

"Play Therapy: Seriously Effective Assessment/Intervention for Attachment & Emotional Regulation in Young Children."

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Objectives

1. Attachment is foundation for affect regulation in young children
2. Introduction to the Preschool Assessment of Attachment, and the MIM
3. Introduction to Theraplay as a Treatment Modality

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Attachment and Emotion

1. Affect regulation is developed within Attachment relationships
2. Affect regulation is the ability to appropriately modulate emotions in response to contextual demands

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Dynamic Maturation Model (DMM)

1. A biopsychosocial model of adaptation
2. Self-protective strategies
3. Every strategy makes sense given the context

This model is particularly suited to identifying individual, dyadic and family differences in understanding how risk populations organize themselves strategically for self-protection (Fonagy, 2013)

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DMM Strategies in Infancy

h1 gr, d True lifo m ion

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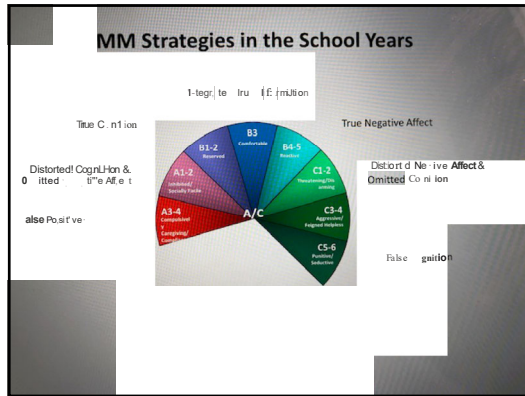
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DMM Strategies in the Preschool Year

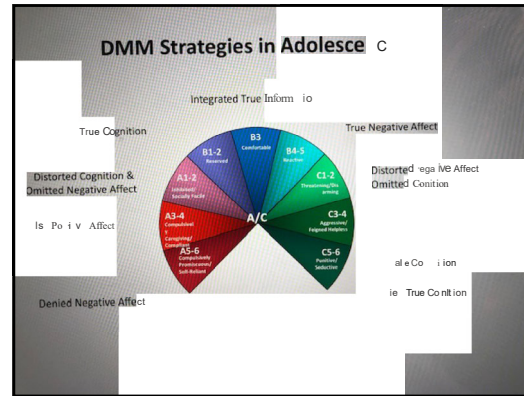
Integrative/Relational

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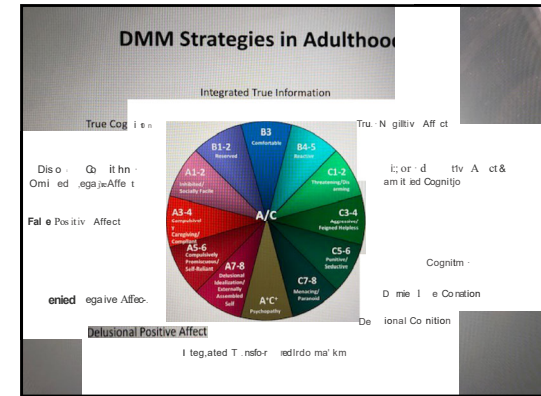
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Type B

Cognition: Be clear about what you expect, expect clarity from AF

Affect: Express feelings accurately, without either minimization or exaggeration

Regarding problems: Express what you think and feel accurately, seeking agreement. Repair problems openly

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Type A

Cognition: Do the right thing from the perspective of the adult

Affect: Show positive feelings, including concentration on a task, and inhibit display of negative feelings

Regarding problems: Avoid acknowledging the problem, accept the parent's preference/solution, avoid open repair because it acknowledges the problem too clearly

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Type C

Cognition: Do the unexpected and demand predictability from others

Affect: Split your negative feelings into vulnerable (desiring comfort and fear discomfort) and invulnerable (angry) packages such that you exaggerate one state and inhibit display of the opposite state, and then alternate the contingently with behavior of the adult to get what you want


