

FIRST STEP

WATCH ME PLAY!

MANUAL

Part 2:

Further information

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Watch Me Play

Watch Me Play! is a therapeutic approach that promotes child-led play, individual attention from caregivers, and talking with children about their play. Caregivers are encouraged to provide children with age-appropriate toys and their undivided attention in a quiet environment for regular short times two or more times a week. Caregivers are also encouraged to talk with the child about their play, and to reflect later on with another involved adult or professional on their observations of the child's play and how it felt to be with the child as they played.

Play is universally recognized as one of the first steps children take towards coming to know themselves and the world around them. Receiving their caregiver's undivided attention with toys and materials that promote imagination and creativity gives opportunities for children to express themselves. Letting the child take the lead, as long as what they choose to do is safe, means that adults can learn from the child's play. Observing the child's play and how it feels to be with the child while he or she plays can help to bring together adults who are involved with the child to reflect on what is being communicated and how best to go on supporting the child.

Watch Me Play! involves two kinds of talking. Talking with the child about what they do in their play allows feelings and ideas to be put into words. Talking with another adult about the child's play allows caregivers to reflect on discoveries, delights and changes, and to share any worries. For a professional offering support through Watch Me Play!, this framework for providing sensitive understanding can help to find words for feelings that may never have been expressed or named, at a pace that both child and caregiver can manage. Stories, imaginative ideas, and the repetition inherent in play can help to allow new thoughts and feelings to be gradually assimilated. For children and caregivers who are struggling with experiences that may be felt to be too much to manage, the Watch Me Play! approach can help to indicate the type of further intervention or assessment that may be needed.

Attention and play are complementary: observing with warmth and interest helps to facilitate the child's play. As the child's play becomes more focused and meaningful, it becomes easier for adults to remember and think about the child's communications. Close observation of the child's communications in play informs the reflection that allows professionals to provide containment and retain a child-focused perspective.

Holding the child in mind is a fundamental aspect of parenting that can be adversely impacted by early anxieties. Children who have experienced early traumas and disruptions may have lacked opportunities to explore their world in play and to feel that adults have them in mind. Watch Me Play! offers children the opportunity to regain a sense of personal agency and to explore their world and their relationships with the confidence that their communications can be taken in and be understood and thought about by the adults caring for them.

Feedback from social workers

'This helps enormously with the child's development as they grow up in foster care, and would support them when or if they move to another placement.'

'What appeals to me is the quality time, taking a step back. Play can also be a therapeutic thing, imagination reinforcing the child's ability to say, I can live my own life, in my own world.'

'This could help the carers to adapt to the children and understand where they are coming from.'

Who is Watch Me Play! for?

The Watch Me Play! approach was developed to support babies and young children in temporary foster placements. Foster carers have reported improvements in the play skills, mood and behaviour of their foster children, and have also described feeling more confident about understanding and responding to the feelings and behaviour of the child in their care.

The approach has also been used more widely, as a first-line intervention for children who have had adverse experiences, have been looked after by different caregivers, or have needs that are difficult to understand:

- A teenage parent commented on how much her eighteen month-old son seemed to enjoy his daily Watch Me Play! sessions. She felt he was vocalizing more in response to her talking to him about his play.
- A mother whose child returned to live with her after a period in foster care reported that he was calmer and that she felt more relaxed with him after they started doing Watch Me Play! at home.
- Adoptive parents felt more confident about reaching out to a child who had got used to Watch Me Play! sessions with her foster carers before the move to her new home. Talking with their child about her play helped them to follow her cues in the first weeks of their new life together.
- A father whose four-year old daughter was showing signs of post-traumatic distress found that she was playing more freely and talking more after five sessions of Watch Me Play! in the home.

Feedback from parents

‘There’s not a lot of instructions but there’s a lot to gain.’

‘You feel you can do it.’

‘This is the one area where the child does have some control, in their play.’

How can Watch Me Play! help?

Many children respond rapidly to receiving consistent safe attention from an adult who is looking after them. Their imagination and playfulness can help to inspire and motivate the caregiver and professionals who are supporting the child. When children become more confident, they may communicate more clearly and they may also be able to focus and concentrate for longer. As their child's play becomes more sustained, caregivers can become more confident understanding and responding to their child's signals.

Watch Me Play! can help to indicate whether more intensive assessment or interventions are needed. If few improvements are seen in the child's play skills, or a Watch Me Play! routine proves difficult to sustain, the experiences of child, caregiver and professionals will help to inform a more specialist assessment for the child. They may also help to identify support or training needs for caregivers.

EXAMPLE

A foster carer who was worried about the development of a young child who had been severely neglected noticed how she started to play for longer with her toys once they started doing Watch Me Play!. Over time, the child became less anxious and more outgoing. The foster carer found it easier to pick up on her signals after a few weeks when she had become familiar with what happened when her child was playing.

Giving regular attention to the child's play helps to give foster carers and other professionals a clearer idea of the child's interests, skills, as well as any worries that may be troubling them. When professionals are able to share observations and understanding, anxieties can be reduced and the quality and stability of placements may improve. Feedback from social workers has highlighted the value of sharing observations for a better understanding of the child and their needs, particularly when difficult care planning decisions have to be made - for example about placement moves or sibling placements.

Attending to a child's play can help to bring together a team around the child and carer. Bringing together different aspects of a child's life allows professionals to provide more containment for the child. When the adults are able to take in what the child shows in their play, the child is less alone with distress or anxiety, and the impact of early trauma is

mitigated. Validating positive changes over time as well as recognising difficulties and worries helps to establish working relationships among professionals. An emotionally receptive network can help a parent in difficulties, a foster carer or an adoptive parent to remain emotionally available to her or his child.

Feedback from foster carers

'I watch her, I let her explore'.

'Tipping out the box, letting the child see all the toys and choose'.

'It's better in a quiet space with the TV off - you appreciate the time more, both of you are more concentrating and more involved.'

Key points from child development research

Child-led play is fundamental for development and well-being and promotes learning and memory.

A baby or child whose feelings are understood and named by their caregiver gets to know themselves and their feelings and is more able to trust in adults.

Joint attention is one of the first stages of language learning.

When adults think about the meaning of behaviour, children are helped to communicate and to develop secure attachment.

Repetitive games with caregivers allow children to learn the skills of turn-taking and sharing.

Adults who facilitate self-directed play are encouraging their child's independent exploration, learning and self-regulation.

The delight that caregivers and children can share during play helps to reduce the impact of stress.

The early years provide repeated opportunities to intervene to prevent mental health disorder throughout the life span.

Introducing Watch Me Play! to parents and carers

Doing Watch Me Play! comes naturally for many caregivers, while for others it can take a while to get used to. Some parents may like to read this manual before they try the approach, while others will prefer to try it out for themselves first. The Why Play Matters leaflet in Part 1 of the manual can be introduced to parents or caregivers in trainings, meetings and health assessments.

A good way to encourage parents and carers to try the approach is to explain how it might help and ask their permission to try it together for a few minutes and then talk over with them what they noticed in their child's play and what it was like to watch them play. If they are interested, you can then suggest they try this at home and make a time to discuss their observations and thoughts with you. Some caregivers may find the Watch Me Play! diary in Part 1 of the Manual helpful for recording their impressions.

Counter-indications: when not to use Watch Me Play!

Watch Me Play! is an intervention for babies and young children in the context of relationships that are safe and nurturing. This approach may be helpful as part of general parenting advice for families who are receiving support from statutory services, but Watch Me Play! does not provide a framework for assessing parenting capacity and has not been developed to be used in assessments for care proceedings. In any situation where there are safeguarding concerns, ensuring the safety and well-being of the child takes priority.

Clinical judgment is needed in considering Watch Me Play! with parents or caregivers who may suffer from a mental health difficulty. For some parents who struggle with depression, becoming interested in their child's play may provide relief; sharing moments of delight with the child could help to lift their mood. Where depression is more severe, or is associated with other mental health difficulties, the task of engaging with and watching the child's play may be too demanding until treatment for the parent is established.

For caregivers who struggle to allow their child play freely, joint play sessions in which parent and child play together may be helpful. When trust has been built up, it may be possible to gradually explore the potential for describing the child's play and commenting on child-led

elements in the play. The joint play sessions can alternate with caregiver sessions in which developments or changes in the child's play can be explored.

Who can support parents and foster carers to do Watch Me Play!

Health visitors, looked after children's nurses, social workers, supervising social workers, nursery workers, infant mental health specialists and child psychotherapists are well placed to encourage parents and carers to do Watch Me Play! with their babies and young children. Professionals who visit the family home or see families in a clinic setting may be able to use the Watch Me Play! approach during their visits. Foster carers can be supported by supervising social workers and peer support networks as well as by children's social workers. Infant mental health clinicians may find the Watch Me Play! approach helpful as a first-line intervention or to inform an assessment.

Professionals can gain much from the opportunity to do Watch Me Play with caregivers and their babies or young children. This approach allows us to learn more about the experience of young children who have experienced early trauma or difficulty and the challenges facing their caregivers. It also provides opportunities to witness mutual delight between children and caregivers and to see the powerful impact that positive developments in interaction and mutual understanding can have.

Feedback from an infant mental health clinician

'All the evidence suggests the earlier you intervene the better – rather than waiting for children to act up when they are seven, eight, nine – or seventeen!'

Frequently Asked Questions

How does Watch Me Play! work?

Watching with warmth and interest helps children to focus on their play and allows children to develop trust in their carer and begin to express themselves. Children may then become more able to explore and enjoy the world around them. Feeling held in mind is a part of growing up secure and safe that is especially important for babies and young children who have experienced traumas early in life. Children who have not been consistently held in mind in their earliest infancy can evoke feelings in others that are hard to recognize or think about. Making connections, celebrating developments and puzzling over surprises with a fellow foster carer, a family member, social worker or clinician helps to regulate the impact of these feelings. Sharing observations from Watch Me Play! can help to facilitate a child-centred focus in professional meetings and care planning.

What kind of training would I need in order to use Watch Me Play in my work?

Training in child development and infant observation is a useful basis for Watch Me Play!. Training in observation is provided by the Tavistock Centre in London, across the UK and in centres in Europe, and many other organisations. Supervision and peer support also provide helpful frameworks for using Watch Me Play!.

As a new practitioner doing Watch Me Play!, how should I use this manual?

Read both parts of the manual and reflect on what this approach could contribute to your role. Share the manual with your clients. Write detailed notes so that you can learn from the sequences of play and interactions in the sessions. Follow your clinical judgement, read the relevant sections of the manual again after a few sessions and discuss in supervision. To consult a child psychotherapist or infant mental health clinician trained in infant observation, use the Association of Child Psychotherapists Register of Therapists.

Support from professionals for Watch Me Play!

Key points for Watch Me Play!

Preparing

- Ask the caregiver to turn off televisions and phones
- Put away battery operated toys
- Choose a selection of toys for the developmental stage of the child
- Sit on the floor or on a low chair
- Agree with the caregiver how long to do Watch Me Play! for

Doing

- Let the child play freely, as long as what they do is safe
- Encourage the caregiver to full attention to the child's play
- Encourage the caregiver to describe the child's play in simple language
- Feed back in simple language to the child and the caregiver on the child's play
- Notice if it is difficult for the caregiver to let the child take the lead in their play
- Let the child know a few minutes before the end of the Watch Me Play time
- Reflect with the caregiver about observations of the child's play
- Ask the caregiver how it felt for them when they were watching the child play

Following up

- Make a time to talk with the caregiver to discuss anything that does not feel appropriate to talk about while the child is with you
- Encourage the caregiver to set aside a regular time for Watch Me Play!
- Feed back to professionals meetings and care planning discussions
- Reflect on anything that feels difficult or distressing in the child's play
- Recognise the child's difficulties and struggles as well as their interests and skills

Creating a routine for free play

Establishing a play routine means setting aside a regular time in a quiet space for child-led play - with the television off and phones and screens put away. Background television and screens are particularly distracting for children whose early experiences have led them to be hyper-vigilant and who are unconsciously constantly scanning their environment for threat.

