



SPT INTRO GROUP CONSULTATION #1 Date: _____ Who attended: _____

Check-In: Introduction: Where are you located? How are you using play therapy? Why SPT?

Notes:

Review expectations:

- Everyone is coming from a different starting place and all questions are welcome
- Review the dates of the group and expectations (missing a group, coming prepared, etc)

SPT Intro Skill Focus:

- Show them the Intro to SPT Skills, these are the highlighted skills that will be explored in the program and will be discussed in the first 10 min of each group
- Recognizing The Set Up/ Offering
 - *Facilitate an experiential: demonstrate The Set Up/ Offering and then discuss*

Notes:

Student questions or case applications: *(Include student name)*

1.

2.

3.

Wrap- Up:

- Video #1 "To Work on" instructions: *(Pick one to have group focus on)*
 - In the next couple weeks, feel The Set Up/Offering. Get curious about the Offering, how others set you up, and how you set others up.
 - If you are feeling courageous, try naming your experience just to see what happens.
 - What is one goal you will set for yourself to work on before our next group?
- What will you work on and what is your takeaway from this group?

Notes:

SPT INTRO GROUP CONSULTATION #2 Date:_____ Who attended:_____

Check-In: What are your insights from what you worked on since the last group? What did you learn about the brain and nervous system that felt inspiring in the last module?

Notes:

SPT Intro Skill Focus:

- Understand the states of activation of the ANS and the 4 Perceived Challenges
- Regulation- what it is and isn't

Notes:

Student questions or case applications: *(Include student name)*

1.

2.

3.

Wrap- Up:

- Video #2 "To Work on" instructions: *(Pick one to have group focus on)*
 - Continue exploring The Set Up/The Offering.
 - Get curious about the different states of dysregulation that you are experiencing in the playroom.
 - Get curious about how you want to model regulation in the playroom.
 - Give yourself permission to be a little more authentic in the playroom.
 - Don't forget to make observational statements! It isn't all about you and your experience.
- What will you work on and what is your takeaway from this group?

Notes:

SPT INTRO GROUP CONSULTATION #3 Date: _____ Who attended: _____

Check-In: What are your insights from what you worked on since the last group? What clues does your body give you that let you know that you are about to emotionally flood?

Notes:

SPT Intro Skill Focus:

- What it means to become the external regulator and “rock the baby”
 - *Facilitate an experiential exercise*

Notes:

Student questions or case applications: *(Include student name)*

1.

2.

3.

Wrap- Up:

- Video #3 “To Work on” instructions: *(Pick one to have group focus on)*
 - Keep practicing having authentic attuned responses to the child’s initiated play.
 - Notice where you more easily emotionally flood in sessions and get curious about how you can bring in more regulation, set boundaries, or track the play to support you staying in your window of tolerance.
 - If you can, either audio or video record a session. Track your types of reflections to see which ones you do often and which ones you don’t do and practice these.
- What will you work on and what is your takeaway from this group?

Notes:

SPT INTRO GROUP CONSULTATION #4 Date: _____ Who attended: _____

Check-In: What are your insights from what you worked on since the last group? What is one thing you plan on adjusting in your work with caregivers after watching the last module?

Notes:

SPT Intro Skill Focus:

- What it means to become the external regulator for a caregiver
- Begin to talk about Certification; bring the “What’s Next” page on the learn platform to their attention (screen share it to discuss)

Notes:

Student questions or case applications: *(Include student name)*

1.

2.

3.

Wrap- Up:

- Video #4 “To Work on” instructions: *(Pick one to have group focus on)*
 - Set goals for your clients if you don’t already have them - go back and look through your notes to see if you need to modify them in any way.
 - Practice talking to caregivers in terms of goals.
 - Get curious about where your clients are on the Therapeutic Stages and their “Starting Points. (Reminder: These topics are explored in depth in the Certification program and this course is a tiny introduction)
- What is your takeaway from the group and what are you going to work on this month?

Notes:

SPT INTRO GROUP CONSULTATION #5 Date: _____ Who attended: _____

Check-In: What are your insights from what you worked on since the last group? What insights or questions do you have regarding attachment based on what you learned in the video module?

SPT Intro Skill Focus:

- Review creating a neuroception of safety as the goal when the therapist or child is emotionally flooded
- Using both observational and reflective statements to facilitate the session
- Check in about Certification questions; share a story from your personal experience about Cert

Notes:

Student questions or case applications: *(Include student name)*

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2.

3.

Wrap- Up:

- Video #5 "To Work on" instructions: *(Pick one to have group focus on)*
 - Get curious about your own patterns of attachment or detachment from yourself and how these patterns impact you in your life and as a therapist.
 - Continue to practice talking with caregivers in terms of the goals when you meet with them and notice whether or not you are imposing expectations on them.
 - Continue to work on the various types of reflective statements, modeling regulation and naming your experience in my sessions. Have students pick a type of reflection to work on over the next month *(write it down in the notes)*.
- What is your takeaway from the group and what are you going to work on this month?

Notes:

SPT INTRO GROUP CONSULTATION #6 Date:_____ Who attended:_____

Check-In: What are your insights from what you worked on since the last group? What did you learn about facilitating sand or art that you did not know? What will you try with clients?

SPT Intro Skill Focus:

- Check in about the reflection statement they worked on in the past month
- Briefly review setting boundaries
- Go through SPT skills again to identify any that the group feels they still need support to understand (mention that those continuing to Certification will have four Pre-Certification, individual consultation sessions to really discuss in depth)
- Check in on Certification application decisions

Notes:

Student questions or case applications: *(Include student name)*

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2.

3.

Wrap- Up:

- Video #6 “To Work on” instructions: *(Pick one to have group focus on)*
 - Take the time to journal about what you have learned in this course. What are you taking away from your learning? What do you still want to understand?
 - Do something really nice for yourself to tell yourself thank you for taking the time to learn and study and grow. You are worth it!!
- Support closure and celebrate the students’ empowerment and growth!
 - Have each student share how they have grown over the course.
 - Share a starting point/empowerment that you see for each student in their growth over the course.

Notes: