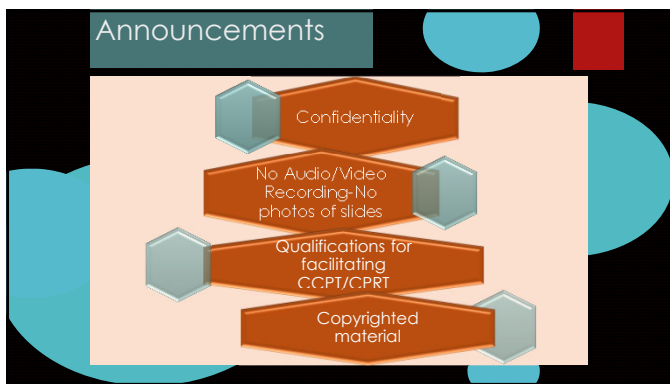
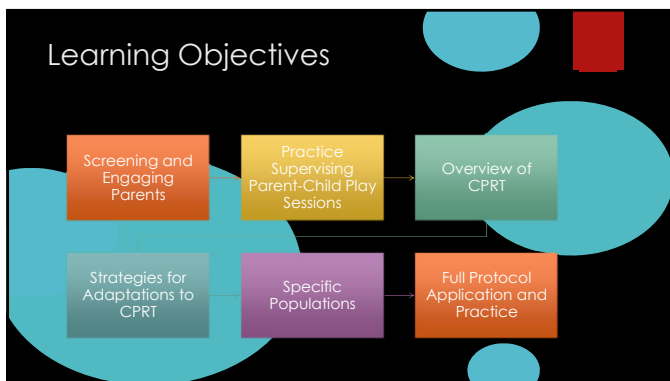




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2



3

Introductions

Your Work Setting

CCPT/CPRT Experience

Specific experience using the CPRT Protocol and materials.

Experience/Certification in Other Parent/Child Therapy Models

4

Listening Partner Activity

- ▶ Think about your significant personal and professional experiences that have influenced you to this point in your career and how you work with children and parents; What has most influenced you to seek CPRT training/certification?
- ▶ Create an image that represents what has influenced you.
- ▶ Share with Listening Partner

5

Evidence-Based Intervention - CPRT

Results First Categories:
Child & family well-being
Mental health

PEW

NREPP
SAMHSA's National Registry of
Evidence-based Programs and Practices

CEBC

Effective:
Family Cohesion
Child Disruptive Disorders

Promising: Internalizing Disorders

Promising:
Parent Training
Attachment Intervention
Disruptive Behavior Treatment

6

<https://cpt.unt.edu/child-parent-relationship-therapy>

Download the *Child-Parent Relationship Therapy: An Evidence-Based Intervention* quick facts flyer here.

Child-Parent Relationship Therapy
An Evidence-Based Intervention

What is Child-Parent Relationship Therapy?

- A play-based mental health intervention for social, emotional, behavioral, & attachment disorders
- A systemic intervention grounded in Child-Centered Play Therapy theory, attachment principles, and neurobiology
- Appropriate for parents/caregivers and their young children
- Nationally recognized evidence-based intervention
- A way to make a difference in a child's life!

Treatment Manual and Resources

Lendrick, G., & Brantley, S. (2020). *Child-Parent Relationship Therapy: An evidence-based 8-session filial therapy model* (2nd ed.). Routledge.

7

Certification Overview

8

Certification Requirements

Child Centered Play Therapy Certification	Child Parent Relationship Training Certification
Certified CCPT Practitioner Requirements • CCPT 101 and 102 trainings or equivalent • CCPT Exam • 40 CCPT sessions and 20 Supervision Hours • Licensed mental health professional at time of certification • Application Fee of \$95 • Completed Application	Certified CPRT Practitioner Requirements • CCPT Level 1 Certification • CPRT 101 and 102 trainings or equivalent • CPRT Exam • 3 CPRT groups under supervision • Licensed mental health professional at time of certification • Application Fee of \$95 • Completed Application

9

CPRT Fundamental Beliefs/Tenets Grounded in CCPT

- ▶ Listening Partners:
 - ▶ Share three beliefs/principles that you see as the Heart of CPRT/CCPT

10

My Picks!

11

Based on CCPT:
Unwavering Belief in
Child's Innate Capacity
for
Growth towards
Potential



12



Relationship-based intervention that fosters attunement & secure attachment. Growth and Healing only occurs in context of secure relationship.

13

The child's changed experience within the parent-child relationship is the factor that is most meaningful and healing. The child must experience UPR (being "seen," fully accepted and prized)



14



We can repair the relationship!

