

Why Play Therapy is not just Play

Play promotes healthy, positive development

Play affords the child an optimal level of arousal (and satisfaction) by providing activity that is not too challenging or too easy. (Andrews, 2012; Bruner 1986; Csikszentihaly, 2002; Vygotsk, 1935/1978).

Play has the ability to reduce stress and allow the child to be in control, which supports the child's engagement in increasingly complex activities. (Bruner, 1986)

Pretend play is essential to a person's social, cognitive, emotional, and physical development. (Lillard et al. 2013)

Pretend play may have a causal impact on reasoning, language, narrative and emotional regulation. (Lillard et al., 2013)

Emotional themes in play relate to positive mood in daily life and imagination and organization in play relate to coping ability. (Fiorelli and Russ, 2012)

Play contributes to cognitive and social development, and when traumatic experience disrupt this development progression, children and demonstrate heightened stress responses, immobilization, and developmental delays. (Badenoch, 2008)

Play is the child's language and the brain's language. Play provides opportunities for attuned interpersonal interactions which shape and reshape brain circuits. These circuits lay the foundation for later development from academic performance to mental health and social skills. (Cozolino, 2010; Siegel, 2007)



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