



Learn to Play Therapy – Part 1: Introduction

2 Day Workshop 19 - 20 August 2021

Dr Siobhan Casey + Bridget Sarah

THUR 19 - FRI 20 August 2021
9:00am - 4:30pm

Online Workshop
Presented via Zoom

ABOUT

Learn to Play Therapy aims to develop the capacity in children to spontaneously 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 more complex levels of spontaneous pretend play in a child.

The online training has 3 components:

1. Pre-workshop activities that include pre-recordings of powerpoint presentations, relevant readings and TED talks.
2. Two LIVE sessions
3. On the morning of the LIVE sessions, open sessions are scheduled for participants to ask questions re the pre-workshop activities and case studies.

Day 1: LIVE session and open session

- Pretend play and links to language, narrative, social skills, self-regulation and self-esteem Play and the brain (pre-workshop activities)
- The development of pretend play (LIVE session)
- Assessment of pretend play using the Pretend Play Enjoyment Developmental Checklist (LIVE session)

Day 2: LIVE session and open session

- Identifying children who would benefit from Learn to Play Therapy
- The process and principles of Learn to Play Therapy
- How to build play ability in children who find playing difficult
- 11 key play skills

The first LIVE session of this 2 day-equivalent 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 pre-workshop activities include powerpoint recordings on the links between pretend play, theory of mind, narrative language and self-regulation and self-esteem are also discussed.

On the second LIVE session of this 2 day-equivalent workshop focusses on the Learn to Play Therapy approach 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.

The workshop uses a mixture of information giving, case studies, video analysis and practice of the key skills involved in the process of Learn to Play Therapy. The practice is through break out rooms on Zoom, where the presenter and co-host move from 'room' to 'room'. 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.



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PRESENTER'S PROFILE - DR SIOBHAN CASEY

Dr Siobhan Casey is a paediatric occupational therapist with experience in working with children, their families and teachers in a variety of settings. In 2018, Siobhan was awarded a Doctor of Philosophy from Deakin University. Her research primarily focused on understanding the developmental processes that occur for self-regulation and pretend play capacities in supporting resilience in children. Her prior research included identifying important markers and processes for change, for children with Autism participating in the Learn to Play program. Siobhan has previously worked in early intervention community settings, private practice and specialist development schools. She is currently working within a mainstream school setting, supporting the implementation of pretend play within the curriculum. Siobhan continues to research the impact of pretend play development on global developmental functioning and has further interests in researching the role of pretend play development in supporting positive health and wellbeing across the lifespan.

PRESENTER'S PROFILE – BRIDGET SARAH

Bridget Sarah is a paediatric Occupational Therapist and Masters qualified, Registered Play Therapist. Bridget has experience working with children and families in a diverse range of clinic, home, school and community settings where she has pursued her particular interest in the play of vulnerable children from backgrounds of disadvantage and disruption. Bridget is currently employed as a Lecturer and Researcher in Play Therapy at Deakin University where she provides education and supervision to play therapy students in the Graduate Certificate / Diploma of Therapeutic Child Play and Master of Child Play Therapy. Bridget feels passionate about the need to make a priority of addressing the mental health, social and emotional wellbeing needs of children and families in the community using developmentally sensitive and appropriate interventions. As an Occupational Therapist and Registered Play Therapist, Bridget is an integrative Play Therapist trained and experienced in the delivery of multiple play therapy models and approaches including the range of Learn to Play programs and assessment tools. Bridget's research interests to date have focused on exploring the play abilities of children with acquired brain injuries, and how Play Therapists can use standardised assessment to measure play themes in play therapy to inform their clinical decision making and make sense of the messages that children communicate through their play

COST

\$695 (GST incl.) Registration now open. Please register online at www.learntoplayevents.com/events