



REGISTER NOW

Join us for our 23rd annual

NY ASSOCIATION FOR PLAY THERAPY CONFERENCE

April 21–22, 2023 | Embassy Suites by Hilton Buffalo

Friday, April 21, 2023

7:45–8:20am	Registration
8:20am	Opening
8:30–10:00am	Maintaining Regulation & Aggression Management
10:00–10:15am	Break
10:15–11:45am	Dysregulation States & Aggressive/Traumatic Play
11:45am–12:45pm	Lunch (Provided)
12:45–2:00pm	Emotional Flooding, Synergetic Play Therapy “Set Up” Concept
2:00–2:15pm	Break
2:15–4:00pm	Boundary Setting & Shaming/Shutting Down
4:00–5:15pm	Wine & Cheese Reception
4:30–6:30pm	Play Therapy Supervision Training

Saturday, April 22, 2023

8:00–8:30am	Registration
8:30am	Opening
8:45–10:00am	Medical Trauma in Play Therapy
10:00–10:15am	Break
10:15am–12:00pm	Medical Trauma in Play Therapy
12:00–1:00pm	Lunch (Provided)
1:00–2:30pm	Annual Chapter Meeting
2:30–2:45pm	Break Out Session: A & C
2:45–4:15pm	Break
4:15–4:30pm	Break Out Session: B & D

We welcome all below personnel to attend

Social workers, psychologists, family therapists, psychiatrists, school counselors, child life specialists, nurses, mental health counselors and graduate students



SPEAKER HIGHLIGHT

Lisa Dion, LPC, RPT-S

Lisa is an international teacher, clinical supervisor, author, coach and entrepreneur. She is a Licensed Professional Counselor, Registered Play Therapy Supervisor and is at the cutting edge of her field creating new and innovative models of therapy with children and adults.

She is the founder and President of the Synergetic Play Therapy Institute and the creator of Synergetic Play Therapy®. She is also a Certified Gestalt Therapist, Parent Educator, Level II EMDR Practitioner and Master Certified Facilitator of the Demartini Method™.



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Lisa Dion, Friday Full Day

Title: Working with Aggression and Intensity in the Playroom Workshop

Aggression is a part of play therapy and knowing how to make it therapeutic is often a challenge. Using neuroscience, come learn how to help your child clients work through their aggression and intense play leading to healing and transformation.

Learning Objectives:

- Identify strategies for maintaining regulation in the midst of intense play, aggression and death in the playroom
- Identify at least 2 strategies for working with aggression in the playroom without experiencing your own nervous system shut down leading to vicarious trauma
- Explain the link between a child's dysregulated states of their nervous system and their aggressive and traumatic play
- Define "emotional flooding", and identify at least 2 strategies to employ when this happens in a play therapy session
- Examine the Synergetic Play Therapy concept of "The Set Up" in the playroom as a way to understand what the child is trying to communicate
- Demonstrate at least 2 strategies for setting boundaries without shaming or shutting down a child's play

Lisa Dion, Saturday Morning

Title: Medical Trauma in Play Therapy Workshop

Medical trauma is a prevalent experience for many children who have undergone medical procedures or experienced chronic and acute conditions yet is often not included in trauma discussions. Learn how to use play to help children integrate their medical experiences.

Learning Objectives:

- Describe common traumatic stress reactions related to Medical Interventions and Procedures
- Describe the importance of working with the entire family system when there is medical trauma
- List at least 4 creative play interventions to help children heal from medical trauma



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Tara Benson, LCSW Break-Out A

Title: Providing Anti-Racist and Trauma Informed Play Therapy inside the Play Room

The goal of this training is to enable the play therapist to understand and confront the effects and unintended consequences associated with white privilege on their Black, Indigenous, People of Color (BIPOC) clients and how this unconscious bias can create an unsafe play therapy space. By using trauma informed principles, trauma focused modalities and theoretical models, participants will learn diverse approaches to revolutionize their approach to play therapy with children of color. Together we will address the societal stigmas that fuel the mistrust and fear of racism in the community and healthcare field for BIPOC families. This anti-racist training is designed to aid non-black play therapist to self-reflect, re-evaluate their practice, and intentionally foster an inclusive healing space.

Learning Objectives:

Participants will be able to:

1. Identify 3 indicators of privilege, that can limit treatment accessibility, and empathy building with BIPOC clients.
2. Utilize resources to include multi-cultural aspects in treatment while in the playroom.
3. Implement 3 changes in practice to provide a safe space for the BIPOC member in treatment by space transformation.

