



**MCFT 506 APPLIED CHILD AND ADOLESCENT DEVELOPMENT
SPRING 2021**

Time & Day: Section 1 — Wednesday 9:00 AM - 12:00 PM PST
Section 2 — Wednesday 1:00 PM - 4:00 PM PST
Section 3 — Thursday 9:00 AM - 12:00 PM PST

Place: Section 1 — York 107
Section 2 — Rogers 220
Section 3 — York 101

Instructor: Wonyoung L. Cho, PhD, LMFT
Office Hours: Tuesday 1:00-4:00 PM PST, *by appointment*
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CATALOG DESCRIPTION

This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

Prerequisite: MCFT 502
MCFT 504

Credit: 2 semester units (30 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

- SLO 1.1 Students recognize the impact of power on individuals, families, and communities.
- SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience.
- SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

COURSE OBJECTIVES

At the end of this course, students are expected to:

1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes.
2. To articulate similarities and differences in key areas: different play therapy and systemic models; “modernist” and “postmodern” approaches; "play therapy" and "playful" therapy.
3. To apply specific skills that can be useful in working with youth and system members in both in-person and telehealth platforms of practice.
4. To identify new skills that can expand your personal repertoire in joining and facilitating change with youth and their families. (e.g. when and how to use play therapy materials, engaging children “playfully” even when play therapy materials are minimal, and helping meaningful conversations continue to develop to resolve presenting problems).
5. To incorporate multi-cultural and socio-political factors into treatment planning and practice.
6. To begin to identify and describe which clinical approaches feel like a better personal fit.

TEXT/READINGS

Required Books

McAdams, D. P. (2015). *The Art of Science of Personality Development*. The Guilford Press.

*Available as an e-book through Watzek Library

Gil, E. (2015). *Play in family therapy* (2nd ed.). The Guilford Press. Isbn: 978- 1-4625-1749-7

Additional Required Articles

Dietert, M., & Dentice, D. (2013). Growing Up Trans: Socialization and the Gender Binary. *Journal of GLBT Family Studies*, 9(1), 24-42.

Halim, M. L. D., Walsh, A. S., Tamis-LeMonda, C. S., Zosuls, K. M., & Ruble, D. N. (2018). The Roles of Self-Socialization and Parent Socialization in Toddlers' Gender-Typed Appearance. *Archives of Sexual Behavior*, 47(8), 2277-2285.

Kim, L., Knudson-Martin, C., & Tuttle, A. (2019). Transmission of Intergenerational Migration Legacies in Korean American Families: Parenting the Third Generation. *Contemporary Family Therapy*, 41(2), 180-190.

Maciel, J., & Knudson-Martin, C. (2013). Don't end up in the fields: Identity construction among Mexican adolescent immigrants, their parents, and socio-contextual processes. *Journal of Marital and Family Therapy*, 40, 484-497.

McLeod, B. (2020). “Hello group, I need advice”: A Textual Analysis of Black Fathers' Help-Seeking Posts on Facebook. *Family Relations*, 69(5), 944-955.

- Temkin, D., Harper, K., Stratford, B., Sacks, V., Rodriguez, Y., & Bartlett, J. D. (2020). Moving Policy Toward a Whole School, Whole Community, Whole Child Approach to Support Children Who Have Experienced Trauma. *The Journal of School Health, 90*(12), 940-947.
- Tuttle, A.R., Knudson-Martin, C., & Kim, L. (2012). Parenting as relationship: A framework for assessment and practice. *Family Process, 51*(1), 73-89. Doi:10.1111/j.1545-5300.2012.01383.x

Recommended

- Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (Third ed.). Cengage Learning
- Nealy, E.C. (2017). *Transgender children and youth: Cultivating pride and joy with families in transition*. W.W. Norton.
- Siegel, D.J. (2012). *The developing mind (2nd ed): How relationships and the brain intersect to shape who we are*. The Guilford Press. Isbn: 978-1-4625-0390-2

LEARNING IN THE CONTEXT OF COVID-19

Living in a world after the COVID-19 Pandemic will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional, and personal contexts of our lives. These are unusual times and we will do our best to collectively construct some sense of predictability into the future. As the instructor of this course, I will do my best to alert you to what to expect in this course while also acknowledging that we may need to adjust course materials, assignments, and course layout to adjust to the changing circumstances.

