



COURSE GUIDE

2025

☎ 1300 007 882

www.playtherapytrainingaustralia.com.au
info@playtherapytrainingaustralia.com.au

After the successful delivery of clinical play therapy training programs since 2018 via Centre for Play Therapy, Play Therapy Training Australia was established in 2021 to acknowledge the continued growth and success of the company's training services.

Committed to ongoing excellence in the field of play therapy training in Australia, Play Therapy Training Australia reflects the company's vision for the expansion and future development of play therapy training and qualification standards for registration as a play therapist in Australia. All trainers hold mental health qualifications and registration, along with registration and experience in the field of Child Centred Play Therapy.

Play Therapy Training Australia offers training qualifications and a pathway to registration as a play therapist in Australia. Training services include introductory workshops, clinical training programs, advanced clinical workshops, Child- Parent Relationship Therapy programs, individual and monthly group clinical supervision services.

Play Therapy Training Australia will continue to uphold the highest levels of professional education in pursuit of recognition of the field of play therapy studies and career opportunities for play therapists across Australia.

"We uphold standards of excellence in delivery of clinical play therapy to provide a pathway to registration as a Play Therapist in Australia"

How to become a Play Therapist with Play Therapy Training Australia

Complete the four workshops below to receive your
Certificate in Play Therapy Studies.

Workshop One

Introduction to Play Therapy

For anyone who is interested in Play Therapy, our introductory workshop provides the opportunity for you to learn the basics of Child Centred Play Therapy through self-paced learning and attendance at a 8-hour trainer led live online tutorial.

Workshop Two

Considering the Structure and Components of CCPT

A three-day intensive online workshop to develop students' clinical skills combined with an additional 38 hours of reading and assessment.

Workshop Three

Issues in CCPT

A three-day intensive online workshop that delves into issues, typical problems, legal and ethical guidelines in practice combined with an additional 38 hours of reading and assessment.

Workshop Four

Competency in Skill Development & other types of CCPT

A three-day intensive online workshop providing clinical observations of practice including completion of skills combined with an additional 38 hours of reading and assessment.

INTRODUCTION TO PLAY THERAPY



This introductory course provides an overview of the clinical skills required to engage in child centred play therapy with clients. In a full one-day online workshop, participants will learn and practice content presented live online.

The following topics are covered in the this workshop:

- History and benefits of play- the meaning of play for children
- Theory of play therapy
- Key concepts of child centred play therapy
- Characteristics of the play therapist
- The play room and materials
- Beginning therapy: The importance of the relationship with the child
- Basic skills introduction: Characteristics of facilitative responses and therapeutic limit setting

Pre-Requisites:

NIL

We encourage anyone who is interested in Play Therapy to undertake our Workshop One - Introduction to Play Therapy.

 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au

INTRODUCTION TO PLAY THERAPY

All content, resources, practices and assessments will be presented and conducted within the one-day workshop.

During the enrolment process on our website you will be asked to select a workshop date. Spaces are capped so please enrol early to avoid missing out on your preferred date.

Delivery:
14 Hours Total

8 Hours face to face
online workshop
delivered over one day.

6 Hours self paced learning, online
readings and articles.

Workshop will run from
8:30am to 4:30pm (QLD Time).



 1300 007 882

www.playtherapytrainingaustralia.com.au
info@playtherapytrainingaustralia.com.au

Outcomes

Topic	Outcomes
Foundational Theories & History	<p>Ability to describe the foundational theories and history of Child Centred Play Therapy, including which psychotherapeutic approaches influenced the development of CCPT;</p>
Definition & Benefits of Play	<p>Identify the benefits of play, and how this translates to the approach of CCPT; Articulate the definition of Child Centred Play Therapy, the key concepts of this approach and considerations for practice;</p>
Key tenets, components & skills	<p>Ability to list all eight key tenets of Child Centred Play Therapy, and describe the practical application of these tenets to practice;</p>
Key Play Therapy Components	<p>Able to identify the key components of a play therapy room, including the different categories that are addressed in establishing a play therapy space;</p>
Key Play Therapy Skills	<p>Ability to articulate the key skills of Child Centred Play Therapy, how they work, and their application to practice</p>



The objective of this training is to equip those with a relevant undergraduate degree to obtain further training in the area of child centred play therapy in order to apply this knowledge and skill to clinical practice.