Maria Knickerbocker, LCSW-R, RPT-S Break Out B

Title: The Play Therapist in the Courtroom from Disclosure to Testimony: Providing Safety for All in Play Therapy

Issues of safety following exposure to trauma affect all parties including children, families, organizational staff, and agency providers making safety protocols paramount as a part of trauma care. This presentation will detail play therapy methods utilized by an RPT-S as they relate to a family experiencing childhood sexual abuse. This includes critical aspects of treatment from unpredictability of disclosure, navigating the legal process, the inclusion of supportive organizational staff, as well the actual play therapist testimony. Clinical modalities include child centered therapy, poly vaginal and various play therapy interventions. In addition, the multiple hats worn by play therapist including clinician and mandated reporter will be discussed as important aspects of treatment.

Learning Objectives:

Participants will be able to:

1. Explain the process of how to navigate various systems including mandated reporter, child protective services, police department and legal system when child abuse is disclosed.
2. Identify statements of therapeutic neutrality when presented with sexual abuse disclosure.
3. Identify at least two play therapy methods to practice structure and safety with families and children.
4. Explain the use of self-care as a play therapist during the court process.



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**Dr. Jodi Ann Mullen, PhD, LMHC, NCC, RPT-S,
CCPT–Master Break–Out Session C**

Title: Keeping Your Play Therapy Spark Ignited

It's a lot. You love your work with children and their families. Providing play therapy is simultaneously rewarding and can be incredibly energy depleting. In this unique and timely workshop play therapists will have the opportunity to identify and understand how and why the work of play therapy impacts us so immensely. We will consider how when working with children, we as clinicians, especially those based in schools must take into consideration our experience of the work. Preventing compassion fatigue and vicarious trauma will be addressed through the lens of wellness so that play therapists gain a greater understanding of how their overall health and clinical stamina can be maintained and even improved so that they can keep doing their best work; focusing on helping children heal through play therapy. In this course, participants will have multiple authentic learning experiences.

Learning Objectives:

Participants will be able to:

1. Define compassion fatigue and vicarious trauma.
2. Describe how play therapists can engage with caregivers and families while maintaining clinical stamina.
3. Describe how to identify compassion fatigue in self and supervisees.
4. Achieve new ways of preventing compassion fatigue while providing play therapy services.
5. Explain two ways compassion fatigue can impact the play therapy relationship.

Erin Hassall, LMFT, RPT-S Break–Out Session D

Title: Bereavement and The Invisible String: School Based Play Therapy Activities to Connect, Support, and Heal

As School-Based Play Therapists, we are faced with many different concerns that our students experience in their lives. It is inevitable that we will work with students who have experienced a loss. In many cases, we are the only mental health providers that our students will work with. This workshop will emphasize using play therapy and play therapy-based strategies with grieving children and teens. Participants will look at the multiple losses children and teens experience in their life and how it can impact their learning experiences at school. We will explore ways these play therapy-based strategies can be used to honor their losses and help them grow and heal. This workshop will use both didactic and experiential experiences.

Learning Objectives:

Participants will be able to:

1. Identify the multiple and varied losses experienced by children and teens.
2. Identify at least 2 play therapy techniques to use with grieving children and teens.
3. Identify at least 2 interventions specific to the developmental and emotional needs of grieving youth.



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Ann Beckley–Forest, Play Therapy Supervision Workshop

2 CEs play therapy supervision credits

Title: Play Therapy Competencies in the Supervision Relationship

Who should take this: Any RPT-S member and those RPTs looking for continuing education to prepare them for the RPT-S mentorship role in play therapy

Providing mentorship to emerging play therapists can be very rewarding, but the new RPT standards can be overwhelming to those desiring to expand or maintain their involvement into the area of consultation/supervision. In 2020 the Association for Play Therapy added an important layer of structure to the relationship between RPT-S's and the play therapists they are mentoring through the RPT process. Supervisors are now explicitly required to be aware of the play therapy competencies of *Play Therapy Knowledge, Clinical Skills and Professional Engagement* and provide ongoing discussion and feedback to supervisees about each. This workshop will develop both a working familiarity of these competencies by reflecting on our own practice and offer a playful experiential activity to increase these competencies in our supervisees.

Learning Objectives:

Participants will be able to:

1. List the 3 areas of Competency in Play Therapy practice and describe examples of each.
2. Describe a method of using a sand tray session as the setting for increasing supervisee engagement with growth in at least one area of competency.

