

# PROGRAM PROFILE TEMPLATE FOR: Theraplay

*\*Fields marked with an asterisk are required*

## Program Details

### Contact Information **FOR SNAPSHOT**

| Program Developer Contact Information                             | Dissemination/Implementation Contact Information                  |
|---|---|
| *Name   | *Name   |
| Gayle Christensen   | Dafna Lender  |
| Title   | Title   |
| Executive Director, Theraplay Institute                           | Program Director, Theraplay Institute                             |
| Address   | Address   |
| 1840 Oak Avenue<br>Suite 320<br>Evanston, IL 60201                | 1840 Oak Avenue<br>Suite 320<br>Evanston, IL 60201                |
| *Phone Number   | *Phone Number   |
| 847.256.7334  | 847.256.7334  |
| *Email  | *Email  |
| <a href="mailto:gayle@theraplay.org">gayle@theraplay.org</a>      | <a href="mailto:dlender@theraplay.org">dlender@theraplay.org</a>  |
| Website   | Website   |
| <a href="http://www.theraplay.org/">http://www.theraplay.org/</a> | <a href="http://www.theraplay.org/">http://www.theraplay.org/</a> |

### Other Program Details **-FOR SNAPSHOT**

| Program Type*  | Implementation/Dissemination Materials  |
|--|---|
| <input checked="" type="checkbox"/> Mental health promotion<br><input checked="" type="checkbox"/> Mental health treatment<br><input type="checkbox"/> Substance abuse prevention<br><input type="checkbox"/> Substance abuse treatment<br><input type="checkbox"/> Co-occurring disorders | <input checked="" type="checkbox"/> Implementation materials available<br><input checked="" type="checkbox"/> Dissemination materials available |

### Demographics and Geography for Studies Reviewed **-FOR SNAPSHOT**

| Age Category*   | Gender*   | Race/Ethnicity*   | Geographical Setting   | Delivery Setting*  |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> 0-5<br><input checked="" type="checkbox"/> 6-12<br><input checked="" type="checkbox"/> 13-17<br><input type="checkbox"/> 18-25<br><input type="checkbox"/> 26-55<br><input type="checkbox"/> 55+<br><input type="checkbox"/> Information not provided | <input checked="" type="checkbox"/> Male<br><input checked="" type="checkbox"/> Female<br><input type="checkbox"/> Transgender<br><input type="checkbox"/> Information not provided | <input type="checkbox"/> American Indian/Alaskan<br><input type="checkbox"/> Asian /Pacific Islander<br><input type="checkbox"/> Black<br><input type="checkbox"/> Hispanic<br><input type="checkbox"/> White<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> Information not provided | <input checked="" type="checkbox"/> Urban<br><input type="checkbox"/> Suburban<br><input type="checkbox"/> Rural and/or frontier<br><input type="checkbox"/> Tribal<br><input checked="" type="checkbox"/> Non-US<br><input type="checkbox"/> Information not provided | <input type="checkbox"/> Correctional setting<br><input type="checkbox"/> Court<br><input type="checkbox"/> Home<br><input type="checkbox"/> Hospital/medical center<br><input checked="" type="checkbox"/> Mental health treatment center<br><input checked="" type="checkbox"/> Outpatient facility<br><input type="checkbox"/> Residential facility<br><input checked="" type="checkbox"/> School/classroom<br><input type="checkbox"/> Substance abuse treatment center<br><input type="checkbox"/> University<br><input type="checkbox"/> Workplace<br><input type="checkbox"/> Other (include computer/internet-based programs here, if they don't clearly fit elsewhere)<br><input type="checkbox"/> Information not provided |

