

The Cool-Down

Source: Daniel Yeager & Marcie Yeager from Simon Says Pay Attention: Help for Children with ADHD

Theme: Coping and Problem-Solving

Recommended Age Range: Four to Twelve

Treatment Modality: Individual, Family, Group

Goals

- Some children have difficulty calming themselves down after becoming excited or emotionally upset. To be successful with self-calming, children need to be aware of how their bodies react. This activity helps children pay close attention to their breath and their muscles. It gives them concrete strategies to help slow and deepen their breathing and relax their muscles.
- This activity also helps to raise the child's awareness that self-calming is a skill that can be practice and improved.

Materials

- A small pinwheel (available from party supply stores and from orientaltrading.com)
- The Cool-Down Rating Scale (included in this section)
- Stop watch or a clock or watch with a second hand

Advance Preparation: Make one copy of the Cool-Down Rating Scale for each child. If possible, provide a pinwheel for each child to take home.

Description

This activity has two parts:

- 1) an INTRODUCTION to be carried out in the therapist's office.
- 2) an ASSIGNMENT to be demonstrated in the office carried out at home. The pinwheel and the Cool-Down rating scale are given to the child to use at home to carry out the assignment.

Part 1: INTRODUCTION The therapist tells the child:

*Everyone gets upset from time to time. Even animals get upset. And when we get upset, our bodies react. Think of a cat when it sees a big barking dog. First, the cat's brain sends an **alarm: Something is wrong!***

*When its body gets that **alarm**, the cat arches its back and extends its claws. It hisses. The cat's body is ready to **do something!** — to either fight the dog or to run away from the dog. Let's pretend we are cats and our brains have sent an **alarm**. Let's show our **Something is wrong!** reactions.*

(See Cool-Down...continued on Page 3)



ABOUT DANIEL YEAGER...

Daniel Yeager, LCSW, RPT-S, has been in private practice since 1984 with *The Yeager Center for Children and Families* in Lafayette, LA. In addition to individual and family therapy, he provides weekly social skills groups and a monthly ADHD support group. He frequently consults with, and provides in-service training for, school systems.

An enthusiastic advocate of play therapy, Mr. Yeager was instrumental in the organization of the **Louisiana Association for Play Therapy** and is a past president of that organization. He has served on the program committee of the **Association for Play Therapy**.

With his wife, Marcie Fields Yeager, he co-founded **Golden Path Games**, a company that develops therapeutic games for children and families. He is the founder of **PlayTherapyWorks**, and is committed to helping mental health professionals meet the needs of children and families through the use of sound, effective play therapy practices. He is the co-author of *Simon Says Pay Attention*, an ADHD treatment manual. Daniel provides play therapy training nation-wide and his workshops blend a solid theoretical foundation with an active, practical learning experience.

Mr. Yeager is a Licensed Clinical Social Worker and a Registered Play Therapist-Supervisor. In 2006, he was chosen as *Social Worker of the Year* for NASW-LA.



President's Note...

Farewell

I hope this letter finds everyone staying warm. I also hope you are anticipating the Holidays with the excitement of a child.

The Holidays can be a hard time for many of our clients so take good care of yourself during this time so you will be healthy and ready to celebrate with your family.

This is my last letter to you as President. In January I will turn over the position to a very capable and eager Tracy Reagan-Kiele. I'm so excited for her, for your board, and for you as members. She holds vision, quality leadership skills, and commitment to the association. I will remain on the board as Past President to help Tracy with what ever she may need.

We held our annual retreat in Evergreen at the lovely home of a past board member Marcia Osteros. Thank you again Marcia who by the way is a wonderful gourmet cook. She and her husband treated us to a very relaxing time as we worked on the Spring Conference and other business.

At this retreat we welcomed new board members Linda Klein, Theresa Christensen both Directors at Large, and Lydia Brown our new Student Representative. We are very excited for the coming year and the trainings we are planning for the spring and fall.

I hope everyone received the call for proposals for our Spring Conference, "Let the Wild Rumpus Begin". We are excited to have Daniel Yeager as our Key Note Speaker. If you would like to send in a proposal for a workshop please continue to do so as we will be looking at them in our January meeting.

It has been a pleasure serving you as members over this past year. Thank you for that opportunity.

Sincerely,

Darla Kraft, M.A., LPC, RPT-S
CAPT President

President-Elect's Letter: Greetings!

I am so excited to lead CAPT Members in the next year. Working on the CAPT Board for 5 years is THE highlight of my profession. We work hard and we play hard. The friendships I have made to this point have enriched my life. Bringing quality Spring Conferences and Fall Workshops to our Members has always been the goal of your CAPT Board. This requires many hours and often very challenging decisions. If you have the desire to work with us to benefit the entire Membership I heartily encourage you to put your name in or have someone nominate you in next election. I am so glad Jane Johnson approached me at the Portland APT Conference and told me about CAPT opportunities.

We are working and having FUN planning our Spring Conference. Join the Rumpus on April 23 and 24th. We are so excited about what we're stirring up for you. Our Fall Workshop is being planned so stay tuned for more info.