All students will have the opportunity for on-campus interaction within this course and outside of this course. This course will have an on-campus component to the extent possible. At the same time, there is also a high probability that some of this course may be online in order to maintain the pedagogical quality. Despite the apparent flexibility of an online experience, successful learning through this platform has several requirements. As such, you will need to consider the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- The most current version of the browser Firefox or Chrome.
 - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>
 - Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - Sign in with your Lewis & Clark email account
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
- Microsoft Office 2010 or higher (Must include Word and PowerPoint).
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
- Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
- Self-motivation. Online students must be "self-starters", and have the ability to work with minimal supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Participate in asynchronous online discussions and activities.
- Complete readings and assignments by the due dates indicated on the syllabus.
- Check your Lewis & Clark email (lclark.edu) on a daily basis, and respond to the instructor in a timely manner.

LEWIS & CLARK COVID-19 POLICY

Please read and carefully review Lewis & Clark's guidelines regarding Covid-19 and related concerns at <https://www.lclark.edu/news/covid-19-response/>

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 2.1.1 CC 2.3.7 TS 2.06 TS 2.08	In-class activity & Participation Assignment #2
2. To articulate similarities and differences in key areas: different play therapy and systemic models; “modernist” and “postmodern” approaches; "play therapy" and "playful" therapy.	SLO 1.3	CC 1.1.2 CC 4.1.2 CC 4.2.1 CC 2.1.6	In-class activity & Participation Assignment #4
3. To apply specific skills that can be useful in working with youth and system members.	SLO 1.2 SLO 1.3	CC 2.3.2 CC 3.1.1 CC 3.3.4 CC 4.3.2 TS 3.11	Assignment #3 Assignment #4
4. To identify new skills that can expand your personal repertoire in joining and facilitating change with youth and their families. (e.g. when and how to use play therapy materials, engaging children “playfully” even when play therapy materials are minimal, and helping meaningful conversations continue to develop to resolve presenting problems).	SLO 1.3 SLO 2.2	CC 4.1.1 TS 4.01	In-class activity & Participation Assignment #3 Assignment #4
5. To incorporate multi-cultural and socio-political factors into treatment planning and practice.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 2.2	CC 2.1.6 CC 2.3.1 CC 4.1.1 CC 4.3.1 CC 4.3.2 CC 4.4.1 TS 1.04 TS 3.11 TS 3.23	In-class activity & Participation Assignment #3
6. To begin to identify and describe which clinical approaches feel like a better personal fit.	SLO 1.2	CC 3.4.5 CC 4.4.6 TS 6.04	In-class activity & Participation

CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proofread your writing and be coherent with your writing style.

1. Participation (15 points)

This course emphasizes shared engagement with the assigned readings, class discussions, and in-class activities.

- Attend and actively participate in all scheduled class meetings. This includes being on time, giving attention to the instructor and/or other students when they are speaking or making a presentation, engaging in group discussions and role plays, and following through on group projects. Come to class prepared; having completed the readings for the day.
- Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal and sometimes emotional process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives.
- Please put your cell phones on silent or vibrate mode to reduce the distraction to your classmates and instructor. Also, in order to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business.
- In the event that you must miss a class, please email the instructor to discuss the potential of any make-up assignments.

