



International Journal Of Scientific And University Research Publication

ISSN No **301/704**

Listed & Index with
ISSN Directory, Paris



Multi-Subject Journal



ALTERNATIVE THERAPIES: NEW APPROACHES IN COUNSELING

Sule Bastemura || Yuzuncu Yil University
Educational Sciences Department
Van
Turkey.

The purpose of this study is to analyze the counselors' perspectives towards alternative therapies and whether they use alternative therapies in their professional

life or not. The questionnaire was prepared by the researchers based on literature review and experts' opinion. A qualitative research design and structured interview technique as the data collection tool were used in this research. Counselors' perspectives about alternative therapies were examined by content analysis. Results indicated that counselors have limited knowledge about alternative therapies.

Alternative therapies; counseling; new approaches.

مقدمة

Henderson, 2003), it is used less in school settings (Coleman & Yeh, 2008) because of lack of knowledge about counselors' role.

Art therapy is used for many physical and psychological problems such as trauma (Appleton, 2001; Chapman, Morabito, Ladakakos, Schreier & Knudson, 2001; Lyshak-Stelzer, Singer, Patricia & Chemtob, 2007; Pizarro, 2004; Spiegel, Malchiodi, Backos & Collie, 2006); cancer (Bar-Sela, Atid, Danos, Gabay & Epelbaum, 2007; Councill, 1993; Luzatto & Gabriel, 2000); sexual abuse (Backos & Pagon, 1999; Kelley, 1984; Pifalo, 2007; 2002); incest (Waller, 1992); depression (Ponteri, 2001); geriatric dementia (Kahn-Denis, 1997); addiction (Feen-Callgan, 1995); autism (Emery, 2004) and loss and grief (Junge, 1985).

2 Sandplay Therapy1.

In sandplay therapy, sand is used for healing purpose. Sandtrays create an area for understand clients' conscious and unconscious problems (Tennessen & Strand, 1998). It also allows clients to -articulate their concerns in a symbolic and nonverbal manner (Degges White & Davis, 2011). This therapy uses sandtrays which has blue bottom. Also some figures which encompass different ethnicities, races, genders, and religious beliefs are used in this therapy. Figures include animals, sea creatures, half human-half animal figures, monsters, foods, fantasy figures, plants, rocks, mountains, volcanoes, buildings, vehicles, and spiritual figures (Degges-White & Davis, 2011).

Sandplay therapy has two approaches. In the traditional therapy sessions, clients choose figures without any directives. With this figures, clients are asked to shape what they want on the sandtray. At the end of the session counselor take a photograph of the shaped tray. In the directed sandplay therapy, some directives are given by the counselor. Counselors also ask some questions whether client want to make changes on the sandtray (Tennessen & Strand, 1998). On both approaches it is believed that the first tray client created allows both counselors and clients understand what clients' problem and its solutions (Amatruda & Simpson, 1997). Thus, counselor observes which figures were used first and which figures were removed. These clues lead counselor to understand clients' problem.

Sandplay therapy is used for several different psychological problems such as career decision (Sangganjanavanich & Magnuson, 2011); substance abuse (Monakes, Garza, Weiesner & Watts, 2011; Stewart & Conrod, 2005); self esteem (Shen & Armstrong, 2008) and parental problems (James & Martin, 2002).

3 Adventure Therapy1.

Adventure or adventure based therapy differs from other psychotherapeutic approaches with its own characteristics. This therapy occurs in natural environment and aims to use groups for

Counselors are familiar with well-known counseling theories. These theories are considered as major theories in the profession (Corey, 2009). Many of these therapy models focus on "talk therapy" in the healing process (Degges- White & Davis, 2011). On the other hand, alternative therapies (AT) are new trends in counseling profession. There is not a specific definition of AT but types of AT have their own definitions. Art therapy (visual art therapy, music therapy, drama therapy, dance/movement therapy, and expressive writing therapy), adventure therapy, child centered play therapy, sand therapy, dance therapy, and integrative therapies are considered as alternative therapies (Corey, 2009; Degges-White & Davis, 2011; Kerr, 2008; Malchiodi, 2003).

AT are powerful ways to communicate with clients. Some clients may have difficulty in expressing their feelings and thoughts verbally. These clients may think that thoughts and feelings are too painful to put into words.

