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**10-steps METHOD**

1. **Introductions and referral form**
2. **Assessment, Parent-Child play observation (optional) and contracting**
3. **Skill 1: Child-oriented play**
   1. **Learning how to play together/make own toy**
   2. **Play simple games with parent/carer to unlock playfulness**
   3. **Parent plays as *a* child with practitioner – reflections led by question “how was that?”**
   4. **Practitioner plays as *a* child with parent/carer – follow with reflections from practitioner: “how was that?” and “I felt ……” (give the parent positive insight into how the child might feel)**
   5. **Make a mini-kit for “you and me” playtimes at home**
4. **Skill 2: Containment**
   1. **Practitioner introduces containment ideas including the 4 playtime rules – make a poster of the rules**
   2. **Practitioners models setting up play session with the 4 rules (boundaries) – reflections as above**
   3. **Parent practices setting up boundaries – reflections and “I felt”**
   4. **Practitioner explains how to end the playtime (5 minutes to go and 1 minute to go)**
5. **Plan home playtimes and revise skills 1 and 2 as needed**
6. **Skill 3: Reflective functioning (attachment)**
   1. **Practitioner models “Head” (really focusing on the child and keeping them in mind) during parent play – after practice reflections as above**
   2. **Parent practices “Head” with practitioner playing as *a* child – reflections as above**
   3. **Repeat process with “Heart” and “Hands”**
   4. **Share “Head, heart and hands” card with parents**
7. **Plan, set-up and begin you and me playtimes at home**
8. **Continue weekly sessions with practitioner until playtimes are going well at home – discussion, practice, goal-setting** 
   1. **Discuss transference of skills into problematic areas of home life, for example, using a “choice and consequence” to help children manage their behaviour, giving children a “5 minutes/1 minute to go” heads-up to help them prepare for something, etc**
9. **Phone meetings/email for support**
10. **Ending (reporting)**

**Tips on Reflections:**

**When parent/carer is experiencing each skill first – practitioner reflects with question “how was that?” or similar**

**When parent/carer practises each still – practitioner reflects with question “how was that?” or similar**

**Then practitioner reflects with “I felt …” eg. “I felt special because you played with me”**

**“I felt safe because I knew what the rules were and what would happen if I chose to break them” etc. This is to help parent/carer to gain insight into how a child might feel; to encourage parents to see things from the child’s point of view; and to give the child a voice in the process**

**Parents will also want to discuss how easy or hard they find each skill – practitioner validates and uses RF with parent/carer to create safe and secure relationship with them (a secondary time-limited attachment relationship).**