

# Group Reality Play Therapy for Positive Reasoning in our Youth

# Hello! Thank you for being here!

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I have read and understand the sections in the Student Bulletin and course syllabus relating to IWU's Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I am certifying that I have not cheated or plagiarized in completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. Suppose it is found that cheating and/or plagiarism took place in this paper's writing. In that case, I understand the possible consequences of the act, which could include expulsion from Indiana Wesleyan University.

# Group Goals

Our goal is to give previously identified children working through negative coping mechanisms more control over their decision-making processes, which would improve the undesirable behaviors that negatively affect their classroom behavior and performance at school based on the recommendations from the peer-reviewed journal article on *Group Reality Play Therapy* (Stutey et al., 2020).







# Agenda

- What is Reality Therapy and WDEP?
- What is Play Therapy?
- Why is Group Therapy Effective?
- Screening, Selection and Other Considerations
- Program Suggestions and Breakdown



1.

# What is Reality Therapy and WDEP?



“

*“Reality therapy (RT) is a form of psychotherapy developed by William Glasser... [where participants] examine the ways in which they can fulfill their wants and satisfy needs by examining their current behavior in four dimensions of total behavior: actions, thinking, feelings, and physiology [by utilizing the WDEP formula]” (Stutey et al., 2020).*



# What is WDEP?

“**W** represents what clients want from the world around them, **D** summarizes what the client is doing, **E** is for self-evaluation, and **P** represents the formulation of a plan” (Wubbolding, 2017).

2.

# What is Play Therapy?

Specifically, child-centered group play therapy...







“

*“Play therapy is a developmentally appropriate intervention that allows children to communicate through their native language of play” (Stutey et al., 2020).*

*“Play therapy is particularly beneficial for people who struggle with communicating and expressing themselves in a positive and healthy manner” (Ohwovoriole, 2021).*



Child-centered group play therapy “provides the added benefit of a social process whereby children learn about themselves through interactions with other children and help each other become responsible in interpersonal relationships” (Baggerly and Parker, 2005, p. 389).

An illustration of a person with black hair, wearing a red shirt and blue pants, running from left to right. They are holding a large, tilted sign that reads "Examples of Play Therapy". The sign has a red-to-purple gradient background.

## Examples of Play Therapy

- Using building blocks
- Using art
- Sand play
- Board games
- Play with dolls
- Puppet play
- Tea party play
- Card games
- Strategy games like chess or checkers
- Hide-and-seek
- LEGO play

(Ohwovoriole, 2021)

3.

# Why is Group Therapy Effective?





1) Group settings provide children a natural environment to relate to one another and a chance to learn social skills in a group context (Stutey et al., 2020).



2) Youth can focus on generalizing group habits and applying them to circumstances in real life by focusing on social behaviors that are practiced within the group (Stutey et al., 2020).



3) Small group therapy is especially advantageous for young people as it can boost self-esteem through the social act of helping others (Stutey et al., 2020).



