

Behavioral Rehearsal Guidelines

Introducing and Teaching Relaxation



STEPS

SUPERVISION TO ENHANCE
PRACTICE STUDY | WASHINGTON

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Remember approximately 5-10 minutes. Do not review the goals of the behavioral rehearsal task with the clinician. 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 and teach a relaxation strategy. I'll be your client. When you're ready, go ahead.

EXPECTATIONS
<input type="checkbox"/> * Normalizes anxiety/physiological arousal as a response to trauma/trauma reminders/other stressors
<input type="checkbox"/> * Explains how using relaxation strategies works to feel better when anxious/distressed
<input type="checkbox"/> * Describes and models one strategy (breathing, progressive muscle relaxation, imagery) AND, method is taught correctly
<input type="checkbox"/> * Coaches the client through a role-play or practice of the strategy.
<input type="checkbox"/> * Praises client's efforts to use skill.
<input type="checkbox"/> * Evaluates the impact of the skill practice (e.g., asks for client's reactions or uses pre/post rating of anxiety)
<input type="checkbox"/> * Links skill use to the trauma or posttraumatic stress (e.g., identifies trigger situations/trauma reminders/PTS symptoms for which this strategy can be used)

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)	

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

- WHAT skill(s) does the clinician want to teach this client? (Consider developmental level, interests, what is feasible in child family/life context?)
- HOW will the clinician teach skills in an engaging way? (Consider developmental level, interests; possible vehicles such as using internet, physical props?)
- How would you prepare child/caregiver for at-home practice?
- Parent involvement (e.g., having child demonstrate skill to parent, having parent support skill use at home)?
- How to address homework non-compliance or in-session resistance?