

Edited by
Charles E. Schaefer
Athena A. Drewes

**Second
Edition**

The
Therapeutic
Powers
of
Play

20 Core
Agents of
Change

WILEY

Contents

[Cover](#)

[Praise for *The Therapeutic Powers of Play: 20 Core Agents of Change, Second Edition*](#)

[Title Page](#)

[Copyright](#)

[Dedication](#)

[Preface](#)

[Acknowledgements](#)

[About the Editors](#)

[About the Contributors](#)

[Chapter 1: Introduction: How Play Therapy Causes](#)

[Therapeutic Factors](#)

[Therapeutic Powers of Play](#)

[How Best to Use the Material in This Book](#)

[References](#)

[Part I: Facilitates Communication](#)

Chapter 2: Self-Expression

Why Is Self-Expression Therapeutic?

Empirical Support of the Power of Self-Expression in Play Therapy

Role of Self-Expression in Facilitating Change Strategies and Techniques in Facilitating Self-Expression

Applications

Clinical Vignettes

Summary

References

Chapter 3: Access to the Unconscious

Introduction

The Power of Play Therapy to Access the Unconscious

Empirical Support

The Role of Accessing the Unconscious in Causing Change

Strategies and Techniques

Clinical Applications and Clinical Vignettes

Summary

References

Chapter 4: Direct Teaching

Introduction

Role of Direct Teaching in Causing Change

Strategies and Techniques

Empirical Support

[Clinical Applications](#)

[Vignette](#)

[Summary](#)

[References](#)

[Chapter 5: Indirect Teaching](#)

[Introduction](#)

[Indirect Teaching](#)

[Empirical Support](#)

[Role of Indirect Teaching in Causing Change](#)

[Strategies and Techniques](#)

[Clinical Applications and Vignettes](#)

[Conclusion](#)

[References](#)

[Part II: Fosters Emotional Wellness](#)

[Chapter 6: Catharsis](#)

[Introduction](#)

[Description of Catharsis](#)

[Empirical Support](#)

[Role of Catharsis in Causing Change](#)

[Clinical Applications](#)

[Techniques](#)

[Contraindications](#)

[Clinical Vignettes](#)

[References](#)

[Chapter 7: Abreaction](#)

[Introduction](#)

[Description of Abreaction](#)

[Empirical Support](#)

[Role of Abreaction in Causing Change](#)

[Strategies and Techniques](#)

[Clinical Applications and Clinical Vignettes](#)

[References](#)

[Chapter 8: Positive Emotions](#)

[Introduction](#)

[Description of Positive Emotion](#)

[Empirical Support](#)

[Role of Positive Emotion in Causing Change](#)

[Strategies and Techniques](#)

[Clinical Applications and Clinical Vignettes](#)

[References](#)

[Chapter 9: Counterconditioning Fears](#)

[Description of Counterconditioning Fears](#)

[The Role of Counterconditioning Fears in Causing Change](#)

[Play Strategies and Techniques](#)

[Empirical Support](#)

[Clinical Applications](#)

[Case Vignettes](#)

[Conclusion](#)

[References](#)

[Chapter 10: Stress Inoculation](#)

[Description of Stress Inoculation](#)
[Empirical Support for Stress Inoculation](#)
[Role of Stress Inoculation in Causing Change](#)
[Strategies and Techniques](#)
[Clinical Vignettes](#)
[Conclusion](#)
[References](#)

[Chapter 11: Stress Management](#)

[Introduction](#)
[Description of Stress Management](#)
[Empirical Support](#)
[Role of Stress Management in Causing Change](#)
[Strategies and Techniques](#)
[Clinical Applications and Clinical Vignettes](#)
[References](#)

[Part III: Enhances Social Relationships](#)

[Chapter 12: Therapeutic Relationship](#)

