

2017 SECOND JOINT NATIONAL CONFERENCE

MAKING CONNECTIONS IN PLAY AND THERAPY



PROGRAM

MAY 12-14, 2017

UBC ROBSON SQUARE, VANCOUVER, BC



Together we welcome our
keynote speakers:

DR. BRENDA WEINBERG

and

DR. JOHN ALLAN

together with

**MARY ANNE PARE MEd, RCC,
CPT-S**



Our conference aims to
exemplify all we hold in
common: our faith in the inner
healing potential of the psyche,
our passion for play and its
deep access to our creativity,
and our desire to meet with like
minds who share our field of
interest.



To register go to: <https://cast2016.wufoo.com/forms/z1399fw70ykl6y5>

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FRIDAY

Registration	17:00-18:00
Opening ceremony part 1	18:00-18:30 Singing
part 2	18:30-18:45 Figurines ceremony
Keynote: Dr. Brenda Weinberg	18:45-20:15
Wine and cheese	20:15-22:00

Keynote: Brenda Weinberg, EdD,	18:45-20:15
International Teaching Member, ISST	1.5 CEUS
General Member and Retired Teaching Member, CAST	1.5 SPCH
Retired Clinical Member, OSP	
Retired Registered Psychotherapist, CRPO	
Toronto, Ontario	

The "New" in Psychotherapy: Play and Sandplay Therapy

Invited to present this keynote, I noted a couple of phrases written by the conference committee: "to bring new and deeper experience of play and therapy into your daily life and work" and to "challenge you to new understandings of the work." These phrases guided my preparations for today.

Those of us familiar with Play and Sandplay Therapy know that the new, in terms of novelty, is an essential dimension of play and an active imagination. I wondered: "In what other ways do we encounter the new?"

Contemporary psychoneurobiological research has informed a paradigm shift in psychotherapy from the dominance of the verbal, conscious, analytical, rational left hemisphere to an implicit, unconscious, integrative, body-based, emotional right hemisphere (Schoore, 2012).

Understanding and incorporation of the new is challenging and sometimes daunting. Our journey together today as we explore play and healing—both old and new—may ease the way.

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Saturday

Registration:	8:30-9:00
Keynote: Dr. John Allan & Mary Anne Pare	9:00-10:30
Break	10:30-10:45
Session 1 (A<B<C<D<E)	10:45-12:30
Lunch	12:30-14:00
Session 2 (A<B<C<D<E)	14:00-15:30
Break	15:30-15:45
Session 3 (A<B<C<D<E)	15:45-17:15
Banquet	18:00-22:00

Keynote:	9:00-10:30
John Allan, PhD, Professor Emeritus UBC	1.5 CEUS
Mary Anne Pare, MEd, RCC, CPT-S	

Making Connections with Play Therapy

This year's conference theme of *Connections In Play and Therapy* sparked us to reminisce on the meaning of *connection* that emerged from our many experiences during 30 years of collaboration and 80 years of combined experience in the field of therapy. Our presentation looks at what is new, vibrant and meaningful in what we have learned about *connection* from our trainings, our clients, each other. We also ask what we have learned about ourselves.

We explore the *connections* between Jungian intrapsychic theory and Family Systems theory; between play therapy and family therapy. Drawing on case material with art and video, a Jungian serial drawing approach, and examination of the therapy process through the lens of transference and countertransference, we will delve into the mystery and *interconnectedness* that exists in the work we all do.

Session 1 (A)

10:45-12:30

1.5 CEUS

1.5 SPCH

Brenda Weinberg, EdD, CAST /ISST, OSP, Retired RP CRPO,
Toronto, Ontario

Play and Sandplay in the Process of Adam: "He's not a Misfit Anymore"

In my keynote presentation, I discussed aspects of "the new" in psychotherapy, including new experiences and understandings, and a new paradigm. The new, as I articulated it, involves changes in both client and therapist. In this "sequel" to my keynote, I will present some case material from the six-year process of a young boy who began Sandplay and Play Therapy with me when he was adopted at the age of 5-years-old, following much disruption and permanent separation from his biological mother, brother, and maternal grandparents.

