

Evaluating Use of Core Elements of Child-Parent Psychotherapy

Van Horn, 2008

Name of Trainee: _____

Name of Supervisor: _____

Items 1–7 identify core elements of CPP. Below each element is a description of five degrees of use and skill in implementing the element. To complete the form, consult with each trainee once monthly, considering your overall familiarity with the trainee’s work, and using the completion of the form as a way to review the trainee’s understanding of and ability to use the basic elements of child-parent psychotherapy. For each element: (1) check “No” or “Yes” to indicate whether or not the element could have been appropriately used in response to material that emerged in the trainee’s CPP cases during the last month and (2) if the element was applicable, identify the description that best captures how the trainee implemented it this past month; then check the box next to the number (0, 1, 2, 3, or 4) corresponding to that description. Check only one box per element.

CORE ELEMENTS OF CPP AND USE/SKILL DESCRIPTIONS	ELEMENT APPLICABLE	DEGREE OF USE AND SKILLS
1. Providing reflective developmental guidance	<input type="checkbox"/> No <input type="checkbox"/> Yes ↻	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
0: Did not implement in cases where reflective developmental guidance would have been useful.		
1: Talked with caregiver about child’s stage of motor and cognitive development to help caregiver adjust expectations of child.		
2: a) Covered material in <u>1</u> , as appropriate; and b) Helped caregiver understand how child’s behavior may be linked to emotional conflicts typical of child’s developmental stage.		
3: a) Covered material in <u>1</u> and <u>2</u> , as appropriate; and b) Helped caregiver understand how traumatic experiences intensify developmentally typical emotional conflicts.		
4: a) Covered material in <u>1</u> , <u>2</u> and <u>3</u> , as appropriate; and b) Offered guidance directed to child about how trauma and developmentally typical emotional conflicts work together to affect child’s behavior.		
2. Providing assistance with problems of living	<input type="checkbox"/> No <input type="checkbox"/> Yes ↻	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
0: Did not implement in cases where concrete assistance would have been useful.		
1: Listened to caregiver’s description of problem and offered specific resources.		
2: Listened to caregiver’s description of problem, helped caregiver reflect on strategies that might address the problem, and offered specific resources as needed.		
3: a) Covered material in <u>2</u> ; and b) Helped caregiver reflect on possible barriers to successfully implementing strategies and how to overcome barriers encountered.		
4: a) Covered material in <u>2</u> and <u>3</u> ; b) Helped caregiver to identify and address underlying issues so that he/she might avoid similar problems in the future.		
3. Helping caregiver provide physical safety	<input type="checkbox"/> No <input type="checkbox"/> Yes ↻	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
0: Did not implement in cases where physical safety was lacking.		
1: a) Identified for caregiver ways in which child and caregiver were not safe; and b) Praised any areas in which improvements had been made.		
2: a) Covered material in <u>1</u> ; and b) Engaged in concrete safety planning with caregiver.		
3: a) Covered material in <u>1</u> and <u>2</u> ; and b) Engaged in concrete safety planning with caregiver and child together, after consulting with caregiver about ways child could be appropriately involved in activities that could provide safety.		
4: a) Covered material in <u>1</u> , <u>2</u> and <u>3</u> ; and b) Reflected with caregiver on potential barriers to implementing safety plan, helping parent consider how to balance needs for safety with other needs and how to achieve safety in a variety of circumstances.		

4. Helping caregiver provide emotional safety	: <input type="checkbox"/> No <input type="checkbox"/> Yes ↻	: 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
0: Did not implement in cases where emotional safety was lacking.		
1: Helped caregiver and child identify and name feelings.		
2: Facilitated discussion(s) of: a) non-aggressive ways for child and/or caregiver to express negative emotions and b) healthy and effective strategies for coping with difficult emotions.		
3: a) Covered material in <u>2</u> ; and b) Helped caregiver understand emotional meaning behind child's behavior, making links to trauma reminders.		
4: a) Covered material in <u>2</u> and <u>3</u> ; and b) Helped caregiver reflect on own emotional responses to child's behavior, facilitating interaction in which caregiver was able to calm him/herself and offer child reassurance and guidance in coping with difficult emotions.		
5. Constructing a joint trauma narrative	: <input type="checkbox"/> No <input type="checkbox"/> Yes ↻	: 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
0: Did not implement in cases where caregiver or child brought cues to trauma material to session.		
1: Facilitated child's play about trauma themes.		
2: Facilitated joint play between parent and child about trauma themes.		
3: a) Covered material in <u>2</u> ; and b) Made links between play and/or behavior and traumatic experiences.		
4: a) Covered material in <u>2</u> and <u>3</u> ; and b) Facilitated caregiver's attempts to talk with child about traumatic experiences and to make links between present feelings and reminders or memories of the trauma.		
6. Attending to family's cultural norms and values	: <input type="checkbox"/> No <input type="checkbox"/> Yes ↻	: 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
0: Assumed, without discussion, that family shares therapist's norms/values even when caregiver(s) seemed resistant to interventions.		
1: Engaged in behaviors that honor family's cultural norms.		
2: a) Covered material in <u>1</u> ; and b) Engaged in conversations about cultural differences when initiated by family.		
3: a) Covered material in <u>1</u> ; and b) Initiated conversations about cultural differences.		
4: a) Covered material in 1 and 2; and b) Reflected with caregiver on cultural roles and norms and the ways in which different cultures view the roles of parents and children, attitudes about trauma, attitudes about mental health treatment and so forth.		
7. Collaborative engagement with family	: <input type="checkbox"/> No <input type="checkbox"/> Yes ↻	: 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
0: Overruled or did not acknowledge family's expressed needs or wishes.		
1: Introduced material into session on his/her (therapist's) own without cues from family that material was relevant to family.		
2: Asked questions about caregiver's goals for child and/or treatment.		
3: Asked questions that help caregiver reflect on caregiver's own experience.		
4: Facilitated caregiver's reflection on what he/she (caregiver) and child need to develop a positive relationship.		

8. **Sometimes therapeutic interventions focus primarily on the child or caregiver, whereas other times interventions are directed at the dyad. During the past month, how often was the trainee able to frame interventions with the goal of helping caregiver and child understand one another?**

- 0 Was not able to do
- 1 Was able to do on at least one occasion
- 2 Was able to do in some sessions
- 3 Was able to do in most sessions
- 4 Was able to do in almost all sessions

9. **During the past month how often was the trainee able to attend to both the caregiver and child's response to interventions?**

- 0 Was not able to do
- 1 Was able to do on at least one occasion
- 2 Was able to do in some sessions
- 3 Was able to do in most sessions
- 4 Was able to do in almost all sessions