

Using Learn to Play



to build skills for sustainable social participation for adolescents

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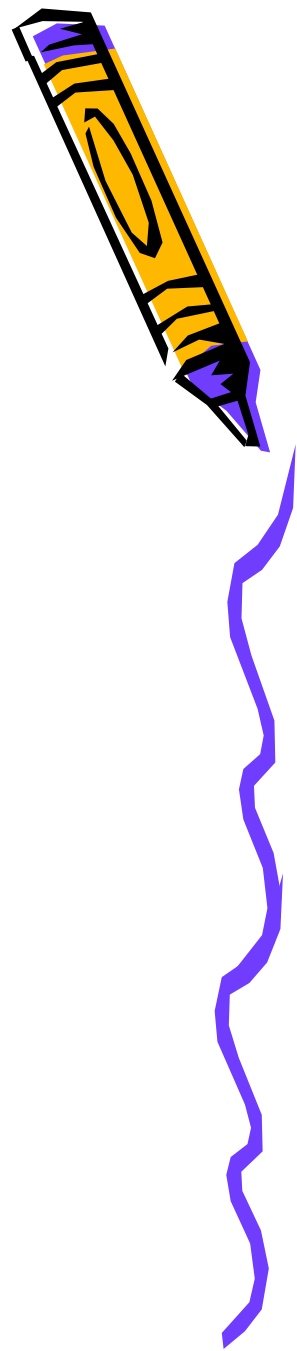
Link to video



<https://www.youtube.com/watch?v=yObS15WffhQ&feature=youtu.be>

Outline

- Background and aims of research
- Our participant and process
- Analysis of facilitator observation notes using Erikson's developmental stages



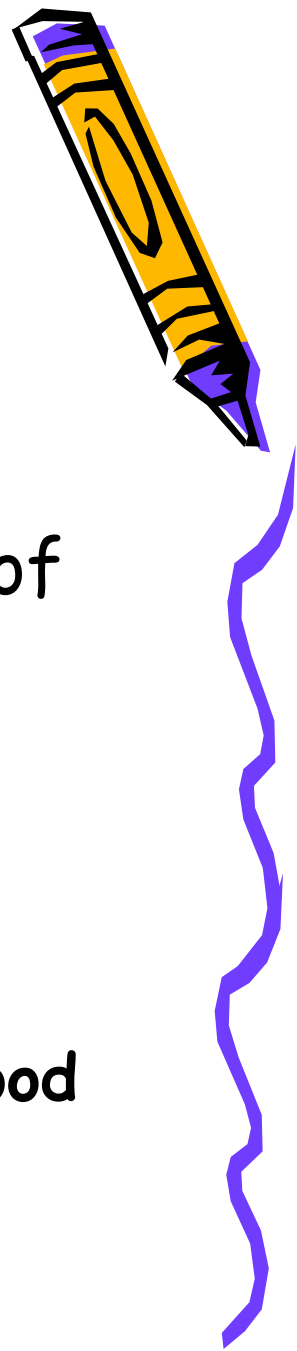
Background



- Some young people socially isolated - especially if they have conditions such as ASD, ADHD
- Social isolation is a significant risk to young people's wellbeing and mental health (Kirkcaldy et al., 2006)



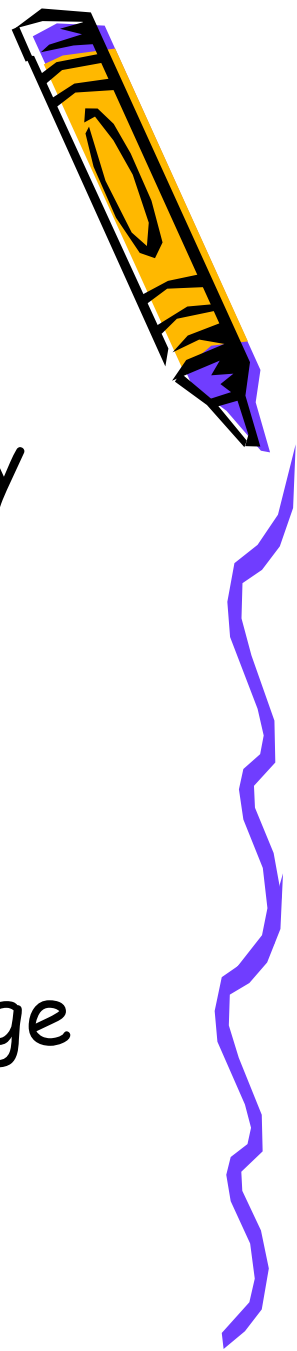
Children with social difficulties may not have skills in:



- imagining situations from others' point of view,
- being able to think sequentially,
- managing own emotions,
- negotiation and problem solving
 - These skills are developed in early childhood during pretend play



