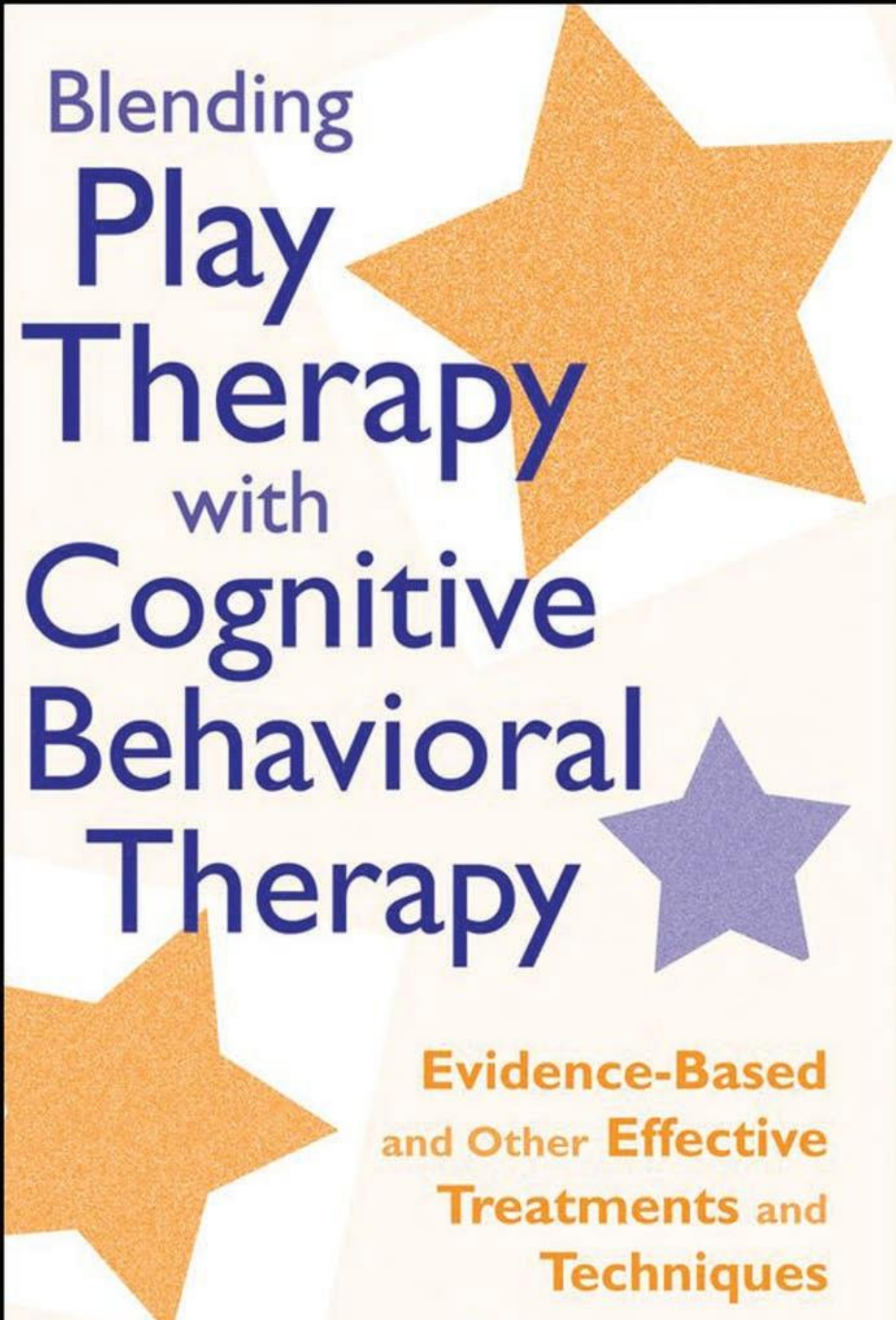


Blending  
**Play  
Therapy**  
with  
**Cognitive  
Behavioral  
Therapy**



**Evidence-Based  
and Other Effective  
Treatments and  
Techniques**

Edited by **Athena A. Drewes**



This book is printed on acid-free paper. ∞

Copyright © 2009 by John Wiley & Sons, Inc. All rights reserved.

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

Published simultaneously in Canada.

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

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

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

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

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

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books. For more information about Wiley products, visit our website at [www.wiley.com](http://www.wiley.com).

***Library of Congress Cataloging-in-Publication Data:***

Blending play therapy with cognitive behavioral therapy :  
evidence-based and other effective treatments and  
techniques / edited by Athena A. Drewes.

p. ; cm.

