

A publication of the Canadian Association for Play Therapy (CAPT)

# Playground

Fall/Winter 2018

**Establishing a  
Play Therapy  
Practice**

**3Rs:  
Relationship  
Relationship  
Relationship**

**Feeling the Heat  
Avoid Burnout – Get  
Supervision**

**Yoga, Mindfulness &  
Meditation Within A Play  
Therapy Context**



# Cutting Edge Training in Play Therapy



## CAPT Foundation Play Therapy Training



The Canadian Association for Play Therapy (CAPT) presents cutting-edge training in Play Therapy throughout the year across Canada.

Training will be presented in one- or two-day trainings with individual instructors over a period of six weeks. Each day offers 6 educational units toward the 180 educational units required for Foundation Play Therapy Training for Certification as a Play Therapist.

For further information on courses or on becoming certified as a Play Therapist, please visit our Education webpage under **Education and Certification** at:

[www.canadianplaytherapy.com](http://www.canadianplaytherapy.com)

or call CAPT at 1 519 827 1506

Approved Provider APT 00-083

### **Courses are offered in the following location:**

- Toronto, Ontario: July 8 to August 16, 2019

### **The application deadline for the CAPT Foundation Play Therapy Training is:**

- May 15, 2019

Apply soon as classes fill up quickly! Applications are accepted after the deadline for an extra \$100 fee but priority is given to those who apply by the deadline.

If you are interested in applying for an individual training, there will be limited space, so you are encouraged to register early. You are welcome to sign up for as many of the individual days as you wish.

### **Some of our cutting edge courses include:**

- Understanding Traumatized Children and Applying Play Therapy Tools in the Treatment of Trauma in Children
- Treating Disruptive Behavior Disorders
- Understanding and Treating Anxious Children Using Play Therapy
- Play Therapy With Abused Children
- Play Therapy for Children and Families Coping with Loss
- Using Sandtray in Play Therapy
- Attachment Theory and Play Therapy
- Using Theraplay in Play Therapy
- Family and Group Play Therapy
- Art in Play Therapy



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Publications Mail Agreement #42054516

# Playground

Canadian Association for Play Therapy

# Contents

- 2 Message from the President  
*Nadine Hill-Carey*
- 3 Update from your Executive Director  
*Elizabeth A. Sharpe CAE*
- 4 Establishing a Play Therapy Practice  
*Theresa Fraser CCW, CYC-P, CPT-S, RP, MA, RCT*
- 8 3Rs: Relationship, Relationship,  
Relationship  
*Monique Gougeon CPT-S and Patti  
Sutherland CPT-S*
- 11 Feeling the Heat  
Avoid Burnout – Get Supervision  
*Irena Razanas MSW RSW CPT-S RPT-S*
- 13 Yoga, Mindfulness & Meditation Within  
A Play Therapy Context  
*Tina Lackner BACYC, MSc, RP (CPT) (RCYT) (RYT300)*
- 16 Healing Spaces
- 18 The Difference Between the Professional  
Regulated College and the Professional  
Association  
*Elizabeth A. Sharpe CAE*



# Message from the President

**Dear Members,**

I hope that this finds all of you well. It's hard to believe that the last time I wrote to all of you we had just wrapped up our AGM. So much activity has occurred and has been planned for since then.

As always summer time with CAPT is a whirlwind of activity with our foundational trainings. Given that these trainings are one of the pillars of CAPT, the strength and success of them strongly reflect the health of the association. I am happy to report that most of these trainings filled and the feedback that was received was incredibly positive. I would like to take this opportunity to thank our incredible instructors for the generosity of their time, dedication, and sharing of skills and knowledge.

With the arrival of Fall came the start of our 2018/2019 3 day certificate workshops. These have gotten off to a great start and we are excited about what will be available to all of you in 2019. The 2019 training calendar is out! I invite you to take a look and ask that you share it with others within your circle and community. I also encourage you to let us know of any trainings you would like to see offered in 2020 and for those of you that are eligible and would like to teach a 3 day certificate workshop, please submit your application to do so. We remain committed to providing relevant, high quality training throughout our nation and are excited to see how this aspect of CAPT continues to unfold.

The Board kicked off the Fall and got down to business. The Board is committed to creating strong outcomes based upon the findings of the strategic planning session that occurred in the Spring and are continually evaluating CAPT processes, standards etc. to ensure that they are meeting the needs of our members, are in keeping with CAPT mission and values. In an ever changing, high pace landscape, this is not always easy and I would like to that everyone who works tirelessly both within and outside of the Board to make this happen.

As the holiday season approaches, I would like to take this opportunity on behalf of myself, the Board, and the Management Team to wish all of the happiest of seasons. As people who continually give of your gifts to others, our hope for you is that you will take some time over the holidays to give yourself the gift of rest and of time spent with family and friends.

Happy Reading in the pages that follow!

Nadine Hill-Carey  
President, CAPT



# Update from your Executive Director

## Fall 2018

With our fall season almost over and snow falling in some parts of Canada, we look forward to a very productive winter here in the CAPT Head Office. Personally, fall tends to motivate me to be more creative with our planning and priority setting. Operationally, CAPT is in a very healthy place. CAPT has money in reserve for a rainy day. Plans are in place to improve programming and engage new volunteers. And our Board of Directors and Committees ramp up to work on the ends determined in the 2018 Strategic Planning Session.