Please contact me via our website at any time. Your ideas and feedback help us improve what we're doing!

Happy New Year and your homework is to have more FUN!

Best,

Tracy Reagan Kiele

The CAPT News is the official periodical publication of the:

Colorado Association for Play Therapy
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Website: <http://www.ColoradoAPT.org>

The newsletter is a forum to further promote the goals of CAPT and the development, enhancement and improvement of play therapy through educational services to professionals in the field of play therapy. We encourage individual contributors to send news items, articles, letters, and advertisements for products, services, and training pertinent to play therapy.

Please send your submissions to:

Penny Thome
1510 Glen Ayr Drive, #5
Lakewood, CO 80215
pennythome@peoplepc.com

CAPT does not endorse any perspective or methodology but presents articles addressing a variety of issues pertaining to play therapy.



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(Cool-Down...continued from Page 1)

With the child, practice acting out the cat's reactions. Spend time with this and have fun. Then tell the child:

*Today, every time I say **Something is wrong!** that will be our **cue** to pretend to be cats that see a big barking dog.*

As you provide the following explanation, help the child to quickly act out the cat's **Something is wrong!** reaction each of the three times that you say **Something is wrong!** Have fun with this!

*Although the **Something is wrong!** reaction is a good thing when there is a danger, when there is a dog that might want to hurt the cat. But if the dog goes away, or if it turns out to be just a silly, noisy dog that wouldn't hurt a flea, the cat doesn't waste any more time hissing and arching its back. As soon as a cat knows that it is safe, it does a **Cool-Down**. Just as quick as can be, it switches from a **Something is wrong!** cat to a **Cool calm Cat**.*

*A **Something is wrong!** cat is ready to fight but a **Cool Calm Cat** is ready to play with a toy or to curl up and take a cat nap. To do the **Cool-Down**, first it stretches its body. It yawns and takes a deep breath. It stops thinking about the dog. Then it stretches its body one more time.*

Congratulate the child on having responded to the cue **Something is wrong!** In the next part of this activity, use the cues **Something is wrong cat** and **Cool calm cat** to help the child practice switching from tense muscles and hissing to stretching, relaxing and breathing deeply.

*Let's practice switching from a **Something is wrong!** cat to a **Cool calm cat**. When I say **Something is wrong!** that's still our cue to pretend to see a barking dog. But when I say **Cool calm cat**, that's our cue to take a deep breath, relax and be ready to play or rest.*

Part 2: ASSIGNMENT: After completing the Introduction, tell the child:

*Your assignment is to practice doing a **Cool-Down** at home. To do a proper **Cool-Down** you have to pay close attention to two things:*

- 1) your breath and*
- 2) your body.*

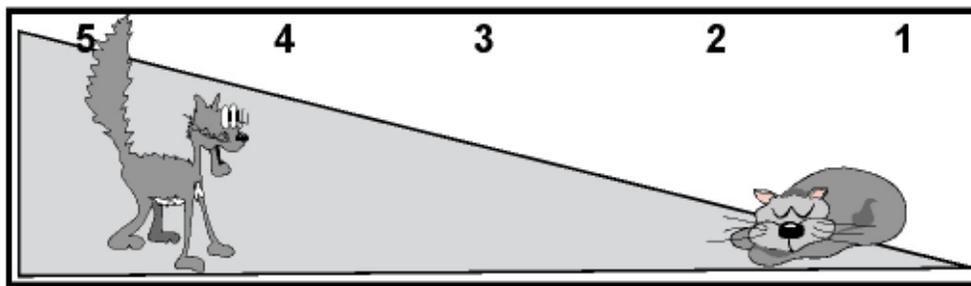
*You have to **breathe deeply** and **relax your body**.*

*First, let's practice breathing: Let's use these pinwheels. We will each take a **deeeep** breath and then let it out **sloooooowly**. When we breathe out, let's see how long we can keep the pinwheel moving. The deeper and slower we breathe, the longer we'll be able to keep it going.*

Practice this several times, using a stop watch or watch with a second hand to time each other.

*Next, let's relax our bodies by stretching and releasing our muscles. We are going to make "air angels." Put your arms straight above your head and stretch your whole body up as tall as you possibly can. Hold that tight and then stretch a little more. Now, **sloooooowly** lower your arms to your sides, like angel's wings. As you slowly bring down your arms, breathe slowly out, and let your whole body relax.*

Practice this several times. Make sure that the child really feels the difference between the **tension** with arms and body outstretched and the **release** of muscles as he relaxes his arms and body. With older children, you can use the terms *tension* and *release* and ask the child rate the degree of tension and degree of release on a scale of 5 (very tense) to 1 (very relaxed.) Use the **Cool Down Rating Scale** below.



Note: You can print out a page with three **Cool-Down Rating Scales** at www.simonsayspayattention.com. Go to the **See Inside This Manual** section.

After practicing, give the child the pinwheel and a copy of the **Cool-Down Rating Scale**. Tell the child:

Take the pinwheel home and practice your slow deep breathing every day. Practice your air angels and use the Cool Down rating scale to check on yourself and how you're doing. Next time we'll practice together and you can show me how you're doing.