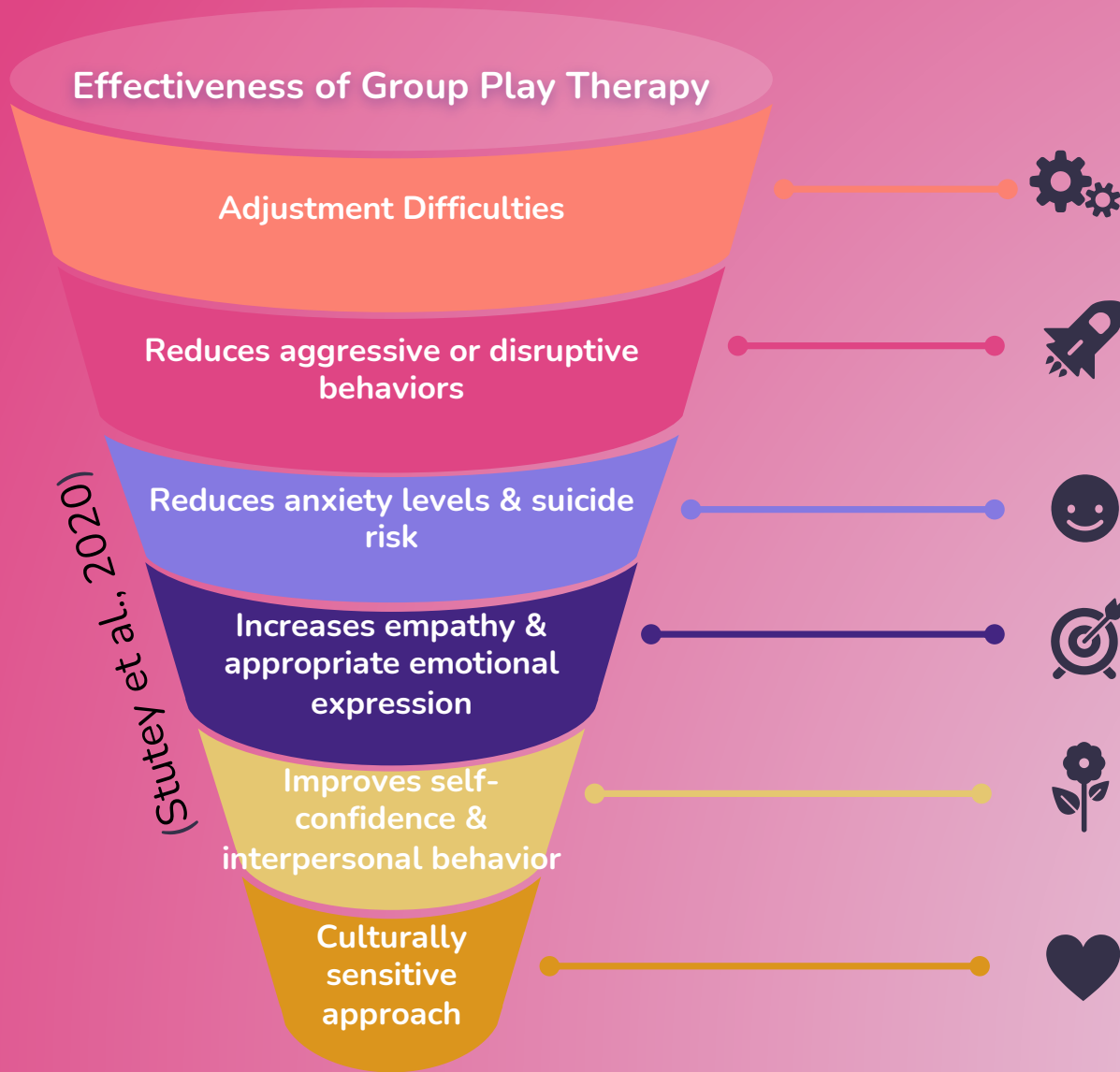





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*“Researchers have found small group therapy to be effective with improved behavior related to school achievement, perceived competence for learning, improving therapist relationships with youth, and increasing study skills, grade point averages, and personal-social functioning” (Stutey et al., 2020).*

# Effectiveness of Group Play Therapy





Combining the benefits of the group environment with play therapy and the WDEP model will allow us to  target youth's understanding of their quality world and their ability to make decisions that help them reach *their* goals while positively affecting their school experience.

4.

# Screening, Selection and Other Considerations



# Screening & Selection Criteria



- All students must be in one grade level of each other (5<sup>th</sup> or 6<sup>th</sup> grade). To connect and learn from each other, group members must have similar levels of maturity (DeLucia-Waack, 2002).
- The children should ideally have a variety of situational issues, with differences in living circumstances, communication abilities, level of distress, strengths and weaknesses (DeLucia-Waack, 2002). There should be a mixture of gender, race, socioeconomic status, and ethnicity among the group members. These distinctions will encourage the development of peer role models and produce alternate approaches to solving problems (DeLucia-Waack, 2002).



# Deselection Criteria (DeLucia-Waack, 2002)



- Students whose goals do not match group goals
- Students who are overly hostile, angry, or aggressive
- Students who are extremely hyperactive and who cannot focus on a group activity for even a short length of time
- Students who cannot empathize with others
- Students who are extremely sensitive to criticism
- Students who are in crisis or suicidal

# Other Considerations



## Group Composition

Based on prescreening teacher feedback, this group will consist of 5-8 fifth and sixth grade students who have been identified as youth who may benefit from the RT/WDEP + play therapy model.

## Frequency & Duration

This will be a closed therapy group that will meet for 8 consecutive weekly one-hour sessions, each Tuesday afternoon. The first 30 minutes will be directly related to the group curricula while the final 30 minutes will allow for homework help.