[Introduction](#)
[Description of the Therapeutic Relationship](#)
[Empirical Support](#)
[Role of the Therapeutic Relationship in Causing Change](#)
[Strategies and Techniques](#)
[Clinical Applications and Clinical Vignettes](#)
[Conclusion](#)
[References](#)

Chapter 13: Attachment

Introduction

Description of Attachment

Empirical Support

The Role of Attachment in Causing Change

Strategies and Techniques

Clinical Applications and Clinical Vignette

Conclusion

References

Chapter 14: Social Competence

Introduction

Description of Social Competence

Empirical Support

Role of Peer Relationships in Causing Change

Strategies and Techniques

Clinical Applications and Clinical Vignettes

Conclusion

References

Chapter 15: Empathy

Introduction

Description of Empathy

Empirical Support

Components of Empathy

Role of Empathy in Causing Change

Strategies and Techniques

Clinical Applications

Summary

References

Part IV: Increases Personal Strengths

Chapter 16: Creative Problem Solving

Introduction

Description of Creative Problem Solving

Role of Creative Problem Solving in Causing Change

Clinical Applications

Empirical Support

Clinical Vignette

References

Chapter 17: Resiliency

Description of Resiliency

Role of Resiliency in Causing Change

Clinical Applications

Empirical Support

Clinical Vignette

References

Chapter 18: Moral Development

Description of Moral Development

Empathy

Neurobiology

Role of Moral Development in Causing Change

Individual Play Therapy Techniques

Group Play Therapy Techniques

[Child-Parent Relationship Therapy](#)
[Clinical Vignettes](#)
[Applications](#)
[References](#)

[Chapter 19: Accelerated Psychological Development](#)

[Introduction](#)
[Importance of the Specific Power](#)
[Empirical Support](#)
[Role of Accelerated Psychological Development in Causing Change](#)
[Strategies and Technique](#)
[Clinical Applications and Clinical Vignettes](#)
[References](#)

[Chapter 20: Self-Regulation](#)

[Introduction](#)
[The Power of Self-Regulation](#)
[Executive Function Allows for Goal-Directed \(Intentional\) Behavior](#)
[An Experience of Empowerment: Emphasizing the "Self" in Self-Regulation](#)
[Empirical Support: What the Research Shows](#)
[A Developmental Perspective: How Self-Regulation Is Internalized](#)
[The Zone of Proximal Development](#)
[The "Future Child"](#)

[The Role of Play in the Development of Self-Regulation](#)

[Strategies for Assessment and Treatment:](#)

[Staying in the Zone](#)

[Summary](#)

[References](#)

[Chapter 21: Self-Esteem](#)

[Introduction](#)

[Description of Self-Esteem](#)

[Empirical Support](#)

[Role of Self-Esteem in Causing Change](#)

[Strategies and Techniques](#)

[Clinical Applications and Clinical Vignettes](#)

[Conclusion](#)

[References](#)

[Author Index](#)

[Subject Index](#)

Praise for *The Therapeutic Powers of Play: 20 Core Agents of Change, Second Edition*

“This first chapter of this book uses the concept of ‘therapeutic factors’ to create a very logical framework/rationale for pulling together the theories and techniques one might integrate into a prescriptive approach to play therapy. This is incredibly useful as it allows therapists to tailor their work to the needs of their child clients in a logical and systematic way. The remaining chapters describe some of those therapeutic factors and play strategies from which the prescriptive play therapist might draw in creating individualized treatment approaches.”

Kevin O'Connor, PhD
Distinguished Professor
California School of Professional Psychology
at Alliant International University

“The hallmark of a good play therapist is a clear understanding of why play interventions are pertinent, how they work to foster therapeutic change, and how to select and facilitate play therapy processes in ways that are theoretically grounded and empathically attuned to their clients' needs. *The Therapeutic Powers of Play* provides breadth and depth in exploring the essential features of play operating within the therapy process. Each chapter describes a fundamental therapeutic power of play, empirical support for it, its role in bringing about change, and case material to illustrate. This volume provides a key avenue for play therapists to understand the inner workings of their craft, and thereby, to enhance

their use of play therapy with a wide range of client challenges.”

Risë VanFleet, PhD, RPT-S, CDBC
Author of *Child-Centered Play Therapy;*
Filial Therapy: Play Therapy With Kids and Canines, and
Others
President, Family Enhancement and Play Therapy Center
Past Chair of the Board, the Association for Play Therapy

The Therapeutic Powers of Play

20 Core Agents of Change

Second Edition

Charles E. Schaefer
Athena A. Drewes

WILEY

This book is printed on acid-free paper. ©

Copyright © 2014 by John Wiley & Sons, Inc. All rights reserved.

Published by John Wiley & Sons, Inc., Hoboken, New Jersey.

Published simultaneously in Canada.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, (978) 750-8400, fax (978) 646-8600, or on the web at www.copyright.com. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, (201) 748-6011, fax (201) 748-6008.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold with the understanding that the publisher is not engaged in rendering professional services. If legal, accounting, medical, psychological, or any other expert assistance is required, the services of a competent professional person should be sought.

Designations used by companies to distinguish their products are often claimed as trademarks. In all instances where John Wiley & Sons, Inc. is aware of a claim, the product names appear in initial capital or all capital letters. Readers, however, should contact the appropriate companies for more complete information regarding trademarks and registration.

For general information on our other products and services, please contact our Customer Care Department within the United States at (800) 762-2974, outside the United States at (317) 572-3993 or fax (317) 572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. If this book refers to media such as a CD or DVD that is not included in the version you purchased, you may download this material at <http://booksupport.wiley.com>. For more information about Wiley products, visit www.wiley.com.

Library of Congress Cataloging-in-Publication Data:

Schaefer, Charles E.

The therapeutic powers of play : 20 core agents of change / Charles E. Schaefer, Athena A. Drewes. — Second edition.

pages cm

Includes bibliographical references and index.

ISBN 978-1-118-33687-8 (pbk.)

ISBN 978-1-118-41658-7 (ebk.)

ISBN 978-1-118-66211-3 (ebk.)

ISBN 978-1-118-422020-1 (ebk.)

1. Play therapy. 2. Play therapy—Methodology. I. Drewes, Athena A., 1948- II. Title.

RJ505.P6S28 2014

618.92'891653—dc23

2013007485

*This book is dedicated to a clearer, more understandable,
and
more effective application of the therapeutic powers of
play by everyone.*

Preface

Numerous reviews of play therapy outcome research have shown that play therapy is effective, with effect sizes ranging from medium to large (Bratton, Ray, Rhine, & Jones, 2005). The question remains, however, *why* and *how* does play therapy work? It is necessary to study the mechanism of change underlying play therapy to understand the specific forces that cause therapeutic improvement in a client. The goal of *The Therapeutic Powers of Play: 20 Core Agents of Change, Second Edition* is to provide the reader with a comprehensive understanding of the active ingredients in play that produce therapeutic change.

The basic purpose of psychotherapy is to bring about change for the client. Thus, the identification of the change agents in play is of central importance to child and adolescent practitioners. We believe these therapeutic powers of play constitute play therapy's innermost core, its essence, its "heart and soul"!

Many leaders in the field of psychotherapy, including Alan Kazdin (2003) and Irving Yalom (1985), have proposed that the study of change agents is the best way to improve clinical practice. Such study, they maintain, fosters a more targeted and efficient treatment delivery. Clearly, a greater understanding of the active forces of change in child and play therapy will not only broaden practitioners' repertoire of treatment strategies but aid their ability to tailor them to meet the needs of individual clients.

Schaefer (1993) was the first to present a list of the major therapeutic powers of play, including self-expression, relationship enhancement, abreaction, and attachment formation. This second edition of *The Therapeutic Powers of Play* will further clarify and deepen our knowledge of the

core healing powers of play ([Table P.1](#)) in light of accumulating clinical experience and research findings.