Apparent in the Sandplay and Play Therapy images that I will share are indications of healing from early wounding and psychological development. Implicit in changes noted are the innate healing tendency of the psyche, as envisioned by Carl Jung, and the saliency of nonverbal communication, especially that which can occur through silence, and restraint against immediate interpretation by the therapist.

Session 1 (B)

10:45-12:30

1.5 CEUS

1.5 SPCH

Bea Donald, PhD, CCC, MFT, CAST/ISST (Chair)
Amarjit Chima, MSW, Chestermere, Alberta
Karen Nielsen, PhD, RCSW, Edmonton, Alberta
Cassandra White, MSc, RPsych

Explorations of Three Symbols – Sea, Wolf and Elephant – in Sandplay and Play Therapy

The process of uniting conscious and unconscious in symbolic play is a foundation of Kalfjian sandplay. In these presentations, three sandplay trainees will share their personal associations

with their chosen symbol, and will discuss how their discoveries through research into the literature on the symbol's cultural, religious and historical meanings have enlarged their experience of it. The session will begin with a short experiential exercise for all participants so that they may have their own personal direct experience of one of the symbols before they hear the presentations. Each presentation will be followed with a general discussion with participants. The session is chaired by Bea Donald, ISST/CAST teaching member, and will count as training hours toward certification with CAST and ISST.

Session 1 (C)

10:45-12:30

1.5 CEUS

Erin Bennetts, LCSW, RPT
Kelly Miller, LCSW, RPT
Littleton CO

The Brain at Play: The Healing Powers of Play Therapy

In recent years therapists have been given the gift of research to back up what they intuitively have known: PLAY HEALS. This workshop will take a close look at the current research in the field of interpersonal neurobiology and how it can be applied to play therapy. Apply this research to help answer the common questions: How and why does play therapy work? Explore the use of attachment, attunement, integration, and self-regulation in the therapeutic relationship.

Session 1 (D)

10:45-12:30

1.5 CEUS

Debra Olson-Morrison PhD, MSW, LCSW, RPT, MT-BC
Park University, Parkville, Missouri USA

Adults Need Play Too! Implementing Play Therapy with Adults with Developmental Trauma

"I don't know how to play." This statement is all too common among adults who've experienced complex developmental trauma. This session will provide theory, tools and

techniques to implement integrative play therapy in trauma treatment with adults. Grounded in neuroscience, the presenter will discuss the importance of play therapy in developmental remediation. Emphasis will be placed on the use of client-centered principles and techniques to engage adults in play therapy, such as placement of toys in the play room, inviting adults to play, and creating a facilitative environment for adult play therapy. Case study presentations support presentation material.

Session 1 (E)

10:45-12:30

1.5 CEUS

Joani Mortenson, MSW, RSW, E-RYT, RCYT, YACEP, Reiki Master/Teacher
White Rock, BC, Canada

*We Are SenseAble: Co-Regulation through Creative Energy Work,
Shamanistic & Ecstatic Practices that Foster Interoception Skills in Play
Therapy*

This experiential workshop will highlight simple, creative energy and ecstatic practices (Yoga, Meditation, Norse Shamanism, Cranial Sacral Chi Kung, & Reiki) that are adapted for children in the therapeutic context. Energy work is an important and creative component for children learning how to be self-caring as these practices facilitate self-knowing, self-awareness and self-love.

Participants will learn how to engage and co-regulate with children through practices that promote interoception. Interoception can be described as the capacity to sense and know one's dynamic interior world. Energy practices teach children how to understand and make connections in their own bodies, minds and spirits in a way that promotes sensory holism, regulation and integration.

To facilitate this workshop, I draw upon the work of Carl Jung, Wilhelm Reich, and Joseph Campbell to create a theoretical framework that provides guidance for working with the body, mythic practices and the symbolic as potent forms of transformational play.

