

Enhancing Safety: Developing Future Safety Skills



STEPS
SUPERVISION TO ENHANCE
PRACTICE STUDY | WASHINGTON

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

Please show me how you would work with the child to develop skills that might reduce risk of a future victimization/trauma exposure.

SUPERVISOR INSTRUCTIONS

You play the child.

EXPECTATIONS

- * **Identifies trauma-related safety concern for the future** (e.g., recurrence of experienced trauma and/or occurrence of other dangerous/traumatic events for which the child is at risk/concerned about)
- * **Identifies relevant safety skills** in detail (i.e., behaviorally specific), depending on focus may include:
 - Being assertive
 - Paying attention to “gut” feelings
 - Engaging/connecting with people/places that provide safety (e.g., ID neighbor can go to if domestic violence starts again)
 - Learning body ownership rules (“ok” vs. “not okay” touches)
 - How to tell (e.g., telling about physical abuse, sexual abuse, domestic violence)
 - Learning the difference between scary secrets and surprises
 - Asking for help until someone provides the help needed
- * **Practices relevant skills** (e.g., modeling/role-play with feedback)
- * **Addresses relevant obstacles/barriers** to implementing safety skills (e.g., first person you tell isn’t helpful; fear/anxiety gets in the way of being assertive)
- * **Therapist enhances future safety WITHOUT:**
 - Implying the traumatic event(s) should/could have been prevented by different child behavior (i.e., doesn’t imply it was the child’s fault)
 - Exaggerating likelihood of future risk
- * **Acknowledges and praises responses to previous traumas experienced** (e.g., telling, talking to an adult when scared)

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

OTHER TOPICS OR COMMON CHALLENGES YOU MIGHT WANT TO DISCUSS WITH THE CLINICIAN...

- Can safety practice involve a parent or other adult? Studies show that parent involvement enhances child learning and use of safety skills.
- Are there concerns related to CURRENT safety that need to be addressed?
- Timing – in the absence of compelling current safety concerns, generally teach future safety/trauma prevention skills AFTER the child has shared and processed the TN, to avoid undermining the child’s willingness to accurately share any less-than-optimal responses to events, and to avoid reinforcing a belief that the child should have acted differently/prevented the event.
- Are there other relevant future safety skills for this case (besides what clinician targeted in the BR)?