In September, October and November, your Board of Directors met to review the Strategic Plan presented by Christina Becker, our facilitator and association consultant. Her advice and direction delivered in her report will be examined more carefully this fall, so that when January 2019 starts, we will hit the ground running with implementation strategies and actions.

We continue to call for volunteers to fill important roles on our Board, Committees and Task Forces. If you feel you have an interest in supporting CAPT as a volunteer, be sure to contact one of our Committee Chairs or our office at any time.

We look forward to seeing you at our Annual General Meeting in Niagara Falls, ON on May 3, 2019. We are excited to present our member and colleague, Tina Lackner CPT who will share her amazing expertise and deliver a 3-day Certificate on Play Therapy, Yoga, Mindfulness & Meditation for Children and Families. We return in 2019 to the Doubletree Fallsview Hotel, Spa and Conference Center, a wonderful healing space, for some reconnecting with old friends, meeting new, and to delve into some current in-depth learning. Be sure to read Tina's article in this Playground Magazine to see what's new on her topic and what you should expect in her training.

The training schedule for 2019 includes some intensive training to be presented across Canada. Irena Razanas will return to present an intensive 3 Day Certificate in Treating Anxiety Using Play Therapy in Regina, SK in April and Edmonton, AB in September. In August 2019, Donna Starling CPT-S will present an Intensive 3 Day Certificate on Anxiety and Play Therapy in Charlottetown, PEI. And, in September 2019, Theresa Fraser will present an Intensive 3 Day Certificate in Using Sandtray in Play Therapy. And, in November 2019, Greg Lubimiv will instruct in a 3 Day Intensive Certificate in Advanced Family Interventions in Ottawa, ON. More details will be posted in the very near future along with on-line registration.

We wish you all a very happy fall and winter season and look forward to engaging in important trainings and activities over the upcoming months.

Elizabeth A. Sharpe CAE  
Executive Director, CAPT

# Establishing a Play Therapy Practice

By Theresa Fraser CCW, CYC-P, CPT-S, RP, MA, RCT

Establishing a Play Therapy practice is an area of knowledge that is not often shared in formal play therapy courses but none the less valuable for the fledging play therapy clinician.



## First Steps

Play Therapists need to access the resources of Support Professionals.

## Insurance

**There are two types of insurance: malpractice and building insurance.**

Your malpractice insurance needs to be the required amount by your licensing body.

In Ontario, the College of Psychotherapists requires malpractice insurance to be at least \$200,000. In Nova Scotia, the required amount is the same. Research what the requirements are for your geographical area and with your registering/certifying body for required insurable amounts.

Building, or property, insurance can include insurance that protects the therapist if someone slips or falls on the property. Fire insurance protects the Play Therapist's tools. Check with your insurance provider to ascertain if photos are required in order to secure replacement value for your healing tools.

## Accounting

### Billing

There are many therapists who complete billing practices for themselves. Some are busy enough to hire a receptionist and some hire a billing person who will work on an hourly fee or a percentage of accounts receivable.

### Income Tax

It is important to have someone who understands the income reporting requirements as well as allowable deductions. If you can find a service that is Canada wide, this helps if you ever provide services out of your home province.

Keep every receipt that documents capital costs as well as operating costs. Capital costs include items you purchase for your practice, furniture, paper and of course toys!

Operating costs can include your cell phone, hydro, and marketing costs.

The following tips are provided from Tracey Chaves who is a DFA-Tax Service Specialist. She provides Tax Preparation and filing for individuals and small businesses. Bookkeeping is provided only to help organize small business and to share the importance of paper trail with logging and invoices and expenses by creating bookkeeping records that can easily be used to prepare personal income tax returns and report business income

and expenses on T2125. Tracey can be found on Facebook but you may also email her: [tracey@chaveincometax.com](mailto:tracey@chaveincometax.com)

## Tips to assist therapists with bookkeeping to open up their practice

### Disclaimer:

*Information may be abridged and therefore incomplete. This document/information does not constitute, and should not be considered a substitute for, legal or financial advice. Each financial situation is different and the advice provided below is intended to be general. Please contact your financial or legal advisors for information specific to your situation.*

**Good business planning is like building a home.... if you don't start with a good foundation you could have headaches and lose money. Doing it right the first time always works best.**

1. Delegate financial tasks right from the start if you know that financial paperwork is not your strength.
2. Create business relationships with experts such as your bank representative, a tax practitioner, chartered personal accountant (CPA) and a bookkeeper. Ask them to help you to understand what their role is. Accountants, bookkeepers or a tax preparation expert all provide specific expertise, and can provide different services. Know how to utilize them. The more you ask – the more you will learn and this will assist you in being prepared with future financial documentation, reporting and planning.
3. Research your new network of therapists to ensure you are getting what you are looking for in these services. Review your needs and wants and ask others what their financial support experts are providing them.
4. Research ways that technology can be utilized to keep track of revenue and expenses. Accounting software can create charts of your accounting expenditures that are not only easy to create but look sophisticated and are dependable. These programs can be fairly reasonably priced. A tax preparation expert can make some recommendations.
5. Research the Canada Revenue Agency site about keeping records and other tax implications for your industry.
6. Keep personal and business transactions separate.
7. Create a task list on a monthly basis as well a checklist for bookkeeping records. Meticulous habits are fairly easy to form. They can keep us organized.
8. Think of bookkeeping like a business. Identify goals to build your business. This will help you to create a detailed logical plan to move forward.

