Youth Family Behavior Therapy

Agenda

Theory Evidence
Overview
Therapeutic Style
Performance Interventions

Introductions

1. Name
2. What is your position/role at the agency?
3. What experiences do you have that are likely to help you learn FBT?
4. What are you looking forward to in training?
Evidence for CRA

Examples of Controlled CRA Alcohol Studies

Examples of Controlled CRA Drug Studies
Abbott, Wellner et al., 1998; Bickel, Amass et al., 1997; Dennis, Godley et al. 2001; Godley, S. H., Garner, B. R., Smith, J. E., Meyers, R. J., & Godley, M. D., 2011; Higgins, Budney, & Bickel, 1994; Higgins, Budney et al., 1995; Higgins, Budney et al., 1997; Higgins, Wong et al., 2000; Higgins, Signori et al., 2003; Garner et al., 2016; Garner et al., 2009; McGarvey et al., 2014

Theoretical Basis

Problem behaviors, such as drug abuse, are conceptualized to occur through positive & negative reinforcement enhanced by:
- Modeling
- Encouragement & guidance
- Physiological & situational prompts
- Insufficient reinforcement for non-problem activities
- Remoteness/uncertainty of negative consequences of problem behavior

FBT Derived from Community Reinforcement Approach

The environment or community contributes to development and maintenance of problem behaviors, and therefore treatment should incorporate community influences, such as family, friends, teachers, employers, and so on (Hunt & Azrin, 1973).
Evidence for FBT Engagement

- Donohue et al., 2008; Donohue et al., In Press; Donohue et al., 2016; Lefforge, Donohue & Strada, 2007

Evidence for FBT in Mental Health/Substance Abuse

Controlled Trials
Azrin, Acierno et al., 1996; Azrin, Donohue et al., 2001; Azrin, Donohue et al., 1994; Azrin, McMahon et al., 1994; Donohue, Azrin et al., 1998; Donohue, Azrin et al., 2015; Chow et al., 2015

Uncontrolled Trials
Donohue, Romero et al., 2010; Donohue & Azrin, 2002; LaPota, Donohue, Warren, & Allen, 2011; Romero, Donohue, Allen, 2010; Romero, Donohue et al., 2010; Donohue, Chow et al., 2015; Pitts et al., 2015; Gavriloova et al., 2016

Mechanisms of Change in FBT

Performance interventions aimed at rewarding desired healthy behaviors, & preventing antecedent conditions that facilitate problem behavior by:

- enhancing motivation to eliminate problem behavior.
- developing skills that establish & maintain social relationships that compete with problem behavior.
- developing skills that prevent urges & impulsive behaviors that lead to problem behavior.
- allowing or facilitating negative consequences for problem behavior to occur.
Appropriate Targets

- Drug and alcohol abuse
- Mood disorders
- Family dysfunction
- Conduct
- Unemployment/school truancy
- Child Maltreatment
- PTSD
- HIV risk behaviors
- Poor Sport Performance

Appropriate Settings for FBT

- Outcome studies of FBT in adolescent samples have been conducted in outpatient mental health facilities
  - so this is the preferred setting.

- Some community-based agencies have been funded to implement FBT in home and inpatient mental health settings.

Factors to consider when implementing FBT in inpatient facilities

1. Significant others must be able to visit the facility
2. Patients must have enough time in facility to learn FBT
3. Must have outpatient care after discharge.
4. Need opportunities to practice learned skill sets during brief excursions from facility.
5. Outcomes have yet to be formally examined within the context of inpatient therapeutic milieu.
6. FBT is not appropriate for peer group, multi-family, or exclusive individual applications.
Assessment

- Administered before, during & after FBT program
- Specific to performance intervention targets & agency requirements
- Person administering and interpreting assessment measures needs to be legally, competently, & ethically qualified
  - Broad-screen urinalysis testing/breathalyzers
  - Timeline Follow-back (e.g., drug use, school/work attendance)
  - Measures of psychiatric symptoms & mental health diagnoses
  - Child Behavior Problem Checklist
  - Caregiver Satisfaction w/ Youth Scale (0 to 100; % happy)
  - Youth Satisfaction w/ Caregiver Scale (0 to 100; % happy)
  - Life Satisfaction Scales (0 to 100; % happy)

Therapeutic Style & Approach

- Differential reinforcement (shaping)
- Descriptive praise
- State how desired actions reflect positive characteristics
- Eliminate blame (blame situation or environment)
- Learn by doing (role-playing)

Role-Playing

- Role-plays are used to assess scenarios & teach skills.
  - Responding to upset or criticism
  - Being assertive in soliciting reinforcement
  - Refusing prompts from others to do problem behavior.
Therapy Assignments

- Strategies to increase homework completion:
  1. Do role-plays until clients can do skills in difficult scenarios (start with easy scenarios & get more difficult).
  2. Role-play how family will review assignments at home.
  3. Establish where recording form will be kept & when it will be reviewed.
  4. When reviewing homework during meetings, instruct family to provide form, don’t ask for it.
  5. Blame homework failure on external event.
  6. Instruct family to complete missed assignments in retrospect based on memory or what they would have liked to have done.

Significant Other Support

- Identified client
- Primary sig. others = usually partner/family/close friend(s)
- 2ndry sig. others = other family/friends
- Sig. others are ideally:
  - sober or desire sobriety and be relatively adjusted
  - have an interest in client’s well-being
- Sig. others help client:
  - attend therapy
  - complete homework assignments
  - provide encouragement & rewards
  - model skills
  - provide insights
- Role of small children is limited (review of scheduled family activities, appreciation exchanges; non-problem behavior conversation)

Take Out Your Youth & SO Contact Form and SO Acknowledgment Form!
Please report someone who you would ideally like to attend your FBT meetings. This person will be asked to assist you in providing support/rewards for completion of your goals:

1) Name: ____________________________
   Relationship to you (youth): □ parent/caregiver (1); □ grandparent (2); □ other family member (3); □ boyfriend/girlfriend (4); □ friend (5)
   Email Address: ____________________________
   Home Phone: (_____) ___________ Cell Phone: (_____) ___________ Work Phone: (_____) ___________

   Your supportive other may participate in person, through video conferencing using a computer or by telephone.
   Please list which of the following options are possible:
   ______ In Person    ______ Video Conferencing    ______ Telephone Conferencing

   If you DID NOT indicate a parent/caregiver above, please report a parent/caregiver who could participate in the meetings:

2) Name: ____________________________
   Relationship to you (youth): □ parent/caregiver (1); □ grandparent (2); □ other family member (3); □ boyfriend/girlfriend (4); □ friend (5)
   Email Address: ____________________________
   Home Phone: (_____) ___________ Cell Phone: (_____) ___________ Work Phone: (_____) ___________

   Please list which of the following options are possible:
   ______ In Person    ______ Video Conferencing    ______ Telephone Conferencing

   Please report an additional person who you would also like to attend at least some of the FBT meetings:

3) Name: ____________________________
   Relationship to you (youth): □ parent/caregiver (1); □ grandparent (2); □ other family member (3); □ boyfriend/girlfriend (4); □ friend (5)
   Email Address: ____________________________
   Home Phone: (_____) ___________ Cell Phone: (_____) ___________ Work Phone: (_____) ___________

   Please list which of the following options are possible:
   ______ In Person    ______ Video Conferencing    ______ Telephone Conferencing

   Please report an additional person who you would also like to attend at least some of the FBT meetings:

4) Name: ____________________________
   Relationship to you (youth): □ parent/caregiver (1); □ grandparent (2); □ other family member (3); □ boyfriend/girlfriend (4); □ friend (5)
   Email Address: ____________________________
   Home Phone: (_____) ___________ Cell Phone: (_____) ___________ Work Phone: (_____) ___________

   Please list which of the following options are possible:
   ______ In Person    ______ Video Conferencing    ______ Telephone Conferencing

I hereby give permission for ____________________________ to schedule an intervention meeting and to review their role and expectations in the study with the above person(s). I also give permission to contact the above persons to review w/them my participation in this study including information relevant to my participation and effort with my goals. This authorization is good for one year.

Legal Guardian:
Print Name: ____________________________ Signature: ____________________________ Date: ____________
Child’s Name: ____________________________ Child’s Signature: ____________________________ Date: ____________
Email Address: ____________________________
Home Phone: (_____) ___________ Cell Phone: (_____) ___________ Work Phone: (_____) ___________
Supportive Other Acknowledgement Checklist
(Youth & Supportive Other)

D Attend meetings w/ youth and therapist through telephone or live.
  • Meetings target achieving youth’s goals relevant to:
    o Avoiding problems due to substances and risk of HIV/STIs
    o Optimum thoughts, feelings, and behaviors (personal accomplishments)
    o Optimum relationships with family and friends
    o Mental strength and stability

D Participation may vary, but will always be focused on supporting the youth in:
  • Goal attainment and completion of assignments
  • Communicating desired actions
  • Providing encouragement, rewards and support for goal attainment
  • Generating solutions

D Participation is completely voluntary, and SO may withdraw at any time.
  • Personal & identifying information, including name, will not be included in our records except for contact information

D Confidentiality
  • Protects information that is reviewed during therapy in the event of attempted legal mandates to obtain information (e.g. judge, probation officer)
  o Exception: threats to harm self or others, child abuse or abuse of vulnerable population

D SO is responsible for ensuring personal privacy and privacy of youth.
  • Maintain all information that is reviewed in the meetings confidentially
  • When telephone calls ensure complete privacy of the location

D Therapist’s signature assuring all guidelines have been presented to SO.

Name of Therapist: ___________________________  Date: __________
Phone Contact to Enhance Attendance & Participation

• Initial engagement call (client & primary significant other separately)
  • Solicit reasons for referral.
  • Empathize w/ concerns.
  • Query goals & express importance of such desires.
  • Briefly express desires will be targeted in FBT.
  • Have repeat scheduled session time & how to get to clinic.
  • Tell to come 5-min. early to beat traffic.
  • Review obstacles to session attendance and review solutions.

• Between session calls (right after 1st visit; 2 or 3 days prior to sessions; client & significant other separately)
  • Review things done well in part.
  • Review therapy assignments.
  • Review what looking forward to in next session.

Take Out Your Initial Engagement Protocol and Let’s Practice!
Therapist Prompting List

Initial Engagement Call (Youth and SO)

Youth Initials: _____ Therapist: _____________ Date of Call: _______ Duration (minutes) _____

Materials Required

- Emergency Contact Form
- Athlete & SO Information & Release to Contact Form
- Supportive Other Acknowledgement Checklist (SOAC)

Initial Phone Orientation Protocols with Parent and Separately Youth

a. Introduce self (First/Last Name), & indicate role at agency.

b. State call is made in preparation for upcoming meetings.

c. Query whether youth and parent have 15 minutes to talk.
   - If yes, continue w/ protocol.
   - If no, schedule time to talk when youth and parent available.

d. Query what family hopes to achieve during upcoming meetings.
   - 1. Support family statements.
   - 2. Empathize w/ concerns.

e. State looking forward to working with family

f. Ask how person feels about the referral
   - 1. Empathize w/ concerns

 g. State how treatment can help family achieve goals

h. State time and date of first session

i. Ask to verify directions to clinic

j. State other families report high satisfaction with program

k. State expect family to benefit from program

l. Solicit best method of contact, and record telephone number.