ANNOUNCING CAPT'S ANNUAL SPRING CONFERENCE

Let the Wild Rumpus Begin!

Discovering Wild Things in Play Therapy

April 23 & 24, 2010

at the

Ramada Plaza Hotel

10 East 120th Avenue

Northglenn, Colorado, 80233

Phone: 303-452-4100 - Fax: 303-450-7368



Keynote Speaker: **Daniel Yeager, LCSW, RPT/S**

will present

**Strengthening Executive Function in Children
with ADHD: A Play Therapy Approach***

* See related article by Mr. Yeager on Page One.

Here are a few comments from past seminar participants:

"Very respectful of children." // "Great presenter. Funny and engaging. Gave relevant information, clear & specific examples." // "Very hands-on. Fun. Lots of great interventions. Lots of things I will use." // "Techniques were useful and helpful. Liked the presenter's warmth and caring." // "Informative, fun presenter, used humor and had many activities."

Title: Strengthening Executive Function in Children with ADHD: A Play Therapy Approach

Presenter: Daniel H. Yeager, LCSW, RPT-S

Overview: Current research is focusing on the role of *executive functions* in ADHD. Participants will learn 1) how the various executive functions enable intentional, goal-directed behavior 2) the relationship between children's play and critical executive functions 3) playful ways to help children with ADHD strengthen their functioning.

Abstract: Medication is routinely viewed as the treatment choice for children with ADHD. However, the research shows greater treatment satisfaction and greater benefits for secondary symptoms when treatment also includes behavioral and psychosocial components.

The term *executive function* refers to a set of cognitive abilities that manage and coordinate other cognitive processes and allow for intentional, goal-directed behavior. Some commonly cited functions are: *Initiating, Inhibiting, Self-monitoring, Shifting from Agenda A to Agenda B, Separating Emotion from Fact, Emotional Control, Internalized Speech, Sense of Time, Foresight, Working Memory, and Goal Orientation.*

ADHD researcher Russell Barkley cites the *ability to inhibit* action as the central executive function; it is the one that makes it possible for the individual to utilize the other functions. Interestingly, that *ability to inhibit* action is critical to success in such childhood games as Red Light—Green Light, Mother May I, and Simon Says. When children play these games on the playground, they are doing more than having fun; they are voluntarily practicing skills which are vital to their success in every area of their lives. The *ability to inhibit*, along with other executive functions, allow them to be successful in meeting the behavioral expectations of peers, parents and teachers.

Children with ADHD lag behind others in the development of executive functions and consequently may have difficulties meeting behavioral expectations on the playground, in the classroom, and at home.

In this workshop, by understanding the role of executive function in dealing with behavioral expectations, participants will discover new skills and tools to help children. Using the "language of play," participants will learn child-friendly ways to 1) educate children about ADHD and executive function, and 2) provide children with tools and help them build skills that will enable them to move from "can't" to "can."

Learning objectives:

- 1) Participants will be acquainted with the research involving multi-modal treatment for children with ADHD.
- 2) Participants will be familiar with the concept of executive function as it relates to ADHD.
- 3) Participants will be able to cite a four-step framework for planning skill-centered play therapy interventions.
- 4) Participants will be able to give examples of techniques for helping children who display symptoms of inattentiveness, distractibility, and poor impulse control.

Special FEATURE

CAPT Pioneers

Editor's note: From time to time the Newsletter offers an addition to this series. Almost 15 years after CAPT began, many have joined who are unaware of the "story" of CAPT's beginnings. Here, we feature those early members and review their original vision, as well as the adventures involved in launching CAPT. All interviews are edited for clarity and brevity.

The editor wishes to thank Jane L. Johnson, LCSW, RPT/S for agreeing to be interviewed as one of the team that started CAPT, and in 2001-2002 served as CAPT President.

Ed.-First of all I'd like to get a little better acquainted with you as a person. Most people did something before they become Play Therapists. What was that path like for you?

Jane: My undergraduate degree was in psychology. Then I got my MS in Child Development, and then a Master's in Social Work. I worked in Special Education in the schools and then became a school Social Worker. I worked at a Mental Health Clinic in Eastern Colorado, until I got married, and we moved to Ft. Collins. There I began private practice. I have mixed feelings about private practice, i.e. the business aspects and the risk exposure. I never felt as vulnerable when I was with the agency. But there is more freedom and flexibility with private practice, and, I imagine, less paperwork.

Ed.-What influenced you to become a Play Therapist? How did you become aware of Play Therapy as a specialty?

Jane: I had a professor—I can't recall his name—who worked in a clinic doing play with kids, even when I was an undergraduate. Early on, I read Virginia Axline's Dibbs in Search of Self, and the very first book about Filial Therapy by Louise and Bernard Guerney. I remember in the 80's the set-up was you could either talk with the child, or coach the parents. Consequently I had to do some educating about the use of drawing or games (e.g. the Thinking, Feeling, Doing Game) being legitimate and therapeutic.

Ed.- What are some highlights that contributed to your work as a Play Therapist?