Our vision for providing child-centred play therapy training in our local communities is to ensure practitioners are equipped to provide quality play therapy services to children across Australia.

The clinical program consists of three workshops with attendance required at nine individual days of training presented online.

Our training program is recognised in full by the Play Therapy Practitioners Association and partially recognised by the Australian Play Therapists Association.

For further information on membership requirements please see the relevant association website.

Pre-Requisites:

Participants must have completed Workshop One - Introduction to Play Therapy

Participants must hold a bachelor degree in Social Work, Human Services, Education, Counselling, Psychology or similar.

 1300 007 882

www.playtherapytrainingaustralia.com.au
info@playtherapytrainingaustralia.com.au

WORKSHOP TWO

Considering the Structure and Components of CCPT

Topics Covered:

Day One

Countertransference & Transference in the Playroom
Trauma & Attachment
Skill Revision: tracking, reflecting content, reflecting feelings

Day Two

Stages and Themes of Play Therapy
Parents/Guardians as Partners in Play Therapy
Skill Revision: Limit Setting

Day Three

Child Development Theory
Goal Setting/Treatment Planning
Case Noting/Report Writing
Skill Revision: Facilitative Responses

Delivery:

62 Hours Total

24 Hours face to face
online workshops
delivered over three days

38 Hours self paced learning
textbook readings and workbook

Workshops run from 8:30am to 4:30pm
(QLD Time)

Required Reading:

Landreth, G. (2023). Play therapy: The art of the relationship. Routledge: London, 4th edition. Chapters 8, 9, 12, 13, 14

Cochran, Nancy, H. et al. Child-Centered Play Therapy. Available from: VitalSource Bookshelf, (2nd Edition). Taylor & Francis, 2022. Chapter 11, 12, 13



**"TOYS ARE CHILDREN'S
WORDS AND PLAY IS
THEIR LANGUAGE"
- DR. GARY LANDRETH**

☎ 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au

Outcomes

Topic	Outcomes
<p>Countertransference & Transference in the Playroom</p>	<p>Explain the concepts of transference/countertransference.</p> <p>Demonstrate an understanding of the impacts of transference and countertransference on both therapist and child.</p> <p>Utilise countertransference & transference as a source of assessment and interpretation.</p> <p>Show an understanding of the methods of addressing countertransference.</p>
<p>Trauma & Attachment</p>	<p>Differentiate the different types of trauma and explain the impacts on brain development.</p> <p>Discuss common trauma-related behaviours in children.</p> <p>Explain the stress response and its relationship to trauma.</p> <p>Describe how trauma is stored in memory.</p> <p>Demonstrate an understanding of the four attachment styles and their impacts on child development and behaviour.</p> <p>Explain why Play Therapy is the chosen theoretical approach to working with traumatised children.</p>
<p>Skill Revision: Limit Setting</p>	<p>Demonstrate effective use of the three-step limit-setting process and exhibit confidence in its use.</p> <p>Maintain a warm, gentle, conversational tone, acceptance, empathy, congruence, and unconditional positive regard.</p>

Outcomes

Topic	Outcomes
<p>Stages and Themes of Play Therapy</p>	<p>Explain each of the four stages in the therapeutic journey and the common presentations/play behaviours observed.</p> <p>Demonstrate an understanding of the trajectory of a child's journey through the four stages.</p> <p>Name the common themes observed in each of the four stages and give examples of play sequences indicative of each theme.</p> <p>Explain why different themes tend to show up in different stages.</p>
<p>Parents/Guardians as Partners in Play Therapy</p>	<p>Demonstrate an understanding of why it is important to work holistically with the child and their family.</p> <p>Explain the process for including parents in the therapeutic journey.</p> <p>List the information typically collected in an initial consultation.</p> <p>Describe the parameters of informed consent and demonstrate an understanding of the legal and ethical obligations.</p>
<p>Skill Revision: tracking, reflecting content, reflecting feelings</p>	<p>Demonstrate effective use of the three skills.</p> <p>Show a comfortable balance between tracking and silence.</p> <p>Apply a warm, gentle, conversational tone.</p> <p>Demonstrate effective reflection of feeling at each opportunity presented.</p> <p>Reflect on the content of the play, demonstrating an understanding of the sequences.</p>