According to Selekman (1997), children and adolescent who tend to express their feelings with nonverbal verbs, may not benefit from talk therapy. In such cases, using AT may help clients who express emotions and beliefs more easily because it provides another language to clients (Gladding, 2005). These AT activities help clients to reduce stress, resolve problems and conflicts, and enhance their sense of well-beings (Malchiodi, 2003). Research also shows that students who received AT such as play therapy experienced a significant increase in self efficacy (Fall, Balvanz, Johnson & Nelson, 1999). Literature support using AT in the school settings but few research exists about which AT can be implemented in school settings (Wengrower, 2001).

1 Art Therapy1.

Art therapy is psychotherapeutic intervention which uses art with expressive and communicative channels (Shostak, 1985). Art has many forms and various methods such as visual art, music, dance/movement, drama and expressive writings in counseling sessions (Degges-White & Davis, 2011). Art therapy has three stages as entry, exploration and action-taking. Entry stage focuses on clients' -goals; exploration stage focuses on clients' problems, and action taking stage focuses on clients' solutions (Kahn, 1999).

Art therapy is appropriate for preschool, elementary school, middle school, and high school pupils. Art therapy uses visual and verbal tools to help children express themselves more easily (Coleman & Yeh, 2008). Art therapy provides less defensive environment for adolescent so adolescent clients feel accepted by the counselor. Even though using art therapy in school settings is an important and appropriate intervention to cope with challenging situations (Cobia &

to set structures and alternative therapy helps counselors to move beyond traditional therapies. Thus, they complement each other.

Integrative therapy was used for different psychological problems such as depression (Constantino et al, 2008; Hayes, Beevers, Feldman, Laurenceau & Perlman, 2005; Castonguay et al, 2004); -anxiety disorders (Mennin, Heimberg, Turk & Fresco, 2002; Watts Jones, 1992); obsessive-compulsive disorder (Sookman & Pinard, 1999); eating disorders (Wonderlich, Mitchell, Peterson, Crow & Striegel-Moore, 2001); adolescence problems (Grehan & Freeman, 2009; Greco & Eifert, 2004) and family therapy practice (Lebow & Newcomb-Rekart, 2007).

The purpose of this study aims to analyze the counselors' perspectives towards alternative therapies and whether they use alternative therapies in their professional life or not.

Methodology2

This research study addressed the question "What are Turkish counselors' perspectives towards AT?". In this research, qualitative research design was used. As a qualitative research technique, phenomenology has been used for this study because phenomenological study investigates various perceptions of particular phenomena (Fraenkel & Wallen, 2006).

1 Sample2.

Being one of the types of purposeful sampling, criteria sampling strategy has been used. Purposeful sampling is a sampling method of qualitative research. In purposeful sampling, researchers use personal judgment to select a sample (Fraenkel & Wallen, 2006). 14 female and 7 male counselors were participated in the study. Participants were selected from psychological counselors who work actively with adult clients since at least one year.

2 Instrument2.

As data collection tool, structured interview form was used. To increase the internal validity of the research, deeply literature review was made by the researchers before composing the interview questions. The questions of interview were evaluated by three experts of counseling profession. The latest version of the questions was used in the interview process.

3 Process2.

During the analysis process, interview records and notes were decoded and analyzed. Counselors' perspectives of the AT were examined by content analysis. Content analysis is a multi-purpose analyse method (Berelson, 1952; Hsieh and Shannon, 2005) that is a technique that enables researchers to study human behavior indirect way, through of the participants' communications (Fraenkel & Wallen, 2006). The data were analysed in four steps. (1) coding of the data, (2) theming of the data, (3) organizing codes and themes, (4) defining and interpreting of the findings (Yildirim & Simsek, 2013).

Results3

The result of content analysis for the questions of interview is as listed below.

Which therapy approaches occurs to you when you hear the term of AT? Themes are listed below:

e 1.abtT

e therapy approaches which occur to participants about ATTh

f

treatment purpose. Group members have been chosen who are not open to traditional counseling (Fletcher & Hinkle, 2002). According to Gass, Gillis and Russell (2012), adventure therapy is a therapy which uses adventure based experiences such as camping, ropes courses in the natural settings for kineesthetically engage clients on cognitive, affective and behavioral levels. Adventure therapy integrates traditional therapy practices with experimental activities for the purpose of developing a new and effective intervention which address clients' therapeutic goals (Tucker, Javorski, Tracy & Beale, 2013). The experimental activities are chosen for therapeutic purpose specifically (Norton & Tucker, 2010).

