

CED 641-01
Counseling Children
Cashwell
Spring 2005
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University of North Carolina at Greensboro
Department of Counseling and Educational Development
CED 641

Counseling Children

Spring 2005

Class Schedule/Location

Class meets Thursdays
9:30-12:20
Curry 312

Instructor

Tammy H. Cashwell, Ph.D.
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Guest Speakers

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Textbooks

All readings are on E-reserve. A list of recommended readings is provided at the end of the syllabus.

Objectives:

The focus of this course is on developing knowledge and practical skills in working with children in a variety of settings. Primary points of emphasis will be on influencing emotional and behavioral change through play therapy and behavioral interventions. At the conclusion of this course, students should:

1. Know the major tenets related to establishing therapeutic contact with children
2. Know the influence of cognitive, moral, and social development in the counseling process
3. Comprehend the elements typical of play behavior in children from diverse backgrounds
4. Comprehend the meaning that exists in the play experiences of children from diverse backgrounds
5. Apply knowledge in the structuring of an initial play therapy session
6. Comprehend the types of toys and materials that should be included in a playroom and in a portable totebag
7. Apply the major types of therapeutic responses used by a play therapist
8. Comprehend the philosophy of therapeutic limit setting in play therapy
9. Apply specific techniques used for therapeutic limit-setting in the playroom
10. Know the most common errors made by therapists in the playroom
11. Comprehend the current research on the effectiveness of play therapy with a variety of child problems
12. Distinguish the difference between facilitative and non-facilitative responses in the playroom
13. Know the most common problems encountered in the playroom
14. Synthesize non-directive and directive play therapy approaches into a personal model
15. Comprehend how to initiate termination of the counseling process with children

16. Evaluate videotaped play therapy sessions
17. Comprehend the relevant social and cultural issues involved in counseling children as participating members of a diverse society
18. Comprehend the relevant legal and ethical issues involved in working with children
19. Develop a working knowledge of conducting a Functional Assessment/Analysis of Behavior
20. Understand how differential reinforcement is used to decrease the incidence of problem behavior
21. Understand how antecedent management procedures may be used effectively to occasion more desirable behavior and decrease undesirable behavior
22. Understand the strengths and weaknesses of various forms of group contingencies
23. Understand how behavioral interventions are used to treat undesirable habits
24. Understand how behavioral interventions are used to treat fear and anxiety among children

Assignments

1. Class attendance

Because of the experiential format of the course, much of the integration and synthesis of course content (based on lecture and readings) will occur in class. Any absences should be discussed in advance (in person or by e-mail) with the instructor. At the discretion of the instructor, any absences beyond one (1) absence may affect your final grade.

2. Class participation

Because of the experiential format of this course, you are responsible for critically reading and preparing for class. "Preparing for class" is operationally defined as arriving to class prepared to raise questions and make comments based on the reading for that week. Active participation throughout the semester, evidenced by thoughtful questions, comments, and responses to questions in a respectful atmosphere of Give-and-take demonstrate your accepted responsibility for your learning in this course.

Comments/Questions from the Reading: By 10:00 on each Tuesday before class, students should post their comments/questions about the readings (and/or comments to earlier

postings) for the following class to the **Blackboard** message board assigned to CED 641. This is one way in which you can demonstrate thoughtful review of the materials AND this will be considered as one aspect of class participation. I encourage you to review all postings after 10:00 pm each Tuesday in preparation for class. You are welcome, at any point in the week, to comment on earlier postings. As with your participation in class, my expectation is that your posts will include thoughtful questions, comments, and responses to questions in a respectful atmosphere of Give-and-take that demonstrate your accepted responsibility for your learning in this course.

3. Application Paper

You will develop a manuscript-length paper (APA-style, 12-25 pages) on a topic related to counseling children. Sole and joint authorship (maximum of three authors) is acceptable. However, **only one grade will be given per manuscript** and it is expected that the manuscript will be seamless (i.e., not read as three separate sub-papers that are pasted together.)