Pretend play and brain development



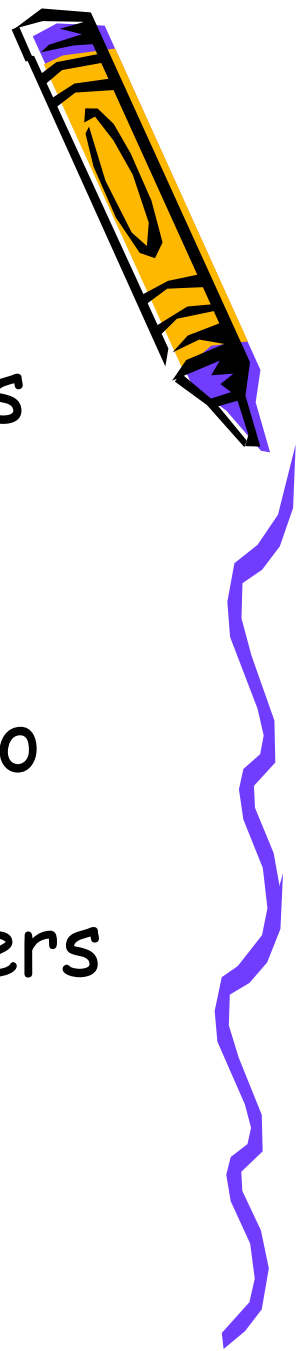
- Drama and improvisation is one way that adolescents and adults play (Goncu & Perone, 2005).
- Drama=imaginative play ->involves symbolism and pretense that engage brain limbic & cortical systems



The program

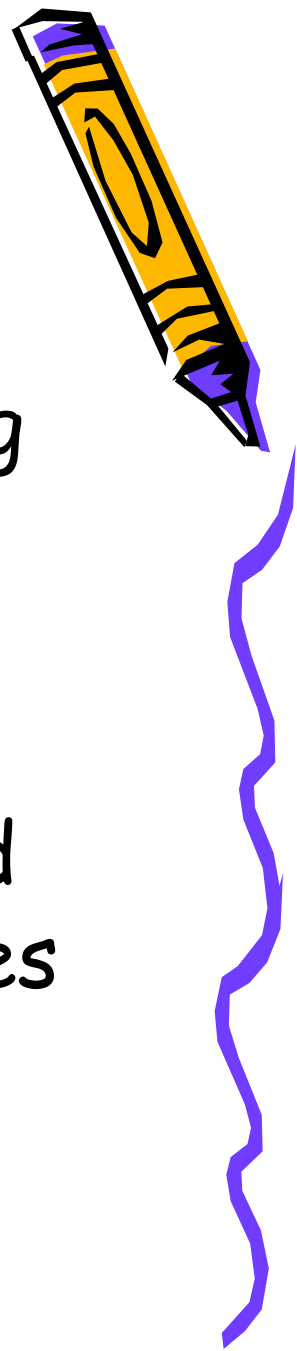
In school setting during school hours
for one hour for eight weeks

Participants invited by facilitators to
take the role of animated movie
director - and to co-create characters
and story lines for the movie



Participant group

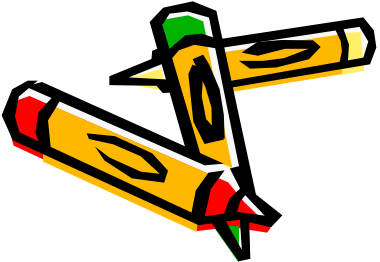
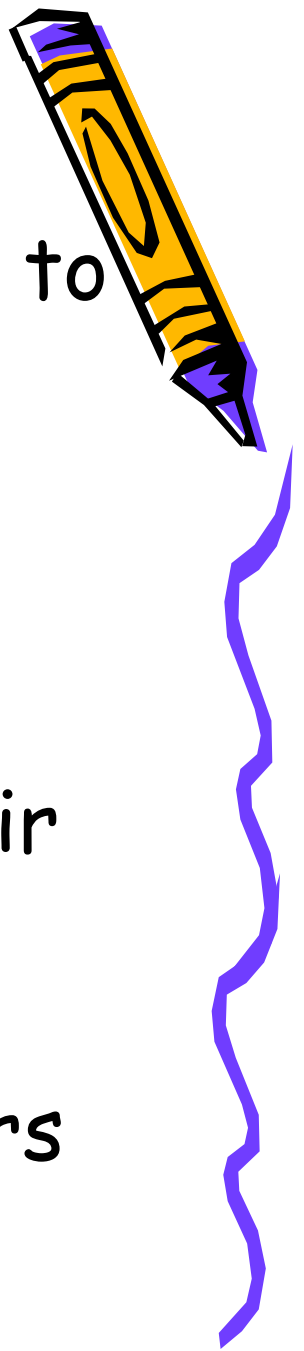
- 3 boys, 3 girls, age 11-13
- Two had formal diagnoses including severe behavior, ADHD, anxiety, severe language impairment
- One had FSIQ 76. Three had no known diagnosis but were referred by teacher due to social difficulties