Involvement of Significant Others with Parent Only

a. Indicate research shows family & friends help youth goal achievement.

b. Review how family & friends can be involved using Supportive Other Acknowledgement Checklist.

c. State youth must have SOs attend meetings, but who, and for how long is up to family.
   - State the following about SOs:
     - 1. usually include family or other supportive adults
     - 2. don’t have to commit to all meetings.
     - 3. may schedule to attend all or some of the meetings, including telephone contacts.
   - If parent expresses concerns that SO shouldn’t be involved, query why & attempt to determine methods of incorporating SOs.

d. Solicit/review family & friends who can help youth achieve goals in upcoming meetings.
How To Manage Upset During Performance Intervention Sessions?

• Establish communication guidelines early in therapy
• Empathize with all involved parties.
• Instruct all involved parties to explain something in environment that may have contributed to undesired behavior that is beyond control.
• Instruct all involved parties to use Positive Request handout.
• Hear, Empathize, Alternatives, Review, Decide (HEARD)

Number of Sessions

• Usually 12 to 16 performance meetings.
• 60 to 90 minute meetings
• Program usually lasts 4 to 6 months.
• Sessions fade in frequency with goal accomplishment.

Prompting Checklists Guide Providers During Sessions

General content of initial intervention meeting prompting checklists:
1. materials required
2. rationale for performance intervention
3. steps necessary to do intervention
4. ratings of helpfulness & youth compliance

General format of future intervention meeting prompting checklists:
1. materials required
2. steps necessary in reviewing assignment
3. steps necessary in giving new assignment
4. ratings of helpfulness & youth compliance
   -Glance at checklist, look up, and proceed to implement.
   -Free to do whatever clinically indicated between prompts.
Consumer Satisfaction Scores

- After each performance intervention
- Opportunity for family to provide feedback
- Opportunity for therapist to provide feedback

Solicit how helpful youth thought intervention was using 7-pt. scale.

Record Client’s Score Here:

Solicit how rating was derived, and methods of optimizing intervention in future.

Record Provider’s Score Here:

Factors that contribute to optimization score’s:
- Attendance
- Effort
- Conduct
- Homework completion

FBT Performance Interventions for Youth

1. Preparatory:
   - Program Orientation
   - Structured Agendas

2. Motivation-Focused:
   - Consequence Review
   - Performance Planning
   - Contingency Management (Level System)

3. Skill-Based Modules:
   - Stimulus Control
   - Self-Control
   - Job Getting Skills Training
   - Positive Request
   - Reciprocity Awareness

Format of Performance Interventions

- Each performance intervention includes:
  - Manual
    - Detailed explanation of how to implement each intervention
  - Initial Session Protocol
    - Step by step checklist used the first time an intervention is implemented
  - Future Session Protocol
    - Step by step checklist used for interventions in subsequent sessions
  - Worksheets
    - Layout the steps of the specific intervention in simplified terms
  - Practice Assignments
    - Homework assignment for client/family to practice skills outside of sessions
Orientation Session

- Tailor to fit culture of agency & its needs:
  - Intervention structure & approach (e.g., number of sessions, duration)
  - Solicit feelings about referral
  - Review feedback about assessment findings (to clarify accuracy and establish goals)
    - Satisfaction Scales (life satisfaction, parent satisfaction with youth, youth satisfaction with parent)
    - 0 = completely unhappy, 100 = completely happy
    - Assess how 100% satisfaction can occur in areas that are low

Time to Practice Orientation!
PERFORMANCE ORIENTATION for GROUPS
Provider Prompting Checklist
Initial Meeting

Youth ID: _______ Therapist: ___________ Meeting #: _______ Date of Meeting: _______

Materials Required:
• Communication Guidelines Handout
• Supportive Other Acknowledgement Form (SOAF)
• SO Information & Release to Contact Form
• FBT Optimization Philosophy Handout
• Business Card

Meeting Preparation:
• Ensure SOAF endorsement obtained from MEMBERS & SO, or obtain at start.

Begin Time: _______ am / pm

Program Overview [Members]
__ a. Explain orientation involves:
    ___ 1. getting familiar with everyone's aspirations.
    ___ 2. an overview of the program.
    ___ 3. establishing communication guidelines for meetings.
    ___ 4. reviewing assessment results
__ b. Explain tape recorder & protocol checklist.
    • Show copy of protocol checklist.
__ c. Introduce why you chose to be a provider & why you like FBT.

Communication Policy [Members]
__ a. Provide Communication Guideline Handout.
__ b. State lots of material to cover in upcoming meeting & guidelines help communication.
__ c. State guidelines apply to everyone.
__ d. Solicit how these guidelines will be effective.
__ e. Obtain commitment to follow guideline.
__ f. Obtain permission to instruct correction of broken guidelines.

Reviewing Members’ Feelings about Referral [MEMBERS]
__ a. Solicit what MEMBERS think about being in program.
__ b. Solicit what MEMBERS expect to get from program.
__ c. Solicit what therapist can do to be supportive of MEMBERS, and assure:
    ___ 1. Provider will emphasize strengths, not weaknesses.
    ___ 2. Provider will provide letters of support to others w/ releases.
    ___ 3. Provider will assist in helping and encouraging MEMBERS achieve goals.
    ___ 4. Provider will text reminders & feedback between meetings to all.
    a. Obtain commitment to participate in calls.

Review Program Philosophy & Goals [Members]
__ a. Assess previous experience w/ therapy
__ b. Provide Performance Triangle & Performance Optimization Scale Handout.
__ c. Explain FBT optimization philosophy
    ___ 1. Review how 4 factors are reciprocally interactive, including examples.
a. Review that only behaviors and thoughts can be controlled.

2. Review performance is on continuum from optimal and non-optimal.
   a. State goal for any behavior or thought is to move toward optimization.

   d. Assess how members want to be known.
   e. Assess life goals of members.
   f. State following areas are targeted in FBT & solicit how they are important.
      • Mental strength and stability
      • Relationships
      • Avoiding drug & alcohol use
      • Job satisfaction

Assessment Review (Members)
   a. Solicit interests in assessment results and answer queries.
   b. Obtain commitment from Members to avoid substance use & problem behaviors.
      • Attempt to obtain commitments to some extent, if refused.
   c. Show results of satisfaction scales (Members Life Satisfaction, Caregiver Satisfaction with Members and Members Satisfaction with Caregiver), and conduct the following:
      1. Query positive aspects of highly rated areas.
      2. Query what would need to happen to bring about 100% satisfaction in low areas.

Reviewing Significant Other Support (Members)
   a. Assess who MEMBERS would most want respect from and why.
   b. Assess people who are most likely to have Members’s back in crisis.
      1. Attempt to confirm meetings w/these persons, and obtain contact information.
   c. Obtain permission to call these persons when s motivation is low, to assist support.

Assessment of Helpfulness with the Intervention Component
   a. Solicit how helpful members thought intervention was using the following 7-point rating scale:
      7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
      3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful
      • Record Average Rating for Group Members Here: _____
   b. Disclose the average score to group.
   c. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Members’ Participation with Intervention Component
   a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with members’ participation.
      • Factors that contribute to optimization rating:
         o Conduct/effort in performing skills
         o Questions/comments
         o Homework completion
      • Record Provider’s Rating of Members’ Optimization Score Here: _____
   b. Explain how rating was derived, and methods of improving performance in future.

Reviewer: ______________________ Date of Review: ________________ Therapist Skill:
Indicate the extent of THERAPIST skill demonstrated (7=extremely skilled, 6=very skilled, 5=somewhat skilled, 4=neutral, 3=somewhat unskilled, 2=very unskilled, 1=extremely unskilled)

PERFORMANCE ORIENTATION
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COMMUNICATION GUIDELINES HANDOUT

1. **Avoid interruptions.** Instead, wait for the person to pause, or ask if it is O.K. to speak.

2. Avoid talking for more than a minute.

3. **Avoid saying “no” when someone asks for something.** Instead, tell the person what you can do.

4. Avoid rolling eyes or using negative facial expressions.

5. **Avoid swearing, shouting, sarcasm, or statements that are hurtful.**

6. **Talk openly about progress toward goals attainment.**

7. **Avoid talking about past problems or weaknesses, including those of others.**
   Instead, suggest solutions and talk about strengths. This maintains positive energy and karma.

8. **Talk about things you want, do not give criticisms about the negative attitudes you dislike.**

9. **Speak in a soft and conversational tone of voice.**
Worksheet 1.2. FBT Triangle & Performance Optimization Scale Handout

Performance Triangle

Feelings

Performance

Thoughts

Behaviors

Performance Optimization Scale

Non-optimum

Optimum
# Life Satisfaction Scale for Youth

For each area below, circle the number that represents how happy you are with these areas of your life. A 100% means that you are completely happy, and 0% means that you are completely unhappy. Higher numbers mean that you are happier.

<table>
<thead>
<tr>
<th>LIFE AREAS</th>
<th>0%</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100% happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendships</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Family</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Employment (work)</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Things I do for fun</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>My appearance</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Sex life/dating</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Use of drugs</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Use of alcohol</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Money and material possessions</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Availability of transportation</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Amount of control you have over what happens in your life</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
<tr>
<td>Overall life satisfaction</td>
<td>0%</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100% happy</td>
</tr>
</tbody>
</table>
# Youth Happiness with Caregiver

For each area below, please circle the number that represents how happy you are with your caregiver(s). A 100% means that you are completely happy with your caregiver(s) and 0% means that you are completely unhappy with your caregiver(s). Higher numbers mean that you are more happy. It helps to ask yourself: “How happy am I today with my caregiver(s) in this area of our relationship?”

<table>
<thead>
<tr>
<th>Areas</th>
<th>Happy</th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (the way she/he talks to me)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to my friends and things I do with them</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Curfew (when I have to come home)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>Household rules (rules around the house)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to my schoolwork</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards (good things) that I get</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of discipline (ways I am punished)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household chores (chores around the house)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to my use of alcohol</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to my use of drugs</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction when I do things against the law</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (anything else)</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall happiness with my caregiver</td>
<td>unhappy</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Which parent were the ratings for? 

PERFORMANCE ORIENTATION

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SEE BACK

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Caregiver Happiness with Youth

For each area below, please circle the number that means how happy you are with your child. A 100% means that you are completely happy with your child in that area, and 0% means that you are completely unhappy with your child in that area. Higher numbers mean that you are more happy. It helps to ask yourself: “How happy am I today with my child in this area of our relationship?”

<table>
<thead>
<tr>
<th>Areas</th>
<th>Unhappy 0% 10 20 30 40 50 60 70 80 90 100% Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (the way she/he talks to me)</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>My child’s friends and things she/he does with these friends</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Curfew (coming home when I want)</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Following rules around the house</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>My child’s schoolwork</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Reaction to my rewards</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Reaction to my discipline</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>The way my child does household chores</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>My child’s use of alcohol</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>My child’s use of drugs</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Things my child does against the law</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Other (anything else?)</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
<tr>
<td>Overall happiness with my child</td>
<td>unhappy 0% 10 20 30 40 50 60 70 80 90 100% happy</td>
</tr>
</tbody>
</table>
Preparing Initial Drafts for Session Agendas

- Agendas are determined by performance plan & progress in therapy components.
- Review interventions planned.
- Review time needed for each intervention.
- Solicit potential modifications.

