



# CRISIS PLAY THERAPY

## LEVEL I – CERTIFICATION PROGRAM

July 6-12, 2026 • Chiavenna, Italy

A 57-hour training program

APTI Approved Provider #15-001   
APTI Approved Provider #20-602



Scientific Director:  
Claudio Mochi, MA, RP, RPT-S™



## Certification Program Overview

The contemporary world is complex and dynamic and constantly confronts us with new challenges as people and professionals. The two-level certification program in “Crisis Play Therapy” (CPT) enables those who work with children, families, and communities to acquire fundamental, cutting-edge skills and knowledge to address a variety of crisis and high vulnerability situations induced by natural and human-induced hazards.

Upon completion of the CPT two-level certification program, participants will be able to design and develop clinical interventions and neuroscience-informed psychosocial projects in crisis and high vulnerability contexts with a focus on managing stress, trauma (including intergenerational) and grief caused by a range of situations such as natural disasters (earthquakes, fires, floods), conflict, poverty and migration.

In addition to fostering professional growth and the acquisition of skills, the CPT program includes a personal development component in both levels I and II. Crisis and high vulnerability contexts impact the person and the professional directly and indirectly. The application of play and expressive arts for wellbeing and self-care is a key component of good practice.

The trainers and supervisors are international mental health experts specializing in trauma work, emergency intervention, psychosocial project development, play therapy or expressive arts. They all have a title recognized by one or more authorities in the Play Therapy world.

### REGISTRATION DEADLINE

June 25, 2026

**EARLY BIRD:**  
February 15, 2026!

### VENUE

Ostello al Deserto,  
Via al Deserto, 2,  
23022 Chiavenna  
SO, Italy,  
[ostellochiavenna.it](http://ostellochiavenna.it).

We recommend  
flying into Milan  
Malpensa Airport.

Start your  
Certification  
Program in Crisis  
Play Therapy.  
Enroll now!



Level II  
Certification  
Program  
COMING  
SOON!!!

## PARTICIPANTS

### For Level I

This level is intended for students and professionals in the fields of mental health, education, rehabilitation, healthcare, and social work who have completed or are currently undertaking formal training in the field of Creative Arts Therapies (such as Play Therapy, Expressive Arts Therapy, Art Therapy, etc.).

### For Final Certification (level I and II)

Please note that participants are required to possess a solid foundational knowledge of at least one Play Therapy methodology. Those who do not yet meet this criterion are expected to fulfill this requirement by the conclusion of the Certification Program.

Additional requirements for obtaining the final certification will be communicated at a later stage.

## Level I – Requirements

To obtain the Certificate “Crisis Play Therapy Level I”, participants must:

- watch all recorded webinars and complete the post-tests (according to APT & APTI standards) **by July 6, 2026**
- attend all in-person classes (**July 6-12, 2026**),
- complete the required readings (further information will be provided to registered participants) **by November 30, 2026**
- develop an individual journal according to the concept of “MAP” in a creative-expressive mode of participants’ choice. The process will be presented online **by November 30, 2026** (day/time to be agreed with supervisors).

## Level I – Program Details

Level I of the Crisis Play Therapy Certification Program comprises **four interconnected areas** of study, designed to consolidate the fundamental knowledge necessary to understand the complex dynamics of working in crisis and high-vulnerability contexts, as well as the integration of play and Play Therapy.

Learning is enriched from the outset through a **personal awareness journey**, incorporating expressive and creative introspective activities, group discussions, and targeted readings.

Level I also includes modules that provide **up to 36 CE hours** (not all modules provide CE hours; see individual references below). Successful completion of Level I grants access to Level II and the final Crisis Play Therapy Certification.

- 1. Prior to arrival, watch the webinars for Module 1-4 and validate them by completing the post-tests.**
- 2. During your stay in Italy, attend Modules 5-13.**
- 3. After returning home, complete any remaining readings and prepare your journal to be presented online by November 30.**

## FOUNDATIONS: EXAMINING THE CONNECTION BETWEEN CRISIS, PLAY, AND PLAY THERAPY

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### Module 1 – Building the Foundations: Understanding Crises and Cooperation [1-hour recorded webinar]

This module explores the principles of international cooperation and the fundamentals of crisis conceptualization, providing a foundation for understanding collaborative responses in humanitarian settings. It also introduces practical insights into the design and management of psychosocial projects in complex crisis contexts.