Session 2/3 (A-3h)

14:00-17:15

3 CEUS

3 SPCH

Olga Lipadatova, PhD, RP, ATR-BC, CCC, CAST/ISST/TM
Guelph, Ontario

*Play and Sandplay therapy bring fairy tales back into life:
The Hero's Journey*

Olga will demonstrate how fairy tale motifs were expressed through play in the sandplay process of an adult male client. She will present theoretical material related to the stages of ego development and the Hero's Journey based on Neumann's evolutionary perspective. The developmental stages can demonstrate their "devouring" or "destructive" quality during transitions between stages. Olga will explore symbols expressing the "devouring" quality of, for example, the dragon, which she will discuss in the context of the Hero's journey. The theory will be accompanied by a presentation of the case of Alexander, a man with an immigrant background. The representations of fairy tales which he created throughout his sandplay process reflected his personal mythology and the battles he fought. This presentation demonstrates how to work with the symbolic contents of the client's therapeutic process from the perspective of ego development.

Session 2/3 (B-3h)

14:00-17:15

3 CEUS

3 SPCH

Sylvia Simonyi-Elmer, DCS, RP, ISST/CAST/TM, PTI-S
Kingston, Ontario

Experiencing the Liminal Area in Sandplay and Play Therapy

The *Liminal space* is a place between two worlds – the physical world and the psychological world. Clients use the physical world around them in order to reach the psychological world

of the unconscious during both a sandplay process and during play. It is often difficult to know where one world begins and *where one ends*. *It is as if these worlds become intertwined*. *This workshop is experiential*. It enables participants to engage with the physical material allowing this material to become *symbolic representations* of the psychological world. As a result of this experience participants will: 1. Learn to attune to clients nuances in therapy. 2. Become more immersed in a sandplay process and play therapy process by feeling reactions/action in subtle ways. 3. Hold the therapeutic space of silence.

Session 2/3 (C-3hr)

14:00-17:15

3 CEUS

Lorri Yasenik, PhD, RSW, RPT-S, CPT-S
Ken Gardener, MSc, RPsych, CPT-S
Rocky Mountain Play Therapy Institute (RMPTI),
Calgary, Alberta

Turning Points in Play Therapy: How Therapist use of Self Impacts the Relationship

What contributes to significant turning points in the play therapy process? How is it that a child moves from "safe play" to empowerment play? Turing points occur through the therapist-child relationship and the therapist's ability to sensitively read and respond to the child's cues.

Join the authors of *The Play Therapy Dimensions Model: A Decision-Making Guide for Integrative Play Therapists* (second edition) and explore ways to conceptualize and vitalize the play therapy relationship. The presenters will review variables related to the therapist's use of self and provide participants with a practical reflective tool. Through the use of video presentations and case examples, participants will deepen their thinking about how to follow the child's signals to match therapeutic use of self with a child client. In addition, emphasis is placed on the dimensions of consciousness and directiveness to further understand purposeful use of self and the impact on the therapist-child relationship.

Session 2/3 (D-3hr)

14:00-17:15
3 CEUS

Esther B. Hess, PhD, RPT-S
Los Angeles, California

DIR/Floor Time: A Developmental/Relational Play Therapy for ASD and Sensory Processing Challenges

It was previously believed that if an injury happens to one area of the brain, then that function is gone forever. We now know that the brain's capacity for adaptability, known as brain plasticity, means that given the right opportunities for neuronal growth, one area of the brain can take over the functioning of an area that had previously been damaged or delayed. For this new neuronal growth to occur, emotional experiences, full of affective co-regulated opportunities needs to happen. This workshop will offer a best practice approach to theoretical, conceptual, and practical understanding of the assessment and treatment of children and adolescents with autism spectrum disorder through the developmental relational technique known as DIR/Floor Time. Adaptations of clinical play therapy techniques utilizing Dr. Stanley Greenspan's Developmental, Individual Differences, Relationship Based Model (hereafter to be known as DIR) will be examined for uses with these children and adolescents in individual, family and group therapy contexts as the primary area of focus. Additionally, this course offers an interactive opportunity to understand the play therapist's role in the treatment of children/adolescents with ASD. Adaptations of this model will be examined through clinical footage. Additionally, attendees will present their own cases for further understanding of this treatment model.

