

Basic CBT assessment for children and young people

1 DEFINING THE CURRENT PROBLEM(S)

For each problem:

- 1 Analysis of specific incident/situation relating to each problem
 - Hot cross bun: identifying and mapping out the links between thoughts, feelings, behaviour, physiology, environment.
 - Are there themes that might indicate underlying cognitions (rules for living and core beliefs) driving these processes?
- 2 Triggers
 - When/where/with whom does the problem occur?
 - What makes it better or worse? What makes it worse?

What is the history of each problem?

What is the history and duration of each problem?

- Onset – when did it begin?
- Course – how has the problem developed since its onset?
- Predisposing factors – anything in the child/family/school's background that made it likely that this problem would develop?

Maintaining factors

What keeps the problem going?

2 DEFINING THE CURRENT CONTEXT

Who are the significant people in the child's life?

- Family
- School
- Peers
- Others.

What do these significant others do in relation to the problem(s)?

What are the strengths in the system?

- Child/young person
- Family
- Peers
- School
- Others.

3 WHAT IS THE MOTIVATION FOR THE PROBLEM(S) TO CHANGE?

- 1 In the child/young person
- 2 In the parent or principle carer
- 3 In the system around the child (e.g. school staff, peer group, social worker).

4 SUITABILITY FOR CBT

- Factors relating to the presenting problem
- Factors relating to the evidence.

5 WHAT ARE THE GOALS FOR THE INTERVENTION?

- What is the priority problem?
- What are the goals for different people in the system?
- Can you negotiate shared goals?

Are these goals specific, measurable and achievable by the child and significant others?

6 WHAT ARE THE CHILD'S AND/OR PARENTS' BELIEFS ABOUT WHAT IS LIKELY TO BE HELPFUL WITH THE PROBLEM?

- What has been tried before?
- What are the child's and parents' beliefs about why this did not work?
- What do they believe is likely to be helpful now?