

Healthy Contingencies for Establishing Therapeutic Relationships

Date: _____ BT Name: _____
 Client Initials: _____ Supervisor/Observer Name: _____
 Pat of Session Observed: _____

Instructions: Record the number of opportunities in the opportunity column, record the total number of correctly implemented opportunities in the Total + Column, and divide the total number of correctly implemented opportunities by the total number of opportunities and multiply by 100% in the % Correct Column. Under the score column circle one of the following based on the % correct and division anchor:

N: Never **S:** Sometimes **A:** Always
 The _____ division anchor range for: N is _____% S is _____% A is _____%
n/a: Not applicable to the session or client or not scored due to missed observation opportunity

Step	Target Behavior	Opportunities	Comments	Score
Problem Behavior Reduction Procedures (Antecedent Strategies)				
Ante cede nt Strat egies	Remains within specified distance to client at all times			N S A n/a
	Follows the child's lead with play, activities, and stimuli			N S A n/a
	Provides choices throughout session (start times, duration of activities, type of activity, food, color, etc.)			N S A n/a
	Provides priming and transition warnings for any demand that must be followed (toileting, walking with adult, washing hands, etc.)			N S A n/a
	Identifies reinforcer prior to transitioning/demand (if applicable)			N S A n/a
	Provides choice of when demands are completed within reason (avoids toileting accidents)			N S A n/a
	Uses preferred stimuli when presenting demands			N S A n/a
	Varies preferred foods, leisure activities, and attention based on client preference/responding			N S A n/a
	Provides NCA approximately every 2-3 min ("You are so smart!" "It's awesome to work with a kid like you!")			N S A n/a
	Provides behavior-specific praise for attempting or trying			N S A n/a
	Uses Behavioral Momentum and Prompting to reduce response effort			N S A n/a
	Prompts for Advocacy and reinforces as appropriate (e.g. "No," "stop," "I want to leave," etc.)			N S A n/a
	Engages first but collects data with the client (including session notes)			N S A n/a
	Inquires about the client's values and likes based on their level of engagement			N S A n/a
Asks permission before touching any items that belong to the client			N S A n/a	

Problem Behavior Reduction Procedures (Consequence Strategies)				
Problem Behavior w/in Dem and Context	Refrains from power struggle (Pauses to reflect necessity of demand, changes if necessary)			N S A n/a
	Ensures that quality of engagement was high before the demand was placed, if not, removes demand and re-engages			N S A n/a
	Minimizes harmful attention (physical, non-verbal, non-vocal [eye-rolling, sighing, etc.])			N S A n/a
	Keeps potentially distracting items away and uses reinforcing stimuli during teaching			N S A n/a
	Reduces the response effort, number of trials, assists with prompts to lessen the demand when possible			N S A n/a
	Prompts for an Acceptance Response when denied ("Ok") when the demand has to be followed through with for health and safety			N S A n/a
	Redirects to either engage in the Present Moment, practice Defusion, check with Values, or perspective)			N S A n/a
	Evades aggression (steps away from attempts)			N S A n/a
	Maintains safe environment (e.g., removes any items that can be thrown			N S A n/a
	Removes materials from client's possession or reach, if possible without causing harm			N S A n/a
	Prevents elopement by placing therapist between client and exits			N S A n/a
	Prevent access to items that may cause harm or undermine while in problem behavior			N S A n/a
If necessary and trained, uses Safety Care crisis intervention procedures			N S A n/a	
Behavior Strengthening Procedures (Teaching Strategies)				
	Connects activities to the clients values and tacts or engages in Intraverbal exchanges about values			N S A n/a
	Ensures Committed Actions are meaningful to the client (values-based)			N S A n/a
	Prompt client to engage in the present moment by tacting an observation			N S A n/a
	Engage the client with themselves and their own context ("Aren't you so proud of yourself!?" "Do you think you did a good job?")			N S A n/a
	Prompt the client to accept denials and trials ("We can't do anything about that.")			N S A n/a
	Practice defusion with the client ("Let's take a deep breath together;" "Should we listen to some music and shake it out?")			N S A n/a

	Uses client-preferred stimuli and presents demand with enthusiasm			N S A n/a
	Responds to mands for tangibles			N S A n/a
	Redirects when item isn't available to use			N S A n/a
	Delivers high-quality attention with all demands			N S A n/a
	Honors all mands for Escape (unless for health or safety)			N S A n/a
	Reads clients' cues by removing aversive stimulus without additional prompting			N S A n/a
	Praises mands for help			N S A n/a
	Provide assistance with activity (using least-to-most prompting, if appropriate for client)			N S A n/a
	Praise client's on-task behavior and compliance			N S A n/a
	Praise client's on-task behaviors (e.g., "I like how you are rolling the ball," "Great sitting and playing with me.")			N S A n/a

Items scored "Always": _____

Items scored "Sometimes": _____ x1/2: _____

Total points = _____/Number of items scored _____ = _____%

NOTES:

I have met with this Team Member to observe and provide performance feedback. _____
Supervisor Signature Date

I acknowledge that I have been observed and provided performance feedback. _____
Team Member Signature Date