## Additional Information

### Special Populations (either target of program, or majority of population in one reviewed study)-FOR SNAPSHOT

- Co-occurring disorders
- Couples
- Families
- Homeless or runaway
- Immigrant/refugee
- In-home language use (other than English)
- Justice-involved adults
- Justice-involved youth
- Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) ITS (Intersexual)
- Low-income
- Military or veteran
- Non-English speaking
- Older adults
- Populations affected by Serious Mental Illness (SMI)
- Populations affected by Emotional Disturbance (ED)
- Suicidal
- Transition-aged youth
- Tribal or American Indian or Alaska Native
- Victims of trauma or violence
- Youth in or transitioning out of foster care

### Program Components\* -FOR SNAPSHOT

#### Prevention/Promotion/Treatment:

- Academic skills enhancement
- Drug or alcohol education
- Family support
- Media literacy or education
- Media campaign
- Parent management training
- Social skills/life skills training
- Stress management
- Youth mentoring
- Other

#### Treatment:

- Behavior modification or management
- Case management
- Cognitive-behavioral treatment
- Crisis services
- Family counseling or therapy
- Group counseling or therapy
- Home visiting
- Individual counseling or therapy
- Medication management
- Motivational Interviewing
- Wraparound
- Other

#### Other:

- Community mobilization or advocacy
- Diversion
- Occupational therapy
- Peer support
- Re-entry
- Vocational or job training
- Other

## Program Description\*

Theraplay is a form of parent–child psychotherapy that targets children ages 0–18 who demonstrate the following behaviors: withdrawn, depressed, noncompliant, regulatory problems, attention deficit hyperactivity disorder (ADHD), or attachment issues/complex trauma. Theraplay is used with both biological and foster families, for high-risk and preventative cases, and in a variety of treatment settings, including domestic violence shelters, psychiatric hospitals, and residential centers.

Drawing on a combination of theories such as [attachment theory](#), [neurodevelopmental theory](#), [self-psychology](#) and object relations theory, the Theraplay approach is based on the following assumptions:

- The primary motivating force in human behavior is a drive toward relatedness. Personality development is interpersonal. The early interaction between parent and child is the crucible in which the self and personality develop.
- The caregiver’s playful, empathic, sensitive responses to the child’s needs for comfort and a secure base are essential to healthy development and secure attachment.
- The adult capacity for emotional self-regulation as well as the capacity to understand and empathize with others depends on early experiences of empathy and co-regulation between caregiver and child.

The goal of treatment is to create a secure, attuned, joyful relationship between children and their parents or primary caregivers. For example, for a child in residential treatment or in a school setting, the goal is to establish such a relationship with one special staff person. For children with autism and developmental problems, the treatment aims to address the social interaction problems associated with these challenges.

The core components of Theraplay focus on providing appropriate levels of structure, engagement, nurture, and challenge to the child, qualities which are also inherent in parent–child relationships. Through a series of 18–25 weekly sessions with four follow-up sessions at quarterly intervals over the next year, the therapist guides the parent and child through playful, fun games, and developmentally challenging and emotionally nurturing activities.


Another version of the program, Group Theraplay, is used by therapists and educators.

## Program Summary\*

- This is a form of parent–child psychotherapy that targets children ages 0–18 who demonstrate the following behaviors: withdrawn, depressed, noncompliant, regulatory problems, attention deficit hyperactivity disorder (ADHD), or attachment issues/complex trauma.
- This program was rated **effective** for reducing internalizing problems. This program was rated **promising** for reducing autism spectrum disorders and conditions.


## Evaluation Findings by Outcome

### Outcome #1: Internalizing Problems

| Outcome Tags   | For Snapshot  |
|--|---|
| Evidence Rating*  | <input checked="" type="checkbox"/> Effective<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Ineffective   |
| Effect Size*   | 2.45  |
| Lower Confidence Limit*  | 1.69  |
| Upper Confidence Limit*  | 3.22  |
| For Profile Text   |   |
| Program Effects Across All Studies*  | This program is <b>effective</b> for reducing internalizing problems. The review of the program yielded strong evidence of a favorable effect. Based on one study and one measure, the effect size for internalizing problems is 2.45 (95% CI: 1.69, 3.22). |