Outcomes

Topic	Outcomes
<p>Child Development Theory</p>	<p>Demonstrate a basic understanding of the addressed child development theories.</p> <p>List and explain the stages of play development.</p> <p>Demonstrate an understanding of the relevance of child development theory to Play Therapy and the therapeutic journey.</p>
<p>Goal Setting/Treatment Planning</p>	<p>Work with parents to cocreate positively stated, clear, measurable goals for therapy.</p> <p>Name the methods for tracking progress across a therapeutic journey.</p> <p>Explain the therapeutic trajectory and why CCPT tends to be a longer-term modality.</p>
<p>Case Noting/Report Writing</p>	<p>Summarise brief, professional case notes, in a format that maintains confidentiality.</p> <p>Demonstrate an understanding of the legal obligations related to case noting.</p> <p>Describe the key factors considered for inclusion in case notes.</p> <p>Demonstrate a basic understanding of professional report compilation, and the components typically included</p>
<p>Skill Revision: Facilitative Responses</p>	<p>Demonstrate effective use of facilitative responses, prioritising the child's independence and agency and keeping the child in the lead.</p> <p>Refrain from asking questions and answering questions related to the therapist's opinion.</p> <p>Maintain a warm, gentle, conversational tone, acceptance, empathy, congruence, and unconditional positive regard.</p>

WORKSHOP THREE

Issues in Child-Centred Play Therapy

Topics Covered:

Day One

Typical problems & challenges in the playroom
Skill Revision: facilitative responses

Day Two

Legal & Ethical issues in a play therapy practice
Working with culturally diverse clients
Skill Development: making meaning of the play

Day Three

ASD and the playroom
ASD/ADHD & Trauma
Working with children who have been interpersonally traumatised
Skill Revision: limit setting & reflecting feelings

Delivery:

62 Hours Total

24 Hours face to face
online workshops
delivered over three days

38 Hours self paced learning
textbook readings and workbook

Workshops run from 8:30am to 4:30pm
(QLD Time)

Required Reading:

Landreth, G. (2023). Play therapy: The art of the relationship. Routledge: London, 4th edition, Chapters 6, 12, 15, 16

Cochran, Nancy, H. et al. Child-Centered Play Therapy. Available from: VitalSource Bookshelf, (2nd Edition). Taylor & Francis, 2022. Chapters 16, 17, 18

Landreth, G. (2001). Innovations in play therapy: Issues, process and special populations. Routledge: London, UK.- Chapter 9, 10, 16

**"PLAY IS A CHILD'S WORK...
THIS IS NOT A TRIVIAL PURSUIT"
~ALFRED ADLER**



☎ 1300 007 882

www.playtherapytrainingaustralia.com.au
info@playtherapytrainingaustralia.com.au

Outcomes

Topic	Outcomes
<p>Typical problems & challenges in the playroom</p>	<p>Describe the most common challenges experienced by the child & therapist in the playroom, and utilise them as a source of assessment and interpretation.</p> <p>Demonstrate how to respond to the common challenges encountered in the playroom in line with a CCPT approach.</p> <p>Reflect on which of the challenges you may find difficult specific to your circumstances and experiences and why, and suggest ways to mitigate this to maintain competency.</p>
<p>Skill Revision: facilitative responses</p>	<p>Demonstrate effective use of facilitative responses, prioritising the child's independence and agency and keeping the child in the lead.</p> <p>Refrain from asking questions and answering questions related to the therapist's opinion.</p> <p>Refrain from praising responses.</p> <p>Highlight the child's effort and strategies.</p> <p>Maintain a warm, gentle, conversational tone, acceptance, empathy, congruence, and unconditional positive regard.</p>
<p>Legal & Ethical issues in a play therapy practice</p>	<p>Show a sound understanding of the ethical guidelines and apply them to practice, including confidentiality & privacy, touch in the play space, reporting abuse or suspected harm, and case noting.</p> <p>Describe the parameters of informed consent and demonstrate an understanding of a Play Therapist's legal and ethical obligations.</p> <p>Explain the concept of competency and the factors for consideration, including procedures for maintaining competency.</p>