A précis is due on or before February 10th so that I can provide initial feedback about your paper topic. Students are *strongly* encouraged to discuss possible topics with the instructor even before developing the précis. The précis should include:

Working Title

Author(s)

Abstract

Up to 5 references (but not less than 2) that will be used in the manuscript

Precis Due: February 10th at 9:30 A.M.

Paper Due: April 14th at 9:30 A.M.

4. Exam

A take-home essay examination will be distributed on **April 28th**. Completed examinations will be due **on May 5th by 3:00 P.M.** The format will be case-based (i.e., I will present you with a case/cases and you will develop strategies for interventions and supporting rationale).

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Grading:

Class Participation	30 points
Final Exam (Essay)	30 points
Paper	<u>40 points</u>
TOTAL	100

93 - 100 =	A
90 - 92 =	A-
87 - 89 =	B+
83 - 86 =	B
80 - 82 =	B-
77 - 79 =	C+
73 - 76 =	C
70 - 72 =	C-
67 - 69 =	D+
63 - 66 =	D
60 - 62 =	D-
0 - 59 =	F

POLICY REGARDING LATE ASSIGNMENTS: In this course, assignments are well distributed throughout the semester and all due dates are published in this syllabus and provided during the first class meeting. Consequently, any assignment that is not submitted to me on time (defined as the beginning of the class period) will be penalized at a rate of one letter grade per day.

Practicum (653C-01)

All students must register for practicum. Grades will be assigned for completing the following:

In-class practice sessions

On dates indicated on the syllabus as including practice sessions, a child or children will be available for practice sessions in the Counseling and Consulting Clinic. All practicum requirements will be met during class time. On some weeks you will be providing a play session for a child. On other weeks, you will be observing sessions.

The skills involved in providing play therapy will be new skills for most of you. The goal of the practicum experience is to afford you an opportunity to provide at least one play session and to observe classmates providing sessions. My expectation for this experience is that it will be a learning experience complete with *many* therapeutic blunders. Time will be dedicated to small group discussions, facilitated by the instructors and, at times, practicum Graduate Assistants. Also, classroom discussions may evolve from the practicum experiences. My expectation is that all feedback and discussions will be facilitative, honest, detailed, and that you will treat your classmates professionally and respectfully throughout the process.

Additionally, there will be experiential activities throughout the semester, including experiential work with Sand Trays. These experiential sessions may result in self-disclosure and self-discovery. You are fully in charge of the level of disclosure you choose to make in class and are, at the same time, responsible for your active participation in the experiential activities.

TENTATIVE Class Schedule

Date	Topic	Readings
1-13	Welcome and Introductions	
1-20	The Meaning of Play History of Play Therapy A View of Children Child-Centered Play Therapy	Landreth, Ch. 2 Landreth, Ch. 5
1-27	The Playroom The Play Therapist Beginning the First Session Facilitative Communication	Landreth, Ch. 7 Landreth, Ch. 10
2-3	Issues in Play Therapy Common Problems in Play Therapy Therapeutic Limit Setting	Landreth, Ch. 13
2-10	Termination Directive vs. Non-directive Play Practice Sessions Paper Precip Due	Landreth, Ch. 16 Delpo & Frick (1988) Rasmussen & Cunningham (1995)
2-17	Filial Therapy Parental Involvement Practice Sessions	Kaduson & Schaefer, ch. 9
2-24	Child-centered Play therapy with Disruptive Students Structuring Play for Children with ADHD Practice Sessions	Kaduson & Schaefer, ch. 3 Kaduson & Schaefer, ch. 5
3-3	Play Therapy and Children Exposed to Trauma Practice Sessions	Kaduson & Schaefer, ch. 4
3-10	NO CLASS - SPRING BREAK	
3-17	Sandtray Therapy - Experiential Work	NONE
3-24	Sandtray Therapy - Lecture and Discussion Group Play Therapy	Tennessen & Strand (1998) Sweeney & Homeyer (1999) Huth-Brocks, Schettini, & Shebroe (2001)

