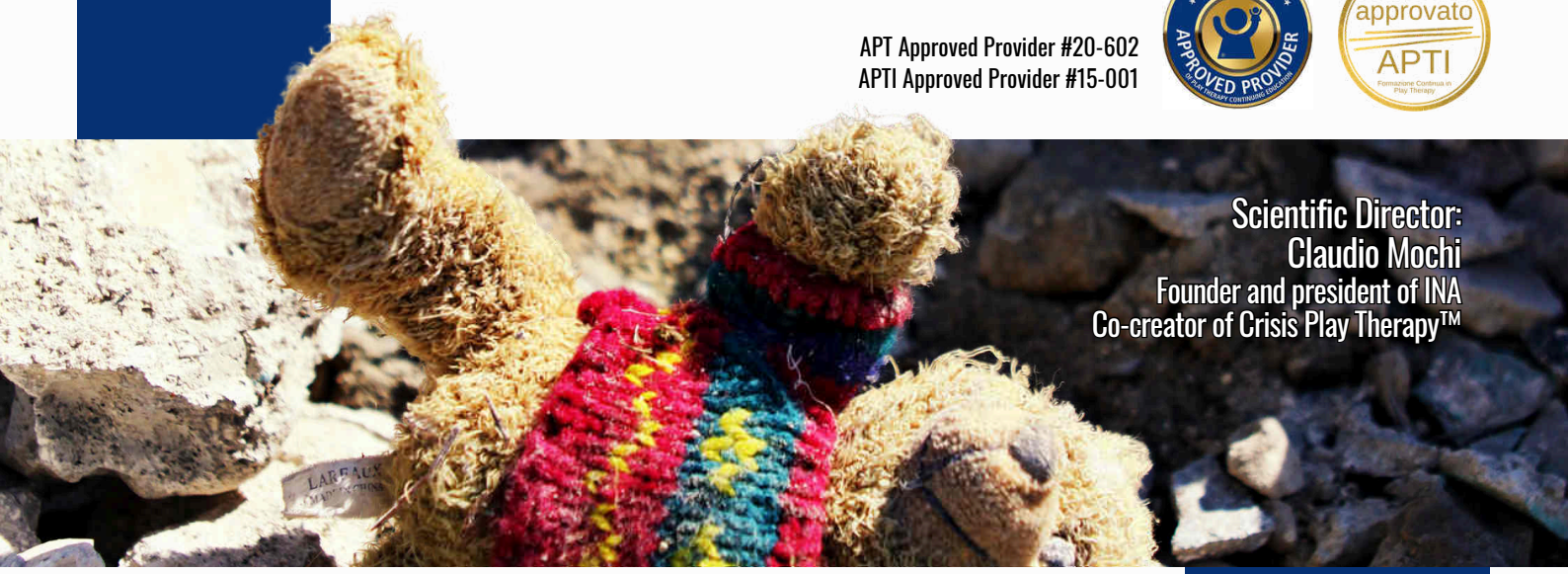
CRISIS PLAY THERAPY™
LEVEL I - CERTIFICATION PROGRAM

October 10-16, 2027 • Chiavenna, Italy
A 60-hour training program

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



Scientific Director:
Claudio Mochi
Founder and president of INA
Co-creator of Crisis Play Therapy™

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

Sept. 15, 2027

EARLY BIRD
April 15, 2027

VENUE

Ostello al Deserto, Via al Deserto, 2, 23022 Chiavenna SO, Italy, ostellochiavenna.it.

We recommend flying into Milan Malpensa Airport.

Start your Certification Program in Crisis Play Therapy™
ENROLL NOW!



PARTICIPANTS

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, or related fields.

FINAL CERTIFICATION (LEVEL I & 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:

1. Watch all **recorded webinars** and complete the post-tests (according to APT and APTI standards). Highly recommended before the in-person course and no later than February 28, 2028.
2. Complete the required **readings** (further information will be provided to registered participants). Highly recommended before the in-person course and no later than February 28, 2028.
3. Attend all **in-person classes** (October 10-16, 2027).
4. 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 February 28, 2028 (60-minute presentation: date and 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 37 CE hours** (not all modules provide CE hours. Please see individual references below). Successful completion of Level I grants access to Level II and the final Crisis Play Therapy™ Certification.