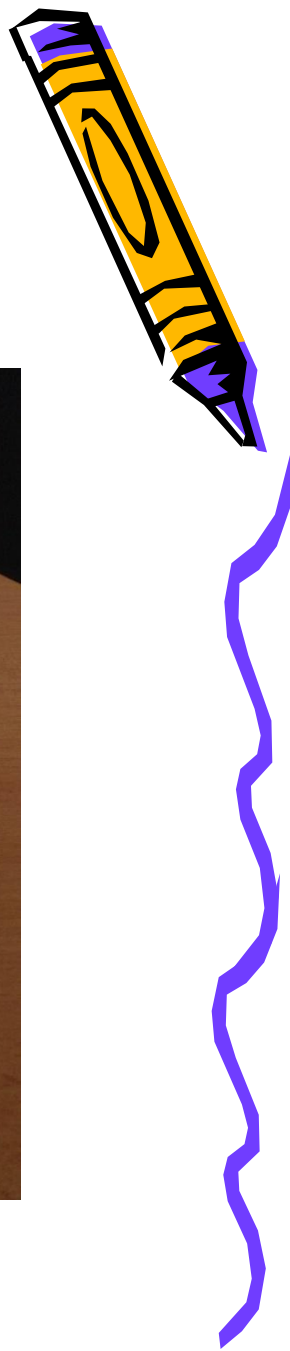
The program

Each week facilitators run activities to develop flexible thinking, self awareness, and awareness of others' perspectives

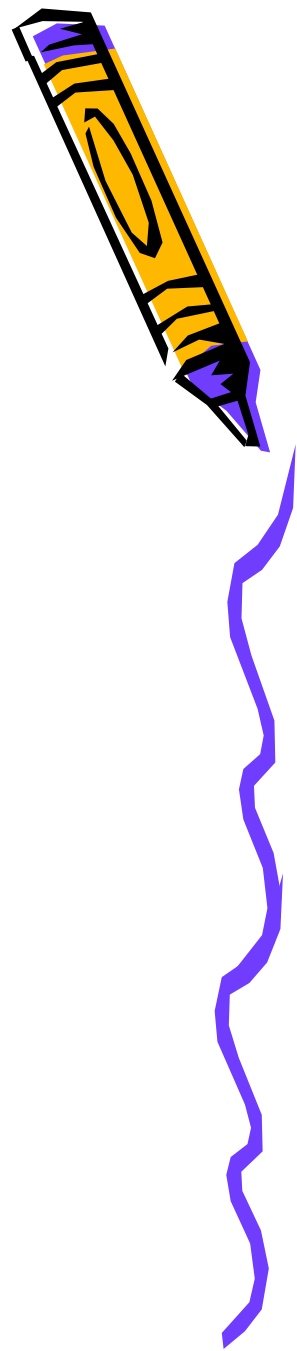
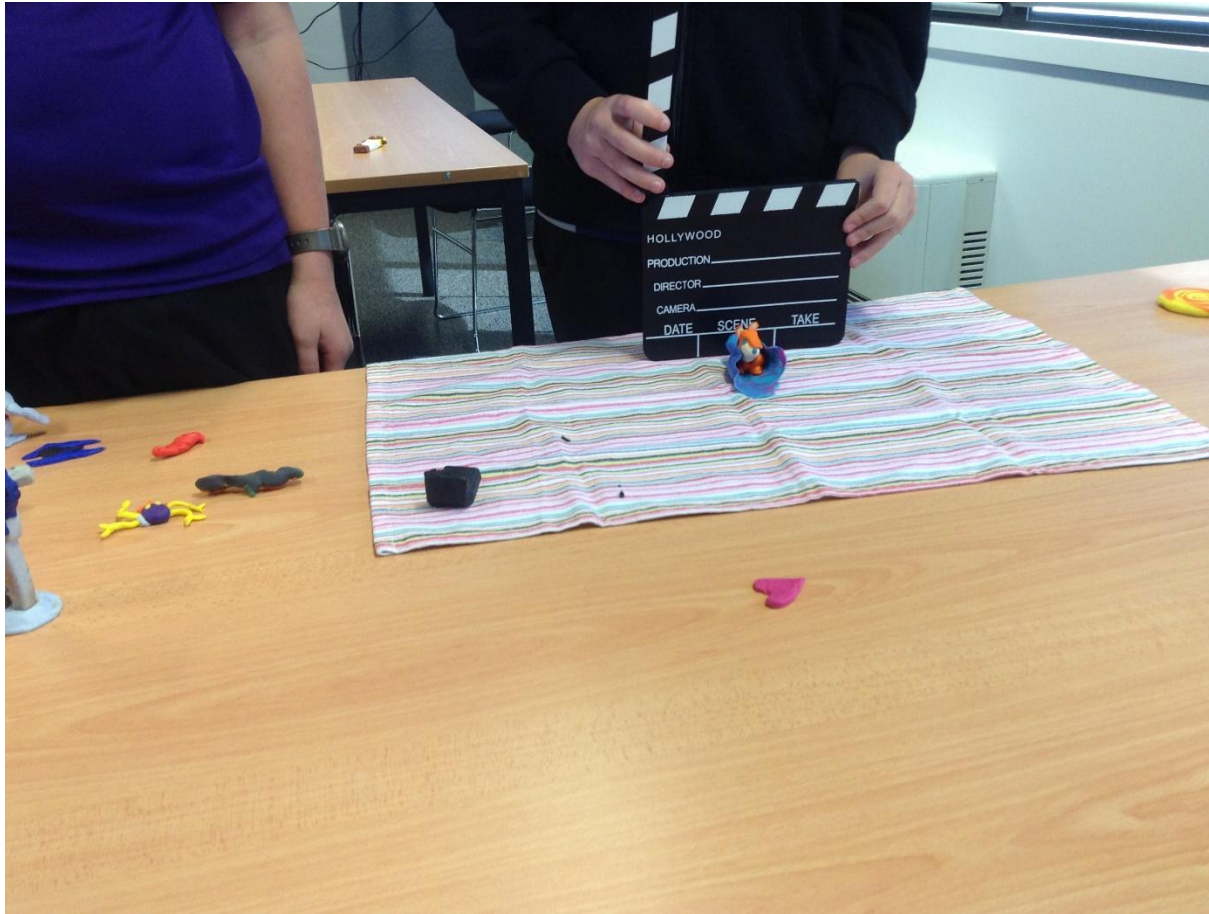
Children used FIMO™ to create their characters and created genograms, character descriptions and personal attributes/habits of their characters