15

- ▶ Most evidence-based models foster an external locus of control in children by teaching parents to praise and ignore, with the goal to control and change the child's behavior
 - ▶ □ Focus is on The Problem
- ▶ CPRT helps parents understand their child's underlying needs and feelings
 - ▶ □ Focus is on The Child

16

As in child-centered play therapy, CPRT is not focused on solving specific problems or changing/controlling the child

Rather, parents learn to nurture their child's internal locus of control and facilitate their child's self-regulation through attuned, responsive interaction

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SECOND EDITION

CHILD-PARENT RELATIONSHIP THERAPY (CPRT):
AN EVIDENCE-BASED 10-SESSION FILIAL THERAPY MODEL

Barry L. Jacobson and Sue L. Patton

CPRT Curriculum

WEBSITE



18

Preparing to Begin Your CPRT Group

- ▶ Marketing (Flyers: Appendix E); Fees (inc prep time)
- ▶ Parent screening and intake: child of focus
- ▶ Print Treatment Protocol, PNs, & resources & organize (see notebooks)
- ▶ [Printout](#) (Companion website)
- ▶ Print 2-sided from CW; establish time markers specific to meeting time
- ▶ Prepare: Study Guide, transcripts from text, CPRT DVD
- ▶ Gather Resources: LFF, CCK, demonstration videos, books, poems, stories (Know Rules of Thumb so that you can use spontaneously)

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Explaining CPRT to Parents

Sample Flyer & P. 10 in Therapist Protocol

- ▶ Play is the Child's Language; Toys are their words
 - ▶ When children have problems, sometimes they don't have the words to talk about them; Play gives children a way to communicate feelings they don't understand or can't express any other way.
- ▶ How spending weekly 1-on-1 time with your child help (research)
- ▶ Help you better understand your child's behavior and underlying needs
- ▶ Help you help your child develop self-control
- ▶ Help you learn new ways of effectively setting limits on your child's behavior (Less conflict – More cooperation)
- ▶ Fosters a closer relationship with your child/have more fun together
- ▶ Explain Child of Focus and help parent choose (if parent of child client is participating, you explain to child)

20

Overview of 10-Session Protocol

- ▶ S-1 Overview of CPRT; Reflective Responding
- ▶ S-2 Basic Principles of You and Me Time; Toys; Demo; Role Play
- ▶ S-3 Dos & Don'ts and Procedures; Demo; Role Play (Prep for 1st session)
 - ▶ - 1st Play Session Week Between S-3 and S-4
- ▶ S-4 Limit Setting; Demo; Role Play; Supervision of 1st Play Sessions
- ▶ S-5 Put it All Together (no new skills); Demo; Role Play; Supervision

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Overview of 10-Session Protocol

- ▶ S-6 Choice Giving; Supervision
- ▶ S-7 Esteem Building; Supervision
- ▶ S-8 Encouragement vs Praise; Supervision
- ▶ S-9 Adv. Limit Setting/Choices; Generalizing Skills; Supervision
- ▶ S-10 Supervision and Closing; Discuss Progress; Resources
 - ▶ Follow-up session(s) and sometimes 10 sessions is not enough!

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Therapist Protocol/Notebook

- Clinical Judgement
- Flexibly Responsive to Clients' Needs
- Flexibility in Order of Content
- Use of Time Markers
- Prioritize Demonstration and Role Play over Content
- Use of Study Guide

23

Structure for Practice Rounds

- ▶ Take Therapist Protocol and Parent Notebook to your group
- ▶ We will review the session protocol and see a video clip of that session, then practice in 2 groups
- ▶ Take turns being the Therapist in each "Round" of practice in your group (approx. 4 rounds in each session)—decide who goes first. Rest of group will role play parents and use Parent Notebook
- ▶ Be yourself as a parent or a client's parents
- ▶ Think of your 'child of focus' and age and why you are here in this CPRT group
- ▶ Don't be the best or worst parent you know
- ▶ When in the role of parent, stay in the same role for both days
- ▶ After each practice session, we will come back together and process your experience and discuss any questions

24

Overview of Critical Teaching / Training Components (handout- pg 2)

- ▶ Structure for Success: playtimes, video supervision
- ▶ Balance Didactic and Dynamic
- ▶ Connect: Touch the inner world of the parent
- ▶ Remember the "3 Ds"
 - ▶ Describe – Demonstrate – Do
- ▶ Provide concrete, specific examples (less is more)
- ▶ Model acceptance, reflecting, focused attention
- ▶ Model fallibility (imperfect expert)
- ▶ Use effective group process: link, normalize, generalize
- ▶ Return responsibility to the group

