

Process

Partnership working - collaboration & learning together	Competence Level Examples (score according to features not examples)
<p>The therapist 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.</p> <p>This may be evidenced by the therapist:</p> <ul style="list-style-type: none"> • Encouraging & inviting the child/young person's participation in discussions, option appraisal, solution generation & decision making • Eliciting the child/young person's and parents/carers understanding and views • Involving the child/young person and parent/carer in goal and target setting, intervention planning and agreeing home activities and experiments • Encouraging the child/young person to provide open and honest feedback about therapy session. 	<p>Incompetent 0 Didactic therapist style, collaboration not encouraged, child views not sought or ignored</p> <p>Incompetent 1 Therapist is too controlling, domineering or passive and a partnership is not established</p> <p>Novice 2 Occasional attempts at collaboration but domineering or passive style of therapist limits the establishment of a collaborative partnership</p> <p>Advanced beginner 3 Collaborative partnership evident but major problems e.g. not enough opportunities for child or carer participation</p> <p>Competent 4 Collaborative partnership established but not consistent or some minor problems fully involving child or carers.</p> <p>Proficient 5 Good collaborative partnership established with all involved throughout most of the session. Minimal problems</p> <p>Expert 6 Highly effective and respectful partnership even in the face of difficulties</p>
<p>Right developmental level - pitch, methods, family involvement</p>	<p>Competence Level Examples (score according to features not examples)</p>

<p>The therapist engages with the child/young person and family in a way, level and manner that is consistent with their developmental level and understanding</p> <p>This may be evidenced by the therapist:</p> <ul style="list-style-type: none"> • Using simple, clear, jargon free language that is respectful and not patronising • Ensuring an optimal balance techniques • Conducting sessions at an appropriate pace • Appropriately using a variety of verbal (direct and indirect approaches) and non-verbal techniques • Appropriately involving parents/ carers in treatment sessions. 	<table border="0"> <tr> <td>Incompetent</td> <td>0</td> <td>Therapist shows no recognition/awareness of the developmental stage of the child/family</td> </tr> <tr> <td>Incompetent</td> <td>1</td> <td>Therapist adopts a “standardised approach” that is not pitched at the right level</td> </tr> <tr> <td>Novice</td> <td>2</td> <td>Occasional recognition of developmental issues but the majority of the intervention is not modified or consistent with the child/family level of understanding</td> </tr> <tr> <td>Advanced beginner</td> <td>3</td> <td>Demonstrates some awareness of developmental issues but major problems e.g. in ensuring that communication is pitched at the child/family’s level of understanding</td> </tr> <tr> <td>Competent</td> <td>4</td> <td>Developmental issues recognised and intervention suitably tailored but not consistent or some minor problems evident</td> </tr> <tr> <td>Proficient</td> <td>5</td> <td>Intervention appropriately pitched and tailored to the developmental stage /understanding of all involved throughout most of the session. Minimal problems</td> </tr> <tr> <td>Expert</td> <td>6</td> <td>Highly effective even in the face of significant developmental difficulties or limited understanding</td> </tr> </table>	Incompetent	0	Therapist shows no recognition/awareness of the developmental stage of the child/family	Incompetent	1	Therapist adopts a “standardised approach” that is not pitched at the right level	Novice	2	Occasional recognition of developmental issues but the majority of the intervention is not modified or consistent with the child/family level of understanding	Advanced beginner	3	Demonstrates some awareness of developmental issues but major problems e.g. in ensuring that communication is pitched at the child/family’s level of understanding	Competent	4	Developmental issues recognised and intervention suitably tailored but not consistent or some minor problems evident	Proficient	5	Intervention appropriately pitched and tailored to the developmental stage /understanding of all involved throughout most of the session. Minimal problems	Expert	6	Highly effective even in the face of significant developmental difficulties or limited understanding
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<p>Empathy - acknowledge, genuine, warm, understanding</p>	<p>Competence Level Examples (score according to features not examples)</p>																					
<p>The therapist is able to empathise with the child/young people and their carers/family through the development of a genuine, warm and respectful relationship. This may be evidenced by the therapist</p> <ul style="list-style-type: none"> • Conveying interest and concern through the appropriate 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 	<table border="0"> <tr> <td>Incompetent</td> <td>0</td> <td>Therapist appears preoccupied with techniques and does not show any empathy</td> </tr> <tr> <td>Incompetent</td> <td>1</td> <td>Therapist appears cold and detached and has difficulty showing warmth and empathy</td> </tr> <tr> <td>Novice</td> <td>2</td> <td>Occasional attempts at empathy but overly focused upon techniques/intellectualisation</td> </tr> <tr> <td>Advanced beginner</td> <td>3</td> <td>Limited attempts at empathy but major problems e.g. overlooking non-verbal emotional responses or often appearing disinterested/unconcerned.</td> </tr> <tr> <td>Competent</td> <td>4</td> <td>The therapist is warm, respectful and shows empathy but not consistent or some minor</td> </tr> </table>	Incompetent	0	Therapist appears preoccupied with techniques and does not show any empathy	Incompetent	1	Therapist appears cold and detached and has difficulty showing warmth and empathy	Novice	2	Occasional attempts at empathy but overly focused upon techniques/intellectualisation	Advanced beginner	3	Limited attempts at empathy but major problems e.g. overlooking non-verbal emotional responses or often appearing disinterested/unconcerned.	Competent	4	The therapist is warm, respectful and shows empathy but not consistent or some minor						
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<p>and non-verbal expressions and emotional responses such as distress, excitement or anxiety</p> <ul style="list-style-type: none"> • Demonstrating an open, respectful, non-judgemental caring approach <p>Appropriately empathising with carers about their own difficulties and the impact of these on their ability to help their child</p>	<p>problems.</p> <p>Proficient 5 The therapist demonstrated appropriate empathy with all involved throughout most of the session. Minimal problems</p> <p>Expert 6 Highly effective and remains empathic, warm and respectful in the face of difficulties</p>
<p>Creative - verbal and non-verbal techniques</p>	<p>Competence Level Examples (score according to features not examples)</p>