## Meeting Place & Time

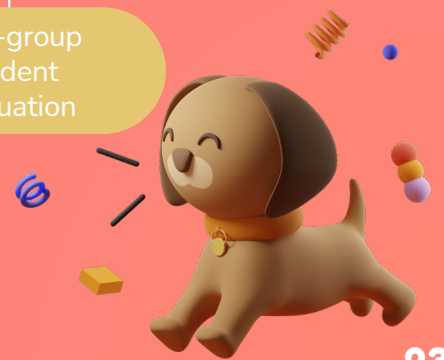
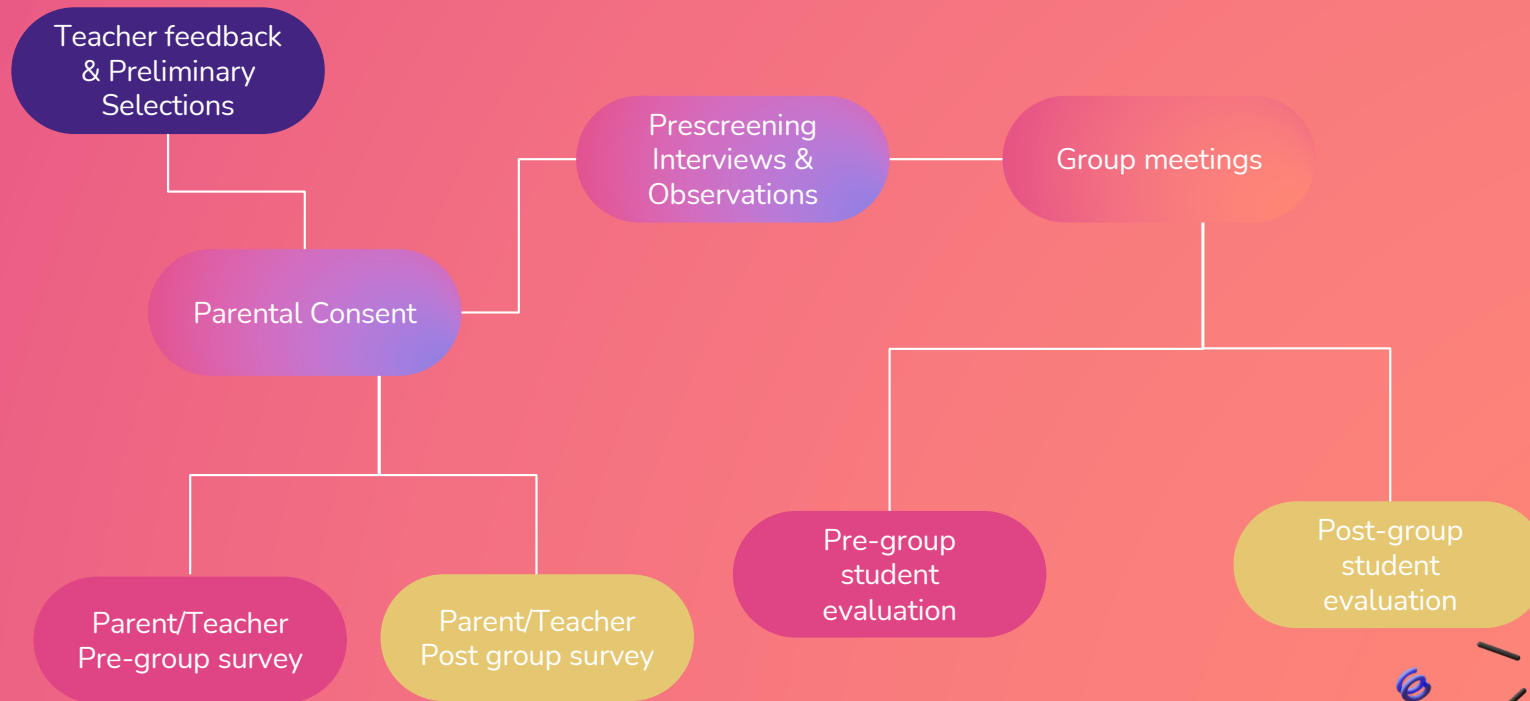
The students will meet in the art room during the student's designated study hall from 2-3 pm.

5.

# Session Breakdown and Program Suggestions



# Timeline of Events



**Example Screening Interview for Participation in Group Play Therapy**

Name of Parent: \_\_\_\_\_

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

[Note: It is advised that the parent interview does not take place in front of the child.]

