

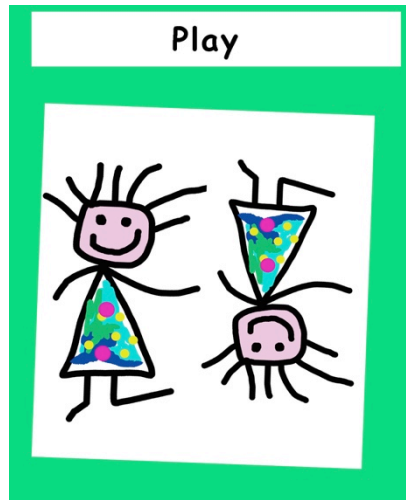
**The emotional power of Play.  
Drama and Child-Centered Play  
Therapy as effective teaching  
support on Social and Emotional  
Learning.**

By  
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# CONTENTS

1

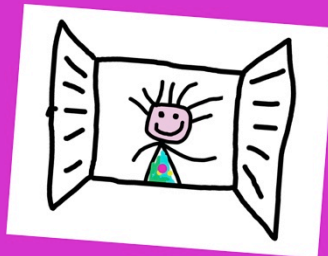


2



3

How Drama and Child-Centered Play Therapy could help teachers and children.  
The window of affect tolerance (Shore, 2012).



4

What a teacher could do



# Let's play!

You have 1 minute for playing with the colourful paper tiles in your bag.





Mausoleum of Galla Placidia (Ravenna, Italy).  
UNESCO : "The earliest and best preserved of  
all mosaic monuments, and at the same time  
one of the most artistically perfect".



# DEFINITION OF PLAY

1. Intrinsically motivated behaviour.
2. Attention to means rather than ends.
3. Play is focused on players and not on the object.
4. Play is non literal.
5. Freedom from externally imposed rules.
6. The participants are actively engaged in the play activity.

Rubin, K. H., Fein, G. G., Vandenberg, B. (1983) Play, in Mussen, P.H. 1983 *Handbook of Child Psychology* (4th ed) New York: Wiley.





