

Those who are nurtured best survive best!

Louis Cozolino

With the shift from a knowledge economy to a creative economy, and the emergence of creators, artificial intelligence, the Internet of Things and virtual reality, perhaps what we need to equip our children with are skills that promote creative thinking and self-actualisation so that they have the necessary survival skills to develop their gifts into talents and excel in the new creative economy!

Play-Therapeutic Parenting: **BREAD**

B Boundary Setting & Enforcement

Empowering carers to set and enforce boundaries for their children so that they are clear about their relationships and roles with others will make them aware of their choices and responsibilities in order to meet their needs in an appropriate manner.

A Assertive Communication

Help children to express their emotions, thoughts and needs in a confident way.

R Reflective Techniques

Empower carers to support their children emotionally, especially in times of crisis.

E Emotional Expression and Needs Exploration

Help children to ventilate their emotions in a healthy way and explore the real needs behind them in a scientific way.

D Derive Win-Win Solution

Empowering carers to help their children reach win-win solutions that meet their needs in creative and productive ways.

Course Design:

**Rich clinical case studies of play therapy
and neuroscience research**

**Learning through experiential activities,
including**

a variety of play and creative media,
emotion cards, explosive maps, role play,
discussions and rehearsal of life scenarios.



" Tell me and I'll forget.
Show me and I may remember.
Involve me and I learn. " ~ Benjamin Franklin

Course Content:

Lesson 1: Our Goal

- How can we help our children achieve a "crowning life"?
- The impact of the new creative economy
- Insights from Françoise Gagné's Differentiated Model of Giftedness and Talent

Lesson 2: Non-directive Play Therapy

- What is non-directive play therapy?
- Insights from Abraham Maslow's Hierarchy of Needs Theory
- Diagnosis, arrangement and clinical case studies of non-directive play therapy

Lesson 3-4: Boundary Techniques

- Physical boundaries and clinical case studies
- Emotional boundaries and clinical case studies
- Relational boundaries and clinical case studies
- How to set and enforce boundaries

Lessons 5: Neuroscience Research on Emotion Processing

- Insights from Roger Sperry's The Left Brain and Right Brain Model
- Insights from Lisa Barrett's Theory of Constructed Emotion
- Insights from Neuroplasticity Theory of the Brain
- Insights from Paul McLean's Triune Model

Lesson 6-7: Reflective Techniques and Assertive Communication

- Experiential activities, including a variety of play and creative media, emotion cards, role play, discussions and rehearsal of life scenarios

Lesson 8: Derive Win-win Solutions

- Experiential activities, including emotion cards, explosive maps, discussions and rehearsal of life scenarios

Participants' Feedback:

" Reflective techniques worked well and made my children feel that I understood them, and even my husband felt that our conversations were less confrontational and that communication with others felt mutually understood. "

~ **Mother of 9 and 13 year olds**

" Creative media, emotion cards, reflective techniques and assertive communication make it easy for teens to share their problems naturally with teachers and peers, and equip me with a scientific approach to guide students step-by-step through problem solving. "

~ **Counseling Teacher for Adolescents**

" These boundaries are very practical. It makes it easier for me to identify the owner of the problem, to resolve conflicts with my child, and to teach my child to take responsibility for his own problems and increase his sense of responsibility. "

~ **Father of 10 year olds**

" Creative media and reflective techniques are great. My child loves talking to me and is willing to open up and share a lot of things without me interrupting his thinking in the process. He really enjoys that. "

~ **Mother of 4 year olds**

" Reflective and boundary techniques worked well together, allowing my child to feel not only my acceptance and understanding when he had emotions, but also to accept the clear choices I gave him. Emotional issues were addressed, self-esteem was enhanced, and parent-child relationships were more harmonious. "

~ **Mother of 6 year olds**

Course Instructor: May Yeung

**MA Play Therapy, PgD & PgC Play Therapy,
MBA, BA (Hons)**

- Associate Lecturer in Play Therapy and Assistant Course Director at the Academy of Play and Child Psychotherapy (APAC), the training arm of PTUK and PTI
- Registered Accredited Play and Creative Arts Therapist with Play Therapy UK (PTUK) and Play Therapy International (PTI)
- Certified Experiential Learning Trainer

Has provided Neuroscience Leadership Corporate training, Play-Therapeutic Parenting and Social-Emotional Learning training and K-12 programs for Fortune 500 companies, small and medium-sized businesses, non-profit organizations, international and local educational institutions (including elementary, middle and high schools and kindergartens).

Organizations served include Johnson & Johnson, Safran Aircraft Engines, Teaching Research Office of Shanghai Municipal Education Committee and Beijing Zhongguancun No. 4 Primary School, International School of Beijing, Yew Chung International School of Beijing, Peking University Affiliated High School, The International Montessori School of Beijing, Ivy Kindergarten, IDEAS International Camp Education, Catholic Diocese of Hong Kong, Breakthrough, Mothers of Preschoolers, Crossway Church, Syndal Baptist Church, Beijing International Christian Fellowship's Counselling Ministry, etc.

Designer and Patent Holder of Motion Emotions board game, which received a HK\$1 million BUD grant from the Hong Kong SAR Government.

Interviewed by Hong Kong's best parenting magazine "Smart Parents", "China Parents" magazine, "Beijing Jing" children's magazine, IDEAS International Camp Education and the University of Hong Kong MBA Alumni Magazine, etc.