|                            |  |
|----------------------------|--|
|                            | <a href="#">Click here</a> to find out what other programs have found about the average effect sizes for this outcome.   |
| <b>Key Study Findings*</b> | Siu (2009) found a statistically significant, between-group difference for internalizing behavior problems, according to scores on the Child Behavior Checklist. Parents of children in the intervention group reported lower scores than parents of children in the control group, at posttest. |
| <b>Measures Used*</b>      | Siu (2009): Child Behavior Checklist (CBCL), internalizing behavior problems   |
| <b>Additional details</b>  | None provided.   |

## Outcome #2: Autism Spectrum Disorders and Conditions

|   |   |
|---|---|
| <b>Outcome Tags</b>   | <b>For Snapshot</b>   |
| <b>Evidence Rating*</b>  | <input type="checkbox"/> Effective<br><input checked="" type="checkbox"/> Promising<br><input type="checkbox"/> Ineffective   |
| <b>Effect Size*</b>   | .46   |
| <b>Lower Confidence Limit*</b>  | .14   |
| <b>Upper Confidence Limit*</b>  | .62   |
| <b>For Profile Text</b>   |   |
| <b>Program Effects Across All Studies*</b>  | <p>This program is <b>promising</b> for reducing autism spectrum disorders and conditions. The review of the program yielded sufficient evidence of a favorable effect. Based on one study and four measures, the average effect size for autism spectrum disorders and conditions is .46 (95% CI: .14, .62)</p> <p><a href="#">Click here</a> to find out what other programs have found about the average effect sizes for this outcome.</p>  |
| <b>Key Study Findings*</b>  | Findings for autism spectrum disorders and conditions were mixed. Siu (2014) found statistically significant, between-group differences on two of four subscales of the Social Responsiveness Scale. Teachers reported that children in the intervention group showed greater pretest-to-posttest improvement than control group students in social communication and social motivation. However, there were no statistically significant differences in children's social awareness and social cognition from pretest to posttest. |
| <b>Measures Used*</b>   | Siu (2014): Social Responsiveness Scale (SRS), social awareness, social cognition, social communication, social motivation  |
| <b>Additional details</b>   | None provided.  |

## Study Evaluation Methodology

### Study 1: Siu (2009)

|                                |   |
|--------------------------------|---|
| <b>Study Tag</b>               |   |
| <b>Study Design Tag*</b>       | <input checked="" type="checkbox"/> RCT, well-executed<br><input type="checkbox"/> QED with intact groups/Compromised RCT<br><input type="checkbox"/> QED without intact group  |
| <b>For Profile Text</b>        |   |
| <b>Study Design Narrative*</b> | Mothers of elementary school children in grades two to four at a school in Hong Kong were asked to complete the internalizing behavior problems subscale of the CBCL. Children who scored above the clinical cutoff (raw score = 16; <i>T</i> score = 63) were eligible to participate in the study. Participants were randomly assigned to either the intervention group or to a wait-list control group. Control group participants did not receive any intervention during the study period. |

|                            |   |
|----------------------------|---|
| <b>Sample Description*</b> | Participants were 46 children with a mean age of 7 years. There were 22 children in the intervention group and 24 in the control group. The intervention group was 56% female; the control group was 54% female. No additional sample demographic information was reported; no between-group differences were reported. |
|----------------------------|---|

