

The Play Therapy Path



A Podcast on Child-Centered Play Therapy by School Counselors-in-Training

Co-Hosted By: Mikey Hernandez, DeJah Muldrew, Nancy Luna, and Sandi Lo

What is Child-Centered Play Therapy?:

A dynamic interpersonal relationship between a child (or person of any age) and a therapist trained in play therapy procedures who provides selected play materials and facilitates the development of a safe relationship for the child to fully express and explore self (feelings, thoughts, experiences, and behaviors) through play, the child's natural medium of communication, for optimal growth and development. Play is the child's symbolic language of self-expression and can reveal what the child has experienced; reactions to what was experienced; feelings about what was experienced; what the child wishes, wants, or needs; and the child's perception of self. Play is spontaneous and not something children are taught. The essential element is the focus on the relationship. Success or failure of therapy rests on the development and maintenance of the therapeutic relationship.

Why is it important for parents, educators, and administrators to be knowledgeable about Child-Centered Play Therapy?

It is important for parents, educators, and administrators to know about Child-Centered Play Therapy to be able to appropriately communicate with children cognitively.

PODCAST WEEK #1:

In Podcast Week #1, we discussed what Child-Centered Play Therapy (CCPT) is, why it is important for parents, educators, and administrators to know about CCPT, and discuss our own experiences conducting CCPT.



PODCAST WEEK #2:

In Podcast Week #2, we discussed the book *Dibs: In Search of Self* and the revelation revealed from the books and research regarding the impact of Child-Centered Play Therapy.



REFERENCES:

- Axline, V. M. (1964). *Dibs in search of self*. Random House.
- Blalock, S. M., Lindo, N., Ray, D. C., (2019). Individual and group child-centered play therapy: Impact on social-emotional competencies. *Wiley Online Library: Journal of Counseling & Development*, 97(3), 238-349. <https://doi.org/10.1002/jcad.12264>
- Blalock, S. M., Lindo, N. A., Haiyasoso, M., Morman, M. K., (2019). Child-centered play therapists' experiences of conducting group play therapy in elementary school. *Routledge - Taylor & Francis Group: The Journal for Specialists in Group Work*, 44(3), 184-203. <https://doi.org/10.1080/01933922.2019.1637985>
- Landreth, G. L. (2012). *Play therapy: The art of the relationship* (3rd ed.). Taylor & Francis Group.
- Ray, D. C., Armstrong, S. A., Balkin, R. S., Jayne, K. M., (2015). Child-centered play therapy in the schools: Review and meta-analysis. *Wiley Online Library: Psychology in the Schools*, 52(2), 107-123. <https://doi.org/10.1002/pits.21798>

"Toys are children's words, and play is their language"