Event Information

Booking Link:

<https://group.embassysuites.com/rkg495>

Hotel: Embassy Suites by Hilton Buffalo
200 Delaware Avenue, Buffalo, NY,
14202, US

Phone: [\(716\) 842-1000](tel:(716)842-1000)

Group Name: New York Association for
Play Therapy

Rate: \$149

Registration Ends March 20th

One Day Pass:

Full time student: \$140

Members of APT/NYAPT: \$185

Non-Members: \$240

Full Conference Pass:

Full time Student: \$199

Members of APT/NYAPT: \$299

Non-Members: \$399

CLICK BELOW TO REGISTER

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Save on Registration Fees!

Join the Association for Play Therapy right now and save on your registration for this conference while receiving all the benefits of membership including 2 quarterly publications.

New York residents will automatically be enrolled in the New York chapter.

Membership Fees:

\$100 for professional members

\$55 for students & affiliate members

CLICK BELOW FOR MEMBERSHIP PAGE

www.a4pt.org/page/membership



*Early registrants
(before March 1st) will be
entered into a prize drawing
or a \$50 Gift Certificate to
Self Esteem Shop!*

Cancellation Policy

Refunds will be made ONLY if requested up to 15 days prior to conference and will be subject to an administrative fee of \$40. NYAPT, Inc. reserves the right to cancel the conference in the event of rare, unforeseen circumstances. In the event of cancellation, registrants will be notified and will receive a full refund of registration fees. In all instances, the liability of NYAPT, Inc. is limited to the refund of registration fees only.

Continuing Education Credit

This program is co-sponsored by the New York Association for Play Therapy and The Institute for Continuing Education. Credit is awarded on a session-by-session basis, with full attendance required for the sessions attended. Each day's program offers 6.00 hrs.

Note: *The Institute for Continuing Education will issue APT Supervisory CE credit, 2.0 hours, for the Supervision Session, scheduled for April 21, 2023.*

There is no additional fee for making application for continuing education credit. Application forms and other CE materials will be available on site. CE verifications are mailed to attendees following the Conference, within 30-days of receiving all completed CE materials. If you have questions regarding the program, continuing education learning objectives, presenter bios, or grievance issues, contact The Institute at: 800-557-1950/email: instconted@aol.com

Note: *To receive continuing education credit, applicants must complete all CE materials, sign in/out at designated locations, and submit an evaluation form for the sessions attended.*

Note: *It is the responsibility of the attendee to determine if CE credit offered by The Institute for Continuing Education meets the regulations of their state licensing/certification board, including the Ethics Workshops scheduled.*

Psychology: CE credit through American Psychological Association is not offered for this training.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0043.

Counseling: The Institute for Continuing Education and the New York Assn. Play Therapy are co-sponsors of this program. This co-sponsorship has been approved by NBCC. The Institute for Continuing Education is an NBCC approved continuing education provider, No. 5643. The Institute for Continuing Education is solely responsible for this program, including the awarding of NBCC credit. This website will be updated to reflect accreditation.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. Provider MHC-0016.

Social Work: Application for social work continuing education credit has been submitted. This website will be updated to reflect accreditation.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers. Provider SW- 0025.

Marriage/Family Therapy: The Institute for Continuing Education is recognized by the New York State Education Departments' State Board for Marriage/Family Therapy. Provider MFT-0012.

California Professionals: The Institute for Continuing Education, Provider 56590, is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs. The Institute for Continuing Education maintains responsibility for this program and its content. This Course meets the qualifications for 12.00 hours of continuing education credit for LMFTs, LCSWs, LPCC, as required by the California Board of Behavioral Sciences.

Play Therapy: The Institute for Continuing Education is approved by the Association for Play Therapy to offer continuing education specific to play therapy. APT Approved Provider 98-040.

Note: *The Institute for Continuing Education will issue APT Supervisory Credit, 2.00 hours, for the supervision Session, scheduled for April 21, 2023, APT Provider 98-040.*

Ethics Hours: This program offers no "ethics" hours.

Academic Credit: The program offers no "academic" credit and CE hours awarded are not eligible toward fulfillment of a degree.

Skills Level: Due to the interdisciplinary nature of this Conference, sessions have not been rated as to skills level. Attendees are urged to review the session descriptions to determine appropriateness for professional and personal needs.

Instructional Methodology: May include lecture, demonstration, audio/visual, experiential practice of techniques, large and small group discussion.

Participants must stay for the entire day to earn CEs for each day.