

PLAY THERAPY

Newsletter of the British Association of Play Therapists

September 2002: Issue 31

**2002 AGM &
CONFERENCE
FEEDBACK**

BAPT

British
Association of
Play
Therapists

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BAPT

31, Cedar Drive

Keynsham

Bristol

BS31 2TY

Tel/Fax: 01179 860390

Email: info@bapt.uk.com

Internet: www.bapt.uk.com

Chairperson's Letter

By the time this issue of the Newsletter is published, the summer holidays will be over and life will be back into the school routine for many of us. I do hope that all our members enjoyed the summer and feel refreshed after a break.

How delighted I was to see so many of you at the BAPT'S 10th anniversary conference. I thought Ann Cattanach marked the occasion very well, and I hope everyone enjoyed the cake!

The occasion made me think of the great debt we owe to that first group of Play Therapists who got together and formed the Association of Play Therapists. I understand they were Lyn Bennett, who was the first chairperson, Caroline Webster, Sue Sowerbutts, Charlotte Savins and Ann Walker. How super it would be if any of those original members had a photograph of the group, which we could have for our archives.

Much of the feedback from the conference described the workshops as 'Master Classes' and certainly I thought all the workshops were outstanding. I know that Kate Kirk is already lining up another excellent array of speakers for next year's conference on the subject of Assessment.

I shall be interested to know how members are finding the Logbook that was introduced at this year's AGM, and look forward to hearing comments re this.

I am delighted to hear such positive feedback regarding the York University training on Filial Play Therapy that took place in June. I understand that Virginia Ryan is planning further workshops next year on Filial Play Therapy, a really interesting area. Also I was pleased to see the Graduate Course in Supervision is now up and will be running shortly.

BAPT is still waiting to hear when the New Health Professions Council is going to open for new applications - our application is all ready to put in, so watch this space.

My best wishes to you all,

Ruth Watson

NEC Update

Membership issues: At the National Executive Committee meeting in June applications for Full membership were approved for the following:

- Karen James
- Linnet McMahon (exceptional)
- Jillian Yanno Tiatsop

Congratulations and welcome to you all! Please note that the exceptional route to Full membership is now closed and no further applications can be considered. Current membership of nearly 300 consists of approximately 50% Full, 25% Associate and 25% student. BAPT is now linked in with Criminal Records Bureau scheme, whereby police checks will be organised centrally. In accordance with this procedure every three years renewing members will need to send either their passport or a photo driving license. These documents will be returned by recorded delivery and a charge of £15 made to cover all administrative and CRB costs.

Carole Samuels is investigating the possibility of negotiating an organisational discount package with an insurance company.

Communications: As part of the ongoing objective of raising the profile of Play Therapy and promoting BAPT, an application was made to the children's mental health organisation 'YoungMinds' for Professional Association membership (see report on page 9).

Supervision: The logbook for Continuing Professional Development has now reached completion and planned for distribution at the AGM for a trial period of one year. A set of criteria for Supervisors' Training courses has also been developed.

Validation: The training courses run by the Notre Dame Centre (in conjunction with Strathclyde University) and by Liverpool Hope University have recently been revalidated for a further three years. The validating officers from the NEC were deeply impressed by the high standards of professional training being offered.

Changes to the Validation document have been made in the light of the elevated criteria demanded by the new Health Professions Council. These include:

- Increase clinical practice hours from 50 to 100
- Increase in supervision hours to 50 (ratio of 2:1 practice: supervision)

- Increase in child observation hours to 30 from 15 and differently structured
 - Complaints procedure proposals
 - Learning points / benchmarking
- It is proposed that implementation of this enhanced validation standard will be scheduled in 2005.

Date of next NEC meeting: Saturday 30th November 2002

NEC Contacts

- Ruth Watson (Chairperson)**
chair@bapt.uk.com
- Judy Gray (Vice-Chairperson)**
vicechair@bapt.uk.com
- Kate Kirk (Conference Manager)**
conference@bapt.uk.com
- Louise Hawley (Treasurer)**
treasurer@bapt.uk.com
- Mary Carden (Membership: New Members & change from Associate to Full status)**
applications@bapt.uk.com
- Carole Samuels (Membership Renewals)**
renewals@bapt.uk.com
- Inge Roberts (Validation Chair)**
validation@bapt.uk.com
- Lisa Gordon Clark (Editor)**
editor@bapt.uk.com
- Robert Dighton (Communications)**
communication@bapt.uk.com
- Susie Dutton (Validation)**
s.dutton@bapt.uk.com
- Sonia Murray (Validation)**
s.murray@bapt.uk.com
- David LeVay**
d.levay@bapt.uk.com
- Alison Green (Student Issues)**
students@bapt.uk.com
- Pauline Hawley (Administrative Secretary)**
info@bapt.uk.com

The above NEC Members may also be contacted via the BAPT telephone/fax number: 01179 860390.

WHO'S WHO & AGM FEEDBACK

At the AGM there was a request that we list the various BAPT sub-committees, their functions and current serving members. Accordingly here is a breakdown of what is being done and by whom...

Validation Sub-Committee

This sub-committee is responsible for the validation of Play Therapy Training in Britain. Current training courses are revalidated every 3 years and new training courses are assessed under the guidelines of the BAPT Validation document. The Validation Sub-committee is chaired by Inge Roberts and other serving members are Judy Gray, Susie Dutton, Sonia Murray and Mary Corrigan (new at AGM).

