

Behavioral Rehearsal Guidelines

Parenting Skills - Praise: Planning for At-Home Practice



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: You have just taught the parent of your client how to use praise, including rationale and in-session practice (i.e., modeling, role play). Please show me how you would prepare the parent to practice this skill outside of session in the next week. I'll play the parent. Start when you are ready.

EXPECTATIONS

- * 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)
- * Plan for at-home practice is clear (e.g., when to use praise, what to praise, what the parent will say, how often, etc.)
- * Identifies and **problem-solves barriers/problems** the parent may encounter (e.g., "What might get in the way of..."; stressful day for parent; child does OTHER negative behaviors; etc.)
- * Identifies **facilitators** (e.g., reminders, encourages parent to track use of praise/report back)

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...

- Can the clinician give a good, child-specific rationale for the use of praise that the parent will buy into?
 - ♦ Adult-based examples that can be used (e.g., good boss/bad boss; spouse compliments meal - behavior changed w/ praise)?
- What are some common parent concerns about using praise, and how would you address them?
- Teaching praise in session: plan to model skills and have parent practice them?
- What kind of impact might using praise have on child behavior? How would you link this to the parent's goals?
- How would you know if the parent is using this skill effectively at home?