Participation Rubric -- 15 points

CLASS PARTICIPATION EXPECTATIONS	Possible Points
Prompt and dependable presence in the class.	3
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	3
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	3
Contributes to the reflection of other class members and the group project as a whole.	3
Helps to create an atmosphere of safety and mutual respect among all class members.	3
TOTAL	15

2. Understanding Self in Sociocultural and Sociopolitical Context – 30 points

In order to practice therapy from a decolonizing framework, it is necessary to develop contextualized understandings about our clients' lives and their therapeutic problems. To this end, one must first examine their own intersecting social identities and social location within their unique sociocultural and sociopolitical contexts. Therefore, this assignment is designed to help you critically explore the contextual influences on your childhood and adolescence and how that has in part shaped who you are today.

Begin by constructing a genogram that includes three generations (you may use your genograms from MCFT 504 if you still have it). You will chart out historical, sociopolitical influences (i.e., national and world events, wars, economic shifts, politics, legislative changes, civil rights issues, social movements, television/film/media, etc.), sociocultural identities (i.e., race, ethnicity and ethnic descent, nationality, gender, sexual orientation, spirituality and religion, socioeconomic status, disability status, immigration history, interest groups, political party, age, etc.), and major nodal events (i.e., trauma, separation/divorce, family conflicts, homelessness, illnesses, death/loss, moves and migrations, etc.). You will also record the dominant parenting practices used in the environment you grew up in, family structure and roles, and family ideology, values, and beliefs. In order to conserve space, use different colored pencils, markers, stickers, and symbols to represent various contextual influences. Be sure to include a legend for your colors/stickers/symbols.

After creating your genogram, write a paper that includes the following:

1. Describe the personal impact of one from each of the following categories.
 - a. Historical sociopolitical forces: Identify one that influenced your childhood, adolescence, or the way you were raised.
 - b. Sociocultural identities: Discuss how one of more of your social identities shaped your childhood, adolescence, or the way you were raised.
 - c. Major nodal events: Write about one nodal life event that significantly impacted your childhood, adolescence, or the way you were raised.
2. Discuss how these intersecting contextual influences have shaped your current values, beliefs, and worldviews related to parenting and child/adolescent development. Use McAdams' "Three-layered Personality Development" framework (Actor-Agent-Author). to organize your observations, interpretations, and meaning-making.
3. Discuss how current sociopolitical issues and events, social movements, societal discourses, and cultural trends influence parent-child relationships, parenting ideology and practices, and the lived experiences of children, adolescents, and families today. What do you see as significant parenting challenges or issues affecting child and adolescent development today?
4. Attach your genogram at the end of your paper as an appendix
5. Use APA style.

*Paper length: 6-8 pages

Understanding Self in Sociocultural and Sociopolitical Context Grading Rubric – 30 points

	Total Possible Points
Three generational genogram with detailed analysis	4
Describes and discusses personal impact of three contextual influences on one's childhood and adolescence: historical sociopolitical forces, social identities, and major nodal events	8
Discusses how intersecting contextual influences shape one's current values, beliefs, and worldviews related to parenting and child/adolescent development.	8
Discusses current issues that affect children and adolescent development today. Discusses parenting challenges that families face.	8
Uses APA style to format and organize work.	2
TOTAL	30

3. Group Presentations on Special Topics - 40 points

This is a group assignment where you will research and make a presentation on issues that affect children, adolescents, and parents today.

Choose one topic that relate to parenting, childhood, and adolescence, such as: foster and kin care, adoption, social media, societal discrimination (racism, homophobia, transphobia, sexism, dis/ability, etc.), poverty, homelessness, incarceration, separation/divorce and co-parenting, parental illness, childhood illness, immigration policy, school systems, substance abuse, sexual, physical, psychological, or emotional abuse, loss and grief, etc.

Part A - Presentation (20 points):

In groups of 4-5, students will give a **20 to 25-minute presentation** that examines their chosen topic through a decolonizing and social constructionist/postmodern lens.