Jane: I recall the Play Therapy conference held in Breckenridge in 1991 by [the national] Association for Play Therapy (APT). It was my first conference, and I saw that people could actually organize around this approach. Also I met others in the Ft. Collins area practicing Play Therapy, like Lynda Schmaljohn and John Morse. And she was working with [Drs.] Byron and Carol Norton. Of course, eventually we and others worked together to start the Colorado APT.

Ed.- Tell us a little about yourself. Do you have a family? What was growing up like—especially the play aspect?

Jane: I am married and we have a daughter who is completing High School. I grew up on a ranch in Wyoming, outside Casper. At an early age, we all did chores with the rest of the family. Since we were all working together, it often felt like fun. We were outside a lot. I remember we played "Oregon Trail" and we would gather up our wagon and "supplies" and we would pretend that we had to make it to a grove of trees on our ranch... We all rode horses, and sometimes we tramped about looking for frogs near the water.

Today I still like to be outdoors, and for relaxation, go to the mountains, and go hiking. My sister and I recently built a little one-room cabin there in Wyoming to give more shelter when we go camping.

Ed.-What are some things you really like about doing Play Therapy?

Jane: Well, I like it when those kids graduate! I like it when I see change, and they come to that place where play is more joyful, and less about the painful experience. Also, (whether the method is directive or not) when they are able to really *get* to what's troubling them and play it out, even symbolically. So, for example, the child is doing major open-heart surgery on me, and it's touch-and-go, and it's not clear if it will actually help or not. And we know it's not really about my heart... I love seeing the light bulbs go on.

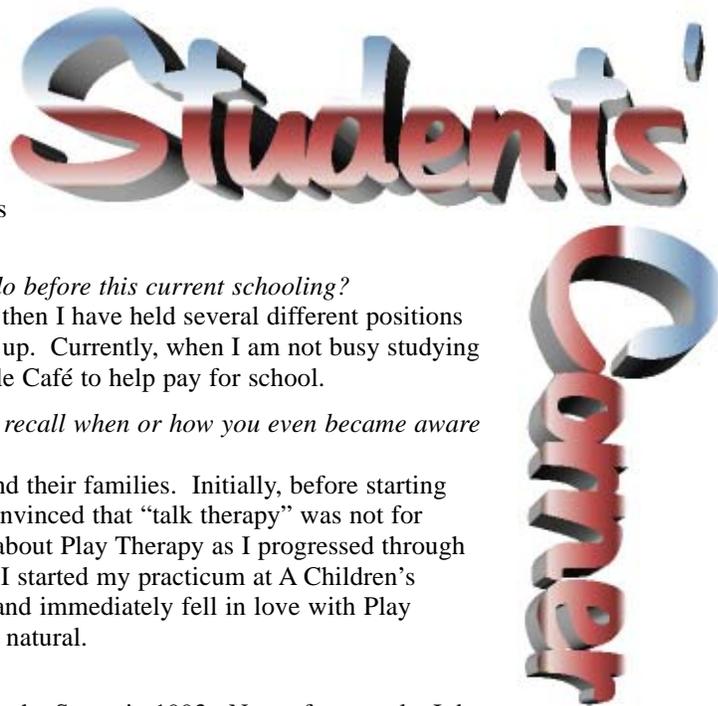
Ed.-And the less fun aspects?

Jane: It drives me nuts when there are divorced parents who insist on keeping the fight going...and dealing with insurance companies.

Ed.-What keeps you going after a tough day (or season)?

Jane: Connecting with my colleagues and debriefing with them really helps from day to day. Also, I deliberately take time off at Christmas, and over the summer. This practice allows me to recover my energy.

Welcoming Lydia Brown



Q: *You are the Student Representative for CAPT for this year. Please tell us where you attend school, and where you are in your educational process.*

A: I attend The University of Colorado, Colorado Springs (UCCS). I will be graduation in May, 2010 with a Master's Degree in Counseling and Human Services.

Q: *What kind of education did you obtain, and work did you do before this current schooling?*

A: I obtained a BA in Psychology from UCCS in 2004. Since then I have held several different positions while trying to figure out what I wanted to be when I grow up. Currently, when I am not busy studying or at my Internship site, I make great Martinis at a cute little Café to help pay for school.

Q: *What influenced you to become a play therapist? Can you recall when or how you even became aware of play therapy as a profession?*

A: I have always known I would love to work with children and their families. Initially, before starting Graduate School, I was interested in Art Therapy. I was convinced that "talk therapy" was not for everyone especially children. I was right! I learned more about Play Therapy as I progressed through my Master's program. I feel like Play Therapy found me. I started my practicum at A Children's Counseling Center in Colorado Springs, in January, 2009, and immediately fell in love with Play Therapy. The process of using play as language seemed so natural.