25

Supervising Play Sessions

- ▶ Encourage and look for strengths
- ▶ Limit corrective feedback
- ▶ Point out Do's (use poster)
- ▶ Point out moments of connection and delight
- ▶ Point out moments of child receptivity
- ▶ Demonstration of supervision and feedback
- ▶ Practice giving feedback as time allows

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Identifying CPRT Facilitation Strategies

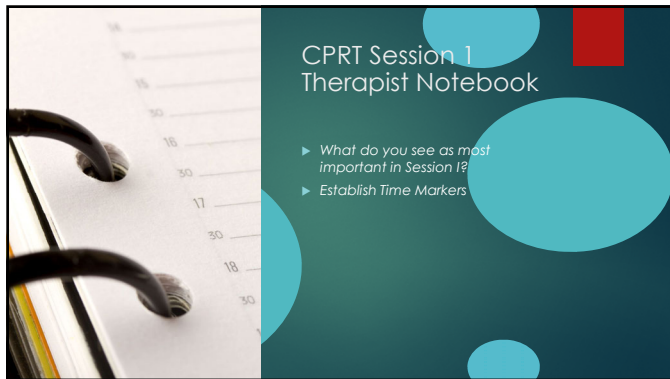


VIDEO 1

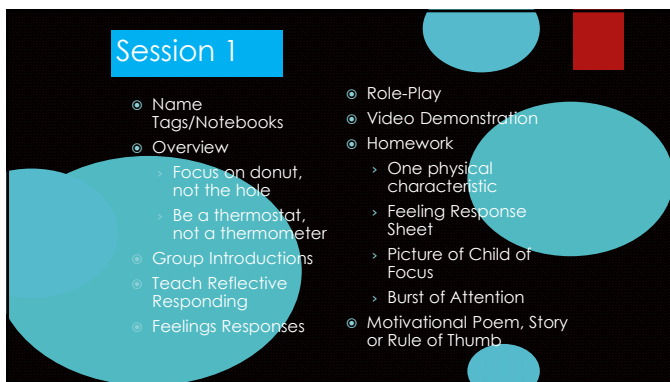


VIDEO 2

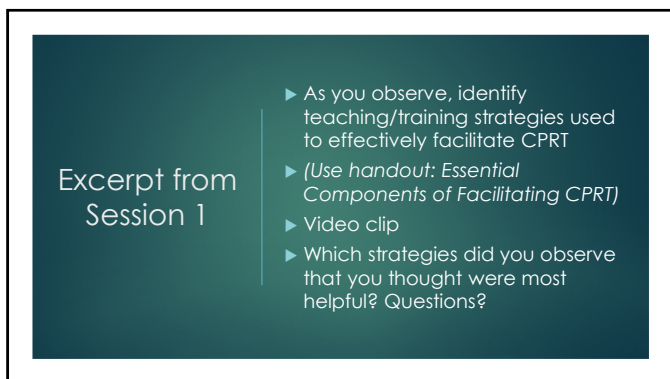
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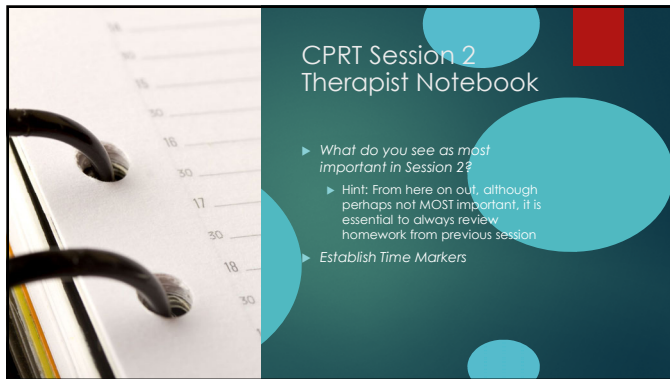
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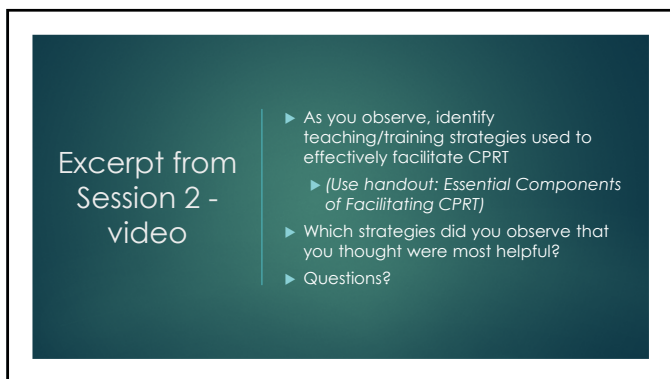
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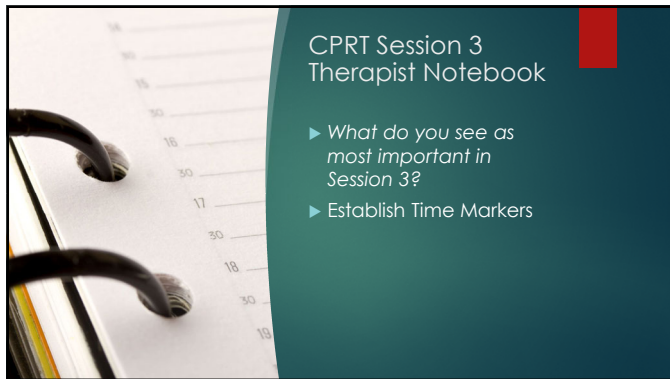
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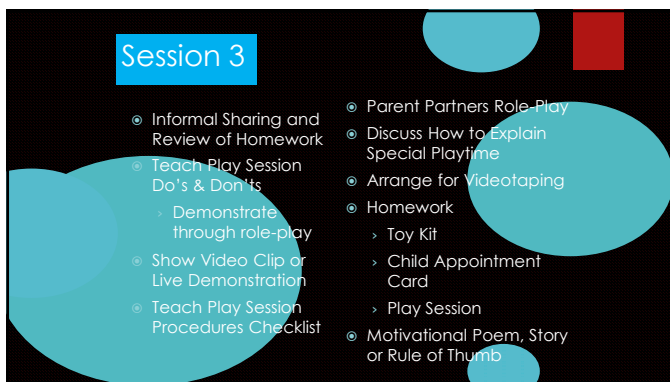
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CPRT Session 3
Therapist Notebook