Adventure therapy can be implemented in a variety of setting with different ages but the most successful group for this therapy is adolescents (Williams, 2000). With this therapy, adolescent engage in risk-taking behaviors which is considered as developmental features (Schell, Cotton & Luxmoore, 2012). Adventure therapy is used for several kinds of physical and psychological problems such as adolescence problems (Jelalian, Mehlenbeck, Lloyd- Richardson, Birmaher & Wing, 2006; Schell, Cotton & Luxmoore, 2012; Tucker, Javorski, Tracy & Beale, 2013); substance abuse (Bettmann, Russell & Parry, 2013); psychosis (Bryson, Feinstein, Spavor & Kidd, 2013) and cancer (Stevens et al, 2004).

4 Child Centered Play Therapy1.

Play therapy is another alternative therapy in counseling profession. For more than six decades, play therapy has been used to treat children's concerns (Bratton & Ray, 2000). Play therapy is a process which systematically uses the power of play to help clients' problems (Schaefer, 1993). The purpose of play therapy is to understand the children from a developmental perspective (Ray, Bratton, Rhine & Jones, 2001) because play is a developmentally appropriate way to communicate (Landreth, 2002). Another purpose of play therapy is to create a way in which children understand what their feelings and thoughts are (Guerney, 1979).

Children use play like their language; toys and play materials become a tool to communicate (Landreth, 2002; Phillips & Mullen, 1999). -Play therapy focuses on using play because it helps children to self actualize (Cochran, 1996). Play therapy is appropriate for preschool and elementary schools students aged under 10 (Coleman & Yeh, 2008). Because of children express themselves with playing, play therapy session should focus on play rather than verbal communication (Clauss, 1998).

Play therapy has positive impact on behavioral problems (Post, Caballos & Penn, 2012; Raman & Kapur, 1999; Ray, Stulmaker & -Lee, 2012; Schottelkorb, Swan, Garcia, Gale & Bradley, 2014); self efficacy (Fall, Balvanz, Johnson & Nelson, 1999); self-concept (Post, 1999); anxiety (Baggerly, 2004; Shen, 2002); relationship stress (Ray, 2007); depression (Baggerly, 2004); speech problems (Danger & Landreth, 2005); and diabetes treatment compliance (Jones & Landreth, 2002).

5 Integrative Therapy1.

Integrative therapy is the most commonly used therapy throughout the world (Jones-Smith, 2011). Integrative therapy is a combination of traditional therapies and alternative therapies (Stricker, 2001). This approach is not a combination of well-known traditional therapies, rather, it is the most effective combination of theories for clients' specific problems (Jones-Smith, 2011). According to Lebow (1997), the best integrative therapies allow counselors to find best treatment strategies.

Integrative approach which are usually rooted with traditional therapies, borrows some techniques from alternative therapies (Corey, 2009). In this approach, traditional therapy allows counselor

Being a supportive approach to main counseling theories	11	Advantages
Having facilitator role for self-expression and self-disclosure	8	
Being effective for adolescence	6	
Cause effective relationship between counselors and clients	6	
Being functional	4	
Highlighting clients' strengths	1	
Having impractical problems for both clients and counselors	6	Disadvantages
Insufficiency of implementation with main counseling theories	4	
Being time consuming	3	
Physical deficiencies	3	
Misunderstanding about its key concepts	3	
Not having a theoretical background	3	
Difficulties to obtain a certificate of AT	1	
No disadvantages	2	

Examples of the answers of this question are as following:

I think AT are an alternative way to reach the clients (C.4)“My students find AT more entertaining so they feel counseling services“M are not a place to fear (C.16)”. “AT help clients to realize their inner strength (C.8)” n AT session clients have more responsibilities. This may cause bias “I towards AT (C.12).” “Insufficient education about AT may cause more problems instead of healing (C.9).

The question of “Which age group is appropriate for AT?” is asked to the participants. 11 participants stated that AT are applicable to all age groups but children are the most appropriate group. 1 participant stated that AT are for children and adolescents. 5 participants' answers were not analyzed because they consider main counseling therapies as an alternative therapy.

As seventh question, it was asked that “Should AT be applied with integrating main counseling therapies or applied by itself?”. 3 participants indicated that AT can be applied by itself because it has its own techniques. On the other hand, 9 participants stated that AT should be integrated with other well-known main counseling theories.

The question of “Which problems are appropriate for working with AT?” was asked to participants. The themes are listed below on the table.

e 4.Tabl

e problems which are appropriate to work with AT.Th

	f	
Communication problems	10	
Phobias and anxiety related problems	8	
Conduct problems	5	
Trauma	4	
Depression	3	

The question of “Are AT appropriate for using in Turkish educational system?” was asked. 8 participants stated that AT were appropriate for Turkey school setting. They indicated that AT are a

Art Therapy	6
Game Therapy	2
Fairytale Therapy	1
Music Therapy	1
Cinematherapy	1
Bibliotherapy	1
Integrative Therapy	1
Sand Therapy	1

2 participants preferred not to answer this question. 10 of them answered this question specifying the main theories of the counseling.