Supervision Sub-Committee

This Sub-committee is responsible for the approval of Play Therapy Supervisors in Britain and the distribution of a BAPT Supervisors List. The Supervision Sub-committee is currently working on Codes of Ethics and Practice for Supervisors and validating several training courses. The Supervision Sub-committee is chaired by Ruth Watson and other serving members are Susie Dutton, Louise Hawley and David LeVay.

Communications Sub-Committee

The Communications Sub-committee is responsible for the internal and external communications of BAPT. This includes the PLAY THERAPY newsletter, BAPT website, public information and the development of BAPT literature. The Communications Sub-committee is chaired by Robert Dighton and other serving members are Lisa Gordon Clark, Sonia Murray, Mary Dawson (new at AGM), Julie Thompson (new at AGM) and Sonnhild Freisinger (co-opted post AGM).

Students Sub-Committee

The newly formed Students Sub-Committee is responsible for the development of Student affairs, issues and concerns within BAPT. The Students Sub-committee will consist of the BAPT NEC Student representative - Alison Green (new at AGM) - and student representatives from each validated training institution.

Complaints Sub-Committee

The Complaints Sub-Committee is responsible for upholding all aspects of the Complaints Procedure. The Complaints Sub-Committee is chaired by Virginia Ryan (new at AGM).

AGM Feedback

Held on 28th June 2002 in York. Ten members of the twelve-strong NEC were present together with nearly fifty Full, Associate and Student members of the Association. Full copies of the minutes may be obtained by interested parties from Pauline Hawley, BAPT administrative assistant, but there follows a summary of the main points covered in the meeting:-

Ruth Watson, Chairperson of BAPT opened the meeting with a report describing an active and busy year for the NEC who have met five times in the nine months since the last AGM. The website is now up and running; the Constitution has been updated as have the Complaints Procedure and the Ethical framework; we have been accepted by the Criminal Records Bureau to obtain our own Police clearances; a logbook for Continuing Professional Development has been drafted; we have an application for the new Health Professional Council ready for submission and plan to resubmit to UKCP in the coming year; and the Play Therapy training courses in Glasgow and Liverpool have been revalidated. Ruth ended by thanking Kate Kirk and her helpers for all their hard work in organising the Conference.

Louise Hawley presented the Treasurer's Report which she emphasised was not an audited financial record in view of the timing of this year's AGM - our current financial year runs from September to August. Henceforth the move to AGMs in June will ensure our financial year is in line with the tax year allowing our accounts to be audited each May in time for presentation at the AGM. It was noted that this year expenditure (£13125) was greater than income (£9282), which represents the investment being made in the continued professional and organisational development of BAPT. "One of the priority tasks of the NEC will be to consider the level and focus of investment and income generation of BAPT over the coming years, to ensure long term financial sustainability, development and survival", concluded Louise.

Carole Samuels presented the Membership Report, announcing that the current membership totals 287, comprising 137 Full members, 76 Associate members, 73 Student members and 1 retired member. During the current membership year 22 failed to renew their membership but this loss was compensated for by 71 new members joining, making a net growth of 49 members: a gratifying level of growth in spite of the recent fee increase.. Carole expressed the hope that "our membership will continue to grow each year making us a more visible presence and enabling us to properly represent the majority of Play

Therapists working in the UK".

Inge Roberts spoke on behalf of the Validation Subcommittee who have been busy validating and updating the criteria document for validation courses in the light of BAPT's process of registration with HPC and /or UKCP. The main changes are in the number of clinical practice hours from 40 to 100, increase in Supervision hours from 30 to 50 and personal therapy hours from 30 to 60. The number of academic contact hours will be set at 180 and the number of individual study hours at 540. The training will be no less than 2 years in duration. It is important that these rigorous changes are implemented in order that Play Therapy be regarded as a serious profession.

Kate Kirk, as Conference Organiser, outlined the Income and Expenses from Conference 2001, which made a total profit of £700. It was anticipated that York, as a more expensive location, would be less profitable.

Lisa Gordon Clark spoke about the Newsletter now five issues in to the improved format. The higher printing costs and subsequent increase in expenditure on posting (heavier paper as well as more pages) mean the newsletter is one of BAPT's most substantial outgoings. Some of this cost has been offset however by the growing use of the 'Classifieds' space and charge for separate enclosures, and it is hoped that the newsletter is one of the more tangible and valuable resources for members.

Robert Dighton presented a report on behalf of the Communications sub-committee. This year the website was completed with the addition of members' on-line registration and public access to the registers of Play Therapists and Approved Supervisors. It will continue to develop, with updated information and the possibility of a chat room and on-line debates. There has also been a print re-run of the popular leaflet "What is Play Therapy?" (which was recently mentioned in YoungMinds magazine: Jul/Aug 2002, page 10)

Finally Susie Dutton reported on the work of the Supervision Sub-committee which has met 4 times since December 2001. At least five new supervisors have been approved bringing the total of approved Supervisors on the register to 24. The draft document for validation of Supervisors courses has been circulated to various Institutions for their feedback. It was also noted that the Code of Practice within the newly

drafted Ethical framework covers Members and Supervisors.

The next section of the AGM focussed on a series of Presentations and Proposals for members' approval:

Proposal 1: that the revised Constitution be accepted in its entirety by the membership and that it becomes the Constitution of BAPT with immediate effect. All Full members had been sent a copy of the proposed new constitution prior to the AGM so Judy Gray was able to give just an overview of the most salient changes.