- ▶ What do you see as most important in Session 3?
- ▶ Establish Time Markers

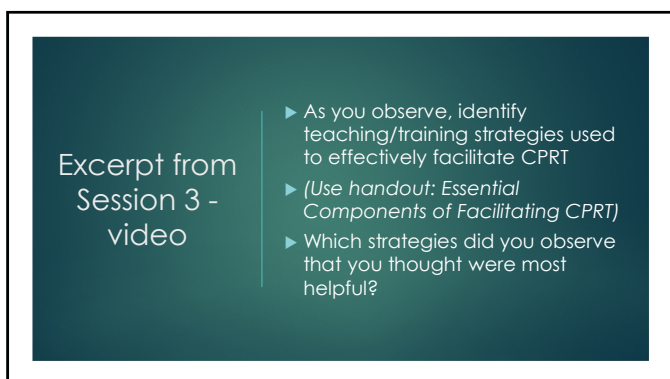
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Session 3

- Informal Sharing and Review of Homework
- Teach Play Session Do's & Don'ts
 - › Demonstrate through role-play
- Show Video Clip or Live Demonstration
- Teach Play Session Procedures Checklist
- Parent Partners Role-Play
- Discuss How to Explain Special Playtime
- Arrange for Videotaping
- Homework
 - › Toy Kit
 - › Child Appointment Card
 - › Play Session
- Motivational Poem, Story or Rule of Thumb

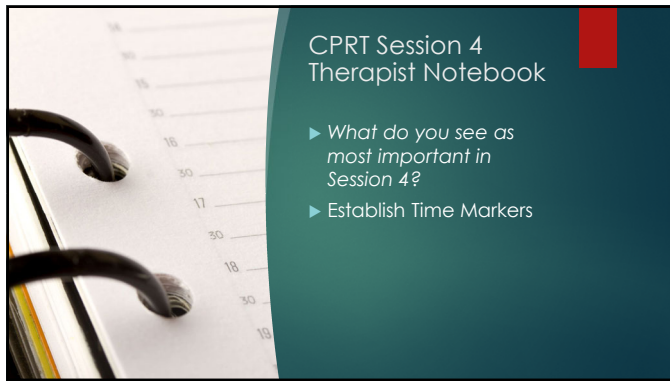
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Excerpt from
Session 3 -
video

- ▶ As you observe, identify teaching/training strategies used to effectively facilitate CPRT
- ▶ (Use handout: *Essential Components of Facilitating CPRT*)
- ▶ Which strategies did you observe that you thought were most helpful?

