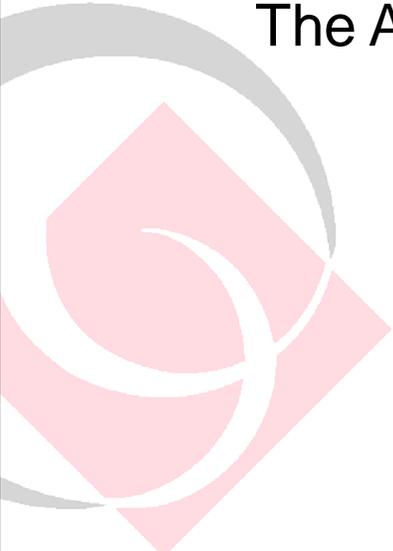




Power Play!
Karen Doyle Buckwalter &
Marcia Ryan

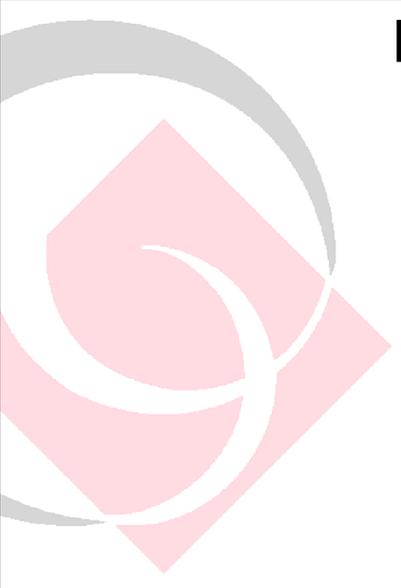
Chaddock
Quincy, IL

“Using the power of play to
strengthen parent child
relationships”



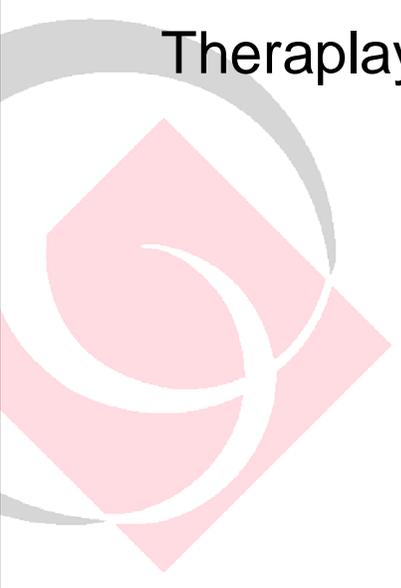
The Attitude: PLACE

- Playful
- Loving
- Accepting
- Curious
- Empathic



Let's play!

- Name Whip
- Name Ball Toss
- Balloon Volley
- Discussion



Theraplay Dimensions

- Structure
- Engagement
- Nurture
- Challenge

Structure

- **In the Infant-Parent Relationship:** Activities have a beginning, middle and end, Time is sequenced, planned and finite, Songs and Rhymes have a rhythm, Clearly defined boundaries, Safety/Rules
- **In Treatment:** Adult is in charge = Reassurance, Teaches child to be in control of self, Assures child of order, Addresses inner and outer disorder,
- **Helpful for:** children who are overactive, undirected, overstimulated, or who want to be in control

Engagement

- **In the Infant-Parent Relationship:** The parent is attuned to the baby's state and responds in a way that helps the baby regulate and integrate physical and feeling states. Parent focussed on baby in an exclusive way providing sensitively timed delightful interactions.
- **In Treatment:** The therapist focuses on the child in an intensive and personal way using what the child says and does to maintain engagement. Child is enticed and drawn out with empathic intrusion
- **Helpful for:** Children who are withdrawn, avoidant of contact or too rigidly structured

Nurture

- **In the Infant-Parent Relationship:** Activities are soothing, calming quieting, reassuring such as rocking, feeding cuddling, and holding. Makes the world feel safe, predictable, warm, secure. Child develops the expectation “people will take care of me” and “good things happen to me”
- **In Treatment:** Meets the child’s unfulfilled younger needs, helps the child relax and allow his or herself to be taken care of, build the inner representation that the child is lovable and valued
- **Helpful for:** Children who are overactive, aggressive and pseudomature

