Dear Mental Health Professionals:

The Power of Play is the theme for this issue of the Project INTERFACE Newsletter, which features the upcoming MSPP program: *Summer in the City*, an engaging week of learning including courses on Advanced Psychoeducational Assessment and Rorschach Immersion. We hope you will find the information helpful and share it with your clients as appropriate.

We frequently receive messages of appreciation from families such as the following from a parent in a Project INTERFACE subscribing community: "I really appreciate all the help Project INTERFACE offered to me and my daughter. Project INTERFACE was able to connect us with a wide variety of therapists. I was able to choose someone who shared my priorities of safety, happiness, and comfort for my daughter. We were so lucky that we could reach out to Project INTERFACE when we needed it the most."

Project INTERFACE is growing rapidly. We will be starting to work in Chelmsford this July!

As always, please let us know if you have openings for new clients, if you have updates to your Project INTERFACE provider profile or if you know a provider who would like to participate in Project INTERFACE.

If you have not yet updated your provider profile, please e-mail us at updates@projectinterface.org to receive instructions for easy online updating.

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**Highlight from Recent Research**

**Addressing Social, Emotional, and Behavioral Challenges Through Play**


Research suggests what many parents and early care and education staff already know: Significant numbers of young children are struggling with social, emotional, and behavioral challenges that negatively impact their functioning as family members, friends, and learners. This article explores how caregivers can foster developmental mastery and emotional well-being through supporting children's play.
**Tips for Supporting Play in Children**

*by Anastasia Galanopoulos, PhD, CLC*

Anastasia Galanopoulos is a child development and parenting education expert with a Ph.D. in Human Development and Family Studies. She is currently Adjunct Professor of the Freedman Center at MSPP and the principal of her parenting coaching practice, Parenting with Perspective. She has taught at Wheelock College and Pennsylvania State University, and is the mother of three sons.

1) Allow sufficient time for play. There are often many distractions and interruptions in every day life for both adults and children. Therefore, make it a conscious goal to include time for play as many times per week as possible at home as well as in school.

2) Make sure kids have appropriate toys and props easily available. The best toys for promoting play are ones that are as generic as possible, so children are encouraged to utilize their imagination.

3) Use planned and spontaneous discussions with children to suggest ideas that extend and enrich play.

4) During regular excursions with children to the supermarket or doctor’s office, or anywhere where people behave according to a role with rules, point out those roles and the rules that govern others. For example, help kids to identify people's titles and job descriptions; notice the tools they use; talk about the constraints of their roles by asking what each person can and can’t do; help kids write out "scripts" of how each person talks.

5) Help kids plan their play.

6) Attend to the play and be ready for intervention via suggestions and encouragement: remember to take the "power" talk out of kids' interactions. Use "cause and effect" language instead of "power-imposing" (timeout, taking away something) or "negative" language (No! Don’t….)

7) Support individual children who need help through coaching. For example, when a child bumps into another child on a tricycle, say "Look at Sara's face. She's sad and crying. She got hurt when you bumped her."

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**Spotlight on Upcoming Programs**

**Advanced Psychoeducational Assessment**

**Instructors:** Joan Axelrod, MEd and Bob Lichtenstein, PhD  
**Date:** Monday-Friday, July 25-29, 2011  
**Time:** 9:00 am-12:30 pm  
**Location:** MSPP, 221 Rivermoor Street, West Roxbury (Boston)  
**Program No:** PE11  
**CE Credits:** 17  
**Tuition:** $550
With the many recent advances in the areas of neuropsychology, learning disabilities, and educational interventions, keeping up with innovations and best practices in psychoeducational assessment is a challenge. This fast-paced workshop series for practicing school psychologists, diagnosticians, and other educational specialists covers a variety of essential assessment-related topics and presents case study illustrations with implications for intervention.

**Prerequisite:** Prior training and experience in cognitive and/or educational assessment (advanced level clinical psychology doctoral students and school psychology students).

**Joan Axelrod, MEd** is a psychoeducational specialist in private practice in Lexington MA. She conducts psychoeducational evaluations of students with special needs and assists in developing and monitoring educational programs for those students. She also consults to several public school systems and educational collaboratives on curriculum design and individual educational planning for students with learning disabilities. Prior to moving into private practice, Ms. Axelrod was the Clinical Director of the evaluation center at North Shore Children's Hospital. She holds a Masters degree in special education from Boston University and completed doctoral coursework in educational psychology at Clark University.

**Bob Lichtenstein, PhD** is a nationally certified school psychologist and licensed psychologist with formal training in the areas of school psychology, clinical psychology, elementary education, school administration, and neuropsychology. He has worked as a school psychologist in Minnesota, Delaware and Massachusetts, as a staff psychologist and director of training at North Shore Children's Hospital in Salem, Massachusetts, and as supervisor of psychological services for the New Haven Public Schools. He designed the School Psychology Program at the University of Delaware and served as its first coordinator. He worked for the Connecticut Department of Education from 1994 to 2006, serving as the state consultant for school psychology and school social work. He represents the National Association of School Psychologists on the National Joint Committee on Learning Disabilities.

Pre-registration requested.


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**Continuing Education**

**Doing Psychotherapy: Beyond Helping Skills**

**Date:** Friday, October 28, 2011  
**Time:** 9:00 am-4:30 pm  
**Location:** MSPP, 221 Rivermoor Street, West Roxbury (Boston)  
**Instructor:** Clara E. Hill, PhD  
**Program Codes:** PS60  
**CE Credits:** 6 CE Credits  
**Fee:** $145

This day-long program will first provide a rationale for going beyond helping skills once trainees have gained some mastery of these skills. Dr. Hill will then provide an overview of her humanistic, experiential, interpersonal, and psychodynamic model of psychotherapy, focusing on three aspects of the model in depth: helping clients work through relationship issues, processing the therapeutic relationship, and working with dreams. For each component, Dr. Hill will provide a theoretical overview, clinical examples, and an experiential exercise.

Pre-registration requested.

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Project INTERFACE
An initiative of the Freedman Center for Child and Family Development
at the Massachusetts School of Professional Psychology

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