



Learn to Play Therapy – Introductory Course

2 Day Workshop 8-9 JULY 2019

Karen Stagnitti

MON 8th - TUES 9th JULY 2019
9:00am - 4:30pm

Rendezvous Hotel Melbourne
328 Flinders St, Melbourne VIC 3000
Heritage Lounge

ABOUT

Learn to Play Therapy aims to develop the capacity in children to self-initiate their own pretend play. Being able to play is essential to children because through play children learn about themselves and their world. Pretend play is complex play and research evidence has shown that children who develop more complex levels of pretend play increase in their abilities in social competence, narrative language, language, self-regulation, creativity, and problem solving. Not all children develop complex levels of pretend play. Reasons for this can be the child's diagnosis (for example, children on the autism spectrum have difficulty developing spontaneous pretend play), the child's environment, or no obvious reason. Learn to Play Therapy is an evidence based therapy for developing in a child more complex levels of spontaneous pretend play.

The first day of this 2 day workshop provides participants with knowledge on the development of pretend play from 12 months to 5 years and how to use this knowledge as an assessment of a child's play ability using the Pretend Play Enjoyment Developmental Checklist. The links between pretend play, theory of mind, narrative language and self-regulation are also discussed.

On the second day, the Learn to Play Therapy approach is explained and participants are taken through the principles and process of this therapy, which includes 11 key play skills that are an essential part of a child's ability to play. Also in this workshop are guidelines on how to identify children who would benefit from Learn to Play Therapy and how to engage children in play.

The workshop uses a mixture of information giving, case studies, video analysis and small group practice of the key skills involved in the process of Learn to Play Therapy. This workshop would be valuable to therapists, social workers, psychologists and early intervention workers who work with families with children under 8 years of age who have a developmental delay.

Day 1

What is play?

The development of pretend play

Pretend play and links to language, narrative, social skills, self-regulation and self-esteem

Assessment of pretend play using the Pretend Play Enjoyment Developmental Checklist

Day 2

Identifying children who would benefit from Learn to Play Therapy

The process and principles of Learn to Play Therapy

How to engage children in play and build play ability in children who find playing difficult

11 key play skills

PRESENTER'S PROFILE

Up until December 2018 Karen Stagnitti was Professor, Personal Chair at the School of Health and Social Development at Deakin University, Victoria, Australia. She has retired from university and now concentrates on workshops and writing. She graduated with a Bachelor degree in Occupational Therapy from the University of Queensland. For over 35 years she has mainly worked in early childhood intervention programs in community-based settings as part of a specialist paediatric multidisciplinary team. In 2003 she graduated from LaTrobe University with a Doctor of Philosophy. Her area of research is children's play. Karen has over 120 publications, including journal articles, book chapters, and books. She has developed several play assessments including: Child-Initiated Pretend Play Assessment, the Pretend Play Enjoyment Developmental Checklist and the Animated Movie Test. From this research, Learn to Play Therapy was developed. Throughout the year, she is invited to present her work on the play ability of children nationally and internationally.

COST

\$690 (GST incl.) includes pre-workshop refreshments, morning tea, lunch, afternoon tea, and all workshop resources.

Registration now open. Please register online at www.learntoplayevents.com/events