

Behavioral Rehearsal Guidelines

Parenting Skills - Praise: Introducing and Teaching

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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 therapist 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: You have just explained what praise is and why we recommend it, but you notice the parent/caregiver looks skeptical. Address any caregiver concerns, then model praise and have them practice it with you.

Supervisor instructions: You will play the caregiver. Start the role-play with body language that looks skeptical (arms folded, neutral or skeptical expression). If the therapist asks, respond with one or more of the following concerns:

- "Won't praising my child spoil them?"
- "I already do this"
- "I don't think I should praise my child for something they should be doing anyway."

If therapist doesn't ask, you may eventually raise your concern on your own.

EXPECTATIONS	
<input type="checkbox"/>	* With parent, collaboratively identifies specific behaviors/situations to use praise (e.g., behaviors you want to see more of; child NOT engaging in undesirable behaviors) <ul style="list-style-type: none">• Clarifying exactly what the parent thinks won't work• Provides a clear explanation addressing parents' concerns (e.g., adult example of praise effectiveness)• Links strategy use to parent's goals/changing child's behavior• Remains non-defensive
<input type="checkbox"/>	* Models /provides examples of praise (parent plays the child)
<input type="checkbox"/>	* Has parent practice /role play praise (therapist plays the child)
<input type="checkbox"/>	* Checks in with the parent to ensure concerns about praise 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

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

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STEPS

SUPERVISION TO ENHANCE
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Shannon Dorsey, PhD | University of Washington | dorsey2@uw.edu

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

- Can the clinician provide a good rationale for the use of praise that the parent will buy into?
- Additional strategies for addressing parental concerns about praise?
- How would you *prepare* the parent for at-home practice?
- How would you *know* if the parent is using this skill effectively at home? (e.g., skill use monitoring)