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| Child's Perspective and Goals | <p>Ask if this sounds like what the child thought you would be working on together. If not, find out what the child had expected and see if you can identify common ground between goals of treatment and the child's expectations.</p> <p>Ask if the child has specific goals that he or she wants to work on in therapy. Help the child to word the goals in a way that can relate to improving mood.</p> |
| Encourage Participation | <p>Invite the child to ask questions about treatment. Continue to re-open this invitation periodically until the child begins to share his or her questions and concerns. Stress to the child that information from his or her point of view is very important. Emphasise that you're interested in what the child sees and thinks about various situations. Value should be placed on the child's point of view.</p> |
| Describe Treatment Structure | <p>Lay out the structure and sequence of the treatment programme. Be sure to cover the following points:</p> <ul style="list-style-type: none"> x The activities that will happen in the various sessions (e.g., role-playing, practising new skills) x The importance of regular attendance (because each session builds on the contents of the previous ones, and the entire programme is needed to maximise the chances of success) x The worksheets, which contain practice assignments for |

ACTIVITY

Have the child provide a rating for his or her current mood. You may need to practise once or twice with sample anchors to make sure the child is giving accurate ratings. Ask the child what the number he or she chose means, in order to be sure he or she understands the concept. Ask the child to indicate, using the _____ how his or her mood would be in

