



Red Shoe Training Centre offers training in play-based and art-based interventions that can be applied during counselling with children in need. These workshops are normally attended by professionals in the field of child therapy and counselling, such as social workers, psychologists, psychiatrists, occupational therapists, mental health counsellors, art therapists and psychiatric nurses, as well as students in these fields. An outline of the contents of each workshop follows. All workshops are presented by Dr Rinda Blom.

You are personally invited to embark on a journey of personal and professional growth by attending one or more of the Red Shoe training's workshops during 2026.

RED SHOE PLAY THERAPY TRAINING CENTRE
P.O Box 17139, Bainsvlei, 9338, South-Africa
Telephone 0824414783
Web: www.playtherapytraining.net
E-mail: rindablom@gmail.com

RED SHOE TRAINING CENTRE

Dr Rinda Blom, director of the Red Shoe Training, will present all workshops. She is a registered social worker and has extensive theoretical and practical experience in the field of play therapy and psychotherapy with adults. She has a doctoral degree, specializing in the field of play therapy and has lectured a master's degree in play therapy for eight years at the University of the Free State, where she has guided several students in their clinical play therapy practice, as well as play therapy research projects. Rinda is author of the book: *The Handbook of Gestalt Play Therapy: Practical guidelines for child therapists*, which was published in London, England during 2006. Dr Violet Oaklander international recognized play therapist, wrote the following about this book: *"This book is one of the most comprehensive treatments I have ever seen about gestalt play therapy. It is a vital and important contribution to the literature of psychotherapy to children."*

Rinda has 30 year's play therapy experience in working with children with emotional problems. She also received advanced international training in play therapy and has been training professionals in South-Africa, such as social workers, psychologists and occupational therapists in this field for many years. She has academic honorary colours at two South-African universities and is listed as a top achiever at the Department of Social Work, University of the Free State. She has presented on play therapy related topics at conferences in South-Africa and abroad and has published play therapy related articles in academic journals in South-Africa, as well as internationally.

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COURSES AVAILABLE IN 2026

INTRODUCTION TO PLAY-BASED INTERVENTIONS

(after hours via zoom) Mon-Fri 18h00-21h00 and Sat 8h00-16h00

12-17 January 2026

6-11 July 2026

The introduction to play-based interventions workshop is filled with play-based interventions that can be used with pre-schoolers, primary school children and teenagers in therapy. The following aspects will be addressed:

- Theoretical concepts of child-centred play interventions and directive play interventions
- A multi-dimensional play interventions model for assessing children
- How to prepare for the first play session
- Setting up a playroom

- Goals and administrative forms for the first parent consultation (participants will receive several handouts that can be used)
- Assessment play techniques for pre-school children with emotional problems
- Assessment play techniques for children 5 years and older
 - Skills for structuring a non-directive play sessions.
 - Skills for setting boundaries during play sessions
- Skills for building a relationships with children in the play room
- Understanding children's unique temperament and how to take this into account when planning a play session
- Activities and techniques for enhancing children's contact-making skills
- Activities and techniques for enhancing children's self-esteem
- Projective techniques that can be applied during play-based interventions. The focus will be on drawing and painting, clay play, sand tray therapy, dream work and making use of puppets and puppet theatre
- Self-nurturing work with children
- Termination

CPD points:

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SACSSP 16.5

HPCSA: 20

Cost: R7000-00

Bank details for direct deposits:

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Bank: Standard Bank

Account number: 422216305

Branch code: 055534

Branch: Brandwag

To book, please visit www.playtherapytraining.net

Send POP to rindablom@gmail.com

You will receive extensive study material as part of this training

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ADVANCED PLAY-BASED INTERVENTIONS WORKSHOP: PLAY-BASED INTERVENTIONS WITH TRAUMATISED CHILDREN AND CHILDREN WITH ATTACHMENT PROBLEMS

Online via zoom Mon-Fri 18h00-21h00 and Sat 8h00-16h00

19-24 January 2026

13-18 July 2026

The advanced play-based interventions workshop is filled with advanced level play activities and techniques that can be applied with traumatised children and children with attachment problems. The following will be addressed:

- Symptoms in traumatised children
- Post-traumatic stress disorder in children
- The psycho-physiology of trauma (effects on the brain stem, limbic system and neocortex)
- The difference between grief and trauma and how to explain this to parents
- Assessment of traumatised children – a multi-dimensional model and specific assessment techniques
- Therapeutic treatment of traumatised children
- Characteristics of post traumatic play in children (how to distinguish between dynamic and stagnant play during play interventions)
- How and when to intervene in repetitive post-traumatic play
- Play intervention techniques for assessing and treating traumatised children (non-directive play interventions and directive play interventions)
- Steps for trauma focused play in children
- Dealing with resistance, transference and counter-transference in play
- Four assessment techniques for assessing families (through drawings, sand play and puppet shows)
- Attachment problems and treating these children
- Play techniques for assessment of parent/child interaction and attachment (how to determine which aspects need to be addressed during developing re-parenting programmes)
- Play techniques for treating attachment disorders in children (how to implement re-parenting strategies with children with attachment difficulties)
- Parent/child relationship therapy – improving parent/child attachment through play interventions

Cost: R7000-00

CPD points:

SACSSP 21 points

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HPCSA 20 points

You will receive extensive study material, as part of this workshop

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CREATIVE INTERVENTIONS WITH TRAUMATISED PRIMARY SCHOOL CHILDREN 2 DAYS INTENSIVE TRAINING (Online via zoom)

12, 13-14 February 2026 (Thursday and Friday 18h00-21h00 and Saturday 8h30-16h30)

13-15 August 2026 (Thursday and Friday 18h00-21h00 and Saturday 8h30-16h30)

This workshop is aimed at providing participants with a wealth of creative techniques, as well as a four-step therapeutic process that can be applied during interventions with traumatised primary school children. The following aspects will be addressed:

- Four step therapeutic process during therapeutic work with traumatised primary school children
Step 1: Understanding the traumatised primary school child's world (assessment tools and questionnaires)
Step 2: Building ego-strength and coping skills through creative activities (activities for setting boundaries, understanding safety and tricky trauma behaviour – learning self-acceptance and self-love)
- Step 3: Processing the trauma through expressive creative interventions (telling the story through creative activities)
- Step 4: Repair, reframe and moving from victim to thriver (creative interventions for creating a life beyond the trauma)

The workshop consists of theory and experiential exercises that can be applied to address abovementioned themes. Techniques will be integrated within the theoretical framework of the specific developmental challenges of the primary school years, as well as special needs of these children as a result of trauma, attachment issues, loss, the quest for identity and increasing the coping strategies of primary school children in difficult circumstances. You will receive extensive study material with an outline of all activities, as well as steps to follow.

CPD points:

SACSSP 11 Points

HPCSA 13 Points

Cost: R4000

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CREATIVE THERAPY WITH TRAUMATISED ADOLESCENTS 2 DAYS INTENSIVE TRAINING

Online via zoom

Dates:

19-21 February 2026 (Thursday and Friday 18h00-21h00, Saturday 8h30-16h30)

20-22 August 2026 (Thursday and Friday 18h00-21h00, Saturday 8h30-16h30)

This workshop is aimed at providing participants with an wealth of creative techniques, as well as a four step therapeutic process that can be applied during therapy with traumatised adolescents. The following aspects will be addressed:

Four step therapeutic process during therapeutic work with traumatised adolescents

Step 1: Understanding the traumatised adolescent's world (assessment tools and questionnaires)

Step 2: Building ego-strength and coping skills through creative activities (activities for setting boundaries, understanding safety and tricky trauma behaviour – learning self-acceptance and self-love)

Step 3: Processing the trauma through expressive creative interventions (telling the story through creative activities)

Step 4: Repair, reframe and moving from victim to thriver (creative interventions for creating a life beyond the trauma)

The workshop will consist of theory and experiential exercises that can be applied to address abovementioned themes. These techniques will be integrated within the theoretical framework of the specific developmental challenges of the adolescent years, as well as special needs in these children as a result of trauma, attachment issues, loss, the quest for identity and increasing the coping strategies of teenagers in difficult circumstances.

