

INTERMEDIATE SELF-DESCRIPTION BY DIMENSION

Please include this form with midterm

Name: _____ Date _____

Supervisor: _____

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

For each category, complete your comments and analysis of your work. Then rate your work using the scale below. You and your supervisor **should review your total body of work, not just the session submitted**. The TTI supervisor will then review the session submitted and add his/her rating. Use the space provided to offer any comments.

These ratings are to reflect the student's total body of work.

**** An average score of 3.5 is required to achieve Intermediate Theraplay Practitioner. ****

THE RATING SCALE:

5: Exceptional

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

4: Good skills

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

3: Average

- Demonstrates ability to implement aspect of treatment 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 aspect of treatment 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 practice and supervisee has not demonstrated efforts to integrate recommendations of supervisor.

Category	Self-Rating	Supvr. Rating	TTI Rating
MIM ASSESSMENT			
<p>Areas to consider:</p> <p>Administer MIM appropriately: Select appropriate space; Provide clear instruction to family, selecting appropriate activities; Ask follow up questions of the family re: their experience with the MIM.</p> <p>MIM Analysis: Demonstrates an ability to complete written analysis of MIM clearly and effectively. Demonstrate on MIM analysis form at least 4 specific observations (reference verbal/non-verbal cues) that support conclusions and plans; Responses on the MIM Analysis Form demonstrate agreement between findings and supervisor 40-60% of the time; MIM findings clearly highlight recommendations for treatment and guide treatment planning process. Treatment Plans correspond to MIM Analysis that includes specific goals for treatment within appropriate dimensions; Session plans reflect understanding of identified goals and are guided by the treatment plan; Demonstrates an understanding of who and what needs to change and is able to guide this process through session planning.</p> <p>MIM feedback appropriate and sensitive: Is able to highlight family's /dyad's strengths and illustrate them through video clips; Is able to identify areas of concern and empathically explore with caregivers during feedback sessions.</p>			
<p><u>Supporting Comments:</u></p>			
<p><u>Recommendations for increasing competence:</u></p>			

Category	Self-Rating	Supvr. Rating	TTI Rating
STRUCTURE			
<p><u>Description:</u> Arrange space and positioning for maximum comfort and impact on child; Help child focus on and attend to therapist, or parent; Activity choice appropriate for age/gender/developmental level; Lead child through a variety of organized, interactive playful sequences (example, balance between nurture/ structure, quiet/ boisterous, faster/calmer); Help child accept structure; Help child remain regulated; Able to help child regain regulation; Is able to work around resistance; Uses appropriate modification for trauma history.</p>			
<p><u>Supporting Comments:</u></p>			
<p><u>Recommendations for increasing competence:</u></p>			
Category	Self-Rating	Supvr. Rating	TTI Rating
ENGAGEMENT			
<p><u>Description:</u> Demonstrates openness to connect with the child and create “moments of meeting”; Focuses on child exclusively and child experience being seen, heard and felt; Draw child’s attention to adult’s face/body and facial expressions/gestures; Share and increase positive affect through the interaction; Imitate child to turn what they do into a communication; Develop a repertoire of play interactions; Acknowledges child’s reactions, likes and dislikes, distress and pleasure; Makes appropriate modifications for trauma history; Responds to child in order for child to feel he/she can make an impact.</p>			
<p><u>Supporting Comments:</u></p>			

Recommendations For Increasing Competence:

Category

**Self-
Rating**

**Supvr.
Rating**

**TTI
Rating**

NURTURE

Description: Provides nurturing touch and child is able to experience, accepts and enjoy the being cared for; Notices & acknowledges hurts during session & takes care of them; Mode and intensity of nurture is tailored to the specific needs of the child; Soothes the child when upset; Is comfortable with providing touch in its various forms; Makes appropriate modifications for trauma.

Supporting Comments:

Recommendations for increasing competence:

Category	Self-Rating	Supvr. Rating	TTI Rating
CHALLENGE			
<p><u>Description:</u> Assist child to tolerate [accept] a variety of new activities; Is able to identify child's non-verbal signals; Assists child to develop ability to transition between activities calmly and with positive affect; Assists child to develop ability to prolong interaction; Encourages child to complete activities that are mildly difficult and involve developmentally appropriate or slightly higher skills; Assists child to feel competent and take fun-based risks; Makes appropriate modifications for trauma.</p>			
<p><u>Supporting Comments:</u></p>			
<p><u>Recommendations for increasing competence:</u></p>			
Category	Self-Rating	Supvr. Rating	TTI Rating
WORKING WITH PARENTS			
<p><u>Description:</u> Demonstrate the ability to be attuned to the parents' need in a Theraplay session at a beginning level; Provide proper seating; addresses parent to make her feel involved; Steps in to aid parent if an activity is not going well at a beginning level; As parent demonstrates competence, increases their participation in sessions.</p> <p><u>Interpreting:</u> Explains clearly to parents critical aspects of Theraplay sessions & Theraplay principals; Demonstrates willingness to explain the reasons underneath the activities to the parents in a supportive manner.</p> <p><u>Guiding in session:</u> Able to provide structure for parents to successfully participate in activities with their child; Able to redirect caregiver as needed to maintain positive interactions with the dyad</p>			

Include parent as much as possible and increases their participation over the course of treatment.

Assigning homework: Provides appropriate assignments to parent to incorporate into daily/weekly routines with child; Follows- up with parent re: assignments.

Dealing with resistance: Manage countertransference appropriately; Able to provide support and empathy to parent when resistance is present; Maintains the safety of the child in the presence of resistance.

Generalizing: assists parent to take Theraplay skills outside of the session; Demonstrates willingness to explain the reasons underneath the activities to the parents in a supportive manner; Follows the protocol of having consistent contact with the parent as necessary and applicable.

Appropriate modifications for trauma history: Understands the effect of the child's trauma and related need for making appropriate accommodations; Understands the effect of the child's trauma on the parent; Understands the effect of the parents' history of trauma on their ability to parent effectively.

Supporting Comments:

Recommendations for increasing competence:

Category

**Self-
Rating**

**Supvr.
Rating**

**TTI
Rating**

SELF REFLECTION

Description: Sessions demonstrate clinicians ability to integrate assessment materials: Session plans are related to assessment and identified treatment goals; Progression of sessions reflect progress toward goal achievement

Seeks and utilizes supervision effectively and appropriately: Is eager to learn; Completes required forms and makes specific references to events as they occurred in session; Open to suggestions/ recommendations of supervisor; Demonstrates an ability to reflect on strengths and

challenges within a session and learn from them.

Demonstrates growth across sessions: Is able to apply self-reflections to subsequent sessions; Integrates feedback of supervisor in subsequent sessions and as relevant to other families; Makes specific references on the session supervision form pertaining to events that happened in their session.

Supporting Comments:

Recommendations for increasing competence:

Category

**Self-
Rating**

**Supvr.
Rating**

**TTI
Rating**

OVERALL

Description: Demonstrates understanding of attachment and regulatory theory that underlies Theraplay treatment; Demonstrates understanding child's underlying physiologic or psychological motives rather than surface behaviors.

Research: Up to date on relevant research in developmental sciences and Theraplay applications; Seeks information related to increasing their understanding of current brain, trauma and attachment research to support their work/practice.

Observes contraindications as appropriate: Demonstrates flexibility in approach to activities in response to sensory issues, trauma, and resistance.

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 applicant seek additional support from their supervisor.

X _____

Certified Theraplay Supervisor