

INTERMEDIATE SELF-DESCRIPTION BY DIMENSION

Please include this form with midterm

Name: _____ Date: _____

Supervisor: _____

Theraplay Institute Reviewer: _____ Date: _____

This document is designed to help students reflect on **their body of work** and identify their own areas of strength and improvement. The feedback and evaluation from the direct supervisor and the Theraplay reviewer are intended to provide a concrete response to the student's work so that the student understands their level of skill.

PLEASE READ INSTRUCTIONS BELOW BEFORE COMPLETING

SUPERVISORS: If you have deemed your student ready to submit their Midterm, please provide your evaluation **using the provided KEY as outlined below**; include comments to explain your evaluation.

NOTE: *You should review the total body of work, not just the session submitted.* This form will need to be completed independently. Please forward your individual evaluation form with comments to The Theraplay® Institute.

STUDENTS: For each category, please provide rating and a brief explanation of your own evaluation using the space provided. **Please use the provided KEY as outlined below.** **NOTE:** *You should review your total body of work, not just the session submitted.* This form will need to be completed independently. Please forward your individual evaluation form with comments to The Theraplay® Institute. Once both you and your supervisor have completed your part it will be passed on to a Theraplay reviewer to complete evaluation.

****Students are required to meet Medium skill level or above for each category to achieve Intermediate Certification as a Theraplay Practitioner. Since each category is a discrete skill set, any category below Medium will need adequate attention in order to meet Intermediate requirements so that Final level will be sufficient for the student to master and integrate all skill sets for Full Certification.****

KEY for rating:

"L" = Low skill development; minimal development of this skill has taken place within supervision. Needs further supervision in order to progress to a skill level commensurate with intermediate level of certification

"LM" = Is aware that this skill is an area of growth. Has begun actively working on the skill, but needs more support before moving on to the Final level of practicum.

"M" = Medium skill development. The practitioner has some level of skill in this area and implements it at least 60% of the time with their clients. Consider if the final level of practicum will be sufficient for this practitioner to build their skills adequately for full certification.

"MH" = Shows significant ability to understand and accurately apply the specific skill, but needs continued focus on its integration and application in order for it to be used more consistently.

"H" = High skill development, the practitioner consistently and reliably applies this skill in a variety of ways with a variety of different types of clients. *This rating may apply to some of the skills/dimensions, but would not likely apply across the board at a Midterm level!*

STRUCTURE

Picture in mind: 'Dance Instructor'

STRUCTURE; SETTING	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. The seating is both comfortable and supportive/grounding?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Distracting elements have been removed or concealed?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Materials at hand for the student practitioner, but not displayed distractingly?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Accommodations considered where possible for any sensory or trauma issues?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Camera position allows for interactions and facial expressions to be seen?	<input type="text"/>	<input type="text"/>	<input type="text"/>

STRUCTURE; SESSION GOALS	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. Are specific enough to be both doable and measurable?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Are planned sequentially to serve as 'stepping stones' toward reaching the overall goals?	<input type="text"/>	<input type="text"/>	<input type="text"/>

STRUCTURE; SESSION ACTIVITIES PLAN	SELF-RATING	SUPERVISOR RATING	TTI REVIEWER
<p>1. Does the session adhere to TTI "<u>Sequence of a session</u>"?</p> <p>Are all elements present? [If any modifications made, student should explain on the Session Supervision form] (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special entrance <input type="checkbox"/> Check in/care for hurts: <input type="checkbox"/> Series of Goal Directed Activities <input type="checkbox"/> Up/Down regulation <input type="checkbox"/> Feeding/nurture <input type="checkbox"/> Prep for leaving <input type="checkbox"/> Special exit 	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>2. Does the Entrance set a Structured/Engaging tone for the whole session?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>3. There is a rhythm to the plan (paced up-&-down regulation), beginning by <u>responding contingently to the child's physical & emotional state</u>?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>4. There is a 'flow' to the session (moving through an activity and transitioning smoothly into the next activity) rather than being choppy/disjointed?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>5. Chosen activities include the basic interactional patterns that foster attachment?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>a. <u>Serve and return</u> interactions?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>b. <u>Synchronous movement</u> interactions?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>c. Use of <u>structuring touch</u> to guide, regulate, redirect?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>d. <u>Intentional moments of eye contact</u> to foster comfort with eye contact?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>e. Proximity: student practitioner positioning parent close to child & self close to child/parent?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>f. Able to make needed adaptations, then to transition back into original or modified plan?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>6. Skill has developed in keeping words at a minimum to <u>maintain a primary intersubjective experience that fosters attachment</u>?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[STRUCTURE] re: Student's overall structure skills per the above items

Please provide a brief explanation of your ratings:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

ENGAGEMENT

Picture in mind: 'Warm, welcoming, understanding Host'