**SELF**

# Important others

Parents

Teachers



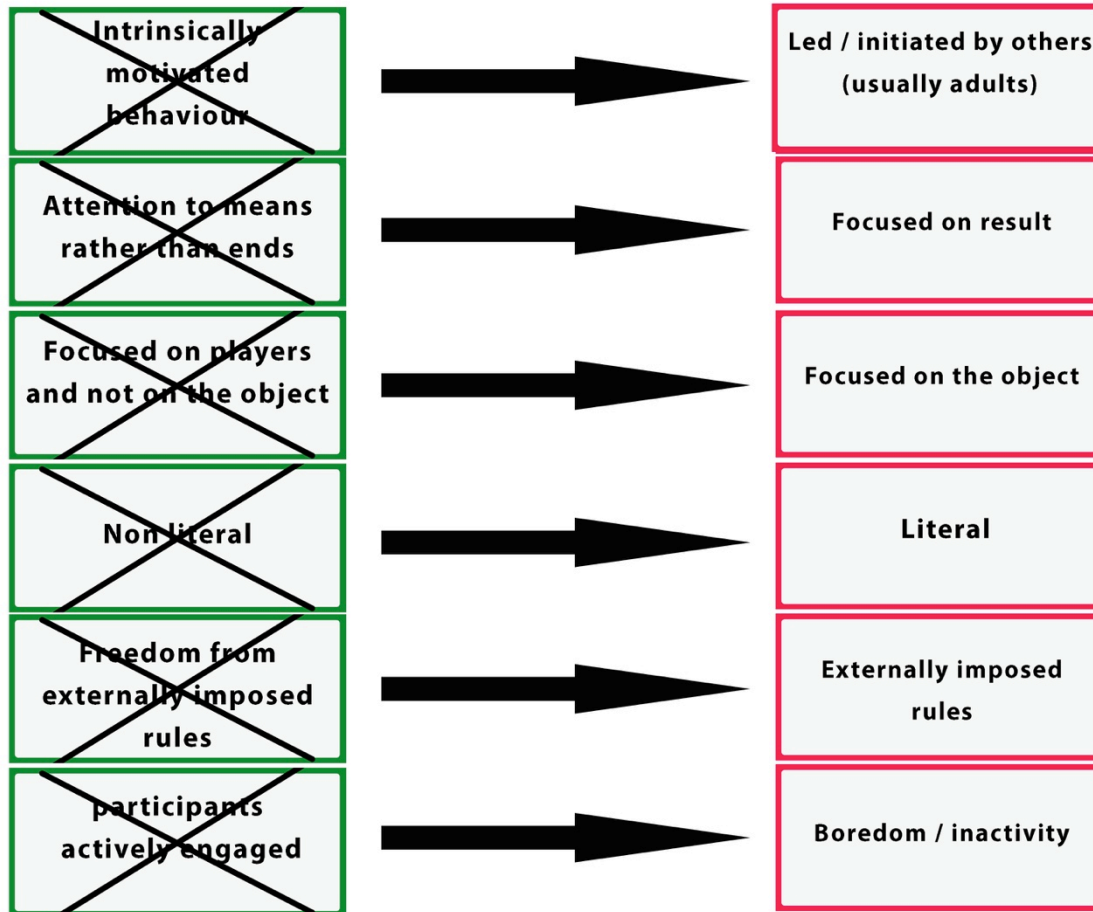
**SELF**

Friends

Partners



# PLAY VERSUS REALITY



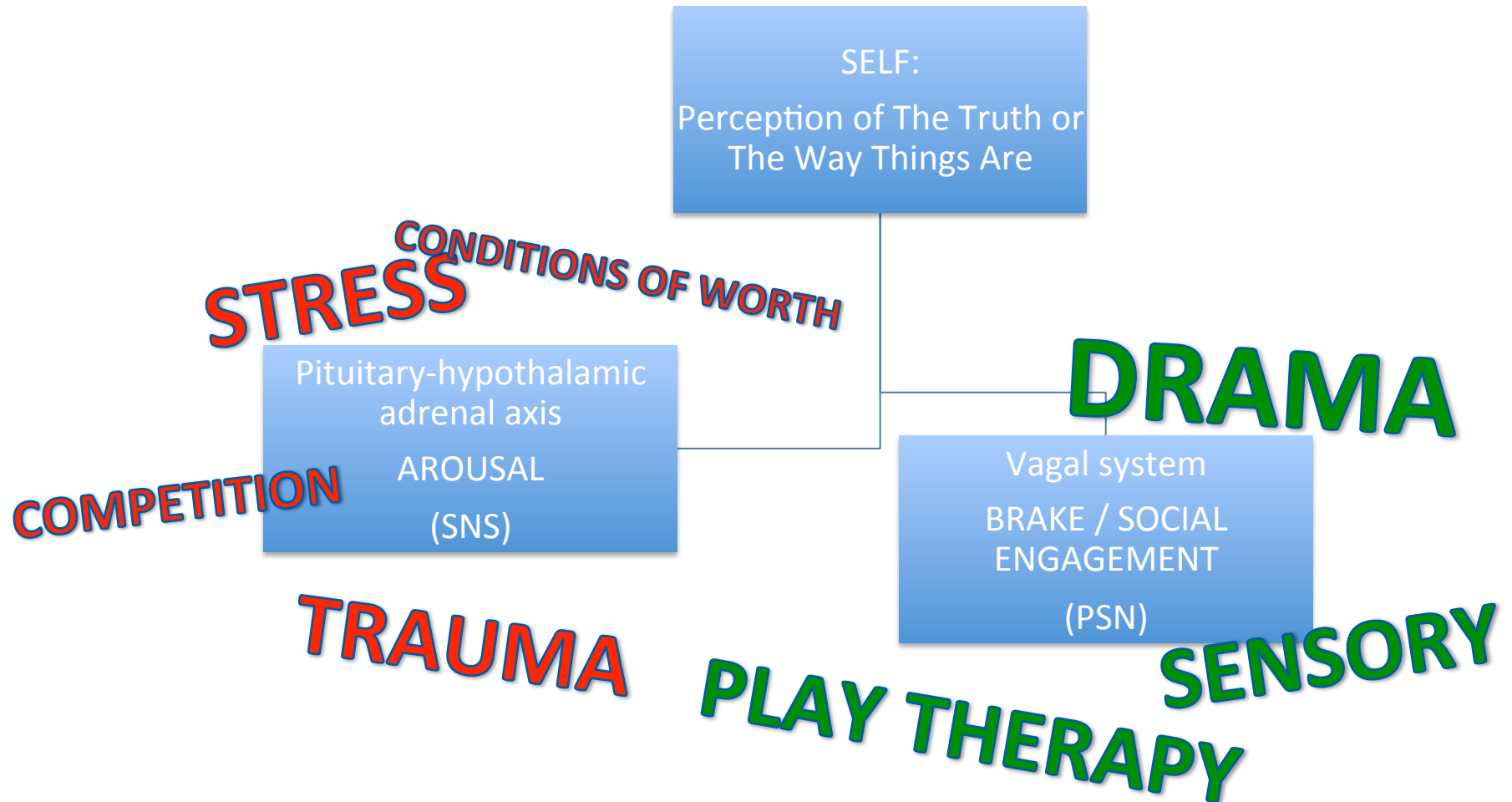
# CONDITIONS OF WORTH

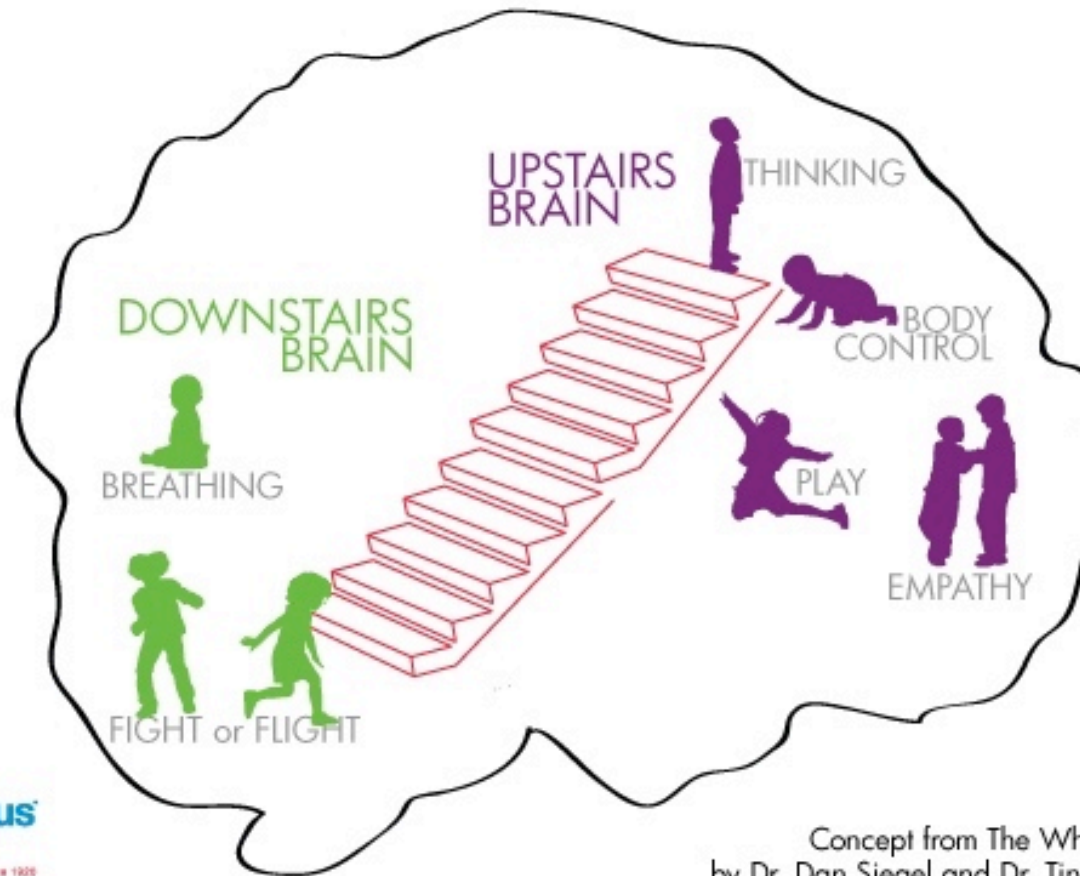
(C. R. Rogers)

The conditions we think we must meet in order for other people to accept us as worthy of their love or positive regard.



# NEUROBIOLOGICAL EMOTIONAL BALANCE





# IMPACT ON LEARNING





# WHEN DO CONDITIONS OF WORTH ORIGINATE?

Early relationships and experiences



RESEARCH ON

ATTACHMENT (Bowlby)

CONTAINMENT (Klein, Bion, Winnicott)

INTERPERSONAL NEUROBIOLOGY

(Porges, van der Kolk, Gaskill, Perry)