Proposed: Inge Roberts

Seconded: Lisa Gordon Clark

Voted: 36 in favour - motion carried

Proposal 2: that the revised Complaints Procedure be accepted. Again Full members had already received this important new document that applies to all members of the Association. Mary Carden advised that the new Complaints Procedure connects with a number of other Complaints Procedures in the Health Service and Therapeutic Agencies.

Proposed: Mary Corrigan

Seconded: Clare Sheridan

Voted: 40 in favour - motion carried

Presentation of new Document: 'An Ethical Basis for Good Practice in Play Therapy'

This document had also been distributed to Full members prior to the AGM so was just briefly outlined by Robert Dighton. The new booklet consists of three distinct sections: Ethical Principles, Core Competencies and Code of Practice.

No vote required

Proposal 3: that the membership accepts 24 hours per year as the requirements for Continuing Professional Development as the first stage, commencing this year. A copy of the CPD document / logbook was circulated to all present and a brief overview given by Susie Dutton, who explained how the hours listed in the Log are made up.

Proposed: Charlotte Savins

Seconded: Jenny Farwell

Voted: 34 in favour, 1 against, 1 abstention - motion carried

Proposal 4: that from the AGM of 2005 this requirement be increased to 36 hours per year.

Proposed: Sharon Pearce

Seconded: Joy Warren-Adamson

Voted: 30 in favour, 1 against, 4 abstentions - motion carried

AGM FEEDBACK & CONFERENCE FEEDBACK

NB Further amendments to the Continuing Professional Development Log. Since the AGM several members have contacted Susie Dutton about p.6 (b) of the log. This has caused concern, since the list of "approved" BAPT supervisors is small and not necessarily within members' geographical area. What BAPT means by "approved" is:- The supervisor is either on the BAPT list as a Play Therapy Supervisor and full member, or the supervisor has relevant professional qualifications, experience and understanding of Play Therapy. It is hoped that in the future we may have sufficient Play Therapy Supervisors to cater for all members. In the meantime we suggest that on p. 3 of the log, section on supervisor, members add the professional qualification of their supervisor, noting the relevance to Play Therapy, if this is not obvious eg. clinical psychologist (children), drama therapist (experience with children.) Pages 3 and 6 of the log will be amended to make this clearer, after the next AGM.

page 4 para 2 : this should read: " BAPT requirement of 24 hours of CPD per year or 72 hours over a 3 yr. consecutive period, with a minimum of 12 hours per year" (from AGM 2002). The rest of the paragraph is correct.

The next agenda item at the meeting was the election of officers onto the National Executive Committee and its various subcommittees. The following nominations were carried:

Chairperson (further 3 year period): Ruth Watson
Vice chairperson (for a further 2 years): Judy Gray
Chair of the Complaints Sub-committee (new post): Virginia Ryan
Student Representative (new post): Alison Green
Members of Communications Sub-committee: Mary Dawson & Julie Thompson
Member of Validation Sub-committee: Mary Corrigan

The AGM concluded with Any Other Business in which Ruth notified the meeting that discussions were due to take place with Joanne Ginter, President and Administrative Director of Play Therapy International about the possibility of our involvement in a World Congress in England in 2004. Members will be advised further of the outcome of negotiations. We are already working towards a Joint Conference the following year with the Association of Dramatherapists and the British Association of Psychodrama.

Finally, on behalf of all present, Sharon Pearce proposed a vote of thanks to Kate Kirk for organising the conference and to all the committee for their hard work during the year towards the Association.

A celebratory cake was cut and glasses raised to mark ten years of BAPT. Choral entertainment followed the meeting

Conference Feedback

Analysis & Outcome of Conference 2002

102 of the 123 Conference participants returned their feedback sheets. The results are ranked on a scale of 1 to 5 where 1 is poor and 5 is excellent.

Analysis of the Morning presentations:

Dr Cattnach	4.22
Dr Drewes	3.39
Dr Kaduson	4.6

Analysis of the workshops:

Dr Cattnach	4.67
Dr Drewes	4.25
Dr Kaduson	4.95
Dr Ryan	4.77

General feedback

The overall feedback ranged from 'excellent' to 'master class'.

Two delegates thought the food was poor. Three others would have preferred a glass of wine and to enjoy the company of friends rather than have entertainment.

In terms of Play Therapy research one delegate considered that none of the speakers mentioned current research or their own involvement in research.

I would very much like to thank Jenny Farwell and Ruth Watson for their unstinting support throughout the year. Similarly my thanks to Lisa Gordon Clark and her family for getting the flyers out to our members. Finally a huge thank you to Ms Philomena Gray for collating and preparing the conference packs for the second year running

Kate Kirk
Conference Organiser

AFTERNOON WORKSHOPS

Dr Ann Cattanach: Play Therapy & Group Work with Children with ADHD

In the afternoon Ann spoke more about the group she ran (to which she had referred in the morning's presentation).

Ann advised that when working with children who may have been diagnosed as having ADHD it is preferable not to overload the child with too many stimuli and to maintain a safe structure by clear boundaries. She said the therapeutic aim was to desensitise the child to engage with another child or the therapist. Ann said she narrated the children's problem-solving by saying "I liked it when you..." and she praised continually.