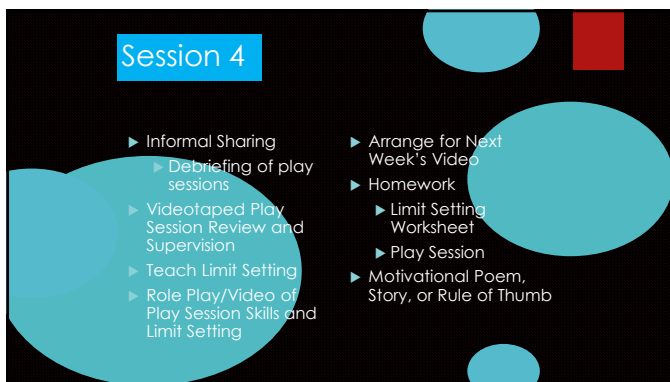
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CPRT Session 4
Therapist Notebook

- ▶ What do you see as most important in Session 4?
- ▶ Establish Time Markers

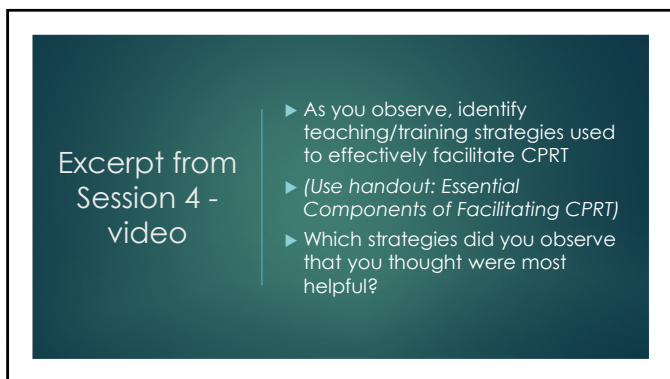
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Session 4

- ▶ Informal Sharing
 - ▶ Debriefing of play sessions
- ▶ Videotaped Play Session Review and Supervision
- ▶ Teach Limit Setting
- ▶ Role Play/Video of Play Session Skills and Limit Setting
- ▶ Arrange for Next Week's Video
- ▶ Homework
 - ▶ Limit Setting Worksheet
 - ▶ Play Session
- ▶ Motivational Poem, Story, or Rule of Thumb

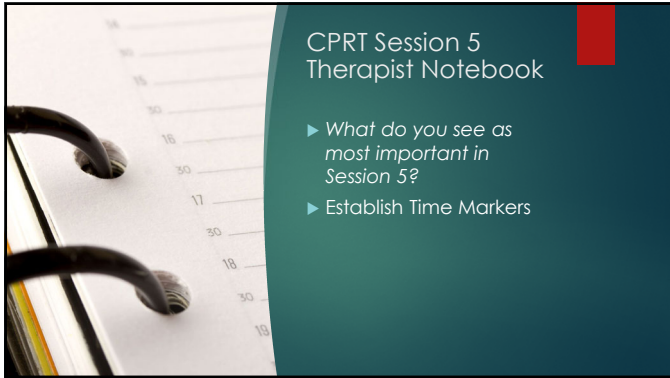
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Excerpt from
Session 4 -
video

- ▶ As you observe, identify teaching/training strategies used to effectively facilitate CPRT
- ▶ (Use handout: *Essential Components of Facilitating CPRT*)
- ▶ Which strategies did you observe that you thought were most helpful?

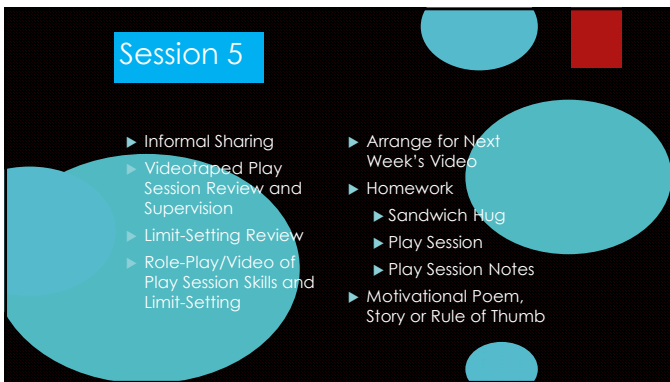
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CPRT Session 5
Therapist Notebook

- ▶ What do you see as most important in Session 5?
- ▶ Establish Time Markers

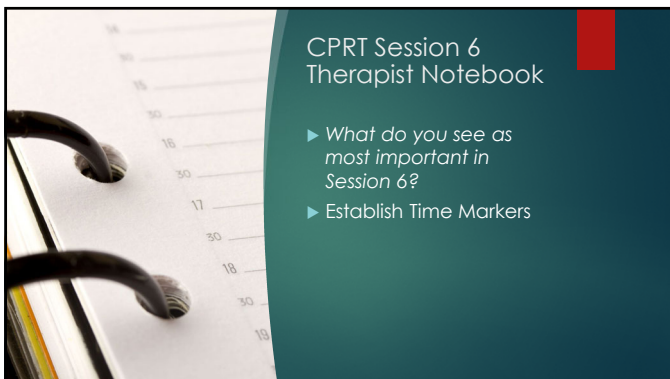
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Session 5

