Child-Centered Play Therapy Session Clinical Notes

Client name __________________________ Date __________________ Time of session ____________
Counselor ____________________________ Session no. ______________ Length of session __________

Transitioned into session
☐ enthusiastically ☐ wearily ☐ anxiously ☐ irritably ☐ tentatively ☐ excitedly
☐ boastfully ☐ begrudgingly ☐ calmly ☐ inquisitively ☐ merrily ☐ __________
as evidenced by ______________________________________________________________________________________________

Toys used
☐ action heroes/soldiers ☐ cars/trucks ☐ animals: domestic, zoo, dinosaurs, __________________________________________
☐ bop bag/egg cartons/socker bopper ☐ dress-ups/masks ☐ water
☐ baby dolls/bottle ☐ telephone ☐ camera
☐ dollhouse/small figures ☐ guns/handcuffs/rope ☐ puppets
☐ crayons/markers/whiteboard/paint ☐ swords/noodles/shields ☐ kitchen/dishes/food
☐ sand/minatures ☐ doctor kit ☐ money/cash register
☐ blocks/Legos ☐ basketball/hoop/balls ☐ __________________________________________

Themes
☐ helpless/inadequacy ☐ loneliness ☐ aggression/revenge
☐ confusion ☐ self-esteem/self-worth ☐ fears/anxiety
☐ safety/security/protection ☐ good versus evil ☐ nurturing/self-care/healing
☐ anger/sadness ☐ death/loss/grieving ☐ trust/betrayal
☐ ________________ ☐ ________________

Subjective feelings expressed
HAPPY: relieved, satisfied, pleased, delighted, excited, surprised, silly, __________________________________________
SAD: disappointed, hopeless, pessimistic, discouraged, lonely, __________________________________________
ANGRY: impatient, annoyed, frustrated, mad, mean, jealous, __________________________________________
AFRAID: vulnerable, helpless, distrustful, __________________________________________

Session narrative

Include subjective feelings and themes, significant verbalizations, “firsts,” additive or cycling play, description of role, or other content.
**Prosocial behaviors displayed**

- ☐ manners
- ☐ sharing
- ☐ empathy
- ☐ problem solving
- ☐ care taking
- ☐ respect
- ☐ mutuality
- ☐ __________________________
- ☐ self-control
- ☐ picking up
- ☐ apologizing

**Limits set and response of the child**

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________

**Transitioned out of session**

- ☐ enthusiastically
- ☐ wearily
- ☐ anxiously
- ☐ irritably
- ☐ tentatively
- ☐ excitedly
- ☐ boastfully
- ☐ begrudgingly
- ☐ calmly
- ☐ inquisitively
- ☐ merrily
- ☐ ____________

as evidenced by ______________________________________________________________________________________________

**Reminders/other notes**

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________
Self-Supervision Form for Child-Centered Play Therapy Sessions

Date __________________________ Date of review __________________________

Child’s name __________________________ Age _________ Session no. ______________

1. List feelings expressed by the child. Put an “X” next to feelings you reflected. Put an “O” next to feelings you could have reflected.

   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________
   __________________________________________  __________________________________

   - Were they accurate?
   - Were they complete?
   - Were they timed appropriately?

   __________________________________________________________________________
   __________________________________________________________________________

3. Which of the child’s feelings, if any, did I not respond to appropriately?

   __________________________________________________________________________
   __________________________________________________________________________

4. What kind of error was committed in responding inappropriately? (Give specific examples.)

- Failure to respond at all.
- Failure to respond until much later.
- Addressing action instead of feeling.
- Mislabeled feelings.
- Failure to match own degree of emotion with that expressed by child.

___________________________________________________________________________________
___________________________________________________________________________________

5. Frequency of responses. (Give specific examples.)

- Balanced.
- Too few responses made to demonstrate understanding and acceptance of child.
- Too much talking.
- Failure to make succinct responses.
- Play-by-play description.
- Too much interest to unimportant details.
- Other?

___________________________________________________________________________________
___________________________________________________________________________________

6. Were limits enforced appropriately?

- Too many. (What’s the evidence?)
- Too few. (How do you know?)
- Not enforced? (Why not?)
- Other?

___________________________________________________________________________________
___________________________________________________________________________________
7. Was structuring provided appropriately? (How do you know?)

- Opening
- Five minutes
- One minute
- Closing
- Was timing appropriate?

___________________________________________________________________________________
___________________________________________________________________________________

8. Was factual information provided appropriately? If not, how was the error made?

- Refused to provide an answers, reflecting child’s wish for an answer beyond a reasonable point.
- Too much information provided, more than required.
- Misleading information provided, avoiding facing the truth.

___________________________________________________________________________________
___________________________________________________________________________________

9. Proximity

- Too close.
- Too far away.
- Child looked uncomfortable with distance.
- Adult looked uncomfortable with distance.