Ann got us up off our chairs to play and to experience for ourselves some of the techniques she had used. Ann said she suggested the children participate in pair work and think of an activity where you need someone's help. Ideas we came up with were pat-a-cake, lifting a heavy object and throwing a ball back and forth.

Another exercise was to get the children sitting opposite a partner and asking one to close their eyes while their partner had to change three things about themselves. For hyper-vigilant children this usually negative skill turned into a positive skill.

Another exercise was to get the children in pairs to follow their partner as though they were looking in a mirror. This encouraged children to follow another's lead and then have an opportunity to lead them.

Ann said she ended sessions with a short story - usually with a character with whom the children may identify, and a relaxation session.

Ann's workshop was informative and as usual stimulating.

Carol Platteuw, Student member: Surrey

Dr Athena Drewes: Play Therapy in Schools and Challenging Behaviour

This is necessarily an informal report since I did not know, when I attended Athena Drewes' workshop, that I would be writing about it for the BAPT newsletter. It is based on what passed through my personal filter of "useful for my practice of play therapy" rather than a

detailed account of a full and interesting afternoon session.

There were four topics:

- Use of Play Stations - Setting up your office
- The Portable Play Therapist - Resource Bag
- Use of Play Therapy in Assessment
- Techniques to use in working with challenging behaviours - helping children release anger, and helping children access and integrate feelings

Athena began by talking about the way she sets up her office in school for a Play Therapy session. Apparently, elementary school classrooms in the US often have activity "stations" for various activities. I imagined these to be similar to the "corners" so beloved of preschool settings - home corner, art corner, and so on. By placing toys around the therapy room in labelled stations, the Play Therapist structures the environment in a way that is both practical and easily recognisable for the child. If session time and/or between session time was short, the number of activity stations could be reduced.

After describing ways to structure the time of the session (discussed below) Athena moved on to sharing some of her favourite items for a Play Therapist's bag. When she suggested we open the small plastic bags provided for each participant, cries of "At last" and "Ooh good!" broke out. This was not because we were bored but rather because of our affinity for toys and play materials! It was at this point that I stopped taking notes, but perhaps that does not matter too much because each item in the bag was there to illustrate a point that Athena wanted to make about using play therapy for assessment, and working with challenging behaviours.

Each bag contained the following items:

- Bubble wrap
- Cube of clay
- Packet of wax crayons
- A tongue depressor
- Two large balloons
- Bubble mixture
- Smooth "glass pebble"

The bubble wrap was a very popular item with the group, and Athena went on patiently talking to the accompaniment of popping sounds for several minutes. I don't think I need to spell out how useful bubble wrap could be to a child or teenager in a Play Therapy session. The small cube of clay was used in an experiential exercise. Athena asked us to make something in three minutes with our eyes closed. She

CONFERENCE FEEDBACK

asked us some questions, a sample of what we might use with a child. I was inordinately proud of my snail, mostly because it was recognisable as a snail. It and intense meanings/feelings awakened by creative activity, however brief. The wax crayons were also used in an experiential exercise. This was a guided fantasy (credited to Ellie Breslin in the printed notes for the workshop): "Imagine you are a boat in a storm out in the ocean..." After the storm blows over, the boat finds her way to a safe harbour. We were invited to draw our boat in the storm. Again, I found this a powerful means of accessing inner feelings. For Play Therapists who use structured exercises in their work, both these would be useful additions, perhaps particularly in assessments.

The tongue depressor was there to remind us that, with marker pens, scraps of fabric, tinsel etc, it could become an inexpensive puppet character. Athena passed around some she had made. She also showed us how to push one balloon into another to make a small double strength sac. The sac could be filled (using a funnel) with cornflour, flour, sand, or any powdery or grainy material, and tied off in the usual way. The result is a small squashy, mouldable bag that could be used in a number of ways. We were then invited open the bubble mixture. I have often wondered about using this in Play Therapy. Bubbles can be soothing to blow, exciting to pop, and a lot of fun. Athena recommended them as a useful addition to a Play Therapist's bag of materials.

The smooth "glass pebble" was similar to the coloured "stones" (perspex, I suppose) that I have seen for sale in England, only rather larger. It was an example of a "centering stone", pleasant to look at and soothing to touch. Earlier in the workshop, Athena had talked with us about structuring Play Therapy sessions in the school setting. This requires special consideration, especially if parents/carers are not required to be there for the child. In addition, the child may have very little transition time between classroom and therapy room. Taking a longer route to and from the therapy room can help, but something more is often needed. Athena suggested having a small basket of centering stones so that a child could choose one to be his or her own. The session could be structured to allow a few minutes at the end (depending on the needs of the individual child) to be quiet and still, holding the stone, and preparing to re-enter the school environment. In some situations, the stone could be used as a transitional object, kept in a pocket, or carried by a child to the classroom, put in special place, and back again when it was time for the next Play Therapy session. . This would need the co-operation of the class teacher so that he or she understood the function of the stone. Some teachers had adopted the

idea themselves and allowed children to have access to centering stones when they needed a few minutes calm during the day. Athena also used relaxing music in the last few minutes to aid transition. I know that some therapists use a story book in a similar way.

The beginning of a session might start with a different kind of music in the background, or five minutes for talk - the number of sessions remaining, a holiday break, or anything else on the therapist's or child's immediate agenda. A "worry box" might be used in these five minutes (or whenever a child wanted during the session). This is a small box with five or six slips of paper in it. On each slip the child has chosen to write one of his/her worries. The child is invited to choose one slip from the Making the slips together in the first place can be an opportunity for the therapist to be open about her knowledge of the child's problems and history, thus helping the child to be clear. The symbol of worries contained in small box that is left with the therapist is potentially powerful for the child.