- ▶ Informal Sharing
- ▶ Videotaped Play Session Review and Supervision
- ▶ Limit-Setting Review
- ▶ Role-Play/Video of Play Session Skills and Limit-Setting
- ▶ Arrange for Next Week's Video
- ▶ Homework
 - ▶ Sandwich Hug
 - ▶ Play Session
 - ▶ Play Session Notes
- ▶ Motivational Poem, Story or Rule of Thumb

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CPRT Session 6
Therapist Notebook

- ▶ What do you see as most important in Session 6?
- ▶ Establish Time Markers

42

Session 6

- Informal Sharing
 - Videotaped Play Session Review and Supervision
 - Teach Choice-Giving
 - Role Play/Video of Play Session Skills and Choice-Giving
 - Arrange for Next Week's Video
- Homework
 - Common Problems in Play Sessions Handout
 - Practice Choice-Giving at least once during week
 - Play session
 - Play Therapy Session Notes
- Motivational Poem, Story or Rule of Thumb

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Choice-Giving

44

CHOICE-GIVING

"IT'S YOUR CHOICE, KIDS."



45

Rule of Thumb

Big Choice for Big Kids, Little Choice for Little Kids



46

Rule of Thumb



► Grant in Fantasy What You Cannot Grant in Reality

47

Common Problems

- ⦿ My child notices that I talk differently in the play sessions and wants me to talk normally.
- ⦿ My child asks many questions during the play session and resents my not answering them.
- ⦿ My child just plays and has fun. What am I doing wrong?
- ⦿ I'm bored. What the value of this?
- ⦿ My child doesn't respond to my comments. How do I know I'm on target?

48

Common Problems (2)

- When is it okay for me to ask questions and when is it not okay?
- My child hates the play sessions. Should I discontinue them?
- My child wants the playtime to be longer. Should I extend the session?
- My child wants to play with the toys at other times during the week. Is that ok?
- My child wants me to shoot at him during the play session. What should I do?

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CPRT Session 7 Therapist Notebook

- ▶ *What do you see as most important in Session 7?*
- ▶ Establish Time Markers

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Session 7

- Informal Sharing
- Videotaped Play Session Review and Supervision
- Teach Self-Esteem Building
- Role-play/Video of Play Session Skills, Self-Esteem Building Responses, and Returning Responsibility
- Arrange for Next Week's Video
- Homework
 - › Note to Child of Focus
 - › Play Session
 - › Play Session Notes
- Motivational Poem, Story, or Rule of Thumb

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Rule of Thumb

Never Do For A Child That Which He Can Do For Himself



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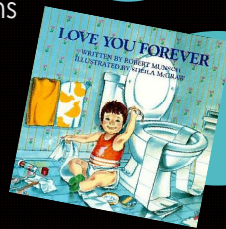
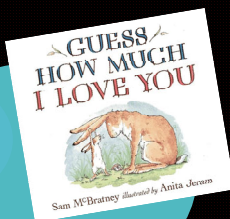
Esteem-Building Responses

Goal: To feel competent and capable

- ▶ You did it!
- ▶ You figured it out!
- ▶ You like the way that turned out
- ▶ You decided...
- ▶ You decided that was the way that was supposed to fit together
- ▶ You know just how you want that to look.
- ▶ You're not giving up-you're determined to figure that out.
- ▶ You've got a plan for how...

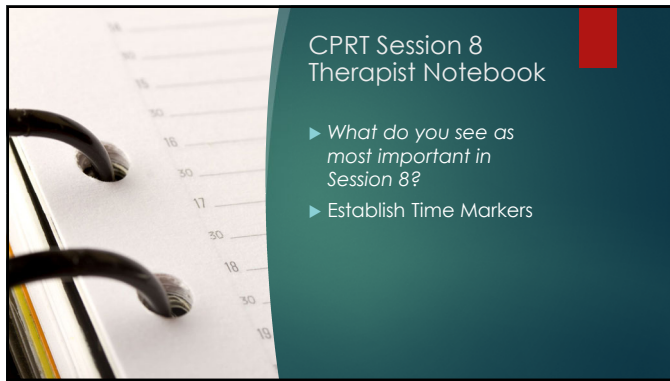
53

Using Children's Books To Build Connections



The purpose is to connect not teach

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CPRT Session 8
Therapist Notebook

- ▶ What do you see as most important in Session 8?
- ▶ Establish Time Markers

55



Session 8

- Informal Sharing
- Videotaped Play Session Review and Supervision
- Teach Encouragement Vs. Praise
- Role-play/Video of Play Session Skills and Encouraging
- Arrange for Next Week's Video
- Homework
 - > Encouragement response during play session
 - > One issue outside of play sessions
 - > Play Session
 - > Play Session Notes
- Motivational Poem, Story or Rule of Thumb

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External Validation

A word about praise vs. encouragement



57

Rule of Thumb



Encourage the Effort Rather Than Praise the Product

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How Do You Respond?