1. Explore how international cooperation shapes the way crises are understood and framed, with particular attention to respectful and culturally sensitive perspectives.
2. Uncover at least three recurring features that define crises in complex humanitarian settings.
3. Outline a foundational psychosocial intervention plan for a humanitarian context, incorporating at least three key components essential for effective response.

### Module 2 – From Concept to Practice: Models for Crisis Play Therapy [2-hour recorded webinar] [2 Non-contact CE Hours]

This module introduces process-oriented approaches to crisis intervention, focusing on the CPBF model (“Coping with the Present while Building for the Future”) and the MAP concept as tools for guiding context-sensitive practice. It highlights how play and Play Therapy can be integrated into psychosocial interventions, and discusses when Play Therapy is appropriate—and when it may not be suitable—in crisis contexts.

1. Describe the key components of Crisis Play Therapy as an integrated model for working in highly vulnerable community settings, grounded in trauma-informed care and informed by neuroscience.
2. Describe the CPBF model and the MAP concept by identifying at least three key components of each and explaining how Play Therapy can be integrated in a process-oriented way.
3. Explain when Play Therapy is appropriate or not appropriate by analyzing at least two distinct crisis scenarios and justifying their decisions using clinical or contextual criteria for each case.

### Module 3 – Healing Through Play Therapy: Neuro and Emotional Perspectives [3-hour recorded webinar] [3 Non-contact CE Hours]

This module examines the impact of stress, trauma, and grief, and explores how Play Therapy, informed by neuroscience, can support healing processes and foster resilience.

1. Explain the psychological and emotional impact of stress, trauma, and grief by identifying at least three key symptoms or manifestations across developmental stages.
2. Identify autonomic nervous system symptoms and corresponding behavioral expressions in children within the context of play therapy.
3. Describe how play therapy, informed by neuroscience, supports nervous system regulation, healing, and resilience in children impacted by stress, trauma, and grief.

## GROUNDWORK: PREPARING PLAY THERAPISTS FOR TIMES OF CRISIS

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### Module 4 – Foundations of Community Psychology in Play Therapy [2-hour recorded webinar] [2 Non-Contact CE Hours]

This module introduces the principles of community psychology in Play Therapy and examines how to understand communities from a holistic, culturally sensitive perspective. It also explores the role of play therapists in crisis contexts and lays the groundwork for developing community-focused interventions.

1. Explain community psychology principles as applied within Play Therapy practice, identifying at least four key principles that guide systemic, culturally responsive Play Therapy interventions.
2. Analyze community contexts through a Play Therapy lens, identifying at least three cultural or systemic factors that influence children’s play and therapeutic expression.
3. Describe a Play Therapy-informed community response in crisis contexts, integrating at least two culturally responsive Play Therapy strategies and one principle of community mobilization.

## SCHEDULE

### 57 hours of which:

- 41 hours in-person training
- 8 hours recorded webinar
- 7 hours mandatory reading
- 1 hour online journal presentation

### In-person:

Classes are held from Monday, July 6 to Sunday, July 12, 2026 (total 6.5 days).

Arrival on July 5 after 4:00pm and departure on July 12 after 4:30pm.

Start 9:00am.  
Morning break 10:30-10:45.  
Lunch 12:15am-1:15pm.  
Afternoon break 2:45-3:00.  
End 4.30pm.

Two of the days end at 5:30pm. A half-day break, with no training, is planned at the midpoint of the program.

### Online:

8 hours of recorded webinars ([available online from April 2026](#) and are expected to be viewed before July 6).

+ 1 hour for creative presentation of the journal [by November 30, 2026](#) (day/time to be agreed with supervisors).