<p>The therapist is able to creatively adapt the ideas and concepts to facilitate the child/young person and their parents/carers understanding and engagement in therapy.</p> <p>This may be evidenced by the therapist:</p> <ul style="list-style-type: none"> • Using an appropriate range and type 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. • Tailoring and adapting concepts and methods around the interests of the child. • Responding to the preferred media of the child/young person e.g. verbal. visual, computer 	<p>Incompetent 0 Therapist makes no attempts to adapt or explain CBT in a way that facilitates engagement or understanding</p> <p>Incompetent 1 Therapist inappropriately communicates and conveys concepts in a formulaic way that does not facilitate understanding or engagement</p> <p>Novice 2 Occasional attempts to tailor the intervention to the child's interests and preferences but overall delivery is formulaic and is not adapted to the child or their family.</p> <p>Advanced beginner 3 Limited attempts at creativity with major problems e.g. inappropriately relying on verbal techniques or not using different media or creative methods</p> <p>Competent 4 The therapist appropriately uses materials and media but not consistent or some minor problems.</p> <p>Proficient 5 The therapist appropriately uses materials and media as required to facilitate understanding and engagement. Minimal problems</p> <p>Expert 6 Highly flexible and creative use of media and methods to facilitate understanding and engagement even in the face of difficulties</p>
<p>Investigation - discovery, reflection</p>	<p>Competence Level Examples (score according to features not examples)</p>

<p>The therapist adopts an open and curious stance that facilitates guided discovery and reflection.</p> <p>This may be evidenced by the therapist:</p> <ul style="list-style-type: none"> • Creating a process of collaborative inquiry in which the child/young person’s and/or parent’s/carers cognitions, beliefs and assumptions are subject to objective evaluation • Involve children/young/people in the design of experiments • Helping the child/young person and/or parent’s /carers to consider alternative explanations about events • Encouraging the child/young person and/or parent/carer to reflect on the outcomes of experiments 	<table border="0"> <tr> <td>Incompetent</td> <td>0</td> <td>Therapist adopts an “expert stance” that does not facilitate self-discovery or reflection</td> </tr> <tr> <td>Incompetent</td> <td>1</td> <td>Therapist is directive and provides no opportunities for self discovery and reflection</td> </tr> <tr> <td>Novice</td> <td>2</td> <td>Occasional attempts to be curious but a predominantly directive style with the therapist leading the session and providing their interpretations and ideas</td> </tr> <tr> <td>Advanced beginner</td> <td>3</td> <td>Some opportunities for discovery and the use of a reflective questioning style but major problems e.g. child not involved in design of experiments or reflecting on outcomes</td> </tr> <tr> <td>Competent</td> <td>4</td> <td>Curious approach is evident with questioning and experimentation aiding the discovery of new information but not consistent or some minor problems.</td> </tr> <tr> <td>Proficient</td> <td>5</td> <td>Therapist demonstrates skilful use of questioning and experimentation to facilitate reflection, discovery and synthesis. Minimal problems</td> </tr> <tr> <td>Expert</td> <td>6</td> <td>Highly effective reflective approach that facilitates deep understanding even in the face of difficulties</td> </tr> </table>	Incompetent	0	Therapist adopts an “expert stance” that does not facilitate self-discovery or reflection	Incompetent	1	Therapist is directive and provides no opportunities for self discovery and reflection	Novice	2	Occasional attempts to be curious but a predominantly directive style with the therapist leading the session and providing their interpretations and ideas	Advanced beginner	3	Some opportunities for discovery and the use of a reflective questioning style but major problems e.g. child not involved in design of experiments or reflecting on outcomes	Competent	4	Curious approach is evident with questioning and experimentation aiding the discovery of new information but not consistent or some minor problems.	Proficient	5	Therapist demonstrates skilful use of questioning and experimentation to facilitate reflection, discovery and synthesis. Minimal problems	Expert	6	Highly effective reflective approach that facilitates deep understanding even in the face of difficulties
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<p>Self efficacy- build on strengths and ideas</p>	<p>Competence Level Examples (score according to features not examples)</p>																					