Foster carers and adoptive parents have commented on the importance of creating a consistent routine that is manageable and realistic so that children have regular opportunities to experience attention to their play. A shorter time a few times a week is more beneficial than a more ambitious routine that is not consistent.

It's also important to work out with the caregiver how to manage the end of the Watch Me Play! time with their child. It is usually helpful to give the child advance warning a few minutes before the end of the play session, and to find a way to finish the session that leaves the child looking forward to the next time. Encourage caregivers to name the child's feelings - such as disappointment, impatience or wanting more. While keeping to the agreed timescale, describing the feelings can be very helpful as a way of acknowledging what is going on for the child.

Modelling and facilitating child-led play

Modelling the approach with the caregiver and child, showing interest both in the child's play and in the carer's observations, is the best way to facilitate the caregiver as a co-observer of the child's play. Having the company of another adult who is involved in caring for the child can encourage caregivers to establish a Watch Me Play! routine. The aim is to achieve a collaborative and friendly working relationship focused on the experiences of the child.

Getting down on the floor with the child, or near the floor in a low chair, helps children to feel you are staying around. For some children, this is key to reducing their anxiety. Let the child see that you are interested in their play by talking with them about what they do, and help the caregiver to see that their role is all-important by encouraging and praising them for facilitating their child's self-directed play.

For some parents, promoting child-led play is second nature, while for others it may feel very new and different. For some, the challenge is to wait to see what the child chooses to do, while for others it may be seeing the child using toys in ways that are different from what they expect. Be clear with parents and caregivers that the aim during Watch Me Play! is for the child to direct their play while the adult comments and describes. The adult only joins in with the play when the child invites them to. If the child does want the adult to join in, the adult should still be following the child's play, not coming up with ideas themselves, or teaching.

Some caregivers may feel they have more of a teaching role even with young children, which can make it hard for them to let the child take the lead and freely explore. Trainings are useful opportunities to discuss guidance from child development research on the value of imaginative play for development. It is play and the repetition that it allows that creates the foundations for later learning. Of course giving explanations, directions and instructions to the child are ordinary aspects of daily interaction that are going on all the time. It is **only during the Watch Me Play! time** that the idea is to let the child set the pace while the adult describes what the child chooses to do.

Respect for the child and for the caregiver and acceptance of the stage that parent and child are at are also being modelled when we do Watch Me Play!. During the Watch Me Play! time, quietly notice what the parent or caregiver is able to do and what seems to feel more difficult for them. Recognising that there are no quick solutions and that every child is unique may be reassuring for foster carers when there are anxieties about whether the complexity of a child's needs and the demands of looking after them can really be understood by other professionals.

Feed back sensitively to child and caregiver, recognizing that this way of being with the child may feel different but is really worth going on with. Let parents know about the child development research background to Watch Me Play!. Wait to see if changes in the child's play or in interactions with the child start to be noticed.

Talking with the child, reflecting with the caregiver

Encourage parents and caregivers to be fellow observers alongside you of their child's play. Let them know that by watching their child play and talking with them about their play, they are providing all-important reassurance that will help their child develop self-confidence and early learning. Recognise that this way of talking with their child may feel a bit different. They may feel self-conscious to start off with. It might help to think with caregivers about how parents often talk freely with babies – providing a running commentary on what's going on around them and putting the world around them into words. Doing Watch Me Play! is a bit like that. Many caregivers have commented that they have found a way of it being quite natural once they have got used to it.

Talking doesn't have to be non-stop! Silences and pauses are helpful too, as a child wonders what to do next, or it feels like a good time for a bit of quiet. This helps children to find room for their own thoughts and wait for their next idea to take shape.

Encourage the caregiver to share their observations and also share your own thoughts about what you saw in the child's play. Reflect with caregivers as well about how it feels to be with the child while they are playing. If the child becomes unsettled or if there are things that are not appropriate to talk about in the presence of the child, arrange a time to talk just with the parent or caregiver. This could be another meeting or a pre-arranged time to talk on the phone.

Acknowledging difficulties

Giving children undivided attention comes naturally to many caregivers, but for others it may create anxiety. Although the idea of slowing down and taking a step back seems appealing in principle to many caregivers, it also involves a change in tempo and a different way of being with the child. Not being in charge of the direction of play and being open to the child's imagination and ideas may feel very new for some caregivers and may take a while to get used to and enjoy. Underlying anxieties about what children might show in their play could make caregivers feel doubtful about letting children express themselves in their play. These anxieties may need to be sensitively explored in discussions with the caregiver.

It can come as a relief for parents to feel that they don't have to come up with all the ideas. Some parents have talked about getting to know their child in a different way when they see their child taking the lead in play. For others, allowing their child to play freely and make their own choices in play may feel like a step too far. You may find you can start with what comes first, sitting on the floor together and taking an interest in the play between caregiver and child. Over time, there may be opportunities to highlight the child's satisfaction in their own agency when they are allowed to lead the play - and caregivers may be agreeably surprised by their child's imagination and resourcefulness.

Sharing delight

Enjoyment and fun, making new discoveries and sharing delight are tremendously valuable and important moments in the lives of children and caregivers. You can't have too many of them!

For children who may have become withdrawn, or who struggle with self-regulation, experiencing strong feelings together with their caregiver brings confidence and a greater capacity to manage emotions. In a world where children are increasingly being encouraged to become passive consumers, play provides opportunities for enriching experiences that do not cost money but create the foundations for nurturing relationships and future well-being.