- ▶ "But aren't there times you have to stop the behavior?"
- ▶ "How is this method different from other methods of discipline?"
- ▶ "I'm not sure what you meant about self-esteem building responses"
- ▶ "Why can't I just say 'That's a beautiful painting' or 'that's a really great building you made'?"

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CPRT Session 9 Therapist Notebook



- ▶ What do you see as most important in Session 9?
- ▶ Establish Time Markers

60



Session 9

- Informal Sharing
- Videotaped Play Session Review and Supervision
- Discussion: Outside of play session concerns
- Role-play outside of play session concerns
- Arrange for Next Week's Video
- Homework
 - > Generalizing limit-setting
 - > # of times you touch child
 - > Play wrestle
 - > Use skill for issue outside of playroom
 - > Play Session
 - > Play Session Notes
 - > Note to Child of Focus
- Motivational Poem, Story or Rule of Thumb

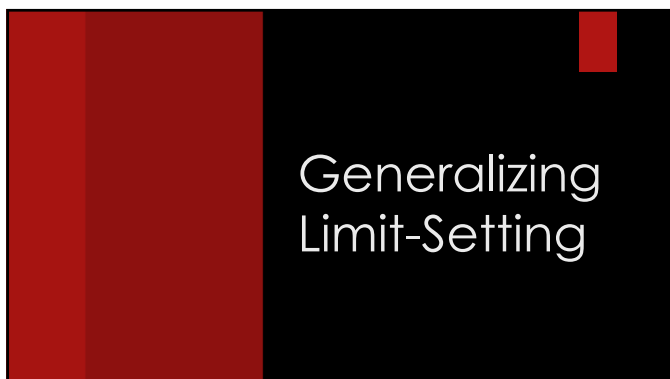
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Rule of Thumb

DO NOT TRY TO CHANGE EVERYTHING AT ONCE

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Generalizing Limit-Setting

63

Rule of Thumb



Where There Are No Limits,
There is No Security

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CPRT Session 10
Therapist Notebook

- ▶ What do you see as most important in Session 10?
- ▶ Establish Time Markers

65

Session 10

- ▶ Informal Sharing
- ▶ Show Last Videotape and Briefly Debrief Play Sessions
- ▶ Review Rules of Thumb
- ▶ Closing Process
- ▶ Follow-Up Meetings
- ▶ Homework
 - ▶ Continue play sessions
 - ▶ Recommended reading
- ▶ Certificate of Completion
- ▶ Closing Thought or Activity

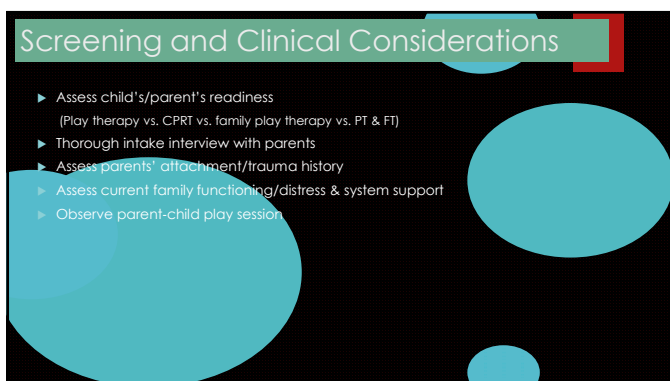
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Screening and Clinical Considerations

- ▶ Family Art Assessment / Sandtray (see handout)
- ▶ Appropriate for group CPRT? (example)
- ▶ Integrating CPRT and play therapy
- ▶ Providing individual support within a group process
- ▶ Micro-skill training
- ▶ Sometimes 10 sessions is not enough!
- ▶ Are their parents/children that you would exclude?