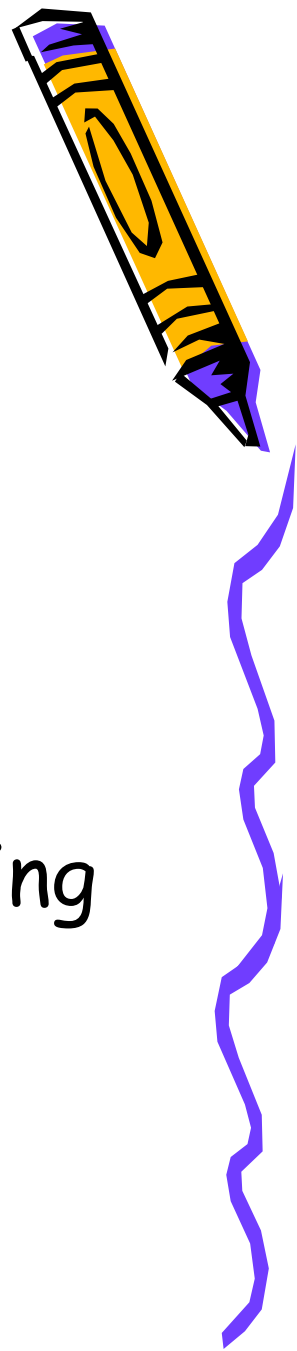
Pictures of some of their creations .



Young animated movie directors!



Analysis



- Observation notes analysed and mapped against Erikson's developmental stages and tasks
- Purpose: to track progress according to developmental stage



Infancy 0-2 years	Toddlerhood 2-4 years	Early school age 4-6 years
<p><i>Trust vs Mistrust</i> <i>Subthemes:</i></p> <p>Trust: Safety Protection Nurturing Rescued/saved, exploration, having enough, hopefulness</p> <p>Mistrust: Distancing or rejection Ambivalence Never having enough Numbness</p>	<p><i>Autonomy vs Shame and doubt</i> <i>Subthemes:</i></p> <p><i>Autonomy</i> Power Mastery Emotional regulation Sense of completion</p> <p>Shame/doubt Control/victimization/dominance Helplessness Aggression Limit testing High approval seeking Defiance</p>	<p><i>Initiative vs. guilt</i> <i>Subthemes:</i></p> <p><i>Initiative</i> Spirituality, morality, healing, helping, age appropriate risk taking, social regulation, respect for physical objects and exploring adult roles</p> <p><i>Guilt</i> Injury/harming of self or others or property Not following social rules, sneaking, trickery</p>