Noticing

Children who have been exposed to neglect may have had few experiences of shared joy and delight. Deprivation and rejection can lead to profound feelings of shame which can result in children having a sense of themselves as empty, without value and lacking an identity. It is harder to notice and respond to infants when their signals are fleeting, muted, or different from what we expect or hope to see. The opportunities in Watch Me Play! for repeated observation, sharing observations and responding to the child's play in words can help to highlight unusual or unexpected responses from babies and young children so that caregivers may be more able to find ways of responding and the child feels less alone with their distress.

Noticing moments when there is a particularly strong emotional response can help to identify particular aspects of the child's play that may be especially helpful to think about more and observe more closely. A pre-arranged time to reflect later on with the carer, either face to face or on the phone, provides opportunities to revisit these moments and discuss them together. This reflection on the child's play and the experience of being with the child while they play, can help to support caregivers to remain emotionally available to their child, even when difficult feelings are being stirred up. Observation-based reflection can also help to generate a culture that supports development by validating feelings and thinking about meaning.

Feeding back to professional networks

Advocating for the psychological needs of babies and young children who have experienced adversity can require practitioners to take up a proactive role in multi-agency liaison and professionals' meetings. An interest in coming together to talk about what people see when a child is playing can be the first stage in creating an environment for free play. A team around the child that is focused around the child's communications, experiences and needs can become a forum for reflection and for care planning and support that are informed by observation.

Carers are more likely to be able to go on providing involved and attuned nurture for the children in their care when they are part of a culture that values their emotional commitment. Validating the contributions of all the adults who see the child can help to protect against the potential impact of secondary trauma for professionals working with severely deprived or maltreated children.

Frequently Asked Questions

How often and how long should we do Watch Me Play! for?

Watch Me Play! is a flexible approach. Caregivers are encouraged to establish a routine, doing Watch Me Play! two or more times a week with their child. Some caregivers quickly settle into a routine in which they do Watch Me Play! every day, while for others once or twice a week may be the most they can manage.

The frequency of sessions with a professional, and the number of sessions offered, can be adapted to fit the circumstances of children and caregivers. Sessions with a professional can be weekly, fortnightly or every three weeks. With a longer gap between sessions it is more difficult to maintain a sense of continuity.

Some parents and carers have described positive changes after two or three sessions, while for others, six or eight sessions may be needed before changes are evident. If it does not prove possible to establish a play routine that is satisfactory for child and caregiver, or if there are difficulties that do not change after six or eight sessions, a more intensive intervention or further assessment may be needed.

The parents I am working with are keen to learn strategies to help their child, but they sometimes find it difficult to try something new. How can I help them?

Everyone is different and there are different ways of encouraging parents and carers who have a worry about their child. For some, knowing about the value of free, exploratory play for child development is reassuring. For these parents, information from child development research may be particularly relevant. For other caregivers, seeing a difference in their child's play, or feeling a difference in their experience of being with their child may be more important.

When you are encouraging caregivers to try something new in their way of interacting with their child during Watch Me Play! times, it is important to validate the caregivers' attention to the child, the toys and materials they provide, the words they use to talk with their child about their play and to praise their efforts to allow the child to play freely.

The family I am working with tell me that they watch their children playing all the time. What's different about this approach – can I encourage them to try it?

The Watch Me Play! approach is so simple that some caregivers may not see it as important. Yet it is not quite the same as being around while the child is playing or playing with their child. Praise the family for taking an interest in their children's play. Explain and model what we do

in Watch Me Play! that is different: allowing the child to set the pace and take the lead; talking with the child about their play; talking with another adult about the child's play.

The most encouraging thing for parents and carers is often when they start to see changes: a hyperactive child slowing down in their play, a very withdrawn child becoming more lively and alert, a silent child vocalizing more, a child who has been fixated on television and screens becoming absorbed in small world play. These changes are more likely to be seen over a period of time: the professional's task is to help caregivers notice the changes, encourage them to go on being interested in their child's play and support them to incorporate Watch Me Play! into daily or weekly routines.

As well as watching their child play, caregivers are also talking to their child about what he or she is choosing to do. They are letting the child take the lead, not making suggestions or joining in with your child's play, unless invited. And they are also noticing what it's like to be with their child while they are playing. These are all things that are manageable to do for 20 minutes or so.

The foster carer I am supporting finds it difficult when the child she is looking after, who has a history of severe neglect, damages the dolls and other toys she has got for him – and the playroom is a complete mess as soon as he starts playing! What advice should I give?

For some children the opportunity for free play provides an outlet for long held in feelings, which may include aggression or overwhelming confusion. These feelings can be upsetting to come close to and many caregivers feel they should teach children to behave differently. There are good reasons for showing children how to look after their toys, but during the Watch Me Play! time, carers are encouraged to accept the child's play, describe what the child does and talk it over what they see with another adult – a family member, another carer, a health visitor or social worker. This can help children to develop trust in and communicate with their caregivers.

If a child's play is felt to be disturbing or upsetting to watch, and does not change, more specialised help may be needed. You can suggest making the Watch Me Play! time shorter so that it feels more manageable for the foster carer, but the most helpful next step is for you

or another professional to join the foster carer to do Watch Me Play! alongside her or him. Together you may be able to notice and celebrate small changes in the child's play over time. You can also consider whether to seek advice from an infant mental health service, child mental health service, child psychotherapist or parent-infant psychotherapist.

Feedback from a foster carer

'Not intervening can lead to a story being told by a child through play.'

I am working with a special guardian whose child does not respond or show any interest when she puts toys out for him. How can I help?

Encourage the special guardian to think of the Watch Me Play! times as a time to be quietly together. Sit on the floor with them if you can so that you can observe together any small gestures or glances from the child and think together about how to put them into words. Let the child know that you can wait. Comment on any small changes that you see and praise the caregiver for going on being available and for giving attention to their child.

