

ACAC-NC

North Carolina - Association for Child and Adolescent Counseling

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Featured Article

Leap into Adlerian Play Therapy
By Dalena Dillman Taylor and Terry Kottman

Terry Kottman launched LEAPT, the League of Extraordinary Adlerian Play Therapists, earlier this year. Due to the ever-demanding focus to shift towards evidence-based practices and Dr. Kottman's strong desire to maintain the fidelity and credibility of Adlerian Play Therapy (AdPT), she devised an advisory board in 2018 to support her in the development of the certification program for AdPT. This team of individuals assisted Dr. Kottman in bringing her ideas of what certification would look like into reality. To date, three cohorts have begun the process towards certification.

What does that process look like? Below will outline the basic steps towards certification and resources to aid in your journey. However, it is highly encouraged to visit <https://adlerianplaytherapy.com/> for the detailed outline of certification in AdPT.

Licensed practitioners can simultaneously work through the AdPT certification alongside the Registered Play Therapist (RPT) credential through the Association for Play Therapy (APT) OR complete the certification program after earning their RPT. In order to successfully complete certification in AdPT, licensed practitioners must:

1. Complete the following courses in AdPT from a certified trainer (found at <https://leapt.arlo.co/w/courses/cat-2-basic-certification-in-adpt>):
 - a. Beginning Adlerian Play Therapy (1-week class that includes 35 hours of instruction and 5 hours of group supervision)
 - b. Advanced Adlerian Play Therapy (1-week class that includes 35 hours of instruction and 5 hours of group supervision)
 - c. Conceptualizing and Treatment Planning (3-day class which includes 24 hours of instruction)

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Newsletter Submissions

We would love to hear more about you and your experiences!



Our next newsletter will be published in Spring 2020, and we welcome submissions related to practice, teaching, advocacy, and more. If you have questions or would like additional information, please email [Amy Grybush](#).

Dillman Taylor and Kottman continued...

2. Conduct a minimum of 50 AdPT sessions, including several of session of each of the four phases with a minimum of 3 different clients
2. Complete 10 hours of consultation with A Certified Adlerian Play Therapy Consultant (found at <https://leapt.arlo.co/w/courses/8-consultation-level-1>)
 - a. In 7 sessions, the licensed practitioner will show videos illustrating each of the following: Phase 1 (1 video), Phase 2 (1 videos), Phase 3 (2 videos), Phase 4 (2 videos), and parent/teacher consultation (1 video)
 - b. In the other 3 consultation sessions, the licensed practitioner will work with the consultant on conceptualization and treatment planning for clients using the Adlerian perspective.
 - c. After 10 sessions, the consultant, based on the rubric of the Adlerian Play Therapy Skills Checklist and may recommend the licensed practitioner moving towards evaluation (last step of certification).
2. Submit a certification evaluation portfolio (specific information can be found at <https://adlerianplaytherapy.com/>)

Some practitioners may have already taken these courses and that's ok! If taken prior to 2019 with Dr. Kottman, these courses will count towards certification. We are excited about this new journey of AdPT and the process of becoming certified. If you have any questions, feel free to reach out to either of us. We hope that you take the LEAP with us!



Book Review –

Sarah Moore, PhD, LPC

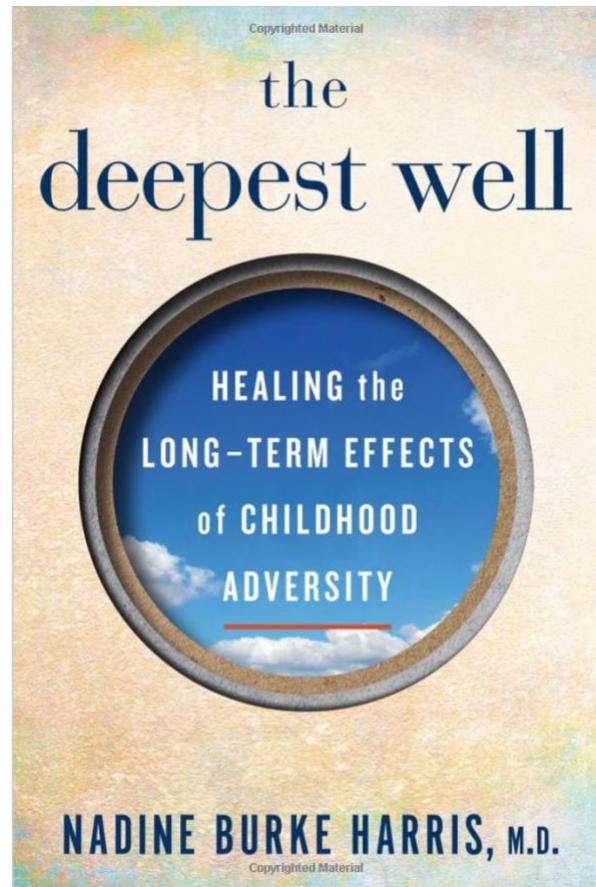
The Deepest Well by Nadine Burke Harris

My niche population is working with children (and sometimes teenagers and adults) who are the most vulnerable, have the least access to resources, the most barriers, etc. I have found over the last 20 years that many of those that I serve have experienced multiple childhood traumas and that it continues to impact their lives long after they have been removed from the traumatic situation. While I have worked hard to offer trauma-informed care, I often wondered if there was more that I could do.

