



Fall 2001

FAPT Board Members

President: Lisa Saldaña

Vice-president Janet Courtney

Secretary Ellen Wood

Treasurer Scott Ryan

Members-At-Large Elizabeth Metcalf Tracy Howard

Immediate Past President Robert Nolan



Contents:

APT News. 2
Board Directory 5
RPT-S Directory 5
Book Review. 8
President's Note. 13
FAPT Meeting Notes. .14

Vote on a Name for our Newsletter See page 10 for details.

FAPT Welcomes Three New Board Members

"Thank You" Carole Sternlieb and Dora Finamore

Please welcome our new Board Members: Ellen Wood, Scott Ryan, and Tracy Howard. They were elected by our members in August and take over their new positions this month.

All three bring a wealth of experience and skills to their new positions. In addition to his clinical skills and knowledge, Scott has a Masters degree in business administration, so will bring some welcomed fiscal knowledge and experience to his position as Treasurer. Besides being an LCSW and providing play therapy to children and adolescents, Ellen was an adjunct professor of English Literature. Tracy, our newest Member at Large, is also our "Website Wizard." She is very open to people offering suggestions for the site, and wants it to become a real resource for our members.

Ellen and Tracy were introduced to members who attended the FAPT lunch and annual meeting in Portland. Unfortunately, Scott was unable to attend the conference.

Continued . . . please turn to page 6

Helping Children Cope with Trauma

The Aftermath of September 11th

We are all working with children and families affected by the horrific events in Pennsylvania, New York and Washington.

Because of this, you will find that this issue is a little different from those of the past, in that there are a number of articles on the same theme: helping families and children cope with trauma and anxiety.

We wish to thank our members who took the the time to send us articles: Elizabeth Metcalf, Jennifer Baggerly, Soni McCarty, Tracy Howard, and Linda Hunter.



Have a great idea or a play therapy technique to share?

Won't you please consider submitting a brief article to our newsletter? It doesn't have to be a long, scholarly article, although we'd love to receive those, too. It can be a review of a book you've read, an article about a toy or item that you've found works in the play room, a technique you've developed, or any other idea you want to share within your fellow play therapists.

We know that we have many experienced, wise, talented, skilled, members. We hope you'll send some of your experience and wisdom to:

Lisa Saldaña
7765 SW 87 Avenue
Suite #104
Miami, Florida 33173
or you can send it by e-mail to:
lisasaldana@aol.com

Deadlines: January 1, 2002, April 1, 2002, July 1, 2002, and October 1, 2002

News from The Association for Play Therapy

Notes from Portland:

APT members were asked to consider serving on some of the committees that address issues effecting both our profession, and the families and children we work with. If you're interested, in serving on a committee, contact Bill Burns at (559) 252-2291, or on line at bburns@a4pt.org

On Saturday, APT said good-bye to our outgoing President, Deborah Killough, MEd, RPT-S. At the same time, we welcomed our new President, Sue Bratton, PhD, RPT-S.

Four new branches were welcomed at the conference. With the addition of South Korea Wisconsin, South Dakota, and New Mexico, APT now has forty-two branches around the world.

Ten branches, including Florida, were awarded Gold Branch designations. See page 4 for details.

Submissions for the Student Research Award will be accepted until December 15, 2001. For the guidelines and incentives, go to:

http://www.a4pt.org/student_research_award.doc

APT's Financial Information:

The organization's primary sources of revenue in Fiscal Year 2000-01 were:

44% conference registration fees, 31% membership dues, 13% registration and approved continuing education fees, 5%

book and video sales, 3% advertising fees, and 4% other. APT expenses are 52% programs, 33% administration, and 15% operations.

Guidelines for Play Therapy Practice have been developed by Trudy Post Sprunk, LMFT, Norma Kimrey Colwell, EdS, JoAnne Mitchell, MEd, Karla Carmichael, PhD, and Jayne Smith, MEd, Sandi Frick Helms, PhD. You can find their 17-page paper at:

http://www.a4pt.org/research.html#practice_guidelines

APT on the Web:

APT's web address is: www.a4pt.org. Make sure to bookmark this site.

APT will soon be offering their first online course for play therapy continuing education. Look for this two hour course, Portable Play Therapy, on the APT website.

Interested in becoming an RPT or RPT-S? You can get all of the information and the forms

FAPT is Back on the Net!

The Florida Association website is back, and this time we have our own name and our own site. We are slowly building the site, and gladly accept suggestions, assistance, articles, feedback and artwork. Please check us out at www.floridaplaytherapy.org.

Editor: Lisa Saldaña

Contributors:

Linda B. Hunter, Tracy Howard, Jennifer Baggerly, Soni McCarty, Elizabeth Metcalf, Risë VanFleet, Janet Courtney, Ellen Wood

Risë VanFleet has given us permission to use the following article from her web page. You may want to share this info with parents you work with. More information on trauma work can be found at the site: www.play_therapy.com. In addition, look for information on two workshops in Tampa next February: *Issues in the Practice of Play Therapy* with Dr. Risë VanFleet and *Play Therapy Techniques to Use in School, Clinic, and Home* with Dr. Heidi Kaduson.