As second question, which AT they feel close to themselves and its reason were asked. Themes are listed below:

e 2.Tabl

e AT they feel closeTh

	f	
Art Therapy	7	
Game Therapy	2	
Dance Therapy	1	
Cinematherapy	1	
Fairytale Therapy	1	
Sand Therapy	1	
None of them	1	

As it is seen, most of the participants feel art therapy close to themselves. The reasons why they feel AT close to themselves were *suitability for* categorized into 3 themes: 8 participants indicated , and 3 participants *personal interest* , 3 participants indicated *masses* .*functionality*indicated

As third question, which AT they apply to their clients and what kind of problems they face when they apply to alternative therapies was asked. From the total 7 participants indicated that they use AT, 4 of them indicated that they use art therapy; 2 of them game therapy; and 1 of them music therapy. Because of misunderstanding, 5 participants answered this question with main counseling theories, and these answers have not been included to the analysis process. The problems they face when they apply to AT were emerged into 3 *Limited effectiveness; physical conditions; counselors or* themes: *clients related problems; and insufficient education and* Examples of the answers of this question are as following;*practice.*

e therapies require effective skills. Being educated is not “Alternativ always enough. I have difficulties when I have to terminate therapy (C.16).”

I use art therapy in my sessions but I think analyzing the pictures of “ (C.12).”my clients requires more expertise

I think clients are unfamiliar to these therapies' techniques (C.5).”“

AT's advantages and disadvantages were also asked to the counselors.

Themes of advantages and disadvantages are listed below.

e 3.Tabl

s and disadvantages of ATAdvantage

--	--

for alternative therapies as to some other researches. Turkish counselors also think that AT are appropriate for all age groups but children and adolescents were best groups for AT.

استنتاج

Most of the counselors think that AT should be a course at counselor education program because their reluctance about using AT was related to lack of training. According to Ray, Armstong, Warren & Balkin (2005), counselors' lack of training is an important barrier for using play therapy. Participant counselors also indicated that Turkey's counselor education programs have lots of deficiency. Thus they stated that counselor education program curriculum must be enhanced by contemporary counseling theories and topics.

Briefly, the result of this study shows that Turkish school counselors lack of training about AT. They indicated that they were willing to learn the concepts and application of AT. To do this, there are some practical implications. First, to get rid of the misconceptions about AT, a course of AT should be given in the counselor education program. Second, school administrators should invest in AT to provide the counselors the chance for apply AT at school. Third, counselor associations should introduce AT to students, parents and colleagues. Last, more researches about AT need to be carried.

ref_str

- Sandplay: The sacred* Amatruda, K. & Simpson, P. H. (1997). 1
Taos, NM: Trance Sand Dance healing—A guide to symbolic process Press.
- Avenues of hope: Art therapy and the resolution Appleton, V. (2001). 2
n Art Therapy America Art Therapy: Journal of the trauma. (1), 6-13. Association, 18
- Finding a voice: Art therapy Backos, A.K. & Pagon, B.E. (1999). 3
t Therapy: Journal Ar with female adolescent sexual abuse survivors. (3), 126-132. of the American Art Therapy Association, 16
- The effects of child-centered group play therapy Baggerly, J. (2004). 4
on self-concept, depression, and anxiety of children who are (2), 31-51. International Journal of Play Therapy, 13 homeless.
- Bar-Sela, G., Atid, L., Danos, S., Gabay, N. & Epelbaum, R. 5
Art therapy improved depression and influenced fatigue levels (2007)
, 980-984. *Psycho-Oncology*, 16 in cancer patients on chemotherapy.
- How Bettmann, J. E., Russell, K. C. & Parry, K. J. (2013). 6
substance abuse recovery skills, readiness to change and symptom
reduction impact change processes in wilderness therapy
, 1039-1050. *Journal of Child and Family Studies*, 22 participants.
- What the research shows about play Bratton, S. & Ray, D. (2000). 7
, 47-88. 9 International Journal of Play Therapy, therapy.
- An Bryson, J., Feinstein, J., Spavor, J. & Kidd, S.A. (2013). 8
examination of the feasibility of adventure-based therapy in
Canadian Journal of outpatient care for individuals with psychosis.
.32 Community Mental Health,
- Castonguay, L.G., Schut, A.J., Aikens, D.E., Constantino, M.J., 9
Integrative Laurenceau, J.P., Bologh, L. & Burns, D.D. (2004)
cognitive therapy for depression: A preliminary
(1), 4-20., 14 *Integration Journal of Psychotherapy* investigation.
- Chapman, L., Morabito, D., Ladakakos, C., Schreier, H. & 10
The effectiveness of art therapy Knudson, M.M. (2001).
interventions in reducing post traumatic stress disorder (PTSD)
Art Therapy: Journal of the symptoms in pediatric trauma patients.
(2), 100-104. American Art Therapy Association, 18
- Language: The unspoken variable in Clauss, C.S. (1998). 11
(2), 188-196. *Journal of Psychotherapy*, 35 psychotherapy practice.
- Handbook of school Cobia, D., & Henderson, D. (2003). 12
Upper Saddle River, NJ: Merrill Prentice Hall. Cochran, J. counseling.
L. (1996). Using play and art therapy to help culturally diverse

creative therapies and could easily applied to children and adolescents but counselors need education about both therapies' theoretical background and practices. 6 participants stated that AT were not appropriate therapies for Turkish education system because schools in Turkey are not able to provide materials to counselors. Schools' psychical conditions are also not appropriate for AT.

Examples of the answers of this question are as following:

t is not applicable to Turkey because the number of students per "I counselor is too much (C. 1)".
e are not enough colorful markers or drawing papers for art "Ther therapy in my counseling room. I have only what I bought by myself, school administrators did not provide anything for AT (C.3)".
r country's counseling services are based on paper work instead of "Ou making therapy. Counseling always stays in the background (C.16)".
t is not easy to integrate AT to Turkey's school settings (C.8)". "I
As the last question, it was asked that what they think about having a course of AT at the counselor education program. 16 participants stated that AT must be a course in the counselor education program because counselors need more knowledge about AT, trending topics and new approaches of counseling. 8 participants stated that there were some deficiencies in counselor education.

. Discussion4

The question counselors mostly hear is that "What is your theoretical orientation?". This question is usually answered with major concepts and practices of the contemporary therapeutic approaches however, AT became one of the trending topics in Turkey at last years. Counselors must be aware of the AT' key concepts, the therapeutic process, techniques, application as well as main well-known therapies but the results of this study shows that Turkish counselors have limited knowledge about alternative therapies.

The main result of this study is counselors' lack of knowledge about AT. They have difficulty in deciding which therapeutic approaches were considered as AT. Turkish counselors unified main counseling theories and AT to each other. They also have difficulty in making a framework about AT. Most of the counselors consider only art therapy and game therapy as AT. Few counselors were willing to use these therapies for healing purpose.

Most of the counselors indicate that they did not choose AT as their theoretical orientation because they thought that AT were not effective. However there are a lot of researches which show that AT are effective (Chapman, et al. 2011; Councill, 1993; Danger & Landreth, 2005; & Jones & Landreth, 2002). For example, art therapy increases self-efficacy and self-esteem (Coleman & Yeh, 2008). Participant counselors indicate that integration of AT and main counseling theories would increase efficacy. The reasons why they would not prefer AT are insufficient psychical environment, ineffectiveness for a long term, problems related to counselors and clients. Briefly, these results show that AT are not a preferable approach and the reason of that is related to external factors. Contrary of this research, a research which was conducted with the school counselors who are member of American School Counselor Association indicated that school counselors have positive perspectives about play therapy and these counselors strongly believed in its utility (Ray, Armstong, Warren, & Balkin 2005)

Another result of the study is related to the topics which were appropriate for AT. Turkish counselors indicate that phobias and anxiety problems were the best problems for AT. However, trauma (Appleton, 2011), depression (Baggerly, 2004; Constantiono, et al. 2005), sexual abuse (Backos & Pagon, 1999), and substance abuse (Bettmann, Russell, & Parry, 2013) are other trending problem areas