Outcomes

Topic	Outcomes
Working with culturally diverse clients	<p>Describe the person centred approach to working with culturally diverse clients.</p> <p>List the basic assumptions and mistakes to avoid.</p> <p>Create a culturally representative playroom.</p> <p>Reflect on your approach to working with culturally diverse children and guardians, and any considerations you may need to make.</p>
ASD and the playroom	<p>Demonstrate a basic understanding of Autism Spectrum Disorder (ASD).</p> <p>Describe the behaviours often observed with a diagnosis of ASD, that may be observed in the playroom.</p> <p>Explain how the play therapy journey of a child with a diagnosis of ASD may differ and the considerations you may need to make</p>
ASD/ADHD & Trauma	<p>Explain why there is an interplay between ASD, ADHD & Trauma and the importance of being aware of this intersection in play therapy.</p> <p>List some of the symptoms that overlap between ADHD & Trauma</p> <p>List some of the symptoms that overlap between ASD & Trauma.</p> <p>Demonstrate an understanding of a therapist's scope of practice.</p>

Outcomes

Topic	Outcomes
Skill Development - Making Meaning of the Play	<p>Describe the triangle of transference and it's relevance to play interpretation.</p> <p>Name the factors included in play interpretation.</p> <p>Effectively make meaning of a child's play and craft meaning making, reflective statements.</p> <p>Show an understanding of when meaning making is appropriate in the play therapy process.</p>
Working with children who have been interpersonally traumatised	<p>Demonstrate an understanding of trauma and the goals of therapy in relation to working with traumatised children.</p> <p>Name and explain the types of play considered potentially indicative of trauma.</p> <p>Explain the process for and factors involved in determining whether a child is disclosing an experience(s) of trauma in the playroom.</p>
Skill Revision: limit setting & reflecting feelings	<p>Demonstrate effective use of the three-step limit-setting process and exhibit confidence in its use.</p> <p>Accurately reflect feelings, wishes, and wants as a part of the limit-setting process.</p> <p>Hold safe boundaries around play behaviour and interpersonal interactions.</p> <p>Demonstrate attunement to the child's emotional state.</p> <p>Accurately reflect feelings to the child at each opportunity presented in the playroom with verbal and non-verbal expressions.</p> <p>Maintain a warm, gentle, conversational tone, acceptance, empathy, congruence, and unconditional positive regard.</p>

WORKSHOP FOUR

Competency in Skill Work and other forms of Child Centred Play Therapy

Topics Covered:

Day One

Determining the end of therapy
Introduction to intensive child-centred play therapy
Skill Revision: tracking, reflecting feelings, reflecting content

Day Two

Play Therapy in the school setting
Play Therapy across the lifespan
Skill Development: limit setting

Day Three

Group & Sibling Play Therapy
Filial Therapy
Play Therapy in other formats
Starting a private practice

Delivery:

62 Hours Total

24 Hours face to face
online workshops
delivered over three days

38 Hours self paced learning
textbook readings and workbook

Workshop run from 8:30am to 4:30pm (QLD Time)

Required Reading:

Landreth, G. (2012). Play therapy: The art of the relationship. Routledge: London, UK.- Chapter 15, 16

Cochran, N. H., Nordling, W. J., & Cochran, J. L. (2010). Child-centred play therapy: A practical guide to developing therapeutic relationships with children. John Wiley & Sons Inc: New York, USA.- Chapter 13

Landreth, G. (2001). Innovations in play therapy: Issues, process and special populations. Routledge: London, UK.- Chapter 12, 13, 21, 22