How Parents Can Help Children Through Traumatic Events

By: Risë VanFleet, Ph.D., RPT-S

Too often our world is shaken by traumatic events such as natural disasters (tornadoes, hurricanes, earthquakes, floods, etc.), war, school and community violence, accidents, housefires, life-threatening illness, separations, loss of a pet, kidnappings, etc. Such events can leave all of us feeling helpless, and children may be particularly reactive to events which make them feel unsafe. Children who are directly exposed to such events can become traumatized, and the emotional impact of trauma can last a very long time if it goes unnoticed. Some children who may not experience trauma directly may be exposed to it nevertheless through sensationalized newscasts, and there's evidence that children can be traumatized by this indirect contact with the trauma as well. It's important that parents have information about trauma, its impact on children, and how to help their children understand and cope with these events.

When something traumatic occurs, it's important to give children an honest but simple explanation of what happened. They are bound to hear about it through television, schoolmates, etc., so it's best if their parents play an active role in helping them understand the event. It's also important to reassure children that you, their parents, will do everything you can to keep them safe. Some children blame themselves when bad things happen, so parents need to tell them firmly that it's not their fault.

Limit children's exposure to newscasts about traumatic events. Broadcasts are geared toward adults, and children may not have the reasoning abilities or coping mechanisms to deal with repeated views of people crying,

buildings on fire, etc. Although children's programs often portray violence, the emotional tone of the news conveys its "reality" and children and adolescents can become extremely frightened, whether or not they show it. You needn't restrict their exposure entirely, but screen what they see carefully!

Children who are roughly 3 to 12 years of age, given the opportunity, will often play out scenes from the traumatic event. For example, following a car accident, parents might see their children playing out car crashes and rescues with their toys. When parents see this, they might worry that it's damaging somehow for the child to play out the traumatic situation. Actually, it's just the opposite: it can help the child cope better. Just as we adults need to talk with others after experiencing something frightening, sad, or devastating, children need to play through their feelings and reactions to the trauma. It can be very beneficial if parents allow their children to play this way while showing acceptance of the child's feelings. To stop such play can cut off the child's primary means of coping. Of course, limits should be set if the child is playing in a way that is actually dangerous to him/herself or others. Similarly, it's important to permit children to talk about their reactions. Although such conversations can be painful, especially if we're experiencing our own reactions to the trauma, they do help all of us in the long run. One of the worst things we can do is say to our children, "Don't play that way." or "Don't talk about it--it's over--let's get on with things." Denial of the child's reactions can lead to larger problems later.

Parents should ask the child from time to time how he/she is feeling about the event. When children are traumatized, the effects may occur much later than you might expect. Sometimes traumatized children look quite "normal" on the surface after the event, and then experience post-traumatic symptoms weeks, months, or even years later. On the other hand, it's best not to "bombard" children with questions about how they're feeling, as this might actually raise the child's anxiety levels. It's good for parents to share their own feelings of fear, sadness, anger about an event because it helps children see that these reactions are normal and can provide good

Continued on page 4 . . .

page 3

How Parents Can Help

Continued from page 3 . . .

copied models. (A caution, though: be sure that you share your feelings simply and don't elaborate to a point that could frighten the child further. Always reassure them that you'll keep them safe.)

In addition to conversations about the traumatic event, it's also beneficial for children when their environment returns to "normal" as quickly as possible. Getting back to some sort of daily "routine" can help kids feel safer and keep the traumatic event from becoming the only focus of their lives. This can be challenging following some disasters, but working toward as normal an environment as possible under the circumstances can help. Parents can help children find a balance between talking about the event and doing daily tasks.

Many children are quite resilient when dealing with traumatic events, but it's good for parents to know what to look for when their child might be struggling.

Here are some signs that your child might be experiencing post-traumatic problems:

- ♦ anxious, "edgy", nervous, agitated
- ♦ difficulty concentrating
- ♦ refuses to go to school; difficulty with schoolwork
- ♦ becomes angry quickly
- ♦ aggressive, either verbally or physically
- ♦ nightmares, or repetitive nightmares
- ♦ won't sleep in his/her own bed; sleeps on floor or wants to sleep with parents
- ♦ easily startled by noises or situations similar to the traumatic event
- ♦ reverts to "younger-age" behaviors like bedwetting, nail biting, thumbsucking
- ♦ won't talk about what happened
- ♦ talks excessively about what happened
- ♦ becomes very dependent--clings to parents or other caretakers; fears separations
- ♦ problems with friendships and siblings--seems aloof or argues
- ♦ seems "different" than he/she did before; personality seems a bit different

Although these signs might be related to other things, if the signs persist, are intense, are different following the trauma, or if

several occur for your child, it could be a sign of a traumatic reaction. The sooner a post-traumatic reaction is determined and treated, the better the outcome is likely to be for the child. A qualified mental health professional can help the child and the parents.