Regarding problems: Accentuate the problem, using strong displays of negative affect. Even after the problem is fixed, retain a negative mood

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Presenting Problems, 5.5 yrs old

1. Explosive temper, often with hitting, throwing and screaming
2. Responds to being corrected with a lot of muttering about caregivers "ruining his life"
3. Bossy, controlling, possessive
4. Will only play with girls at school, will even stalk girls
5. Doesn't seem to know how to make and be a friend
6. Argumentative and 'in your face'




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Early Stage Treatment

1. Parent and Grandparent Session
2. Family Session
3. Play Observation
4. PAA, MIM
5. Parent feedback session and Treatment Planning




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Middle Stage Treatment

1. School consultations and Visits
2. Meeting with Grandparents
3. Individual support for Mom
4. Assessed younger brother
5. Child centered play therapy sessions for John
6. Theraplay sessions
7. Neuropsychological testing




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Attachment in the Preschool Years

1. Forming and maintaining attachments
2. Developmental advances
 1. A dominance hierarchy, protective limits
 2. Cognitive, linguistic and emotional skills
3. Sexual behavior among this age group
4. Preschool protective strategies




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Preschool Assessment of Attachment (PAA)

1. 24 – 60 months
2. Shows whether the child identifies the parent as a source of danger or protection or both
3. Show what strategy the child uses for self-protection.
4. To identify the attachment strategy, a sequential record of dyadic behavior is written out.
5. Facial expression, Verbal expression, Position and Body contact, Affection and Arousal, Turn-taking contingencies, Control, Choice of activity (zone of proximal development)




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C3 Strategy

1. Clinical Range, aggressive coercive strategy
2. An interminable struggle within the relationship, attacks on the mother
3. A pervasively negative mood, lack of pleasant moments
4. Alternative threatening and disarming behavior
5. The AF is often angry, depressed, unpredictable
6. AF may deceive children or bride children in order to deal with the conflict




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Theraplay

1. The relationship is the primary focus of treatment
2. An attuned, supportive therapeutic alliance with parents
3. Help parents understand their own attachment experiences that affect their parenting
4. Help parents gain more understanding and empathy for their child
5. Work directly with the child to change the child's inner working model




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Marschak Interaction Method (MIM)

A structured technique for observing and assessing the relationship between two individuals. It consists of a series of tasks designed to elicit interactions in the four Theraplay dimensions.

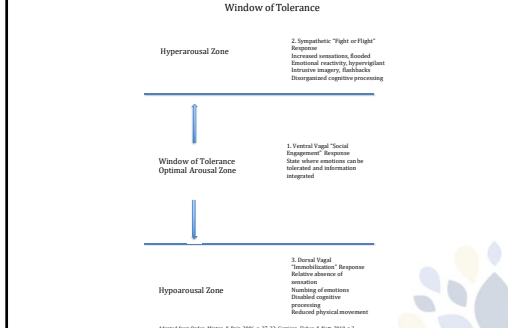
To evaluate the caregiver's capacity to:

- Set limits and provide a safe environment (S)
- Engage child in playful interaction while staying attuned (E)
- Meet child's need for comfort, calming, care (N)
- Support and encourage child's efforts to achieve at a developmentally appropriate level (C)




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Window of Tolerance



The diagram illustrates the Window of Tolerance as a central zone between two states of arousal. Above the window is the Hyperarousal Zone, characterized by symptoms such as being "fright or flight", increased sensations, flooded emotions, hyperreactivity, hypervigilance, intrusive imagery, and disorganized cognitive processing. Below the window is the Hypoarousal Zone, characterized by symptoms such as being "numb/dissociated", bereavement, relative absence of sensation, numbing of emotions, dissociated cognitive processing, and reduced physical movement. The central Window of Tolerance (Optimal Arousal Zone) is where states where emotions can be noticed and information is integrated.

Adapted from Ogden, Minton, & Paoli, 2006, p. 27-33; Courten, Fisher, & Sun, 2010, p. 2



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