Time to Practice
Creating an Agenda!
Exhibit 4.1. Session Agenda Provider Prompting Checklist.

SESSION AGENDA
Provider Prompting Checklist

Client ID#: __________ Clinician: __________ Session #: __________ Session Date: ____/____/____

Begin Time: ________ am / pm

Establishing the Session Agenda (Usually the Youth & Adult Significant Others)

___ 1. State/solicit outstanding efforts and/or accomplishments occurring during last session.
___ 2. State planned interventions to be implemented in session & how long each will take.

<table>
<thead>
<tr>
<th>Scheduled Interventions</th>
<th>Estimated Time</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Complete aforementioned table prior to session.

___ 3. Provide opportunity for youth/significant others to modify proposed agenda.

End Time: ________ am / pm  Notes: ______________________________

SESSION AGENDA
Page 1 of 1
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Consequence Review Rationale

• Youth are more likely to discontinue problem behaviors when their aversive consequences are perceived to be greater than their reinforcing aspects.

• Getting youth to be motivated to eliminate their problem behaviors is difficult because they don’t truly appreciate the extent of their negative consequences.

• Consequence Review designed to increase awareness of negative consequences of problem behavior.

Consequence Review

• Provide Rationale
• Solicit at least one drug and up to several problem behaviors
• Obtain unpleasantness ratings (0 = not at all, 100 = couldn’t get more unpleasant).
• Obtain initial neg. consequences
• Prompt additional neg. consequences
• List of Annoyances Worksheet may be helpful (see Exhibit 5.3, p. 101; also in next slide)
• Review Positive consequences
• Obtain final rating.

Consequence Review Continued

• Obtain ratings of unpleasantness and likelihood.
• Provider must use discretion in using consequences with high ratings in both domains as prompted consequences to review in Consequence Review Worksheet (see Exhibit 5.2)
Time to Practice
Consequence Review!

CONSEQUENCE REVIEW
Therapist Prompting List

Youth ID: ___________ Clinician: ___________ Session #: ___________ Session Date: ___________/_________/_________

Materials Required:
● Consequence Review Worksheet (CRW)
● List of Annoyances Worksheet (LAW)

Begin Time: _______ am / pm

Rationale (all group members)
___a. Report specific drugs and troublesome behaviors identified to be collectively problematic by group.
   ● State these behaviors are difficult to eliminate:
     1. due to powerful positive consequences.
     2. because negative consequences are usually delayed, avoided, or suppressed.
___b. State intervention aimed at understanding how these behaviors have affected group members.

Reviewing Negative Consequences (all group members)
___a. Insert one or more drugs or troublesome behaviors in 1st column of CRW.
   Note: Consider # drugs/behaviors on time available, extent to which members talk openly, etc.
___b. Obtain & record initial unpleasantness ratings for each drug &/or prob. behavior in 2nd column of CRW for each group member, & average scores.
   ● 0 = not at all unpleasant, 100 = couldn’t get any more unpleasant.
___c. Obtain & record initial consequences for drugs and prob. behaviors from members in 3rd column of CRW.
___d. Prompt & record additional neg. consequences & solicit details re. unpleasantness in 4th column of CRW.
___e. Instruct members to complete LAW.
___f. For annoyances in LAW rated relatively high in both unpleasantness & likelihood (both usually > 70)
   ask members to indicate the drug or behavior problem listed in CRW that is most likely to lead to the annoyance.
   ● e.g., “jail” might result from “stealing” behavior listed in CRW.
___g. Record each solicited annoyance in 4th column of CRW in the row representing respective behavior.
   If all youth indicate an annoyance will not result from listed behaviors, do not include it in CRW.
___h. Obtain & record more details regarding unpleasantness for prompted consequences in 4th column of CRW.
___i. State consequences for each drug and troublesome behavior and after each provide empathy.
___j. State consequences for each drug and troublesome behavior and after each obtain final ratings.
   ● 0 = not at all unpleasant, 100 = couldn’t get any more unpleasant.
___k. Record each final rating in the 5th column of CRW next to its respective problem behavior.
___l. For each final rating that is rated higher in unpleasantness than its initial rating, query why this is so.

Reviewing Positive Consequences (all group members)
___a. Discuss how members can change to make neg. consequences turn into positive consequences.
   1. Provide encouragement and support.
   2. Provide suggestions to assist members in accomplishing alternative behaviors

*Note: Other drugs or troublesome behavior may be reviewed in the same way as above.
Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:

7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

• Record Average Rating for Group Members Here: ______

b. Disclose the average score to group.

c. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Members’ Participation with Intervention Component

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with members’ participation.

  • Factors that contribute to optimization rating:
    o Conduct/Effort in performing skills
    o Questions/comments
    o Homework completion

• Record Provider’s Rating of Members’ Optimization Score Here: ______

b. Explain how rating was derived, and methods of improving performance in future.

End Time: _________ am / pm  Note: Reviewer notes can be written below:
### Consequence Review Worksheet

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>Initial Rating (0-not unpleasant at all – 100 completely unpleasant)</th>
<th>Initial Unpleasant Consequences</th>
<th>Prompted Consequences</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Exhibit 5.3. Consequence Review List of Annoyances Worksheet.

**CONSEQUENCE REVIEW**  
List of Annoyances Worksheet

<table>
<thead>
<tr>
<th>Annoyances</th>
<th>Rating of Unpleasantness (0–100)</th>
<th>Rating of Likelihood (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jail or detention center (attacked while sleeping, beaten up, raped)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Poor health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Negative relationships with others (screamed at or insulted by adults)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hurting/upsetting others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Arguments with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Disrespect from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Doing bad in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Getting in fights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Suspensions and detentions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Get in trouble at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Not being able to get a job (having no money)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Planning Rationale

• Performance Planning is determined by youth & caregivers.

• Youth and caregivers determine the extent to which 6 skill-based performance interventions will be emphasized in therapy.

Performance Planning

• Read intervention summaries in the Intervention Summary Worksheet
• Solicit how each intervention might be helpful
• Agree or empathize with responses.

I. Managing the Environment to be Substance and Trouble Free (Environmental Control)
Restructuring the environment to avoid and manage people, places, and situations that increase risk of using drugs and getting into trouble, and spending more enjoyable time with people and places that are not associated with drug use or trouble.

II. Managing Self to Stay Free of Drugs and Trouble (Self-Control)
Learning to identify circumstances that may lead to substance use or trouble, increase motivation to avoid substance use and trouble, assure calmness while generating and evaluating appropriate alternatives, and be able to choose the right solutions.

III. Improving Family Relationships (Reciprocity Awareness)
Family members exchange what is appreciated about each other.

IV. Improving Communication (Positive Request)
Making positive requests so people are more likely to do what asked, and disagreements are settled with mutual satisfaction.

V. Job-Getting Skills Training
Learning strategies to obtain satisfying jobs at higher wages.

V1. Level System
Establishing systems in which avoidance of substance use and trouble are rewarded by parents.

Performance Planning

• Solicit youth & caregiver rankings of interventions using Intervention Priority Worksheet for Adolescents.
• Sum youth & caregiver intervention rankings.
• Rank summative rankings from lowest to highest priority.
• Interventions will be administered in the order they are prioritized (highest to lowest), which emphasize them in therapy.
Time to Practice
Performance Planning!
Exhibit 7.1. Performance Plan for Adolescents Provider Prompting Checklist.

PERFORMANCE PLAN FOR ADOLESCENTS
Provider Prompting Checklist
Initial Session

Reviewer: __________________ Date of Review: __________________
Youth ID: ___________ Clinician: ___________ Session #: ___________ Session Date: ___/___/___

Materials Required:
- Intervention Summary Worksheet for Adolescents (ISWA)
- Intervention Priority Worksheet for Adolescents (IPWA)

Begin Time: ________ am / pm

Rationale (Youth and Adult Significant Others)

a. Explain Performance Planning involves youth & family determining programs to emphasize.

b. Solicit why good for family to choose order & extent to which programs are implemented.

Determination of Order of Performance Interventions (Youth and Adult Significant Others)

a. Show ISWA.

b. Disclose what each intervention targets as per worksheet, & solicit how each intervention might be helpful.
   - If family can’t identify how a particular tx. is helpful, assist in explaining how it might help.

c. Show IPWA.

d. State preferred order of programs based on sum ranking of youth & adult sig. others.

e. Instruct youth & adult significant others to rank programs in order of priority.

f. Instruct youth and adult sig. others to disclose rationale for rankings.

g. Disclose order of interventions according to the following guidelines:
   - Lowest avg. rankings for youth & adult significant others are implemented first.
   - Therapist has discretion to adjust order of implementation.

h. State order of interventions can be changed in future sessions once all interventions are attempted.

Youth’s Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   - 7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   - 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

  * Record Youth’s Rating Here: ___________

b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Youth’s Participation with Intervention Component

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth's participation.
   - Factors that contribute to optimization rating:
     - Conduct/Effort in performing skills
     - Questions/comments
     - Homework completion

  * Record Provider’s Rating of Youth’s Optimization Score Here: ___________

b. Disclose youth’s optimization rating.

c. Explain how rating was derived, and methods of improving performance in future.

End Time: ________ am / pm  Note: Reviewer notes can be written on the back of this page.
Exhibit 7.2. Intervention Summary Worksheet for Adolescents.

INTERVENTION SUMMARY WORKSHEET FOR ADOLESCENTS

I. Managing the Environment to be Substance and Trouble Free (Environmental Control)
Restructuring the environment to avoid and manage people, places, and situations that increase risk of using drugs and getting into trouble, and spending more enjoyable time with people, places and situations that are not associated with drug use or trouble.

How might this intervention be helpful?

II. Managing Self to Stay Free of Drugs and Trouble (Self-Control)
Learning to identify circumstances that may lead to substance use or trouble, increase motivation to avoid substance use and trouble, assure calmness while generating and evaluating appropriate alternatives to drug use and trouble, and being able to choose the right solutions.

How might this intervention be helpful?

III. Improving Family Relationships (Reciprocity Awareness)
Family members exchange what is appreciated about each other.

How might this intervention be helpful?

IV. Improving Communication (Positive Request)
Making positive requests so people are more likely to do what asked, and disagreements are settled with mutual satisfaction.

How might this intervention be helpful?

V. Job-Getting Skills Training
Learning strategies to obtain satisfying jobs at higher wages.

How might this intervention be helpful?

V1. Level System
Establishing systems in which avoidance of substance use and trouble are rewarded by parents.

How might this intervention be helpful?
### INTERVENTION PRIORITY WORKSHEET FOR ADOLESCENTS

Youth ID: _________  Clinician: _________  Session #: _________  Session Date: ___/___/____

<table>
<thead>
<tr>
<th>Adolescent FBT Interventions</th>
<th>Priority Rank (Youth)</th>
<th>Priority Rank (Caregiver)</th>
<th>Sum of the Youth and Caregiver’s</th>
<th>Priority Rank (Lowest to Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the Environment to be Substance and Trouble Free (Stimulus Control)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Self to Stay Free of Drugs and Trouble (Self-Control)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving Family Relationships (Reciprocity Awareness)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving Communication Skills (Positive Request)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job-Getting Skills Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contingency Management for Youth
(Level System) Rationale

• A family-supported Level System (LS) is implemented to reward youth when they achieve therapeutic goals.