Play therapy can be very effective with traumatized children. The play gives them some "distance" from which to explore and deal with their feelings. Even teens and adults can benefit from treatments which involve play and art interventions. Words can fail us when we experience intensely frightening events, and other means of expressing ourselves become necessary. Sometimes family play interventions can be very helpful. If you have questions or concerns about your child, contact a local mental health professional. Make sure that he or she has experience with trauma, and having a background in play therapy can be a big plus. *Copyright ©2001, VanFleet/Play Therapy Press. All rights reserved.*

**We're A Gold
Branch!**



Last year, the Association for Play Therapy created the Gold Branch Program. This program was designed by Branch Presidents and APT Board members to establish those criteria that, if met, would strengthen our play therapy network by ensuring that each branch is an active, effective, and well-financed association. To obtain Gold Branch status, a branch must earn at least 75 of the 100 possible points on a list of criteria which includes incorporating as a non-profit group, providing training and educational opportunities to members, developing and rewarding volunteer leadership, having newsletters and regular communication with members, and other activities that help to build our association and our profession.

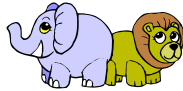
On September 7, 2001, we were notified that FAPT had qualified for a Gold Branch designation. We were presented a certificate at the 2001 APT International Conference and may now display the special graphic insignia in their branch newsletters, letterheads, websites, etc.

Thank you to Carole Sternlieb and all of the other FAPT people who made this possible. We have created an organization to be proud of!

Your FAPT Board Members

President:

Lisa Saldaña
7765 SW 87 Avenue
Suite #104
Miami, Florida 33173
786-257-4657
lisasaldana@aol.com



Vice President:

Janet Courtney, LCSW, Ph.D. (a.b.d.)
600 Sandtree Drive,
Suite 203-C
Palm Beach Gardens, Fl 33403
561-624-8819 ext. #3

Treasurer:

Scott Ryan
School of Social Work
Florida State University
Tallahassee, FL 32306-2570
850-644-9747
(fax) 850-644-9750
sryan@mailers.fsu.edu

Secretary:

Ellen B. Wood
15490 NW 7 Ave.
Miami, Florida 33169
305-685-0381
e-mail: ellenwood@juno.com



Members at Large:

Elizabeth Metcalf
The Children's Psychiatric
Center, Inc.
9380 Sunset Drive
Suite B-120
Miami, FL. 33173

Tracy L. Howard
FSU Center for Marriage and
Family Therapy
540 W. Jefferson St.
Tallahassee, FL
850/644-1588
thoward@rose.net



Association for Community Counseling

Delray Office Plaza (561) 638-0908
4723 W. Atlantic Ave. Fax: (561) 638-1115
Suite 5 Email: acc@gate.net
Delray Beach FL. 33445

The Language of Play

3 Weekend Workshops

\$ 50.00 per 12 hour weekend. 2nd and 3rd
at Intermediate-Advanced Level

*Client-Centered Group Play and Sand Tray:
Theory and Practice*
October 27-28, 2001

*Engaging Parents and Teachers in
Therapeutic Play with Their Children*
November 17-18, 2001

*Metaphors in Miniature: Exploring the
Power of Sand Tray Therapy*
December 8-9, 2001

Presenters:

Linda B. Hunter, Ph.D. RPT-S
Jane Robinson, LMHC, RPT

*Continuing Education available.
Call 561-638-0908 for more information
or to register.*

*APT provider number 99-051. Board of Clinical
Social Work, Marriage and Family Therapy and
Mental Health Counseling Provider Number
BAP- 49, expires 3/2003.*

You've Got Questions? They've Got Answers!

The following RPT-S's have agreed to be available by phone to answer any questions you may have about becoming an RPT or RPT-S. The listed RPT-S's may also be able to provide supervision. Look for a contact person in your area: They are here to help!!

Sandra Barlow L.C.S.W.	Tallahassee	850-681-6262
Janet Courtney L.C.S.W.	Jupiter	561-624-8819 ext.3
Mary Foret PhD	Orlando	407-595-7382
Pamela Frank	Orlando	407-649-8687
Loretta Gallo-Lopez	Tampa	813-237-2809
Corinne Greenberg EdD	Gainesville	352-335-9158
Linda Hunter PhD	Palm Beach	561-582-9284
Diana Malca L.C.S.W.	Aventura	305-682-9716
Alicia Marti-Rodriguez	Miami	305-663-0013
Regenia Proskine	DeLeon Springs	386-738-9169
Lisa Saldaña L.M.H.C.	Miami	786-257-4657

To add your name to our list, contact Karen Myers at kmyers@emarine.com or at 561-776-4991

Suggestions to Help Children Cope with Trauma

By Tracy L. Howard, M.S.

One technique I have used is to ask children to write/draw a book that describes their experiences. When working with children who are withdrawn, it is sometimes possible to draw them out by stating something like "I know a lot of children who have been through the same experience as you have. I'm wondering if you would help me write a book to help these children understand the experience."

I may guide them through the process by asking questions: "What Happened?" "Where were you?" "What kind of feelings did you have?" "I bet you had a lot of different feelings. Are there any things that you do to help yourself feel calm/feel better?"

For each topic, the child and/or family members draw a picture and, depending on their age and how much participation they need from me, either the child, family member, or I will write the words that go with each picture. I use the child's description of ways they can self-soothe to build on in subsequent therapy.