Q: *Tell us a little about yourself.*

A: I was born and raised in South Africa. My family moved to the States in 1993. No, unfortunately, I do not have a South African accent. I learned English the American way when we moved here. My first language is Afrikaans. Growing up, we played outside a lot. I loved to swim, climb trees, and pretend my bicycle was a horse. I am the oldest of three girls. I have been married now for 6 ½ years to a man I met when I was 15. He was a drummer in my favorite high school band. 8 years after we met and became friends we started dating and married. Best decision I have ever made. These days, to relax, I paint, knit, bake and bake some more. I also love music. I find it relaxing to both listen to music as well as write my own. I am a pretty easy laugh. I'll laugh at just about any joke. I love comedies, clever use of words, and absurdities. I find comedic movies, books, and punch lines that surprise me especially funny.

Q: *What do you really like about doing play therapy?*

A: As stated previously, the idea of using play and other forms of expression as language really appeals to me. It is so natural for kids to come in and play. I have never had to convince a kid to come into the playroom. Play Therapy gives me the chance to be as silly, happy, sad, or angry as the child in the session. Plus, I get to be an advocate for the child.

Q: *And, what drives you nuts, or is the least-fun aspect for you so far?*

A: My relationship with the client's parents can be either one of the most rewarding or one of the most frustrating parts of therapy. It is so amazing when parents are on board with the therapeutic goals and treatments. It seems therapy progresses so much more smoothly.



**Have you moved recently?
Changed your email address?**

Be sure that CAPT has your current contact information so you won't miss any important news.

**It's easy to do, just email us at:
coloradoapt@gmail.com.**

(Cool-Down...continued from Page 3)

Discussion

Activity: Younger children may enjoy pretending to be a cat and may want to do this repeatedly. Allow the child to have fun pretending to be a cat, but emphasize the skill that the child displays in calming down:

- *You are a cat who knows how to really stretch your muscles and relax.*
- *Look at this cool cat! It takes a deep, deep breath all the way down to its tummy.*
- *This cat knows how to slow down and get ready for a nice comfy cat-nap.*

Assignment: It will be helpful to gain the cooperation of the child’s caretaker in practicing the “cool-down” at home. Initially, this should not be done when the child is already upset. Instead, it should be practiced at a neutral time such as bedtime. This allows the child to gain confidence in using the cool-down technique and prepares the child to later use the skills under more stressful circumstances. The therapist may want to provide a chart for the child and caretaker to record practice sessions and also provide some sort of reward for following through on the assignment

Integration: This activity can be combined with other cognitive-behavioral interventions to give the child a number of tools to use for self-calming. Since The Cool-Down focuses primarily on physiological responses to situations, it will be particularly effective to pair it with interventions that help the child to understand their cognitive responses to those situations, and to replace unhealthy thoughts with positive, healthy thoughts. When stressful circumstances arise, the child may need a reminder (or cue) to use the skills that he or she has learned. But the more the skills have been practiced at neutral times, the easier it will be to implement them under stressful situations. © *golden path games.*

References

Yeager, D, & Yeager, M. (2009) *Simon Says Pay Attention: Help for Children with ADHD.* Lafayette, LA: Golden Path Game.

About The Authors – Daniel Yeager is a licensed clinical social worker and Certified Play Therapist Supervisor. He is a nationally acclaimed speaker, known for his engaging teaching style, practical strategies, and his concern and respect for children.

Marcie is a licensed clinical social worker and Certified Play Therapist Supervisor. She is the creative director of Golden Path Games, a company that develops therapeutic games and resources.

The Yeagers provide direct services to children and families at their clinic, The Yeager Center for Children and Families. They also provide training, consultation and supervision for mental health professional through their training company, PlayTherapyWorks.

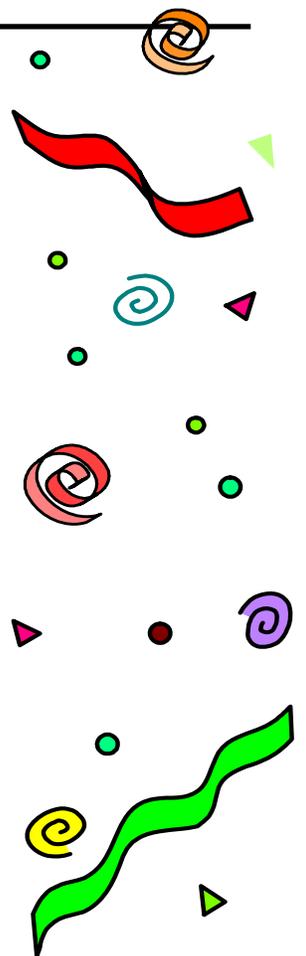
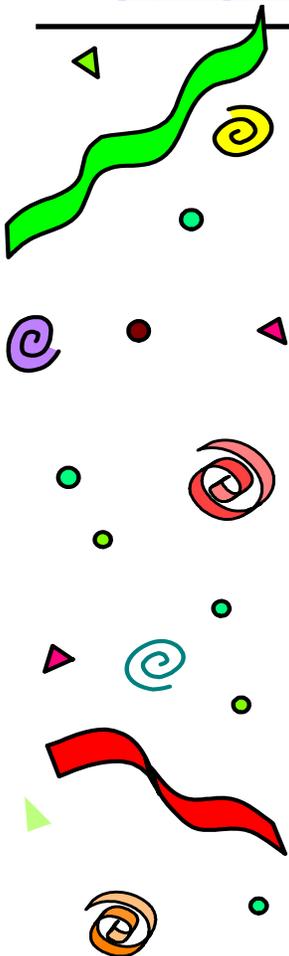
Daniel Yeager, LCSW, RPT-S, Marcie Yeager, LCSW, RPT-S, 217 West Brentwood Blvd, Lafayette LA

Email: playtherapy@att.net Websites: www.goldenpathgames.com -- www.playtherapyworks.com

CAPT CountDown

Top Ten Reasons to Join...