[Table P.1](#) Major Therapeutic Powers of Play.

<ol style="list-style-type: none">1. IntroductionI. Facilitates Communication2. Self-Expression3. Access to the Unconscious4. Direct Teaching5. Indirect TeachingII. Fosters Emotional Wellness6. Catharsis7. Abreaction8. Positive Emotions9. Counterconditioning of Fears10. Stress Inoculation11. Stress ManagementIII. Enhances Social Relationships12. Therapeutic Relationship13. Attachment14. Social Competence15. EmpathyIV. Increases Personal Strengths16. Creative Problem Solving17. Resiliency18. Moral Development19. Accelerated Psychological Development20. Self-Regulation21. Self-Esteem
--

The basic premise of this book is that play is not just a medium or context for applying other interventions but that inherent in play behaviors are a broad spectrum of active forces that produce behavior change. It is hoped that through a better understanding of these change agents, practitioners can become better clinicians, as well as researchers better able to hone their studies to isolate and validate how and why change occurs.

In reading the second edition, one might focus in isolation or in combination on the specific powers that one would like

to understand more fully and implement more effectively. Other readers will want to read the entire book so as to develop a wider repertoire of the therapeutic powers of play to use in their clinical practice. The book also serves as a practical reference for identifying and applying the power(s) of play best suited for treating specific presenting problems of children and adolescents. Each chapter offers suggested practical techniques and applications, along with clinical case vignettes from various theoretical viewpoints that help illustrate each therapeutic power and how to maximize its benefits. As a result, this volume should become an invaluable resource for play and child therapists of all levels of experience and of all theoretical orientations.

Charles E. Schaefer
Athena A. Drewes

References

- Bratton, S., Ray, D., Rhine, T., & Jones, L. (2005). The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional Psychology: Research and Practice, 36*(4), 376-390.
- Kazdin, A. (2003). Delineating mechanisms of change in child and adolescent therapy: Methodological issues and research recommendations. *Journal of Child Psychology and Psychiatry, 44*(8), 1116-1129.
- Schaefer, C. E. (1993). *Therapeutic powers of play*. Northvale, NJ: Aronson.
- Yalom, I. D. (1985). *The theory and practice of group psychotherapy*. New York, NY: Basic Books.

Acknowledgments

We want to express our gratitude to our editor, Rachel Livsey. This book would not exist had it not been for her constant encouragement and guidance. We would also like to thank Amanda Orenstein at John Wiley & Sons for her editing assistance from draft to final copy.

About the Editors

Charles E. Schaefer, PhD, RPT-S is professor emeritus of psychology at Fairleigh Dickinson University in Teaneck, New Jersey. He is co-founder and director emeritus of the Association for Play Therapy. He is also founder of the Play Therapy Training Institute in New Jersey and the International Play Therapy Study Group held annually throughout the world.

Among his books on play therapy are: *Play Therapy for Preschool Children; Empirically-Based Play Interventions for Children; Contemporary Play Therapy; Short-Term Play Therapy for Children; The Playing Cure: Individualized Play Therapy for Specific Childhood Problems; Game Play; 101 Favorite Play Therapy Techniques; Adult Play Therapy; Adolescent Play Therapy; Play Therapy for Very Young Children; and Play Diagnosis and Assessment*. In 2006, he received the Lifetime Achievement Award from the Association for Play Therapy. Dr. Schaefer is a frequent presenter at national and international play therapy conferences. He has been a guest on the *Good Morning America, Today, and Oprah Winfrey* TV shows. His private practice in clinical child psychology is located in Hackensack, New Jersey.