- Health Services, entaMJournal of Psychosocial Nursing and children.* (12), 12-18.22
- New Play therapy: *The art of the relationship.* Landreth, G. (2002). .39
York: Brunner-Routledge. Lebow, J. (1997). The integrative
, 1-17. *Family Process*, 36revolution in couple and family therapy.
Integrative family Lebow, J. & Newcomb-Rekart, K. (2007). .40
therapy for high-conflict divorce with disputes over child custody and
(1), 79-91. *Family Process*, 46 visitation.
- The creative journey: A model uzzatto, P. & Gabriel, B. (2000).L.41
for short-term group art therapy with posttreatment cancer
Art Therapy: Journal of the American Art Therapy patients.
(4), 265-269.17 *Association*,
- yshak-Stelzer, F., Singer, P., Patricia, S.J. & Chemtob, C.M. L.42
Art therapy for adolescents with posttraumatic stress (2007).
Art Therapy: Journal of the disorder symptoms: A pilot study.
(4), 163-169.24 *American Art Therapy Association*,
NY: The Guilford *Handbook of art therapy.* Malchiodi, C. A. (2003). .43
Press.
- Mennin, D.S., Heimberg, R.G., Turk, C.L. & Fresco, D.M. (2002). .44
Applying an emotion regulation framework to integrative approaches
Clinical Psychology: Science and to generalized anxiety disorder.
(1), 85-90. *Practice*, 9
- Monakes, S., Garza, Y., Wiesner III, V. & Watts, R. E. (2011). .45
Implementing Adlerian sand tray therapy with adult male substance
Journal of abuse offenders: A phenomenological inquiry.
, 94-107. *Addictions & Offender Counseling*, 31
- New heights: Adventure-Norton, C. L. & Tucker, A. R. (2010). .46
Groupwork, used group work in social work education and practice.
(2), 24-44.20
- . Client-centered play therapy Phillips, E. & Mullen, J. (1999). .47
techniques for elementary school counselors: Building the supportive
(1). *The Journal for the Professional Counselor*, 14relationship.
Pulling out the thorns: Art therapy with sexually Pifalo, T. (2002). .48
Art Therapy: Journal of the American abused children and adolescents.
(1), 12-22. *Art Therapy Association*, 19
- Jogging the cogs: Trauma-focused art therapy and Pifalo, T. (2007). .49
Art cognitive behavioral therapy with sexually abused children.
(4), *Therapy: Journal of the American Art Therapy Association*, 24
170-175.
- The efficacy of art and writing therapy: IncreasingPizarro, J. (2004). .50
positive mental health outcomes and participant retention after
Art Therapy: Journal of the exposure to traumatic experience.
(1), 5-12. *y Association*, 21 *TherapAmerican Art*
The effect of group art therapy on depressed Ponteri, A.K. (2001). .51
Therapy: Journal of the American Art Art mothers and their children.
(3), 148-157. *Therapy Association*, 18
- Impact of child-centered play therapy on the self-Post, P. (1999). .52
steem, locus of control and anxiety of at-risk 4th, 5th, and 6th grade
, 1-18. *International Journal of Play Therapy*, 8students.
Collaborating with Post, P.B., Ceballos, P., & Penn, S.L. (2012). .53
parents to establish behavioral goals in child- centered play
The Family Journal: Counseling and Therapy for Couples and therapy.
, 51-57. *Families*, 20
- A study of play therapy in children Raman, V., & Kapur, M. (1999). .54
l Health and entaMNational Institute of with emotional disorders.
(2), 93-98.17 *Neuro Sciences Journal*
- The effectivenessRay, D., Bratton, S., Rhine, T. & Jones, L. (2001). .55
l Journal of Internationa of play therapy: Responding to the critics.
(1), 85-108. *Play Therapy*, 10
- Ray, D. C., Armstrong, S. A., Warren, E. S., Balkin, R. S. (2005). .56
Play therapy practices among elementary school
(4), 360-365. *Professional School Counseling*, 8counselors.
- Two counseling interventions to reduce teacher-child Ray, D. (2007). .57
(4), 428-440., 10 *CounselingProfessional School relationship stress.*
Child-centered Ray, D.C., Stulmaker, H.L. & Lee, K.R. (2012). .58
play therapy and impairment: Exploring relationships and
. Advance online *International Journal of Play Therapy* constructs.
publication. doi:10.1037/a0030403.
- Using sand traysSangganjanavanich, V. F. & Magnuson, S. (2011). .59
The Career and miniature figures to facilitate career decision making.
, 264-273.59 *Development Quarterly*
Northvale, NJ: *The therapeutic powers of play.* Schaefer, C.E. (1993). .60
Aronson.
- Outdoor adventure Schell, L., Cotton, S. & Luxmoore, M. (2012). .61
n in InterventioEarly for young people with a mental illness.
