Serve and Return: 
Part 2
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Welcome
• Brief review of morning session
  – Definition of play
  – Definition of Serve and Return
  – Playful interventions which promote “Serve and Return” interactions
According to Sponseller, et al.

Play is…

1. Natural and important to growing up.
2. Something people do all their lives.
3. Something fun, where new things are learned, experiences shared, and there is make believe and learning.

According to Sponseller, et al.

Play…

4. Provides an opportunity for the person to take charge and make their own decisions and rules.
5. Provides an opportunity to understand an experience.
6. Is a need which also facilitates emotional control.
Play Fosters Brain Development

- The interaction between the child and their caregiver fosters brain development.

What Play Develops

- Play helps children try out new ways of behaving.
- Play lets children use all of their senses: seeing, hearing, smelling, tasting, and touching.
- Children who are good players are good learners of other basic skills.
What Children Learn Through Play

• They learn what is sour and sweet as they mouth, suck, and drool their way through everyday life.

• They learn what works and doesn’t work as they push, fit, stack, and destroy.

What Children Learn Through Play

• They learn what is soft and hard, cold and warm, scratchy or smooth.

• They learn what is heavy and light.

• They learn what is quiet and loud, pleasing or raucous, as they scream and coo, or rub and smash.

• They learn how to connect events, feelings, and memories.
What Children Learn Through Play

They learn through experiences that they can create new symbols and the capacity to manipulate and change things which gives rise to imagination.

Definition of “Serve and Return” Interactions

- Back and forth social interaction between a parent/caregiver and infant
- Analogous to tennis of serving and returning the ball
- The adult and infant respond to each other’s behavioral cues
Definition of “Serve and Return” Interactions

- Interactions start simple and become complex over time
- Social interactions develop brain growth
- Without the interactions brain growth can stop causing impaired physical, mental, and emotional health

Developing Social Relationships through Play

Involves Observing:

- Facial expressions
- Verbal expression
- Gestures
- Style of relating
- Body posture
- Body movement
- Interaction with materials
Overview of Afternoon Session

• Experiential activities to practice:
  – Floor Time
  – Theraplay
  – Group Theraplay

• Develop an Action Plan

Floor Time

Follow the child’s lead

• You are to work through the different stages of Floor Time in your group.

• As a group discuss how you will use toys (from the list of toys that are visually represented) to go through the different stages of Floor Time.

• One group member will serve as the recorder and another will serve as the reporter.

• You have 15 minutes to get through the stages
MIM Tasks which are Precursors to Theraplay Session

• Focus on tasks that involve structure, challenge, nurturance and engagement.

• Work in groups. Each group has been assigned a series of tasks. Two group members will perform a task while the other members observe. Each member should have the opportunity to perform at least one task.

• You have 10 minutes to complete the tasks.

Theraplay Session Practice

• Five-year old Sara is being referred for treatment by her mother for her angry defiance and controlling manner.

• Develop a Theraplay session for her:
  - Check-in
  - 4 to 6 activities
  - Feed
  - Closing song

**Suggested closing song:** “Twinkle, twinkle, little star, what a special girl you are. Dark ____ hair, and soft soft cheeks/Bright ____ eyes from which you peek/Twinkle, twinkle little star/ What a special girl you are”
What is Group Theraplay?

A structured play group designed for all children to engage in fun and enjoyable activities.

• A group for all children who have unmet emotional needs, who are withdrawn or quiet, overactive-aggressive, bossy, shy, compulsive or rigid.

• Sessions for children to engage with peers while fostering a sense of belonging, trust, self-awareness and self-esteem.

Theraplay Groups?

• Focus on “DOING” and emphasize “ACTION” and “FEELING” rather than “TALK”.

• Promote internal self-control and teach social and communication skills for children.
Theraplay Groups

Can be:

- For preschoolers up to teens.
- As small as 4 and as large as 25.
- Designed for 12 sessions over 6 weeks.

Components of Group Theraplay Sessions

Follows 4 components of Theraplay:

- **Structure** - Adult sets clear boundaries and makes the environment predictable.
- **Engagement** - Adult engages child to participate in activities that can be surprising.
Components of Group Theraplay Sessions

- **Nurture** - Adult provides warm, tender, caring experiences to show the child they feel valued and important.
- **Challenge** - Adult encourages child to try new activities to take a risk and become more independent.

Group Theraplay Rules

- NO HURTS
- STICK TOGETHER
Group Theraplay Rules

HAVE FUN

ADULT IN CHARGE

Structure of Group Theraplay Sessions
Typical Class Session Format

• Review group rules
• Sing Song
• Check-in
• Activities: 4 to 6 or 6 to 8
• Close activities with food or drink
• Sing closing song

-Typical session length 30 to 45 minutes.

Group Theraplay Sample Session

• Distribute the Group Theraplay script
Action Plan

Wrap-up
Questions ????

Play, Learn, and Grow... Together!
Resources

- **K’s Kids** - Toy Products which facilitate physical, cognitive, & Social skills
  - [http://www.kskids.com/aboutus](http://www.kskids.com/aboutus)

- **Finger plays and songs for Childcare:**

- **Hands-On Activities Database:**
  - [http://farpoint.fcs.uga.edu/moodle/LADB/?page_id=611](http://farpoint.fcs.uga.edu/moodle/LADB/?page_id=611)

- **Story Stretching Ideas:**

- **Toys “R” Us Toy Guide for Differently-Abled**