## Study 2: Siu (2014)

|                                |  |
|--------------------------------|--|
| <b>Study Tag</b>               |  |
| <b>Study Design Tag*</b>       | <input checked="" type="checkbox"/> RCT, well-executed<br><input type="checkbox"/> QED with intact groups/Compromised RCT<br><input type="checkbox"/> QED without intact group   |
| <b>For Profile Text</b>        |  |
| <b>Study Design Narrative*</b> | Children attending an elementary school for students with developmental disabilities were recruited to participate in the study. Those identified by teachers as exhibiting social impairment and likely to benefit from a group intervention were eligible to participate. Participants were randomly assigned to either the intervention group or to a wait-list control group. Control group participants did not receive any intervention during the study period and attended class as usual. |
| <b>Sample Description*</b>     | Participants were 38 children between 6 and 13 years of age (mean age was 10 years); there were 35 boys and 3 girls. Of this sample, 23 children were in the intervention group and 15 were in the control group. Demographic information by group was not provided. No additional sample demographic information was reported; no between-group differences were reported.  |

## References

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|--|
| <b>Studies Reviewed*</b>   |
| <p>Siu, A. F. (2009). Theraplay in the Chinese world: An intervention program for Hong Kong children with internalizing problems. <i>International Journal of Play Therapy, 18</i>(1), 1.</p> <p>Siu, A. F. (2014). Effectiveness of Group Theraplay® on enhancing social skills among children with developmental disabilities. <i>International Journal of Play Therapy, 23</i>(4), 187.</p> |
| <b>Supplemental Documents</b>  |
| None provided.   |
| <b>Other Studies</b>   |
| None provided.   |

## Resources for Dissemination and Implementation

### Implementation/Training and Technical Assistance Information

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|--|
| Theraplay was developed in the 1960s in Chicago. According to the program developer, more than 11,000 people from 50 countries have attended the first level of training since the electronic database was started in 1995. Program administrators maintain a regular training and supervision program in 21 countries, including Australia, Canada, Chile, Croatia, Denmark, Finland, Hong Kong, Indonesia, Ireland, Israel, Japan, Latvia, Netherlands, New Zealand, Norway, South Africa, South Korea, Sweden, Turkey, United Kingdom, and the United States. |
|--|

Theraplay is used with both biological and foster families, for high-risk and preventative cases, and in domestic violence shelters, psychiatric hospitals, and residential centers. To deliver the program in the United States, providers must be individual therapists with master's degrees (i.e., licensed counselors, psychologists, social workers) or therapists working with occupational or speech therapists, and may be trained in groups of 13 to 30. In other countries, the academic and experience level for providers varies.

The Theraplay Institute (TTI) maintains a catalog that lists a wide variety of materials, training opportunities, and methods of contact for providers of services worldwide. TTI offers a textbook about the approach, videos showing proper use of the techniques, and practical aids such as flip cards of activities and handbooks. TTI also provides clinical supervision to people who have attended the first level of training and wish to pursue certification. Most supervision is conducted online, although some is also done at the TTI office in Evanston, Ill., or at the offices of TTI supervisors in other locations. Problem-solving support is available via supervision, through various listserv groups, and through active networking among trainees. Trainers for Theraplay are identified during the supervision process (through self-identification by trainees who have an interest). Trainers are provided with support via supervision, a cache of documents stored online to which they have access, and ongoing networking and collaborative problem solving.

### Dissemination Information

Staff members at TTI regularly update the website, <http://www.theraplay.org>, to add training opportunities, which are offered in the United States and in other countries on a demand/request basis. Training is also regularly held at the TTI offices. Staff members and trainers also present shorter educational sessions at state and national conferences that are popular with providers. Research publications and book chapters about the Theraplay method also contribute to the growth of the approach.