1. Please identify your child's problems at home, school, or both.

2. Which of the following behaviors does your child display? Check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Appears lonely                    | <input type="checkbox"/> Bites or scratches others                        |
| <input type="checkbox"/> Has low self-esteem               | <input type="checkbox"/> Argues with others                               |
| <input type="checkbox"/> Threatens or bullies others       | <input type="checkbox"/> Talks back to adults when corrected              |
| <input type="checkbox"/> Fidgets or moves excessively      | <input type="checkbox"/> Is easily embarrassed                            |
| <input type="checkbox"/> Doesn't listen to what others say | <input type="checkbox"/> Gets angry easily                                |
| <input type="checkbox"/> Disobeys rules or requests        | <input type="checkbox"/> Is easily distracted                             |
| <input type="checkbox"/> Has temper tantrums               | <input type="checkbox"/> Shows anxiety about being in a group of children |
| <input type="checkbox"/> Acts sad or depressed             |   |
| <input type="checkbox"/> Disturbs ongoing activities       |   |
| <input type="checkbox"/> Acts impulsively                  |   |

# Prescreening Interviews & Observations using the Reddy Example Interview conducted by the school counselor

3. How does your child spend his/her free time?

4. What kinds of games or toys does he/she particularly enjoy?

5. Please describe any medical and/or psychological history for your child.

6. Has your child been classified by your school and/or diagnosed?

7. List of Current Medications

Medication  
A: \_\_\_\_\_ Dosage: \_\_\_\_\_  
Reason: \_\_\_\_\_

Medication  
B: \_\_\_\_\_ Dosage: \_\_\_\_\_  
Reason: \_\_\_\_\_

Medication  
C: \_\_\_\_\_ Dosage: \_\_\_\_\_  
Reason: \_\_\_\_\_



# Prescreening Interviews & Observations using the Reddy Example Interview (cont'd.)

8. Does your child have any food allergies? Please describe.

9. Does your child have any special dietary requirements? (i.e., Kosher)

10. Is your child currently receiving therapy? Please describe.

11. Does your child have any special abilities? Please describe.

12. Does your child have any special difficulties? Please describe.

13. Please describe your child's conduct and/or attitude in school?

14. Does your child make friends easily?

15. Does your child have a best friend?

16. Does your child have a group of friends?

17. Does your child participate in clubs or special interest groups? Please describe.

18. Please describe your child's awareness of his/her social problem?

19. On a scale of 1-10, how motivated is your child? (i.e., to do well in school, make friends, behave in socially appropriate ways).

20. What is your current relationship status (i.e., single, married, civil union, domestic partnership, separated, or divorced)? If separated or divorced what is the current/permanent custody arrangement? (Note: appropriate documentation must be obtained).

21. Please describe your goals for enrolling your child in the group.

22. Is there a day of the week that your child is unable to attend the group? (We will try our best to accommodate).

## *Interviewer's Observations of the Child:*

Describe child and parent interactions:

### **Interviewer and Child (alone for 10-15 minutes)**

A. Describe child and interviewer interactions:

B. Describe the child's play behavior and affect:

C. Describe the child's language skills:

D. Describe the child's ability to follow directions:

("Reddy Example Screening Interview," n.d.)

# Session Breakdown (weeks 1 – 4)

| Session | Session Topic  | Goals and Objectives   | Suggested Materials  |
|---------|--|--|--|
| 1       | <b>WDEP</b> – discovering what you want and what you are doing | <ul style="list-style-type: none"> <li>Youth will learn about WDEP and build a sandtray</li> <li>Youth will create short-term plans by examining <u>w</u>ants and <u>n</u>eeds</li> </ul>            | <ul style="list-style-type: none"> <li>Sandtray</li> <li>Miniature figures</li> <li>Camera</li> <li>Virtual Sandtray app</li> </ul>                |
| 2       | <b>WDEP</b> – evaluating and creating realistic goals          | <ul style="list-style-type: none"> <li>Youth will continue to use WDEP by self-<u>e</u>valuating their sandtrays</li> <li>Youth will create a long-term <u>p</u>lan using realistic goals</li> </ul> | Alternatives/Additional: <ul style="list-style-type: none"> <li>Stickers</li> <li>Cookie sheets and magnets</li> <li>Magazines/pictures</li> </ul> |
| 3       | <b>Five Basic Needs</b> – understanding basic needs            | <ul style="list-style-type: none"> <li>Youth will learn about the five basic needs</li> <li>Youth will reflect on how each of their five needs are currently being met</li> </ul>                    | <ul style="list-style-type: none"> <li>Basic needs wheel</li> <li>Markers or crayons</li> <li>Art materials</li> <li>Scissors</li> </ul>           |
| 4       | <b>Five Basic Needs</b> – getting basic needs met              | <ul style="list-style-type: none"> <li>Youth will prioritize their needs</li> <li>Youth will discover ways to get their needs met</li> </ul>   | Alternatives/Additional: <ul style="list-style-type: none"> <li>Cardboard</li> <li>Food coloring</li> <li>Bubbles</li> </ul>                       |