Sometimes toys for a much younger child can appeal to a child who has not had so many previous opportunities to play. Water, sand and play-dough allow children to engage in their own way and at their own pace. If the child has a social worker, a health visitor, a nursery worker or another involved professional, think together with them about what the child shows you and what further help may be needed.

Watch Me Play! case examples

The brief case examples below aim to provide examples of ways of using Watch Me Play! with children of different ages. For confidentiality, all names and identifying details have been changed.

Molly: a baby in foster care.

One visit, telephone follow up and liaison with the professional network over a period of six weeks

Molly was three months old when her social worker brought her to the home of first-time foster carer Jane. Molly had been born addicted to heroin and had spent her first two weeks of life in a special care baby unit. When she was five months old, I was asked to visit the foster home. Jane told me about her worries about Molly's shrill, persistent crying and her sudden mood changes. Jane's supervising social worker and I thought with Jane about the kind of environment Molly might have been in before coming into care. We also thought about the uncertainty Jane was in about how long Molly would stay with her for. We were able to reassure Jane that allowing Molly to feel close to her would help her in her development, even if the placement was just for a short time.

I suggested turning the television off for some hours of the day and putting away mechanical toys to help Molly to regulate her high levels of arousal. This quieter environment could also help Jane to attune to the infant in her care. I introduced Jane to the idea of giving her whole attention to playing with Molly for twenty minutes once a day. Jane took to this routine and told me in follow up phone calls how Molly's little face lit up when she slowly looked into her eyes, raised her eyebrows and called her name quietly. When Molly put out her tongue or lifted her hand, Jane saw how Molly watched with fascination as she echoed her movements.

I encouraged Jane to discuss Molly's responses and their play together with her supervising social worker and the health visitor. After three weeks, Jane reported to her social worker that she was feeling more confident about understanding what Molly needed. She was getting to know her foster child in a different way and enjoyed being with her more. She began to recognise what could be stressful for Molly and was more able to anticipate her changes of

mood. Molly was more able to accept comfort and the long periods when she was crying inconsolably reduced.

Discussion

When a child comes into care the circumstances are always complex. The importance of play for children's development can easily become lost in this crisis. It may be difficult for foster carers to feel they can make a meaningful emotional connection when a move away from the foster home is planned or the duration of the placement is uncertain.

This was a brief intervention that helped the caregiver to reach out to three month-old Molly even though it took time to understand her needs and the caregiver did not know how long she would be staying with her. Play provided a space in which foster carer and child came together at a pace that both could manage.

Tasks for the professional:

- Closely observing the interactions between infant and caregiver
- Helping the caregiver to feel connected to the infant in her care
- Validating the importance of the caregiver's nurture
- Sharing observations with the caregiver in telephone follow-up
- Providing child development guidance
- Liaising with the professional network
- Feeding back about training needs for first time foster carers

Henry: a two year old who could not play.

Ten visits, liaison with the professional network, support for adoptive parents over a period of fourteen months

Henry was taken into foster care when he was two years old after receiving hospital treatment for severe injuries he had sustained in the family home. Four months later, there were concerns about his disturbed feeding and sleep, his hyperactivity running around in the foster home. The professional network wanted advice about supporting his foster carer, Asha. She described Henry in the foster home as 'like a tornado'.

I visited the foster home every two weeks for the first three months. In the first six weeks I saw what Asha meant as Henry ran around continually, occasionally picking up and then dropping or throwing a toy. We persisted with sitting on the floor together talking quietly about what Henry was doing. The television was switched off and battery-operated toys were replaced with a small number of soft toys, toy animals, cars and puzzles. Gradually Henry began to slow down and play with two toy cars. For a few weeks, Asha found that she was repeatedly describing how he crashed the cars together; after a while, he began to push the cars under a sofa and Henry would ask Asha to find them for him. Asha told me later that this play felt maddening and uncomfortable for her. I shared her experience and thought that Henry's play felt very controlling and repetitive. I also noticed his fleeting, rapid glances at Asha and me: he seemed to be checking us out. Asha and I reflected on what we know about Henry's early history. It seemed that his play with the cars was helping us to understand more about his need to keep a close eye on the adults.

After we had that discussion, Asha told me about a big change in the play: Henry began to 'find' his cars for himself. Asha was relieved! She also felt pleased to see that Henry seemed to enjoy his play more. We both noticed that he was now able to explore other toys. Sometimes he talked to the toy animals, or he joined in when Asha sang a nursery rhyme. His feeding difficulties resolved and he began to sleep through the night. When adoptive parents came forward for Henry, they were keen to think about his needs and what could help him. They continued the Watch Me Play! sessions during the introductions and in the first months in the adoptive home. I offered telephone support to his new parents. I had the pleasure of hearing about a loving child who went on to thrive in his adoptive family.

Discussion

It took a lot of persistence and courage from Asha to continue to watch Henry's play during the first very difficult months. Her attention, the simple toys and a quiet environment created conditions in which Henry's anxieties and high arousal could begin to be contained.

Over time, more exploratory play began. Talking over what we had seen in his play seemed to help something to be taken in and allowed Henry to begin to relax his vigilance and to be able to play more like a child. In his new home, I was moved to hear how he was able to stay in touch with his foster carer and his enjoyment of nursery and his new life with his adoptive family.

Tasks for the professional:

- Providing child development guidance
- Being part of the interactions between child and caregiver and feeding back to the caregiver
- Praising the caregiver for giving the child her full attention
- Continuing to reflect with the caregiver as changes began to be seen
- Liaising with the professional network, nursery and prospective adopters
- Reflecting with the adoptive parents in telephone follow-up

Rashana: a three year old who moves to live with special guardians.

Three sessions, meetings and telephone support over a period of three months

Rashana was a very shy and pretty three year-old who had experienced repeated placement breakdowns and sudden moves. She spoke in a whisper, rarely raising her eyes, and she avoided any physical comfort from the aunt and uncle who had become her special guardians.