## Module 5 – Skills for Connection: Play Therapy in Psychological First Aid

**[3-hour in-person]** [3 Contact CE Hours]

This module focuses on applying core Play Therapy techniques to foster attunement, empathy, and co-regulation when providing Psychological First Aid to children, adults, and groups. It supports play therapists in strengthening foundational skills while deepening their understanding of their professional role in crisis contexts.

1. Describe at least three key components of Psychological First Aid and how Play Therapy principles can be integrated into it in a developmentally appropriate way.
2. Apply at least two Play Therapy techniques to support attunement, empathy, and co-regulation within Psychological First Aid.
3. Analyze the role of the play therapist in Psychological First Aid settings by identifying at least three core responsibilities and two boundaries of Play Therapy practice.

## Module 6 – Assessment and Group Dynamics in Play Therapy

**[6-hour in-person]** [6 Contact CE Hours]

This module examines the process of needs assessment for children, adults, and groups, and introduces key principles of group dynamics for designing effective Play Therapy interventions in crisis contexts. It equips play therapists with essential tools to prepare the groundwork for intervention planning.

1. Describe the process of needs assessment in Play Therapy by identifying at least three key steps applicable to children, adults, and groups in crisis contexts.
2. Conduct a structured needs assessment based on a case scenario by identifying at least three relevant needs for each population (children, adults, and groups) and prioritizing them.
3. Analyze group dynamics in therapeutic settings by identifying at least three group processes (e.g., roles, cohesion, communication patterns) that influence Play Therapy outcomes.
4. Design a group Play Therapy intervention for a crisis context by integrating at least two principles of group dynamics and two Play Therapy techniques.
5. Select evidence-based Play Therapy approaches, justifying at least two interventions appropriate for trauma or crisis populations.
6. Analyze the role of the play therapist in a group Play Therapy intervention plan, including at least three clinical, ethical, and environmental considerations.

## Module 7 – Reflection and Ethical Practice in Crisis Play Therapy

**[2-hour in-person]** [2 Contact CE Hours]

This module focuses on reflective practice as a way to navigate feelings of helplessness, the impulse to rescue, and ethical dilemmas, while maintaining a community-oriented perspective. It supports play therapists in preparing the groundwork for ethical and sustainable practice in crisis contexts.

1. Engage in self-reflection by recognizing at least three emotional or countertransference responses that may impact Play Therapy work in crisis settings.
2. Apply Play Therapy-informed self-regulation strategies, demonstrating at least two techniques to maintain therapeutic presence.
3. Describe ethical decision-making in Play Therapy practice, analyzing at least two ethical dilemmas.

### **PLAY-BASED INTERVENTIONS AND PLAY THERAPY IN CRISIS CONTEXTS**

## Module 8 – Foundations of Play in the Community

**[3-hour in-person]**

This module explores how play can be used to assess children's needs, build meaningful connections, and reduce stress. It introduces the foundations of community play and examines how a sense of safety can be co-constructed during crises through community mobilization.

1. Explain how play functions as a method for assessing children's needs in community settings.
2. Describe the foundational principles of community-based play approaches by identifying at least three ways play fosters connection, engagement, and psychological safety during crises.
3. Apply at least two play-based strategies that enhance safety, connection, or coping in crisis-affected communities.

## Module 9 – Empowering Children Through Play Therapy

**[6-hour in-person]** [6 Contact CE Hours]

This module focuses on the use of Play Therapy techniques to support children's emotional regulation and relational connection. It explores how to engage parents and caregivers in the therapeutic process, apply group Play Therapy activities in high-vulnerability contexts, and integrate attachment-based approaches in crisis situations.

1. Apply at least two attachment-based Play Therapy techniques to support emotional regulation and co-regulation in children.
2. Design a plan for involving parents or caregivers by identifying at least two specific Play Therapy activities that support continuity of care and emotional regulation outside the therapeutic setting.
3. Develop a group Play Therapy intervention for crisis contexts by incorporating at least two group-based techniques and one safety or stabilization strategy.
4. Apply attachment-based Play Therapy principles by identifying at least two interventions that support secure attachment during crisis situations.
5. Create a brief intervention plan that includes at least three coordinated components addressing regulation and connection in high-vulnerability contexts.
6. Discuss the ethical and cultural considerations involved in implementing activities that incorporate positive physical touch in crisis contexts.

