



Skill Development in Synergetic Play Therapy™- Level 1

Student Name: _____ Date: _____

Supervisor's Name: _____

Please indicate the student's performance level in the following areas by filling in the appropriate number, with (1) being poor, (2) being fair, (3) being good, (4) being very good, (5) being excellent

General Play Therapy Skills:

Able to build and maintain a therapeutic relationship with a child _____

Able to recognize the invitation to play _____

Able to let go of a need to be in control or in charge in the playroom _____

Reduce the tendency to ask questions of the child and instead reflect _____

Able to facilitate the termination phase of the process _____

Able to use observational statements to track the child's play _____

SPT Skills:

Begin to identify where the child is on the SPT Therapeutic Stages _____

Able to identify dysregulation (hypo and hyper) in the playroom _____

Able to understand what regulation is and what it is not _____

Able to identify when the therapist is dys-regulated _____

Able to set boundaries by acknowledging and redirecting _____

Able to use a variety of reflections in the playroom (observational, body, limbic, cortex and relational based) _____

Able to identify when the child is emotionally flooded and then create a neuroception of safety _____

Facilitate helping the child become aware of and be connected to their body _____

Recognize when the therapist is connected to their body and when they are not _____

Able to utilize multiple ways of regulating in the playroom _____

Begin to recognize when regulation is not needed _____

Understand and practice “one foot in/one foot out” in order to be the external regulator _____

Using Duey Freeman’s Developmental Model, begin to recognize the emotional age of the child _____

Able to identify the child’s “starting points” in order to help recognize signs of empowerment/overcoming the challenge in the play _____

Understand the 4 threats of the brain _____

Able to begin to recognize and understand the “set-up” or offering _____

Become aware of the difference between making an authentic reflection versus acting/role playing _____

Able to regulate during intense play and stories _____

Skills working with Parents/Caregivers:

Able to build and maintain a therapeutic relationship with the parents/caregivers _____

Able to set realistic, age appropriate, measurable goals _____

Begin to be able to explain the play therapy process from an SPT perspective to parents/caregivers _____

Begin to be able to link the child’s play to the parent’s/caregiver’s goals _____

Strengths:

Areas for Growth: