Marking Criteria

ASD/ LD Module 2 Competency Recording A

CBT Assessment

Criteria based on CBTS‐CYP Stallard (2021)

PROCESS

**1 Partnership working – collaboration and learning together**

Establishes a collaborative and respectful partnership with the child/young person (and, as appropriate, their parents/carers) in which they are actively engaged in working towards a set of joint goals and targets. This may be evidenced by:

* eliciting the child/young person’s and parents/carers’ understanding and

views

* encouraging and inviting the child/young person to participate in

discussions, option appraisal, and decision making

* involving the child/young person and parent/carer in goal and target

setting, intervention planning, home assignments, and experiments

* encouraging the child/young person to provide open and honest feedback

about sessions



**2 Right developmental level – pitch, methods, family involvement**

Engages with the child/young person and family at a level and in a manner

that is consistent with their developmental level and understanding. This may be evidenced by:

* ensuring an optimal balance between cognitive and behavioural

techniques

* using simple, clear, jargon‐free language that is respectful and not

patronising

* appropriately using a variety of verbal (direct and indirect approaches)

and non‐verbal techniques

* appropriately involving parents/carers/others in sessions.



**3 Empathy – genuine, warm, understanding**

Empathises with the child/young person and their carers/family through the development of a genuine, warm, and respectful relationship. This may be evidenced by:

* conveying interest and concern through use of specific skills such as active
* listening, reflection, and summaries
* acknowledging and appropriately responding to the child/young person’s

and carers/parents’ verbal and non‐verbal expressions and emotional

responses such as distress, excitement, or anxiety

* demonstrating an open, respectful, non‐judgemental, caring approach
* appropriately empathising with carers/parents about their own difficulties

and the impact of these on their ability to help their child



**4 Creative – verbal and non‐verbal techniques**

Adapts the ideas and concepts of CBT to facilitate the understanding of and engagement in therapy of the child/young person and their parents/ carers.

This may be evidenced by:

* tailoring and adapting concepts and methods of CBT around the interests

of the child/young person

* using an appropriate range of verbal and non‐verbal methods to facilitate

understanding and engagement

* creatively using a range of methods, e.g. talking, drawing, questionnaires,

metaphor, role play, puppets, etc., to convey ideas and concepts

* utilising the preferred media of the child/young person, e.g. verbal, visual,

computer



**5 Investigation – reflection and insight**

Adopts an open and curious stance that facilitates guided discovery and

reflection. This may be evidenced by:

* creating a process of collaborative inquiry in which the child/young
* person’s and/or parents/carers’ cognitions, beliefs, and assumptions are

subject to objective evaluation

* involving the child/young person in the design of experiments
* helping the child/young person and/or parents/carers to consider

alternative explanations about events

* encouraging the child/young person and/or parent/carer to reflect on the

outcomes of experiments



**6 Self‐efficacy – build on strengths and ideas**

Adopts an empowering and enabling approach in which self‐efficacy and positive attempts at change are promoted. This may be evidenced by:

* identifying and highlighting the child/young person’s and/or parents/

carers’ strengths and personal resources

* helping the child/young person and/or parents/carers to identify skills

and strategies that have shown some past success

* developing and shaping the child/young person’s and/or parents/carers’

ideas and coping strategies

* praising and reinforcing the child/young person’s and/or parents/carers’ use of new skills



**7 Enjoyable – fun and engaging**

Makes therapy sessions appropriately interesting and engaging. This may be evidenced by:

* using an appropriate mix of materials, activities, humour
* maintaining an appropriate balance between task and non‐task

(relationship strengthening) activities

* attending to the child/young person’s interests and appropriately

incorporating these into the intervention

* presenting as positive and hopeful



SKILLS

**Assessments and goals – ratings, diaries, questionnaires**

Establishes clear goals for the intervention and appropriately uses diaries,

questionnaires, and rating scales for assessment. This may be evidence by:

* undertaking a full assessment of the presenting problem, involving, as

appropriate, reports from others

* complimenting assessment with routine outcome measures (ROMs)
* negotiating goals and the dates when progress will be reviewed
* using diaries, tick charts, thought bubbles, and rating scales to identify

and assess symptoms, emotions, thoughts, and behaviour

* assessing motivation and readiness to change



**Formulation – integration of CBT model**

Facilitates the development of a coherent understanding which highlights

the relationships between events, cognitions, emotions, physiological

responses, and behaviours. This may be evidenced by:

* providing a coherent and understandable rationale for the use of CBT
* providing a collaborative understanding of events in which the links

between specific events, thoughts, emotions, and behaviour are

highlighted (maintenance formulations)

* providing an understanding of important past events and relationships in

the development of the current problems (onset formulations)

* including, as appropriate, the role of parents/carers in the onset or

maintenance of the child/young person’s problems

* clearly linking activities and goals/targets to the formulation.



**General skills – session planning and organisation**

Sessions are well prepared and conducted in a calm and organised way. This may be evidenced by:

* preparing and bringing the necessary materials and equipment to the

meeting

* managing the child/young person’s behaviour during sessions
* ensuring that sessions have an agenda and clear goals and are

appropriately structured

* ensuring good timekeeping so that all tasks are completed
* ensuring that sessions are appropriately paced, flexible, and responsive to

the needs of the child/young person

* preparing for endings and relapse prevention