Engagement	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. Student sits close enough to parent & child to allow use of touch and promote eye contact with child and parent (per consideration of cultural/trauma history needs) ?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Good use of own <u>S</u> ocial <u>E</u> ngagement <u>S</u> ystem (SES) via facial expression, body orientation, vocal tone/volume/pace, & manner?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Student maintains a relational connection* with child (or parent with child) from Entrance to Exit? [*via the various aspects of SES]?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Displays growing attunement to child's verbal & nonverbal cues, & works to repair any misattunements?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Uses touch in activities to introduce touch as logical/natural/helpful/safe?	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Shows 'in-the-moment' awareness of the child's inner experience & makes helpful adjustments per the child's history & sensory issues?	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Shows development of techniques to regulate self & other at times while maintaining the engagement/connection?	<input type="text"/>	<input type="text"/>	<input type="text"/>

ENGAGEMENT re: Student's overall engagement skills per the above items

Please provide a brief explanation of your rating:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

Recommendations for increasing competence:

NURTURE

Picture in mind: 'A caring, thoughtful friend'

NURTURE	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. Has developed 'good enough' comfort with nurturing touch to be able to deliver it in a variety of logical and natural ways?	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>2. Plans & responds in a variety of ways that show care/ compassion and to promote soothing of distress/over-escalation?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>3. Takes responsibility for any mishap and its repair?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>4. Fosters nurturing, in some form, from parent/caregiver to child from the beginning of treatment?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>5. Has planned helpful transitions into moments of nurture and allows adequate time for nurturing moments to occur?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>6. Avoids interactions that may distract from those nurturing moments (e.g., talking, silliness, use of a book/activity that disconnects child from caregiver during feeding time)?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>7. Gently redirects as needed to promote a quiet, cuddle time for caregiver and child?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[NURTURE] re: Student's overall nurture skills per the above items

Please provide a brief explanation of your ratings:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

Recommendations for increasing competence:

CHALLENGE

Picture in mind: 'Wise, encouraging, mentoring coach'

CHALLENGE	SELF-RATING	SUPERVISOR RATING	TTI REVIEWER
1. Student is able to adapt challenges to fit the child's capacities in both level of competence and level of confidence?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. For children who are over-challenged or fear failure/shame, student shows some awareness of using such techniques as 'the illusion of challenge'; reframing the child's caution/'resistance' as a thoughtful attribute; adapting the challenge ; doing it with the parent first so the child can observe before doing?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Student is able to use partnering of the child and parent in a manner that allows them to experience working together/being a team?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Student has developed ways to elicit affirmation from the parent(s) and to demonstrate the confidence that gives to the child?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Able to vary an activity in order to extend child's window of tolerance while remaining in the zone of proximal development?	<input type="text"/>	<input type="text"/>	<input type="text"/>

[CHALLENGE] re: Student's overall challenge skills per the above items

Please provide a brief explanation of your rating:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

Recommendations for increasing competence:

WORKING WITH PARENTS

Picture in mind: 'Parallel process'

Note that working with a caregiver is a parallel process to how your supervisor works/worked with you as well as how you wish to see the caregiver work with the child. We are all helping each other to look with a new perspective and to reach out in new ways that will help us to better regulate, relate, and feel better in the process.

WORKING W/ PARENTS	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. Affirms/respects parent's presence, even in early stage observation by helping parent			

provide a 'grounding' touchstone presence ; by finding small ways for the caregiver to "assist"; &/or by including the parent as a play partner in some of the planned activities (which can be practiced in the Parent Demo Session)?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Projects relaxed proximity and manner plus warm SES with both parent and child within treatment sessions?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Has developed one or more ways to guide caregivers away from too much talk and from asking questions of the therapist during the dyadic treatment sessions?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Guides/equips the caregiver step by step as parent moves into participation stage, including helping parent learn the child's cues and their meaning?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Is able to confidently intervene to avoid or to repair a mishap and to follow up with an affirmation to or about the parent as soon as the parent shows any improvement in that interaction with the child?	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Shows ability to support the parent toward competence and confidence in new patterns of interaction?	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Shows an understanding of parent work as a 'parallel process' to working with the child?	<input type="text"/>	<input type="text"/>	<input type="text"/>

[WORKING WITH PARENTS] re: Student's overall skills in working with parents

Please provide a brief explanation of your ratings:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

Recommendations for increasing competence:

SELF-REFLECTION SKILL

Picture in mind: 'Curious student, open to learning and self discovery'

SELF-REFLECTION SKILL	<u>SELF-RATING</u>	<u>SUPERVISOR RATING</u>	<u>TTI REVIEWER</u>
1. Session plans relate to identified treatment goals from Intake information, MIM, and other assessments?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Progression of sessions reflect progress toward goal achievement?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Completes required forms & makes specific references to events as they occurred in session, with consideration of potential causes and potential responses?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Displays eagerness and a desire to learn?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Is open to suggestions and recommendations of the supervisor?	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>6. Demonstrates an ability to reflect on personal strengths & challenges within a session & to learn from them?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>7. Is able to apply self-reflections to subsequent sessions?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>8. Integrates supervisory feedback in subsequent sessions & as relevant to other families?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>9. Makes specific references on the session supervision form pertaining to events that happened in their session and <i>infers</i>: <i>(a)</i> What perhaps led to those events (i.e., result of a particular sequence? Something in the child's experience/perception in the moment? A miscue/lack of clarity from the adult? Etc) <i>(b)</i> A potential adjustment or repair for that event in the future?</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[SELF-REFLECTION SKILLS] re: Student's overall skills in self-reflection