9. You could also enrol in a basic small business course that can help you organize and understand your business.

## Supervision

Find a Supervisor that can mentor you in your practice development. It helps to be able to consult with a Supervisor when setting up your practice as well as while you are providing services. Play Therapy Supervisors in Canada can be found across the country. Some supervisors provide face-to-face services and some distance or online services. If there are no Certified Play Therapy Supervisors in your community, you may want to engage in a relationship with a distance supervisor. The names and contact information of certified Supervisors can be found on the CAPT web site. Also, keep your receipts, as Supervision is an allowable expense if you own a small business.

## Marketing

It is scary to open up your own practice not knowing how you will attract clientele.

Business cards can be obtained at a local Staples store in Canada or online with companies such as Vista Print.

Vista Print can also help you with postcards, flyers and signage for display tables.

Double check what your licensing body says about how you advertise your services. Get creative with your cards. For example, you can list an appointment calendar on the back of a card to remind clients when their next appointment is.

A good website can bring lots of traffic to you. Additionally, there are many therapists that also advertise on web sites such as Psychology Today.

## Space Considerations

**Good therapy can occur in large or small healing spaces.**

It is helpful to have a bathroom that is child friendly ensuring that no cleaning supplies or dangerous items are stored where a child can access when using the bathroom.

The healing space needs to ensure confidentiality so persons coming in or out of your office have some confidentiality.

Ensure that your space is accessible. Research local legislation, bylaws and space requirements to ascertain if a wheel chair ramp or elevator access is required for offices that are not located on main floors.

Some therapists will have a radio or noise machine going in the waiting area so visitors do not hear what is going on

within the healing spaces of your office. Clients not only deserve confidentiality but are legally protected for this. You have to have a place where you can lock your records.

## Scheduling Appointments

Many therapists have a service contract that outlines how and when appointments are scheduled and cancelled. There are also online appointment scheduling programs that will remind clients via text message or email that they are scheduled to see you within 24 hours. Some therapists hire an administrative person to complete session reminder phone calls and will schedule appointments with current or perspective clients.

## Privacy

Therapists need to check in their geographical area for best practice considerations for the storage of session documentation. Case notes are usually kept for 7 years (and 7 years past the child's 18th birthday). Therapists need to be cognizant that files can be subpoenaed in court up to this time period. Every province/territory in Canada have their own legislation that regulates personal data. In the USA it is called HIPPA and in Canada variations of Personal Information Protection and Electronic Documents Act (PIPEDA).

"Once an organization collects data, regardless of the province, industry, or the type, that...organization is now fully accountable and responsible for the protection of said data. (Retrieved October 1, 2018 from: <https://vsee.com/blog/hipaa-canada-health-information-privacy/>). This means that client information needs to be protected in locked cabinets, password protected computer systems. Access the link above for a summary of your province/territory expectations.

## Creating Case Notes

Case notes are to be kept to document the therapeutic process. Less is more. It is important to document what is significant to be retrieved later for summary reports. If it is your practice to photograph client work, it would be important to keep these in the clinical file as well. Some therapists have a session checklist to document themes. Some therapists write anecdotal information and some therapists create summary sheets with examples of process that indicate stage of service. Whatever format you use, ensure that you complete notes in a timely fashion and store them according to best practices and your own ethical code.

## Social Media

Consider a blog or community Facebook page to

share your knowledge with local individuals. Also, remember that your personal media footprint may be accessible to community members so ensure that you are communicating the reputation that you intend to.

## Developing A Client Base

### Relationship Building

Prior to opening a private practice it can be helpful to be a known entity in your community, perhaps based on prior employment or reputation.

If starting in a new community, a Play Therapist may volunteer in local like-minded groups that support children and families which may be interested in your specialty or expertise such as a Learning Disability Association or a Child Protection Agency.

If you have a specialty or expertise of service try to let the community know this by writing an article for a Play Therapy magazine or your local newspaper.

### Group Services

It is also helpful to begin service offering therapeutic groups such as "Anxiety busters", or a group focused on Grief and Loss. Then provide participants with a summary report and ensure to recommend individual service if the client would benefit from the same. Once group participants form a relationship with you it may be less intimidating for them to engage in 1:1 therapy.

Groups also afford a therapist to offer free spots in a group if there are openings after paid spots are spoken for. This not only supports the local community but increases visibility for service provision.

### Referrals from other therapists

Other therapists will be likely to refer to you if you develop a collaborative reputation that also involves referring clients to them when your practice becomes full!

A few therapists were interviewed to share their expertise about building up a client base.

### Quotes about getting clients:

#### Billie Jo Bennett, Cambridge Ontario

- The best tool I have is to know myself, my skill level and have confidence in what I do. Recognizing what I can and cannot offer is important. It contributes to my ability to attract clients to my private practice.
- Being able to offer more than one modality of treatment, and having the ability to work with children, adolescents, and adults draws a diverse population of clients to my practice. I integrate

aspects of play therapy into much of the work I do with these three populations. I completed all three CAPT levels, Theraplay level 1 and 2, and I am EMDR trained to work with adults, children, and adolescents with simple PTSD and complex trauma. Recently I added neurofeedback into the repertoire of services I am able to provide.

- Having collateral contacts in the field has generated a number of referrals for me. Collateral contacts have developed over time, having worked in the child welfare field for many years, and trained in various modalities.
- Both Billie Jo (Cambridge, Ontario) and Jodie Hiebert (St. Catherine's, Ontario) agree that advertising in Psychology Today brought new clients to their practices.