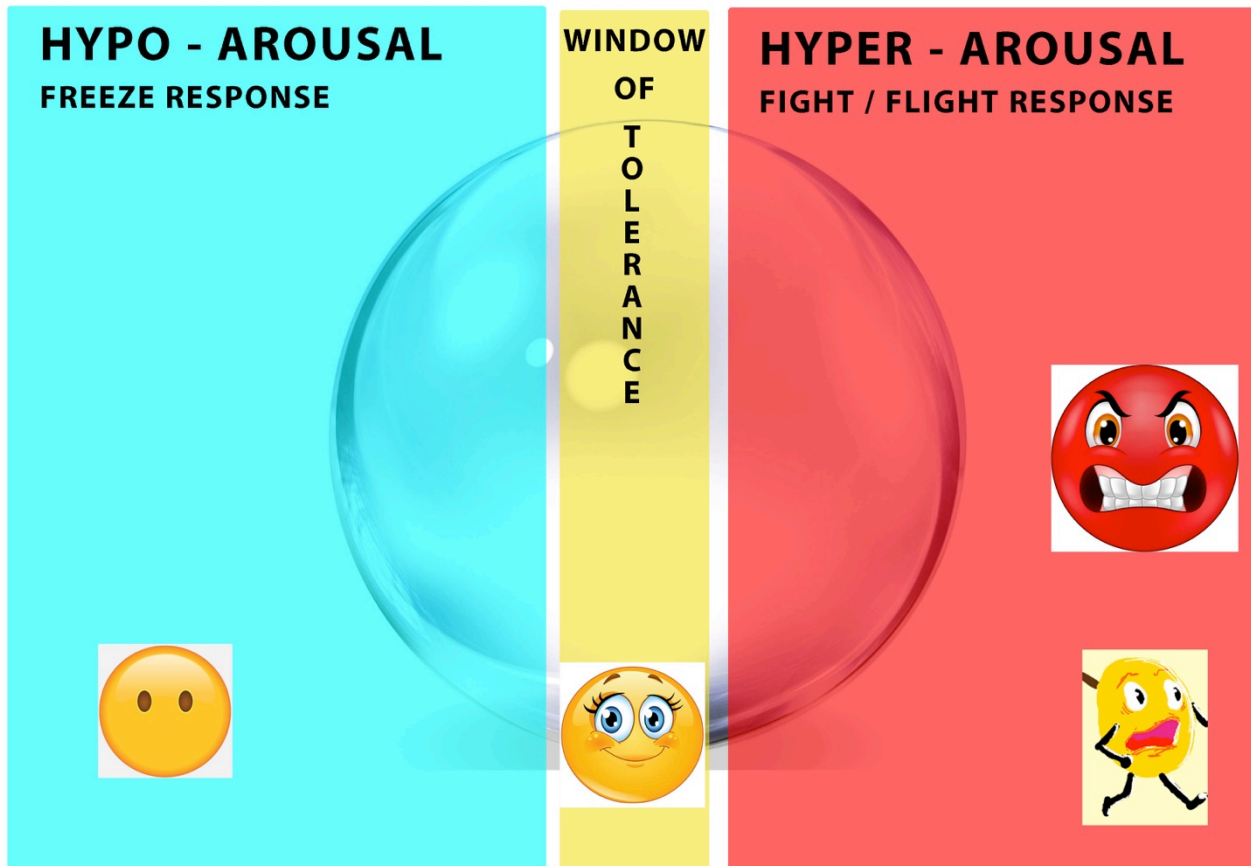
# Developmental Trauma

Trauma in developmental age.