Athena A. Drewes, PsyD, RPT-S is a licensed child psychologist, certified school psychologist, and registered play therapist and supervisor. She is director of clinical training and APA-accredited doctoral internship at Astor Services for Children & Families, a large multiservice nonprofit mental health agency in New York. She has more than 30 years' clinical experience in working with sexually abused and traumatized children and adolescents in school, outpatient, and inpatient settings. Dr. Drewes has worked

more than 17 years with therapeutic foster care children in treatment. Her treatment specialization is children with complex trauma, sexual abuse, and/or attachment issues.

She is a former board of director of the Association for Play Therapy (2001-2006) and founder/past president of the New York Association for Play Therapy (1994-2000) and its newly elected president. She has written extensively about play therapy and has been a sought-after invited guest lecturer on play therapy throughout the United States, England, Wales, Taiwan, Australia, Ireland, Argentina, Italy, Denmark, Mexico, and Canada.

About the Contributors

Kristin Bemis, MEd, LPC, RPT has been working at Children's Medical Center in Dallas in various capacities for more than 10 years, and is currently a clinical therapist on the psychiatry consult team providing play therapy and consultation services to families and children with a wide range of medical and mental health diagnoses. Additionally, she has served on the board of directors for the Texas Association for Play Therapy and is active in presenting at the local, state, and national levels.

Mary Morrison Bennett, PhD, LPC-S, RPT-S is an associate professor in the professional counseling program at Texas State University-San Marcos. Dr. Bennett is the director of the Texas State Institute for Play Therapy. She is a past president of the Texas Association for Play Therapy. Dr. Bennett has presented on play therapy across the United States and in England, Ireland, and Russia. She provides play therapy and serves as the mental health consultant for children at an orphanage in Port-au-Prince, Haiti. Her research interests include international adoption, trauma, and the play therapy process.

Angela M. Cavett, PhD, RPT-S is a child and adolescent psychologist and registered play therapist-supervisor. She is co-owner of Beacon Behavioral Health Services and Training Center in West Fargo, North Dakota, where she provides psychological evaluation as well as individual, family, and play therapies. She is on the adjunct faculty at the University of North Dakota. She provides training internationally on child psychopathology and treatment. She is the author of *Structured Play-Based Interventions for Engaging Children and Adolescents in Therapy* and *Playful Cognitive Behavioral Techniques for Children* (in press).

David A. Crenshaw, PhD, ABPP is the clinical director of the Children's Home of Poughkeepsie, New York. He is past president of the New York Association for Play Therapy, Fellow of APA, and fellow of the Division of Child and Adolescent Psychology. Crenshaw is the author or editor of several books on play therapy, child trauma, and aggression in children. His latest co-edited book with Cathy Malchiodi is *Creative Arts and Play Therapy with Attachment Trauma* (2013, Guilford Press).

Athena A. Drewes, PsyD, RPT-S is director of clinical training and APA-accredited doctoral internship, and clinician, at Astor Services for Children & Families, New York. She served on the board of directors of the Association for Play Therapy; founder, founding president, and current president of the New York Association for Play Therapy. With 30-plus years of clinical experience, she is a prolific writer of articles and chapters on play therapy and is the editor/co-editor of six books on play therapy, including *Blending Play Therapy with Cognitive Behavioral Therapy* and *Integrative Play Therapy*. She is a renowned national and international guest lecturer on play therapy.

Stephanie Eberts, PhD is an assistant professor at Texas State University in the professional counseling program. She worked in K-12 schools for 10 years prior to becoming a counselor educator. She has written and presented in the areas of play, school counseling, and group work.

Lennis Echterling, PhD is director and professor of counseling at James Madison University. He has more than 30 years of experience in promoting resilience, particularly following crises and disasters throughout the United States, Latin America, Europe, the Middle East, and India. His books include *Crisis Intervention: Promoting Resilience and Resolution in Troubled Times* and *Thriving! A Manual for Students in the Helping Professions*. Dr. Echterling has

received the James Madison University's Distinguished Faculty Award, Virginia Counselors Association's Humanitarian Award, the national Counseling Vision and Innovation Award, and Virginia's Outstanding Faculty Award.

