



**UC** Leuven  
Limburg

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**MOVING MINDS**

## **History of Playing-2-gether**

**from 2009 till 2020**

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# The development of Playing-2-gether

Step 1: Playing-2-gether as an intervention

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Step 2: Playing-2-gether as prevention and intervention



Step 3: Playing-2-gether: international dissemination



# Playing-2-gether



## Purpose

- Breaking the negative interaction cycles between teacher and child
- Ameliorating the teacher-child relationship quality

## The basis

- Spending time with the child in the classroom on a regular basis
- Following the play of the child
- Reframing the behavior of the child
- “Banking” time (Pianta & Hamre, 2001): saving up positive energy for difficult times

# Step 1: Intervention

## Theoretical frameworks

↙

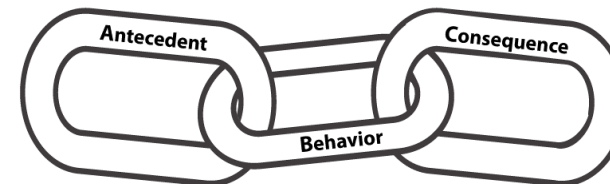
### Teacher-child relationship quality



**Attachment theory**  
(e.g., Pianta, Hamre, & Stuhlman, 2003)

↘

### Teacher behavior management



**Learning theory**  
(Cowan & Sheridan, 2009)

# Step 1: Intervention



Play sessions teacher-child  
outside the classroom

*Relationship-Game*

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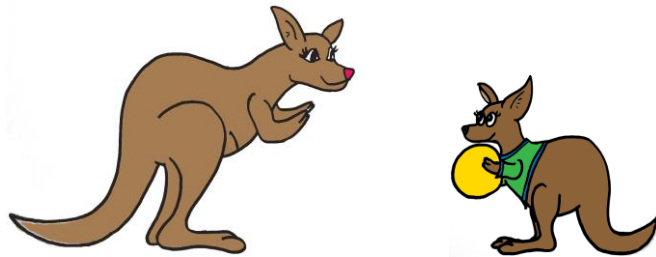
**Child** takes the lead,  
teacher follows

*Rule-Game*

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**Teacher** takes the lead,  
child follows

# Relationship-Game



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**Child** takes the lead,  
teacher follows

## Teacher:

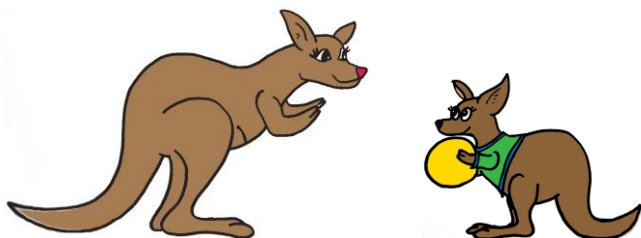
- observes
- Imitates the game of the child
- Describes the game of the child
- Labels the feelings
- Takes relational needs into account

## DON'T-skills:

- Ask too much questions
- Praising the child

# Results Relationship-Game

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**Child** takes the lead,  
teacher follows

With children with more risk on  
externalizing behavior

- Teacher-child relationship improves
- Externalizing behavior decreases

Reference: Vancraeyveldt, C., Verschueren, K., Wouters, S., Van Craeyveldt, S., Van den Noortgate, W., & Colpin, H. (2014). Improving teacher-child relationships and teacher-rated behavioral adjustment amongst externalizing preschoolers: Effects of a two-component intervention. *Journal of Abnormal Child Psychology*. Advance online publication. DOI: 10.1007/s10802-014-9892-7

Vancraeyveldt, C., Verschueren, K., Van Craeyveldt, S., & Colpin, H. (2016). Samen-Spel in de kleuterklas: Interventie voor het versterken van leerkracht-kindinteracties bij kleuters met externaliserend gedrag. *Caleidoscoop*, 28, 28-33.

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# Step 2: Playing-2-gether as a prevention and an intervention



- Playing-2-gether ***inside*** the classroom
  - With one or more children
  - For all children
  - Movie: The class of Miss Jelke: <https://www.klasse.be/129471/kwaliteitsvolle-relaties-kleuters-kleuterklas/> (English subtitling available)
- Playing-2-gether in ***teacher training*** (UCLL)
  - Integration in the curriculum of the bachelor early childhood education + bachelor-after-bachelor special education
  - In-service training: <http://samen-spelen.weebly.com>

Huyse, M., Vancraeyveldt, C., Bertrands, E., Vastmans, K., Peeters, E., Borghgraef, F., Colpin, H., Verschueren, K. (2016). Samen-Spel in de klas. *Kleuters & Ik*. Themanummer: De leerkracht maakt het verschil, 32(4), 6-10.

Vancraeyveldt, C., & Huyse, M. (2018). Hoe bouw je een hechte relatie op met je kleuters? De klas van juf Jelke. Klasse-artikel met zelfscan: <https://www.klasse.be/129471/kwaliteitsvolle-relaties-kleuters-kleuterklas/>

# The development of Playing-2-gether

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# Step 3: Playing-2-gether

## International dissemination



- Case studies: Tryout of Playing-2-gether with teachers and children of Slovakia, the Netherlands and Portugal
- International website: <http://p2g.ukf.sk>
  - Theory and practice
  - Good practice movies
  - Coaching manual