Billie Jo Bennett was asked what she knows now that they wish she knew when she started her practice.

- I hadn't thought about how much time would be used outside of therapy hours, doing administrative work like invoicing, bookkeeping etc. One tip for this is: realizing if you are going to be practicing full time in private practice, you will need a good bookkeeper!
- In the beginning you have to work a lot of hours to build your practice, with little downtime, which I was prepared for and knew would be the case. You have to work when clients are available which means your schedule is not going to be predictable. One tip for this is: "Hard work pays off". With a lot of hard work in the beginning, eventually you will be able to organize your schedule to be more balanced. Then, at that point it is extremely important that you have boundaries in terms of when and how much you will be working. I realized that unless I put in the boundaries around time available to clients, that I could soon burn out.
- Tip: Do not underestimate the importance of self-care! I've always known the importance of self-care but with private practice it is essential to stay energized for whatever may come your way.

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### About the Author:

*Theresa has moved to Nova Scotia and will be starting a new practice in Pictou County as soon as she has closed her Ontario practice officially.*

*In addition to working for the Nova Scotia Health Authority as a Clinical Therapist who uses Play Therapy she provides distance supervision and teaches Sandtray courses online using web based learning platforms.*



## Understanding Attachment in the Classroom

By Monique Gougeon MSW, CPT-S and Patti Sutherland MSW, CPT-S

Long before we were play therapists working in private practice we had the privilege of working as school social workers. We were frequently called upon to help strategize plans for students identified with complex emotional and behavioral issues. The students' presentations typically ranged from the extremely oppositional and aggressive child to the withdrawn, shut down and indifferent child. Neither student was settled and ready to learn. We would hear comments such as 'He is violent'; 'She shows no remorse'; 'He won't accept my help'. We would also hear "We don't know what to do". A consistent theme often emerged regarding these children's backgrounds: an early history of loss or disruption in a primary attachment relationship. Essentially, experiences of loss and trauma.

At that time, we did not have the depth of understanding or the language to adequately explain what impact these relational losses and disruptions had on children, and more specifically, how these traumas impacted the child's functioning at school. To help our colleagues, and thereby help these children, we shared what we knew, as best as we could. We relied heavily upon the work of Dr. Bruce Perry. More specifically, his Neuro-Sequential

Model of brain development, which includes critical information related to attachment and bonding, normal and maladaptive development. We began to understand that many of the students we most worried about entered their school day in an internal state of alarm, and it did not take much stress for them to move towards a state of fear, and subsequently present as defiant and aggressive, or frozen and unreachable. It is very challenging for a student to learn when their energy is focussed on basic survival.

Throughout all his writings, Dr. Perry (2007, 2011) has consistently stated the importance of relationships as the key to recovery: "The research on the most effective treatments to help child trauma victims might be accurately summed up this way: what works best is anything that increases the quality and number of relationships in the child's life".

If relationships are indeed the key, what features of relational experience are the most effective at optimizing well-being for children? According to Dr. Alan Sroufe and Dr. Daniel Siegal (2011) in a parent-child dyad "When parents are sensitive to a child—when they pay attention

to and tune in to the signals sent by the child, make sense of these signals and get a glimpse of the child's inner experience, and then respond in a timely and effective manner—children are likelier to thrive”.

Could the same be said for students and their teachers, and if so, how could we help educators emulate these relational qualities? For our most vulnerable students secure relationships would not only trigger brain growth and recovery from trauma, but also provide the critical emotional co-regulation to enhance their learning (Dr. Louis Cozolino, 2013).

During our transition to private practice we were fortunate enough to be exposed to the Circle of Security (COS). Circle of Security is a parent education and psychotherapy intervention developed by Glen Cooper, Dr. Kent Hoffman, Dr. Robert Marvin, and Bert Powell. The intervention was designed to shift problematic or 'at risk' patterns of attachment-caregiving interactions to a more appropriate developmental pathway. Circle of Security is explicitly based on contemporary attachment and developmental theories. Its core constructs are Ainsworth's ideas of a Secure Base and a Haven of Safety. The aim of the protocol is to present these ideas to the

for understanding attachment dovetailed beautifully with Dr. Perry's neuro-sequential concepts. In 2012, we formally created a workshop for educators entitled 3Rs: Relationship, Relationship, Relationship – Understanding Attachment in the Classroom. A highlight of the workshop has been sharing knowledge and expanding understanding of attachment theory, including the profound impact supportive relationships can have for our most vulnerable students.

There are many wonderful resources now dedicated to attachment aware and trauma informed schools. Our favorites books include the writings of Geddes (2005), Bomber (2007, 2011), Golding et al. (2011, 2012), and Bomber and Hughes (2013) and two websites: Australian Childhood Foundation (<https://www.childhood.org.au/>) and Beacon House (<http://beaconhouse.org.uk/useful-resources>).

Utilizing the Circle of Security framework and these resources, we remind educators that our old familiar faces are less threatening than fresh new faces. We encourage multi-age classrooms and consistent educational assistants for vulnerable students so that relationships with key adults are sustained over time. We speak

Having the knowledge that neurological pathways and states of fear can be altered through the power of relationship and that subsequently children can settle to learn is empowering.

caregiver in a 'user friendly', common-sense fashion that they can understand both cognitively and emotionally.