10. Staying professionally current in Play Therapy
9. Energy renewal and refreshment
8. CAPT members have fun
7. Leadership opportunities abound
6. CAPT Newsletter comes quarterly
5. Support and encouragement for Play Therapists
4. CAPT is dedicated to the well-being of therapists
3. Professional credibility
2. Discount on trainings
1. Excellent training right here in Colorado:
 - Annual Spring Conference
 - Annual Fall Conference
 - Nationally known presenters
 - Good food at conferences
 - Great networking with other professionals



(CAPT Pioneers...continued from Page 5)

Ed.-What are your strengths. What do you see as your unique contribution?

Jane: There was a specific occasion when John Morse said to me, “You are organized.” I am the detail person. I enjoy keeping up with research and the latest developments in the field, for example, about Release Play Therapy. Over the years, I’ve also come to more and more enjoy doing supervision of Play Therapists.

Something I’d still like to do is to go overseas and use my skills as Play Therapist to help with disaster relief.

Ed.-Shifting our focus to your role in starting CAPT, how did you and the others come together and decide to start CAPT?

Jane: All of us had worked for Child Safe at one time, and we’d all “graduated” from there. I was practicing with Lynda Schmaljohn, and Linda Simmons studied with Lynda Schmaljohn, and would work Saturdays. We’d all been working together on local projects, and we’d been to that Breckenridge APT Conference in 1991, and two of us already were members of APT. But we wanted to start our own state association. And in 1994, we decided to just get together and DO this.

Our mission was to expand educational opportunities in Colorado, and build an organization that would increase professional and public awareness about appropriate therapy for kids. Each of the four of us brought our strengths.

Ed.-How many members did you start with?

Jane: The first year we got about 50 members, and it grew from there.

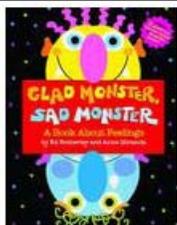
Ed.-What were those early days of CAPT like?

Jane: We met in a little building out behind of Lost and Found, where Sheryl Brickner found us some space, while we were getting organized. At the conferences, we saw that for many people there were moments of fresh insight and comprehension. People were hungry for education and for an organization offering support for Play Therapy.

Ed.-What did it take to start CAPT?

Jane: The four of us made a commitment and invested our time, and chose to work together as a team. We (mostly) set aside our egos. And we had to learn (as [fellow-founder] John [Morse] once expressed it) “...to forgive each other our idiosyncrasies.” The ability to work as a team is key.

(See CAPT Pioneers...continued on Page 9)



BOOK REVIEW

Glad Monster, Sad Monster: A Book About Feelings by Ed Emberley and Anne Miranda
Reviewed by Jennifer Shivey, Masters of Community Counseling Student, Regis University

About the Book – The book *Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda (2008) is a wonderful tool for therapists to use with preschool-aged clients. The book discusses feelings with the help of colorful, lovable monsters, and is a refreshing change from many of the books focused on teaching young children about feelings. The feelings illustrated are anger, love, sadness, worry, fear and silliness, all captured with age appropriate language and whimsical pictures of the monsters acting out the feelings. Discussing these feelings in a story format gives the child an opportunity to identify with a feeling they may not have had a name for, and creates room for further discussion of that feeling in a non-threatening manner. Not only is this book written so that preschool and early school age children can understand the concepts, it is also concise, colorful, and dynamic so it easily holds their attention. *Glad Monster, Sad Monster* also includes examples of situations that are common to many preschoolers, i.e.: a monster under the bed, spiders and saying goodbye.

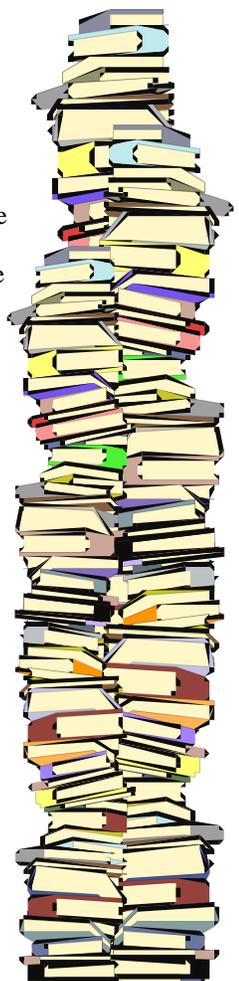
Application – A valuable addition to this book is the punch-out monster masks that are included. The therapist can set the masks out, and as the story is read, ask the child to find a mask that describes the feeling being discussed on that page. Not only does this give the child a chance to immediately apply what is being discussed, it adds an activity to the story. Simply by allowing the child to select a mask, therapists can also gain insight regarding the child’s emotional state and wellbeing.

