

Client Initials:
Date of Session:
Time of Session:

For research staff only:

Therapist ID	
Client ID	
Agency ID	

TPOCS Self-Reported Therapist Intervention Fidelity in Youth: SeRTIFY

→ Please note the time right now: _____ Today's Date: _____

You will be reporting on your use of cognitive-behavioral interventions in session with the youth whose session you recorded.

1. How well do you remember this particular session with your client?

Please circle:

1	2	3	4	5	6	7
Very Poor		Acceptable		Good		Excellent

Instructions

Listed below are cognitive behavioral interventions that therapists commonly use in therapy sessions. Using the scale provided below, please indicate the **extent to which you used each cognitive-behavioral intervention in the session that was recorded**. Please provide a rating for **every item**, even if you did not use the strategy in this session.

When choosing your ratings, please think of both how thoroughly (in depth) you used each strategy, and how often you used each strategy. Please rate items thinking about your session as a whole. Please rate the extent to which you used these strategies, and not the extent to which you felt they were successful.

For example, if you encouraged your client to do relaxation, but the client refused, rate the extent to which you attempted to have the client practice the skill. While some of the cognitive behavioral interventions can often be used together in the same session, please note that each of the items represent **distinct** intervention strategies. Unless specifically noted, **client** refers to any member(s) of the family system and support network that were present in the room during the therapy session.

You will rate the items on the following page by circling the number that best describes your session using the following scale:

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

1. Psychoeducation About the Problem

Definition	Things you may have done	Example
I provided information to the client to teach him/her about the nature of the problem for which s/he is seeking treatment.	You may have: provided education to the client about topics such as child development, parent-child relationships, or, symptoms, causes or treatment of the problem for which the client is seeking treatment	<i>“It seems like you’ve been lashing out at the people you care about a lot lately. That is a pretty common thing we see with depression, where it can make you more irritable.”</i>

Please circle the number that best describes your use of psychoeducation in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

2. Cognitive Education

Definition	Things you may have done	Example
I discussed with the client that his/her thoughts can impact how s/he acts and feels.	You may have: taught how thoughts influence body feelings and behavior; pointed out examples of the link between thoughts, body, feelings, and behavior from the client’s own life	<i>“Getting butterflies in your stomach when you are thinking about taking a big test is an example of how your thoughts relate to how you feel in your body.”</i>

Please circle the number that best describes your use of cognitive education in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

3. Cognitive Distortion		
Definition	Things you may have done	Example
I discussed with the client how s/he can identify unhelpful ways of thinking that influence how s/he feels and behaves and learn other ways of thinking that may be more helpful.	You may have: helped the client identify thoughts that may not be accurate or helpful; taught the client to become more aware of his/her thoughts; encouraged the client to challenge his/her thoughts and develop helpful ways of thinking	<i>“I heard you say that you feel like you’re stupid because you got a bad grade on your assignment. That sounds like an unhelpful thought. What’s another way you could think about it?”</i>

Please circle the number that best describes your use of cognitive distortion in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

4. Antecedents, Behaviors, & Consequences (ABC) Model		
Definition	Things you may have done	Example
I discussed with the client how understanding what happens before and after a specific behavior (e.g., school refusal, a temper tantrum) is important for learning how to change that behavior.	You may have: identified things that happen before a specific behavior (antecedents); identified things that happen after a specific behavior (consequences); taught the client about how and why to identify antecedents and consequences.	<i>“You’ve been skipping school a lot lately. What’s been going on in the morning on those days you are skipping school?”</i>

Please circle the number that best describes your use of the ABC model in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

5. Relaxation

Definition	Things you may have done	Example
I discussed with the client strategies s/he can use to relax to cope with strong feelings.	You may have: taught or encouraged the client to use deep breathing, muscle relaxation strategies, meditation, pleasant mental (i.e., guided) imagery, or other relaxation strategies	<i>“I can tell that you are upset by what your mom said to you earlier. Why don’t you try taking some deep breaths to relax.”</i>

Please circle the number that best describes your use of relaxation in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

6. Exposure or Trauma Narrative

Definition	Things you may have done	Examples
I planned, conducted, or reviewed the client’s attempt to complete structured activities designed to help them face their fears.	You may have: provided education about exposures; had the client make a list of uncomfortable/feared situations and rank them from easy to hard; prepared for an exposure; helped the client gradually face uncomfortable feelings or situations (e.g., anxiety, reminders of trauma) in a supported way; had the client construct or share a trauma narrative	<i>“You’ve been working so hard to write down the story of the trauma that you went through. Today I was thinking we could work on the next chapter of your narrative.”</i>
		<i>“Are you ready to face your fear of spiders? Let’s start by looking at some pictures of a spider that I have here.”</i>

Please circle the number that best describes your use of exposure or trauma narrative in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

7. Behavioral Activation		
Definition	Things you may have done	Example
I discussed with the client how participating in pleasant or fun activities can lead to improvements in mood.	You may have: taught the client about the relationship between pleasurable activities and mood; engaged in pleasurable activities in session to demonstrate the impact of these activities on mood; assigned the client to participate in pleasurable activities to improve mood	<i>Let's make a list of fun activities that you can do this week. I would like you to pick a few activities to do and track what happens to your mood before and after you do those activities."</i>