I found the ideas for structuring sessions interesting. In my experience, some children find it very hard to manage transition times when sessions take place in school time, or even after school, partly because the contrast between the school and the therapy environment is so great. I have decided to experiment with some of Athena's ideas for structuring beginnings and endings when I next begin an intervention on school premises.

One of the questions Athena dealt with was teacher antagonism to therapy. Most people in the room seemed to have had to deal with this. We were all aware that, if we did not deal with school staff's feelings and ideas about therapy, the effectiveness of the Play Therapy intervention with a child could easily be compromised. Discussion with staff of ways to structure transition times can help to forestall the complaint "It's OK him going off to you to play for 40 minutes, but when he come back he's all over the place!" However, this alone may not be sufficient to deal with the hostility, anxiety, envy, and jealousy that can be evident in a teacher's responses to the child and/or therapist. Unfortunately, there was not enough time for us to benefit from the expertise of everyone there. The key seems to be to find appropriate ways to foster a co-operative working relationship with school staff. Athena advised, "Start at the top" for initial meetings. I expect this is the normal practise for most, if not all, Play Therapists in the UK. In England, the Head teacher may want to pass a therapist directly to the SENCO (Special Needs Co-ordinator) but it is always helpful to meet the Head in person. Athena's other suggestion was to hold a one-off session with

the whole class, with the teacher as co-leader. It can help to demystify therapy and the therapist for children and adults. This seems to me to be a useful idea for therapists working in a school counsellor role or other defined therapist role in school settings, and it would be interesting to hear from anyone who has tried it. Do you hold structured or semi-structured sessions? Have you used structured exercises, circle time techniques, and other techniques? What materials work well? What are the pitfalls? What are the benefits?

I only have one "niggle" left over from the enjoyable afternoon: where can I get some of that wonderful Crayola "Model Magic" Athena showed us? It looks a bit like playdough but it has more sponginess and plasticity, is neither crumbly nor messy on hands, comes in bright colours that mix, and dries hard in air. If anyone has found Model Magic, do let us know.

Nina Rye, Full member: Norfolk

Post-script: I've found something very similar to the Crayola "Model Magic" that Athena Drewes had. It is called "Efaplast Light". It is made by Eberhard Faber GmbH. I bought 250g for £2-99 - that is a block about 10X20X2.5cm. The blurb on the back of the packet reads: "This soft, light air-drying modelling clay is especially suitable for model-making as it is very sturdy. When dry, the modelling material retains its shape and can be further worked (sanded, cut, drilled, glued). Finished models can be painted and lacquered. Extra parts can be added and the surface smoothed using water. Material that has dried out slightly can be softened by kneading it thoroughly with moistened hands". Unlike the usual air-drying clays, it is light and not messy to work, so ideal for portable Play Therapy kits and rooms without sinks. The shop I bought it from only stocked white, but I'm sure it is available in other colours.

Nina

[Editors note: see Noticeboard on page for news on Nina's recent TV debut!]

Dr. H Kaduson:
Techniques and Ways of Managing Challenging Behaviour

Energy, a readiness to actively participate and a sense of fun were essential to getting the most out of this workshop. The small brown paper play bag on each seat was a good indicator of what was to come. Dr Kaduson used a very interactive approach to pro-

-vide us with a taster of the play techniques that she uses to help children whose behaviour creates management difficulties. We were offered direct experiences of some of the methods she employs and also observed video recordings of some of her work.

Heidi described techniques for helping children and young people gain understanding of the triggers and pathways to their angry outbursts and understanding of the feelings that underpin their anger. She also described ways of helping children understand how their explosive anger may be moderated and how to dissipate their anger in a safe way. We were encouraged to experience some of these methods. Stamping hard on a drawing of our feet felt very releasing and I could imagine how helpful this might be for a child who was experiencing strong angry feelings. Heidi also demonstrated other abreactive techniques such as balloon fights and punching a balloon attached to the wrist.

Heidi also described methods for helping children with an obsessive compulsive disorder. She recommended that children be helped to externalise their worries. In this way they become entities that can be dealt with. One method she has used is to get the child to write five of their 'silly worries' on separate cards which can be put in a bag or box. One of these worries can be taken out each session and discussed. Heidi also described the Worry Bee where a child is encouraged to attach his worries to yellow strips of paper which are stuck onto a balloon. The balloon is then let go of.

Heidi also showed us a technique that she has found particularly helpful when working with young people who are unable to talk directly about their difficulties.. The young person is asked to take the role of a newscaster presenting new items for a news network with Heidi in a supportive role. Within the context of the news programme the young person will often introduce their particular area of difficulty.

This was a very informative, helpful and very enjoyable seminar and I came away eager to expand the repertoire of techniques that I have available to me in my work with children with challenging behaviour.

Madeleine Hardy,
Full member: Newcastle upon Tyne

Dr Virginia Ryan:
'Here We Go Again!' - Using Limits and Boundaries in Non-directive Play Therapy with Children and Young People who Exhibit Challenging Behaviour

I was asked to write an account of Virginia's workshop when preparing to go on holiday, so what follows is based on longer term memory, and reflects what stood out for me in the workshop. It was exhilarating to find myself back 'in class' with Virginia: an exciting opportunity to touch base with my training and reflect on non-directive principles in the light of subsequent years' practice - a real and timely gift.

