Collaborative Empiricism & Guided Discovery

Personalization

- CBT techniques should be individualized to each client, based on multiple variables
- While the basics are the same across youth, the particulars are highly tailored
- "Flexibility within fidelity"

Collaboration

- The base for being able to do effective CBT with any child or adolescent is a strong working alliance
- Can be enhanced via making sure the youth and their families feel that therapy is a team effort, not a dictatorship

Collaboration

- Addressing concerns not dismissing them
- Acting together to determine homework
- Working with, not on, families
- Remembering your basic, Rogerian skills and using them

Empiricism

- Refers to the data-based approach of CBT
- Data comes from the clients, including cognitions, A-B-C's, environment, and more
- This allows one to adapt general treatments into highly idiographic ones

Guided Discovery

- Broad name for teaching clients how to rationally analyze their thoughts / behaviors
- Happens via specific, planned techniques – Socratic questioning
 - Behavioral experiments
 - Therapy homework

Curiosity

- Collaborative empiricism and guided discovery are key to having a curiosity-filled session
- Therapist and client should be curious

 Allows us to not get "stuck" in one formulation
 Helps promote flexibility of thinking

WOW BOX 3.1. Collaborative Empiricism and Guided Discovery

- Collaboration involves a working partnership and teamwork.Empiricism refers to the data-based, hypothesis-testing focus in
- CBT.The empiricism fosters transparency which makes treatment less mysterious; it also facilitates informed consent and participation
- in treatment.

 Guided discovery emphasizes casting doubt on beliefs rather
- than refuting or disputing them.

Stages of Therapy

- Depending upon when in therapy you are, and the characteristics of the child, levels of CE & GD will change
- Presenting problem, developmental level, age, motivation for change, personality, and cultural factors all come into play

Low	Early in Treatment	Later in Treatment	High Collaboration
Collaboration			High Guided
Low Guide	ed		Discovery
Younge Low mo Passive chili Less re Client h adh pres obe Ouestio unata clien Low tolo amb Low frus	High acuity Younger children Low motivation Passive, dependent children	Low acuity Older children High motivation Autonomous, active youngsters	,
	Less reactant to control Client has more adherence to cultural prescriptions regarding obedience to authority	Highly reactant to contro Client has less adherenc to cultural prescriptio regarding obedience authority	e ns
	Questioning seen as unacceptable by client's culture	Questioning seen as acceptable by client' culture	s
	Low tolerance for ambiguity	High tolerance for ambiguity	
	Low frustration tolerance	High frustration toleran	се
	High impulsivity	Low impulsivity	



WOW BOX 3.2. Determining the Level of Collaboration and Guided Discovery

- Be mindful of the stage of therapy.
- Appreciate the unique configuration of strengths and vulnerabilities of individual children and adolescents.
- Respect the acuity and chronicity of the presenting problems.
- Consider the child's developmental capacity, age, and motivation.
- Be aware of the child's interpersonal style.
- Value the cultural factors shaping children, adolescents, and families' degree of comfort with collaborative empiricism and guided discovery.