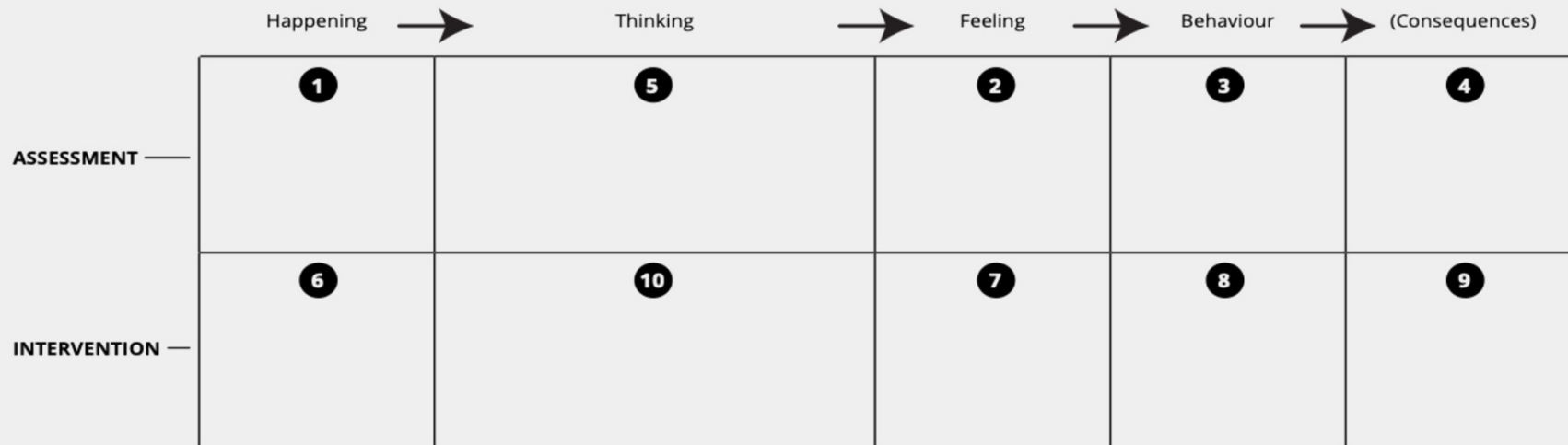


REBT Child and Adolescent Assessment-Intervention Guide



STEPS

- Step 1.** Search for specific activating event.
Step 2. Assess 'Feelings' and their intensity; decide on the most problematic to work on first.
Step 3. Assess 'Behaviour' and what happens as a consequence of feeling.
Step 4. Determine the negative consequences young person experiences because of feelings/behaviour. Establish motivation with client to change emotion and behaviour.
Step 5. Assess 'Thinking' and be on the look out for
- faulty predictions, conclusions;
 - shoulds, oughts, musts (the "absolutes");
 - awfulizing;
 - I can't stand it it is;
 - global rating of self, other or the world.
- a. When necessary to identify core beliefs, offer hypothesis about what the client is likely to be thinking and gain confirmation or not from client.

- b. Thinking → Feeling link (explain thinking causes feeling).
 c. Summarise HTFB and gain confirmation or not from client.

- Step 6.** Enter same adverse event as Step 1.
Step 7. Agree on change in feelings when adverse event happens again.
Step 8. Agree on change in behaviours when adverse event happens again.
Step 9. Determine improved consequences as a result of changes in feelings/behaviours.
Step 10. Challenge faulty inferences and irrational beliefs and change to sound inferences and rational beliefs.
- a. Ask: "Where is the evidence...?"
 "Does it make sense to think this way?"
 "Does it help you to think this way?"
- b. Change irrational to rational self-talk.
 c. Conduct cognitive-rehearsal/role-play.
 d. Assign Homework.