This book could also be used in a group or family therapy setting. The masks could be passed out, and each person would be asked to respond to the activity described on the mask. For example, the sad mask says, “Pretend to be a sad blue monster. Have you ever been sad too?” This is a great opportunity for children to hear how other people describe and interpret their own feelings.

Where to Find It – This hardcover book was easy to find both online and at a local bookstore and was relatively inexpensive (around \$10). You can also look at the publisher’s web site, www.lb-kids.com, for more information. This book is a fantastic resource for anyone working with small children, and a great addition to the play therapist’s library.

Emberley, E. & Miranda, A. (2008). *Glad monster, sad monster: A book about feelings* (Rev. ed.). New York, NY: Little, Brown and Company.

(Book cover image obtained from <http://www.tatteredcover.com/book/9780316573955>)



(CAPT Pioneers...continued from Page 8)

Ed.-What were your challenges.

Jane: Because we were beginners, we made mistakes. For example, one year we got the brochure for the Spring Conference out late. My challenge was for us to deal with our mistakes in such a way that it's still o.k., and we could all learn from the mistakes.

Another early goal was to do outreach, and it has never been as successful as we'd desired.

Ed.-What kept you motivated?

Jane: People's feedback about the benefit they received from CAPT.

Ed.-What do you see as CAPT's most important contributions?

Jane: CAPT has increased awareness in Colorado about a child's need for developmentally appropriate treatment.

Ed.-What trends do you observe in the Play Therapy field?

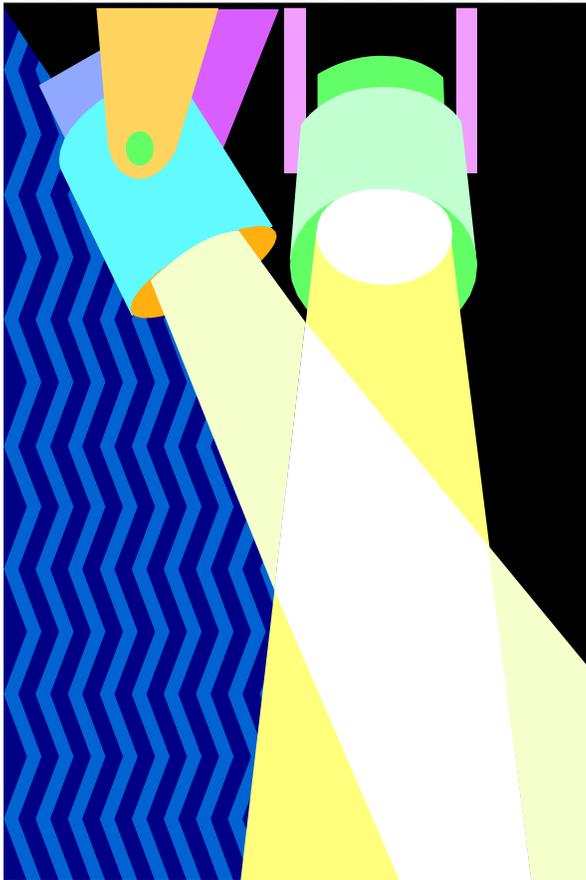
Jane: One thing that should have shifted since those early days—and has not— would be a shift to a larger group of volunteers. The CAPT Board is still a working board, and compared to APTs in other states, there are fewer volunteers in Colorado. Maybe it's time to stop and assess that. Maybe CAPT can learn from other state APTs. For example, in some states there is a committee of volunteers that completely takes over the task of doing the annual conference.

Secondly, we know that Play Therapy still has competition from other approaches to treating children, such as cognitive-behavioral therapy, or EMDR, to name two. That means there is still a need for strong and informed advocacy for Play Therapy.

I believe that the future of Play Therapy is in understanding brain research, and applying that information in the therapeutic use of play-based approaches. Because of research we now know, among other things, that children who play grow bigger brains, and we have new insight about the neurobiology of attachment, and how Play Therapy assists with that.

Ed.-Thank you for sharing your thoughts. Any concluding remarks?

Jane: CAPT will only be as strong as those who step up, volunteer and make it strong.



Spotlight on...

CAPT's Two Newly-Elected Directors

We are pleased to welcome the following two individuals, whom CAPT members have elected to serve to the CAPT Board:

Linda Klein has been in private practice at A Children's Counseling Center, in Colorado Springs, since 1990. She has a background in social work, and graduated with a Masters in Agency Counseling from University of Northern Colorado in 1990. She is a past board member of the Colorado Association for Play Therapy. Linda is a Registered Play Therapist/Supervisor, and specializes in Play Therapy, family therapy, filial therapy, therapy with young children, and attachment issues. She speaks at various professional conferences and workshops. Linda provides training and supervision for professionals.