Landreth, G. L., & Bratton, S. C. (2006). Child parent relationship therapy (CPRT): A 10-session filial therapy model. Routledge: London, UK.- Chapter 1, 4, 5, 7- 16



"NO SIGNIFICANT LEARNING OCCURS WITHOUT A SIGNIFICANT RELATIONSHIP." ~JAMES COMER

☎ 1300 007 882

www.playtherapytrainingaustralia.com.au
info@playtherapytrainingaustralia.com.au

Outcomes

Topic	Outcomes
<p>Determining the end of therapy</p>	<p>Describe how Play Therapists determine progress in a child's therapeutic journey. Name and explain the factors involved in determining the end of a child's therapeutic journey. Describe the process of terminating a child's therapeutic journey.</p>
<p>Introduction to intensive child-centred play therapy</p>	<p>Explain the difference between Child-Centred Play Therapy and Intensive Child-Centred Play Therapy.</p> <p>Describe in what situations Intensive Child-Centred Play Therapy may be appropriate.</p> <p>Demonstrate an understanding of the typical procedure for conducting intensive sessions.</p>
<p>Skill Revision: tracking, reflecting feelings, reflecting content</p>	<p>Demonstrate effective and appropriate use of the three skills.</p> <p>Show a comfortable balance between tracking and silence.</p> <p>Apply a warm, gentle, conversational tone.</p> <p>Reflect on the content of the play, demonstrating an understanding of the sequences and underlying meaning behind play behaviour(s).</p> <p>Accurately reflect feelings to the child at each opportunity presented in the playroom with verbal and non-verbal expressions.</p> <p>Maintain a warm, gentle, conversational tone, acceptance, empathy, congruence, and unconditional positive regard.</p>

Outcomes

Topic	Outcomes
<p>Play Therapy in the school setting</p>	<p>List the benefits and risks/challenges of taking Play Therapy into a school setting.</p> <p>Explain the factors pertinent to the school setting that a Play Therapist will need to consider in engaging in therapy in this environment.</p> <p>Reflect on your approach to working with the teacher and/or principal with an awareness of the common pitfalls.</p>
<p>Play Therapy across the lifespan</p>	<p>Have a basic understanding of the research supporting the use of CCPT with teens.</p> <p>Demonstrate an awareness of how the skills of CCPT transfer to working with teens, adults and older people, and any considerations a Play Therapist may need to make when working with these clients.</p> <p>Describe the benefits of working with teens and adults using this approach.</p>
<p>Skill Development: limit setting</p>	<p>Demonstrate effective use of the three-step limit-setting process and exhibit confidence in its use.</p> <p>Accurately reflect feelings, wishes, and wants as a part of the limit-setting process.</p> <p>Hold safe boundaries around play behaviour and interpersonal interactions.</p> <p>Demonstrate attunement to the child's emotional state.</p>

Outcomes

Topic	Outcomes
<p>Group & Sibling Play Therapy</p>	<p>Name the factors involved in the consideration of whether children are appropriate for inclusion in group and/or sibling play therapy sessions.</p> <p>Explain in which instances you might choose to engage in group and/or sibling play therapy.</p> <p>List the risks and benefits of sibling and group play therapy.</p>
<p>Filial Therapy</p>	<p>Demonstrate an understanding of the basics of Filial Therapy, including considering which clients are appropriate to include in a program, the general structure of a program, and the skills required of the facilitator.</p> <p>List the aims/goals of Filial Therapy.</p>
<p>Play Therapy in other formats</p>	<p>Gain an understanding and awareness of some of the therapeutic modalities that complement CCPT, including:</p> <ul style="list-style-type: none"> The Dimensions Model Sand Play Therapy Animal Assisted Play Therapy Theraplay
<p>Starting a private practice</p>	<p>Describe the initial steps to setting up a business.</p> <p>List the components of a business plan.</p> <p>Name and explain the risks and benefits of starting a private practice.</p> <p>Reflect on and consider what you may need to be mindful of, including what may be beneficial for you and what may challenge you in running your own business</p>

ASSESSMENT

Workbooks



You will receive a workbook for each workshop (three in total) relating directly to the content covered in the readings and intensive workshop. The workbook is to be completed and submitted to info@playtherapytrainingaustralia.com.au.

Workbooks are marked on a satisfactory/unsatisfactory basis, pending the adequate completion of all questions and the accuracy of responses.

Areas for growth will be highlighted by the marker and feedback will note any missing or additional details.

Reflective questions are not marked but it is expected that you demonstrate self-reflection and insight.

Workbooks are not marked on a pass/fail basis; however, the effort and insight exhibited will be considered in conjunction with the final assessment regarding graduation from the course.

It is a mandatory requirement for passing the course that skills practice sessions are completed during each 3-day workshop training. It is expected that you attend virtually with the relevant technology to facilitate this (e.g., working camera & microphone).

 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au

ASSESSMENT

Final Assessment Video

The final component of passing the course will be to complete and record a play therapy session with a child aged 2-12 years. The session recording will be submitted via our confidential platform and you will receive feedback as per the below marking criteria.

The assessment is marked satisfactory/unsatisfactory on the basis of the practical implementation of and competency in the CCPT skills taught throughout the course. Recordings can be done via iPad, laptop, or alternate technology, either using the camera function or by creating a zoom link for yourself and recording via the zoom recording function.

Sessions will remain confidential and will be observed only by the allocated trainer and/or marker.

In the event of an unsatisfactory submission, you will be given the opportunity to resubmit a new recording and are encouraged to engage in further study and practice in the area(s) highlighted in the marking criteria prior to doing so.

Session Length: 40 minutes

Due Date: 2 weeks following the final day of module 4 intensive workshop.





Play Therapy Skills Checklist & Marking Criteria



Date: _____

Therapist: _____

Child Age: _____

Trainer: _____

Therapist Non-Verbal Communication	Over done Appropriate Lacking	Therapist's Responses	Alternative/ Suggested Responses
Genuine Interest			
Relaxed & Comfortable			
Tone/Expression Congruent with Child's Affect			
Tone/Expression Congruent with Therapist's Verbal Responses			
Tracking			
Reflecting Content			
Reflecting Feelings			
Facilitating Decision Making & Responsibility			

📞 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au

Therapist's Verbal Responses	Over done Appropriate Lacking	Therapist's Responses	Alternative/ Suggested Responses
Facilitating Creativity & Spontaneity			
Esteem Building/ Recognising Strengths			
Facilitating Relationship			
Enlarging the Meaning/ Facilitating Understanding			
Succinct/ Interactive			
Limit Setting			

Child made contact/Connectedness:

Therapist's Strengths:

Areas for Growth:

Satisfactory/Unsatisfactory:

1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au



Graduate Outcomes

Graduates will receive a Certificate in Play Therapy Studies totalling 200 hours of Clinical Training upon completion of all four workshops as well as an academic transcript.

Play Therapy Training Australia's clinical training program is recognised by both the Play Therapy Practitioners Association (PTPA) and Australian Play Therapy Association (PTPA).

Completed training hours can be used to gain registration with PTPA and APTA, noting there may be additional requirements in order to become a Registered Play Therapist under these associations. Play Therapy Training Australia cannot guarantee that completing this training program will result in graduates meeting all other requirements for registration with each association. It is your responsibility to ensure you meet all eligibility criteria and requirements set out by your chosen registration body (i.e., APTA, APPTA, PTPA).



ADDITIONAL WORKSHOPS

Play Therapy Training Australia also offers the following workshops to further develop play therapy skills and knowledge: -

FILIAL FACILITATOR WORKSHOP

PLAY THERAPY ADVANCED CLINICAL WORKSHOP

MASTERCLASSES

 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au



CONTACT DETAILS



We would love to connect with you so if you have any further questions please feel free to contact us through one of the methods below: -

PHONE

1300 007 882

EMAIL

info@playtherapytrainingaustralia.com.au

WEBSITE

www.playtherapytrainingaustralia.com.au

 1300 007 882

www.playtherapytrainingaustralia.com.au

info@playtherapytrainingaustralia.com.au