Session 2/3 (E-3hr)

14:00-17:15
3 CEUS

Mary Ruth Cross MS, LMFT, NCC, RPT-S,
Leslie Baker MA, LMFT, NCC, CGT
California

Ignite Your Light: Play Therapy Approaches to Alleviate Stress and Burnout

Immersion in play therapy creates depth and healing however, the practitioners take on risk with the intensity of their craft. This workshop will ignite the light of self-care by applying play-based interventions; play therapy, expressive arts, mindfulness and meditation to treat and prevent burnout and compassion fatigue. Kottler (2001) describes burnout as “the single most common personal consequence of practicing therapy”. High incidence of suicide rates in social workers, high turnover rates in employment, high rates of burnout, and disruptive symptoms to personal lives resulting from traumatic stress (Figley, 2002; Pearlman, 1990; Cornille, 2002; Pryce, 2007; Valent, 2002). These issues all indicate the critical need for play therapists to attend to burnout and compassion fatigue. This workshop will explore and examine key indicators of burnout and compassion fatigue. This workshop will also review current research, laws, ethics and diversity issues. Playful approaches provide appealing strategies for increasing self-care.

Sunday

Registration:	8:30-9:00
Session 4 (A<B<C<D<E)	9:00-10:30
Break	10:30-10:45
Session 5 (A<B<C<D<E)	10:45-12:30
Closing remarks	

Session 4 (A)	9:00-10:30
	1.5 CEUS
	1.5 SPCH

Beatrice Donald, PhD, CCC, MFT, CAST/ISST
Vancouver, BC

The Presentation and Meaning of Creation Myths in Play Therapy, As Illustrated in Sandplay Process

I base my presentation on Carl Jung’s recognition of the significance of play in creating his personal myth, and his observation that mythological motifs in his patients’ fantasies and dreams signaled lived experiences that could help him understand their core problems and

facilitate their healing. I will show how in imaginative play children and adults spontaneously generate creation myth motifs that can be important indicators of a healing process underway.

Session 4 (B)

9:00-10:30

1.5 CEUS

1.5 SPCH

Barbara Dalziel, BHScPT, OPQ, APQ, Montreal, Quebec (chair)

Laurie Crawford, MSW RSW, Quesnel, BC

Patricia Opyr, MEd, Edmonton, Alberta

Lezli Wrixon, MACP, RCC, CPT, Fort St. John BC.

Explorations of Three Symbols – Wizard, Ladybird and Water – in Sandplay and Play Therapy

Experiencing symbols and their meanings is central to learning about how our clients communicate nonverbally with us in both play therapy and Kalfian sandplay. In this presentation three sandplay therapy trainees will present their personal experiences of, and research into a symbol of their choice. Having explored the symbol through collage, creative writing and literature research each presenter will share important aspects they have experienced and discovered in the symbols of Wizard, Ladybird and Water. The session will begin with an experiential for all participants so that they may have a direct experience of one of the symbols before the presentations are made. The session will be chaired by Barbara Dalziel, ISST/CAST teaching member, and will count as training hours towards certification.

Session 4 (C)

9:00-10:30

1.5 CEUS

Erin Bennetts, LCSW, RPT

Kelly Miller, LCSW, RPT, Littleton CO

How Old Am I? Play Therapy With Adolescents

Working with adolescents in therapy can be challenging, frustrating, and at times feel helpless. Ever wonder why? Working with adolescents requires the therapist to understand early childhood developmental tasks as well as the rapidly changing adolescent brain. This workshop will take a close look at the current brain research and its applications to working with adolescents. Participants will learn how to assess the developmental age of the client based on presenting symptoms and themes that arise throughout assessment and treatment planning. We will explore play therapy interventions that can promote engagement in treatment and progress towards identified treatment goals. Approaching work with adolescents from a brain-based framework promotes healing from the inside out.

Session 4 (D)

9:00-10:30

1.5 CEUS

Karen Pernet LCSW RPT-S
Oakland CA

You are Our Lifeguards: Filial Play Therapy with an Adoptive Family

Filial Therapy, developed in the mid-60s by Louise and Bernard Guerney, is an excellent modality for treating developmental and attachment trauma and simultaneously deepening the parent-child bond. Filial Therapy focuses on the dyadic parent-child relationship and on supporting parents as the agents of change. Filial Therapy theory will be reviewed using a case example of a foster/adopt family to illustrate the process. The family consists of two young brothers and their loving, dedicated parents. The older sibling is an internalizer with dissociative characteristics; the younger struggles with limits and emotional regulation. The presentation will demonstrate how this modality deepens attachment between each parent and child dyad in the family, provides parenting skills responsive to the individual child and supports an open relationship between parent and professional.

