The interruption and deconstruction of lure through 'play fake' behaviours using the *en vivo* time-phased intervention methodology to affirm children's agency when under online predatorial duress

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Introduction

"In play the soul reveals itself" (Gillin, 1914:832)

Play can be originated in the imagination or in the real world, be solitary or with others, & be initiated by a child or adult (Bruce, 2023). Consequently, the child is versed to play within a range of social structures, all of which are fruitful for the child yet regrettably of potential abuse by the online 'play fake' wielding adverse influence (Murray & Murray, 2024).

Figure 1. Playing in plain sight has explicit socialised boundaries

Antecedents of behaviours associated with play have been linked with the 'seeking system', a primary process evolved from a mammalian need for survival (Wright & Panksepp, 2012). This neurobiological activity encases instinct & intuition & evolves to curiosity. A case is made for working alongside this inquisitive driver to ensure a vigilant accompaniment to a child's natural development through play which is activated in the real-world setting & arguably replicated by aspects of virtual play.

Figure 2. Playing online likely derives implicit leverage & trust associated with real world counterparts
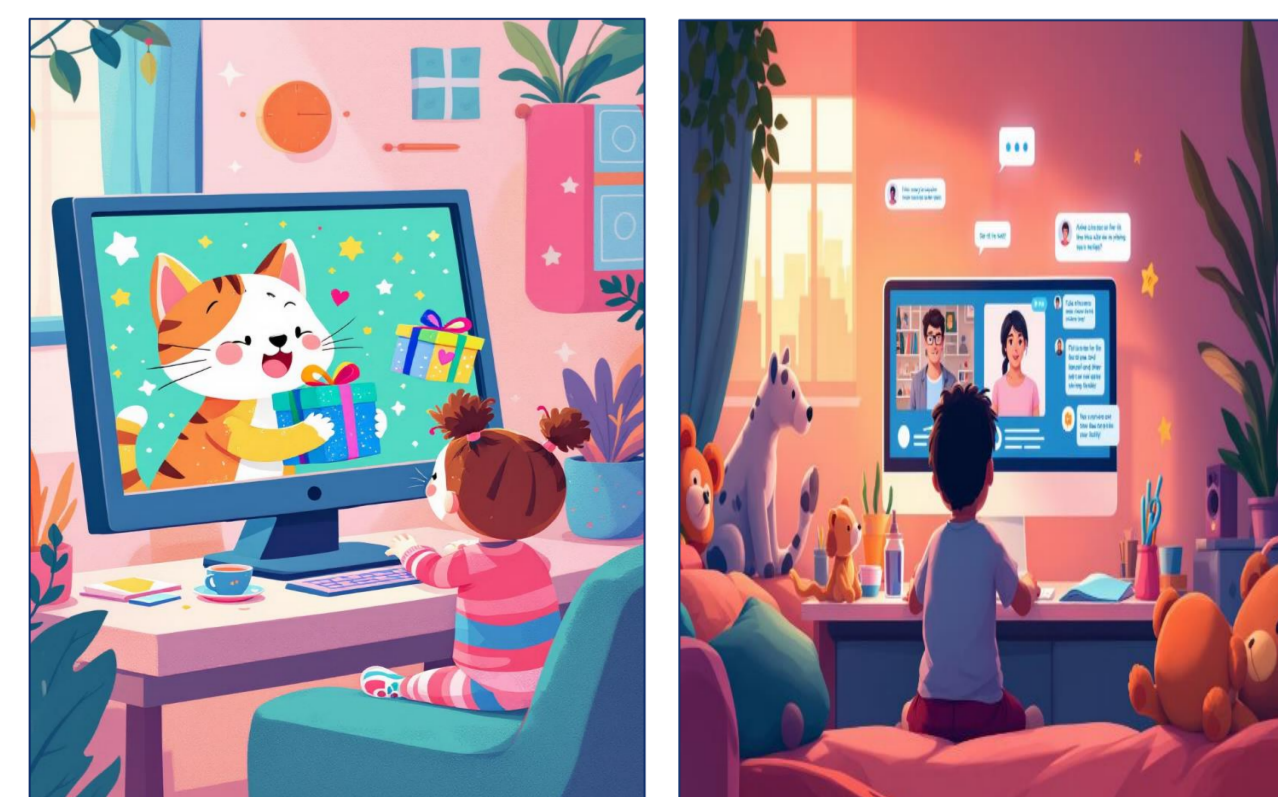

Methodology

To build capability & resourcefulness for a child's playtime online, a metacognitive design is adopted where metacognition concerns the capacity of awareness of cognitive processes and their regulation (Fleur, Bredeweg & van den Bos, 2021).