To register, please visit www.playtherapytraining.net and register online Course fee R4000-00 per person

CPD points HPCSA 13 General CEU's level 1

SACSSP: 11 CPD POINTS

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Analysing children's drawings

28 February 2026 Cost: R2500-00

28 August 2026

You will receive 220 Power point slides as manual – a fully packed one-day workshop with lots of practical examples

CPD points:

SACSSP: 6.5

HPCSA: 7

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Course content

8h00-9h30	Developmental stages of children's drawings
9h30-10h30	Understanding aspects of the human figure drawing
10h30-10h50	Tea break
10h50-12h00	Analysing drawings of houses, animals, trees
12h00-12h30	Significance of colour in drawings Squares and triangles Layout on the page
12h30-13h00	Analysing children's drawings as projective technique Security and insecurity expressed through drawings Underlining, extensions, encapsulation, edging, shape distortion and excessive shading
13h00-13h45	Lunch break
13h45-15h00	Analysing drawings of sexual abuse Kinetic family drawing Other options in family drawings Analysing drawings of depression and suicidality Analysis of themes in children's art: isolation and self- destruction
15h00-15h15	Coffee break
15h15-16h15	Analysing trauma in children's drawings Dissociation in drawings Drawings of terminally ill children
16h15-16h30	Evaluation and termination

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WORKING WITH PARENTS AS PART OF CHILD AND ADOLESCENT MENTAL HEALTH INTERVENTIONS

2 DAYS INTENSIVE TRAINING

Dates:

6-7 February 2026

31 July – 1 August 2026

Workshop times 8h00-16h00 daily

This workshop is aimed at providing participants with therapeutic strategies and guidelines for parental involvement and empowerment as part of child and adolescent therapy. The following aspects will be addressed:

- How to design individual therapeutic programmes with high parental involvement

Educating parents through information sheets (handouts that can be used during intervention with parents)

- assisting parents of dysregulated children
- assisting parents to act as co-regulators for children
- assisting parents of anxious children
- assisting parents in divorce cases
- assisting parents to spend special play time with their children
- assisting parents to improve their children's self-esteem
- assisting parents of ADHD children
- assisting parents with discipline and setting boundaries

Assisting parents to understand children's behaviour and have realistic expectations

➤ Identifying parent's struggles:

- Unfulfilled dependency needs
- A longing to be parented by the child
- A longing to be loved, lack of ability to mentalise
- Need for nurturing
- Marital discord and triangles
- Flight from stress
- Feelings of incompetence
- Self-hate/child-hate
- Punishing rather than prohibiting
- Bonding failure
- Disturbed identity formation
- Cognitive immaturity

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- Teaching parents how to take care of themselves in difficult situations or with children with special needs
- Empowering parents to be confident and caring and being able to put children's needs first
- Teaching parents fun and relationship building activities with children of different ages
- Dealing with parents with special challenges:
 - Dependent parents
 - Aggressive parents
 - Uncooperative parents
 - Parents who are never satisfied
 - Parents with mental health problems
 - Parents of children with chronic illness
 - Parents under constant stress

The workshop consist of theory and practical exercises, as well as video clips to demonstrate certain aspects. Course participants will receive several handouts that can be copies and used during intervention with parents. Course participants will receive a free online copy of the e-book authored by Dr Rinda Blom: Through the eyes of a child: A practical guide of deep-reaching life lessons for parents.

Course hours 8h00-16h00 daily

To register, please visit www.playtherapytraining.net and register online

Course fee: R4000-00

CPD points

HPCSA 14 general CEU's

SACSSP 10 CEU's level 1

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SAND TRAY AND APPLIED SAND TRAY INTERVENTIONS WITH CHILDREN, ADOLESCENTS, FAMILIES AND COUPLES

26-30 January 2026

20-24 July 2026

Online via zoom: Workshop times: 18h00-21h00

This workshop focuses on expanding your professional knowledge and skills of sand tray therapy, as well as applied sand tray therapy. An extensive and integrated workshop in the field of sand tray therapy and applying these skills with children and adults during counselling. The following aspects will be covered:

- The structure of the psyche (the unconscious, the conscious, the ego, the persona, the shadow) according to the structure of the psyche according to the Jungian approach
- Examples of how the different parts of the psyche manifest in the sand
- Waking up to the unconscious through sand play
- Symbolism in sand play
- Significance of the first sand tray
- Assessment according to the first tray
- A framework for assessment of themes of wounding and themes of transformation in the sand tray (a practical lecture, illustrating how the themes of wounding and themes of transformation manifests in the sand)
- Guidelines for understanding sand tray interventions (in adult and child sand tray work)
- How to determine a persona tray
- The difference between a wounded tray and a individuation tray
- Child development and stages in sand tray therapy – understand during which age wounding took place, as well as what is needed in terms of healing
- How self-healing takes place through the sand play process
- Archetypes in the sand – miniatures, meanings and how it manifest
- Sand tray therapy for bereaved families
- Applying sand tray therapy with families where there is a scapegoated child
- Individuation sand trays (where family members are enmeshed/ in a symbiotic relationship)
- Communication sand trays for families
- Amplification in sand work
- Trauma trays
- Individuation trays for adolescents
- Resolving power struggles through sand tray work
- Personal sand trays for the therapist (dealing with transference and countertransference issues through sand work)
- Using of sand trays for couples therapy (applying the theory of Bowen)
 - Stages in sand tray work with couples
 - Individuation trays with couples (when to use it, what is consist of, how to conduct it)
 - Communication trays (when to use it, what it is, how to conduct it)

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- Sand tray to redesign a client's life situation
- Sand tray techniques for ego-strengthening and skills building
- Sand trays to negotiate opposites
- Family of origin trays

Cost: Online sand tray workshops R5000-00

CPD points:

HPCSA 14 general CEU's

SACSSP 11.5 CEU's

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TREATING COMPLEX TRAUMA IN TEENAGERS

DATE: 4-9 MAY 2026, 11 MAY 2026

AFTER HOURS VIA ZOOM THE FOLLOWING WILL BE ADDRESSED:

What is psychological trauma?
What happens in the psyche of the traumatised teenager?
Trauma and the brain The right brain and emotional regulation The difference between implicit and explicit memories The brain and body's emotional stress response Where does it all start? The relationship between the infant, the caregiver and the emotional right brain The development of resonance between mother and baby The effect of timing on the relational trauma
Attachment styles and complex relational trauma in teenagers The insecure avoidant attachment style The insecure ambivalent attachment style The disorganised attachment style Secure attachment and earned secure attachment
How does dissociation develop? The structural dissociation model
Signs and symptoms of structural dissociated parts Dissociation in teenagers
Important principles in the therapeutic process with teenagers and complex trauma Important aspects of being a trauma-wise therapist Phases in the therapeutic process
Phase 1: Assessment Assessment activities, scales and questionnaires
Core dissociative aspects to assess Important assessment questions to ask Projective techniques for assessment
Phase 2: Psycho-education Important considerations in psycho-education The language of triggers and triggering Connecting symptoms to triggers Common posttraumatic triggers The therapist as auxiliary cortex Being a neuro-biological regulator Activities to use during psycho-education
Phase 3: Skills for emotional regulation and strengthening of the ego Transformative witnessing Activities for affect regulation Activities for grounding Breathing activities The dissociation kit for teenagers Skills to stay in the here-and-now and not go there Pendulation The calm/safe/happy place Creating a safe place in the sand

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<p>Phase 3: continue Imaginary containers My circle of safe people Nature as resource Orienting for hyper- and hypoarousal Interoception and bodily awareness Activities to enhance body awareness Mindfulness, elements of mindfulness and mindfulness skills Ways to teach mindfulness skills Connecting with strengths, inner and outer resources Self-havening touch Considerations before moving to phase 4</p>
<p>Phase 4: Trauma-reprocessing Goals in phase 4 Activities for trauma reprocessing Free journaling Building boundary awareness Dual awareness Working at the edges of affect tolerance Important considerations in recognising parts and the role they play Applying grounding skills The therapist as auxiliary cortex</p>
<p>Parts work Characteristics of parts Examples of parts Introducing parts to adolescents The internal dialogue technique Mapping parts on the body outline</p>
<p>The internal dialogue technique Parts work practical work</p>
<p>Parts work practical work</p>
<p>Ways to achieve dual awareness Sand tray directives Mandala work and parts work</p>
<p>The building blocks of internal attachment repair Negative-positive cognitions Sand tray work with negative beliefs How do we know when trauma is processed?</p>
<p>Addressing eating disorders, addictions and other self-destructive behaviours in teenagers</p>
<p>Phase 5: Posttraumatic growth Aspects to address during this phase Goals of posttraumatic growth Resilience practices</p>
<p>The tree of life practical exercise</p>
<p>Connecting to self-compassion</p>

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Course fee: R7000-00

CPD points applied for at SACSSP and HPCSA

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