Great for kids that are anxious.
- Worry Snowballs, write worries on a piece of paper, snowball fight! *(Wilma Jean The Worry Machine activity and idea book)*
  - Worry box/bag, students write down worries for the counselor to keep in a box that they decorate. *(incorporates creative expression!)*
  - Let’s make a Worry Doll!!

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Great for 3-5: **Book Studies**
Each student gets a copy of the book and we read it aloud as a book club!
- **The Girl Who Never Made Mistakes**
- **Bully Beans**
- **Crickwing**
Multiple Sessions using Art Therapy and scaling
Many games targeted for counseling groups can get expensive and only target one area. Get out an old favorite and use it more ways than one!

**Chutes and Ladders:**
- This game is great, because you can adapt it to any type of group session to reinforce your goals!
- Feelings: ladders = a time you felt great, chutes = a time you felt down
- Friendship: ladders = a time you were a good friend, chutes = a time you weren’t
- Classroom social skills: ladders = a pro-social skill, chutes = a non pro-social skill

**Candyland:**
- Primarily used with feelings (each color is a time you felt angry, sad, etc), but can be adapted as well.
- Social skills, coping skills, etc.

*Both games are also great as getting to know you games, instead of just talking -- play!*

**Hot Potato Head/Pin the Tail on the Donkey:**
- Fill up your potato head with question cards/have question cards.
- Play hot potato, when the music/song stops, open the potato head and get a card!
  (For Pin the Tail: If student goes out of bounds, read a card.)
- This can also be adapted for classroom lessons!
My all-time favorite way to incorporate play into groups is Creative Expression -- or Art!

**Rainbow** (Adapted from Girls in Real Life Situations G.I.R.L.S.)
- You just need a rainbow coloring page (easily found on Google) and some crayons and you have an easy get to know you or assessment activity.
- Can adapt to however you want. Color a the top ring a representative of when you feel scared, color a ring a representative of how you feel in a group, etc.
- Encourage girls to share one of their rainbow rings.

**Bedazzle a word:**
- Choose a word that represents how you are feeling about life right now, what you learned, etc.
- Decorate your word with anything, crayons, colored pencils, stick on gems, etc.
- Share your word and why you decorated it the way you did.

**RAK Tear off Posters:**
- Usually do with a girls group.
- Make a list of what you would really love to hear from others.
  - From the list, create a RAK tear off poster.
  - Students and staff love these!!
  - Example provided in handouts!
Enhance your time in one-to-one sessions with Bibliotherapy mixed with Creative Expression!

**Chester Raccoon and the Acorn Full of Memories:**
- Good to use with a grieving student.
- After reading and processing with the student, create a stepping stone in memory of their loved one.
- This takes some time, but well worth it!
- Stepping Stone kit is between 8 and 9 dollars at Wal-Mart (you get four bags of mix).
- I always make sure I talk to a caregiver about this before I do it.

**Garbage in/Garbage Out (from Mean Girls by Randall and Bowen):**
- Good to use for students with low self esteem, behaviors, students that are trying but don’t feel like anyone notices.
- Also good to use with students who are having a bad morning!
- Write down all your worst fears, bad morning, things said to you, situations, etc.
- After processing what they wrote, have the student rip it up, throw it away.

Use with: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
16. I am here. I hear you. I understand. I care

“Birds fly, fish swim, and children play.” Garry L. Landreth, Play Therapy: The Art of the Relationship

"Toys and materials should be selected, not collected."
(Landreth, 2002, p. 133)
16. Sandtray as a tool.

First sand tray was called “sad'.

Using the Zones of Regulation students “check in” at beginning of session. Also check out too.

Student was then asked “Show me with the figures why you are hurt and scared.” Student labeled this “unsafe place”
17. Some data keeping ideas for

SRSS IE:
Student Risk Screening Scale (Internalizing and Externalizing)

Informal data:

Checklists:

Office referrals:
18. More Photos
19. To Learn More About Play Therapy:

Association for Play Therapy Website:  www.a4pt.org

Stephanie Williams, APT Approved Provider:  www.playtherapystlmo.com

- Has workshops available through the year!
- Email:  playtherapystlmo@yahoo.com

Saint Louis Play Therapy Institute:  http://www.stlpti.com/

DFW Center for Play Therapy Training

- Pam Dyson  pam@dfwplaytherapy.com
- On Facebook, Twitter handle:  @dfwplaytherapy

Heartland Play Therapy Institute:  www.heartlandplaytherapy.com

- HeartlandPTI@gmail.com

School Based Registered Play Therapist Credentialing:

- Series at UMSL
- Two classes (one fall, one spring/summer)
- Gets you 135 credits toward your credentials.
- The rest you take in workshops.
- Need supervision
- Turn in your hours and credits and you are SB-RPT!

We went to a few workshops to see if we were interested.

I found  We found the techniques we were learning were enhancing the program,

So we  continued on!
Objectives: How did we do?

- Basic Overview of Play Therapy
- Learn some easy activities that involve play to incorporate into your already busy counseling life!
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- Have fun!
21. Contact Information:

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22. Resource List by slide number

Slide 5: APT Website:  www.a4pt.org

Slide 7: Star Community Member Gameboard
https://dese.mo.gov/sites/default/files/Instructional%20Activity%203_PS1-Gr4-Unit1-Lesson2.pdf

Slide 8:

The Most Magnificent Thing:  https://www.amazon.com/s/ref=nb_sb_ss_c_1_8?url=search-alias%3Daps&field keywords=the+most+magnificent+thing+book&sprefix=The+Most%2Caps%2C504&crid=3FN98JSFX8O6X

The Invisible String:  https://www.amazon.com/Invisible-String-Patrice-Karst/dp/0875167349/ref=sr_1_1?ie=UTF8&qid=1540243558&sr=8-1&keywords=The+Invisible+String&dpID=51OdkvPNE7L&preST=_SX218_BO1,204,203,200_QL40_&dpSrc=srch

The Original Warm Fuzzy Tale:

- You may have to Google!
- Don’t forget to look at
  - Youtube!
24. Resource List by slide number

Slide 9:

Man on the Moon:  https://dese.mo.gov/sites/default/files/Instructional%20Activity%20AD6-Gr4-Unit1-Lesson1.pdf


Slide 11:

Pete the Cat and His Buttons (on Youtube):  https://www.youtube.com/watch?v=JPUHXOVYY3o

Wilma Jean the Worry Machine:

https://zon.com/Wilma-Jean-Worry-Machine-370030/ref=sr_1_1?ie=UTF8&qid=1540244392&sr=8-"ma+jean+the+worry+machine+activity+and+idea+book&dpID=51cGXvxkymL&pd"


Art Project learned from workshop at St. Louis Play Therapy Institute: [http://www.stlpti.com/](http://www.stlpti.com/)


Garbage In/Garbage Out Activity from *Mean Girls:* [https://www.amazon.com/Mean-Girls-Strategies-Relational-Aggression/dp/1598500228/ref=sr_1_1?ie=UTF8&gid=1540329498&sr=8-1&keywords=mean+girls+101+1%2F2F2+creative+strategies&dplID=51b1pOSSDFL&preST= SX218_BO1,204,203,200 _QL40 _dpSrc=srch]
26. Resource List by slide number

**Slide 16:** Garry L. Landreth, *Play Therapy: The Art of the Relationship*

https://cpt.unt.edu/about-play-therapy/toys-and-materials

**Zones of Regulation:** http://www.zonesofregulation.com/index.html

**Slide 18:** SRSS IE:  http://www.ci3t.org/screening