• LS involves developing a contract in which the youth client receives desired rewards for completion of target behaviors.

Level System

• Provide Rationale

• Obtain Rewards from Youth & Verify w/ Caregiver Using Rewards Worksheet.

• Obtain 3 levels of target behavior from sig. other using Goals Worksheet.

• Note: We’ll now review forms to assist in goal development.
Level System

• “Record of Chores” may assist in obtaining & monitoring chores for each level.

Level System

• Daily School Progress Report can assist in managing conduct & achievement in school w/ teachers.

Level System

• Level System Recording Form assists in managing contingencies.
• Goals should ideally be made more specific in this form to reduce misunderstandings.
Take Out Your Level System Protocol and Let’s Practice!
Exhibit 6.1. Level System Therapist Prompting Checklist Initial Session.

LEVEL SYSTEM Therapist
Prompting Checklist Initial Session

Youth ID: _________ Clinician: _________ Session #: _________ Session Date: __/__/____

Begin Time: _________am / pm

Providing Rationale (Both Youth & Adult Significant Others):
   __ a. Level System (LS) is designed to motivate youth to avoid drug use and trouble.
   __ b. LS involves parent giving youth rewards for staying clean and out of trouble.

Determining Desired Reinforcers from Youth (Youth Only):
   __ 1. For each desired Potential Daily Reward in Rewards Worksheet assess what currently provided by parent.
      ● Record in “currently receiving” column of Rewards Worksheet.
      Record in “Currently Receiving” column of Rewards Worksheet.
   __ 3. For each desired Potential Daily Reward in Rewards Worksheet assess what is ideally desired.
      ● Record in “ideally desired” column of Rewards Worksheet.
   __ 4. For each desired Potential Bonus Reward in Rewards Worksheet assess what is ideally desired.
      ● Record in “Ideally Desired” column of Rewards Worksheet.

Determining Goals w/Parent (Adult Significant Others Only)
   __ 1. Assist parent in determining a 1st Level Goal (i.e., slight improvements in youth’s behavior) for each
      “Behavioral Domain” in Goals Worksheet.
      ● Record goals as “1st-Level Goals” in Goals Worksheet.
      ● Record all Level 1 chores in Record of Chores Worksheet (insert “X” for days chores are to be
         completed).
      ● Record all courses in “Daily School Progress Report.”
   __ 2. Assist in determining a 3rd-Level Goal (i.e., ideal behavior for youth) for each “Behavioral Domain” in
      Goals Worksheet.
      ● Record these goals as “Third-Level Goals” in Goals Worksheet.
      ● Record all Level 3 chores in Record of Chores Worksheet (insert “X” for days chores are
         to be completed).
      ● Record all courses in “Daily School Progress Report.”
   __ 3. Assist in determining a 2nd-Level Goal (i.e., behavior somewhere between slight improvement and ideal
      behavior) for each “Behavioral Domain” in the Goals Worksheet.
      ● Record these goals as “2nd-Level Goals” in Goals Worksheet.
      ● Record all Level 2 chores in Record of Chores Worksheet (insert “X” for days chores are
         to be completed).
      ● Record all courses in “Daily School Progress Report.”

NOTE: When pressed for time, it may be beneficial to only develop level 1 goals and rewards during the
first LS meeting, and develop 2nd and 3rd level goals in subsequent meetings based on
negotiation -- future LS sessions would be conducted as usual.

Determining Reinforcers With Parent (Adult Significant Others Only)
   ● Show copy of Rewards Worksheet.
   __ 1. Indicate youth -desired daily rewards the youth reports earning currently.
   __ 2. Indicate youth desired daily rewards the youth would ideally like to receive.
   __ 3. Solicit ideal daily rewards to be earned by youth for doing all Level 3 goals.
      ● Record as “Parent 3rd-Level Rewards” in Rewards Worksheet.
   __ 4. Solicit daily rewards that are slight improvements over rewards currently offered
      (1st level).
      ● Record as “Parent 1st-Level Rewards” in Rewards Worksheet.

LEVEL SYSTEM
Page 1 of 10
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5. Determine daily rewards somewhere in middle compared w/ 1st- and 3rd-level rewards.
   • Record as “Parent 2nd-Level Rewards” in Rewards Worksheet.

6. Transfer all Parent 1st-level rewards in Rewards Worksheet to 1st-Level System Recording form.
   **Note: 2nd- and 3rd-Level Rewards can be transferred to 2nd- and 3rd-LS Recording forms later.**

7. Disclose potential bonus rewards youth ideally desires, & for each determine bonus reward acceptable to
   parent.
   • Record as bonus rewards in “Bonus Rewards” section of Level System Recording form
     for Level 1.
   **Note: Bonus rewards can be inserted into the 2nd- and 3rd-LS Recording forms later.**

8. Determine number of consecutive days youth will need to perform all goals to earn each bonus reward.
   • Record # of consecutive days needed to earn each bonus reward in Level System Recording form for
     Level 1.
   **Note: # of consecutive days needed for each bonus reward can be inserted into 2nd- &
     3rd-Level System Recording forms later.**

### Reviewing the Level System Daily Review (Youth & Adult Significant Others)

1. Explain all daily goals for a given level must be performed to get daily rewards for same level next day.
2. Review daily rewards listed for each of the 3 levels in Rewards Worksheet.
3. Review goals for each of the 3 levels in Goals Worksheet.
   b. Explain how to determine “chores” in Record of Chores Worksheet.
4. Explain parent must restrict all daily rewards if all goals for same level were not performed previous day.
5. Show bonus rewards in LS Recording form and # of consecutive days in which all goals need to be
   accomplished to earn them.
6. Explain youth will advance 1 level for each week in which all goals are accomplished.
7. Explain youth will drop 1 level for each week substance use or a report of misconduct is evidenced.
8. Explain it is parent's discretion to determine if youth can “make up” goals that weren’t performed.
   • Make-ups need to be more difficult to achieve than original goals.
   • Make-ups should be performed prior to providing rewards during the following day.
   • Make-ups are not permitted for drug use or illicit behavior.
9. Model how to review LS Recording form in role of parent w/ youth for hypothetical day, including:
   a. Praising performance of target behaviors.
   b. Making arrangements to provide rewards during next day.
   c. Providing next day encouragement for goals that were not accomplished.
10. Instruct parent to review LS Recording form w/ youth for current day.
   b. Praise/prompt parent for making arrangements to provide rewards next day.
   c. Praise/prompt parent for providing encouragement for goals that were not accomplished.
11. Schedule a time for youth and parent to review level system at home each night.
12. Instruct youth and parent to sign contract.

### Youth's Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure, 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful
   • Record Youth's Rating Here: _____

b. Solicit how rating was derived, and methods of improving intervention component in future.

### Provider’s Optimization Rating for Youth’s Participation With Intervention Component

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth's participation.
   • Factors that contribute to optimization rating:
     o Conduct/effort in performing skills
     o Questions/comments
     o Homework completion
   • Record Therapist’s Rating of Youth's Optimization Score Here: _____

b. Disclose youth’s optimization rating.
   Explain how rating was derived, and methods of improving performance in future.
### REWARDS WORKSHEET

<table>
<thead>
<tr>
<th>Type of Reward</th>
<th>Currently Receiving</th>
<th>Ideally Desired</th>
<th>Parent 1st-Level Reward</th>
<th>Parent 2nd-Level Reward</th>
<th>Parent 3rd-Level Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potential Daily Rewards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Transportation</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Type of meal/dessert</td>
<td></td>
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</tr>
<tr>
<td>Cell phone use</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>TV/video/games/Wii</td>
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<tr>
<td>Time w/friends and activities</td>
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<tr>
<td>Privacy time</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td><strong>Other Potential Daily Reward:</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Potential Bonus Rewards</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Clothing</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Magazine subscription</td>
<td></td>
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<tr>
<td>Bike/motorcycle/scooter/car</td>
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<tr>
<td>Letter to probation officer or others</td>
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<tr>
<td>Pet/fish</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Trips w/family/friends</td>
<td></td>
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<tr>
<td>Own car</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Phone</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Gifts (computer, weights, stereo, CD player)</td>
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<tr>
<td>Own room</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Sport/fitness/club membership/lessons (horseback riding, scuba, guitar)</td>
<td></td>
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<tr>
<td>Pet/pet supplies</td>
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<tr>
<td>Laundry</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Non-drug/alc. party/get-together/barbecue</td>
<td></td>
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<tr>
<td>Overnight sleepover</td>
<td></td>
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<tr>
<td>Concerts</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Other Bonus Rewards:</strong></td>
<td>NA</td>
<td></td>
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</tr>
</tbody>
</table>

LEVEL SYSTEM
Page 3 of 10
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**Exhibit 6.3. Goals Worksheet.**

**GOALS WORKSHEET**

<table>
<thead>
<tr>
<th>Behavioral Domain</th>
<th>1st-Level Goals</th>
<th>2nd-Level Goals</th>
<th>3rd-Level Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegal or troublesome behavior—good conduct</td>
<td>Absence of misconduct reports</td>
<td>Absence of misconduct reports, and</td>
<td>Absence of misconduct reports, and</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Substance use—substance free</td>
<td>Abstinence from illicit drugs and alcohol</td>
<td>Abstinence from illicit drugs and alcohol</td>
<td>Abstinence from illicit drugs and alcohol</td>
</tr>
<tr>
<td>Curfew</td>
<td>Weekdays: Weeknights:</td>
<td>Weekdays: Weeknights:</td>
<td>Weekdays: Weeknights:</td>
</tr>
<tr>
<td>Parent informed of whereabouts</td>
<td>Every ____ mins. When changing whereabouts</td>
<td>Every ____ mins. When changing whereabouts</td>
<td>Every ____ mins. When changing whereabouts</td>
</tr>
<tr>
<td>Communication</td>
<td>Talk calmly and truthfully throughout day</td>
<td>Talk calmly and truthfully throughout day, maintain ____ mins. conversation, and</td>
<td>Talk calmly throughout day, maintain ____ min. conversation, and</td>
</tr>
<tr>
<td>Chores</td>
<td>Record desired chores in “Record of Chores” form</td>
<td>Record desired chores in “Record of Chores” form.</td>
<td>Record desired chores in “Record of Chores” form.</td>
</tr>
<tr>
<td>Work</td>
<td>____ hours worked/day or efforts to gain job</td>
<td>____ hours worked/day, and/or efforts to gain job</td>
<td>____ hours worked/day, and/or effort to gain job</td>
</tr>
<tr>
<td>School</td>
<td>____ classes need to be attended/day, with ____ classes needing satisfactory conduct and achievement “OR” demonstrated efforts to gain an education</td>
<td>____ classes need to be attended/day, with ____ classes needing satisfactory conduct and achievement</td>
<td>____ classes need to be attended/day, with ____ classes needing satisfactory conduct and achievement</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</table>
### Level System Recording Form

**Level:**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Date</th>
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</tbody>
</table>

- See record of chores

- See daily school progress report

**Daily Rewards**

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Date</th>
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</tbody>
</table>

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*LEVEL SYSTEM*

Page 5 of 10

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**Bonus Rewards**

<table>
<thead>
<tr>
<th>Reward</th>
<th># of days</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

I promise to provide my child all listed daily rewards the day after all goals are accomplished, and to restrict my child from getting any daily reward that are listed the day after 1 or more daily rewards are not accomplished. I may permit my child to "make up" missed goals. I will provide bonus rewards only when my child is able to demonstrate the specified number of consecutive days of performing all goals.