Another tool for play therapists is the "What color is your hurt?" Trauma Intervention Program. It is distributed by The Institute for Trauma and Loss in Children: www.ticinst.org (877) 306-5256. Part of the package I bought included the book "Brave Bart," which is a wonderful story for grieving children.

Another helpful book is "Sad isn't Bad; A Good-Grief Guidebook for Kids Dealing with Loss" by M. Mundy. It is available at www.bestbooksbuys.com.

There is a plethora of information available at David Baldwin's Trauma information pages -his information is broken down by presenting symptoms, type of trauma, etc. His website is located at:

www.trauma-pages.com.

page 6

The EMDR Institute Humanitarian Assistance Programs is currently coordinating ways to help the victims of this tragedy at: <http://emdr.org>. Or via telephone at: (215) 862-4310.

Tracy Howard is currently working on her Ph.D. in Marriage & Family Therapy at E.S.U. where she is a research team member conducting a study on how a non-clinical population of children respond to Margaret Lowenfeld's "World Technique" sand play situation. She is also a Member at Large of the Florida Association for Play Therapy.

New Board Members

Continued from front page

There are two FAPT members who must be recognized as they leave their Board positions: Carole Sternlieb and Dora Finamore. Carole and Dora, with Robert Nolan and Elizabeth Metcalf, founded FAPT.

Dora has been both FAPT's Treasurer and the founding newsletter editor. Dora will be sorely missed by the Board and the newsletter.

Carole has been FAPT's Secretary since the organization was formed, but she has really been much more to us. Whether FAPT needed help with workshops, sending out the quarterly newsletter, gathering the documentation required to become a Gold Branch, or any other activity, Carole and her assistant at Jewish Children and Family Services, Ina Schwartz, were always there to lend a hand. Our member activities and Board depended upon both Carole and Ina in so many ways.

Lastly, FAPT wishes to honor and thank the two agencies that sponsored our organization's formation. Since FAPT took its first toddling steps, Alpert Jewish Family & Children's Services in West Palm Beach and The Children's Psychiatric Center, Inc. in Miami have provided support, both financially and in spirit. They provided the foundation from which we grew.

We became a strong and independent association under the stewardship of these fine people and agencies. **Thank you all! We wouldn't exist without you!**

Some Online Resources On Trauma, Play Therapy, and Working with Children & Families

- American Academy of Child and Adolescent Psychiatry: <http://www.aacap.org>
- American Professional Society on the Abuse of Children <http://www.apsac.org/>
- David Baldwin's Trauma Information Pages http://www.trauma_pages.com/
- The ChildTrauma Academy <http://www.childtrauma.org/>
- U.S. Department of Health & Human Services The Center for Mental Health Services <http://www.mentalhealth.org/cmhs/emergencyservices/>
- National Association of School Psychologists <http://www.nasponline.org/index2.html>
- Play Therapy Central <http://www.snowcrest.net/kidpower/child.html>
- Child Welfare League of America <http://www.cwla.org/>
- American Association for Marriage and Family Therapy http://www.aamft.org/families/trauma_kids.htm
- National Center for PTSD <http://www.ncptsd.org/facts/index.html>
- Dr. Ralph's Psychology Page: <http://www.netcore.ca/~rbilling/48acts.htm>
- Trauma Awareness and Treatment Center <http://www.traumaawareness.org/forse.htm>
- International Society for Traumatic Stress Studies <http://www.istss.org/>
- The Posttraumatic Stress Disorder Alliance <http://www.ptsdalliance.org>
- American Academy of Child and Adolescent Psychiatry <http://www.aacap.org/publications/factsfam/index.htm>
- American Academy of Pediatrics <http://www.aap.org>

Please let us know about helpful websites we can share with our members.

Images of Resiliency *Troubled Children Create Healing* *Stories in the Language of* *Sandplay*

by

Linda B. Hunter, Ph.D. RPT-S

Description of sandplay process and resiliency model. Case studies of disturbed inner-city children of color. 56 full color photos of sand tray scenes.

Special Author's Price: \$15.00

Tax included; Shipping and Handling: \$ 3.00
\$ 1.00 for each additional book.

Send check or money order payable to:

Linda B. Hunter, Ph.D.
Behavioral Communications Institute
2773 South Ocean Blvd. #502
Palm Beach FL. 33480
Tel. (561) 582-9284 Fax (561)582-8279
Email: Ray4s@aol.com



Advertise in the FAPT Newsletter

Business card sized ad: \$10.00
1/4 page: \$25.00
1/2 page: \$50.00
Full Page: \$75.00

Deadlines: January 1, 2002, April 1, 2002,
July 1, 2002, and October 1, 2002

Contact Lisa Saldaña (786-257-4657 or
lisasaldana@aol.com) to advertise in the
next newsletter.