### Summary Table of RFDI Materials

| Description of item  | Required or optional                                  | Cost                                      | Where obtained (e.g., URL, from supplier)  |
|--|---|---|--|
| <b>Implementation Information</b>  |   |   |  |
| Textbook: Booth & Jernberg, 3rd edition.<br>In paperback.<br>For therapists, supervisors, parents<br><br>Also available in French, Dutch, Korean, German | Required  | \$60<br>(included in<br>Level 1 training) | Contact the program<br>supplier:<br>Dafna Lender<br><a href="mailto:dlender@theraplay.org">dlender@theraplay.org</a><br><br>Or visit the website:<br><a href="http://www.theraplay.org">http://www.theraplay.org</a> |
| Line Staff/Direct Service Training.<br>For Level 1 therapists.<br>In person, 4 days<br><br>Also available in French, Dutch, Korean, German               | Required for<br>Theraplay<br>Therapist<br>Certificate | \$775                                     | Contact the program<br>supplier  |
| Line Staff/Direct Service Training.<br>For Level 2 therapists.<br>In person, 3 days<br><br>Also available in French, Dutch, Korean, German               | Required for<br>certification                         | \$525                                     | Contact the program<br>supplier  |
| Supervisory Training, Master Class.<br>For therapists/supervisors.<br>In person, 2 days<br><br>Also available in French, Dutch, Korean, German           | Not required for<br>certification                     | \$295                                     | Contact the program<br>supplier  |
| Group Theraplay Line Staff/Direct Service Training<br>For therapists   | Required for<br>Group Theraplay                       | \$195                                     | Contact the program<br>supplier  |

|  |   |            |   |
|--|---|------------|---|
| In person, 1 day<br>Also available in French, Dutch, Korean, German  | certification   |            |   |
| Sunshine Circles Line Staff/Direct Service Training.<br>For therapists, teachers, other direct service staff.<br>In person, 2 days<br>Also available in French, Dutch, Korean, German                      | Required for teachers and other providers, not therapists | \$125      | Contact the program supplier  |
| Overview Training<br>For therapists and other professionals<br>In person, 1 day<br>Also available in French, Dutch, Korean, German   | Optional  | \$125      | Contact the program supplier  |
| Clinical Supervision.<br>For therapists.<br>In person at TTI and online, 1–2 hours per session   | 24 hours required for full certification                  | \$100/hour | Contact the program supplier  |
| Video, Techniques Demonstrated.<br>For therapists.<br>Available via online store   | Optional  | \$50       | <a href="http://www.theraplay.org">http://www.theraplay.org</a>         |
| Video, Intro to Theraplay.<br>For therapists<br>Available via online store   | Optional  | \$99       | <a href="http://www.theraplay.org">http://www.theraplay.org</a>         |
| Activities Flipbook<br>For therapists.<br>Available via online store   | Optional  | \$24.95    | <a href="http://www.theraplay.org">http://www.theraplay.org</a>         |
| Book, Parenting the Theraplay Way<br>For parents<br>Available via online store   | Optional  | \$24.95    | <a href="http://www.theraplay.org">http://www.theraplay.org</a>         |
| Sunshine Circles Manual and DVD.<br>For teachers and therapists.<br>Available via online store   | Optional  | \$60.00    | <a href="http://www.theraplay.org">http://www.theraplay.org</a>         |
| Webinar, Case Studies.<br>For therapists in certification practicum.<br>1–2 hours, available online.<br>Also available in French, Dutch, Korean, German.<br>Available through the TTI office               | Optional  | \$30–\$50  | Contact the program supplier  |
| Marschack Interaction Method Skills Training.<br>For therapists, forensic specialists.<br>In person, for 12 hours.<br>Also available in French, Dutch, Korean, German.<br>Available through the TTI office | Optional  | \$325      | Contact the program supplier  |
| <b>Dissemination Information</b>   |   |            |   |
| Theraplay Youtube Video.<br>For parents, therapists.<br>Available online   | Optional  | Free       | <a href="https://youtu.be/t5loEDHY-Y4">https://youtu.be/t5loEDHY-Y4</a> |
| Theraplay Certification Youtube Video.<br>For therapists.  | Optional  | Free       | <a href="https://youtu.be/sgAqPdXECfA">https://youtu.be/sgAqPdXECfA</a> |
| Theraplay Training Youtube Video.<br>For therapists  | Optional  | Free       | <a href="https://youtu.be/RitddyrlxIk">https://youtu.be/RitddyrlxIk</a> |
| Announcement: Email Announcing Upcoming Trainings.<br>For parents, therapists, agencies.<br>Available through vertical response email marketing  | Optional  | Free       | Contact the program supplier  |