## METHOD

Teaching includes the presentation of theory, video and live demonstrations, case studies, feedback on participants' work during the activities.

Participants will experiment firsthand with drawing, painting, collage, modeling materials, costumes, writing, poetry, movement, and more.

All is done in a playful and positive learning atmosphere.

Furthermore, the program encompasses individual and group activities held in outdoor environments.

## SPECIAL NEEDS

We are committed to making the training accessible to everyone. Please let us know if you have any special needs.

## Module 10 – Advanced and Trauma-Informed Play Therapy Techniques

**[6-hour in-person]** [6 Contact CE Hours]

This module explores the selection of individual and group Play Therapy techniques for supporting traumatized children. It examines the integration of sandtray, narrative, drama, and movement-based interventions as pathways to promote healing and resilience.

1. Apply at least two individual Play Therapy activities tailored to trauma-related symptoms in a simulated case.
2. Select at least two appropriate group Play Therapy techniques and one group facilitation principle to address specific clinical needs of traumatized children.
3. Apply at least two sandtray and narrative Play Therapy activities that support trauma processing and meaning-making.
4. Evaluate trauma recovery indicators within Play Therapy, identifying at least three markers of therapeutic change.
5. Discuss ethical and cultural considerations involved in implementing Play Therapy techniques for working with traumatized children in crisis contexts.
6. Analyze the benefits and limitations of integrating sandtray, narrative, drama, and movement-based interventions in crisis contexts.

### **BEYOND THE PLAYROOM IN INTERNATIONAL CRISES**

## Module 11 – Play and Expressive Arts for the Support System

**[6-hour in-person]**

This module explores how play and expressive arts can be used with adult clients and their support systems to encourage emotional expression, reduce stress, and strengthen resilience.

1. Explain the role of play and expressive arts in supporting adult clients and their support systems by identifying at least four functions.
2. Analyze stress patterns within support systems by identifying at least three relational or systemic factors that influence coping and resilience.
3. Apply expressive arts-based techniques by demonstrating at least two creative interventions that facilitate emotional expression in adult clients or caregivers.
4. Use play and expressive arts strategies to reduce stress by implementing at least two structured creative activities aimed at emotional regulation or relaxation.
5. Design an intervention that strengthens resilience within support systems by including at least three creative and expressive strategies that enhance communication, cohesion, or mutual support.

## Module 12 – Expanding the Therapist’s Window of Tolerance through Play Therapy and Creative Arts

**[6-hour in-person]** [6 Contact CE Hours]

This module focuses on the use of Play Therapy techniques and Creative Arts to enhance self-awareness and emotional regulation. It explores how to identify personal triggers and apply strategies to expand the window of tolerance. It also introduces key tools to strengthen resilience and support sustainable therapeutic practice.

1. Describe the concept of the Window of Tolerance and examine how Play Therapy and the creative arts can facilitate its expansion.
2. Enhance play therapist self-awareness by identifying personal triggers through symbolic or creative play processes.
3. Apply two Play Therapy techniques for therapist emotional regulation and well-being.
4. Explain the most common barriers to recognizing and effectively regulating one’s emotional states.
5. Identify at least two Play Therapy tools that support therapist resilience.
6. Develop a personalized and sustainable self-care plan that integrates Play Therapy principles and practices.

## Module 13 – Expressive Arts for Communities

**[3-hour in-person]**

This module explores the application of expressive arts within community settings. It focuses on how to foster the Safest Possible Environment (SaPE) through shared group experiences that promote connection, safety, and collective expression.

1. Explain the role of expressive arts in community work (e.g., collective expression, cohesion, emotional processing, stress reduction).
2. Describe the principles of the Safest Possible Environment (SaPE) by identifying at least three core elements that contribute to psychological and relational safety in community-based work.
3. Apply at least two group-based creative activities that promote connection, safety, and shared emotional expression.

