

# Behavioral Rehearsal Guidelines

## Introducing Rewards

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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:** You have just given a general rationale for rewards and why we recommend it, but you notice the parent/caregiver looks skeptical. Address any caregiver concerns, then begin planning for using rewards to motivate positive child behavior.

**Supervisor instructions:** You will play the caregiver. Since many parents have some hesitancy about using rewards, start the role-play with body language that looks skeptical (arms folded, neutral or skeptical expression) or statements that demonstrate skepticism. Possible concerns to express:

- “Won’t rewarding my child spoil them?”
- “This won’t work for my child.”
- “I don’t think I should reward my child for something they should be doing anyway.”
- “Isn’t this bribing my child to behave well?”

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

### EXPECTATIONS

- \* **Addresses parental skepticism** about rewards.  
Recommended strategies:
  - Clarifying exactly what the parent thinks won’t work
  - Provides a clear explanation addressing parents’ concerns (e.g., can use an adult example of rewards effectiveness)
  - Links strategy use to parent’s goals/changing child’s behavior
  - Remains non-defensive
- \* Provides several **examples of rewards** (including tangible and social, low/no cost rewards)
- \* Helps parent identify a range of **rewards that are motivating** for this child (some may be immediate: stickers, token; some more delayed—later bedtime, weekend privileges).
- \* **Checks in** with the parent to ensure concerns about rewards are adequately addressed

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

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FEEDBACK	
Strengths (Adherence & Skill)	
Areas to Improve (Adherence & Skill)	

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

- How do you help the parent make a specific plan for using rewards at home?
- Model and practice in the session?
- Are there any anticipated barriers for this family that you would want to be sure to problem-solve ahead of time or in session?