Over the last several years, I have read, discussed, presented, and tried to better grasp how childhood trauma affects us and what we can do to counter it. While going back to read and understand the Adverse Childhood Experiences Study (ACE Study) which began in 1995 by Kaiser Permanente and the Centers for Disease Control and Prevention, I discovered Nadine Burke Harris and her work. Dr. Burke Harris can be seen in a Ted Talk on YouTube called ‘How childhood trauma affects health across a lifetime’. This video and Dr. Burke Harris are phenomenal because she is able to explain in everyday language how childhood trauma impacts people, while also giving hope for solutions. In addition, Dr. Burke Harris has since written a book, The Deepest Well, which has changed my practice tremendously.

As someone who experienced childhood trauma, and as a Licensed Professional Counselor and Counselor Educator, I knew that I wasn’t doing enough for some of my clients and was at a loss sometimes as to what would be enough. Dr. Burke Harris answered that question for me when she made the link between childhood trauma and its impact and began to teach parents and children about childhood trauma. I realized as I read the book, that that was one thing that would have helped me and many of my clients. Just knowing why you respond the way you respond can reduce shame, helplessness, and hopelessness. Knowing that you are responding to an abnormal situation in the best way possible given your skills and resources means that if you begin to recognize when you are in an abnormal situation and have resources to get out of it, you can begin to heal and learn healthier ways of responding.

If you can do one thing this year to improve your practice, I encourage you to read ‘The Deepest Well’.



Culturally Responsive Practices – Presentation at the North Carolina School Counselor Association Conference

Rachel Saunders, Doctoral Candidate, M.A., NCC

School counselors are called to ensure that all students of diverse backgrounds have equal access to appropriate services and opportunities (ASCA, 2019). Often serving as the contact person between students, parents, and the larger community, school counselors play an important role in bridging student and family support services. The American School Counselor Association (ASCA) advocates the importance of school counselor cultural competence, highlighting school counselor's ability to demonstrate their belief that all students have the ability to learn and achieve. In addition, the ASCA Ethical Standards for School Counselors (2016) also recommends that school counselors promote culturally responsive services to help create a safer, more inclusive school environment (ASCA, 2016, B.2.m).

The concept of culturally responsive practices is not new. Dr. Gloria Ladson-Billings introduced the idea of culturally responsive teaching in 1994. Grounded in the notion that students' cultural backgrounds should be infused in all areas of teaching and learning, Ladson-Billings (1994) define culturally responsive practitioners as possessing eight principles:

1. Communication of High Expectations
2. Active Teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction

Using these eight principles, myself and the other presenter were able to share with attendees at the North Carolina School Counseling Association (NCSCA) an evaluation tool to help school counselors assess their comprehensive counseling program and implement more proactive approaches in their schools. These proactive methods include social justice interventions that are intentionally aimed at

fostering a positive school climate and culturally-responsive counseling methods.

Our goals were that attendees would first, better understand how the eight culturally-responsive teaching characteristics align with the ASCA National Model and secondly, they would leave the session with specific examples of approaches they could implement in their schools. Some of these examples include: doing more than just celebrating culturally diverse holidays but keeping diverse books and posters throughout the school year, receiving feedback and assessments from culturally diverse students and community members, and student evaluations on the strengths and improvements of the counseling program.

Overall, school counselors can use the culturally responsive practices to develop a comprehensive school counseling program that incorporates all eight principles. In addition, these principles serve as a starting point for integrating culturally responsive approaches into program delivery, curriculum development, and direct services such as classroom guidance and small group counseling. School counselors can use the evaluation tool to examine if their practices align with best practices for this work and can evaluate their existing programs and make adjustments accordingly. By engaging in these eight culturally responsive practices, school counselors can help to create a safer more inclusive school environment for both children and adults.

Based on a presentation at NCSCA by Rachel Saunders & Dr. Sejal Parikh Foxx.