**Parent Signature:** ___________________________  **Date:** ________________

I agree to bring this form to my parent by _____ P.M. for review. Reinforcers will be provided the next day (if earned).

**Youth Signature:** ___________________________  **Date:** ________________
Exhibit 6.5. Record of Chores.

<table>
<thead>
<tr>
<th>Chores for Level 1 Week</th>
<th>Chores for Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chores</strong></td>
<td><strong>Chores</strong></td>
</tr>
<tr>
<td>Monday</td>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td>Thursday</td>
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<tr>
<td>Friday</td>
<td>Friday</td>
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<tr>
<td>Saturday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chores for Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chores</strong></td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>
Dear Teachers:

Please refer to the class in which you are this youth’s teacher (e.g., Social Studies), and indicate if this youth attended class, and if this youth’s conduct and achievement were “satisfactory” or “unsatisfactory” for the day. Please also record your signature.

*NOTES: ____________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Exhibit 6.7. Level System Therapist Prompting Checklist Future Sessions.

LEVEL SYSTEM

Youth ID: _________ Clinician: __________ Session #: __________ Session Date: ___ / ___ / ___

Begin Time: _________ am / pm

Reviewing Level System Daily Review (Youth & Adult Significant Others)

1. Instruct family to provide completed Level System Recording form.
2. Praise youth for outstanding efforts to complete goals.
3. Praise parent for monitoring goal completion.
   • Use problem solving to learn methods of monitoring goal completion.
4. Praise parent for assuring earned reinforcers were available to youth or encourage parent to provide rewards if not provided as agreed upon.
5. Praise parent for restricting youth from accessing unearned rewards.
   • Problem-solve methods of making sure youth doesn’t have access to unearned rewards.
6. Query if level system should be modified, & modify, if desired.
   • Modify system if necessary.

Youth’s Assessment of Helpfulness with the Intervention Component
   a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
      7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure, 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful
   • Record Youth’s Rating Here: ______

Provider’s Optimization Rating for Youth’s Participation With Intervention Component
   c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
      • Factors that contribute to optimization rating:
         o Conduct/Effort in performing skills
         o Questions/comments
         o Homework completion
   • Record Therapist’s Rating of Youth’s Optimization Score Here: ______

End Time: _________ am / pm Reviewer notes:
Relationship Enhancement

Rationale

- Healthy relationships marked by equitable exchange of reinforcement.
- Family members express appreciation for one another.
- Implemented early in FBT, & when tension is present in family.

Relationship Enhancement

- Provide rationale
- Instruct members to record things that are appreciated about one another.
- Exchange appreciations.
- Encourage recipient to indicate these things will continue.

Relationship Enhancement

- Provide form to assign homework.
- Assist family in recording family members.
- Assign 1 appreciation for each family member each day.
- Get commitment from each member to complete assignment.
- Remind family each positive statement should be reciprocated!
Take Out Your Reciprocity Awareness Protocol and Let’s Practice!
**Exhibit 8.1.** Reciprocity Awareness Therapist Prompting Checklist for Initial Session.

# Reciprocity Awareness Therapist Prompting Checklist
## Initial Session

Youth ID#: ________  Clinician: ________  Session #: ________  Session Date: __/__/____

**Materials Required:**
- Things I Appreciate About My Family Worksheet
- Things I Appreciate About My Family Assignment Sheet

**Begin Time:** ________ am / pm

**Rationale (Youth & All Family Members)**
- State (or solicit) the following:
  1. Families who appreciate one another are more likely to have good relationships.
  2. Reciprocity Awareness (RA) helps family members express their appreciation for one another.

**Positive Statement Exchange (Youth & All Family Members)**
- Give each family member a copy of “Things I Appreciate About My Family Worksheet.”
  1. Instruct/assist each person to record all family names on the worksheet.
  2. Instruct/assist each person to write at least one thing that is appreciated about all other family members.
  3. Instruct each family member to state one thing that is appreciated about the other family members, & after each statement, instruct the recipient to respond to appreciation w/the following:
     1. How it felt to hear the positive statement.
     2. Appreciation or thanks.
     3. Stating attempt will be made to continue desired behavior.

**Homework Assignment (Youth & All Family Members)**
- Give each family member a copy of “Things I Appreciate About My Family Assignment Sheet.”
  1. Instruct/assist each in recording family members’ names in left column of assignment sheet, except own.
  2. Inform family > 1 positive statement should be made for each person by next session.
  3. Instruct family to record each positive statement on day it occurred.
  4. Remind family each positive statement should be reciprocated.

**End Time:** ________ am / pm  **Reviewer notes:**

---

**Youth’s Assessment of Helpfulness with the Intervention Component**
- Solicit how helpful youth thought intervention was using the following 7-point rating scale:
  - 7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
  - 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

**record youth’s rating here:**

**Provider’s Optimization Rating For Youth’s Participation With Intervention Component**
- Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
  - Factors that contribute to optimization rating:
    - Conduct/Effort in performing skills
    - Questions/comments
    - Homework completion

**record therapist’s rating of youth’s optimization score here:**

**Explanation how rating was derived, and methods of improving performance in future.**

---

**RECIROCITY AWARENESS**

Page 1 of 5

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Exhibit 8.3. Things I Appreciate About My Family Worksheet.

**THINGS I APPRECIATE ABOUT MY FAMILY WORKSHEET**

Youth ID#: ______ Clinician: ______________ Session #: ______ Session Date: ____ / ____ / ____

In the top row of the form, list the names of each of your family members (1 family member should be listed in each column). For each family member that is listed, write something that family member does for you that you appreciate. Do one row at a time.

<table>
<thead>
<tr>
<th>Family Member 1</th>
<th>Family Member 2</th>
<th>Family Member 3</th>
<th>Family Member 4</th>
<th>Family Member 5</th>
<th>Family Member 6</th>
</tr>
</thead>
<tbody>
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</table>
**Exhibit 8.4.** Things I Appreciate About My Family Assignment Sheet.

**THINGS I APPRECIATE ABOUT MY FAMILY ASSIGNMENT SHEET**

Youth ID#:      Clinician:     Session #:     Session Date:     /   /     

Write the name of each member of your family in the far left column. At least one statement of appreciation should be made for each person each week. Each statement should be recorded under the day it occurred.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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Exhibit 8.2. Reciprocity Awareness Therapist Prompting Checklist for Future Sessions.

**RECIPROCITY AWARENESS**
**Therapist Prompting Checklist**
**Future Session**

Youth ID#: Clinician: Session #: Session Date: ___/___/___

**Materials Required:**
- Things I Appreciate About My Family Assignment Sheet

**Begin Time:** _______ am / pm

**Homework Review (Youth & All Family Members)**

a. Solicit completed assignment sheet & praise for completion or instruct family to complete in retrospect.

b. Solicit what efforts made to make appreciations.

c. Praise efforts to provide appreciations & solicit how it felt to experience appreciations.

d. Provide members with new copy of Things I Appreciate About My Family Assignment Sheet.

e. Assign members to give > 1 appreciation for each family member prior to next session.

**Youth’s Assessment of Helpfulness with the Intervention Component**

c. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   
   3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

   - **Record Youth’s Rating Here:** _______

d. Solicit how rating was derived, and methods of improving intervention component in future.

**Provider’s Optimization Rating for Youth’s Participation With Intervention Component**

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
   
   - Factors that contribute to optimization rating:
     
     o Conduct/Effort in performing skills
     
     o Questions/comments
     
     o Homework completion

   - **Record Therapist’s Rating of Youth’s Optimization Score Here:** _______

   b. Disclose youth’s optimization rating.
      
      Explain how rating was derived, and methods of improving performance in future.

**End Time:** _______ am / pm

**Reviewer notes:** ____________________________________________________________

RECIROCITY AWARENESS
Page 2 of 5
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Positive Request

• Poorly stated requests result in less reinforcement, leading to upset/dissatisfaction.
• Negative emotional states lead to undesired behaviors.
  • Stealing to obtain reinforcement that is difficult otherwise.
  • Arguments to intensify importance of what is desired.
  • Drug use to eliminate negative emotional states.
• Positive Request is designed to improve positive communication.

Positive Request: Worksheet

• Distribute PR Handout.
• Indicate all listed steps will be attempted for practice, but all are not necessary in real-life situations.
• Solicit example of something desired by 1 member.
• Role-play PR w/ family.

Positive Request: Worksheet

• Assign homework for review in future session.
Time to Practice
Positive Request!
**Exhibit 9.1.** Positive Request Therapist Prompting Checklist for Initial Session.

**POSITIVE REQUEST**  
Therapist Prompting Checklist  
Initial Session

Client ID#: ________  Clinician: ________  Session #: ________  Session Date: ___/___/___

**Materials Required:**
- Positive Request Handout
- Positive Request Practice Assignment Worksheet

**Begin Time:** ________ am / pm

**Rationale (Client, Adult & Adolescent Significant Others, When Appropriate)**
State each of the following:
- a. PR designed to improve how requests are made in the family.
- b. PR designed to teach family members to compromise without arguments.

**Modeling Positive Request (Client, Adult & Adolescent Significant Others, When Appropriate)**
- Distribute copies of PR handout to family members.
  - a. Instruct family to use PR steps in handout when things are desired from others at home or in tx. sessions.
  - b. Explain all steps will be practiced in sessions as listed, but at home it may be unnecessary to do them all.
  - c. Solicit example of something that is desired by a family member.
- Model PR for solicited example, using the following steps w/person who gave example.
  - 1. Request specific action using “please” and saying when action is desired.
  - 2. State how it might be difficult for other person to do the request.
  - 3. State how it might be good for the person if the request gets done.
  - 4. State how it might be good for you if the request gets done.
  - 5. State how you can help the person get the request done.
  - 6. State how you will reward the other person if the requested action gets done.
  - 7. Tell other person you’d appreciate the request getting done.
  - 8. Suggest something as an acceptable alternative.
  - 9. Ask person to suggest alternative action if request can’t be done.
- d. State that if the request is denied by recipient, the recipient should do a PR as a compromise.
  - When motivation is low, to increase client “buy-in” query why each step is important prior to modeling.

**Role-playing of Positive Request by Family Members (Client, Adult & Adolescent Significant Others, When Appropriate)**
- a. Solicit someone to practice PR w/TP (usually person who participated in the modeled role-play).
- b. Solicit from the volunteer an example of something desired.
  - Usually best to make a hypothetical, silly request (moving pen to other side of the table).
  - Recipient of request shouldn’t respond until all steps are finished.
- d. Instruct volunteer to initiate PR using PR Handout.
- e. Instruct recipient to either accept request or attempt compromise using PR Handout as a guide.
  - Assist all family members in practicing PRs, as appropriate.

