

**The Family & Play Therapy
Center offers services
for clients from Birth to 99.**

- o Individual and Couple Therapy
- o Play-Family Therapy
- o Developmental Play Therapy
 - Structured
- o Birth to Three Specialty (Prevention)
- o Teenagers, Creative Arts, & Sand Tray Therapy
- o Family Therapy & Parent Education

Dottie Higgins Klein, LMFT, RPT-S, AAMFT Supervisor received her Master of Family Therapy from Hahnemann University. She is a supervisor of the AAMFT and a registered play therapist supervisor for the Association for Play Therapy (APT). Dottie has spent more than twenty-five years combining the fields of play and family therapy. She has synthesized the best of both fields into a creative approach: Play-Family Therapy. Children on the Autism Spectrum benefit from Structured Developmental Play Therapy. It is best to start children as young as possible; this may include a parent's presence in the play room. Dottie will evaluate infants and young children if parents are concerned. Dottie may refer families for further evaluation.

Dottie Higgins Klein, LMFT, RPT-S, AAMFT-Spv

Phone or Fax: (215) 844-4321

OK to call any time: day, evening, weekends.
If you are calling for Dottie, voice mail will take your call if Dottie is not available.
The office manager is available Monday through Friday from 9:30 to 4:00.

Visit our Web Site (with print-out brochures and directions):

www.fptcenter.com

Offsite Training Available



Family & Play Therapy Center, Inc.
6811 Quincy Street
Philadelphia, PA 19119

Developmental Delays

including

Autism Spectrum, Asperger's, PDD

(Pervasive Developmental Disorder),
and

MSDD

(Multi-System Dysfunctional Disorder)



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Developmental Play Therapy: A Structured Approach

For children showing a range of patterns of some of these symptoms:

1. difficulty relating & communicating (verbally and/or non-verbally)
 2. difficulty developing interpersonal relationships (inside and/or outside of the family)
 3. difficulty with eye contact, facial responsiveness, or cuddling
 4. processing & cognitive difficulties
 5. problems with imagination, fantasy, & reality
- We recommend starting Floor Time Play Therapy as young as possible. We find it essential to help the child develop pre-playing skills. Initially, therapy may focus on development of attention span, becoming comfortable in the playroom, awareness of what the child is choosing to do, and developing a trusting relationship with the therapist. There are many skills that, once developed in the play therapy experience, can propel the child toward interactive, imaginative play. There are sensitive periods for learning certain skills, which are more difficult to master when the child moves out of the phase.
 - Parents are involved in the sessions with the child and remain in the room with the child until it is therapeutically more valuable to have the separateness. There are regularly scheduled meetings for parents, after every fourth child session.
 - Education in the Floor Time Developmental Play is available as part of the therapy (for parents, nannies, teaching assistants, grandparents, etc.). We use videos and in-the-room training.
 - The Play Rooms are quite beautiful and are set up with specific toys that gradually invite the child to emerge and relate more intimately.

The play therapy works primarily with the emotional system, synthesizing work that is being done in other areas. The main goals are to touch into emotions of the child, to awaken or re-awaken feelings of the child, and to help the child to connect to these feelings as part of the core self.

The therapist follows the child's natural actions, behaviors, feelings, and interests, while being completely present. The therapist responds to the moments of opening in the child and offers to expand that awareness.

Using a developmental framework, the therapist gently and consistently directs the child to the "next step".

Many children on the Autism Spectrum need two sessions per week of Floortime play, which may include a weekly session at home. Some developmental problems need one session per week.

Each session works with the following:

1. The child's initiatory power — deciding
2. Developing attention span
3. Building frustration tolerance & a range of affect
4. Development of fantasy and imagination
5. Self-esteem and the unfolding of the emerging self

Sensory Integration, a field of Occupational Therapy, may be recommended for children with developmental delays who come to us for Play Therapy. We maintain a list of therapists in the Greater Philadelphia Area who offer S.I. Play therapy offers the development of skills and direct building of emotions, imagination, & social skills that are not fully realized in S.I. alone. Although both areas work with the whole child, the emphasis is quite different. Children may also need neurological and speech evaluations.



Recommended Readings:

Infant and Early Childhood Mental Health: A Comprehensive Developmental Approach to Assessment and Intervention, by Stanley Greenspan and Serena Weider

Infancy and Early Childhood The Practice of Clinical Assessment and Intervention With Emotional and Developmental Challenges, by Stanley Greenspan

The Dialogue of Touch: Developmental Play Therapy, by Viola Brody

The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder, by Carol Stock Kranowitz

Raising a Sensory Smart Child: The Definitive Handbook for Helping Your Child with Sensory Integration Issues, by Lindsey Biel and Nancy Peske