We participated in extensive training with Dr. Marvin through The Mary Ainsworth Attachment Clinic in Virginia. Circle of Security soon became the foundation of our interventions with caregivers. Circle of Security provided us with a structured and profound way to support caregivers to be in a responsive, attuned, and secure relationship with their child. We instinctively knew that this same framework would guide us, and educators, to develop a circle of support for vulnerable students within their school setting.

With Dr. Marvin's support we began using the Ainsworth Clinic's model of COS to assist educators to be the hands for their students, to support their students' exploration (secure base), and to welcome them when they experienced distress (safe haven). The COS framework

about the key adult as the external brain and prosthetic regulator for the vulnerable child, assisting them to navigate peer relationships, wonder aloud about their feeling states, repair mistakes on their behalf, and each day to travel the circle again (and again). To appreciate that all behaviour has meaning, and how it is so very important for key adults to attune to their student's inner states, rather than their behaviours. To organize their feelings, rather than react to their provocation. A tall order, to say the least! But how much more empathy we have when we recognize the behaviour as a protective strategy on behalf of the child! How differently we respond when we understand a child is afraid, not angry!

As play therapists, our role with our child clients has changed since the days when we were school social workers. One component that has not changed though, is advocacy. We continue to speak on behalf of the child,

helping their caregiving team, including their educators, to understand the impact of their experiences on their learning and offering some ideas as to what might help. It has been so satisfying to come back to some of the schools we once worked within to offer this information that assists educators to feel less helpless and more responsive to the vulnerable children they care about.

Teaching children who have experienced trauma is very hard work, at times exhausting. However, the feedback we have received from educators, is that the work is less overwhelming if the behaviours are understood through the lens of attachment. Having the knowledge that neurological pathways and states of fear can be altered through the power of relationship and that subsequently children can settle to learn is empowering. Our mantra is that the solution is not about what to do – but instead how to be.

### References and Suggested Readings:

Attachment in the Classroom: The links between children's early experience, emotional well-being and performance in school: A Practical Guide for Schools (2005) by Heather Geddes

Born for Love: Why Empathy Is Essential and Endangered (2011) by Bruce D. Perry

Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools (2007) by Louise Bomber

Observing Children with Attachment Difficulties in Preschool Settings: A Tool for Identifying and Supporting Emotional and Social Difficulties (2012) by Kim S. Golding, Jane Fain, Ann Frost, Sian Templeton and Eleanor Durrant

Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5-11 (2012) by Kim S. Golding, Jane Fain, Ann Frost, Cathy Mills, Helen Worrall, Netty Roberts, Eleanor Durrant and Sian Templeton

Settling to Learn. Settling Troubled Pupils to Learn: Why Relationships Matter in School (2013) by Louise Bomber and Daniel Hughes

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing (2007) by Bruce D. Perry

The Circle of Security Intervention (2013) by Bert Powell, Glen Cooper, Kent Hoffman, Robert Marvin and Charles H. Zeanah Jr.

The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom (2013) by Louis Cozolino

The Verdict Is In: The Case for Attachment Theory (2011) by Alan Sroufe and Daniel Siegel Retrieval from <http://www.drdansiegel.com/uploads/1271-the-verdict-is-in.pdf>

What About Me? Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day (2011) by Louise Bomber

### About the Authors:

Monique and Patti happily work together at Alloway Therapy Services in Winnipeg, Manitoba. They are Social Workers (MSW), Certified Play Therapists and Supervisors with the Canadian Association for Play Therapy, Certified Theraplay® Practitioners, and Certified Practitioners in Circle of Security® - Individual and Group Models, through the Mary Ainsworth Attachment Clinic.

## CAPT RESEARCH AWARD FOR ACTIVE RESEARCH IN PLAY THERAPY

### PURPOSE

The mission of CAPT is to promote the value of play, play therapy and certified play therapists in Canada.

CAPT will award one research grant of \$1,000.00 to a project involving current research in the area of play and play therapy for 2019. The award is approved by an ethics board. Applications must be received by CAPT no later than December 31, 2018 and the study or a report of the study is to be completed and submitted by September 1, 2019. A decision regarding grant applications will be made by the research committee by December 15, 2019.

For more information please contact:

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# Feeling the Heat

## Avoid Burnout - Get Supervision

By Irena Razanas MSW RSW CPT-S RPT-S

If I had to think of the most frequent question asked of me by my clients or even my colleagues over the years it would be, "How do you do this work everyday?"

I have been doing social work for over 25 years. First it was in hospital emergency rooms, then in acute care and hospice, and now in private practice. It is an honour to have someone share a private part of them with you, but listening to difficult stories, especially when they involve children, has a cumulative affect whether we admit it or not.

Many of us are mentored on the job by senior workers who don't deal with the impact of the work. Few of us work in settings that provide us with appropriate supervision and work/life balance expectations.

Here's what I have learned that has helped me to drive my career through the ups and downs of a therapists work life:

1. When we first encounter a situation that doesn't sit right with us, we need to consult with a professional colleague/ supervisor about it. This person must be someone who understands our role and is able to acknowledge the impact of the experience.
2. We need ongoing relationships with supervisors who check in with us regularly to help us process our experiences by asking "What questions do you have?" NOT "Do you have any questions?" This person needs to see the value of inviting reflection.
3. We need continuing education in our fields and the opportunity to work closely with a mentor/supervisor who seeks continuing education for themselves to

guide and teach us healthy ways to cope with today's changing work expectations and environments.