**Assigning Homework (Client, Adult & Adolescent Significant Others, When Appropriate)**
- b. Instruct family to do at least 1 PR prior to next session, & record in PR Practice Assignment Worksheet.
- c. Review how to complete PR Practice Assignment Worksheet.
Youth’s Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

* Record Youth’s Rating Here: ______

b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Youth’s Participation With Intervention Component

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
   • Factors that contribute to optimization rating:
     o Conduct/Effort in performing skills
     o Questions/comments
     o Homework completion

* Record Therapist’s Rating of Youth’s Optimization Score Here: ______

b. Disclose youth’s optimization rating.
   Explain how rating was derived, and methods of improving performance in future.

End Time: ______ am / pm  Notes: ___________________________________________________
**Exhibit 9.2.** Positive Request Handout.

**POSITIVE REQUEST HANDOUT**

1. Briefly state **what exactly is wanted and when** it is wanted (use “please”).

2. State how you think it **might be difficult for the person to do** the request.

3. State how it might be **good for other person** if the request gets done.

4. State how it would be **good for you** if the request gets done.

5. Tell **how you could help** the other person to do the request.

6. Tell how you will **reward the person** if the request gets done.

7. Tell the person you’d **appreciate the request being done**.

8. **Suggest an acceptable alternative** if the person can’t do what is being asked.

9. **Ask** person to suggest an **acceptable alternative** if the person can’t do request.

**NOTE:** Respond to Positive Requests by first stating what was liked about HOW request was made, then either accept or make own Positive Request.
**Exhibit 9.3.** Positive Request Practice Assignment Worksheet.

**POSITIVE REQUEST PRACTICE ASSIGNMENT WORKSHEET**

Client ID#:        Clinician:        Session #:        Session Date:  / / 

Write a description of what was requested and how you used each step of Positive Request.

<table>
<thead>
<tr>
<th>What was requested:</th>
<th></th>
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<tbody>
<tr>
<td>Was the request specific? (check one)</td>
<td>&quot;&quot; Yes   &quot;&quot; No</td>
</tr>
<tr>
<td>Did you say please? (check one)</td>
<td>&quot;&quot; Yes   &quot;&quot; No</td>
</tr>
<tr>
<td>Did you state when the action was desired? (check one)</td>
<td>&quot;&quot; Yes   &quot;&quot; No</td>
</tr>
<tr>
<td>What did you say was difficult for the person if request was done?</td>
<td></td>
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<td>What did you say might it be good for other person if request was done?</td>
<td></td>
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<tr>
<td>What did you say might it be good for you if request was done?</td>
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<tr>
<td>How did you offer to help other person do the request?</td>
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</tr>
<tr>
<td>What did you offer to do for the person if request was performed?</td>
<td></td>
</tr>
<tr>
<td>Did you say you'd appreciate the action being done?</td>
<td>&quot;&quot; Yes   &quot;&quot; No</td>
</tr>
<tr>
<td>What was your alternative action?</td>
<td></td>
</tr>
<tr>
<td>Did you ask person to provide alternative if unable to do request?</td>
<td>&quot;&quot; Yes   &quot;&quot; No</td>
</tr>
<tr>
<td>Write the result of your request:</td>
<td></td>
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</tbody>
</table>
**Exhibit 9.4. Positive Request Therapist Prompting Checklist for Future Sessions.**

**POSITIVE REQUEST**  
Therapist Prompting Checklist  
Future Sessions

Client ID#: _______  Clinician: _______  Session #: _______  Session Date: ___/___/___

**Materials Required:**
- Positive Request Handout
- Positive Request Practice Assignment Worksheet

**Begin Time:** ________ am / pm

**Reviewing Homework (Client, Adult & Adolescent Significant Others, When Appropriate)**
- Distribute PR Handout
  - a. Solicit completed PR Practice Assignment Worksheets.
  - b1. Review homework & instruct family to demonstrate how PR was performed.
  - OR
  - b2. If PR was not used, instruct family to role play PR using hypothetical situation following PR handout.
  - c. Instruct family to attempt 1 PR prior to next session & provide new PR Practice Assignment Worksheet.

**Youth’s Assessment of Helpfulness with the Intervention Component**
- a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
  - 7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure, 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

  *Record Youth’s Rating Here:_____

- b. Solicit how rating was derived, and methods of improving intervention component in future.

**Provider’s Optimization Rating for Youth’s Participation With Intervention Component**
- c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth's participation.
  - Factors that contribute to optimization rating:
    - Conduct/Effort in performing skills
    - Questions/comments
    - Homework completion

  *Record Therapist’s Rating of Youth’s Optimization Score Here:_____

- d. Disclose youth’s optimization rating. Explain how rating was derived, and methods of improving performance in future.

**End Time:** ________ am / pm  
Notes: ____________________________________________
Environmental/Stimulus Control

- Triggers in the environment lead to drug use and problem behaviors.
- In this intervention, client & family members are taught to identify “at-risk” and “safe” triggers for client.
- The team then works to restructure the environment to minimize time with “at-risk” items.

Developing “Safe/At-Risk” Lists

- Obtain items with client & family separately to generate a comprehensive list of “safe” and “at-risk” items to drug use/problem behavior.

Environmental/Stimulus Control

- Use the “Things to Do and Places I Like to Visit Worksheet” to generate additional “Safe” items.
Environmental/Stimulus Control

- Use "Things That May Lead to Drug Use and Other Problem Behaviors" Worksheet to generate additional "At-risk" items.

- Solicit family activity

Environmental/Stimulus Control

- Future sessions involve:
  - Reviewing assigned family activity, & assign another activity.
  - Meeting w/ youth & caregiver to review Safe Items.
  - Meeting w/ youth & caregivers individually to review At-Risk items.
  - Solicit things youth did (or can do) to stay clean & out of trouble.
  - Solicit things caregiver did (or can do) to assist youth in staying clean & out of trouble.
Time to Practice
Environmental Control!
Exhibit 10.1. Environmental (Stimulus) Control Therapist Prompting Checklist for Initial Session.

ENVIRONMENTAL (STIMULUS) CONTROL
Therapist Prompting Checklist
Initial Session

Youth ID#: __________ Clinician: __________ Session #: __________ Session Date: __/__/____

Materials Required:
- Safe and At-Risk Associations List (SARAL)
- Things I Like to Do and Places I Like to Visit List (TILDPLVL)
- Things That May Lead to Drug Use and Other Problem Behaviors (TLDUOPB)
- Family Invitation for Fun Form (FIFF)

Begin Time: __________ am / pm

Presenting Rationale (Youth & Adult Significant Others)
- State the following:
  _a._ Things in environment make drug use & troublesome behaviors more or less likely to occur.
  _b._ Youth & sig. other will together develop safe list of people, places, and situations that increase likelihood of staying clean from drugs & avoiding problem behavior.
  _c._ Youth & sig. others will separately develop at-risk list of people, places, and situations that decrease likelihood of staying clean from drugs and avoiding problem behavior.
  _d._ Lists will be reviewed each session to discover how to enjoy more time w/safe items & avoid risky items.

Obtaining “Safe” Associations (Youth & Adult Significant Others)
- Solicit enjoyable people, places, & situations not involved in drug use/problem behavior.
- Solicit enjoyable people, places & situations from TILDPLVL not involved in drug use/ problem behavior.
- Record solicited safe stimuli in the Safe column of the SARAL.
  - If time permits, solicit things liked about safe items.

Obtaining “At-Risk” Associations (Youth)
- Solicit people, places and situations that have involved drug use and problem behavior.
- Solicit people places, & situations from TILDPLVL that have involved drug use or problem behavior.
- Record solicited at-risk stimuli in the At-Risk column of the SARAL.
- Query if information in at-risk lists should remain confidential, & modify future reviews accordingly.

Obtaining “At-Risk” Associations (Adult Significant Others)
- Solicit people, places & situations that have involved drug use & problem behavior in youth.
- Solicit people, places, situations form TLDUOPB that have involved drug use or problem behavior in youth.
- Record solicited at-risk stimuli in the At-Risk column of the SARAL.
- Query if information in at-risk lists should remain confidential, & modify future reviews accordingly.

Reviewing Safe and At-Risk Associations List (Youth & Adult Significant Others)
- Review how youth & sig. others can each increase youth’s time & enjoyment w/safe stimuli.
- Review how youth & sig. others can decrease youth’s time & risk w/at-risk stimuli.
  - If time permits, solicit things liked and disliked about at-risk items.
  - Suggest solutions that may help increase time spent in safe situations.
  - Praise suggestions that assist youth in spending more time w/safe stimuli.
  - Praise suggestions that assist youth in spending less time w/at-risk stimuli.

Planning a Family Activity (Youth and All Family Members)
- Generate and assign family activity using FIFF.

ENVIRONMENTAL (STIMULUS) CONTROL
Page 1 of 7
Copyright© Copy only with express written consent of Dr. Brad Donohue.
Youth’s Assessment of Helpfulness with the Intervention Component

___a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:

    7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
    3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

• **Record Youth’s Rating Here:**

___b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Youth’s Participation With Intervention Component

___a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.

    • Factors that contribute to optimization rating:
      o Conduct/Effort in performing skills
      o Questions/comments
      o Homework completion

• **Record Therapist’s Rating of Youth’s Optimization Score Here:**

___b. Disclose youth’s optimization rating.

  Explain how rating was derived, and methods of improving performance in future.

End Time: ________ am / pm  Notes: __________________________________________________________
## ENVIRONMENTAL (STIMULUS) CONTROL

### Therapist Prompting Checklist

**Future Session**

- **Youth ID#:**
- **Clinician:**
- **Session #:**
- **Session Date:**

### Materials Required:

- Safe and At-Risk Associations List (SARAL)
- Family Invitation for Fun Form (FIFF)

### Begin Time:

**am / pm**

#### Reviewing Safe and At-Risk Associations Recording Sheet (Youth & Adult Significant Others)

- a. Provide Safe and At-Risk Associations List (SARAL).
- b. Instruct youth to put checks in boxes for days in which time was spent w/stimuli.
- c. Review completed SARAL, including:
  - 1. Solicit actions performed w/stimuli to stay clean and free of problems.
  - 2. Encourage/descriptively praise actions consistent w/staying clean & free of problems.
  - 3. Encourage/assist in plans to stay clean & free of problems.
  - 4. Integrate other FBT interventions, including:
    - adding target behaviors & rewards to Level System
    - practicing Job-Getting Skills Training
    - practicing Positive Requests
    - using Self-Control
    - enhancing overall tone in family relationship (Reciprocity Awareness).

#### Reviewing Family Activity (Youth and All Family Members)

- a. Solicit completed copy of Family Invitation for Fun Form (FIFF).
- b. Instruct family to discuss what they liked about the activity they performed (or would have if performed).
- c. Reinforce family for positive experiences, and encourage future family activities.
- d. Provide Family Invitation for Fun Form, & schedule new activity.

### Youth’s Assessment of Helpfulness with the Intervention Component

- a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
  
  7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure, 3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

  • **Record Youth’s Rating Here:**

- b. Solicit how rating was derived, & methods of improving intervention component in future.

### Provider’s Optimization Rating for Youth’s Participation With Intervention Component

- c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth's participation.
  