|  |          |      |   |
|--|----------|------|---|
| Available through the TTI office   |          |      |   |
| Theraplay Training Testimonials.<br>For therapists   | Optional | Free | <a href="http://theraplay.org/index.php/about-our-training">http://theraplay.org/index.php/about-our-training</a>   |
| Theraplay Certification Testimonials.<br>For therapists  | Optional | Free | <a href="http://theraplay.org/index.php/supervision-certification/testimonials#three">http://theraplay.org/index.php/supervision-certification/testimonials#three</a>   |
| Brochure, Group Theraplay.<br>For therapists.<br>Available in hard copy, PDF   | Optional | Free | Contact the program supplier  |
| Available through the TTI office   |          |      |   |
| Brochure: What is Theraplay? An Overview Seminar.<br>For professionals, for therapists.<br>Available in hard copy, PDF.                                    | Optional | Free | Contact the program supplier  |
| Available through the TTI office   |          |      |   |
| Sunshine Circles Youtube Video.<br>For therapists  | Optional | Free | <a href="https://youtu.be/NupTMfVqQA4">https://youtu.be/NupTMfVqQA4</a>   |
| Handout, Theraplay Training Flyer.<br>For therapists.<br>Available in hard copy, PDF<br>Available through the TTI office                                   | Optional | Free | Contact the program supplier  |
| Brochure, Therapy Services for Children and Families with Medical Needs<br>For parents<br>Available in hard copy, PDF.<br>Available through the TTI office | Optional | Free | Contact the program supplier  |
| Brochure, General Information and Therapy Services.<br>For parents.<br>Available in hard copy, PDF.<br>Available through the TTI office                    | Optional | Free | Contact the program supplier  |
| Brochure, Psychotherapy Services for Adoptive Families.<br>For parents.<br>Available in hard copy, PDF.<br>Available through the TTI office.               | Optional | Free | Contact the program supplier  |
| Adoptive Parenting Workshop Brochure.<br>For parents, therapists.<br>Available in hard copy, PDF.<br>Available through the TTI office.                     | Optional | Free | Contact the program supplier  |
| Training Catalog.<br>For therapists.<br>Available in hard copy, PDF.<br>Available through the TTI office.  | Optional | Free | Contact the program supplier<br><br>Or visit<br><a href="http://theraplay.org/images/stories/training_brochure.pdf">http://theraplay.org/images/stories/training_brochure.pdf</a>   |
| Certification Brochure.<br>For therapists.<br>Available in hard copy, PDF<br>Distributed at trainings and through the TTI Office                           | Optional | Free | Contact the program supplier<br><br>Or visit<br><a href="http://theraplay.org/images/stories/downloads/certification_procedures_jan_12.pdf">http://theraplay.org/images/stories/downloads/certification_procedures_jan_12.pdf</a> |
| Cohort Certification Brochure.   | Optional | Free | Contact the program   |



|   |          |      |   |
|---|----------|------|---|
| For therapists.<br>Available in hard copy, PDF.<br>Distributed at trainings and through the TTI Office              |          |      | supplier<br>Or visit<br><a href="http://theraplay.org/images/stories/cohort.pdf">http://theraplay.org/images/stories/cohort.pdf</a>   |
| Video: What is Theraplay? DVD.<br>For therapists, parents.<br>Available through the TTI office and the online store | Optional | Free | Contact the program supplier<br>Or visit<br><a href="http://theraplay.org/index.php/store/books-media/what-is-theraplay-dvd-detail">http://theraplay.org/index.php/store/books-media/what-is-theraplay-dvd-detail</a> |

\*Date profile completed: \_\_\_\_\_