, 407-414. *Psychiatry*, 6
- (4), *School Counselor*, 43students overcome barriers to school success.
287-298.
- Handbook of school Coleman, H.L.K., Yeh, C. (2008). .13*
New York: Routledge. *counseling.*
- Constantino, M.J., Marnell, M.E., Haile, A.J., Kanther-Sista, .14
. Integrative S.N., Wolman, K., Zappert, L. & Arnow, B.A. (2008)
cognitive therapy for depression: A randomized pilot
Psychotherapy: Theory, Research, Practice, Training. comparison.
(2), 122-134.45
- CA: Thomson. *The art of integrative counseling.* Corey, G. (2009). .15
Art therapy with pediatric cancer patients: Council, T. (1993). .16
Art Helping normal children cope with abnormal circumstances.
(2), *Therapy: Journal of the American Art Therapy Association*, 10
78-87.
- Child-centered group play therapyDanger, S. & Landreth, G. (2005). .17
l Journal of Play Internationa with children with speech difficulties.
(1), 81-102. *Therapy*, 14
- Integrating the expressive Degges-White, S. & Davis, N. L. (2011). .18*
New York: Springer. *arts into counseling practice.*
- Art Art therapy as an intervention for autism. Emery, M.J. (2004). .19*
(3), , 21 *AssociationTherapy: Journal of the American Art Therapy*
143-147.
- . A play Fall, M., Balvanz, J., Johnson, L. & Nelson, L. (1999). .20
therapy intervention and its relationship to self- efficacy and learning
194-204.2, *Professional School Counseling* behaviors.
- The use of art therapy in treatment Feen-Callgan, H. (1995). .21
t Therapy: Ar programs to promote spiritual recovery from addiction.
(1), 46 50. *Journal of the American Art Therapy Association*, 12
- Adventure based counseling: Fletcher, T. B. & Hinkle, J. S. (2002). .22
g and Development, CounselinJournal of An innovation in counseling.
(3), 277-285.80
- How to design and evaluate Frankel, J. R. & Norman, E. W. (2006). .23*
. New York: McGraw Hill *research in education*
- Adventure Gass, M. A., Gillis, H.L., and Russell, K.C. (2012). .24
Florence, KY, USA: Taylor *therapy : Theory, research, and practice.*
and Francis, 2012. ProQuest ebrary. Web. 18 July 2014.
- Counseling as an art: The creative arts in Gladding, S. T. (2005). .25*
(3rd ed.). Upper Saddle River, NJ: Pearson Education. *counseling*
- Treating parent-adolescent Greco, L.A. & Eifert, G.H. (2004). .26
conflict: Is acceptance the missing link for an integrative family
, 305-314. *Cognitive and Behavioral Practice*, 11therapy?
- Neither child nor adult: Grehan, P.M. & Freeman, A. (2009). .27
y PsychotherapJournal of Applying integrative therapy to adolescents.
(3), 269-290. *Integration*, 19
- The therapeutic use of In C.E. Schaefer (Ed.), Guernsey, L. (1979). .28*
. NJ: Aronson Inc. *child's play*
- Hayes, A.M., Beevers, C.G., Feldman, G.C., Laurenceau, J.P. & .29
Avoidance and processing as predictors of Perlman, C. (2005).
symptom change and positive growth in an integrative therapy for
(2), *International Journal of Behavioral Medicine*, 12depress ion.
111-122.
- Three approaches to Hsieh, H.F. & Shannon, S. E. (2005). .30
(9), 15 *Qualitative Health Research*, qualitative content analysis.
1277-1288.
- Sand tray and group therapy: James, L. & Martin, D. (2002). .31
, , 27 *orkWJournal for Specialists in Group Helping parents cope.*
390-405.
- Jelalian, E., Mehlenbeck, R., Lloyd-Richardson, E.E., Birmaher, .32
"Adventure therapy" combined with V. & Wing, R.R. (2006).
cognitive behavioral treatment for overweight
, 31-39., 30 *besityOInternational Journal of adolescents.*
- The efficacy of intensive Jones, E.M & Landreth, G. (2002). .33
l Internationa individual play therapy for chronically ill children.
(1), 117-140. *Journal of Play Therapy*, 11
- Theories of counseling and psychotherapy: An Jones-Smith, E. (2011). .34*
California: Sage Publications, Inc. *integrative approach.*
- "The book about daddy dying": A preventive art Junge, M. (1985). .35
therapy technique to help families deal with the death of a family
Art Therapy: Journal of the American Art Therapy member.
(1), 4-10. *Association*, 2
- Art therapy with geriatric dementia clients. Kahn-Denis, K.B. (1997). .36
(3), y *Association*, 14 *TherapArt Therapy: Journal of the American Art*
194-199.
- Art therapy with adolescent: Making it work for Kahn, B. B. (1999). .37
, 31-34., 2 *CounselingProfessional School school counselors.*
The use of art therapy with sexually abused Kelley, S.J. (1984). .38