Book Review:

Willy and the Wobbly House

By: Soni McCarty, MA, NCC

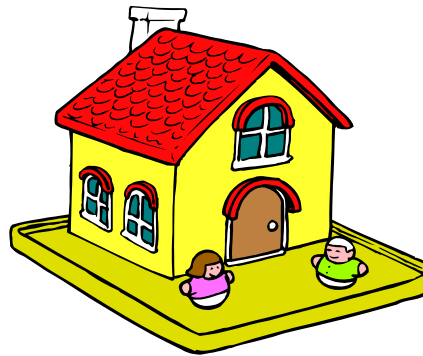
Children love a good story, and I must admit so do I. As much as I appreciate the therapeutic value of story telling, it is still a challenge for me to create my own. However, I love reading and for kids who appreciate this form of play, the right book at the right time has tremendous therapeutic value.

Willy and the Wobbly House is one of six books included in a Troubled Children Series published by Winslow Press in the United Kingdom. Willy is a whimsical guy who rather resembles a watermelon with a head of pipe cleaner hair. Willy's house is so "wobbly" that he always feels anxious and insecure. His next door neighbor, Joe, has a completely different problem. His house is so "straight" that he is restricted by the orderliness of it all. A brief appearance by kindly Mrs. Flop sends them in search of answers. Ultimately Willy finds his own "still" place and Joe finds his own "wobble" room.

Obviously this story is written for kids who are anxious or obsessive and the messages are pretty apparent. However, the author and publisher take their storybooks one step further. They offer guidebooks for therapists complete with imaginative exercises designed to facilitate further exploration. The author is a registered Child Therapeutic Counselor, Supervisor and Trainer as well as holding a myriad of positions that make her extremely qualified to address these issues. The guidebook for the Willy story is 60 pages, including a 3-page bibliography with many London publications with which I was unfamiliar. The guidebook details some of the main psychological messages in the story. It also provides examples of children who will most benefit from the story, including the child who finds it difficult to concentrate, a child who has suffered trauma, a child who is worryingly

good, a child who lives in their head, etc. The guidebook then details some life situations that may contribute to being a "scared Willy" or an "average Joe." In the case of Willy, having an unpredictable, depressed or agitated parent. Or in the case of Joe, a parent who can't cope with anything less than total compliance or one with a powerful fear of the danger of strong feelings.

The author gives special note to children who have experienced trauma, whose threatened security may have rocked them into a deep longing for orderliness or a fear of continued wobbliness. Perhaps the best part of the guidebook is that there are more than 20 exercises at the end to be used in conjunction with the story. I confess that when I first received the book, I used it before reading the guide. My test client liked the story so much she wrote a list of things she liked about it, fueling a great discussion about her thoughts and feelings. Another technique I used, was asking the kids how the characters could have found a "still" or "wiggly" place all their own if their parents had not allowed them to leave the house. This is a tough question, but with help, kids can identify that, for example, drawing, rocking a doll or imagining a neat place are things that Joe and Willy could do without anyone helping.



I purchased *Willy and the Wobbly House* and the accompanying guidebook from www.therapistthings.com. The publisher also has a Web site at www.winslow-press.co.uk. Other books in the series, all published last year, include: *Using Storytelling as a Therapeutic Tool for Children: A Practical Manual*; *The Frog Who Longed for the Moon to Smile*, for kids who yearn for someone they love; *A Pea Called Mildred*, to help children pursue their hopes and dreams; *A Niffleeno Called Nevermind*, for kids who bottle up their feelings; and *A Wibble Called Biple*, for children at risk of becoming bullies. One other cool thing I forgot to mention is that the illustrator credits a 7-year old boy who contributed his design ideas.

•••

Soni McCarty, MA, NCC is a clinician with the Sexual Trauma Recovery Center's satellite office in Seminole County.

9-11 Crisis Brings Danger and Opportunity

By: Linda B. Hunter Ph.D. RPT-S

Most of us experienced some degree of trauma from the events of September 11 - watching the horror on TV, hearing the repeated news reports, feeling the helplessness and fear. The most effective way of preventing further effects of a traumatic event is widely recognized as talking it out in a safe environment with others who provide a sense of calm and strength, a "non-anxious presence" as it was called at a recent training in trauma intervention.

As we know, for children, "playing it out" affords this same relief. As play therapists we can provide the presence, the safe environment, and the "vocabulary" for the language of play. Sand trays and miniatures offer a wide range of symbols, a contained controllable space and the medium of sand with which to bury, destroy, and build, easily and cleanly portraying horrible past and future hope, destruction and reconstruction. Towers and worlds can be rebuilt as many times as they collapse, gaining new strength each time. As a "non-anxious presence", we hold the free and



A Message from your Vice President

Praises to Mary Foret, Ph.D., RPT-S who presented an excellent and informative workshop on integrative sandplay therapy in Orlando in August. Thirty-five participants from places all over Florida were present. Several people requested a follow-up workshop, and preparations are now in process for an advanced smaller group workshop for the Spring.

We hope to offer and sponsor more play therapy workshops for the year 2002. Proposals are now being accepted for future workshops. Please contact Janet Courtney if you are interested in offering a workshop or

protected space for the child's work/play. Providing non-judgmental caring attention allows us to enter their world with one foot while keeping our own adult strength intact.

With play therapy's tangible toys and human relationships, we can counter the virtual images and actual isolation that leave so many children dangling in a world of video game battles and ethical confusion. We have the opportunity to model compassion, not hate, understanding, not anger, hope, not fear.

