

# Behavioral Rehearsal Guidelines

## Rewards: Planning for Home Practice

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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.

**PLANNING:** You may want to have a piece of paper available that the therapist can use to start to sketch out a rewards chart/specific plan if desired.

**Therapist prompt:** *You have just explained rewards and worked with the parent to identify rewards that would work for your client, and 1-2 general behaviors on which to focus. Now, help the parent generate a specific plan for using rewards at home to motivate positive child behavior.*

You may need to take a few minutes for the clinician to think of possible rewards, given child age, and behaviors on which this parent might want to focus, to make the role play as realistic as possible.

EXPECTATIONS
<input type="checkbox"/> * Has parent <b>identify several specific and observable behaviors</b> that they would like to see more of (i.e., increase) and possible appropriate rewards to connect to these behaviors.
<input type="checkbox"/> * Works with parent to set up <b>clear plan for using rewards</b> (e.g., tracking system; star or sticker chart for younger children; formal rewards chart with points for adolescents)
<input type="checkbox"/> * <b>Identifies and problem-solves barriers/problems</b> the parent may encounter (e.g., What might get in the way of...?)
<input type="checkbox"/> * <b>Identifies facilitators</b> (e.g., reminders, encourages parent to track use of rewards; has parent set specific goals around use of rewards, such as when they will set up the reward chart or put the system into place)

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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### 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 rewards that the parent will buy into?
  - ♦ Any adult-based examples that can be used to get caregiver buy-in?
- What are some common parent concerns about using rewards and how would you address them?
- Are the rewards developmentally appropriate?
- Plan to model and practice with caregiver in session? (e.g., How caregiver will introduce the reward plan to the child/respond to anticipated child resistance of plan.)
- How would you know if the parent is using this skill effectively at home?