Challenge

- **In the Infant-Parent Relationship:** Activities that help the child extend him or herself a little bit, appropriate to the child’s level of functioning. Also, allows child to master tension arousing experiences (extend finger to grab, peek-a-boo, Soooo Big
- **In Treatment:** Activities that require a partnership, not done alone. Encourage the child to take mild age appropriate risk. Promote feelings of competence and confidence
- **Helpful for:** Children who are withdrawn, timid or rigid

Parents regulate their baby's brain...this is often done through play. Lack of play and stimulation can have dire consequences for brain development.



Still Face Experiment_ Dr. Edward Tronick.flv

Still Face Paradigm – Ed Tronick

Still face exercise

Why is play important?

- Play releases opioids and dopamine in the brain which are strong chemicals that suppress pain and distress and promote feelings of pleasure. Playfulness is a “stress buster” that brings alive a desire to parent.
- With release of oxytocin defenses are lowered and there is little desire to pull away from your child
- Play is an antidote for “ blocked care’

Hughes and Baylin (2012) Brain-Based Parenting

Why play cont.

- Play make us think better! Release of dopamine also enters the pre-frontal cortex to improve executive functioning and other cognitive functions.

Panksepp (2004); Pellis and Pellis (2006)

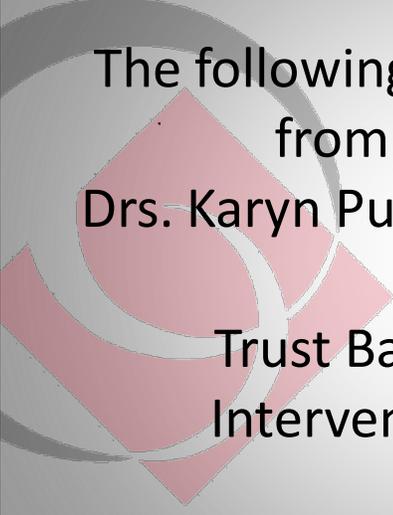




Harlow_Prescott.mpg

**Play also socializes us helping us
relate to peers and others**

Harry Harlow rhesus monkey experiments



The following slides are adapted
from the work of
Drs. Karyn Purvis and David Cross

Trust Based Relational
Interventions or TBRI®

Safe Environment

- By giving them felt safety, giving them a voice and words, they can then begin to tell their story.
- When there is felt safety, the brainstem shuts down and cognition opens.
- Understand that anger is a secondary emotion to scared and sad.

Shark Music

Sensory-rich environment

- Children who have fear or are mentally ill cannot play. Play is connection
- To overcome early life sensory impairment, activities that include fun, balance, hand-eye coordination, motion in space, hanging, sliding, pushing, pulling, tugging, towing are required for optimal brain functioning and to regulate moods.
- Activities that involve repetitive movement and interactions such as dances and scripts.
- Tactile activities such as using flubber and fidgets

Magic Ball

Empowerment

- Give them power: The one who shares power and gives them power are the ones they see that have the power.
- Offer choices: even the simplest choices empower them and begin to give them a voice/control over their environment and life.
- Offer choices of foods they like.
- Offer structured play for 30 minutes, unstructured play for 10.
- Compromise: this gives the child a voice and power

Transitions and Warnings

- Make the environment predictable which then creates felt safety
- Provide them warnings when transitioning through daily life
- By making transitions easier, they can regulate
- Let them know what the next thing will be and give time limit warnings for example: 10 minutes the shower, 5 minutes, etc.

