

# Children's Play is Serious Learning: Using Play Therapy to Teach ASCA Behavior Standards

Annual VTSCA Conference, Killington, Vermont November 4, 2019

2019 VTSCA Fall Conference  
School Counselors: There For You  
November 4, 2019

**Children's Play is Serious Learning:**  
Using Play Therapy to Teach ASCA Behavior Standards

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**Objectives:**

- ▶ Identify the ASCA standard for *Use Effective Collaboration and Cooperation Skills* and The Collaborative for Academic, Social, and Emotional Learning (CASEL) *Behavioral Competencies for Relationship Skills*.
- ▶ Describe how to choose an intervention to promote a desired observable outcome from play therapy.
- ▶ Describe at least three observable traits of a skill developed in a play therapy session.

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**Category 2: Behavior Standards:**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

- ▶ Learning Strategies
- ▶ Self-Management Skills
- ▶ Social Skills

ASCA Mindsets & Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student.  
https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf  
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**Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

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**5 Skills Needed For Success**

- ▶ Self-awareness
- ▶ Self-management
- ▶ Social awareness
- ▶ Relationship skills
- ▶ Responsible decision-making

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 Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Debatable Next Step Collaborative for Academic, Social, and Emotional Learning (CASEL) November 2013

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<b>Skill</b>	• <b>Social awareness</b>
<b>Target</b>	• The ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school and community resources and supports.
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Understanding the three main components of communication - words, body language, and voice/tone</li> <li>• Initiating and responding in conversations</li> <li>• Communicating with others using appropriate eye contact and physical gestures</li> <li>• Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate</li> </ul>

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### Preparing Group Play Interventions

1. **Overarching concern is identified**
  1. **Specific Concerns**
    1. **Goal**
      - a. **Objective**
  2. **Creative Intervention**
  3. **Therapeutic Factors**
  4. **Progress toward skill acquisition**
    1. **Observable skills**
    2. **Level of Mastery**

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### Student #1

**Overarching concern is identified: Disrupting learning for self and others**

**Specific Concerns: When frustrated yells and throws things, (Social Awareness & Self-management)**

1. **Goal**
  - a. **Social Skills: Communicating with others using appropriate eye contact and physical gestures; Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate**
2. **Objective**
  - a. **Social Awareness:**
    - a. **Communicating with others using appropriate eye contact and physical gestures;**
    - b. **Looking at the face and body language of others and use these cues to help interpret what the other is trying to communicate**

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**Choose Your Own Adventure**

**ASCA Behavior Standards:**  
Social Skills

**Skill (s) Addressed:**  
Social Awareness

**Therapeutic Factors:**  
Moral Judgement, Fantasy Compensation

**Learning Scale:**  
Considering the Perspectives of Others

**Materials:**  
12 square Grid Sheet & coloring utensils

**Process:**  
1. Cut slits on the red lines.  
2. Using a comic strip style, create a challenging scenario on the center panels addressing each question on the square: What happened?; What did you do?; How did others feel?; How did you feel?  
3. Do not use top and bottom panels in the "What happened" section.  
4. Fold top panels down to create a second set of alternative solutions to the original problem.  
5. Fold bottom panels up to create a third set of alternative solutions to the original problem.

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- B-SS 1. Use effective oral and written communication skills and listening skills.
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 4. Demonstrate empathy

Empathy

- Communicating with others using appropriate eye contact and physical gestures

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X			
What happened?	What did you do?	How did others feel?	How did you feel?
X			

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<b>Skill</b>	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> </ul>
<b>Target</b>	<ul style="list-style-type: none"> <li>• the ability to accurately recognize one's emotions and thoughts and their influence on behavior</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Identifying and communicating feelings in an appropriate manner</li> <li>• Identifying triggers for anger</li> <li>• Identifying and utilizing stress reduction techniques</li> </ul>

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**Marauders Map/ Family Mapping**

**ASCA Behavior Standards:**  
Social Skills

**Skill (s) Addressed:**  
Self Awareness

**Therapeutic Factors:**  
Metaphorical Insight, Access the Unconscious, Competence, Sense of Self, Physical Health, Distraction

**Learning Scale:**  
Considering the Perspectives of Others

**Materials:**  
Paper and writing utensils

**Process:**  
Draw a map of your family and include a key.

**Consider the following questions:**

- > How would you find someone?
- > Where are they?
- > What do you look like geographically?
- > How do you get there?
- > Who can go?
- > Who can't go?
- > Is it safe?
- > What would you need to bring?
- > Is there a legend /key?