In this time of global crisis, a very real danger is that children will become desensitized and violent, entrenched in fear-based hatred, seeking revenge. Thankfully, the equally real opportunity is to help those we work with develop empathy and compassion for children all over the world, struggling to grow up in a time of extraordinary challenge.



Linda Hunter is a frequent contributor to our newsletter. She is the author of *Images of Resiliency: Troubled Children Create Healing Stories in the Language of Sandplay* and the Director of the Association for Community Counseling in Delray Beach, Florida.



have some workshop ideas. I can be reached at 561-624-8819 ext.# 3 or 561-745-3224 (home) or by email: jancourt40@aol.com.

Also, Heart's and Hope, Inc., a grief program in Palm Beach County, is helping children with a relief project called, Heart's in New York Hope Program. They are collecting Teddy Bears and money to help purchase toys and items for the child development clinics throughout New York City and Brooklyn. For further information please call Heart's and Hope, Inc. at 561-832-1913.

Looking forward to meeting all of in the near future.

Janet A. Courtney, LCSW, Ph.D. (abd)

"The Shield of Faith"

Jennifer Baggerly, Ph.D., L.M.H.C.

One idea I have suggested as a filial therapy/parent-child activity is the "Shield of Faith." Play therapist can suggest that parents do this with their children or they could do this in the play therapy room.

Materials:

white paper plates
Crayons or markers
String or yarn

Activity:

- 1) Ask children to use a crayon/marker to draw a line from top to bottom and from left to right on the white paper plate, thereby creating four sections.
- 2) Ask the children to think of 4 ways they can comfort themselves such as praying, reading the Bible or scriptures, talking to friends, playing with a friend, hugging their dog, singing, telling themselves "I'm in a safe place." (Parents can reinforce family values, beliefs, and rituals at this point).
- 3) Then ask the children to draw one of the ways they comfort themselves in each of the

four sections.

4) Punch a small hole on the right and left top of the paper plates and thread a string or yarn through it.

5) Tie a knot in the yarn so the plate can be worn around the neck.

6) Ask the child to put on their "shield of faith" and tell about the four ways they have to comfort themselves.

7) Talk about how we can comfort ourselves with the things on our "shield of faith" and that we can use these things as a "shield of faith" to protect us from worries from the hard/terrible things that happen.

Jennifer Baggerly is an Assistant Professor at the University of South Florida. She is also providing client centered play therapy to homeless children at her program for the Metropolitan Ministries in Tampa. She will provide play therapy training and supervision to therapists who volunteer to work in her program. Contact Dr. Jennifer Baggerly at the University of South Florida Baggerly@tempest.coedu.usf.edu or (813) 974-6714 or



Vote in Our Name-the-Newsletter Contest

We've had some wonderful names submitted for our newsletter. We'd like to thank Soni McCarty, Tracy Howard, Delene Iacono, and Elaine Sadkowski for their ideas. Now we need our members to vote on their favorite. The person who submitted the winning entry will win Linda Hunter's book, *Images of Resiliency: Troubled Children Create Healing Stories in the Language of Sandplay*. You can vote in three ways:

- Go to our new website: www.floridaplaytherapy.org
- Mail this ballot to: Lisa Saldaña, 7765 SW 87th Ave Suite 104, Miami, FL 33173;
- Email your choice to lisasaldana@aol.com.

FL Playways _____	The Bop Bag _____	Child's Play News _____
The Playful Healer _____	The Play Station _____	Play-It-Forward News _____
FAPT's Play House _____	Play Tales _____	The Playful Newsletter _____

Helping Parents, Teachers, and Caregivers Deal with Children's Concerns About Violence in the News

from:

<http://pbskids.org/rogers/parents/sept11a.htm>

Fred Rogers with
Hedda Bluestone Sharapan

It is certainly understandable that parents, teachers, and caregivers are struggling with feelings about how to communicate with children about the current terrorist crisis. Terrorist attacks are an emotional issue for all of us. Anything that involves such great loss and devastation is bound to reawaken any previous fears and significant losses in our own lives. As with all concerns about childhood, there aren't magic answers. However, we are glad to share with you some of our thoughts for helping children cope with the fears and uncertainties that the television news coverage may have aroused, and we hope they may be helpful for you.

Help the children feel secure

Let children know that we adults will do our best to keep them safe and care for their needs. We can also do our best to keep things as normal as possible. Knowing what to expect comforts children; continuing familiar routines can go a long way toward providing security.

Focus on the helpers

When I was a boy and would see scary things on the news, my mother would say to me, "Look for the helpers. You will always find people who are helping." To this day, that's where I focus my attention -- to the many caring people in this world.

Limit children's television viewing of the news events

Even very young children drink in television images, and the younger the children are, the more likely they are to be interested in close-up faces. Think of what we've seen recently on the news. Those images are clearly too graphic and disturbing for young children.

Limit your own television viewing

It's very tempting to get drawn into watching war news around the clock, but adults must resist that temptation because it can lead to a feeling of hopelessness and despair, which their children may sense. Spend time with your children; they need you more than the

newscasters of the world.