Groups will briefly discuss societal attitudes around the topic, provide a systemic overview and critique of the current literature on the topic, and summarize treatment approaches or discuss ways in which family therapists might integrate knowledge about the issue in their clinical practice. Discuss how the articles apply to children, adolescents, parents, and families from various social locations. To add depth and understanding to the topic/issue, groups may choose to interview persons about their lived experiences related to the topic and share video clips or insights and ideas gleaned from the interview.

Keep in mind that the purpose of this group assignment is not to simply report or summarize information, but to demonstrate critical consciousness and systemic thinking about the issue at hand. Students are encouraged to be creative in their presentations by adding an experiential component to help explain key ideas and engage the class around a discussion of the topic/issue (i.e., interview video clips, media clips, graphs, demonstration of a clinical intervention, etc.).

Rubric for Group Presentation

	Total Possible Points
Summarizes and clearly discusses key ideas related to a special topic/issue.	2
Demonstrates critical consciousness and use of systemic/sociocultural/contextual lens	4
Review of literature reflects analytic thinking	5
Applies thinking to clinical practice	5
Demonstrates group collaboration and creativity.	4
Group Presentation Total	20

Rubric for Resource Packet

Resource Packet:	
Table of Contents/List of Resources	2
Summary of key ideas	5
Minimum 3 handouts or interventions/activities	5
Minimum of 5 recommended resources	5
Reference list (APA style)	3
Resource Packet Total	20

Part B - Resource Packet (20 points):

Along with the presentation, each group will provide a resource packet that includes the following:

- 1) A table of contents or list of resources included in the packet.
- 2) A summary of the key insights or ideas that therapists should understand in order to provide effective clinical care. A bulleted format may be used, however remember to include citations where needed.
- 3) A minimum of 3 handouts or activities/interventions that can be used in therapeutic work with children, adolescents, parents, and families. Feel free to adapt individual interventions to apply to systemic family therapy. Alternatively, provide community, state, and/or national resources related to the issue/topic at hand that therapists could provide to their clients. Include citations where needed.
- 4) A minimum of 5 recommended resources to help increase therapists' understanding of the issue/topic such as podcasts, websites, articles, books, videos, etc. For each item, provide a brief description of the resource and highlight its potential benefit to clinicians.
- 5) List of references for all sources used in both the presentation and in the resource packet. Use APA 7 style.

4. **Play Therapy Kit – 15 points**

The overall objective of this assignment is to help students start building their own mobile play therapy kit so they can integrate it in their clinical practice with children, adolescents, and families.

Students will begin to compile play therapy materials for developmentally appropriate interventions and activities. Students may design interventions and activities to facilitate assessment, joining and connection/therapeutic rapport, or therapeutic treatment.

The activities and interventions may be targeted towards specific treatment issues or intended for more general clinical use. However, each activity/intervention should be linked to a specific therapeutic goal and matched to a specific developmental age group or for use with parents and children/adolescents of specific developmental age groups (i.e., under 6, 6-12, and 12-18 yrs).

Things to consider:

- Choose a container to hold your kit (i.e. bag, box, basket, reusable tote, etc.). When choosing a container, think about practicality and ease of transportability.
- Next, be creative in gathering, collecting, and purchasing supplies for a **6-10 play therapy or expressive art activities**. Try to focus on low cost, low prep items. Be innovative in your hunt for materials by seeking out garage sales, thrift stores, or asking friends and/or family with children or teens if they have any items they no longer need that you might be able to use in your work.
- Keep a photo catalogue and list of the items in the kit.

You will submit the following in a folder or portfolio:

- A list of all the materials compiled in the play therapy kit along with a photo catalogue corresponding to each item.
- A written description of at least 6 activities/interventions using the materials in the kit.
 - At least two activities/interventions should be designed for each of the following age groups (either to be used with the child/adolescent, in filial/family therapy, or with parent(s) and children/adolescent): under 6 yrs, 6-12 yrs, and 12-18 yrs.
 - Explain the therapeutic intent and treatment goal of each activity/intervention (i.e., assessment, joining/therapeutic rapport, therapeutic treatment). If the activity/intervention is intended for a specific treatment issue, be sure to state that and explain how it would be used.