Virginia's approach was to set out the issues and invite people to explore their practice. An extract on video provided shocking stimulus. A small boy first terrorised his grandfather, whose attempts at discipline by threat and command were ineffectual, and was then cowed by the father's harsh bullying. The very young child had learned to be aggressor and coward. This led into discussion about the function of limits in providing physical and emotional safety - both by their existence and the manner in which they are communicated.

Diagnoses such as ADHD and Aspergers, for example, suggest challenging behaviour which quickly tests our limit-setting. Non-directive therapy is a tool which allows us to see the child as an individual. We observe and respond to whatever is brought to the session: reflection then allows us to fine-tune our responses. In this way therapy may supplement or complement medication, and form an additional dimension to diagnosis.

In pairs we aired personal dilemmas. Groups then examined limits in the context of therapeutic considerations such as: health and safety; touch; physical aggression; destruction of materials; playroom routines; language; sexualised behaviour; affection. It was very useful to unpick these issues and to share experiences. We recognised that it is important to distinguish between absolutes in boundary-setting - sexual touching and physical aggression, for example - and variables, which depend on the particular needs a child brings to a particular therapist. We were encouraged to make constant checks: Do limits fit with therapeutic goals? Do they need tightening? Are they clear?

For the non-directive therapist the process of establishing limits is central, because this helps to form the therapeutic relationship. Limits and boundaries emerge from the core conditions. Congruence determines where limits are set. Finer points don't matter

so much as clarity. Important social messages are conveyed in this way. At the same time empathy and unconditional positive regard help the child to feel accepted and understood.

Playroom and therapist together form a consistent environment where the child can relax without having to defend against demands made by an outside world in which conformity is prized. The seeds of insight may be set and tended.

Practical formulae were suggested, such as offering alternatives: 'You can't hit me but you can hit the cushion'; or clear warnings before enforcing a consequence. We were reminded that rules are also useful in order that they may be broken (more grist to the mill)! We were encouraged to be open to other adults in the child's life and ask 'What works for you?' .

This enjoyable and business-like workshop addressed many thorny considerations that beset thoughtful Play Therapists. As always, Virginia gave a sane balance between practical matters and theory.

Anne Barnes, Notre Dame Centre

NEWS RELEASE: BAPT joins 'YoungMinds'

The organisation YoungMinds describes itself as "The national charity committed to improving the mental health of all children" which "sets out to bring together people who care about the mental health of babies, children and young people". The BAPT Communications Sub-Committee felt that Play Therapists certainly met this criterion and that we ought to be a part of it! Accordingly we are delighted to announce that our application for Professional Association Membership of YoungMinds was accepted by a unanimous vote at a meeting of YoungMinds Council on 13th July.

As a Professional Association Member we will be joining a whole host of professional bodies already represented at Council such as the Association of Child Psychology and Psychiatry, Association of Child Psychotherapists, Association of Family Therapy, Association of Workers for Children with Emotional and Behavioural Difficulties, British Association of Art Therapists, British Association of Social Workers . . . the impressive list goes on.

YoungMinds publishes a great many helpful and informative leaflets and booklets for young people, parents and professionals; hosts frequent seminars and training; provides a Consultancy Service and a Parents'

Information Service and produces a substantial bimonthly magazine. There will be many opportunities for the specialised skills and insights of the Play Therapy profession to play a part in these initiatives and for Play Therapists thereby to gain wider recognition and inter-professional acceptance for their work.

The NEC has yet to determine who will be the BAPT representative on the Council but this will be decided in time for the next meeting in October. The Company Secretary of YoungMinds wrote that "We look forward to meeting your representative ... and to a long and fruitful association with BAPT" - that hope is mutual.

Creative Corner *Experiences*

A short story written by BAPT member Morgan Woodland:

Grandma's house was a long way through the Dark Woods. She wanted to go - she didn't want to go. She remembered that the house had a blue door. Outside was a sandy place where she could dig and build. Grandma would be inside the house while she played, or would come and sit outside on the seat by the sand.

Yes, she would go. She put on her new yellow coat and rucksack, called goodbye to her mother - who was doing something in the garden - and set off down the path. Past her friend's house (no-one there) - through the gate into the Dark Woods.

Today there were sudden cracks in the dark of the trees - sunlight spilt through for a second. A rabbit sniffed the air and disappeared. Damosel flies darted and hung over the pond. Its vivid green mossy edges tempted her to explore -but she went on. Her feet crunched on beech-nuts under a smooth-barked, ancient tree - she couldn't see its top - a pocketful of nuts to peel later - and then - she could remember - the stream near the edge of the path. And the flowers: tall, juicy red - like jellies at a party, she'd thought.

These were what had caused all the trouble last time. Picking them, she'd forgotten, just for a moment, the path, and about getting to Grandma's - and the Wolf had come along and started chatting. Politely, though. Not nastily, or with the kind of jokes she nearly understood but knew they didn't want her to. The Wolf just pointed out some wild plums she might like to pick for Grandma - or even those red flowers. He seemed to know Grandma - said she was at home. But it had all been a terrifying trick, she understood soon afterwards.

So today, she just glanced at the flowers: Wolf's Tongues, she called them - and went on, ears and eyes very open.

The dark began to lighten. Soon a space appeared between the trees - green- a glimpse of blue. A washing line: and Grandma, pegging out washing.