Be a good listener

Even if we wanted to, it would be impossible to help young children understand about terrorist attacks. If they ask questions, your best answer may be to ask them, "What do you think happened?" If the answer is "I don't know," then the simplest reply might be, "I'm sad about the news, and I'm worried. But I love you, and I am here for you."

Older children are probably aware that something serious is happening in the world. If parents don't bring up the subject to them, they may be left at the mercy of their misinterpretations. Parents may want to ask their children to tell them what they have heard. They might be surprised at how much they have heard from others.

Listening doesn't only happen through our ears. Children have many ways to let us know that something upsets them. People who are close to children can trust their instincts to know when their children need reassurance and help from them, and they can also trust that their children have ways to let them know when they've heard enough. Of course, if a child chooses not to talk about it, we need to respect that decision.

Monitor children's play

Play is one of the important ways children can work through their concerns. Of course, "terrorist" or war play can be scary and unsafe. At times like that, adults should be nearby to redirect the play into caring and nurturing themes, perhaps by suggesting the building of the hospital for the wounded or making a pretend meal for the emergency helpers.

Help your children learn to handle anger constructively

One of the most important messages we can give our children is, "It's okay to be angry, but it's not okay to hurt." Anger is a natural and normal feeling, in families and among friends. Besides allowing children the right to their anger, we can also help them find constructive things to do with their angry feelings -- things that don't hurt others or themselves or damage things. By showing children how to deal with their angry feelings in healthy ways, we are giving them useful tools that will serve them all life long and helping them to be the world's future peacemakers.

Suggestions to Help Parents in These Troubled Times

By: Elizabeth Metcalf, Ph.D., RPT-S

While specific behaviors will differ for children of different ages, there are some reactions which may appear at any age. After a traumatic event:

- ◆ Feelings of anxiety, fears and worry about the safety of self and others (especially parents).
- ◆ Worries about the re-occurrence of the violence; increased sensitivity to sounds;
- ◆ Increased levels of distress (whining, irritable, more “moody”); questions about death and dying.
- ◆ Increased somatic complaints.
- ◆ Increased negative behaviors (e.g. defiance): hate or anger statements; regression.

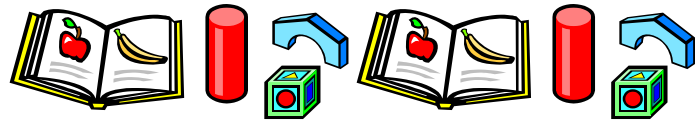
When counseling parents whose children show signs of such stress, these guidelines may be helpful:

- ◆ Limit TV. viewing of traumatic events.
- ◆ Reinforce ideas of safety and security.

- ◆ Encourage children to talk about their concerns.
- ◆ Understand they may need to ask questions about the event many times before they integrate and understand it.

Some children may express hate towards a large group of people. It can be helpful to validate their feelings of anger. However, it will be critical to help them to separate their thoughts and feelings about the specific people responsible for the trauma from generalizing it to larger groups of people, including their classmates or other people they might know (e.g. of Arab decent).

These thoughts are excerpted from an article compiled by Gurwitch, Silovsky, Schultz, Kees, and Burlingame of the Dept. of Pediatrics, University of Oklahoma Health Sciences Center for the American Psychological Associations “Psychology in Daily Life.”



PROFESSIONAL MEMBERSHIP APPLICATION

The directory information provided below will, unless otherwise noted, appear in your annual Membership Directory listing. Please provide the information requested in each item.

"Yes, I wish to promote and support the field of play therapy by becoming a Member of the Association for Play Therapy, Inc. and the Florida Association for Play Therapy, Inc Branch!"

First Name: _____ Last Name: _____ Degree/Designation _____

Social Security Number _____ - _____ - _____ (Confidential. Not published or released but used internally only for verification of identities.)

Business/Affiliation: _____

Address: _____ City _____ State: **FL** Zip: _____

Telephone (_____) _____ - _____ Email: _____

Sponsor's Name (if applicable): _____ **Branch: Florida**

Annual Dues: \$ **55.00** APT dues + \$ **20.00** Florida Branch dues = \$ **75.00** Total dues

___ Check/Money Order ___ Credit Card: ___ Visa ___ MasterCard Acct. # _____

Expiration Date (mm/yy) _____ Signature: _____

Mail application with payment to: Association for Play Therapy; 2050 N. Winery Ave. #101,

Fresno, California 93703. With credit card payment you can fax to: 559-252-2297

President's Note:

Update from Portland

The sunny state of Florida had twenty four people who traveled all the way to Portland Oregon to attend the annual APT conference from October 16-20. Considering the long distance, the expense, and the state of travel today, I think that says a lot about our members' commitment to play therapy.

On Thursday night, APT welcomed the 1000+ attendees to the conference with a "carnival." Popcorn, hot dogs, ice cream and soda were served, as some of the branches manned booths: Handwriting analysis, ring toss, musical chairs, and Irish stone readings were just some of the activities. Many thanks to Ellen Wood, Tracy Howard, and Connor Walters, who joined me at the FAPT face painting table. We decorated faces and hands with flowers, hearts, suns and other creative designs.