Play Therapy Tool Kit Grading Rubric - 15 points

	Total Possible Points
Photo catalogued description of two activities/interventions for children under 6 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
Photo catalogued description of two activities/interventions for children 6-12 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
Photo catalogued description of two activities/interventions for adolescents 12-18 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
Photo catalogue of all play therapy materials	3
Grand Total	15

EVALUATION & GRADING

Participation	15 pts
Understanding Self in Sociocultural and Sociopolitical Contexts	30 pts
Group Presentation on Special Topic	40 pts
Play Therapy Tool Kit	15 pts
TOTAL	100 pts

94-100 = A	90-93 = A-	89-87 = B+	86-84 = B
83-80 = B-	79-77 = C+	76-74 = C	73-70 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. The full student handbook can be found here (https://graduate.lclark.edu/student_life/handbook/college_policies/).

This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://graduate.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://graduate.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](https://graduate.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

COURSE SCHEDULE | *Subject to change as needed*

	Topic	Readings due
Week 1* 1/12 1/13	Introductions and overview <i>*online</i>	Syllabus Prologue (McAdams, 2015)
Week 2* 1/19 1/20	Becoming an Actor 1 <i>*online</i>	Chapters 1-4 (McAdams, 2015) Group Sign-up due before class starts
Week 3 1/26 1/27	Play and Playful Therapy	Chapters 1-3 (Gil, 2015)
Week 4 2/2 2/3	Becoming an Actor 2 <i>Effect of an audience: Example of Gender Socialization</i> Guest*	Dietert & Dentice, 2013 Halim et al., 2018 Podcast “Between Pink & Blue with Jean Malpas, LMHC, LMFT” http://ackerman.podbean.com/e/the-ackerman-podcast-5-between-pink-blue-with-jean-malpas-lmhc-lmft/

Week 5 2/9 2/10	Becoming an Agent 1	Chapter 5-7 (McAdams, 2015) Podcast “Parenting Process Model with Martha Edwards, PhD” https://ackerman.podbean.com/e/the-ackerman-podcast-25-the-parenting-process-model-with-martha-edwards-phd/
Week 6 2/16 2/17	Becoming an Agent 2 <i>Sociocultural, political, historical, and biological influences</i> Guest*	Maciel & Knudson-Martin, 2013 Temkin et al., 2020 Tuttle, Knudson-Martin, & Kim, 2012 TED Talk “School suspensions are an adult behavior Rosemarie Allen TEDxMileHigh” https://youtu.be/f8nkcRMZKV4
Week 7 2/23 2/24	Becoming an Author	Chapter 8-10 (McAdams, 2015) Podcast “Family Therapy with Adolescents with Peggy Papp, LCSW” http://ackerman.podbean.com/e/the-ackerman-podcast-4-family-therapy-with-adolescence-with-peggy-papp-lcsw/
Week 8 3/2 3/3	Supporting Supporters	McLeod, 2020 Kim, Knudson-Martin, & Tuttle, 2019 Podcast “Parenting Children with Special Needs with Judy Rossman, DrPH OTR” https://ackerman.podbean.com/e/the-ackerman-podcast-20-parenting-children-with-special-needs-with-judy-grossman-drph-otr/ <i>Understanding Self paper due at 11:59 PM PST</i>
Week 9 3/9 & 10	Group presentations	<i>Group Presentations due in class</i> <i>Resource Kits due at 11:59 PM PST</i>
Week 10 3/16 3/17	Working with children and adolescents	Podcast “Kids who push our buttons” http://ackerman.podbean.com/e/the-ackerman-podcast-14-kids-who-push-our-buttons-with-martha-strauss-phd/ <i>Play Therapy Tool Kits due at 11:59 PM PST</i>