___________________________________________________________________________________
___________________________________________________________________________________

10. Language

Adult used language appropriate for the child’s age and cognitive development.

Give three examples.

___________________________________________________________________________________
___________________________________________________________________________________
   - Adequate.
   - Own opinions, evaluations, judgments crept in.
   - Voice revealed contradictory feelings.
   - Appeared uninterested, distracted.

12. Adult carried off technique(s) comfortably? If not, what was evidence to suggest otherwise?
   - Adult seemed uncomfortable. How?
   - Child criticized or rebuffed technique(s).

13. Adult is comfortable with child’s direction of the session. Does not attempt to divert by open or subtle means. If not, explain the error.

14. Apparent themes in the child’s play.

15. What did you like about the child?

16. What about this child reminds you of yourself?
17. What’s your overall feeling about the session?
___________________________________________________________________________________
___________________________________________________________________________________

18. Most positive aspect of session.
___________________________________________________________________________________
___________________________________________________________________________________

19. Aspects to work on.
___________________________________________________________________________________
___________________________________________________________________________________

20. How was the process of completing this supervision form for you?
___________________________________________________________________________________
___________________________________________________________________________________

*Additional notes*
### Child-Centered Play Therapy Implementation Checklist

<table>
<thead>
<tr>
<th>Program Area/Quality Indicator</th>
<th>Level of Strategy Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction to Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>Implementation Indicator 1.1: Building rapport with the client</td>
<td>None Minimal Moderate Complete Exemplary</td>
</tr>
<tr>
<td>The therapist establishes a trusting relationship with the participating child.</td>
<td>① ② ③ ④ ⑤</td>
</tr>
<tr>
<td>Implementation Indicator 1.2: Assuring confidentiality</td>
<td></td>
</tr>
<tr>
<td>The therapist successfully assures the parent(s) or caregiver(s) that all information disclosed will be kept strictly confidential. The therapist also assures the participating client, but only if he or she is capable of understanding the issues relating to confidentiality.</td>
<td>① ② ③ ④ ⑤</td>
</tr>
<tr>
<td>Implementation Indicator 1.3: Gathering background information</td>
<td></td>
</tr>
<tr>
<td>The therapist collects information in a comprehensive manner to permit a thorough understanding of the phenomenological perspective of the child.</td>
<td>① ② ③ ④ ⑤</td>
</tr>
<tr>
<td>Implementation Indicator 1.4: Orientation to the program</td>
<td></td>
</tr>
<tr>
<td>The therapist provides an introduction to child-centered play therapy, highlighting the key features and articulating the expected course of the intervention.</td>
<td>① ② ③ ④ ⑤</td>
</tr>
<tr>
<td>Implementation Indicator 1.5: Encouraging involvement</td>
<td></td>
</tr>
<tr>
<td>The therapist uses a variety of techniques (including the use of toys) to facilitate child involvement, play, and verbalizations.</td>
<td>① ② ③ ④ ⑤</td>
</tr>
</tbody>
</table>
Program Area/Quality Indicator

Implementation Indicator 1.6: Developing and using an appropriate play therapy environment
The therapist introduces and uses appropriate playroom materials.

2. Treatment

Implementation Indicator 2.1: Structuring the relationship
The therapist introduces the parameters and nature of the play therapy relationship.

Implementation Indicator 2.2: Acknowledging the culture of children
The therapist acknowledges and demonstrates appreciation of the developmental and sociocultural perspectives of the child.

Implementation Indicator 2.3: Role-playing to identify feelings, and behaviors
The therapist and the child engage in role-play to help the child identify feelings and behaviors.

Implementation Indicator 2.4: Establishing limits
The therapist sets limits, as needed, to provide additional structure to sessions and to maintain safety.

Implementation Indicator 2.5: Therapeutic responses
The therapist provides ongoing responses calibrated to help the child in feeling understood, in becoming aware of his or her responsibility in the therapeutic relationship, and in gaining insight into his or her behavior.
Program Area/Quality Indicator

Implementation Indicator 2.6: Role-playing and play to improve coping skills

The therapist and the child act out scenarios to provide an opportunity for the child to practice coping skills and to utilize a problem-solving approach to difficult situations.

Implementation Indicator 2.7: Outcome indicators for clients with family problems

When family problems are diagnosed, the therapist works to establish a range of outcomes intended to improve, where needed, the child’s communication, relational, and coping skills.

Implementation Indicator 2.8: Outcome indicators for clients with educational problems

When educational problems are indicated, the therapist works to establish a range of outcomes intended to improve, where needed, the child’s communication, relational, and coping skills.

Implementation Indicator 2.9: Outcome indicators for clients with mental health problems

When mental health problems are diagnosed, the therapist works to establish a range of outcomes intended to improve, where needed, the child’s communication, social, and emotional coping skills.