



AutPlay® Therapy Theoretical Underpinnings and Research

AutPlay® Therapy is an integrative family play therapy framework for working with autistic and other neurodivergent children, as well as children with developmental and physical disabilities.

An integrative framework is defined as a progressive form of psychotherapy that combines different therapeutic tools and approaches to help address the mental health needs of the individual client.

The theoretical underpinnings of AutPlay® include humanistic, family systems, developmental, and cognitive behavioral theory. Play therapy theories, approaches, and interventions primarily comprise the AutPlay® framework along with neurodiversity affirming protocol.

- Underpinnings/integration from play therapy theories and approaches include:
 - Child Centered Play Therapy (research support for addressing various mental health needs of autistic and neurodivergent children).
 - Filial Therapy (research support for addressing various mental health needs of autistic and neurodivergent children).
 - Theraplay® (empirically supported as a therapy approach for working with autistic children and their families).
 - Gestalt Play Therapy (research supported as an approach for working on sensory processing and integration needs).
 - Cognitive Behavioral Play Therapy (research supported and incorporates multiple evidence-based practices for addressing various mental health needs of autistic children).
- Underpinnings from family systems, developmental, humanistic, and cognitive behavioral theory:
 - Wide research support and multiple evidence-based practices for addressing mental health needs of autistic children, neurodivergent children, and their families.

It is important to remember that autistic and other neurodivergent children do not need any particular therapy just because they are neurodivergent. Instead, therapy should be sought out for and help with specific needs of the child and those needs addressed through a neurodiversity affirming framework. Thus, research related to autistic and neurodivergent children should be focused on a particular issue or need the child is having, not fixing, curing, or correcting their neurodivergent identity. Research should support the self-worth, value, and identity of neurodivergent children.

Several single case study and clinical outcome designs (reports on individual cases that provide anecdotal evidence, and can include individual quantitative data, on the use of a particular intervention) have been conducted using the AutPlay® Therapy framework (Grant, 2023). Results have shown significant gains and improvements in targeted therapy goals. Parent reports have also been positive and supported therapy gains for their child, parenting skill gains, and improvements in the child/parent relationship. Therapists also report increased levels of confidence and capability in working with neurodivergent children after completing AutPlay® Therapy trainings. Case examples and outcomes can be found in several published writings focused on the AutPlay® Therapy framework. A list of sources is provided at the end of this paper.

Research and Evidence Based Practices

- 1) AutPlay® is not a theory or step protocol. It is a framework of play therapy theory integration which is mindfully individualized for each neurodivergent child. Thus, what you see with one child in one session is not going to be the same for another child in another session.
 - 2) In regard to research, we do highlight the research outcomes of the play therapy theories that are integrated into the AutPlay® framework (a list is provided further in this paper).
 - 3) Play therapy theory integration and research guide the framework of individualization for each neurodivergent child but the foundation is a thorough understanding of neurodiversity affirming principles. For any therapy or therapist to be supportive, healing, helpful, resolving in any way, it/they must be grounded in neurodiversity affirming principles. There is no other way for a true therapeutic experience (void of ableist messages) when you are working with neurodivergent children.
 - 4) When conceptualizing play therapy work with neurodivergent children, we value the Evidence-Based Practice (EBP) integration which highlights three distinct but equal parts - evidence (external and internal), clinical expertise, and client perspective. EBP is the integration of:
 - Clinical expertise/expert opinion* - The knowledge, judgment, and critical reasoning acquired through your training and professional experiences.
 - Evidence (external and internal)* - The best available information gathered from the scientific literature (external evidence) and from data and observations collected on your individual client (internal evidence).
 - Client/patient/caregiver perspectives* - The unique set of personal and cultural circumstances, values, priorities, and expectations identified by your client and their caregivers.
- When all three components of EBP are considered together, therapists can make informed, evidence-based decisions and provide high-quality services reflecting the interests, values, needs, and choices of the neurodivergent individuals they serve.

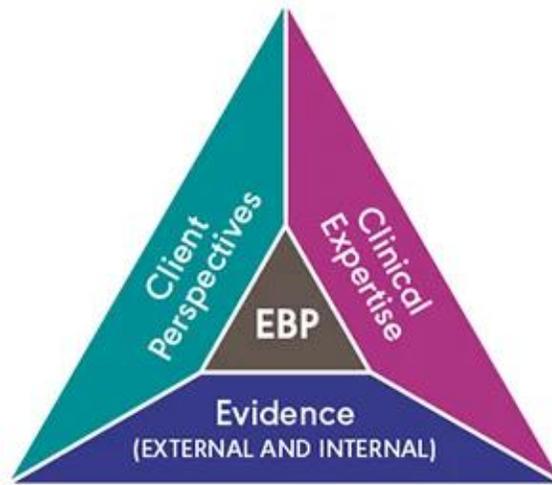


Image from asha.org

5) There has been historically, and still currently exists, a significant ableist process, language, and implementation when conducting research with autistic children, children with developmental disabilities, and children with other neurodivergence. Research grossly devalues neurodiversity, strengths, and identity. It is encouraged for anyone seeking or interested in research with neurodivergent children to read the following:

Avoiding Ableist Language: Suggestions for Autism Researchers-

https://www.researchgate.net/publication/344126668_Avoiding_Ableist_Language_Suggestions_for_Autism_Researchers

ASAN Statement on Research- <https://autisticadvocacy.org/research/>

Ableism in Autism Research- <https://www.spectrumnews.org/news/community-newsletter-ableism-in-autism-research/>

Sample Neurodiversity Affirming Research and Literature Review

Neurodiversity paradigm is a specific perspective on neurodiversity – a perspective or approach that promotes the following fundamental principles (Walker, 2021):

1. Neurodiversity is a natural and valuable form of human diversity.
2. The idea that there is one “normal” or “healthy” type of brain or mind, or one “right” style of neurocognitive functioning, is culturally constructed fiction.
3. The social dynamics that manifest in regard to neurodiversity are similar to the social dynamics that manifest in regard to other forms of human diversity (e.g., diversity of ethnicity, gender, or culture).

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Sample Play Therapy Research and Literature Review

The Association for Play Therapy provides the Play Therapy Evidence-Based Practice Statement (PTEBP) summarizes and reviews play therapy research published from 2000-2015. The purpose of PTEBP statement is to provide practitioners with an advocacy tool to share the positive and effective outcomes of play therapy in the new millennium. Full information can be found at <https://www.a4pt.org/page/Research>

This Evidence-Based Child Therapy database aims to include all available play therapy intervention outcome research since 1995 to the present published or translated in English that meets the definition of play therapy established by the Association for Play Therapy. The database can be found here <http://evidencebasedchildtherapy.com/>

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Published Writings on AutPlay® Therapy

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