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<b>Skill</b>	<b>• Self-management</b>
<b>Target</b>	<ul style="list-style-type: none"><li>• The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations, and to set and work toward personal and academic goals</li></ul>
<b>Objective</b>	<ul style="list-style-type: none"><li>• Identifying and utilizing stress reduction techniques</li><li>• Identifying and communicating feelings in an appropriate manner</li><li>• Self-monitoring own communication, both physically and verbally</li></ul>

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<b>Skill</b>	<b>• Relationship skills</b>
<b>Target</b>	<ul style="list-style-type: none"><li>• The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups including the skills to communicate clearly, listen well, cooperate, negotiate conflict constructively, and seek and offer help when needed</li></ul>
<b>Objective</b>	<ul style="list-style-type: none"><li>• Communicate clearly in an expected manner, both physically and verbally</li><li>• Listen well, cooperate, and negotiate conflict constructively</li><li>• Seek and offer help when needed</li></ul>

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<b>Skill</b>	<b>• Responsible decision-making</b>
<b>Target</b>	<ul style="list-style-type: none"><li>• The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical Standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</li></ul>
<b>Objective</b>	<ul style="list-style-type: none"><li>• Make choices considering expected behaviors</li><li>• Make choices considering consequences</li><li>• Make choices considering the well-being of self and others</li></ul>

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**Self-Management Skills**

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 3. Demonstrate ability to work independently

B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-SMS 9. Demonstrate personal safety skills

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student.  
<http://www.schoolcounselor.org/asca/mediatoc.aspx#MindsetsBehaviors>

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**Tree houses**

**ASCA Behavior Standards:**  
Self-Management

**Skill (s) Addressed:**  
Self Awareness, Self-Management, Relationship Skills, Responsible Decision-making

**Therapeutic Factors:**  
Self-Expression, Facilitates Learning, Reality Testing, Behavioral Rehearsals, Accelerated Development, Creative Problem Solving, Metaphorical Insight, Access the Unconscious, Competence, Sense of Self, Distraction, Stress Inoculation, Power and Control and Self-Control

**Learning Scale:**  
Considering the Perspectives of Others

**Materials:**  
Construction paper, glue, scissors and magazines

**Process:**  
Cut out pictures from magazines that are calming, represent safety and love. Glue them in the tree house. Hang the tree house where you can see it.

**Consider the following questions:**

- What fills your love bucket?
- Who is your support?
- What offers a feeling of safety?
- What gives you strength?
- What evokes peace?

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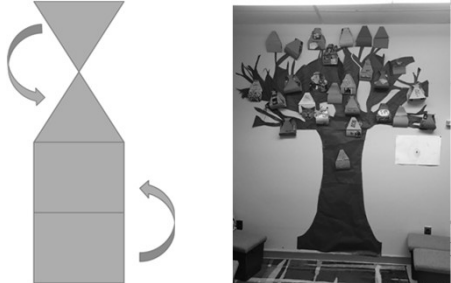
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The diagram on the left shows a vertical rectangular shape divided into three sections. The top section is an inverted triangle, the middle is a rectangle, and the bottom is a trapezoid. Arrows indicate that the top triangle and bottom trapezoid are to be rotated 180 degrees so they meet at their vertices in the center, forming a tree-like shape. The photo on the right shows a completed tree house craft project hanging on a wall. The tree's trunk and branches are made of cardboard, and the leaves are cut out from various magazines.

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## Resources

- *Vermont Early Learning Standards;*  
<https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>
- *2015 CASEL Guide: Effective Social and Emotional Learning Programs; Middle and High School Edition;*  
<http://secondaryguide.casel.org/casel-secondary-guide.pdf>
- Charles Schaefer, "Curative Factors in Play Therapy"  
*Journal for the Professional Counselor*, (1999).

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## Sources

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- Wils, T.J., Courtney, H. & Murphy, Q. (2017). Enhancing Social-Emotional Skills in At-Risk Preschool Students Through Theraplay Based Groups: The Sunshine Circle Model. *International Journal of Play Therapy*, Vol. 26, No. 4, 185-195. <http://dx.doi.org/10.1037/pla0000041>.
- Meany-Walen, K.K. & Teeling, S. (2016). Adlerian Play Therapy with Students with Externalizing Behaviors and Poor Social Skills. *International Journal of Play Therapy*, Vol. 25, No. 2, 64-77.
- Blanco, P. J. (2011). Play Therapy in Elementary Schools: A Best Practice for Improving Academic Achievement. *Journal of Counseling and Development*

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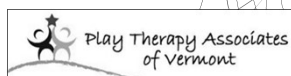
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