Includes bibliographical references and index.

ISBN 978-0-470-17640-5 (cloth : alk. paper)

1. Play therapy. 2. Cognitive therapy for children. I. Drewes, Athena A., 1948–  
[DNLM: 1. Play Therapy—methods. 2. Adolescent. 3. Child. 4. Cognitive Therapy—  
methods. 5. Evidence-Based Medicine. WS 350.2 B647 2009]

RJ505.P6B64 2009

618.92'891653—dc22

2008032158

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

# Contents

About the Editor	ix
Contributors	xi
Acknowledgments	xv
Preface	xvii
Foreword	xxi
SECTION I. RATIONALE FOR INTEGRATING PLAY THERAPY AND CBT	1
1 The Therapeutic Powers of Play and Play Therapy	3
<i>Charles E. Schaefer and Athena A. Drewes</i>	
2 Play Therapy, Pedagogy, and CBT: An Argument for Interdisciplinary Synthesis	17
<i>Janine S. Shelby and Michele S. Berk</i>	
3 An Illustration of Science and Practice: Strengthening the Whole Through Its Parts	41
<i>Eliana Gil and Nicole Jalazo</i>	
SECTION II. HISTORICAL CONTEXTUAL FOUNDATION	69
4 Data Are Not Mysterious: Understanding, Applying, and Conducting Psychotherapy Outcomes Studies	71
<i>Suzanne Button and Lauren S. Hallion</i>	
5 Play Therapy Research: History and Current Empirical Support	97
<i>Jennifer Baggerly</i>	

6	Cognitive Behavioral Play Therapy: Theory and Applications <i>Susan M. Knell</i>	117
SECTION III. EFFECTIVE EVIDENCE-BASED TREATMENTS USING PLAY WITH CBT		135
7	Trauma Systems Therapy: A Replication of the Model, Integrating Cognitive Behavioral Play Therapy into Child and Family Treatment <i>Susan Hansen and Glenn Saxe</i>	139
8	Incorporating Play within a Manual-Based Treatment for Children and Adolescents with Anxiety Disorders <i>Jennifer L. Podell, Erin D. Martin, and Philip C. Kendall</i>	165
9	The Role of Play within Cognitive Behavioral Therapy for Aggressive Children: The Coping Power Program <i>John E. Lochman, Caroline Boxmeyer, and Nicole Powell</i>	179
10	Innovation and Integration: Parent-Child Interaction Therapy as Play Therapy <i>Anthony J. Urquiza, Nancy M. Zebell, and Dawn Blacker</i>	199
11	Primary Project: Fifty Years of Facilitating School Adjustment <i>Stephen P. Demanchick, Mary Anne Peabody, and Deborah B. Johnson</i>	219
SECTION IV. POSITIVE-OUTCOME EMPIRICALLY BASED PLAY THERAPY TREATMENTS		237
12	Child-Parent Psychotherapy <i>Alicia F. Lieberman and Lisa R. Inman</i>	241
13	Filial Therapy: Theoretical Integration, Empirical Validation, and Practical Application <i>Risë VanFleet</i>	257
14	Kinder Training: An Adlerian-Based Model to Enhance Teacher-Student Relationships <i>JoAnna White and Lauren Stern Wynne</i>	281
15	Sandtray Therapy <i>Daniel S. Sweeney and Linda E. Homeyer</i>	297

SECTION V. INTEGRATION AND APPLICATION OF PLAY-BASED TECHNIQUES WITH CBT	319
16 CBPT: Implementing and Integrating CBPT into Clinical Practice <i>Susan M. Knell and Meena Dasari</i>	321
17 Play Therapy Techniques for Affect Regulation <i>Susan Trachtenberg Paula</i>	353
18 Building Self-Esteem, Coping Skills, and Changing Cognitive Distortions <i>Diane Frey</i>	373
19 Playful Strategies to Manage Frustration: The Turtle Technique and Beyond <i>Eva L. Feindler</i>	401
20 Narrative Approaches: Helping Children Tell Their Stories <i>Ann Cattanach</i>	423
21 Family Problem Solving: Using Expressive Activities <i>Steve Harvey</i>	449
SECTION VI. THERAPIST SELF-CARE	471
22 Self-Care for Child Therapists: Leaving It at the Office <i>John C. Norcross and Athena A. Drewes</i>	473
Epilogue	495
Appendix	497
Author Index	499
Subject Index	511

## About the Editor

**D**R. ATHENA A. DREWES is a licensed child psychologist, certified school psychologist, and Registered Play Therapist–Supervisor. She is Director of Clinical Training and the APA–Accredited Doctoral Internship Program at The Astor Home for Children, a full range, multiservice, nonprofit mental health agency with over 750 employees serving Dutchess, Bronx, and Orange counties in New York. Dr. Drewes is adjunct professor of play therapy at Marist and Sage Colleges, past Board of Director of the Association for Play Therapy (2001–2007), Founder and Past President of the New York Association for Play Therapy, and Director of the Play Therapy Institute.