Theresa Fraser, MA, CPT-S is a Canadian play therapist and international presenter who specializes in working with adoptive and foster children and their families. She has published two books, *Billy Had to Move* and *Adopting a Child With a Trauma and Attachment Disruption History*. Theresa is also full-time professor at Sheridan College and the current president of the Canadian Association for Child and Play Therapy. She and her husband have also been treatment foster parents for more than 20 years.

Diane E. Frey, PhD, RPTS. is professor emeritus at Wright State University, licensed psychologist and private practitioner for 40 years in Ohio. Dr. Frey served on the board of the Association for Play Therapy and the editorial board of the *International Journal of Play Therapy*. She received APT's Lifetime Achievement Award. She is author/co-author of 17 books, and of numerous chapters and journal articles, writing primarily on self-esteem, play therapy, and psychosocial needs of the gifted. Dr. Frey appeared on ABC News *20/20* and NPR speaking on self-esteem and adult play therapy. She is an internationally and nationally recognized speaker on play therapy.

Richard L. Gaskill, EdD, LCP, RPT-S, has worked in mental health for more than 38 years. Currently he serves as clinical director of Sumner Mental Health Center in Wellington, Kansas. He is a psychotherapist, counselor, and RPT-S. Dr. Gaskill teaches play therapy at Wichita State University and was named Fellow of the Child Trauma Academy in 2004. He received the Chairman's Award from Future's Unlimited in 1997 and the Kansas Head Start Partner of the Year in 2005. Dr. Gaskill has published articles

and book chapters on the neurobiology of play therapy and has lectured extensively in the United States, Canada, and Australia.

Terry Kottman, PhD, NCC, RPT-S, LMHC founded the Encouragement Zone, where she provides play therapy training and supervision, life coaching, counseling, and “playsshops” for women. Terry developed Adlerian play therapy, an approach that combines the ideas and techniques of individual psychology and play therapy. She regularly presents workshops and writes about play therapy, activity-based counseling, school counseling, and life coaching. She is the author of *Partners in Play*, *Play Therapy: Basics and Beyond*, and several other books.

Julie Nash, PhD, RPT-S is a licensed clinical psychologist. She works at the Community Health Center, Inc. as the foster care clinic coordinator and training director for the psychology postdoctoral residency training program. As such, Dr. Nash provides psychological assessments and therapy services as well as supervises postdoctoral residents. She is also an associate faculty member at Post University. She has co-authored a number of book chapters regarding play therapy, especially on its use with social skills development. Dr. Nash serves on the New England Association for Play Therapy board of directors and is a reviewer for *Play Therapy* magazine.

Jill Packman, PhD, RPT-S is a licensed psychologist and registered play therapist supervisor. She is associate professor at the University of Nevada.

Eileen Prendiville is the course director for the MA in humanistic and integrative psychotherapy and play therapy, and for the postgraduate diploma in child psychotherapy and play therapy at the Children's Therapy Centre in Ireland. She was a founder member of the Children at Risk in Ireland Foundation and was its national clinical director until 2004.

She is a psychotherapist, play therapist, supervisor, and teacher. She is the current chairperson of the Irish Association of Humanistic & Integrative Psychotherapy. Her first co-edited book, *Play Therapy Today: Contemporary Practice With Individuals, Groups and Carers* is due for release by Routledge in 2014.

Siobhan Prendiville, MEd, diploma play therapy and psychotherapy, is a teacher, psychotherapist, and play therapist who specializes in the use of play in education and in therapy. She currently teaches in a primary school and delivers specialized training in a wide range of institutions in Ireland. She lectures in a master's of arts program in humanistic and integrative play therapy and psychotherapy and is involved in training teachers in pilot programs to influence the teaching methodologies utilized in Irish primary schools. In addition to her teaching positions, she maintains a private play therapy practice.