4. We need to have a mentor/supervisor who can help us to recognize our strengths so that we can learn to adapt and flex with the times and the real life demands of the employment situation.
5. A vibrant and full life outside of our work helps us to keep the balance, but even that contrast to the work life situations can leave us feeling guilty or helpless and this is difficult for one person to hold alone. Working in teams or with the support of an experienced supervisor can help us to cope with this disparity.
6. When we work for an organization that recognizes the impact of our work and gives us time to meet informally and in teams we have scored big time. When we don't have that built in support at work we need to find our own outside professional supervision or therapist that can help us manage the demands of our work because our work affects our life.

If we expect our clients to take responsibility for their decisions, we too must take responsibility for the career paths we have chosen by finding the best possible support we can to sustain ourselves. We need to take responsibility for our destiny and drive our careers in the direction that meets our needs and makes us happy.

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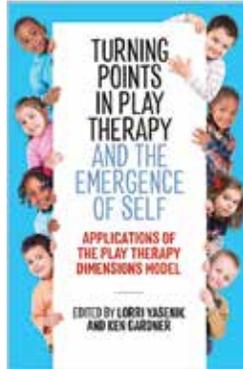
### About the Author:

*Irena Razanas is a Registered Social Worker and Certified Play Therapist Supervisor through the Canadian Association of Play Therapy as well as a Registered Play Therapist Supervisor through the Association of Play Therapy in the United States. She has also completed extensive training in Sandtray World Play Therapy.*

## Introducing a new book from RMPTI

### *Turning Points in Play Therapy and the Emergence of Self: Applications of the Play Therapy Dimensions Model*

A collection of case studies and examples of successful application of the Play Therapy Dimensions Model

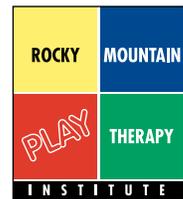


Effective clinical practice requires a thorough understanding of how turning points surface in the play therapy process. These moments can indicate a change in a child's thought or behaviour. The play therapist is the facilitator of these moments and this book will provide guidance on how they can promote these moments.

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August 6 - 9, Aug 11 - 15\*, 2019 (Calgary AB)

\*Please note: we are taking one day off at the midpoint.

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# Yoga, Mindfulness & Meditation Within A Play Therapy Context

By Tina Lackner, BACYC, MSc, RP (CPT) (RCYT) (RYT300)

## The Journey Began

I have reflected on the journey of creating “Yoga, Mindfulness and Meditation within a Play Therapy Context” both on the mat, at home, in schools and in yoga studios. It started off with years of a personal practice that slowly began leaking into my professional life.

I embarked upon a sabbatical year in which I engaged in multiple yoga and meditation trainings, workshops and practices to get a richer experience of the easternized philosophies and methodologies. I was in deep and intensely feeling the impact of these practices. The more I grew and the deeper I dug into the easternized world and approaches the more separated I felt from the academic and clinical world. I was struck by this and began to see the need for blending these worlds together. To find a method to reach children, youth, adults and families in a way that supported both philosophies and that was easy to do, fun, engaging and impactful.

I began to see a societal shift and readiness that people had for something that was a well-rounded practice that moved the body, aligned the breath and tapped into the mental and emotional realm of ones being. This balanced approach seemed to support the movement within society as well as the increasing demands put on people and the desire to maximize our time on the mat or in the therapy room.

So I began to blend it all together. I took all the pieces from different parts of my life and created a program for children to reach them in a playful therapeutic way, while enlightening them on key components of mental health

all the while breathing and aligning the body to support the power of the practice. I can still remember laying out all the mats in the school library where I was about to test out this new program I had created. I looked around at the bright colourful mats and knowing, deep within, that if I could reach these children in a way that was fun, engaging and respectful they would open up to me and to the preventative and healing strategies for mental health and emotional well being. I breathed deeply, grounded myself and allowed myself to be open to whatever was about to play out. The students came in, excited, energized, curious and eager for this new adventure.

With the hours spent in that school and in the community, for numerous weeks and months, I began to see that these children were desperate for a forum where they could talk, learn, move and empower themselves to something that was more than just a physical exercise. They were engaged, connected and shifting the way they were thinking, moving and being. All within a safe and fun environment that allowed for a sense of learning and growth.

## Key Components

By exposing myself to different trainings, observations, studies and research I began to amalgamate the strengths and power of all the different practices and styles. I blended clinical psychotherapeutic approaches, play therapy concepts and academic learning with the flow of the breath, the movement of the body and the quieting of the mind.





Meditation



Tina Lackner

Key practices within the varying settings all contained the same things; teachable moments for the students and individuals we work with, creating safe space to allow for an openness and freedom to explore and grow, partnering with other people involved in the child's world and a mind/body awareness and connection. Individuals who engaged in play therapy sessions, psychotherapy sessions and yoga classes began to clearly understand why they would move into a certain pose, the power of a breathing exercise, the body's response to certain emotional triggers and how to use one's own breath and movement to regulate emotional responses. The practice



Downward Dog



Savasana with a friend



Classroom

of tapping into the thinking brain, the moving body and the tender emotions and making the connection between them all and not one in isolation was where the shift happened.

Students began to see they had choices, they felt empowered and they felt in control of their emotions. They began to see healthier and more productive ways to manage their stress, conflict and anger while enhancing their self esteem and self identification. Individuals gained the power of connecting our whole being when trying to maneuver through life's challenges

## The 3-Day Certificate Training

The 3-day certificate training was created from years of slowly blending two worlds, a strengthening and ongoing personal practice and a deep desire to connect with other healers, educators, caregivers and parents who walk the journey of life with young beings every day.

