

Behavioral Rehearsal Guidelines

Introducing and Practicing Cognitive Coping

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The therapist can practice with either the child or caregiver. Choose based on either a) your experience with the clinician's skill or b) clinician's thoughts about which behavioral rehearsal would be most helpful to practice in advance of the next session.

Remember approximately 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 therapists rehearsing to provide feedback. After the rehearsal, provide feedback on strengths and needed improvements. If the therapist rehearses a 2nd/3rd time, only rate the first rehearsal.

Therapist prompt: *Please show me how you would introduce the concept of Cognitive Coping and apply it to a situation relevant to the [CHILD/CAREGIVER].*

Supervisor instructions: *You will play the child or caregiver. During this role-play the therapist may ask you (as the client) to identify a situation from your experience in which to apply cognitive coping. If asked, be willing to describe a situation that is currently distressing for you (as the child or caregiver).*

EXPECTATIONS	
<input type="checkbox"/>	Introduces/uses cognitive triangle drawing or other diagram/figure to illustrate link between thoughts, feelings and behaviors
<input type="checkbox"/>	Uses an example situation to illustrate how different thoughts about the same situation (e.g., situation and thought are different) can result in different feelings and behaviors
<input type="checkbox"/>	Elicits a situation and the thought(s) about the situation from client's own experience, and helps client develop a new thought <ul style="list-style-type: none"> • Children, focus on cognitive coping with <u>day-to-day</u> (not trauma-related) situations/thoughts (e.g., fight with a friend, exam) • Caregivers, can focus on day-to-day or trauma-related situations/thoughts
<input type="checkbox"/>	Elicits from the child/caregiver how the new thought(s) would change the feeling and behavior on the triangle (or other diagram)

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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STEPS

SUPERVISION TO ENHANCE
PRACTICE STUDY | WASHINGTON

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

- Planning to introduce in a developmentally appropriate and engaging way
- Homework to encourage out of session use of cognitive coping skills (identify barriers, facilitators)
- Make sure child/parent understands that even if the situation doesn't change, changing the thought(s) changes the feelings
- Plan for teaching the skill to caregiver/child (whichever was not covered in the role-play)