  - Factors that contribute to optimization rating:
    - Conduct/Effort in performing skills
    - Questions/comments
    - Homework completion

  • **Record Therapist’s Rating of Youth’s Optimization Score Here:**

- d. Disclose youth’s optimization rating.
  
  Explain how rating was derived, and methods of improving performance in future.

### End Time:

**am / pm**

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**Notes:**

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Exhibit 10.3. Safe and At-Risk Associations List.

**SAFE AND AT-RISK ASSOCIATIONS LIST**

**Instructions:** Please indicate each day you spent time with each item on your safe list and at-risk list over the past week.

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</tbody>
</table>
Exhibit 10.4. Things I Like to Do and Places I Like to Visit List.

THINGS I LIKE TO DO AND PLACES I LIKE TO VISIT LIST

Instructions: Put an “X” next to each thing you like to do and place you like to visit that does not involve drug use and/or benefits your family.

☐ Attending sporting events, football, baseball, hockey, etc.
☐ Community center activities
☐ City-sponsored activities, visit museum or historical site
☐ Read paper for community events or jobs
☐ Attending school/clubs (choir, band, sport leagues, bowling, yoga, photography, sewing/knitting, school clubs)
☐ Participating in outdoor events (hiking, picnicking, swimming, camping, skiing/sledding, fishing, hunting, gardening)
☐ Attending church, temple, mosque, etc.
☐ Computer games
☐ Practicing a musical instrument, dancing
☐ Playing board and card games
☐ Talking on the phone
☐ Cooking
☐ Write/videotape a play
☐ Volunteer at the animal shelter or charitable organization
☐ Read stories to/entertain children
☐ Start a club (book club, poetry club/party)
☐ Keep a journal and write every week
☐ Work on photo album, writing stories about the pictures
☐ Painting/artwork, drawing
☐ Doing repair work (carpentry, landscaping, fixing car)
☐ Family gatherings (invite friends to spend time w/family)
☐ Organize a family reunion
☐ Employment/work
☐ Volunteering for community or school
☐ Libraries (check out books, movies, games)
Exhibit 10.5. Things That May Lead to Drug Use and Other Problem Behaviors.

THINGS THAT MAY LEAD TO DRUG USE AND OTHER PROBLEM BEHAVIORS

Instructions: If you have used illicit drugs/alcohol, or gotten in trouble with any of the following risk factors, please indicate this with a check.

People
- Friends/Peers/Acquaintance
- Coworkers
- Family

Places and Situations
- Attending parties or get-togethers
- Smoking cigarettes
- Drinking alcohol
- Being angry or sad
- Stress
- Being bored
- Being alone
- Experiencing tension
- Having lots of cash available
- Car
- Specific times of day
- Excitement/anxiety
- Celebrations
- Being in places where you have used before (e.g., parks, casinos, people’s homes)
Exhibit 10.6. Family Invitation for Fun.

**FAMILY INVITATION FOR FUN**

What are we going to do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When are we going to do the fun activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who is going to attend the fun activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

WE CAN’T WAIT TO HAVE FUN!
Self Control

• Drug use & troublesome behavior are associated with impulse control problems.

• Self Control designed to teach clients to identify antecedents to problem behavior, and generate and rehearse non-problem behaviors.

Solicit trigger situation.

Role-play self control trials.

Take Out Your Self Control Protocol and Let’s Practice!
Exhibit 11.1. Self-Control Provider Prompting Checklist for Initial Session.

SELF-CONTROL FOR GROUPS
Provider Prompting Checklist
Initial Session

Members ID: ______  Clinician: ______  Session #: ______  Session Date: ___/___/___

Materials Required:
● 2 copies of Self-Control Rating Form (SCRF), 1 copy for provider, 1 copy for Members

Begin Time: ______am / pm

Rationale (Members)
● Review the following about SeC:
  a. helps decrease motivation to use drugs and things that lead to other problem behaviors.
  b. helps to recognize signals for drug use and things that may lead to problem behaviors.
  c. helps in generation and evaluation of acceptable alternatives to drug use and troublesome behavior.

Identification of At-Risk Situation for Drug Use & Problem Behavior (Members)
● Explain each of the following:
  a. Things in environment that lead to drug use or trouble are called triggers.
  b. Brainstorm drug use & problem behavior triggers.
  c. Easier to stop urges or desires when triggers are 1st recognized (before they intensify).
  d. Practice trials will be performed “thinking out loud” to assist in managing triggers.
  e. Solicit recent situation in which drug urges or use occurred & problem behavior occurred.
    ● If none, choose item from Stimulus Control At-Risk list & use hypothetical situation.
  f. Assist Members in identifying first thought of drug use & prob. behavior in solicited situation.

Modeling SeC Procedure for Identified Drug Use or Problem Behavior Situation (Members)
● a. Provide SCRF to Members.
  b. Model 9 steps in SeC Rating Form for earliest trigger in solicited situations, including:
    1. Stop!
    2. State 1 neg. consequence of Members drug use or problem behavior for self.
    3. State 1 neg. consequence of Members drug use or problem behavior for friends/loved ones.
    4. 5 to 10 seconds of deep, rhythmic breathing and/or a muscle relaxation.
    5. State 4 alternative behaviors to drug use or problem behavior.
    6. Briefly evaluate some of the pros & cons of alternative behaviors.
    7. Imagine doing 1 or more of the alternative behaviors.
    8. Imagine telling loved 1 about doing alternative behaviors or & person responding positively.
    9. State several 1 consequences that might result from alternative behaviors.

Evaluation of Provider’s Performance for Drug Use or Problem Behavior Trial (Members)
● a. Record trial 1 for drug use or problem behavior (& date) in Members & provider SCRFs.
  ● Members scores provider’s performance on Members’s copy of this rating form.
  b. Instruct Members to grade each step in SCRF for each trial using 0 to 100% correctness scale.
  c. After soliciting Members’ scores for each SeC step in each trial, do each of the following:
    1. Disclose provider’s score.
    2. State how Members & provider scores were consistent.
    3. Ask what Members liked about modeled step.
    4. Ask what Members would do differently, if anything.
    5. Agree w/areas of Members’ critique, & suggest methods of improving in future.
  d. State likelihood of using drugs or problem behavior immediately prior to stating stop in the trial (0 = not thinking about drugs or problem behavior, 100 = using drugs or doing the problem behavior).
    1. Show where to record this rating in SCRF.
  e. State likelihood of using drugs or problem behavior immediately after the last step in the trial (0 = not
thinking about drugs or problem behavior, 100 = using drugs or problem behavior).

1. Show how to record this rating in SCRF.

f. Disclose which step helped decrease likelihood of drug use or problem behavior the most.

1. Record # of most helpful step in SCRF.

Members’ 1st SeC Trial for Drug Use or Problem Behavior Situation (Members)

a. For most recent drug use or problem behavior situation, instruct Members to do following 9 steps

Note: Members take turns, i.e., each member does the sequence in its entirety:

1. Stop!
2. State 1 neg. consequence of Members drug use or problem behavior for self.
3. State 1 neg. consequence of Members drug use or problem behavior for friends/loved ones.
4. 5 to 10 seconds of deep, rhythmic breathing and/or a muscle relaxation.
5. State 4 alternative behaviors to drug use or problem behavior.
6. Briefly evaluate some of the pros & cons for alternative behaviors.
7. Imagine doing 1 or more of the alternative behaviors.
8. Imagine telling loved 1 about doing alternative behaviors or & person responding positively.
9. State several 1 consequences that might result from alternative behaviors.

Provide the following assistance throughout the trial:

b. Prompt Members in performing steps, fading assistance w/improved performance.

c. Make suggestions to better performance throughout.

Evaluation of Each Member’s 1st SeC Trial for Drug Use or Problem Behavior Situation (Members)

a. Instruct Members to complete SCRF for drug use or problem behavior situation, assisting as necessary.

Note: Each member receives feedback in sequence after each trial.

b. Instruct Members to grade each step & record in SCRFs using 0 to 100% correct sale.

c. Solicit Members’s scores, & after each score is reported perform the following:

1. Disclose provider’s score.
2. State how Members & provider scores were consistent.
3. Ask what Members would do differently in the implementation of the step.
4. Express areas of agreement w/Members’s critique, & suggest ways to improve in future.

d. Solicit Members’s rating of likelihood of drug use or problem behavior immediately before “stop” in trial.

NOTE: 0 to 5 is ideal; usually a result of stating stop at very first thought image or desire associated with drug use or problem behavior.

e. Solicit Members’s rating of likelihood to using drugs or problem behavior immediately after performing last step in trial.

NOTE: 0 is ideal, not thinking about drug use or problem behavior at all.

f. Solicit which step helped decrease drug use or problem behavior risk the most.

Encourage Members to emphasize this step when practicing SeC.

Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful members thought intervention was using the following 7-point rating scale:

7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

Record Average Rating for Group Members Here:

b. Disclose the average score to group.

c. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Members’ Participation with Intervention Component

a. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with members’ participation.

Factors that contribute to optimization rating: Conduct/Effort in performing skills, questions/comments, homework completion

Record Provider’s Rating of Members’ Optimization Score Here:

b. Explain how rating was derived, and methods of improving performance in future.
### Exhibit 11.2. Self-Control Rating Form.

#### SELF-CONTROL RATING FORM

<table>
<thead>
<tr>
<th>Steps to Practice</th>
<th>Record details to describe each step</th>
<th>Record details to describe each step</th>
<th>Record details to describe each step</th>
<th>Record details to describe each step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________</td>
<td>Date: ___________</td>
<td>Date: ___________</td>
<td>Date: ___________</td>
<td></td>
</tr>
<tr>
<td>Trial # 1</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Trial # 2</td>
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<tr>
<td>Trial # 3</td>
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</tr>
<tr>
<td>Trial # 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Stop!</strong></td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>2. One bad thing for self</strong></td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>3. One bad thing for others</strong></td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>4. Relax</strong></td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
<td>Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>5. State 4 solutions</strong></td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
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<tr>
<td></td>
<td>2. Forgot to Perfect (0 to 100) =</td>
<td>2. Forgot to Perfect (0 to 100) =</td>
<td>2. Forgot to Perfect (0 to 100) =</td>
<td>2. Forgot to Perfect (0 to 100) =</td>
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<td>3. Forgot to Perfect (0 to 100) =</td>
<td>3. Forgot to Perfect (0 to 100) =</td>
<td>3. Forgot to Perfect (0 to 100) =</td>
<td>3. Forgot to Perfect (0 to 100) =</td>
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<tr>
<td></td>
<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>6. Briefly evaluate some of the pros &amp; cons for significant incompatible behaviors</strong></td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
<td>1. Forgot to Perfect (0 to 100) =</td>
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<tr>
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<td>2. Forgot to Perfect (0 to 100) =</td>
<td>2. Forgot to Perfect (0 to 100) =</td>
<td>2. Forgot to Perfect (0 to 100) =</td>
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<tr>
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<td>3. Forgot to Perfect (0 to 100) =</td>
<td>3. Forgot to Perfect (0 to 100) =</td>
<td>3. Forgot to Perfect (0 to 100) =</td>
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<tr>
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<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
<td>4. Forgot to Perfect (0 to 100) =</td>
</tr>
<tr>
<td><strong>7. Imagine doing 1 or more solution(s)</strong></td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
</tr>
<tr>
<td></td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
</tr>
<tr>
<td><strong>8. Imagine telling someone about using the solution brainstormed</strong></td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
</tr>
<tr>
<td><strong>9. State positive things that will happen as a result of using the solution</strong></td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
</tr>
<tr>
<td></td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
<td>Performance (0 to 100) =</td>
</tr>
<tr>
<td><strong>Pre-Likelihood rating</strong></td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
</tr>
<tr>
<td><strong>Post-Likelihood rating</strong></td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
<td>Not aware to using or doing problem (0 to 100) =</td>
</tr>
<tr>
<td><strong>Step that helped the most &amp; why it helped the most</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exhibit 11.3. Self-Control Provider Prompting Checklist for Future Sessions.