In their first Watch Me Play! session, my colleague noticed that as soon as Rashana started to play, her aunt, Simeera asked questions and came in with quite a few suggestions about what she could do next. It seemed that Simeera very much wanted to find a way of giving something to Rashana. She wanted so much for her to be happy and to know that she was loved; but the effect seemed to be that Rashana shut down.

My colleague advised Simeera to take a step back, watch and be interested in what Rashana chose to do. Together they watched as Rashana for the first time started to play with the toy animals. With encouragement from my colleague, Simeera described what Rashana was doing with the toy animals. When Rashana wasn't sure what to do next, Simeera waited. After the Watch Me Play! session, Simeera reflected with my colleague. She said she had never seen Rashana play like that before. She wasn't sure if Rashana would do that at home. But she agreed to try doing Watch Me Play!, with the help of telephone support in which she described to my colleague what she had seen in Rashana's play, and how it felt to be with her while she was playing.

In follow-up sessions in the clinic, Simeera and my colleague started to see a new side of Rashana as she began play more freely. She could show the toy animals fighting. There were changes at home too: Rashana, who had been so quiet, now shouted when she was winning at Snap. She asked to be held on Simeera's lap when she was upset. Simeera felt that Rashana had come alive, and had become a three year-old child instead of a 'mini-adult'. She began to enjoy looking after Rashana much more, even when the placement became more challenging as she became less compliant.

Discussion

For new caregivers who may be looking for ways to connect with their child without overwhelming them, the safe space of play is a realm in which new relationships can be sensitively explored. Rashana was freed up by having the space to express herself with the assurance that she mattered enough for her aunt to take the time to watch her play. This allowed her to find her voice.

Tasks for the professional:

- Providing child development guidance
- Helping caregivers to feel that 'just watching' is enough
- Praising the caregiver for setting aside time for Watch Me Play!
- Continuing to reflect with the caregiver in telephone follow-up
- Liaising with the professional network
- Validating the positive changes with the caregiver and the network

Child development research and Watch Me Play!

Infant Mental Health difficulties and early intervention

‘The preservation of the mental health of infants is the key to prevention of mental health disorder throughout the life span’ (Fonagy, 1998)

The most recent survey of the prevalence of child mental health difficulties in England (Sadler et al., 2017) estimates that one out of twenty children aged between two and four has a mental health disorder – defined as emotional, behavioural, hyperactivity and less common difficulties such as autistic spectrum or eating disorders . For children aged between five and ten, one in every ten children is estimated to have a mental health disorder.

Young children who enter the care system are at increased risk of developmental and mental health difficulties including depression, anxiety, hyperactivity and post-traumatic stress disorder (Reams, 1999). For children under the age of five who are in care, the prevalence of mental health difficulties has been reported in earlier studies as between 45% and 60% (Meltzer et al. 2003; McAuley and Young 2006; Stahmer et al. 2005; Hillen et al. 2012).

Having a mental health difficulty early in life increases the risk of having ongoing physical and mental health difficulties in childhood and in adult life. It is well-established that early intervention for infant mental health difficulty is effective and has benefits for society as a whole as well as for individuals and families (Allen 2011; APPG 2015; Crockenberg and Leerkes 2000).

When relationships have been marked by conflict, violence or neglect, or when there have been repeated disruptions of a child’s attachments, the early years provide the greatest opportunities for repair and recovery. Early intervention is recognized to be far more effective for early onset mental health difficulties than waiting until the problems have become entrenched. A review of attachment treatments concludes that interventions of between four and eighteen sessions with a focus on maternal sensitivity are able to achieve significant change if applied early in the infant’s life (Wright et al., 2015).

The ordinarily thriving baby is a magnet for adult attention, but some babies may respond to extreme stress by developing defensive ways of relating that deflect adult attention and may go on to impair future relationships and attachment patterns (Fraiberg, 1982). Child development and clinical research argue for interventions during the first two years of life when emotional processing and attachment-forming areas of the brain have the greatest capacity for development and recovery (Schoore 2010). There is strong evidence that for children in care, the foster placement is the main agent of therapeutic change (Luke et al., 2014). The caregiver's attachment and attunement to the growing infant is the means of providing reparative experiences of safety and stability. Play provides ways in which foster carer and infant can get to know each other and create new relationships. For adoptive parents too, play can help those new to the child to take the time to recognize the child's signals and communications.

Attunement and early interaction

'Play supports the formation of the safe, stable, and nurturing relationships with caregivers that children need to thrive' (Yogman et al, 2018)

Children's earliest experiences with their caregivers shape their future development and relationships. The Harvard Center for the Developing Child uses the metaphor of 'serve and return' to describe attuned interactions between child and caregiver (2018). The baby 'serves', sending a signal as she slightly opens her mouth, moves her tongue, or lifts her eyebrows. The parent or caregiver, watching closely, 'returns' by echoing the infant's facial expression, perhaps slightly amplifying it, introducing a slight variation, or accompanying the return signal with a matching sound. The infant watches the face of the adult with rapt attention and further sequences of 'serve and return' bring a glow to the face of baby and adult alike, until the baby turns away for a rest. During these interactive sequences, pleasurable hormones are released that motivate baby and parent to come back for more, reinforcing the bond between child and caregiver.

In *Finding Your Way with Your Baby. The emotional life of parents and babies* (2015) Dilys Daws and Alex de Rementería (2015) comment that a baby whose feelings are understood and recognized is being helped to get to know the whole range of human emotions.

Responding to the child as a person whose communications have meaning and who is looking for meaning allows the child to develop secure attachment.

‘Key to promoting security and resilience is mind-mindedness – thinking about what is in the mind of the child’ (Schofield et al. 2018)

Mind-mindedness research has demonstrated that thinking about meaning helps children to communicate and in their social development. Children whose caregivers ascribe possible meanings to their first sounds and gestures are likely to know more words when they are five than do children whose communications are not connected with meaning (Meins et al. 2003; Meins and Fernyhough 2010). They are also more likely to develop secure attachments. ‘Mentalisation’ and ‘reflective practice’ also emphasise the importance of looking for meaning in behaviour, play and children’s communications (Fonagy and Allison, 2012; Leckman et al. 2007).