<p>The therapist adopts an empowering and enabling approach in which self-efficacy and positive attempts at change are promoted.</p> <p>This may be evidenced by the therapist:</p> <ul style="list-style-type: none"> • 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 their skills and strategies which 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 	<table border="0"> <tr> <td>Incompetent</td> <td>0</td> <td>Therapist is disempowering, rejects, ignores or criticises suggestions from children/carers</td> </tr> <tr> <td>Incompetent</td> <td>1</td> <td>Overly deficit focused and therapist does not invite or reinforce positive contributions</td> </tr> <tr> <td>Novice</td> <td>2</td> <td>Occasional acknowledgement and praise of contributions but overall approach is not empowering</td> </tr> <tr> <td>Advanced beginner</td> <td>3</td> <td>Some attempts to promote self-efficacy but major problems e.g. child's ideas are not systematically explored and developed</td> </tr> <tr> <td>Competent</td> <td>4</td> <td>Overall approach is positive and empowering with contributions being appropriately developed but not consistent or some minor problems.</td> </tr> <tr> <td>Proficient</td> <td>5</td> <td>Therapist demonstrates a positive and empowering approach in which contributions are acknowledged, explored and developed. Minimal problems</td> </tr> <tr> <td>Expert</td> <td>6</td> <td>Highly effective and empowering approach that promotes self-efficacy even in the face of difficulties</td> </tr> </table>	Incompetent	0	Therapist is disempowering, rejects, ignores or criticises suggestions from children/carers	Incompetent	1	Overly deficit focused and therapist does not invite or reinforce positive contributions	Novice	2	Occasional acknowledgement and praise of contributions but overall approach is not empowering	Advanced beginner	3	Some attempts to promote self-efficacy but major problems e.g. child's ideas are not systematically explored and developed	Competent	4	Overall approach is positive and empowering with contributions being appropriately developed but not consistent or some minor problems.	Proficient	5	Therapist demonstrates a positive and empowering approach in which contributions are acknowledged, explored and developed. Minimal problems	Expert	6	Highly effective and empowering approach that promotes self-efficacy even in the face of difficulties
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<p>Enjoyable - interesting and engaging</p>	<p>Competence Level Examples (score according to features not examples)</p>																					

<p>The therapist is able to make therapy session appropriately interesting and engaging</p> <p>This may be evidenced by the therapist</p> <ul style="list-style-type: none"> • Using an appropriate mix of materials, activities, humour. • Ensuring that sessions are not too long • Maintaining an appropriate balance between task and non-task (relationship strengthening) activities. • Attending to the child's interests and appropriately incorporating these into the intervention. 	Incompetent	0	Therapist appears bored, distracted or overly serious
	Incompetent	1	Therapist is too formal and session is neither interesting, enjoyable nor engaging
	Novice	2	Occasional attempts to make the session interesting but overall approach does not facilitate interest
	Advanced beginner	3	Some attempts to make the session enjoyable and interesting but major problems e.g. not sufficiently focusing upon child's interests or engaging in non-task activities
	Competent	4	Overall the session is fun and engaging but not consistent or some minor problems.
	Proficient	5	Therapist appropriately attends to the child's interest, uses their preferred medium and maintains their interest and engagement. Minimal problems
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