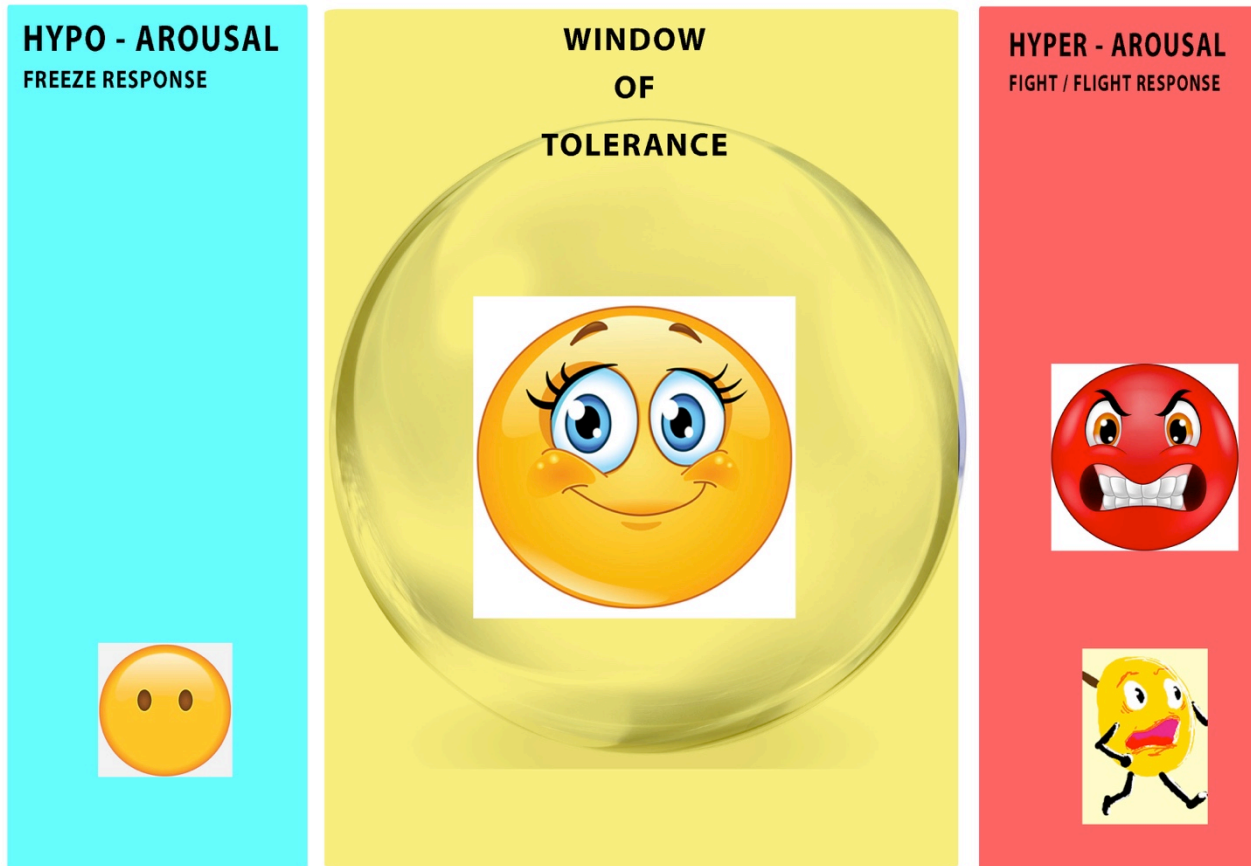
“Because children’s brains are still developing, trauma has a much more pervasive and long-range influence”

van der Kolk, B. (2005) Developmental Trauma Disorder. *Psychiatric Annals*. 35(5) pp. 401-408.

# NARROW WINDOW OF TOLERANCE



# WIDE WINDOW OF TOLERANCE





# DRAMA

Specific mode of fiction represented through an action in a collective ritual

Process oriented/collective



- **Containment** of a group of peers
- Experience of **attachment** patterns in a non judgmental collective space
- **Neurobiological window of tolerance** = emotional enactment

# PLAY THERAPY

Play Therapy is a counselling intervention for children to understand their feelings using play.

Child led / One-to-one



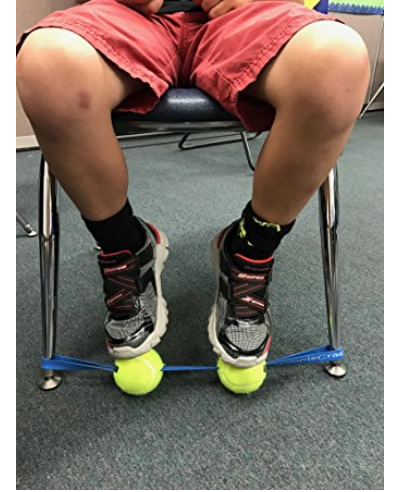
- **Containment** = Play Therapy room / confidentiality
- Experience of new **attachment** pattern with Play Therapist
- **Neurobiological window of tolerance** : UPR, non-verbal (sensory) activities to activate vagal response and socio emotional regulation

# SENSORY RESOURCES



- **Containment** = perception and awareness of skin/body
- Experience of **attachment** patterns through body experiences
- **Neurobiological regulation** through Vagal stimulation

# Sensory kit



# WHY DRAMA, PLAY THERAPY, SENSORY PLAY?



**NEURONS REWIRING**



# WHAT CAN A TEACHER DO?

SENSORY KIT IN CLASSROOM

TEAMWORK (CONSULTATION/REFERRAL/  
EMOTIONAL SHARING)

PLANNING DRAMA/PLAY THERAPY WITHIN THE  
CURRICULUM (PROFESSIONAL BODIES)

TRAINING (CPD)

# CONCLUSION

GOOD NEWS! YOU CAN CARRY ON PLAYING!



THANK YOU FOR YOUR PLAYFUL PARTICIPATION

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