

Affective Modulation: Planning for At-Home Practice



BEHAVIORAL REHEARSAL GUIDELINES

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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 therapists rehearsing to provide feedback. After the rehearsal, provide feedback on strengths and needed improvements.

PROMPT FOR THERAPIST

You have just taught your client an affect modulation strategy, including in-session practice (i.e., modeling, role play). Please show me how you would prepare your client OR your client's caregiver to actually practice this skill outside of session in the next week. I am your client. Start when you are ready.

SUPERVISOR INSTRUCTIONS

None.

EXPECTATIONS

- * Provides **rationale** for at home practice of skill
- * Together with client/caregiver, **identifies plan for at-home practice** (e.g., when, where, how, how long, with whom)
- * Is **collaborative** or attempts to get **agreement** on at-home practice plan
- * Identifies potential **barriers/problems** and problem-solves (e.g., "What might get in the way of...")
- * Identifies **facilitators/things that promote follow through** (e.g., parental involvement, reminders [e.g., phone alarm, picture], written homework tracking sheet, reward for completing)

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?)
- 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?