Playful Touch/Nurture with a child who resists touch or an older child

- “High Fives”
- Secret handshake rituals
- Pats on the shoulder or back
- Sitting in close physical proximity
- Holding hands
- Linked arms
- Contact sports
- Arm “around the child” but not actually touching the child
- “sneaking it in”
- Frequent use of the Challenge Dimension

Connecting

- Matching—meet and match the child, if child is on the floor looking at an object, follow along before asking for eye contact. Be playfully engaging but don’t force eye contact.
- “Matching touches the child’s heart and creates a sense of safety” (Purvis, 2009, p. 10)

Connecting

- Playful engagement—shared silliness, turning tasks into games, fun voice tone and attitude.
- Remember: children from hard places do not always recognize playfulness and the adults should always set the guidelines for the playful interaction

Connecting

Awareness:

- Stay attuned to fear-based responses, watch facial expressions, pupils dilated, anxiety
- Assess situation—sensory defensiveness within the environment.
- Be self-aware of your own responses and anxiety.

Correcting

- Redirective strategies
- The goal of redirective strategies is to use the least invasive approach and intervention and to get the child back on the train.

Correcting

- REMEMBER:

WHEN IT'S DONE, IT'S DONE!!!! Move on and no further consequence is necessary. Always move back into playfulness to help move them out of shame.

Some Interventions and why they work

- Sideswipes-- "No's" are going to happen, but it's so important to find creative ways for a child to receive a "No" successfully, without going into shame-mode, believing he/she is bad or worthless. This is a delicate process. There should be many deposits before taking out a "no" withdraw. Everyone has to learn how to deal with "no", but these special children internalize this to their internal working model of "they are bad", verses they made a wrong choice and they didn't die.

Some Interventions and why they work

- Re-do - having a child do a re-do impacts the motor memory, and replaces a negative behavior with a positive one.
- Compromise - gives the child a voice and some control in their life, it disarms fear and allows connection

Remember...

- Connected children learn their strategies from connected caregivers.
- **You do not get a connection through compliance.**

Sensory Activities to try:

- Mouth: suckers, gum, pretzels, chew toys, straws, (fingernails, lips, pencils, pens).

THE MOUTH IS A REALLY BIG DEAL!!!!

The mouth is the most calming part of the body.

Sensory Activities to try:

- Touch: lotion, deep pressure, squeezing, fidgets, flubber, cold/hot temps (touches everything, rubs/plays with hair, pulls or tugs on own clothes)
- Movement—running, rocking, pulling, tugging, carrying, jumping, crawling (running away, hitting, jumping on/over furniture, can't stay seated).

Sensory Issues to be aware of:

- Visual: lighting or walls may be over stimulating. Try kaleidoscopes, looking at pictures in a book, or reading.
- Audio: background noises can create sensory overload such as ticking of clocks or clicking of pens.
- Be mindful of the environment such as sounds, smells and colors.
- When playing, be aware of your tones, volume, cadence.

Be a Detective

- What sensory strategy is the child using? Is it working? Frequency, duration, intensity.
- What is the behavior communicating?
- Does the behavior need to change? Physical, emotional, stress, engine too high/low
- What sensory need is it trying to meet? Mouth, move, touch, look, listen

Using Play to handle challenging behaviors

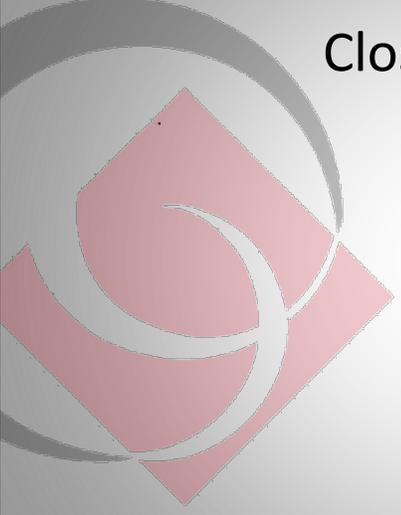
- Chore Time
- Homework
- Oppositional behavior
- Controlling behavior



How to reach us...

Chaddock
Family Solutions Outpatient Counseling, Intensive
In-Home Program, Residential Care
(Developmental Trauma and
Attachment Program DTAP),
Training and Consultation

www.chaddock.org
kbuckwalter@chaddock.org
mryan@chaddock.org



Closing Activities

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