Your 2027 Program at a Glance

1. **Before your arrival in Italy:**
   a. **Mandatory:** Read the book: Beyond the Clouds: An Autoethnographic Research Exploring Good Practice in Crisis Settings (Mochi, 2022) and email a 500–600-word essay to info@play-therapy.ch by October 1st, 2027.
   b. **Recommended:** Watch the webinars for Modules 1–4 and complete the corresponding post-tests.
2. **During your stay in Italy:**
   a. Attend the in-person training for Modules 5–11.
3. **After returning home:**
   a. Watch any remaining module webinars and complete the corresponding post-tests.
   b. Complete the readings.
   c. Present your journal online by February 28, 2028.

Foundations: Examining the Connections

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

This webinar 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 – Crisis Play Therapy™: From Concepts to Practice
[2-hour recorded webinar] [2 Non-contact CE Hours]

Children affected by crisis, trauma, and adversity require interventions that are both safe and responsive to their unique needs. This webinar explores how Crisis Play Therapy™ can be integrated into community and humanitarian settings, providing participants with a practical framework for supporting children and families while fostering safety, resilience, and recovery.

1. Describe the key components of Crisis Play Therapy™ as an integrated approach 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. Discuss the core principles of the Safest Possible Environment (SaPE) and explain at least two play-based strategies for promoting and maintaining it.
4. Explain when Play Therapy is appropriate or inappropriate by considering at least two distinct crisis scenarios and justifying each decision using relevant clinical and contextual criteria.

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

This webinar 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.

SCHEDULE

60 hours of which:
- **39** hours in-person training
- **8** hours recorded webinar
- **12** hours mandatory reading
- **1** hour online journal presentation

IN-PERSON

Classes are held from Sunday, October 10 to Saturday, October 16, 2027 (total 6.5 days).

Arrival on October 9 after 4:00pm and departure on October 16 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.

A half-day break, with no training, is planned at the midpoint of the week.

ONLINE

8 hours of recorded webinars.

+ 1 hour for creative presentation of the journal by February 28, 2028 (day and time to be agreed with supervisors).

Groundwork: Preparing Play Therapists

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

This webinar introduces the contribution of community psychology to Play Therapy practice in crisis contexts, with an emphasis on systemic, ecological, and culturally responsive approaches. It explores the role of play therapists in crisis contexts and supports the development of Play Therapy-informed community responses grounded in key principles of community psychology.

1. Explain seven key principles of community psychology that inform systemic, culturally responsive Play Therapy interventions in crisis contexts.
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, drawing on a case study.

Module 5 – Assessment and Connection Skills for Crisis Play Therapy™
[6-hour in-person] [6 Contact CE Hours]

The module explores how Play Therapy supports assessment, connection, and emotional regulation in crisis contexts. Participants will learn to prioritize needs, apply developmentally appropriate interventions to foster attunement, empathy, and co-regulation, and recognize group dynamics. Psychological First Aid, professional boundaries, and therapist self-regulation are also addressed to support effective Play Therapy with individuals and groups affected by crisis.

1. Describe key components of Psychological First Aid and how to integrate developmentally appropriate Play Therapy principles that can support individuals and groups in crisis contexts.
2. Apply at least two Play Therapy techniques to foster connection and emotional regulation in crisis settings.
3. Identify and prioritize key needs of children, adults, and groups in crisis using a structured needs-assessment framework.
4. Recognize group dynamics that may influence Play Therapy interventions in crisis contexts.
5. Discuss the play therapist's core responsibilities and professional boundaries in crisis settings.
6. Apply one self-regulation strategy to support therapeutic presence and reflective practice when applying Play Therapy in crises.

Play-Based Interventions and Play Therapy

Module 6 – Fostering Connection and Engagement Through Play and Play Therapy
[4-hour in-person] [4 Contact CE Hours]

This module explores how play can support culturally appropriate assessment of children's needs, build meaningful connections, and reduce stress in crisis contexts. It examines how psychological safety can be co-created through Play Therapy and community mobilization, with attention to cultural and social diversity, inclusion, and community strengths.

1. Explain how Play Therapy activities can be applied for assessing children's needs in community settings considering cultural and social contexts.
2. Describe the foundational principles of community-based play approaches by identifying at least three ways Play Therapy fosters connection, engagement, and psychological safety during crises.
3. Apply two play-based strategies that enhance safety, connection, or coping in crisis-affected communities.
4. Discuss the collaboration with local community to promote connection and engagement through play and Play Therapy.