She is Secretary for the Child and Adolescent Special Interest Group of Division 56 Trauma of the American Psychological Association. She is on the editorial board for *Training and Education in Professional Psychology*, and the *International Journal of Play Therapy*. Drewes has written and lectured extensively about play therapy nationally and internationally. She is co-editor and chapter author of *School-Based Play Therapy* (Drewes, Carey, & Schaefer, 2001), *Cultural Issues in Play Therapy* (Gil & Drewes, 2005), and *Supervision Can be Playful: Play-Based Techniques for Child and Play Therapist Supervisors* (Drewes & Mullen, 2008).

She is also on the Disaster Mental Health Leadership Team of the Red Cross in Greater New York, and a member of the Disaster Response Network of the New York State Psychological Association. She has worked for over 25 year across all settings with children and adolescents, specializing in treatment involving sexual abuse, trauma, attachment disorder, foster care children, supervision, and play therapy in the schools.

# Contributors

Jennifer Baggerly, Ph.D., LMHC-S,  
RPT-S  
Counselor Education  
University of South Florida  
Tampa, Florida

Michele S. Berk, Ph.D.  
Assistant Professor at UCLA  
Director of the Adolescent DBT and  
CBT Clinic  
Department of Psychiatry  
Geffen School of Medicine  
Harbor-UCLA Medical Center  
Torrance, California

Dawn Blacker, Ph.D.  
University of California at Davis  
Children's Hospital  
CAARE Diagnostic and Treatment  
Center  
Sacramento, California

Caroline Boxmeyer, Ph.D.  
Department of Psychology  
University of Alabama  
Tuscaloosa, Alabama

Suzanne Button, Ph.D.  
Director of Program Improvement,  
Outcomes Management and  
Research  
The Astor Home for Children  
Rhinebeck, New York

Ann Cattanach, Ph.D.  
Formerly Course Leader, Play  
Therapy, Roehampton University,  
London  
Present Teaching Fellow, University of  
York, England  
Consultant Adoption & Fostering  
Moray and Highland, Scotland

Meena Dasari, Ph.D.  
Metropolitan Center of Cognitive  
Behavioral Therapy  
New York University School of  
Medicine  
New York, New York

Stephen P. Demanchick, Ph.D., LMHC  
Assistant Professor  
Creative Arts Therapy Department  
Nazareth College  
Rochester, New York

Athena A. Drewes, Psy.D., RPT-S  
Director of Clinical Training and APA  
Internship  
The Astor Home for Children  
Poughkeepsie, New York

Eva L. Feindler, Ph.D.  
Director, Psychological Services Center  
Professor of Psychology  
Long Island University  
Brookville, New York

Diane Frey, Ph.D., RPT-S  
Wright State University  
Dayton, Ohio

Eliana Gil, Ph.D., RPT-S  
Director of Clinical Services  
Childhelp Children's Center of  
Virginia  
Fairfax, Virginia

Lauren S. Hallion  
Quality Assessment and Improvement  
Coordinator  
The Astor Home for Children  
Rhinebeck, New York

Susan Hansen, LCSWR, RPT-S  
Program Supervisor  
Children's Services  
Ulster County Mental Health  
Kingston, New York

Steve Harvey, Ph.D., RPT-S  
Educational Psychology  
New Zealand Registered Psychologist  
Consultant Psychologist  
Taranaki District Health Board  
New Plymouth, New Zealand

Linda E. Homeyer, Ph.D., RPT-S  
Texas State University–San Marcos  
San Marcos, Texas

Lisa R. Inman, M.D.  
Child and Adolescent Psychiatrist  
San Francisco Department of Public  
Health  
Southeast Child Family Therapy  
Center  
San Francisco, California

Nicole Jalazo, LCSW  
Senior Clinical Staff Member  
Childhelp Children's Center of  
Virginia  
Fairfax, Virginia

Deborah B. Johnson, M.S.  
Children's Institute  
Rochester, New York

Philip C. Kendall, Ph.D., ABPP  
Child and Adolescent Anxiety  
Disorders Clinic  
Temple University  
Philadelphia, Pennsylvania

