

# Behavioral Rehearsal Guidelines

## One on One Time: Introducing and Teaching

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**STEPS**

SUPERVISION TO ENHANCE  
PRACTICE STUDY | WASHINGTON

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Remember 5-10 minutes. Do not review the goals of the behavioral rehearsal task. This is meant to provide an estimate of clinician fidelity for this component. Do not interrupt the therapist rehearsing to provide feedback. After the rehearsal, provide feedback on both strengths and needed improvements. If the therapist rehearses a 2nd or third time, only rate the first rehearsal.

**Therapist prompt:** Please show me how you would introduce and teach the parent how to use one-on-one to enhance the parent-child relationship and/or deal with problem behaviors. Be prepared for handling reluctance or avoidance.

**Supervisor instructions:** You play the caregiver. Show some degree of reluctance so that you can see how the clinician responds. Some examples of concerns to express:

- "I just don't know if I have time for this"
- "I don't understand how this will help with [main clinical issue]"
- "Can this include watching TV together?"
- "My son is just interested in his video games. I don't think he'll want to do this"

As long as the clinician persists or tries some helpful strategies, go ahead and proceed cooperatively.

### EXPECTATIONS

- \* **Provides a clear, engaging rationale** for use of one-on-one time, addressing any parent concerns (e.g., links to parent's goals, child problems; uses adult examples to help with buy-in)
- \* **Gives developmentally appropriate examples** of one-on-one time, emphasizing that this time is brief, activities child enjoys, and relatively frequent (e.g., once/day; 3-4 times a week)
- \* **Models one-on-one time** for parent (therapist as parent)
- \* **Has parent practice/role play** one-on-one time (therapist as child)

Given the time you had for the role play, how well did the clinician do on the main elements\*?

0 Extremely Poor | 1 Poor | 2 Fair | 3 Adequate | 4 Good | 5 Excellent | 6 Perfect

### FEEDBACK

Strengths  
(Adherence & Skill)

Areas to Improve  
(Adherence & Skill)

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### Other topics or common challenges you might want to discuss with the clinician...

- One-on-one time looks different for different age children – how old is the current client? How age-appropriate are the suggestions for one-on-one time?
- If a teen client, definitely brainstorm possibilities
- How would you help the parent make a plan for using one-on-one time effectively at home?
- What are some strategies for reducing parent or child resistance around this skill?
- Are there any anticipated barriers that you would want to be sure to problem-solve ahead of time or in session?