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Date	Topic	Readings
3-31	Gestalt Play Therapy	Oaklander, 2001 Kaduson & Schaefer, ch. 2
4-7	NO CLASS – ACA	
4/14	Behavioral Interventions – Introduction Application Paper Due	Miltenberger, pp. 1-14 Orton, ch. 9 Kaduson & Schaefer, ch. 1
4/21	Functional Assessment Extinction Procedures Differential Reinforcement Group Contingencies	Miltenberger, ch. 13 Miltenberger, ch. 14 Miltenberger, ch. 15 Cashwell, Cashwell, & Skinner (2001)
4/28	Functional Assessment Animal-Assisted Therapy FINAL EXAMS DISTRIBUTED Course Evaluations	Miltenberger, ch. 13 TBA
5/5	FINAL EXAMS DUE BY 3:00 PM (No Class Meeting)	

Recommended Readings

- Alessandri, S. M. (1991). Play and social behaviors in maltreated preschoolers. *Development and Psychopathology*, 3, 191-206.
- Alexander, P. C. (1992). Application of attachment theory to the study of sexual abuse. *Journal of Consulting and Clinical Psychology*, 60, 185-195.
- American Counseling Association (1995). *Codes of ethics and standards of practice*. Alexandria, VA: Author.
- American Professional Society on the Abuse of Children (1995). *Practice guidelines - Use of anatomical dolls in child sexual abuse assessment*. Chicago: Author.
- Axline, V. (1964). *Dibs: In search of self*. New York: Ballantine.
- Axline, V. (1969). *Play therapy*. New York Ballantine.
- Benshoff, J. M., Poidevant, J. M., & Cashwell, C. S. (1994). School discipline programs: Issues and implications for school counselors. *Elementary School Guidance and Counseling*, 28, 163-169.
- Berliner, L. (1992). Should investigative interviews of children be videotaped? *Journal of Interpersonal Violence*, 7, 277-288.
- Boat, B. W., & Everson, M. D. (1993). The use of anatomical dolls in sexual abuse evaluations: Current study and practice. In G. S. Goodman & B. L. Bottoms (Eds.) *Child victims, child witnesses (pp. 47-69)*. New York: Guilford.
- Burgess, A. W., & Hartmen, C. R. (1993). Children's drawings. *Child Abuse and Neglect*, 17, 161-168.
- Carmichael, K. D., & Lane, K. S. (1997). Play therapy with children of alcoholics. *Alcoholism Treatment Quarterly*, 15, 43-51.
- Carroll, J. (2000). Evaluation of therapeutic play: A challenge for research. *Child and Family Social Work*, 5, 11-22.
- Cashwell, C. S. (1995). Family functioning and self-esteem of middle-school students: A matter of perspective? *Journal of Humanistic Education and Development*, 34, 83-91.
- Cashwell, C. S., Bloss-Snyder, K. K., & McFarland, J. (1995). From victim to client: The cycle of sexual reactivity. *The School Counselor*, 42, 233-238.
- Cashwell, C. S., & Caruso, M. (1997). Adolescent sex offenders: Identification and intervention strategies. *Journal of Mental Health Counseling*, 19, 336-348.
- Cashwell, C. S., Cashwell, T. H., & Skinner, A. L. (2001). Using group rewards to influence prosocial behavior and academic success: The school counselor as consultant and coordinator. In D. S. Sandhu (Ed.), *Elementary school counseling in the new millennium*. Alexandria, VA: American Counseling Association

