



Child-Centered Play Therapy: Deeper Issues With Garry Landreth, Ed.D., LPC, RPT-S



Saturday, June 26, 2021 (8:30 a.m.-4:00 p.m.)

University of Arkansas Office of Play Therapy
Research and Training

Via Live Zoom (6 CE Credit: Non-contact)

Contact: Dr. Kristi Perryman at klperry@uark.edu

Play therapy credit available to mental health professionals & graduate students in a mental health program.

College of Education and Health Professions
Department of Rehabilitation, Human Resources,
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APT Approved Provider #15-403

Program Description

This interactive and exploratory workshop will focus on a variety of seldom examined issues that emerge in play therapy relationships: play therapy as a process of living out beliefs about a child rather than applying techniques, methods or skills; the play therapist as a person of commitment and passion; expectancy versus expectations; and returning responsibility to children.

In this workshop, a way of Being With a child will be explored that touches the inner person of the child that is waiting to come forth and be experienced. This workshop will challenge you to look within and to examine your core beliefs about children and the therapeutic process. Workshop activities will include experiential learning about yourself and videos of Dr. Landreth's play therapy sessions.

Learning Objectives

Following the workshop, participants should be able to...

1. Construct a model of how play facilitates the process of self discovery;
2. Describe how the person of the play therapist is a therapeutic variable;
3. Explain how play therapy is a process rather than an event;
4. Identify four healing messages needed by children;
5. Identify the basis for a child's behavior;
6. Describe how to empower a child by returning responsibility to the child;
7. Explain the concept of "being with" a child in play therapy; and
8. Identify dimensions of the play therapy relationship that are therapeutic.

Dr. Garry Landreth Bio

Garry Landreth, LPC, RPT-S, internationally recognized for his writings and work in promoting the development of child-centered play therapy, is a Regents Professor Emeritus in the Department of Counseling and founder of the Center for Play Therapy at the University of North Texas. His more than 150 journal articles, books and DVDs include the 2020 2nd edition Child-Parent Relationship Therapy (CPRT): An Evidence-Based 10-Session Filial Therapy Model and the accompanying 2020 2nd edition Child-Parent Relationship Therapy (CPRT) Treatment Manual. Dr. Landreth's other recent publications include the DVD CPRT In Action: Four Couples In A CPRT Group and the 3rd edition of the Taylor & Francis Best Seller Play Therapy: The Art of the Relationship. His CPRT Model received the Best Practices in Parent/Family Education Award. Dr. Landreth is Director Emeritus of the Association for Play Therapy (APT). He received the APT Lifetime Achievement Award and the APT Research Award.

Register at: <https://commerce.cashnet.com/UARKEDHP>

Professional Rate: \$85

Student Rate: \$60

*A refund for the full amount less \$15 administrative fee will be given for cancellations made at least two weeks prior to the event. No refunds will be given for cancellations made two weeks or less prior to the event. To cancel your registration and request a refund, please email: jmichel@uark.edu

References:

Blalock, S. M., Lindo, N., & Ray, D. C. (2019). Individual and group child - centered play therapy: Impact on social - emotional competencies. *Journal of Counseling & Development*, 97(3), 238–249.

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Dillman Taylor, D., Purswell, K., Cornett, N., & Bratton, S. C. (2021). Effects of child-centered play therapy (CCPT) on disruptive behavior of at-risk preschool children in Head Start. *International Journal of Play Therapy*, 30(2), 86–97. <https://doi.org/10.1037/pla0000125>

Landreth, G. (2012). *Play therapy: The art of the relationship* (2nd ed.) New York: Brunnet-Routledge.

Ray, D. C., Blanco, P. J., Sullivan, J. M., & Holliman, R. (2009). An exploratory study of child-centered play therapy with aggressive children. *International Journal of Play Therapy*, 18(3), 162–175.

<https://doi.org/10.1037/a0014742>