Dr. Teresa Christensen is a recent transplant to Colorado, where she serves as an associate professor of Counselor Education and Chair of the Children and Adolescent Post-Graduate Certificate Program at Regis University in Denver. She is enthused about training future Play Therapists. In addition to her extensive background as an educator of counselors, Terry also built a successful private counseling practice in New Orleans, and has

published numerous journal articles and book chapters. She's served on several committees with the [national] Association for Play Therapy, and makes a practice of being involved in Play Therapy associations in the states where she resides.

Play Therapy Goes to Istanbul

As the wheels lifted off the ground on our flight leaving Denver, Byron and I looked at each other and said, “Here we go on Byron and Carol’s big adventure.” We had no idea what to expect as we departed to take our message about play therapy to Istanbul, Turkey. Would they be receptive to something that might be completely outside their experience? But then, after all, what **is** their experience? All we knew is that we were going to a Muslim country and **that** was outside **our** realm of experience. I made sure to take clothing of conservative colors with long skirts for our presentation days since I did not want to offend anyone’s cultural expectations.

Two groups were hosting us while we were in their country and we were presenting for each of them. The first was a private school system where they had asked us to present topics of interest to school counselors for nursery and primary school aged children. We were not absolutely certain what ages were represented within those parameters. But, nonetheless, we went prepared with what we thought they might like to hear. We emphasized activities that could be used in the classroom while gently moving into the topic of play therapy for children who might need more individualized help and ideas about how to recognize those children.

There were 500 teachers in attendance (all female) along with about ten ministers of education from the local to the national level. When we saw all the ministers, we began to realize this conference was more important than we had ever expected. The nerves started building. All the ministers in attendance were male and they left shortly after two of them gave short speeches. After we had arrived, we had also learned that there were four other presenters, two from Scotland and two from Chicago.

We had been met at the airport by one of the directors (principals) of one of their primary (elementary) schools. She was very pleasant and kept up a conversation with us for the entire two hours it took us to drive from the airport on the European side of Istanbul to the Asian side. After checking into the hotel, she and the driver took us out for a wonderful seafood dinner where we ate outdoors right by the Marama Sea. Little did we know, this was just our introduction to the incredible hospitality of the Turkish people. During the next week, we were treated as royalty by the administrators and staff of that very special school system. We toured their schools; we ate incredible meals at their schools, we presented at their conference and toured their amazing city. They also treated us to fantastic restaurants (several of whom were 2500 years old) where we were served traditional Turkish meals consisting of about 25 different food items that took us about three and a half hours to consume.

On the day we toured the schools, they asked if we would be willing to do a special presentation only for their school psychologists. They wanted more in depth information about play therapy. Again, the questions began for us, particularly after I spoke with one of them, asking how they treated cases of sexual abuse in their country. Her response indicated to me that we had better approach the topic lightly. She said, “We know it exists, but we just don’t talk about it.” However, Byron did talk with them about sexual abuse and how it appears in metaphor in a child’s play. He told several examples and showed a video tape from one of our trainings. They found it all fascinating and thought provoking..

Following that day, we became more involved with the second group that was sponsoring us. It was the Psychological Institute of Istanbul. They had set up an interview for us with a newspaper. The interview and photographs took the entire afternoon. Little did we know when we left home that we would be doing so many newspaper interviews and having our pictures taken so many times. I lost count of the number of interviews we did in the 12 days we were there. The last day, Fox News International came and filmed us during our presentation. They also filmed our friend in her play room with a child. We were all on their news that night. Wow!

(See Istanbul...continued on Page 11)



(Istanbul...continued from Page 10)



We did a two day workshop for the Psychological Institute. There were about 150 people in attendance, again most of them women. This group was quite different from the school group, however. We could tell they were much more experienced in working with abused children and were hungry for training and more skills in helping these children. The questions they asked were much like the questions we receive from groups here in this country. They were active and very interested in learning more.

Our overall impressions of the groups we worked with and the individuals we spoke with are that they are hungry for more training. They appear to be on the cusp of moving from the traditional schools of thinking of Skinner, Freud, Adler, etc. into more contemporary theorists. Socially, they also seem to be eager for progressing to recognizing and addressing feelings rather than their customary command, demand style of parenting and relating to children. While we were there, we learned the Turkish language has no word for “nurturing”. The closest word they have is “feeding”. So, all the talk we were doing about nurturing children was being interpreted as “feeding”. We had to learn to describe nurturing as if it were a new concept. We are certain Turkish mothers have been nurturing their infants for centuries, but to talk about nurturing them to help them recover from trauma seemed a new idea for them.

After hearing our two day workshop, the Psychological Institute has asked us to return as often as we can for more information sharing, but particularly for supervision. They want to put the theory into practice as quickly as possible. Their interest and enthusiasm is exciting to experience. We hope to be able to continue working with them for the next few years until they become comfortable with our model of play therapy and are prepared to teach and supervise it themselves.

Our big adventure was, indeed, a big adventure. We shared some of our knowledge. But in the process, we gained new knowledge ourselves and made some great friends along the way.

As a side note: the women there were very fashionably dressed. They wore bright colors and beautiful accessories. They even wore jeans. The more conservative of them still keep their hair covered **and** dress attractively.





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