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Utilizing Adlerian Play Therapy (AdPT) for Children Experiencing Potentially Traumatic Events

Courtney Evans, PhD, LPC, NCC, ACS, RPT

Trauma occurs at an alarming rate in children and adolescents (SAMSHA, 2015). When working with children and adolescents who experience trauma, evaluating the effects of the event is imperative. Some individuals may experience an event as traumatic, while others may not (SAMSHA, 2014). There are several requirements to make a diagnosis of Post-traumatic stress disorder (PTSD) found in the DSM 5 (American Psychological Association, 2014), however, even if not diagnosable, the effects of trauma can be profound.

Counseling, following a potentially traumatic event, is of importance, as it (i.e., processing the event in a safe environment) may also prevent future distress. Best practices should always be used. Adlerian Play Therapy (AdPT) has been shown to be effective with many different presenting problems (Snow, Buckley, & Williams, 1999; Meany-Walen, Bratton, & Kottman, 2012; Taylor & Bratton, 2014; Meany-Walen, Bullis, Kottman, & Taylor, 2015; Izzaty, Cholimah, & Astuti, 2016; Meany-Walen & Teeling, 2016; Akay & Bratton, 2017). AdPT has also been evaluated and found to be beneficial when working with children who are diagnosed with PTSD (Evans, 2019).

As such, it is posed that AdPT could be a best practice when working with children who have experienced a potentially traumatic event, in general (i.e., not necessarily having to be diagnosed with PTSD). Implementing AdPT when working with children and adolescents who have experienced trauma would necessitate seeking to understand personality priority/ies, the lifestyle, and promoting the basic tenets of AdPT, the Crucial C's (courage, connect, capable, count). It is posed that such an approach may help children and adolescent process potentially traumatic events.



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Gratitude and Well-Being

Amy L. Grybush, Doctoral Candidate, MA, LPCA, NCC

Research shows that gratitude can act as a buffer to stress and can improve one's quality of life; grateful people report higher well-being, happiness, and life satisfaction (Emmons, 2019; Zhang, 2020). Research also indicates that gratitude in children can contribute to their overall well-being and happiness (Nguyen & Gordon, 2019). Acting as a model for grateful living can create an environment of gratitude and foster the practice in others.

While there are conceptual differences between intrapersonal and interpersonal gratitude, Seligman, Steen, Park, & Peterson (2005) broadly define gratitude as becoming "aware of and thankful for the good things that happen" (p. 412). Recent research into gratitude among children reveals that gratitude for living beings (such as parents, teachers, and pets) is positively correlated with happiness in children as early as 5 years old (Nguyen & Gordon, 2019).

It is important to note that cultural differences may impact one's manifestations and expressions of gratitude. Western cultures may value individuation versus community, and this can play a role in gratitude expression (O'Brien, Mendonça, & Price, 2018). Research indicates that socialization, by both parents and culture, plays a role in the expression and manifestation of gratitude in children (Wang, Wang, & Tudge, 2015).

For children and adolescents, gratitude can have a wide-range of positive effects. Benefits include increased interest in school, better academic performance, better interpersonal relationships, and an increase in prosocial behavior (Allen, 2018).



The following exercises may enhance feelings of gratitude (Sansone & Sansone, 2010) and can be utilized with a range of age groups:

- Journaling about things for which to be grateful
- Thinking about someone for whom you are grateful
- Writing/sending a letter to someone for whom you are grateful
- Meditating on gratitude (present moment awareness)
- Undertaking the "Count Your Blessings" exercise (at the end of the week, writing down three things for which you were grateful)
- Practicing saying "thank you" in a sincere and meaningful way
- Writing thank you notes
- If religious, praying about your gratitude

As 2019 winds down, it's an ideal time to consider how you can incorporate gratitude into your practice.

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North Carolina Counseling Association Annual Conference

Vision 20/20: Focusing Our Vision on the Future of Professional Counseling

Online Registration

Registration is now open for the NCCA annual conference, February 26-28, 2020 in Charlotte. Preconference workshops begin on Wednesday, February 26th, and include topics salient to working with children and adolescents. Breakout sessions over the course of Thursday and Friday include a variety of topics for working with children and adolescents and are sponsored by ACAC-NC. In addition, we will have a booth in the exhibitors hall this year where you can learn more about the mission of ACAC-



NC and the goals for the coming year. Stop by to say hello and register for our raffle of gift baskets – we'd love to see you! We are working on a meet and greet networking event during the annual conference, so please let us know if you'll be attending this year. For more information, please contact Amy Grybush.

More about ACAC - NC...

ACAC of NC is a support and information network for counselors who work with children and adolescents. The American Counseling Association's Code of Ethics (2014) and the Council for the Accreditation of Counseling and Related Educational Programs standards (2016) charges counselors with enhancing human development across the lifespan; therefore, ACAC of NC supports counselors working with children and adolescents from birth through age adolescent. The breadth of this developmental range offers its own unique experiences and challenges. ACAC of NC serves to bring a community of counselors together who strive to offer best practices to this under-served and distinct population.