Sandra W. Russ, PhD is professor of psychology at Case Western Reserve University. She has served as president of the Society for Personality Assessment, and Division of Aesthetics, Creativity and the Arts in the APA. Her research has focused on pretend play, creativity, and adaptive functioning in children. She developed the Affect in Play Scale, which assesses pretend play in children. She is author of several books, including *Play in Child Development and Psychotherapy: Toward Empirically Supported Practice* (2004, Erlbaum), and Russ and Niec (Eds.), *Play in Clinical Practice: Evidence-Based Approaches* (2011, Guilford Press).

Charles E. Schaefer, PhD, RPT-S is professor emeritus of psychology at Fairleigh Dickinson University in Teaneck, New Jersey. He is co-founder and director emeritus of the Association for Play Therapy in Fresno, California. Dr. Schaefer is the author/editor of more than 60 books, including *Foundations of Play Therapy, 2nd Edition*,

Empirically Based Play Interventions for Children, and Play Therapy for Very Young Children.

John W. Seymour, PhD, LMFT is professor of counseling at Minnesota State University, Mankato, where he teaches graduate courses in family therapy, play therapy, and clinical supervision. He has been a family therapist for more than 30 years and has served in a variety of practice settings such as agencies, residential treatment centers, and private practice. Professional publications and presentations have included topics such as counselor ethics, clinical supervision, resiliency, families facing chronic illness, and play therapy. Along with his teaching, he continues to work with children, teens, and their families at the Journeys Toward Healing Counseling Center in Mankato.

Anne Stewart, PhD, professor at James Madison University, has implemented projects addressing man-made and natural disasters in Cambodia, Jordan, and Vietnam and served as a consultant following Hurricane Katrina, the 9/11 attacks, the Virginia Tech University and Sandy Hook School shootings, and other catastrophic events. She has authored book chapters and articles on play therapy, crisis intervention, resilience, and supervision. Anne is a recipient of the Association for Play Therapy's Distinguished Service Award and the Virginia Outstanding Faculty Award. She is founder of the Virginia Association for Play Therapy and has been a playful practitioner of play therapy for 25 years.

Aideen Taylor de Faoite, educational psychologist and play therapist, has worked with children in health and educational settings for more than 25 years. She has a number of publications, with the most recent being her book *Narrative Play Therapy, Theory and Practice*. Aideen continues to explore and develop methods of using play to support children's well-being.

Kathleen S. Tillman, PhD, is an assistant professor of psychology at the State University of New York at New Paltz where she teaches future school and mental health counselors courses about play therapy and disorders of childhood. She has worked in residential treatment centers with child survivors of trauma and abuse and has co-authored treatment manuals for clinicians assisting children and families after disasters. She recently authored a book, *Group Counseling with Elementary Students*.

Tammi Van Hollander, LCSW, RPT, is an associate at the Center for Psychological Services in Ardmore, Pennsylvania. She has spent more than 20 years working with children, families, and individuals. She has presented lectures and workshops to professionals throughout the nation both independently and with Cross Country Education.

Claire Wallace, BS, is a graduate student in the doctoral program in clinical psychology at Case Western Reserve University, specializing in working with children and families. She works with Dr. Sandra Russ, studying pretend play and creativity in children. Her current research project, her master's thesis, is a longitudinal study examining correlates of children's early pretend play, including later resiliency, creativity, and coping ability. Claire plans to continue researching pretend play and its potential role in the clinical treatment of young children.

William F. Whelan, PsyD, is co-director of the Mary D. Ainsworth Child-Parent Attachment Clinic in Charlottesville, Virginia. Bill was a faculty member at the University of Virginia School of Medicine (14 years in pediatrics and psychiatric medicine), and now provides teaching and consultation services regarding the use of assessment instruments and evidence-based intervention protocols for at-risk children and their caregivers. He has had research funding from the NIH and has written articles and book