Stages of play

‘Babies are actively engaged in looking for patterns in what is going on around them... Children need to figure out what’s going on around them... This drive pushes them to act in ways that will get them the information they need; it leads them to explore and experiment’ (Gopnik, Meltzoff and Kuhl, 1999)

Play takes different forms at each stage of development, starting with mirroring games and ‘conversations’ between parents and infants as they get to know each other in the first weeks of life. The youngest babies become fully alert in face-to-face interactions with a parent or carer, each watching the other closely (Murray and Andrews 2005; Daws and de Rementeria 2015).

During moments of close reciprocal attention, the infant’s physiological systems are fully activated (Music 2016). New connections being made in the infant’s brain – and, to a lesser degree, in the brain of the responding adult – promote the capacities for recognising emotions and for thinking. A baby whose parent or caregiver attends closely to his signals experiences a range of emotions in response to the expressive face and voice of his partner in this interactive ‘dance’. Caregivers often vary their facial expressions and gestures so that their

infant can imitate them. Or they may imitate the infant's sounds and engage in a back-and-forth conversation using the infant's sounds as a prompt. At around 7 to 12 months, infants can begin to learn that his or her actions have effects, such as when a toy that he or she drops a toy falls to the ground.

Consistent, fun experiences of coming and going are important for the later development of self-regulation and turn-taking and sharing (Reddy and Mireault 2015). Repetitive games, such as peek-a-boo and 'this little piggy' provide the developing infant with the satisfaction of being able to predict what is going to happen next. These games also build on infants' ability to seek and respond to social relationships. Peekaboo, hide and seek and teasing provide opportunities for young children to explore and get to know their caregivers' reactions - and to experience the delight of shared enjoyment and understanding.

Caregivers who read regularly with their child can encourage pretend play based on these stories. Later in the pre-school years, singing nursery rhymes together helps children with the building blocks of language while bringing imagination alive (Yogman et al, 2018).

Play and child development

The first systematic studies of child development from the 1940s by Piaget, Vygotsky, Bruner, Reddy, Sylva and many other researchers recognized the fundamental role of play for development, well-being, curiosity, memory and learning. These findings are confirmed in a 2018 review for the American Association of Pediatrics by a group of doctors and researchers headed by Dr Michael Yogman:

Play is ... fundamental to health, and gives us opportunities to practice and hone the skills needed to live in a complex world.

Early learning combines playful discovery with the development of social-emotional skills. In play, children are also solving problems and learning to focus attention, all of which promote the growth of executive functioning skills which are foundational for school readiness and academic success. Executive functioning helps children transition from one activity to another and to accept routines and boundaries (Yogman et al., 2018).

Freud described attention as a form of psychic energy or 'observing thought' that looks for patterns of meaning and brings the ego, the conscious mind, into contact with reality (1917, 1923). Joint attention is an important stage in typical development when young children are very interested in sharing their experiences and the things they have noticed. These shared experiences are thought to help with the first stages of language learning. Studies have shown positive correlations between the amount of joint attention in which parent-child dyads engage and the size of children's early vocabularies. The child development researcher Jerome Bruner identified joint attention as parents' and children's coordinated attention to each other and to a third object or event (1976, 1983). Talking with children about their play is a way in which experiences of joint attention can be provided over and over again.

Child-led play

'Learning thrives when children are given some agency (control of their own actions) to play a role in their own learning' (Yogman et al, 2018)

Many approaches to support for children with developmental, emotional or behavioural difficulties promote child-led play in order to increase opportunities for dialogue and mutually enjoyable interaction. Speech and language therapy, the Solihull approach, trainings such as the Webster Stratton Incredible Years and Fostering Changes programmes, parent-infant psychotherapy and 'Watch, Wait and Wonder!' all share a focus on child-led play facilitated by the full attention of the caregiver. Providing attention to the child's play and putting the play into words has been found to enhance confidence, self-efficacy, imagination, self-esteem, concentration, regulation and co-ordination in the child. Benefits have also been reported in the attunement and sensitivity of the caregiver (Panksepp, 2007; Sunderland, 2007; Dozier et al., 2009; Ayling & Stringer, 2013). Providing an environment for child-led play allows adults to learn from the child about when to reach out to make emotional contact and when to stand back, remaining available and interested, until the child is ready to make a connection.

The American child development researcher Arietta Slade sees child-led play as the means to consolidation and integration: in putting experiences and feelings into play, 'the child is creating structure' (1994: 91, 94). This understanding of child-led play is not new! In the 1940s, the Hungarian paediatrician Emmi Pikler observed the importance of spontaneous child-led play for infant motor development. The practices she established in children's homes

based on the key principles of providing the caregiver's full, undivided attention and promoting free imaginative play remain influential in residential care and children's centres across Europe today (Vamos et al. 2010). However, research and clinical practice have shown that the value of free play for development can be lost sight of when there are significant worries about children's development or well-being. More generally, holding the child's experiences in mind can be harder when there are high levels of risk.

'The ability to 'keep the child in mind' can be eroded in challenging situations'
(Onions 2018: 252)

Ensuring that a child is physically well and safe must take priority when there are safeguarding concerns. But in the path to recovery from trauma, the physical and the psychological are closely interlinked. In Africa, studies of children recovering from malnourishment report reduced mortality and increased speed of recovery in children who received intensive feeding and psychosocial support that involved promoting play and attention to the child, compared to children who received intensive feeding only (WHO 2004). A focus on psychological well-being was found to be critical in generating the emotional connectedness between children and their caregivers that was crucial for recovery and health.