Adapted from Ryan & Edge, 2012, pp.
362-367



Latency age

6-12 years

Industry vs. inferiority

Subthemes:

Industry:

Share interests with others

Problem solve

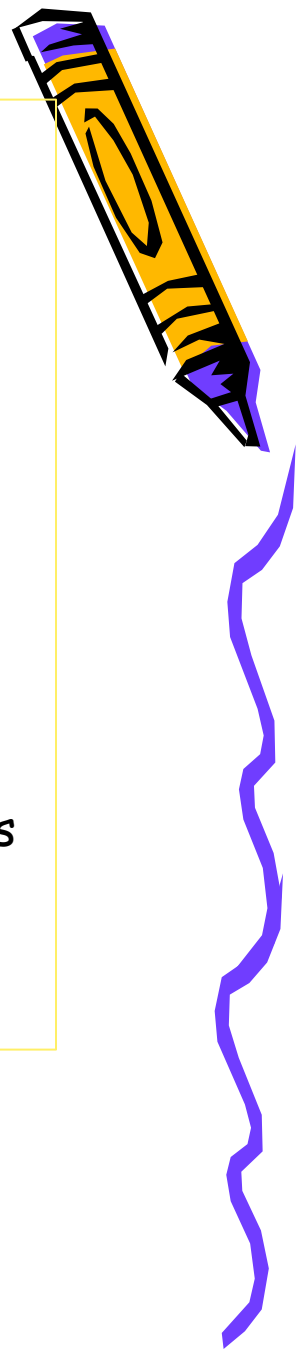
Cooperate and work with others

Develop skills in social, academic and leisure settings

Friendship, persistence, learning, enjoying social recognition for skills and accomplishments, pleasure in own achievements

Inferiority:

Over-compliance, lack of persistence at tasks, alienation of peers and adults, preoccupation with winning, inability to work cooperatively or ask for help, high approval seeking



Adolescence 12-18 years

Identity vs. role confusion

Identity subthemes:

Able to see social situations from different perspectives

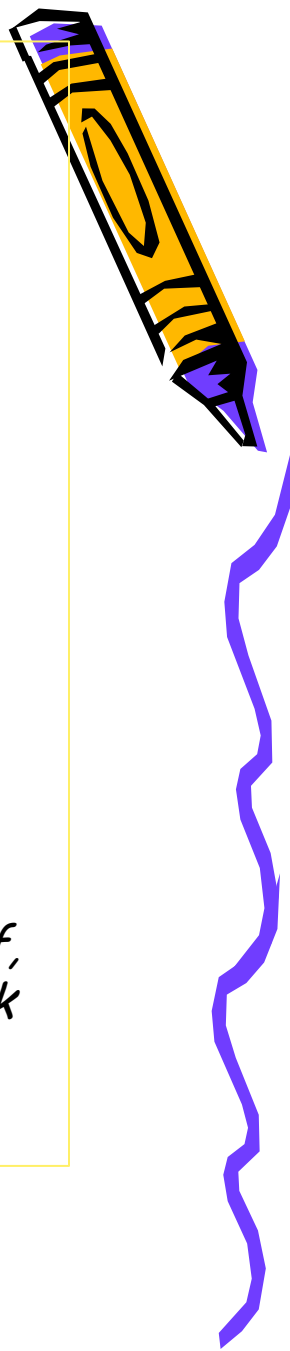
Ability to tolerate range of mixed emotions

Identification with peer group

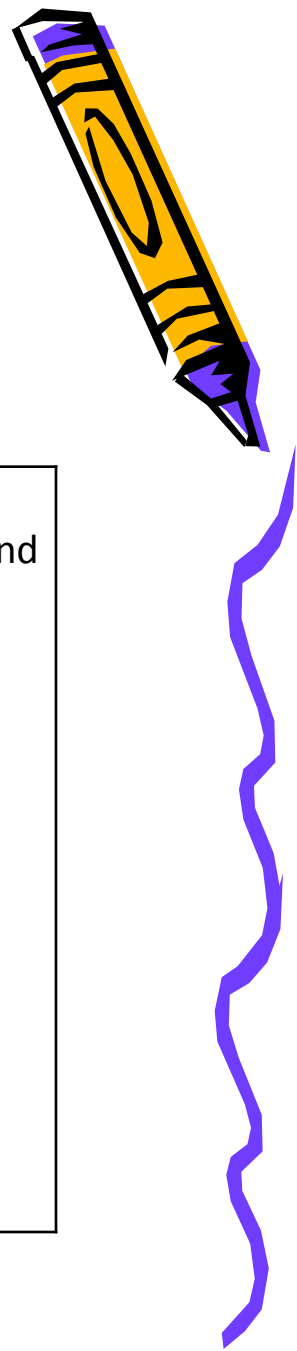
Respect for societal values (with appropriate challenge to some)