**During the training participants will gain an understanding of how to utilize yoga, mindfulness and meditation within a play therapy context.** In a fun and supportive environment, we will explore the principles to leading safe and therapeutic sessions utilizing play therapy, yoga, mindfulness and meditation. We will explore a variety of activities, games, breathing exercises, relaxation techniques and resources that can be used in academic and therapeutic settings. While learning for others is powerful, engaging and learning practices for oneself is even more transformative. By finding a way to embody some of the mindfulness, meditative, yoga and playful aspects within our own lives we can authentically engage others with this practice.

I hope to see you in the spring where together we can stretch, play, breathe and creatively connect with one another.

Namaste

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### About The Author

*Tina Lackner, BACYC, MSc, RP (CPT) (RCYT) (RYT300)*

*Tina Lackner is a full time Professor, a Registered Psychotherapist, a Certified Play Therapist, a Registered Children's Yoga Teacher, a 300 hour Registered Yoga Teacher and holds a Certificate in Applied Mindful Meditation. Tina has created a program that utilizes play therapy, yoga, meditation and mindfulness to address mental health concerns and support everyday emotional well being.*

[https://www.facebook.com/  
PsychotherapyMindfulnessAndYogaWithTinaLackner/](https://www.facebook.com/PsychotherapyMindfulnessAndYogaWithTinaLackner/)

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## The Canadian Association for Play Therapy (CAPT)

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[Elizabeth@cacpt.com](mailto:Elizabeth@cacpt.com)



# Healing Spaces

Healing Spaces is an ongoing article in Playground. If you would like your therapy playroom to be featured please contact [lorie.walton@hotmail.com](mailto:lorie.walton@hotmail.com).

## A Focus on CAPT's Play Therapists

This edition's focus is on a newly formed practice called Growing Roots Therapy, in Winnipeg Manitoba. Three therapists have collaborated to form this service. They are:

Kara Gillespie (K) B.S.W., R.S.W., M.S.W., CPT

Sara Tarrant (S) B.Ed., M.A., CPT, C.C.C.

Melissa Beer (M) B.S.W., R.S.W., M.Ed (counselling)

## How long have you been practicing Play Therapy?

K: 6 years

S: 6 years

M: 4 Years

## What drew you to the field of Play Therapy?

K: While working in Child Protection, earlier in my career, it quickly became evident to me that children processed difficult and traumatic experiences much more effectively through play and art. I was lucky enough to refer children on my caseload to some amazing play therapists who taught and inspired me to become a Play Therapist.

S: I started my career as a school teacher, but realized that I was more interested in helping children socially and emotionally. I went on to do my Masters in Counselling Psychology, and it was during that time that I learned about play therapy. My instructor and practicum supervisor, Carolyn Lord inspired my interest in play therapy. I appreciated the creative nature of play therapy intervention, and understood the need for children to use play as a means to express themselves.

M: I also began my work in Child Protection, I was called to the work to help and wanted to find more practical ways to support the children and youth I was meeting. I can vividly recall the first time I visited a therapeutic play room with a youth on my caseload. I remember that day feeling inspired to learn more. I came home and learned more online about CAPT and began my training a few years later. Working as a clinician in schools allowed me to start using what I was learning, and I loved putting it into practice.

## What is your primary theoretical orientation and how did you evolve into that orientation?

As a team we work all work from an attachment perspective and view relationships as a very important part of the healing journey. Attachment theory has always been a natural and understandable approach for us and it has evolved as we expanded through our research and learning.

## What is your favourite technique and why?

K: It's so hard to choose just one! I'd probably have to go with "questions" (get to know one another



Sara Tarrant, Melissa Beer and Kara Gillespie

questions, feelings questions, questions related to a specific incident, etc.) basketball – pulling a question out of a cup after each turn. I pre-select or create the questions so they are client specific and use a bucket and round stuffies or beanie babies and kids (and adults!) are always engaged! It's a good way to get information in a non-threatening way while moving around and having fun.

- S: This is hard to answer because there are so many! I love using the Sand Tray. I like to be directive with the Sand Tray and have children and teens process issues in a direct way. For example, I might direct a child to show me a feeling, memory or situation in the sand. I like how the Sand Tray provides a gentle and safe way for children to express hard stuff without having to use words. The soothing sensory aspect of the sand is also a helpful regulator as children work through difficult emotions.
- M: I am a HUGE fan of my puppets. They are my co-therapist, narrator, problem solver, teacher and all around a versatile tool turned into so many techniques. I use my owl & guard dog almost daily in teaching about the brain. For older youth one of my favs, is 'Color Emotional Chart' from Betty & Margo.

### What is your play therapy environment like?

At Growing Roots Therapy, we spent time and intention in planning our space. Our overall hope was that our space would be 'A soft spot to land'. Our space is calm, cozy, welcoming, and fun! We work hard to create an environment where everyone (kids, parents, grandparents, drivers, social workers, etc.) feel welcomed, comfortable and at ease. Sara and Kara currently share an office, so it is very full of things, but we keep it organized and clean, so it is a predictable space that doesn't feel overwhelming for our clients. Our door has a hand-made "c'mon in sign" and you can often find us wearing slippers indoors.

### What was your Play Therapy training and supervision experience like and what would you recommend to new play therapists about it?

K: My Play Therapy training experience was amazing. It was where I met my current 'frolleagues' (friends/colleagues) who continue to challenge me, teach me, and support me in every interaction I have with them. My supervision experience was also very similar. We are fortunate to live in a city where we have access

to in person supervision with some seasoned play therapy veterans who hold and share knowledge that can only be learned through years of experience. My recommendation to new play therapists would be to build a professional support network. The work is wonderful but also emotionally draining so having supports is so important.

S: I was part of the CAPT training cohort in Winnipeg that started in the fall of 2013. Going through this training was a very positive and beneficial learning experience. This is where I met Kara and Melissa! The specialized focus on children/youth helped me to grow in numerous ways as a Child Therapist. The supervision was an integral part of the training for me. It was through the supervision that my confidence and skills as a Play Therapist were honed. I would strongly recommend the importance of supervision to all new Play Therapists!

M: My play therapy training was amazing! It was so awesome to be able to do it with a local cohort and meet other like-minded folks (that's where I met Sara & Kara). In the middle of level two I had my son arrive a month early– so I still have a bit to complete. Supervision has been and continues to be a remarkable process for growth and learning– I am so grateful to have such great mentors and colleagues to support me on the play therapy journey.

### What do you do to practice self-care?

K: I walk, read, and reflect (and talk to Sara and Melissa A LOT).

S: I have a daily morning yoga practise that helps me to feel grounded and ready for my day. Throughout the day, I ground myself with mindful moments and slow, deep breaths. I also have a wonderful team here at Growing Roots that I can reach out to for debriefs and consults as needed.

M: I love yoga, quiet time, being outdoors and taking time away from the work with regular vacations.

### What do you envision your practice will be like in the next 10-15 years? Will you be doing the same thing, or something different?

K: I envision it being exactly as it is, although as a team we hope to expand our physical space. I hope to

be doing the same thing but with more training and certifications to expand my ever-growing toolkit.

S: I envision it just as Kara has above.

M: What Kara said – and finishing those 2 days from level 2!

### Please include two the three sentences which describes you, the author, and your contact info.

K: Family driven. Loyal friend. Passionate thinker. Caring listener

S: Dedicated Helper. Compassionate Human. Friend. Wife. Mother.

M: Optimist, connector, creative, hope seeker, helper, human

You can find us online at:

#### Growing Roots Therapy

2-834 Corydon, Winnipeg, Manitoba, R3M 0Y2

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Facsimile: (204) 272-3485

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or on Instagram, Facebook and Linked In.





# The Difference Between the Professional Regulated College and the Professional Association



Many Certified members of CAPT are also members of a regulated provincial “College” in the various provinces and territories across Canada. As a fully Certified member of CAPT, there is a requirement that you be affiliated with the professional regulated college or standard setting association that best represents your profession whether it be Social Work, Counselling, Psychotherapy or another mental health related discipline. It is important to understand why you would belong to CAPT as well!

In simple terms, the College is formed for the **protection of the public**. The Association is formed **to support and protect the growth, advocacy, training and ongoing support of the member** which is you.

**To elaborate and more specifically:**

## The Value of Belonging to the Association – Canadian Association for Play Therapy (CAPT)

CAPT is in place to speak on behalf of child & family psychotherapists and play therapists and to be the voice of the members for the profession provincially and federally.

The ways in which CAPT can support its members are as follows:

- Engage with like-minded alliances and associations to advocate on behalf of the members for legislative reforms.
- Provide critical analysis of government policies and practices that will impact the profession of play therapy in each province.
- Promote and enhance the understanding of play therapists in the clinical environment
- Promote the efficacy of play therapy through research in Canada and throughout the world.
- To support the member through the provision of continuing education programs.
- To engage in the practice of knowledge management for clinicians and therapists in order that they remain current in the practice of play therapy.

- To provide a place to network with play therapists in similar areas of practice.
- To access services and products specific to the field of play therapy.

CAPT works for you, on your behalf as a professional psychotherapist and play therapist.

## The Value of the Regulated College

A regulatory body’s primary duty is to serve and protect the public interest. Its mandate is to regulate the professional practice it represents and to govern its members.

Regulation of a profession defines the practice of the profession and describes the boundaries within which it operates, including the requirements and qualifications to practise the profession. The primary mandate of any regulatory college is to protect the public interest from unqualified, incompetent or unfit practitioners.

Regulation brings credibility to the profession. Practitioners of a regulated profession are subject to a code of ethics and standards of practice.

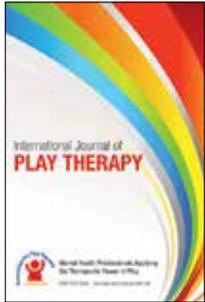
Self-regulation allows a profession to act as an agent of the government in regulating its members because the government acknowledges that the profession has the special knowledge required to set standards and judge the conduct of its members through peer review.

## CAPT as a Standard Setting Body

Although CAPT also sets standards and performs within a professional Code of Ethics very specific to play therapy, it goes one step further in providing its members with additional credibility specific to this field of practice.

In order to be a fully Certified Play Therapist with CAPT, you must maintain status as a certified, licensed, or registered member-in-good standing with a license to independently provide clinical mental health services in a Canadian professional (regulated) association or governing body.

## LEADING JOURNALS INFORMED BY PSYCHOLOGICAL SCIENCE



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Official Journal of the Association for Play Therapy

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