By implementing the (adapted) *en vivo* methodology (Murray, 2006; 2020), opportunity to engage with a dynamic phase characterised by contextual uncertainty for the child subjected to intrapersonal instability due to online susceptibility, is accessed.

Emergent vital moments for heightened awareness in the would-be child-friendly environment of the online playground are to be identified & collated. Disparities between a child's healthy play circumstance & that usurped by the online predator will be shown in terms of triggered ingredients of the established child's play psyche & behaviours.

Figure 3. The en vivo schematic (Murray, 2006;2020)
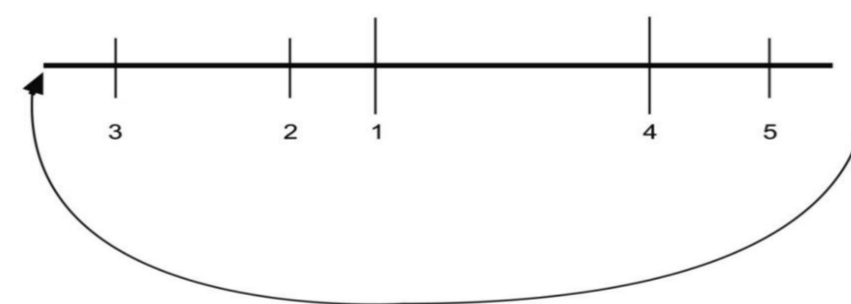
- **3** Medium Pre-start en vivo conditions
- **2** Short Pre-start en vivo conditions
- **1** Start en vivo conditions
- **1-4** Onset en vivo conditions
- **4-5** Post en vivo conditions
- **5-3** Long Pre-start en vivo conditions

To pre-sensitise child & caretaker to conceivable exposure to negative influences, 'play indicators' for the play participant will be revealed to demarcate optimal play readiness along with that which infers an increased state of vulnerability. The time phases depicted in the *en vivo* schematic serve to anchor the lead-up to familiarised play patterns & reveal 'tell-tale' pathway deviations. By decompartmentalising the approach taken by the child, an imprint of their participation style whilst engaged in play will be etched. From there, a blueprint for designing a child's bespoke preparation for safer play, elicited.

An experiential workshop designed to develop agency for the period equating to being online, and plausibly under predatorial duress, is envisaged. Agency on the part of the child is projected to validate the self-worth & underpin the development of personal efficacy (Murray & Murray, 2024).

Figure 4. The adventurous essence of play

Core Deliverables
To online play with excitement & without fear by empowering the efficacy of the player & tracing the authenticity of the experience

◦ DESIGN, CREATE & FACILITATE THE EN VIVO PLAY WORKSHOP - Provide caretakers with the knowledge & tools to navigate the experience of digital play for their children

◦ USE EMPIRICAL & EXPERIENTIAL WISDOM - Establish the contemporary perspective for online play using evidence-based research & practice

◦ EMPOWER CARETAKERS - Share awareness of the *en vivo* schematic to correspond with time phases of the child's play pattern & imprint

◦ ENCOURAGE OPEN DIALOGUES - Foster an environment where children feel able to discuss their online experiences with trusted caretakers

◦ BUILD ACUMEN - Record normalised activities involved at 'play times' by using the long 'pre-start' schematic for when play goes well

◦ MAKE A PICTURE WITH CHILD & CARETAKER - Outline medium & short pre-start actions & habits related to healthy play conditions

◦ EXPOSE DEVIATION FROM ROUTINED OCCURRENCES - Enhance watchfulness & recognise online predatory tactics during the alerted time phase/s

◦ MATCH & FIT - Coordinate subversions from healthy play with child-centric development of skills to enhance resilience & agency

Figure 5. Caretaker with accurate empathy of the online experience is able to validate the child's feelings, avoid judgement, frame a supportive approach & set the tone for constructive chats.

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