Role confusion subthemes:

Identification with delinquent peer group, lack of respect for social rules, over concern for caring for others not self, cynical mistrust, lack of identification with adult roles, lack of interest in forming close relationships with peers, regressing



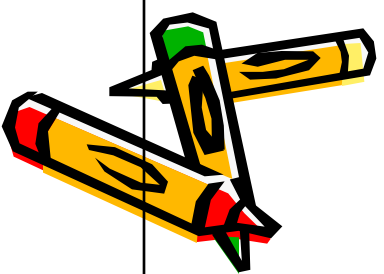
Participants struggle with self regulation and impulse control



Theme: Initiative vs. Guilt (age 4-6)	Subtheme: Harming self or others, damage of objects/property, inhibition of thoughts, feelings and imaginative play	Week 1	Robbie destroying other participants' characters and bothering participants in general by hitting, snatching
		Week 1	Sam destroying own FIMO™ character
		Week 3	Sam destroys drum by hitting it too hard in aggressive manner



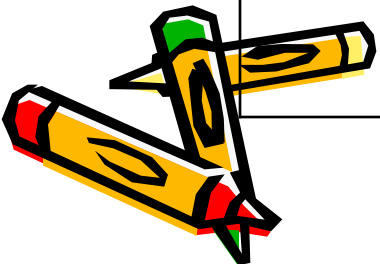
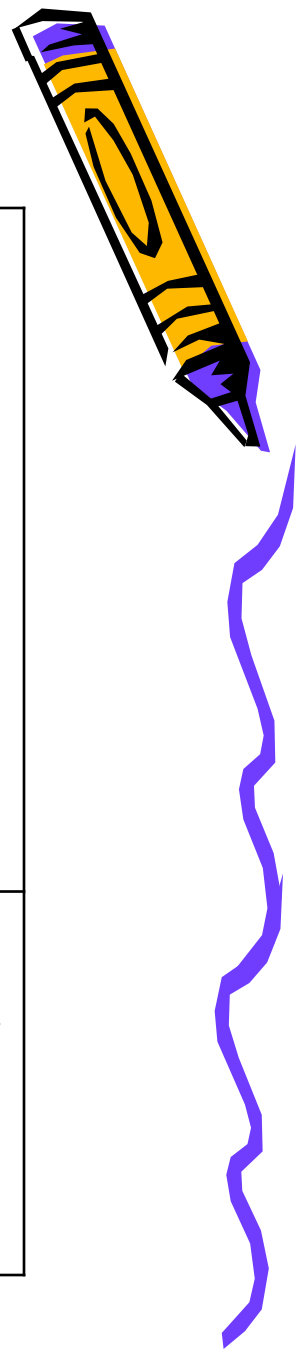
Trying to work together: weeks 1-3



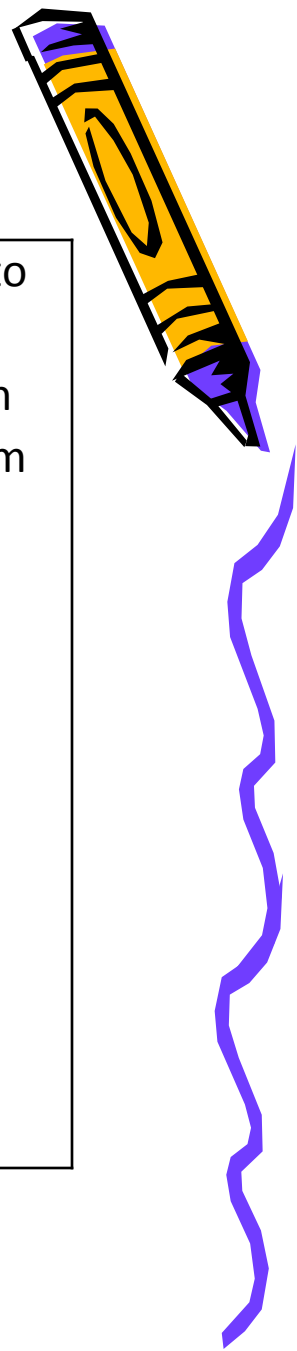
Theme: Industry vs. Inferiority (age 6-12)	Subtheme: Lack of persistence at tasks, alienation of peers and adults, inability to work cooperatively or ask for help, high approval seeking	Week 1	Sam works for short time on FIMO™ character but destroys it prior to leaving the group
		Week 2	Robbie threw his cards across the table in temper as unable to complete the task the group were doing. Looks upset
		Weeks 1, 2	Robbie, Harry, Sam, Lily & Penny happy to interact with facilitators but struggle to interact with each other, and show reluctance to share ideas with each other
		3	Sam needed constant attention from facilitators in order to create her genogram but did create a character and genogram which is progress from earlier weeks