- Schottelkorb, A.A., Swan, K.L., Garcia, R., Gale, B. & Bradley, .62
 - Therapist perceptions of relationship conditions in child-B.M. (2014).
 (1), *International Journal of Play Therapy*, 23 entered play therapy.
 1-17.
Solution-focused therapy with children: Selekman, M. D. (1997). .63
 New York: Guilford *Harnessing family strengths for systemic change*.
 Press.
 Short-term group play therapy with Chinese earthquake victims: Effects on anxiety, depression and
 Shen, Y. (2002). .64
 (1), 43-63. *International Journal of Play Therapy*, 11 adjustment.
 Impact of group sandtray Shen, Y. & Armstrong, S. A. (2008). .65
e Journal for Th therapy on the self-esteem of young adolescent girls.
 , 118-137.33 , *Specialists in Group Work*
 Art therapy in schools: A position paper of the Shostak, B. (1985). .66
Art Therapy: Journal of the American Art Therapy Association.
 , 19-21. *American Art Therapy Association*, 14
 Integrative cognitive therapy for Sookman, D. & Pinard, G. (1999). .67
 obsessive-compulsive disorder: A focus on multiple
 , 351-362. *Cognitive and Behavioral Practice*, 6 schemas.
 Art Spiegel, D., Malchiodi, C., Backos, A. & Collie, K. (2006). .68
 therapy for combat-related PTSD: Recommendations for research and
Art Therapy: Journal of the American Art Therapy practice.
 (4), 157-164. *Association*, 23
 Stevens, B., Kagan, S., Yamada, J., Epstein, I., Beamer, M., .69
 Adventure therapy for Bilodeau, M. & Baruchel, S. (2004).
 : 278-284. *Pediatric Blood & Cancer*, 43 adolescents with cancer.
 - State-of-the-art in cognitive-Stewart, S. H. & Conrod, P. J. (2005). .70
 ehavioral intervention for substance use disorders: Introduction to
Journal of Cognitive Psychotherapy: An International special issues.
 , 195-198. *Quarterly*,
An introduction to psychotherapy Stricker, G. (2001, July 1). .71
Psychiatric . Retrieved from *integration*
<http://www.psychiatrictimes.com/articles/introduction:Times>
<http://www.psychiatrictimes.com/articles/introduction:Times>
<http://www.psychiatrictimes.com/articles/introduction:Times>
 A comparative analysis of Tennesen, J., & Strand, D. (1998). .72
 directed sandplay therapy and principles of Ericksonian
 (2), 109-114.25 , *The Arts in Psychotehapyspsychology*.
 The use Tucker, A. R., Javorski, S., Tracy, J. & Beale, B. (2013). .73
 of adventure therapy in community-based mental health: Decreases in
 , *Child Youth Care Forum*, 42 problem severity among youth clients.
 155-179.
 . Art therapy with adult female incestWaller, C.S. (1992). .74
y TherapArt Therapy: Journal of the American Art survivors.
 (3), 135-138. *Association*, 9
 Cultural and integrative therapy issues in the Watts-Jones, D. (1992). .75
Family Process treatment of a Jamaican woman with panic disorder.
 (2), 105-113.31,
 . Art therapies in educational settings: An Wengrower, H. (2001). .76
 , 109-115.28 *The Arts in Psychotherapy*, intercultural encounter.
 The treatment of adolescent populations: An Williams B. (2000). .77
d and Adolescent ChilJournal of institutional vs. a wilderness setting.
 , 47-56. *Group Therapy*, 10
 Wonderlich, S.A., Mitchell, J.E., Peterson, C.B., Crow, S. & .78
 Integrative cognitive therapy for Striegel-Moore, R.H. (2001).
Eating disorders: Innovative directions in research bulimic behavior.
 Linda Smolak (Ed), (pp. 173-195). Washington, DC, US: *and practice*.
 American Psychological Association, xii, 305 pp.
Sosyal bilimlerde nitel arastirma Yildirim, A., & Simsek, H. (2013). .79
 . Ankara:Seckin.yontemleri



IJSURP Publishing Academy

International Journal Of Scientific And University Research Publication
Multi-Subject Journal

Editor.

International Journal Of Scientific And University Research Publication



+965 99549511



+90 5374545296



+961 03236496



+44 (0)203 197 6676

www.ijsurp.com