The garden gate was firmly closed, but she knew how to undo the latch - closed it carefully behind her. Grandma hugged her. 'I thought you'd come' she said. 'Tea's nearly ready'.

Morgan Woodland, Full member: Gloucestershire

[Thank you so much Morgan for sharing this metaphorical tale with us. Hopefully it will inspire other members to do likewise and we can have a regular creative slot in the newsletter! - Ed]

Editor's Corner

Many people have waxed lyrical about inspiring courses they have been on recently - the Filial Therapy training in York for example has clearly been most rewarding. It would be really excellent if those of you who have been so inspired could take some time to provide some feedback for those of us who were unable to attend. This would give a flavour of what was on offer and maybe whet our appetite to go for the whole banquet ourselves!

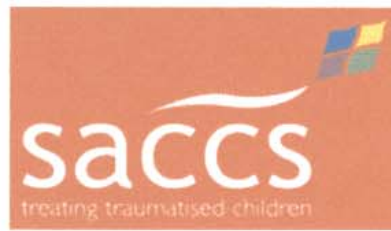
As I said at the AGM there is sense in which the newsletter can only ever be as good as its contributors make it: so please do your bit to make it even better for us all.

Please send to:
Lisa Gordon Clark
43 Church Road
Hanwell
London W7 3BD
Tel: (020) 8579 3756
Email: editor@bapt.uk.com

For editorial convenience if material can be submitted on disc or via e-mail in Word format, Lisa would be most grateful.

The copy deadline for the next Newsletter is November 12th 2002 - please try and abide by this as delays are holding back publication.

PLEASE NOTE: Views expressed by the contributors to this Newsletter are the authors' own and do not necessarily express the views of the British Association of Play Therapists. Similarly any publication of advertisements and inclusions of inserts in the mailing does not imply BAPT approval or recommendation. Not all courses advertised have been validated by BAPT so may not lead to Full membership.



“We are committed to being the very best in providing recovery for traumatised children”

Based in the beautiful Shropshire Countryside, in an idyllic setting with the River Perry running alongside, the SACCS Portfolio is an inter-related group of companies.

Our work focuses directly on children and young people who have experienced trauma. To achieve this we offer a range of specialised services that include:

- Assessment
- Therapeutic Work
- Life Story Work
- Consultancy and Training
- Residential Care
- Family Placement

We are currently seeking to recruit a

THERAPIST

to work as part of a Care Alliance ensuring an integrated approach to Therapy for each child and young person between the ages of 4 and 16 years

You will need to have:

- A knowledge of working with traumatised children that you can demonstrate
- An understanding of child protection issues
- An understanding of the dynamics and the impact of child sexual abuse

Salary up to £25,000 – dependent upon qualifications and experience

For an informal discussion and further details regarding this position contact **Janie Rymanszewska, Therapy Manager** or to request an application form contact **Karen Thelwell** on **01743 850015**.

Interview expenses and relocation expenses will be offered to suitable candidate

Closing date: Monday 7th October 2002

Enquiries from both males and females are welcome but males are under represented at this time

We strive to operate an Equal Opportunities Policy and are
Investors in People



PLAY THERAPY Newsletter

**Advertising costs
for 'Classifieds' section:**

£35 full page

£20 half page

£12 quarter page

**Pre-published material may be sent for enclosure with
mailing @ £20 per sheet**

**Invoices will be sent post-publication
email: editor@bapt.uk.com**



Relevant Lectures and Conferences

SEPTEMBER

11th September

Trauma recovery for adults and children
Organised by 'Intelligent communication'
London

Tel: 01932 863609 www.123.ndirect.co.uk/intcom/

17th September

Assessing Black and White Partnerships
Exeter

BAAF Conferences

Tel: 020 7593 2000

www.baaf.org.uk

25th September

Learning Disability Today

Valuing People - Making it Happen

Exhibition, seminars, plus learning disability art, theatre, music and film

The Barbican Exhibition Centre, London

Tel: 01273 623222

Fax: 01273 625526

Email: info@pavpub.com

25th September

Power, Public Protection and the Psychological Therapies

POPAN Day Conference 9.15 a.m. to 5.00 p.m.

London Voluntary Sector Resource Centre

London N7

Tel: Fiona Henderson 01892 507658

Fax: 01892 507660

Email: f.henderson15@salomons.org.uk

26th September

Boundary Violations

Canterbury Christ Church University College

Salomons

Centre for Applied Social & Psychological Development, with POPAN

a one-day training seminar for trainers and practitioners in mental health, pastoral care and psychological therapies

London Voluntary Sector Resource Centre,
North London

Tel: Fiona Henderson 01892 507658

Fax: 01892 507660

Email: f.henderson15@salomons.org.uk

26th & 27th September

Scared of Me?