Progress throughout the program

Theme: Autonomy/ind ependence (age 2-4)	Subtheme: Self-regulation	Week 6	Robbie, identified as having severe behavior problems by teachers, and having difficulty tuning into group tasks and behaving in appropriate way, takes up facilitator's offer to sit next to her and help direct the narrative for the movie the group have developed together
Industry vs. inferiority (6- 12)	Persistence, accomplishments, pleasure in achievements, interest in sharing with peers and adults	Week 6	Charlie, while normally reluctant to talk in group, demonstrates confidence by sharing ideas about his character and how it can contribute to storyline



Ability to see social situations from
different perspectives

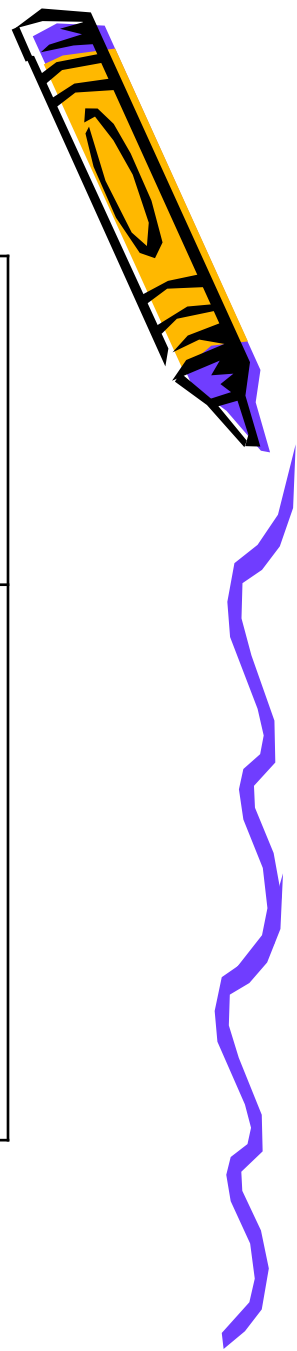


Identity vs. role confusion Age 12 and beyond	Subtheme: Seeing situations from different perspectives	Week 7	Penny suggests one way to resolve the conflict between the characters in the movie is to invite them to tell each other about themselves
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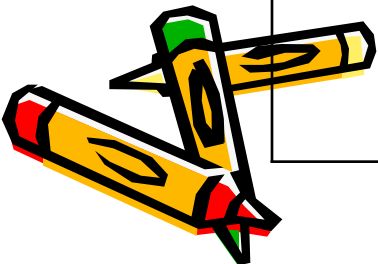
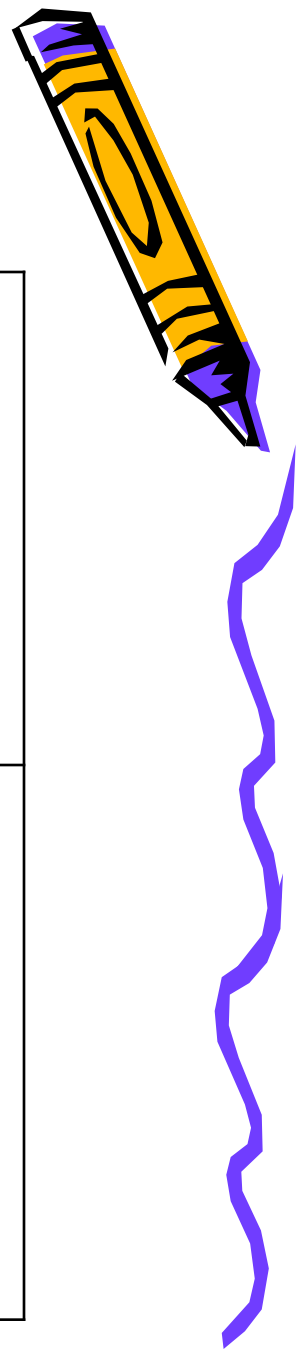
Showing initiative rather than guilt

Theme: Initiative vs. guilt (age 4-6) E.g trying out new roles	Subtheme: Exploring adult roles or interests in talk or play, role playing adult and child characters	Week 2	Lily and Penny role play different family members with their puppet role play
	Energy, creativity, awareness of social obligation, expression of feelings, hopes and wishes, healing, helping, social regulation, respect for physical objects	8	Robbie, who struggles to fit in with the group and behave in pro-social way, works to overcome this by helping with the sound effects of the movie in well-regulated way and in consultation with the rest of the group