Included are a review of Filial, videos and additional directive interventions.

Session 4 (E-3Hr)

9:00-12:30

3 CEUS

Christopher Conley, MA, RCC, RMFT, RPT-S, CPT-S,
Grove Centre, Burnaby, BC

*Introduction to Filial Therapy: Engaging Caregivers in a Child's Play
Therapy Process*

Filial therapy is an integration of family therapy and play therapy that addresses children's emotional and behavioural problems and family issues and improves the parent-child relationship and family interaction. It is a psycho-educational family intervention whereby the therapist trains and supervises caregivers in special child-centred play sessions with their children, thus engaging parents as partners in the therapeutic process and empowering them to be the primary change agents for their own children. It was developed by Louise and Bernard Guerney and has been further promoted by Rise VanFleet, a prominent filial therapy instructor and author. There is considerable research that confirms its effective use in promoting long term positive change in children and families.

Session 5 (A)

10:45-12:30

1.5 CEUS

1.5 SPCH

Barbara Dalziel, BHScPT, OPQ, APQ, ISST/CAST
Montreal, Quebec

*Whispers In Images: Listening To Our Felt Sense During Play and Sandplay
Therapy*

Sandplay therapy literature throughout the years has demonstrated the importance of approaching play and its images with a felt sense, helping to keep the energy alive in the image. In our North American culture and a work environment of evidence-based practice, it

is easy to allow our thinking to jump in prematurely to prove itself. However, the meaning that a client's image or play can convey to the therapist through feeling, sensation and intuition, must be respected first, before any thought or analysis can be safely engaged. During this presentation the importance of this first, more intuitive process will be supported through a review of the literature. Participants will then be given the opportunity to respond to a sample of client images and to share those responses in order to confirm the importance of feeling, sensation and intuition in a mindful initial approach to images in therapy.

Session 5 (B)

10:45-12:30

1.5 CEUS

Madeleine De Little, PhD, MTC, Fort Langley, BC

Expressing Our Spiritual Essence In Play Therapy Through The Use Of The Sand Tray

A spiritual experience can result from receiving positive emotions from another: faith, hope, love, forgiveness, gratitude, compassion, awe, and especially joy. Nurturing, playing laughing, caring create a response in the brain similar to that created by meditation and prayer by stimulating the parasympathetic nervous system, slowing the heart rate and lowering blood pressure.

This workshop will involve slides of children and adult work to illustrate how the sand tray affords an awakening of our very essence, or life force. Throughout the workshop you will learn how to combine the latest neuroscience, attachment theory and the Satir model in the sand tray to facilitate profound 'ah ha' spiritual moments of self-understanding, transformation and deep connection to a sense of peace.

Session 5 (C)

10:45-12:30

1.5 CEUS

Jessica Ferguson-King, MCP, RCC, CCC
Ottawa, ON/Vancouver, BC

Using Play Therapy to Embrace and Enhance Connection in Unique Child and Family Group Settings

Play therapy in group settings offers extraordinary opportunities for connection as well as unique challenges. Real-world examples from existing play-based group counselling programs (Social Skills Groups for Children and their Families and Social-Emotional Wellness for Syrian Refugee Families) will be explored to offer practical and adaptable ideas for creating optimal conditions for connection in diverse settings. Strategies related to establishing a therapeutic play space in unique environments, identifying developmentally appropriate supplies and activities, enhancing connection between children and their families and how to support, sustain and apply in-group connection to other contexts will be explored. The existing insights, lived experience and expertise in the room will be used to identify common group “growing edges” and explore creative solutions for use in varied therapeutic settings.

Session 5 (D)

10:45-12:30

1.5 CEUS

Heidi McCurdy, BFA, Certified Expressive Arts Therapist

Musical Playground - Connecting Through Sound and Song in Play Therapy

In this experiential workshop, participants will explore play-based musical activities for self-expression, personal growth and creating community. I will share methods of inspiring spontaneous music-making using voice and a variety of instruments suitable for all ages. Participants will leave with a toolkit of flexible processes that require little to no skill.