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Families Presenting with Complex Issues

- ▶ Often, these families are struggling with parent/child attachment issues (often need more individual support and referrals for additional services/support)
- ▶ Other complicated issues:
 - ▶ Conflicted divorce/custody – working with both parents
 - ▶ Parent struggling with high level of personal life stress including poverty, lack of support/resources, mental health

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CPRT Adaptations

- ▶ Print Therapist Protocol and Parent Notebooks from the CW
 - ▶ Toddler Model
 - ▶ Preadolescent Model
 - ▶ Adoptive Families Model
 - ▶ Child-Teacher Relationship Training (CTRT)

**Also, been adapted for use with Peer Mentors

- ▶ High School PALS with at-risk kindergarteners
- ▶ 5th Grade Mentors with at-risk kindergarteners

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Adaptations for Toddler-Twos

Developmental Considerations:

- The quality of the parent-child relationship predicts healthy social-emotional and cognitive development in very young children (Lipari, 2000)
- 1-3 years of age: developing sense of autonomy vs shame and doubt, if they have mastered trust vs. mistrust (Erickson)

Play Development:

- Around 12-15 months, can pretend to play with objects in a literal way
- 2-3 years, can begin to pretend that an object is something else (block can be car)

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Suggested Modifications

- ▶ Smaller, enclosed space - shorter time (flexible)
 - ▶ Under 2yrs: consider 2-3 times per week for 10 minutes
 - ▶ Use child's interest level as a guide
- ▶ Be aware of safety
- ▶ Developmentally responsive toys: some slightly lower and higher than developmental level
- ▶ Sand and water play
 - ▶ Special Bath Time
- ▶ Responses:
 - ▶ Ok to label toy, particularly under 2 yrs
 - ▶ Limits: "the crayon is not for eating" (might need

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Toy Examples

- ▶ Soft balls
- ▶ Building blocks
- ▶ Toy telephone
- ▶ Shape sorter
- ▶ Toys that respond to child's
- ▶ touch and other mastery toys
- ▶ Water and sand (outside)
- ▶ Doll family/animal family
- ▶ Cars
- ▶ Musical instruments
- ▶ Stuffed animals
- ▶ Baby doll
- ▶ Nursing bottle
- ▶ Water (bathtub/sink)

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Pre-Adolescents (9-12 yrs)

Developmental considerations:

- Practice /constructive / creative play
- Aware of rules; self-conscious (may be anxious)
- Often, don't like being "watched" or tracked in play sessions
- Concrete operational stage with movement towards abstract understanding

Importance of friends over parents

Physical growth/changes in body (privacy)

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Suggested Modifications

- ▶ "Our Time" or "You and Me Time" instead of "Special Play Time"
- ▶ Include activities and materials that are developmentally responsive
- ▶ Generate Activities Together
 - Baking, Decorating Cookies, Craft Projects (not a right way!)
- ▶ Lengthening time for completion of projects
- ▶ Be flexible!
- ▶ Respond according to child's developmental level
- ▶ "Being With" is most important (without child feeling overly watched)
- ▶ Less tracking and verbalization (avoid mimicking)
- ▶ Alternatives to ACT: "Hmm, I'm concerned that if you put the cookie dough on the burner, it might start a fire!"; brainstorm alternatives together

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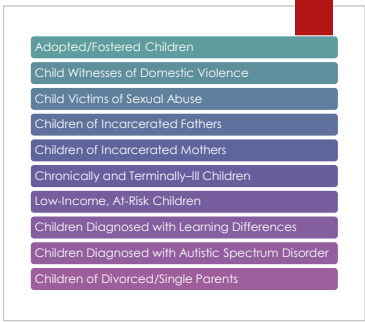
Shown Effective Cross-Culturally With Specific Racial and Ethnic Populations

- ▶ Immigrant Hispanic and Latino
- ▶ African American
- ▶ Immigrant Korean
- ▶ Immigrant Chinese in U.S. and in Canada
- ▶ Native American (living on the reservation)
- ▶ Korean
- ▶ Israeli
- ▶ German
- ▶ See chapter 22 in CPRT textbook, 2nd edition

[Bratton, Landreth, & Lin, 2010]

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Shown Effective with Variety of Populations



- Adopted/Fostered Children
- Child Witnesses of Domestic Violence
- Child Victims of Sexual Abuse
- Children of Incarcerated Fathers
- Children of Incarcerated Mothers
- Chronically and Terminally-Ill Children
- Low-Income, At-Risk Children
- Children Diagnosed with Learning Differences
- Children Diagnosed with Autistic Spectrum Disorder
- Children of Divorced/Single Parents

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Don't Forget to
ADVOCATE!

CPRT IS AN EVIDENCE-BASED PRACTICE
EVIDENCEBASEDCHILDTHERAPY.COM

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In Closing

CPRT is grounded in the belief that the child's experience within the parent-child relationship is the factor that promotes optimal growth and healing

...and in the belief that a healthy child-parent relationship lays the foundation for all future relationships and, last but not least...

that the effects are intergenerational!



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