Ellen Wood, our new Secretary, and Tracy Howard, our second Member at Large, were introduced on Friday, when seventeen of us met for lunch and our annual conference meeting. Because the keynote address had ended twenty minutes late, we started late and I didn't get to spend as much time with the group as I would have liked. I want to thank Ellen for her assistance in picking up the food and setting up the room. Although we were a bit "rushed," I think people enjoyed putting faces with names and meeting people they had been e-mailing and talking to on the phone.

As you can see by reading the minutes of the meeting (page 14), I talked about the workshops that we plan to have around the state. When I first surveyed our membership about whether you preferred an annual conference or a number of one day workshops each year, the overwhelming response was for workshops. Your Board has made a commitment to rotating the sites of these workshops as much as possible, in order to enable more of you from around the state to attend. In

order to accomplish this goal, we need volunteers in each geographical area to help us in finding qualified presenters and workshop sites, helping to pick up and transport the out-of-town presenters, monitor the workshop registration, and other coordination and presentation tasks. In return, volunteers get to attend the workshops for free. Janet Courtney, who was unable to attend the conference, has been named FAPT's Education Chairperson. If you're interested in helping out, look for her message in this newsletter.

We will also be trying to schedule open membership meetings at the end of these workshops, and to have at least one Board member present, in order to allow you to meet and speak directly to Board members. We want to be as responsive to you as we can, so please let us know what your needs and concerns are.



Please consider getting more involved in FAPT. We cannot serve our membership without assistance from you. You can commit as little or as much time as you have available. The newsletter, workshops, and the website all require volunteer involvement.

As I've said, if you're interested in helping with workshops in any capacity, from presenting to picking up the presenter at the airport, please contact Janet. If you're interested in assisting with the web site, please contact Tracy Howard. If you're interested in getting involved with serving in the Board, if you want to help start a chapter in your area, or if you'd like to contribute to the the newsletter, please contact me. All of our contact information can be found on page 5.

I know from the calls and emails I get that many of our members are helping their clients deal with the events of September 11, as well as the ongoing issues of safety and security they may be experiencing because of the news each day. I hope that you find helpful information in this issue of the newsletter. In the meantime, please take care of yourselves, and remember to take the time to play!

Minutes from the FAPT Meeting at the 2001 APT Conference

Portland, Oregon
October 19, 2001

Present:

Officers: Lisa Saldaña, President; Dr. Elizabeth Metcalf, Member at Large; Ellen Wood, Secretary; Tracy Howard, Member at Large

Members: Lauren Stern, Nancy Murphy, Jane Robinson, Marla D. Johnson, Jennifer Baggerly, Penny Phares, Maria D'Alessio, Connor Walters, Loretta Gallo-Lopez, Linda B. Hunter, Soni McCarty, Beth Davalos, Leslie Jones.

Lisa Saldaña opened the meeting by welcoming the assembled group, introducing the newly elected secretary and member at large and noting that the new treasurer, Scott Ryan, was unable to attend the conference. She reported on the last meeting in Ft. Lauderdale at which plans for the future were discussed, including ideas for the newsletter, conferences, and the web site with resources and a possible chat room, as well as other links of interest.

Current business included discussion of the web site, a work in progress, for which the domain name, floridaplaytherapy.org, had been bought. Ideas for the web site included Tracy Howard's suggestion that supervision might be offered. Other ideas offered included having a chat room along with an expanded offering of links to other helpful resources.

Lisa announced that FAPT had been awarded a Gold Branch Award and explained the basis upon which FAPT was chosen.

She called for articles for the newsletter such as book reviews and columns with discussions of, for instance, ideas for helping children in the aftermath of the Sept. 11th tragedy. Also requested were ideas for naming the newsletter with a reward of Linda Hunter's book, Images of Resiliency, to be awarded for the name chosen.

Also announced was the decision that FAPT would offer several workshops throughout the year at locations around the state rather than one large centralized conference, a decision which resulted from a poll of FAPT members queried previously. The intent of this decision is to enable more play therapists to attend. Janet Courtney, who was unable to attend the conference, has been named as the Education Chair.

FAPT will also be trying to schedule open membership meetings at the end of these workshops, and to have at least one Board member present, in order to allow more members around the state to meet and speak directly to Board members.

Lastly, the idea of organizing local chapters within the Florida Branch was brought up by Lisa, who mentioned, in particular, the idea of starting chapters on college campuses around Florida.

The meeting closed with several questions and announcements from the members including Linda Hunter's announcement of her series of Play and Sand play therapy workshops to be given at her Delray offices. CE credits for APT and Chapter 491 will be available for this series.

Jennifer Baggerly mentioned opportunities for therapists looking for play therapy supervision to volunteer at her program for the Metropolitan Ministries in Tampa. She will provide clinical supervision to the therapists seeing clients.

Interested members may contact these members about the opportunities mentioned.

Penny Phares inquired about the possibility of including CE credits for nurses at FAPT offerings, since some of our members are also R.N.'s. This was discussed as being available through the Institute for Continuing Education.

The next meeting will be announced in the newsletter.

Respectfully submitted,

Ellen Wood, Secretary