## PLAY THERAPY CREDIT HOURS

The number of Contact Play Therapy Credit Hours (**29**) and Non-Contact (**7**) contributes to obtaining or renewing Registered Play Therapist™ (RPT™) credentials. APT credits are awarded to mental health professionals only; APTI credits are awarded to professionals in the fields of mental health (Play Therapy), education, rehabilitation, health, and social sectors (Therapeutic Play).

For professionals outside the mental health field, enrollment in the program is possible if the Play Therapy methodologies will be applied in the context of their own discipline and the activities will be carried out in connection with a mental health professional.

Become a specialist in the use of play & Play Therapy in crisis situations. Enroll now!



# The Academy



**The International Academy for Play Therapy (INA) is an international reference for training professionals in the most effective Play Therapy methodologies, with a focus on trauma and work in crisis and high-vulnerability contexts.** With a dynamic and cutting-edge structure, the Academy integrates Play Therapy training with expressive arts, neuroscience, and clinical application within sustainable and culturally sensitive psychosocial projects.

**Its activities have been carried out across six continents and dozens of countries, in collaboration with leading clinicians, professors, and researchers in the field of child psychotherapy.** INA is an approved provider of continuing education in Play Therapy by the Association for Play Therapy (APT) in the United States (#20-602) and by the Association for Play Therapy Italy (APTI) (#15-001).

**Founded in 2015 in Lugano, Switzerland, by Isabella Cassina and Claudio Mochi, INA is a nonprofit association recognized as being of public utility by the Republic and Canton of Ticino (N. DDC 71055).** It operates for purposes of social solidarity at both national and international levels, serving individuals, families, and communities, with particular attention to the needs and well-being of children.



Image: Lugano, Italian-speaking Switzerland.  
Home of the International Academy for Play Therapy.  
A 1 hour 45 minute drive from the training venue.

# Trainers & Supervisors

(in alphabetical order)

## Isabella Cassina

MA, TPS, CAGS, PhD Cand.

*from Switzerland*



A multifaceted professional with over 15 years of experience in humanitarian interventions and psychosocial projects for children and families in crisis contexts across South America, Africa, Eastern Europe, and Asia. A former Head of Social Services at the Swiss Red Cross, she transformed psychosocial support in reception centers by leading innovative projects grounded in play therapy. Holding a Master of Arts in International Cooperation from the University of Geneva and advanced certifications in play therapy and expressive arts therapy, she is currently completing a PhD in Switzerland. A university lecturer, speaker, and director of Project Management at the International Academy for Play Therapy, she serves as a board member of APTI and a founding member of IC-PTA. She is an author of books and articles, editor of the Italian Play Therapy Magazine, and creator of educational games for families and schools.

## Lisa Dion

LPC, RPT-S™

*from the United States*



An international teacher, creator of Synergetic Play Therapy, founder and president of the Synergetic Play Therapy Institute, co-founder of the Synergetic Education Institute, creator of the Business of Therapy and host of the Lessons from the Playroom podcast. She is the author of Aggression in Play Therapy: A Neurobiological Approach for Integrating Intensity, and is the 2015 recipient of the Association for Play Therapy's "Professional Education and Training Award of Excellence".

## Clair Mellenthin

PhD, LCSW, RPT-S™

*from the United States*



A renowned clinical supervisor, international speaker, and acclaimed play therapist. She is the creator of Attachment Centered Play Therapy. As the author of best-selling books like Attachment Centered Play Therapy, she brings unparalleled expertise to the field. With a wealth of experience as a play therapist and professor, Clair has significantly impacted the lives of numerous children and families. Recognized for her contributions, she is a sought-after expert in media, frequently sharing insights on children and family issues at both local and national levels. Clair's commitment to advancing the understanding and practice of play therapy has positioned her as an influential figure, shaping contemporary therapeutic approaches for children and leaving an enduring mark on the field.

