



Supervision Tenets for *Synergetic Play Therapy*™

1. The supervisor **supports the supervisee in integrating his/her/their perceptions** of the perceived challenging events and thoughts arising in the playroom and with the parents.
2. **Attunement** between supervisor and supervisee is essential in order to heal disorganization in the lower brain stem and re-pattern their nervous system.
3. The supervisor models **self-regulation** to the supervisee, because people learn most through observation.
4. The supervisors's ability to use mindfulness to be congruent and authentic in his/her/their language and non-verbal signals allows the supervisee to feel safe in the relationship and engage in "**reflective awareness**"
5. The supervisee's symptoms are understood as **symptoms of dys-regulated states of the nervous system** and correspond with the perceptions he/she/they are carrying about the session(s).
6. The supervisor understands that the **therapist is the most important toy in the playroom**. Toys are used to help facilitate the relationship between the therapist and the child. In SPT's truest form toys and language are not required.
7. The therapist supports the supervisee in getting in touch with his/her/their **authentic self**; who the supervisee truly is rather than who he/she/they thinks he/she/they should be.
8. The synergy between the supervisor's authenticity, attunement, congruence, and nervous system regulation support the supervisee in learning how to attach to self, the cornerstone of all healing.
9. The supervisee projects his/her/their inner world onto the supervisor setting him/her/them up to **experience his/her/their perception** of what it felt like to be him/her/them in the playroom.