Module 7 – Cultural and Social Diversity Perspective in Crisis Play Therapy™
[2-hour in-person] [2 Contact CE Hours]

This module explores the role of cultural and social diversity in Crisis Play Therapy™, with attention to how children and families experience, interpret, and respond to crisis within different cultural and community contexts. It considers the importance of cultural humility, relational safety, and context-sensitive therapeutic responses when supporting children affected by distressing or disruptive experiences.

1. Identify three cultural or social factors that may shape children's responses to crisis and engagement in Play Therapy.
2. Analyze how family, community, and cultural resources can inform culturally responsive crisis intervention strategies.
3. Examine personal assumptions and potential biases to support ethical, inclusive, and culturally sensitive Play Therapy practice in crisis contexts.

Module 8 – Empowering Children Through Play Therapy in High-Vulnerability Contexts
[6-hour in-person] [6 Contact CE Hours]

This module focuses on the use of Play Therapy 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.

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.

1. Describe how Play Therapy can strengthen emotional regulation, relational connection, and caregiver involvement in crisis contexts.
2. Identify at least three Play Therapy principles that support secure attachment during crisis situations.
3. Apply two Play Therapy techniques to support emotional regulation and co-regulation in children.
4. Discuss the ethical and cultural considerations involved in implementing activities that incorporate positive physical touch in crisis contexts.
5. Identifying at least two specific Play Therapy activities that support caregivers' continuity of care and emotional regulation outside the therapeutic setting.
6. Develop a group Play Therapy intervention for high-vulnerability contexts by incorporating at least two group-based techniques and one safety or stabilization strategy.

Module 9 – Advanced and Trauma-Informed Play Therapy Techniques for Children
[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 and discusses the value of a prescriptive Play Therapy approach.

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

Beyond the Playroom

Module 10 – Play and Expressive Arts for the Support System and the Community
[9-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.
2. Analyze stress patterns within support systems by identifying 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 creative activities aimed at emotional regulation or relaxation.
5. Explain the role of expressive arts in community work (e.g., collective expression, cohesion, emotional processing, stress reduction).
6. Apply two group creative activities that promote connection, safety, and shared emotional expression.
7. Participate in a community art demonstration to explore how creative activities can foster connection, inclusion, and community engagement during crises.

Module 11 – Expanding the Therapist's Window of Tolerance through Play Therapy
[6-hour in-person] [6 Contact CE Hours]

This module focuses on the use of Play Therapy techniques to enhance self-awareness and emotional regulation. It explores how to identify personal triggers and apply strategies to expand the therapist's 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 techniques 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.

PLAY THERAPY CREDIT HOURS

The number of Contact Play Therapy Credit Hours (**30**) and Non-Contact (**7**) contributes to obtaining or renewing APT and APTI 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.









Images: Chiavenna, Italy
Crisis Play Therapy™ training 2026

Trainers & Supervisors

Claudio Mochi

Co-creator of Crisis Play Therapy™

from Italy



Founder and president of the International Academy for Play Therapy. Co-creator of Crisis Play Therapy™ and director of the training program.

Claudio is a psychologist and psychotherapist with 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, US).
He has received international awards, including the "Outstanding Contributions to the Practice and Teaching of Filial Therapy" in 2015.
A pioneer in the field in Italy, he founded the Association for Play Therapy Italy in 2009 to promote high standards in the practice and teaching of play therapy.
An international teachers and author, he has delivered lectures and specialized training across six continents.

Isabella Cassina

Co-creator of Crisis Play Therapy™

from Switzerland



Founder and executive director of the International Academy for Play Therapy. Co-creator of Crisis Play Therapy™ and head of project management.

Isabella is a social worker with international experience in humanitarian interventions and psychosocial projects for children and families in crisis contexts.
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 and author, she serves as a board member of APTI and a founding member of IC-PTA.

Lisa Dion

Creator of Synergetic Play Therapy

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.

Lisa 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

Creator of Attachment Centered Play Therapy

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.

Early bird registration by
April 15, 2027

REGISTER NOW

Costs & Discounts
Level I

The fee includes: The 60-hour training programme, post-test and CE hours (where applicable), a Certificate of Attendance, 7 nights' accommodation in a double room, and meals: 7 breakfasts, 7 lunches, and 3 dinners (on Monday, Wednesday, and Friday).

Transportation: Transportation costs are not included. We recommend flying into Milan Malpensa Airport, from which Chiavenna can be reached by train in approximately 3–3.5 hours. A free shuttle service between Chiavenna train station and the training venue will be available on 9 and 16 October.

Accommodation: Rooms are assigned in order of registration, unless otherwise specified. Each room has a private bathroom and facilities for two guests. The accommodation does not have air conditioning; fans will be provided.

Accommodation Options and Fees:

- Single-room accommodation: An additional fee of € 50 per night (total for 7 nights: € 350).
- Accommodation for friends or family members: An additional fee of € 50 per adult per night (total for 7 nights: € 350 per adult). Children aged 12 and under stay free of charge.
- Accommodation outside the training venue: A deduction of € 50 per night from the training fee (total for 7 nights: € 350). Please note that reaching the training venue involves an uphill walk of approximately 6–7 minutes.

PROFESSIONALS

Before April 15, 2027:

- Training € 1'990 + double room & board € 800 = € 2'790

After April 15, 2027:

- Training € 2'290 + double room & board € 800 = € 3'090

ENROLL NOW!
Balance due by
Sept. 30, 2027

STUDENTS & GROUPS (minimum 3 members)

Before April 15, 2027:

- Training € 1'690 + double room & board € 800 = € 2'490

After April 15, 2027:

- Training € 1'990 + double room & board € 800 = € 2'790

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

The registration fee of € 590 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 September 30, 2027 (the registration fee of € 590 is included in the total cost).

The training will be confirmed with a minimum number of registrants and no later than April 30, 2027.
We invite you not to purchase non-refundable tickets before this date!

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. 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 € 590 by bank transfer or PayPal. You will receive a confirmation email from us as soon as possible.**

BANK REFERENCES & PAYPAL

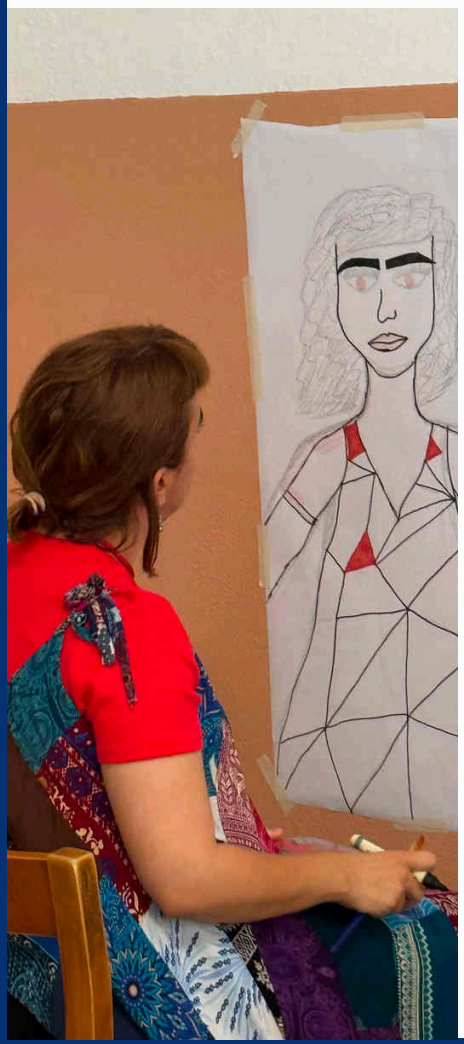
International Academy for Play Therapy, Via Capèss 18, 6719 Aquila, Switzerland
IBAN: CH34 0900 0000 9122 4447 3 • BIC (SWIFT-Code): POFICHBEXXX
Bank name and address: PostFinance SA, Mingerstrasse 20, 3030 Bern, Switzerland
Subject: "CPT 2027." Any transfer fees must be borne by the payer

PayPal Click here to pay

For PayPal click here
Please note: Only the registration fee can be paid via PayPal. The remaining balance must be paid by bank transfer.

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.











Images: Chiavenna, Italy
Crisis Play Therapy™
training 2026