SELF-CONTROL Provider Prompting Checklist Future Session

Members ID: __________ Clinician: ___________ Session #: ______ Session Date: __/__/____

Materials Required:
- Self-Control Rating Form (SCRF)

Note: Although this checklist will be utilized to target drug use primarily, Self-Control (SeC) is robust, & may be utilized to ameliorate various impulsive/disruptive behaviors, such as HIV risk behaviors, school truancy, symptoms associated w/mental health disorders, aggression, arguments, aversive thoughts associated w/traumatic experiences, etc.

Reviewing Drug Use or Problem Behavior Trials (Members)
__a. Solicit a recent drug use or problem situation.
__b. For most recent drug use or problem situation, instruct each member to do following 9 steps:
   __1. Stop!
   __2. State 1 neg. consequence of Members drug use or problem behavior for self.
   __3. State 1 neg. consequence of Members drug use or problem behavior for friends/loved ones.
   __4. 5 to 10 seconds of deep, rhythmic breathing and/or a muscle relaxation.
   __5. State 4 alternative behaviors to drug use or problem behavior.
   __6. Briefly evaluate some of the pros & cons for alternative behaviors.
   __7. Imagine doing 1 or more of the alternative behaviors.
   __8. Imagine telling loved 1 about doing alternative behaviors or & person responding positively.
   __9. State several 1 consequences that might result from alternative behaviors.

Provide the following assistance throughout the trial:
__a. Prompt Member in performing steps, fading assistance w/improved performance.
__b. Make suggestions to better performance.
__c. Ask what was generally liked about Member’s performance.
__d. Instruct Members to complete SCRF (provider completes own copy).
__e. Solicit Member’s scores, & after each score is reported, perform the following:
   __1. Disclose provider’s score.
   __2. State how Members & provider scores were consistent.
   __3. Ask what Members liked about the performance.
   __4. Ask what Members would do to enhance scores.
   __5. Express areas of agreement w/ Member’s critique, & suggest how to improve performance.
__c. Solicit Member’s rating of likelihood to perform undesired behavior immediately before stop in trial.
__d. Solicit Member’s rating of likelihood to perform undesired behavior after last step in trial.
__e. Solicit which step decreased likelihood of engaging in undesired behavior the most.

Members’ Assessment of Helpfulness with the Intervention Component
__a. Solicit how helpful Members thought intervention was using the following 7-point rating scale:
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful
• Record Members’ Rating Here: ______
__b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Members’s Participation With Intervention Component
__c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with Members’s participation.
   Factors contributing to optimization rating: conduct/effort, questions/comments, homework completion
• Record Provider’s Rating of Members’s Optimization Score Here: ______
__d. Explain how provider's rating was derived, and methods of improving performance in future.
Job-Getting Skills Training

• Employment is usually incompatible with drug use/problem behavior because it raises self-worth and provides learning opportunities.

• Job-Getting Skills Training may be used to assist youth in getting job interviews, and doing well in these interviews.

Gaining Employment

• Review how a job would be helpful.
• Determine 3 strengths of client in gaining employment.
• Determine potential employers.
• Use Job Interviewing Skills Worksheet to role-play job-interview solicitation and later do on telephone.
• Role-play preparation of job interview using Job Interviewing Skills Worksheet.
• Assist youth in making phone calls to potential employers.

Time to Practice
Job-Getting Skills Training!

**JOB-GETTING SKILLS TRAINING**

**Provider Prompting Checklist**

**Initial Session**

Youth ID#: __________  Clinician: __________  Session #: __________  Session Date: __/__/__

**Materials Required:**
- Interviewing Skills Worksheet (ISW)

**Rationale for Job Interview Solicitation (Youth & Adult Significant Others)**

- a. Query why a satisfying job would be important.
- b. Solicit components of a dream job or career.
- c. Solicit benefits of a dream job or career.
- d. Solicit methods of making the dream job or career happen.
- e. Determine solutions to obstacles involved in obtaining a “dream job.”
  - Problem-solve if necessary.
- f. State JG is designed to obtain job interviews.
- g. State JG helps individuals learn how to present themselves well during interviews.

**Modeling Solicitation of Job Interview (Youth & Adult Significant Others)**

- a. Provide youth a copy of ISW.
- b. Model the following telephone interviewing components:
  - Introduce self.
  - Solicit name of manager on shift.
  - Ask to speak w/manager.
    - 1. If asked what it is regarding, state it is “personal.”
    - 2. If unavailable, disclose that you will call back (do not leave a message to call back).
  - When manager answers do the following:
    - 1. Introduce self.
    - 2. Thank manager for taking call.
    - 3. List a few qualifications or personal strengths.
    - 4. Solicit an in-person interview to discuss qualifications.
  - If manager can’t arrange interview, attempt to schedule later time.
  - If not scheduled, solicit referral to other employers & verify it’s O.K. to reference manager.

**Youth Role-Play of Job Interview Solicitation (Youth & Adult Significant Others)**

- a. Instruct youth to solicit interview w/MHP pretending to be potential employer via phone using ISW.
- b. Prompt or descriptively praise youth for performing each of the following:
  - Introduce self.
  - Solicit manager on shift.
  - Ask to speak w/manager.
    - a. If asked what it is regarding, state it is “personal.”
    - b. If unavailable, disclose that you will call back.
  - When manager answers, do the following:
    - a. Introduce self.
    - b. Thank manager for taking call.
    - c. List a few qualifications or personal strengths.
    - d. Solicit an in-person interview.
      - i. If manager can’t arrange interview, attempt to schedule later time.
      - ii. If not scheduled, solicit referral to other similar employers.

**Youth Job Interview Solicitation w/ Potential Employer (Youth & Adult Significant Others)**

- a. Instruct youth to solicit interview w/potential employer via phone using ISW.
- b. Prompt youth in performing each of the following steps, if not initiated by youth:
  - Introduce self.
2. Solicit manager on shift.
3. Ask to speak w/ the manager.
   a. If asked what it is regarding, state it is “personal.”
   b. If unavailable, disclose that you will call back.
4. When manager answers do the following:
   a. Introduce self.
   b. Thank manager for taking call.
   c. List a few qualifications or personal strengths.
   d. Solicit an in-person interview.
      i. If manager can’t arrange interview, attempt to schedule later time.
      ii. If not scheduled, solicit referral to other similar employers.
   c. Descriptively praise youth after call is completed.

Preparation for Job Interview (Youth & Adult Significant Others)

a. Review how to dress formally for interview.
   • Indicate to hide tattoos; don’t wear nose rings, hats, torn, ill-fitting, baggy, or worn clothing, or gaudy jewelry.
b. Review customs of interviews, including what to say or not say.
   • Keep conversation focused on youth’s strengths, be honest, use passion words, state positive qualities of employer and agency and others.
   • Don’t speak derogatorily about other employers or other people.

c. Role-play responses to following list of common interview questions:
   1. Tell me about yourself.
   2. Why do you want to work here?
   3. What are some of your strengths and weaknesses?
   4. Why did you leave your last job?
   5. Why should we hire you?
      • State if offer is made youth should indicate happiness w/offer, but that hoping for more given personal strengths and qualifications.

Youth’s Assessment of Helpfulness with the Intervention Component

a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

• Record Youth’s Rating Here:_____

b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Youth’s Participation With Intervention Component

c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
   • Factors that contribute to optimization rating:
      o Conduct/Effort in performing skills
      o Questions/comments
      o Homework completion

• Record Provider’s Rating of Youth’s Optimization Score Here:_____

d. Explain how rating was derived, and methods of improving performance in future.
### JOB INTERVIEWING SKILLS WORKSHEET

**Instructions:** Follow these steps when attempting to set up an interview with an employer over the phone.

1. **Introduce yourself.
2. **Ask the name of the manager on shift.
3. **Ask to speak with the manager.
   - If asked why or what call is regarding, answer “it’s personal.”
   - If manager is unavailable, state that “you’ll call back.”
4. **When manager answers, do the following:**
   - Introduce self.
   - Thank manager for taking call (& state if someone referred you).
   - State a few qualifications or personal strengths:
     a.  
     b.  
     c.  
   - Ask to schedule an interview to further discuss qualifications.
     a. If scheduled: state you’re looking forward to the interview.
     b. If manager can’t arrange interview: attempt to schedule a later time.
     c. If manager can’t schedule later time: ask for referral.

### Prepare for Common Interview Questions

1. **Tell me about yourself.
2. **Why do you want to work here?
3. **What are some of your strengths and weaknesses?
4. **Why did you leave your last job?
5. **Why should we hire you?
Youth ID#: _______ Clinician: _________ Session #: _________ Session Date: ___/___/___

Materials Required:
- Interviewing Skills Worksheet (ISW)

Begin Time: ________am / pm

Youth Solicits Interview With Provider’s Assistance (Youth & Adult Significant Others)
___ a. Instruct youth to solicit an interview w/a potential employer over the telephone utilizing the ISW as a guide.
___ b. Assist youth in performing each of the following:
   ___ 1. Introduce self.
   ___ 2. Solicit manager on shift.
   ___ 3. Ask to speak w/manager.
      ___ a. If asked what it is regarding, state it is “personal.”
      ___ b. If unavailable, disclose that you will call back.
   ___ 4. When manager answers do the following:
      ___ a. Introduce self.
      ___ b. Thank manager for taking call.
      ___ c. List a few qualifications or personal strengths.
      ___ d. Solicit an in-person interview to further discuss qualifications.
         ___ i. If manager can’t arrange interview, attempt to schedule later time.
         ___ ii. If not scheduled, solicit referral to other similar employer & verify it’s O.K. to reference the manager.
   ___ c. Review things to focus on during job interviews, as well as things to avoid during job interviews.

Youth’s Assessment of Helpfulness with the Intervention Component
___ a. Solicit how helpful youth thought intervention was using the following 7-point rating scale:
   7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure,
   3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful
• Record Youth’s Rating Here: ________
___ b. Solicit how rating was derived, and methods of improving intervention component in future.

Provider’s Optimization Rating for Youth’s Participation With Intervention Component
___ c. Disclose provider’s rating of optimization (0 = non-optimal, 100 = optimal) with youth’s participation.
   • Factors that contribute to optimization rating:
     o Conduct/Effort in performing skills
     o Questions/comments
     o Homework completion
• Record Provider’s Rating of Youth’s Optimization Score Here: ________
___ d. Explain how rating was derived, and methods of improving performance in future.
Future Directions

- Effectiveness trials specific to evaluating training models.

- Continuing to build website & training materials to assist dissemination.

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