Susan M. Knell, Ph.D.  
Spectrum Psychological Associates  
Shaker Heights, Ohio

Alicia F. Lieberman, Ph.D.  
Irving B. Harris Endowed Chair in  
Infant Mental Health  
Professor and Vice Chair for Academia  
Affaire  
UCSF Department of Psychiatry  
Director, Child Trauma Research  
Project  
San Francisco, California

John E. Lochman, Ph.D., ABPP  
Editor-in-Chief, *Journal of Abnormal  
Child Psychology*  
Director, Center for Prevention of  
Youth Behavior Problems  
Professor and Saxon Chairholder in  
Clinical Psychology  
Department of Psychology  
University of Alabama  
Tuscaloosa, Alabama



Erin D. Martin, Ph.D.  
Child and Adolescent Anxiety  
Disorders Clinic  
Temple University  
Philadelphia, Pennsylvania

Donald Meichenbaum, Ph.D.  
Distinguished Professor Emeritus  
University of Waterloo  
Waterloo, Ontario, Canada  
Visiting Distinguished Professor  
University of Miami  
Research Director of The Melissa  
Institute for Violence Prevention

John C. Norcross, Ph.D., ABPP  
Professor of Psychology &  
Distinguished University Fellow  
Editor, *Journal of Clinical Psychology:  
In Session*  
Department of Psychology  
University of Scranton  
Scranton, Pennsylvania

Susan Trachtenberg Paula, Ph.D.  
Center for Trauma Program  
Innovation  
Jewish Board of Family and Children's  
Services  
New York, New York

Mary Anne Peabody, LCSW  
Clinical Associate  
Children's Institute  
Rochester, New York

Jennifer L. Podell, Ph.D.  
Child and Adolescent Anxiety  
Disorders Clinic  
Temple University  
Philadelphia, Pennsylvania

Nicole Powell, Ph.D.  
Research Psychologist  
Center for the Prevention of Youth  
Behavior Problems  
University of Alabama  
Tuscaloosa, Alabama

Glenn Saxe, M.D.  
Associate Chief of Psychiatry for  
Research and Development  
Department of Psychiatry  
Children's Hospital  
Boston, Massachusetts

Charles E. Schaefer, Ph.D., RPT-S  
Professor Emeritus  
Fairleigh Dickinson University  
Teaneck, New Jersey  
Director Emeritus of the Association  
for Play Therapy

Janine S. Shelby, Ph.D., RPT-S  
Assistant Professor UCLA  
Director of Child Psychology  
Training, and Child Trauma  
Clinic  
Department of Psychiatry  
Geffen School of Medicine  
Harbor-UCLA Medical Center  
Torrance, California

Daniel S. Sweeney, Ph.D., LMFT, LPC,  
RPT-S  
Professor of Counseling  
Director, NW Center for Play Therapy  
Studies  
Graduate Department of  
Counseling  
George Fox University  
Portland, Oregon

Anthony J. Urquiza, Ph.D.  
Director, Mental Health Services  
CAARE Diagnostic and Treatment  
Center  
Department of Pediatrics  
University of California, Davis Medical  
Center  
Sacramento, California

Risë VanFleet, Ph.D., RPT-S  
President, Private Practice  
Family Enhancement and Play  
Therapy Center, Inc.  
Boiling Springs, Pennsylvania

JoAnna White, Ed.D., L.P.C., RPT-S  
Professor and Chair  
Department of Counseling and  
Psychological Services  
Georgia State University  
Atlanta, Georgia

Lauren Stern Wynne, Ph.D., L.P.C.,  
RPT-S  
Assistant Professor  
Department of Counseling and  
Psychological Services  
Georgia State University  
Atlanta, Georgia

Nancy M. Zebell, Ph.D.  
Supervising Psychologist  
CAARE Diagnostic and Treatment  
Center  
Department of Pediatrics  
University of California  
Davis Medical Center  
Sacramento, California

# Acknowledgments

**W**ITHOUT THE GUIDANCE and helpful suggestions of Charles Schaefer and Don Meichenbaum, this book could not have evolved as it did. Their wisdom and insight helped me to hone my concept into reality. They were most generous with their time and their opinions. I am honored to count them as friends and colleagues, and doubly proud to have them included in this book. They represent the best of both worlds: play therapy and cognitive behavioral therapy.

This book would not have been possible without the support and encouragement of Isabel Pratt, editor and Lisa Gebo, senior editor at John Wiley & Sons. They have persevered over the past three years tweaking, revising, and pushing for what you will now read. Their faith in this project and in me has been unconditional and greatly appreciated. Isabel Pratt did a masterful job in maneuvering this tome into a polished product that will help leave a lasting contribution to the field of child and adolescent psychology.