(Stutey et al., 2020)



# Session Breakdown (weeks 5 – 8)

| Session | Session Topic   | Goals and Objectives   | Suggested Materials   |
|---------|---|--|---|
| 5       | <b>Quality World</b> – understanding obstacles and barriers         | <ul style="list-style-type: none"> <li>Youth will learn about their quality world and examine short and long-term goals</li> <li>Youth will identify obstacles or barriers to obtaining their quality world</li> </ul> | <ul style="list-style-type: none"> <li>Building blocks</li> <li>Miniature figures</li> </ul>  |
| 6       | <b>Quality World</b> – focusing on areas of choice and control      | <ul style="list-style-type: none"> <li>Youth will focus on areas where they have control</li> <li>Youth will examine their choices</li> </ul>  | Alternatives/Additional: <ul style="list-style-type: none"> <li>Legos</li> <li>Clay or playdoh</li> <li>Art materials</li> </ul>                      |
| 7       | <b>Total Behavior</b> – examining thoughts and actions              | <ul style="list-style-type: none"> <li>Youth will learn about the four dimensions of total behavior – thinking, acting, feeling, and physiology</li> <li>Youth will learn about self-control</li> </ul>                | <ul style="list-style-type: none"> <li>Puppets</li> <li>Remote control</li> </ul>   |
| 8       | <b>Total Behavior</b> – taking control and developing coping skills | <ul style="list-style-type: none"> <li>Youth will critically think about their choices and behavior</li> <li>Youth will develop coping skills to impact their total behavior</li> </ul>                                | Alternatives/Additional: <ul style="list-style-type: none"> <li>Art materials</li> <li>Video recording device</li> <li>Sandray and figures</li> </ul> |

(Stutey et al., 2020)



# Parent/Teacher Pre/Post-Group Survey

## Pre/Post Group Emotional Regulation & Efficacy Evaluation

Student Name \_\_\_\_\_ Teacher/Parent Name \_\_\_\_\_

- 1 – Never
- 2 – Rarely
- 3 – Sometimes
- 4 – Often
- 5 – Always

The student is able to self-regulate appropriately.

1    2    3    4    5

The student can manage their feelings and emotions independently.

1    2    3    4    5

The student displays awareness of their increased intensity of emotions.

1    2    3    4    5

The student's level of attentiveness in class is appropriate in relation to peers.

1    2    3    4    5

The student is able to make responsible and safe choices, even when feeling strong emotions.

1    2    3    4    5

The student is able to return to a calm state within a reasonable amount of time.

1    2    3    4    5



# Pre/Post Group Student Evaluation

How are you feeling about school and homework?



How are you feeling about your friendships?



How are you feeling about your family and home life?



What is one thing you hope we do in this group/What was your favorite part of this group?

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What is one thing you hope this group helps you with/What is one thing this group has helped you with?

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# Final Report of Findings and Effectiveness

A summary of all findings and conclusions will be compiled and distributed to participants' stakeholders via email within one month of the conclusion of the final group session.





# Successful Completion!



## ★ Review and Assess

We will review the data, outcomes, and feedback from all stakeholders to determine if any changes should be made.

## ★ Increasing Reach

Additional groups of students can be added to a revolving schedule of 8-week groups throughout the year.

## ★ Continuation

The potential positive impact this group can have on individuals struggling to make wise choices and regulate their emotions throughout their day is great. My hope is to see a continuation of this group throughout the year for students who can benefit.

# References



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- Wubbolding, R. E. (2017). *Reality therapy and self-evaluation: The key to client change*. Alexandria, VA: American Counseling Association.

# Thank you!

Any questions?

You can find me at [www.intentionalschoolcounseling.com](http://www.intentionalschoolcounseling.com).