Final weeks: firming up the storyboard and making the movie

Industry vs inferiority (age appropriate 6-12)	Subtheme: Share interests, solves problems, cooperate and work with others	Week 7, 8	Lily, Penny, Robbie & Charlie cooperate to finalise script and role play movie. Problems and dis-agreements jointly solved through negotiation
	Persistence, overcoming frustration, feeling capable, learning,	8	Robbie, while struggling to participate appropriately in the group, works hard to develop sound effects and read out the narrative to contribute to the group and makes useful contribution

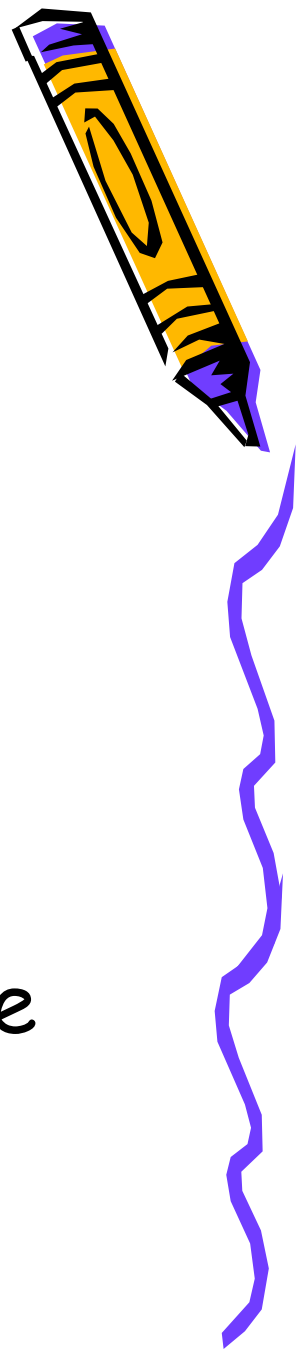


Summary

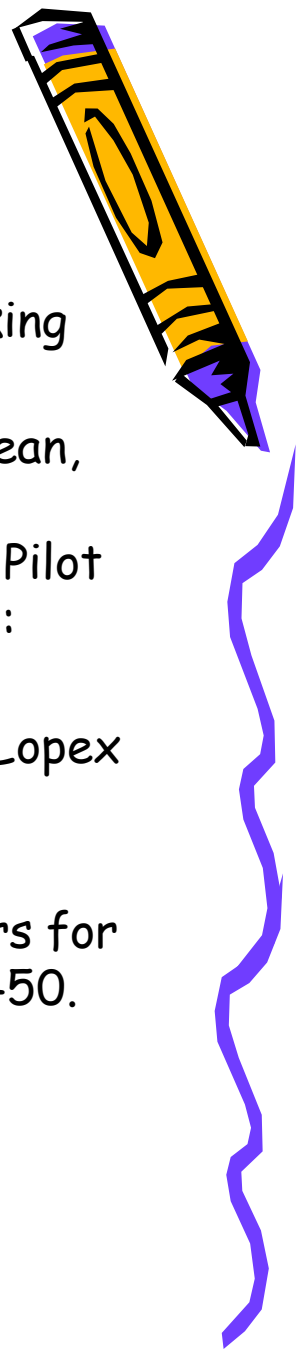
Improvements demonstrated in:

- Self regulation
- Problem solving
- Understanding different perspectives
- Cooperation and negotiation

These attributes support sustainable social participation for young people



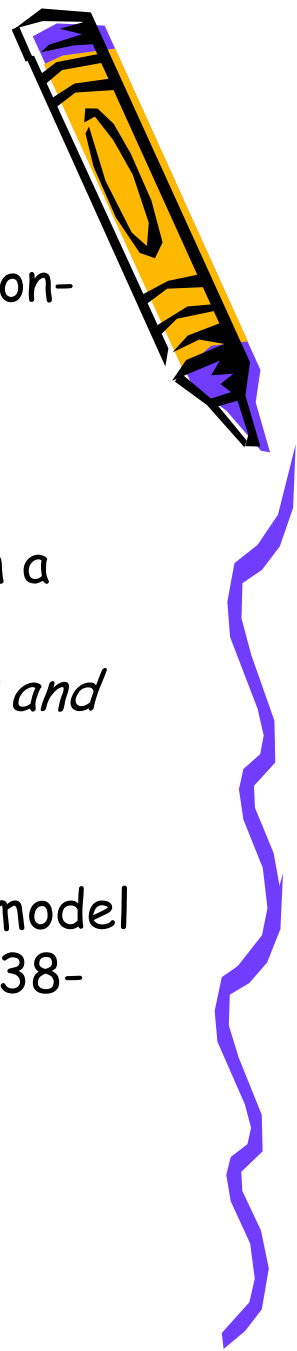
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