- Cashwell, C. S., Skinner, C. H., Dunn, M., & Lewis, J. (1998). Group reward programs: A humanistic approach. *Journal of Humanistic Education and Development, 37*, 47-53.
- Corwin, D. (1990). Child interviews: Current research and practice. *The Advisor, 3*, 1.
- Costas, M., & Landreth, G. (1999). Filial therapy with nonoffending parents of children who have been sexually abused. *International Journal of Play Therapy, 8*, 43-66.
- Delpo, E. G., & Frick, S. B. (1988). Directed and non-directed play as therapeutic modalities. *CHC, 16*, 261-267.
- Elkind, D. (1988). *The hurried child: Growing up too fast too soon* (Rev. ed.). Reading, MA: Addison-Wesley.
- Fall, M., Balvanz, J., Johnson, L., & Nelson, L. (1999). A play therapy intervention and its relationship to self-efficacy and learning behaviors. *Professional School Counseling, 2*, 194-204.
- Frick-Helms, S. B. (1997). ABoys cry better than girls@: Play therapy behaviors of children residing in a shelter for battered women. *International Journal of Play Therapy, 6*, 73-91.
- Friedrich, W. N. (1993). Sexual behavior in sexually abused children. *Violence Update, 3*, 8-11.
- Givvs, J., & Huang, L. (1989). *Children of color: Psychological interventions with minority youth*. San Francisco, CA: Jossey-Bass.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York: Guilford.
- Gold-Steinberg, S., & Logan, D. (1999). Integrating play therapy in the treatment of children with obsessive-compulsive disorder. *American Journal of Orthopsychiatry, 69*, 495-503.
- Griffith, M. (1997). Empowering techniques of play therapy: A method for working with sexually abused children. *Journal of Mental Health Counseling, 19*, 130-142.
- Henry, C., & Cashwell, C. S. (1998). Using Reality Therapy in the treatment of adolescent sex offenders. *International Journal of Reality Therapy, 18*, 8-11.
- Holmberg, J. R., Benedict, H. E., & Hynan, L. S. (1999). Gender differences in children=s play therapy themes: Comparisons of children with a history of attachment disturbance or exposure to violence. *International Journal of Play Therapy, 7*, 67-92.
- Homeyer, L. E., & Landreth, G. L. (1998). Play therapy behaviors of sexually abused children. *International Journal of Play Therapy, 7*, 49-71.
- Huth-Brocks, A., Schettini, A., & Shebroe, V. (2001). Group play therapy for preschoolers exposed to domestic violence. *Journal of Child and Adolescent Group Therapy, 11*, 19-34.
- Johnson, L., McLeod, E. H., & Fall, M. (1997). Play therapy with labeled children in the schools. *Professional School Counseling, 1*, 31-34.
- Kaduson, H. G., & Schaefer, C. E. (Eds.). (2000). *Short-term play therapy for children*. New York: The Guilford Press.

- Keary, K., & Fitzpatrick, C. (1994). Children's disclosure of sexual abuse during formal investigation. *Child Abuse and Neglect, 18*, 543-548.
- Kendall-Tackett, K. A., Williams, L. M., & Finkelhor, D. (1993). Impact of sexual abuse on children: A review and synthesis of recent empirical studies. *Psychological Bulletin, 118*, 164-180.
- Kot, S., Landreth, G. L., & Giordano, M. (1998). Intensive child-centered play therapy with witnesses of domestic violence. *International Journal of Play Therapy, 7*, 17-36.
- Kottman, T., & Schaefer, C. (1993). *Play therapy in action: A casebook for practitioners*. Northvale, NJ: Aronson.
- Kubler-Ross, E. (1983). *On children and death*. New York: Macmillan.
- Kuehnle, K. (1996). *Assessing allegations of sexual abuse*. Sarasota, FL: Professional Resource Press.
- Landreth, G. (2002). *Play therapy: The art of the relationship* (2nd ed.). New York: Brunner-Routledge.
- Landreth, G. L., & Lobaugh, A. F. (1998). Filial therapy with incarcerated fathers: Effects on parental acceptance of child, parental stress, and child adjustment. *Journal of Counseling and Development, 76*, 157-165.
- Landreth, G. L., & Wright, C. S. (1997). Limit setting practices of play therapists in training and experienced play therapists. *International Journal of Play Therapy, 6*, 41-62.
- LeBlanc, M., & Ritchie, M. (1999). Predictors of play therapy outcomes. *International Journal of Play Therapy, 8*, 19-34.
- Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures*. (3rd ed.). United States: Thomson/Wadsworth.
- Nassar-McMillan, S. C., & Cashwell, C. S. (1997). Building self-esteem through adventure-based counseling. *Journal of Humanistic Education and Development, 36*, 59-67.
- Oaklander, V. (2001). Gestalt play therapy. *International Journal of Play Therapy, 10*, 45-55.
- O'Connor, K. J. (1991). *The play therapy primer: An integration of the theories and techniques*. New York: Wiley.
- Orton, G. L. (1997). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks-Cole.
- Pearce, J. W. & Pezzot-Pearce, T. D. (1997). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Phillips, R. D., & Landreth, G. L. (1998). Play therapists on play therapy: Clinical issues in play therapy. *International Journal of Play Therapy, 7*, 1-24.
- Post, P. (1999). Impact of child-centered play therapy on the self-esteem, locus of control, and anxiety of at-risk 4th, 5th, and 6th grade students. *International Journal of Play Therapy, 8*, 1-18.
- Rasmussen, L. A., & Cunningham, C. (1995). Focused play therapy and non-directive play therapy: Can they be integrated? *Journal of Child Sexual Abuse, 4*, 1-24.

- Ray, D. Bratton, S., Rhine, T., & Jones, L. (2001). The effectiveness of play therapy: Responding to the critics. *International Journal of Play Therapy, 10*, 85-108.
- Rivers, R. Y., & Morrow, C. A. (1995). Understanding and treating ethnic minority youth. In J. F. Aponte, R. Y. Rivers, & J. Wohl (Eds.), *Psychological interventions and cultural diversity* (pp.164-180). Needham Heights, MA: Allyn and Bacon.
- Ryan, V. (1999). Developmental delay, symbolic play, and non-directive play therapy. *Clinical Child Psychology and Psychiatry, 4*, 167-185.
- Ryan, V., & Wilson, K. (2000). Conducting child assessments for court proceedings: The use of non-directive play therapy. *Clinical Child Psychology and Psychiatry, 5*, 267-269.
- Skinner, C. H., Cashwell, C. S., & Dunn, M. S. (1996). Independent and interdependent group contingencies: Smoothing the rough waters. *Special Services in the Schools, 12*, 61-78.
- Sweeney, D. S. & Homeyer, L. E. (1999). Group play therapy. In D. S. Sweeney & L. E. Homeyer (Eds.), *Group play therapy: How to do it, how it works, and whom it's best for* (pp. 3-14). San Francisco: Jossey-Bass.
- Tennesen, J., & Strand, D. (1998). A comparative analysis of directed sandplay therapy and principles of Eriksonian psychology. *Arts in Psychotherapy, 25*, 109-114.
- Tyndall-Lind, A. (1999). Revictimization of children from violent families: Child-centered theoretical formulation and play therapy treatment implications. *International Journal of Play Therapy, 8*, 9-25.
- VanFleet, R., Lilly, J. P., & Kaduson, H. (1999). Play therapy for children exposed to violence: Individual, family, and community interventions. *International Journal of Play Therapy, 8*, 27-42.
- Vasquez, M. J., & Han, A. (1995). Group interventions and treatment with ethnic minorities. In J. F. Aponte, R. Y. Rivers, & J. Wohl (Eds.), *Psychological interventions and cultural diversity* (pp. 109-127). Needham Heights, MA: Allyn and Bacon.
- Watts, R. H., Jr., Cashwell, C. S., & Schweiger, W. K. (In press). Fostering intrinsic motivation in children: A humanistic counseling process. *Journal of Humanistic Education and Development*.
- Webb, N. B. (1999). Play therapy crisis intervention with children. In N. B. Webb (Ed.), *Play therapy with children in crisis* (2nd ed.). New York: Guilford Press.