

Theraplay® Practicum Evaluation Statements - UK 2018

At the end of each stage of the practicum, the student and regular supervisor reflect on the student's body of work throughout that stage. They each provide ratings and supporting comments for the 8 areas of competency, using the rating scale below, and also identify the student's strengths and areas for improvement. In addition, at Intermediate Stage and Final Stage, a supervisor from the Theraplay® Institute evaluates and rates the student's work through reviewing a submitted session. The two supervisors provide recommendations for the student's increasing competency.

The rating scale:

5 - Exceptional

- Demonstrates ability to implement aspects of interventions effectively (90-100%) with limited guidance required. Integrates feedback from supervisor into practice all of the time.

4 - Good skills

- Demonstrates ability to implement aspects of interventions effectively (70-90% of the time). Integrates feedback from supervisor into practice most of the time.

3 - Average

- Demonstrates ability to implement aspects of interventions 50-70% of the time. Integrates feedback from supervisor into practice some of the time.

2 - Needs improvement and additional supervisory support

- Demonstrates ability to implement aspects of interventions effectively 30-50% of the time. Integrates feedback from supervisor into practice minimally.

1 - Significant deficit area - requires supervision beyond the standard practicum

- Practice not in line with Theraplay® principles and student has not demonstrated efforts to integrate recommendations of supervisor.

	Foundational Theraplay® Practitioner	Intermediate Theraplay® Practitioner	Certified Theraplay® Practitioner
Overall average required	3.0	3.5	4.0

1) MIM-based analysis

MIM administration

- Select appropriate space;
- Provide clear instruction to family and select appropriate activities;
- Ask follow up questions of the family regarding experience of MIM.

MIM analysis

- Complete detailed analysis of MIM in clear and effective written format;
- Provide at least 4 specific observations that reference verbal/non-verbal cues to support conclusions and plans.

MIM feedback

- Give appropriate and sensitive feedback to caregiver (and professionals, as appropriate);
- Highlight family/dyad strengths;
- Identify areas of concern and explore empathically with caregiver;
- Use video clips to illustrate analysis;
- Provide summary report for caregiver/professionals if appropriate.

Intervention plan

- Devise intervention plan corresponding to analysis and including specific goals for appropriate dimensions;
- Plan sessions that reflect understanding of identified goals and are guided by overall intervention plan;
- Have understanding of who and what needs to change.

2) Structure dimension

- Arrange space and positioning for maximum comfort and impact on child;
- Assist child to focus on and attend to practitioner or caregiver;
- Choose appropriate activities for child's age, gender, and developmental level;
- Lead child through variety of organised, interactive, playful sequences;
- Provide balance between quiet/ boisterous, fast/calm, nurture/structure activities;
- Assist child to accept structure;
- Assist child to regain regulation and remain regulated;
- Work around child's resistance;
- Make appropriate modifications for trauma.

3) Engagement dimension

- Demonstrate openness to connect with child and create 'moments of meeting';
- Focus on child exclusively so that child experiences being seen, heard and felt;
- Draw child's attention to adult's face/facial expressions and body/gestures;
- Share and increase positive affect through adult/child interactions;
- Imitate child to turn what he/she does into communication;
- Develop repertoire of play interactions;
- Acknowledge child's reactions, likes and dislikes, distress and pleasure;
- Respond to child in order for child to feel he/she can make an impact;
- Make appropriate modifications for trauma.

4) Nurture dimension

- Provide nurturing touch so that child experiences and accepts nurture, and enjoys being cared for;
- Notice, acknowledge and take care of hurts during session;
- Tailor intensity and mode of nurture to specific needs of child;

- Soothe child when upset;
- Be comfortable with providing touch in its various forms;
- Make appropriate modifications for trauma.

5) Challenge dimension

- Assist child to tolerate and accept a variety of new activities;
- Identify child's non-verbal signals;
- Assist child to transition between activities calmly and with positive affect;
- Assist child to prolong interactions;
- Encourage child to complete activities that are mildly difficult, and involve developmentally appropriate or slightly higher skills;
- Assist child to feel competent and take fun-based risks;
- Make appropriate modifications for trauma.

6) Working with caregivers

Preparation:

- Explain critical aspects of Theraplay® principles;
- Explain reasons behind family's intervention plan and chosen activities ;
- Demonstrate activities with caregiver prior to session.

During session:

- Provide appropriate seating for caregiver;
- Provide structure for caregiver to successfully participate in activities with child;
- Address caregiver directly so that he/she feels involved;
- Redirect caregiver to maintain positive interactions with child and aid caregiver if activity is not going well;
- Attune to caregiver's needs in session as required;
- Increase caregiver participation over course of the intervention and as caregiver demonstrates competence;
- Manage own and caregiver's counter-transference appropriately;
- Provide support and empathy to caregiver when child resists activity or interaction.

Homework and reviews:

- Provide appropriate assignments to caregiver to incorporate into daily/weekly routines with child;
- Follow-up with caregiver regarding assignments;
- Assist caregiver to integrate Theraplay® principles into general family life;
- Have consistent contact with caregiver including regular reviews;
- Make use of video clips to illustrate strengths and areas of concern.

Modifications for trauma:

- Be aware of effect of child's trauma on caregiver;
- Understand effect of caregiver's history of trauma on their ability to caregiver effectively;
- Assist caregiver to understand impact of child's trauma and to make appropriate accommodations.

7) Self reflection

Integration of assessment

- Demonstrate ability to integrate assessment findings into sessions;
- Plan initial sessions related to assessment and identified intervention goals;
- Plan subsequent sessions that reflect progress toward goal achievement.

Use of supervision

- Be eager to learn;
- Seek and utilise supervision effectively and appropriately;
- Complete session supervision and reflection forms, making specific references to session events;
- Be open to suggestions and recommendations of supervisor.

Growth over time:

- Be able to apply self-reflections to subsequent sessions;
- Integrate feedback of supervisor in subsequent sessions and, as relevant, to other families;
- Reflect on strengths and challenges within a session and across practicum.

8) Theoretical understanding and application

- Understand attachment and regulatory theory that underpins Theraplay® based interventions;
- Be attentive to each child's underlying physiologic or psychological motives rather than surface behaviours;
- Be up to date on relevant research in developmental sciences;
- Have current knowledge of brain, trauma and attachment research, and Theraplay® developments;
- Apply theoretical understanding to each case as appropriate;
- Demonstrate flexibility to activities in response to child's sensory issues, trauma, and resistance;
- Observe contraindications as appropriate.