Please circle the number that best describes your use of behavioral activation in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

8. Cognitive Coping Skills		
Definition	Things you may have done	Example
I taught or reviewed how to use cognitive coping skills (e.g., problem-solving) with the client to help him/her effectively deal with difficult situations such as strong feelings (e.g., losing temper, feeling nervous) or social situations with peers or family.	You may have: taught or encouraged the client to use thinking strategies to improve social functioning, improve his/her ability to solve problems, manage anger, communicate more effectively, or generally improve daily functioning in response to stress using a cognitively oriented coping strategy	<i>"It seems like it has been hard for you to spend the time you want with your friends lately. Can you use your problem-solving steps to think through ways that we can make this more possible for you?"</i>

Please circle the number that best describes your use of cognitive coping skills in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

9. Social or Communication Skill Building

Definition	Things you may have done	Example
I taught or reviewed how to use behavioral coping skills (e.g., social skills, communication, assertiveness) to help the client effectively deal with difficult social situations with peers or family.	You may have: taught or encouraged the client to use behavioral skills to help improve his/her life, such as assertiveness skills and social skills; identified situations in which the client could use a specific skill.	<i>"I would like us to practice meeting new people. What are some ways we should act when we approach a new person?"</i>

Please circle the number that best describes your use of social or communication skill building in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

10. Reinforcement Strategies – Child

Definition	Things you may have done	Example
I discussed with the child how rewards and consequences can be used to change his/her behavior or directly used rewards in session with the child to shape his/her behavior.	You may have: taught the child information about rewards or consequences; taught the child how to set up rewards for himself/herself; reviewed how previously developed reward systems are working; used rewards with a child directly (e.g., provided a reward or verbal praise for homework completion)	<i>"I know that making that phone call is going to be pretty hard. What can you do to reward yourself after you are successful at making the call?"</i>

Please circle the number that best describes your use of reinforcement strategies for the child in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

11. Reinforcement Strategies – Parent

Definition	Things you may have done	Example
I discussed with a caregiver how rewards and consequences can be used to change his/her child's behavior.	You may have: taught a caregiver strategies such as how to use positive attention, rewards, time-out, ignoring, or give consequences to change his/her child's behavior; encouraged a caregiver to use one or more of these strategies; reviewed one or more of these strategies that were discussed in previous sessions (e.g., checked on how a reward system has been working)	<i>"It seems like your child is getting a lot of attention from you when she throws a temper tantrum when she doesn't want to do her homework. Let's talk about why ignoring this behavior might be helpful."</i>

Please circle the number that best describes your use of reinforcement strategies for the parent in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

12. Other Parenting Skills

Definition	Things you may have done	Example
I discussed with a caregiver how to improve parenting skills to manage his/her child's behavior or improve communication with his/her child.	You may have: taught a caregiver how to set limits, give instructions to his/her child in an effective way, provide appropriate supervision, monitor his/her child's behavior, or communicate effectively	<i>"When you are giving your son a task to do, it is helpful to make sure that he is paying attention to you and to make sure to keep the instructions simple and clear."</i>

Please circle the number that best describes your use of other parenting skills in session

1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

Overall Session Ratings

The following questions ask you to provide some general ratings about your session.

1. How confident are you that the answers you provided above accurately reflect what you did in your session?

Please circle the number that best reflects your confidence that the ratings you provided reflect what you did in your session						
1	2	3	4	5	6	7
Not At All Confident			Somewhat Confident			Very Confident

2. Overall, to what extent did you use cognitive behavioral interventions in this session?

Please circle the number that best describes your overall use of cognitive behavioral interventions in session						
1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

3. To what extent were the cognitive behavioral interventions a fit to your client's clinical presentation and individual needs?

Please circle the number that best describes the extent to which the cognitive behavioral interventions were a fit to your client's clinical presentation and individual needs						
1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

4. How much did you need to tailor or adapt the cognitive behavioral interventions to fit your client's clinical presentation and individual needs in this session?

Please circle the number that best represents how much you needed to tailor or adapt the intervention to your client's clinical presentation and individual needs.						
1	2	3	4	5	6	7
Not At All		Somewhat		Considerably		Extensively

Previously, we asked you to rate the extensiveness with which you used cognitive behavioral interventions. Now we want to get your opinion about the quality of your delivery of the cognitive behavioral interventions. When choosing your rating, please think of both how **skillfully** you delivered the cognitive behavioral interventions and how **responsive and flexible** you were to the client's individual needs.

As you did above, please rate items thinking about your session as a whole. When considering your ratings, please try to think about your session behavior. Do **NOT** rate yourself poorly if your client had difficulty due to low insight or low motivation for treatment.

5. How would you rate the overall quality of your delivery of the cognitive-behavioral interventions in this session?

Please <u>circle</u> the number that best represents the overall quality of your delivery of the cognitive behavioral interventions.						
1	2	3	4	5	6	7
Very Poor		Acceptable		Good		Excellent



Please note the time right now: _____

Thank you very much!