The importance of exploration

'The attachment system exists to bring the infant into close proximity with its caregiver, thereby protecting the infant from harm and predation. The exploration system exists to propel the infant into the world to learn about the environment, thereby enhancing the likelihood of its safe and effective functioning' (Elliot and Reis 2003: 320)

Bowlby's researches of the 1940s and onwards identified two interlinking systems, attachment and exploration, both integral to development (1969). When attachment needs are satisfied, the child turns to exploration and is able to interact with and explore the world around her or him.

Interestingly, exploration has received far less attention in research and trainings. It may feel hard to believe that children who have experienced trauma and disruption can relax their grip

on those they have become close to in order to be able to play and explore. However those who cannot play freely and explore are at a disadvantage developmentally. A child who cannot turn to the world around them with curiosity and delight is less able to find relief and satisfaction through play.

‘...for our species the dangers of exploration are offset by the benefits of learning. The rapid and profound changes in children’s understanding of the world seem related to the ways they explore and experiment.’

(Gopnik et al, 1999)

While instructions can limit a child’s creativity and imagination, adults who facilitate a child’s play and take an interest are encouraging the child’s independent exploration, learning and language. The American Association of Pediatrics review (2018) reports that pre-school children who were given building blocks to play with at home with minimal direction from adults showed improvements in their early language skills.

Exploratory play, making a mess or getting things ‘wrong’ are important ways in which children learn about their environment and develop the skills in co-ordination and communication that underpin later formal learning. The paediatrician and psychoanalyst Donald Winnicott (1971) described play as a creative way of exploring the world around us and ourselves and of having a creative relationship with the world. As children explore stories in their imaginative play, they find out about their feelings. The repetition of play allows strong feelings to be regulated so that fears, anxieties and worries gradually become less big. Just as we can try out solutions to a problem in our dreams, and can wake up with a clearer idea of a way forward, play allows children to work out better ways of managing a difficult situation.

The particular value of child-led play for children who have experienced adversity

‘In the presence of childhood adversity, play becomes even more important. The mutual joy and shared communication and attunement that parents and children can experience during play regulate the body’s stress response.’ (Yogman et al, 2018)

Trauma and the responses that trauma sets going in the infant brain can significantly impact on long term development and the capacities for self-regulation, relationships and well-being

(Perry 1995; Schore 2010). Defensive patterns of interaction can lead even very young infants to shut down. Survival modes that protect the self from immediate danger by-pass the parts of the brain that recognise and regulate emotion. When these areas of the brain fail to develop, defensive responses such as hyper-vigilance, dysregulation and dissociation continue to interfere with play, social interaction and learning long after the danger has passed (McCrary, De Brito and Viding 2011).

The American Association of Pediatrics (2018) reports improvements in regulation difficulties resulting from significant adversity for children who were given regular opportunities to engage in adult-supported free play. It is important to address defensive ways of relating adopted for survival in infancy as early as possible in order to meet the psychological needs for intimacy, trust and exploration. The mutual joy and shared attunement that parents and children can experience during play helps to reduce the effects of stress. The body's stress responses are linked to brain functioning and physiological signals. Attentive caregiving and responding to a child's communications with reflections and words helps to buffer the impact of trauma and reduce the toxic effects of excessive stress.

Benefits for adults

Pro-active parenting activities reduce parental stress and enhance the parent-child relationship. Playing with children adds value not only for children but also for adult caregivers, who can re-experience or reawaken the joy of their own childhood and rejuvenate themselves. Attending to their child's play can help responsive caregivers to rekindle the capacity for play (Alvarez and Phillips, 1998). Caregivers can engage with their children, observe and come to understand the pre-verbal behavior of young infants, participate in playful exchanges, and share the joy of witnessing the blossoming of their children's interests and skills (Yogman et al, 2018).

Reflecting together as adults who know and care about the child can help to make sense of difficult experiences. Feeling supported by those who are thinking about the child with them can help caregivers to feel less alone and more able to find delight and reassurance in their child's smallest developmental steps. This can help to protect against the potential impact of secondary trauma for those who are in close contact with the distress and disturbance of young children (Wakelyn, 2019).

Workshop Examples

A half-day workshop introducing Watch Me Play! to groups including parents, foster carers, contact supervisors, social workers and clinicians:

- Introduction to the workshop, aims and hopes: (15 minutes)
- Reflecting together: the experience of transitions (20 minutes)
- Presentation and discussion Part 1: Infant mental health intervention for children in care: needs and opportunities (40 minutes)
- Break
- Presentation and discussion Part 2: The 'Watch Me Play!' approach (50 minutes)
- Part 3 Small group case discussion (40 minutes)
- Closing: Summary,
- questions, reflections and evaluation (20 minutes)

A half-day experiential workshop in Watch Me Play! for foster carers and supervising social workers

- Introduction to the workshop, aims and hopes: (15 minutes)
- Reflecting together: experiences of play in childhood (30 minutes)
- Introducing Watch Me Play!: Role play and discussion (40 minutes)
- Break
- Presentation and discussion: Why Play Matters (40 minutes)
- Small group case discussions (30 minutes)
- Evaluations and close (15 minutes)

Useful websites

Association of Child Psychotherapists – Find a therapist register:

<https://childpsychotherapy.org.uk/fat>

Association for Infant Mental Health (UK)

<https://aimh.org.uk/>

The Centre for the Developing Child at Harvard University videos on 'serve and return interaction':

<http://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/>

Coram BAAF (British Association for Adoption and Fostering):

<https://corambaaf.org.uk>

First Step Leaflets www.tavistockandportman.nhs.uk/firststep

Plan Toys: www.plantoys.com

<https://www.youtube.com/watch?v=tpEoKBeVReQ>

The Social Baby:

<http://www.socialbaby.com/>

The Tavistock and Portman NHS Foundation Trust and training centre:

<https://tavistockandportman.nhs.uk/>

Understanding Childhood:

www.understandingchildhood.net/

University of East Anglia Secure Base model downloadable resources for trainings:

<https://www.uea.ac.uk/providingasecurebase/resources/>

Zero to Three:

<https://www.zerotothree.org/>

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