

# Behavioral Rehearsal Guidelines

## Relaxation: Planning for At-Home Practice



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 your client a relaxation strategy, including in-session practice (i.e., modeling, role play). Please show me how you would prepare your client to practice this skill outside of session in the next week. I am your client. Start when you are ready.

EXPECTATIONS	
<input type="checkbox"/>	* Provides <b>rationale</b> for at home practice of skill
<input type="checkbox"/>	* Together with child, <b>identifies plan for at-home practice</b> (includes details such as when, where, how, how long, with whom) <ul style="list-style-type: none"> <li>• Good situations include situations in which client triggered/reminded of trauma, chosen by child or parent (e.g., bedtime, especially if there are sleep difficulties)</li> </ul>
<input type="checkbox"/>	* Is <b>collaborative</b> or attempts to get <b>agreement</b> on at-home practice plan
<input type="checkbox"/>	* Identifies potential <b>barriers/problems</b> and problem-solves (e.g., "What might get in the way of...")
<input type="checkbox"/>	* Identifies <b>facilitators</b> (e.g., parental involvement, reminders [e.g., phone alarm, picture], written homework tracking sheet, reward for completing)

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?