Special thanks go to James Richard Bridges, Scott Richard Drewes Bridges, and Seth Andrew Bridges for their always present, unconditional love and support. You are the wind beneath my wings!

Thanks to my family and friends who helped keep me motivated and energized: John C. and Doris Drewes, Nick H. and Rosemarie Drewes, Nick and Laurie Drewes, Nicolette Marie and Natalie Elin Drewes, Eliana Gil, Ana Sutton, Akiko Ohnogi, Debra Sheafe, Twila Smith, Peggie Landrum, Linda Mangelsdorf, Linda Shutts, Janie Keller, Sheila Doherty, Chris Foreacre, and Dave Crenshaw.

# Preface

**T**HIS BOOK IS borne out necessity and from over 25 years of professional clinical experience with children and adolescents. My career began after obtaining my master's degree in clinical psychology from New York University. I was employed by the Jewish Board of Family and Children's Services (then known as the Jewish Board of Guardians, Inc.) and worked at the Child Development Center testing and treating latency age children. Eva Landauer was my supervisor and mentor in psychodynamic play therapy. She had been trained by Anna Freud. It was there, at JBG, that my passion for play therapy began and I saw how potent it was to use play *as* therapy, with children using metaphor and play while not saying one word in the session. I was witness to children who made gains, blossomed, and interacted over time through symbolic play.

After five years at JBFCS, I moved to Orange County, New York, with my husband to start a family. My work shifted to being a play therapist at an outpatient clinic, and I worked with a wide variety of ages and problems, but most notably sexually abused children who were living in foster care. The field of sexual abuse was relatively new, and the work often felt like we were improvising and flying by the seat of our pants. We were all struggling for ways to engage the children and find skills that would work with every child in treatment. In time I worked in a special education preschool doing play therapy and parent and teacher consultation, and I also worked a few years in regular education as a school psychologist. As the need for a license loomed by New York State mandates, I returned for a doctorate at Pace University in New York City. Its combined school and child clinical program was the best of both worlds in allowing me to get clinical practicum placements. My clinical internship was at the Astor Home for Children in Rhinebeck, NY, a large, multiservice, nonprofit mental health agency that had an APA-accredited program with a strong play therapy component.

I was fortunate enough to be hired upon completion of the internship and have remained there since, more than 16 years. I worked for 10 years

as a clinical coordinator and senior psychologist in the Residential Treatment Center in Rhinebeck seeing children from 5 to 13 years of age whose presenting problems were predominantly the result of sexual abuse and attachment disorder, along with a dysfunctional family.

It was at that point that I saw how traditional child-led therapy was not productive with some of the sexually abused children I worked with. Our work became stagnant. If I did not talk about sexual abuse, they were more than happy to avoid talking about it too. Their play avoided the topic and gave no insights. We were at a stalemate, and I had no tools with which to move the treatment forward. Having discovered the Association for Play Therapy in 1992, I attended a workshop by Beverly James, author of *Treating the Traumatized Child*. She introduced the idea of a developmentally sequenced treatment approach and the need to be directive using play therapy materials and play-based techniques. This was the piece that was missing in my work. Applying her techniques and others learned through attendance at the Association for Play Therapy conferences and workshops with the leading play therapists, an integrated treatment style developed. I realized that in order to work with severely abused and traumatized children, who also had attachment deficits, I needed to become flexible in moving between child-led and directive approaches. I needed to become a prescriptive therapist. I needed to apply the best practices, evidence-informed treatment with this child, at this time, for this symptom.

No longer could it be one size fits all in my treatment of trauma. I needed to use play *in* therapy as well as play *as* therapy. This thinking went against other play therapists who believed, and still believe, that child-led treatment is the only way to work with children. They believed it was the only form of play therapy. I believe you need both: not only child-led, nondirective work with children, but also for some children you need to be directive, and at times you need to do both within the same session. And moreover, I believe you need to bring in cognitive behavioral therapy to help deal with affect regulation, self-esteem issues, problem-solving, and coping and social skills deficits, among other things. Attachment issues often were beneath the severe abuse issues both in the Residential Treatment Center and with the children I see in Astor's Therapeutic Foster Care program.

It was at this point that I realized that the worlds of play therapy and cognitive behavioral therapy can blend together very well. Susan Knell's book *Cognitive Behavioral Play Therapy* confirmed what I had felt intuitively. With the advance of credentialing bodies dictating and mandating the use of evidence-based treatments with the children and adolescents seen at Astor, as an agency, we needed to show that what we