## Claudio Mochi

MA, RP, RPT-S™

*from Italy*



Psychologist and psychotherapist with over 25 years of international experience supporting victims of humanitarian emergencies and trauma. An expert in play therapy, he holds a Master of Arts in Creative Psychotherapy and the title of Registered Play Therapist Supervisor™ (APT, USA). He has received international awards, including the "Outstanding Contributions to the Practice and Teaching of Filial Therapy" (2015). A pioneer in the field in Italy, he founded the Association for Play Therapy Italy in 2009 (currently a board member of the IC-PTA) to promote high standards in the practice and teaching of play therapy. A university lecturer, author, and director of the Master's in Play Therapy at the International Academy for Play Therapy, he has delivered lectures and specialized training across six continents, earning recognition as a global leader in innovation, education, and the advancement of quality play therapy.

# COSTS & DISCOUNTS

## Level I

Early bird registration by  
February 15, 2026

 REGISTER NOW

**The fee includes:** 57-hour training program, post-test and CE Hours (where applicable), Certificate, 7 nights in shared accommodation, and meals. Transportation fee is not included. We recommend flying into Milan Malpensa Airport.

**Rooms are assigned in order of registration**, starting with double rooms (unless otherwise specified). A double room is therefore not guaranteed for all participants. Each room has a private bathroom with double facilities. The accommodation is not equipped with air conditioning; fans will be available for guests.

**If the facility's rooms are fully booked**, information on alternative accommodations nearby will be provided. Please note that these are likely to cost more than the training venue.

## PROFESSIONALS

### Before February 15, 2026:

- Training € 1'990 + double room & board € 800 = € 2'790
- Training € 1'990 + 3-4 people room & board € 700 = € 2'690

After February 15, 2026:

- Training € 2'290 + double room & board € 800 = € 3'090
- Training € 2'290 + 3-4 people room & board € 700 = € 2'990

## STUDENTS & GROUPS (minimum 3 members)

### Before February 15, 2026:

- Training € 1'690 + double room & board € 800 = € 2'490
- Training € 1'690 + 3-4 people room & board € 700 = € 2'390

After February 15, 2026:

- Training € 1'990 + double room & board € 800 = € 2'790
- Training € 1'990 + 3-4 people room & board € 700 = € 2'690

## VOLUNTEERS

**Only 3 spots!** Handle breakfast and coffee break setup, as well as training room arrangement.

- Training € 1'490 + double room & board € 800 = € 2'290
- Training € 1'490 + 3-4 people room & board € 700 = € 2'190

**The registration fee of € 290** confirms registration and is non-refundable. Exceptions are when the participant proposes a suitable professional as a replacement; in that case, any amount already paid by the initial candidate are refunded in full.

**In the event that the training is cancelled or postponed** by the organizers, INA guarantees a full refund of the fee paid. Participants are responsible for any additional expenses incurred or losses of any kind.

**The balance is due by July 1st, 2026** (the registration fee of € 290 is included in the total cost).

**The training will be confirmed with a minimum number of registrants and no later than February 20, 2026. We invite you not to purchase non-refundable tickets before this date!**

Join the  
Play is the Future  
2026 Conference,  
July 2-4, and get  
**an instant € 100  
DISCOUNT!!!**



Click here 

## HOW TO ENROLL IN 2 STEPS

1. Send your expression of interest and Curriculum Vitae to the administration office via the [contact form](#) or [info@play-therapy.ch](mailto:info@play-therapy.ch). Let us know whether:
  - a. You have any *dietary restrictions*
  - b. You are a *professional, student or group*
  - c. You wish to apply as a *volunteer* (only 3 spots available)
2. Pay the registration fee of € 290 by bank transfer or PayPal. You will receive a confirmation email from us as soon as possible.

## BANK REFERENCES & PAYPAL

International Academy for Play Therapy, Via Capèss 18, 6719 Aquila, Switzerland.  
IBAN: CH34 0900 0000 9122 4447 3 • BIC (SWIFT-Code): POFICHBEXX.  
Bank name and address: PostFinance SA, Mingerstrasse 20, 3030 Bern, Switzerland.  
Subject: "CPT 2026." Any transfer fees must be borne by the payer.  
For [PayPal click here](#).



## CONFLICT OF INTEREST

This training and its faculty have no conflict of interest or competing interests in presenting the Conference. There is, moreover, no commercial support of any kind.

Image: Chiavenna, Italy.  
Location of the training.