Please provide a brief explanation of your rating:

Supervisor's Supporting Comments:

TTI Reviewer Feedback:

Recommendations for increasing competence:

KNOWLEDGE BASE

FOR STUDENT AND SUPERVISOR ONLY

KNOWLEDGE BASE	SELF-RATING	SUPERVISOR RATING
1. Demonstrates a working understanding of attachment & regulatory theory that underlies Theraplay treatment?	<input type="text"/>	<input type="text"/>
2. Demonstrates an understanding of the child's <i>underlying physiologic or psychological motives</i> rather than mere surface behaviors?	<input type="text"/>	<input type="text"/>
3. Demonstrates an understanding of typical and atypical child development?	<input type="text"/>	<input type="text"/>
4. Is up to date on relevant research in developmental sciences pertaining to the domains of perceptual, cognitive, social, emotional, language, and motor development?	<input type="text"/>	<input type="text"/>
5. Demonstrates an understanding of sensory processing issues (SPI) and how they impact a child's development and behavior?	<input type="text"/>	<input type="text"/>

<p>6. Seeks information related to increasing their understanding of current brain, trauma, and attachment research to support their work/practice?</p>	<input type="text"/>	<input type="text"/>
<p>7. Is able to integrate new information into their Theraplay work, or seeks help to do so?</p>	<input type="text"/>	<input type="text"/>
<p>8. Is able to generalize new information in order to apply it across their Theraplay clientele?</p>	<input type="text"/>	<input type="text"/>
<p>9. Demonstrates flexibility in approach to activities in response to sensory issues, trauma, & resistance?</p>	<input type="text"/>	<input type="text"/>
<p>10. Has an understanding of the <i>effects of the family system</i> (including awareness of indicators of IPV/DV) and of <i>cultural influences</i> on development & behavior?</p>	<input type="text"/>	<input type="text"/>

[KNOWLEDGE BASE] re: Student's skills in knowledge base

Please provide a brief explanation of your ratings:

Supervisor's Supporting Comments:

Recommendations for increasing competence:

MIM ASSESSMENT

FOR STUDENT AND SUPERVISOR ONLY

MIM ADMINISTRATION	SELF-RATING	SUPERVISOR RATING
1. Appropriate space selected & camera can view parent & child's faces?	<input type="text"/>	<input type="text"/>
2. Appropriate tasks selected (for individual MIM; for 2 individual MIMs; for Family MIM) & organized for each MIM specifically?	<input type="text"/>	<input type="text"/>
3. Provided clear instruction to the family, with a bin of envelopes placed near the adult?	<input type="text"/>	<input type="text"/>

MIM ANALYSIS	SELF-RATING	SUPERVISOR RATING
1. Are MIM goals specific enough to be both doable and measurable?	<input type="text"/>	<input type="text"/>
2. Lists at least 4 specific observations (reference verbal/non-verbal cues) that support conclusions and plans?	<input type="text"/>	<input type="text"/>
3. Findings correlate 60% or more with supervisor's findings?	<input type="text"/>	<input type="text"/>
4. MIM findings clearly highlight recommendations for treatment and guide-treatment planning process?	<input type="text"/>	<input type="text"/>
5. Treatment Plans correspond to MIM Analysis that includes specific goals for treatment within appropriate dimensions?	<input type="text"/>	<input type="text"/>

6. Session plans reflect understanding of identified goals and are guided by the treatment plan?	<input type="text"/>	<input type="text"/>
7. Demonstrates an understanding of who and what needs to change?	<input type="text"/>	<input type="text"/>

MIM FEEDBACK	SELF-RATING	SUPERVISOR RATING
1. Feedback is appropriate & sensitive?	<input type="text"/>	<input type="text"/>
2. Student is able to highlight family's/dyad's strengths and illustrate them through video clips?	<input type="text"/>	<input type="text"/>
3. Is able to identify areas of concern and empathically explore with caregivers during feedback sessions?	<input type="text"/>	<input type="text"/>

[MIM ASSESSMENT] For student and supervisor only

Please provide a brief explanation of your rating:

Supervisor's Supporting Comments:

Recommendations for increasing competence:

Additional Comments:

- This application has been reviewed and approved for Intermediate Theraplay Practitioner. Please forward the appropriate certificate.
- This application has been reviewed. At this time, it is recommended that the applicant seek additional support from their supervisor.

X _____

Signature of TTI Reviewer