Working with violent and aggressive young people

APSA Annual Conference

Institute of Child Health, London WC1

Tel: 01825 760886

email: apsa@bhm.co.uk

28th & 29th September

Violence in Children & Parents: Moving from Rage to Understanding

Centre for Child Mental Health, London

Tel: 020 7354 2913

email: childmentalhealth@hotmail.com

30th September - 4th October

Children's Welfare:

Children in Context: Beginning with the Child

A 5-day course for experienced professionals seeking to improve their child-focussed skills with children

Department of Social Work Studies, University of Southampton

Tel: 023 9059 5780

Fax: 023 8059 3352

Email: bw@socsci.soton.ac.uk

OCTOBER

7th October

Resilience and Children

BASPCAN

London

Tel: 01904 613605

Email: conferences@baspcan.org.uk

8th October

Care Planning for Looked After Children

National Children's Bureau

London

Tel: 020 7843 6042/40

Email: conferences@ncb.org.uk

8th - 10th October

Association for Play Therapy Annual Conference

St Louis, America

www.a4pt.org

11th October

Child Assessment for the Courts

University of York day conference

10.00 am - 5 pm

(registration from 9.30 am, lunch included)

St. Williams College, York

For further conference information and updates:

www.york.ac.uk/depts/spsw/pt

(see enclosed flyer for more details)

18th October

Safety in the Community - Safer children! Safer offenders?

BASPCAN

Brighton

Tel: 01904 613605

Email: conferences@baspcan.org.uk

24th -26th October
4th International Conference on Adolescent Health and Welfare
 London, Youth Support
 Tel: 020 8325 9647
 E-mail via: www.youthsupport.com

30th October
Working Together:
The Role of Adoption Consortia in finding families for children in the UK
BAAF
 London
 Tel: 020 7593 2000

NOVEMBER

1st November
Play Scotland AGM and Conference
 Theme: Play and Health
 Stirling
 Tel: Helena Brown 0131 458 4666
 E-mail: helenabrown@playscotland.fsnet.co.uk

6th November
Improve Parenting - Prevent Abuse
BASPCAN
 London
 Tel: 01904 613605
 Email: conferences@baspcan.org.uk

9th November
Genes or environment: Effects on child mental health from the womb onwards
 Centre for Child Mental Health, London
 Tel: 020 7354 2913
 Email: childmentalhealth@hotmail.com

21st November
The Evidence for Care Planning in Family Placement
BAAF
 London
 Tel: 020 7593 2000

22nd November
Protecting Disabled Children from Abuse: A New Agenda for the 21st Century
Prodisca
 London
 Tel: 01428 641425
 Email: info@in-trac.co.uk

23rd November
The effects of human interaction on the actual hard-wiring and chemistry of a child's developing emotional bonds
 Centre for Child Mental Health, London
 Tel: 020 7354 2913
 Email: childmentalhealth@hotmail.com

Roehampton Supervisors' course cancelled

Sadly, due to lack of applications, the proposed course for training in Supervision advertised in the June issue and due to start at Roehampton this Autumn has had to be cancelled. It is hoped to launch this again next year so do watch out for information next Summer and take a note if you were half-thinking of applying but never got round to it. Next year may be the last chance if there is still insufficient interest, which would be a sadly lost opportunity for the profession as quality Play Therapy supervisors are in great demand.

Did you attend Dr John Richer's fascinating lecture on Autistic Spectrum Disorders on 1st July at York as part of the Conference on Children with Pervasive Developmental Delay?

John has kindly made available to BAPT a comprehensive set of Powerpoint notes from this lecture which interested Members may acquire by contacting editor@bapt.uk.com

"A Play Therapist for our Time?"
Congratulations to BAPT member Nina Rye for her wonderful

Play Therapy-promoting appearance on BBC1's "A Child of Our Time" presented by Robert Winston. Nina was featured in episode two "using her skills as a Play Therapist" with 2 year old Charlotte and her mother in what was effectively an introductory filial therapy session - and the comment was made along the lines of "This woman could build a relationship with anybody!". Well done for raising Play Therapy 's profile in this positive way Nina!

Listing on this page are free: please send brief details (date, title, location etc) to: editor@bapt.uk.com

Support Groups

Southern

From Wiltshire to Sussex, we meet about every two months. Support, sharing information & methods, keeping Play Therapy alive

Contact: Susie Dutton
023 8073 1336

North West

We hope to meet every two months to share information, methods and ideas

Contact: Michele Bennett
0151 728 8185

North London

Open to new members and their ideas

Contact: Louise Rendle
020 8888 3320

South London

Contact: Jenny Harrison
020 8769 1469

West London / Middlesex

This group is full at present

Contact: Lisa Gordon Clark
020 8579 3756

Gloucestershire

Get in touch with Clare Sheridan
01453 827286
or email: Clare@solarious.co.uk

No support group in your area? Why not find out if there are others nearby who would be interested in forming one with you - use this free Noticeboard space!

If you are a Play Therapist living in Sussex or within travelling distance of Brighton and Hove and you would be interested in setting up a group for support / sharing ideas and ideals / development please contact Keon Martin on 01273 721988

Anyone interested in a support group for Play Therapists in Nottingham, possibly serving the East Midlands area?

If so, please contact Caroline Borrett
0115 9652356 caroline@borrett.force9.co.uk

Want to train as a Play Therapist?

BAPT APPROVED COURSES:

Please note that at present only the courses below have been formally validated by the British Association of Play Therapists as leading to a qualification to practise as a Play Therapist:

Postgraduate Diploma / MA in Play Therapy: Roehampton University of Surrey
London SW15
Tel: 020 8392 3709

Postgraduate Diploma / MA in Play Therapy: University of York
Tel: 01904 432629 (am only)

Postgraduate Diploma in Play Therapy: Liverpool Hope University
Tel: 0151 291 3161

Postgraduate Certificate in Play Therapy: Notre Dame Centre
Glasgow, in association with University of Strathclyde
Tel: 0141 339 2366