**Steps to Cope (StC) Checklist **  ****

**C&YP Code:**

*(you can copy this checklist so that you can use it with each C&YP that you work with)*

This checklist has been adapted from the main Competency Framework.

* It can be used as a guide within a session to ensure practitioners are following all the StC competencies.
* It can be used in session or immediately following a session as a tool for self-reflection.
* It can also be used to support your StC supervision sessions.
* Write comments with clear examples to show how you have met each competency & where there are areas of delivery of the intervention that require attention.

**Key Principle:**

In reviewing each Step, the key question is: have you demonstrated the skills required to be a StC Practitioner?

Did you structure the session so that all aspects of the Step being undertaken were covered and did you ask the right questions?

If I just listen to myself and not the C&YP, would I hear evidence of good StC practice?

| Criteria | Did you? | Yes | | Partly | | No | Comments or examples of evidence | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Step 1: What is living with this like for me? | | | | | | | Date of Session….. | |
| 1.1 | Provide a warm welcome?  Set a clear and structured agenda for the session; communicate this to the YP and ensure that it is followed throughout the session? |  |  | |  | |  | |
| 1.1 | Introduce StC & the Stress-Strain-Coping-Support (SSICS) Model? |  |  | |  | |  | |
| 1.1 | Discuss/reminder of confidentiality? |  |  | |  | |  | |
| 1.1 | Give the purpose of Step 1 and relate it to the SSICS model? |  |  | |  | |  | |
| 1.1 | Remind re READ questionnaire; refer to as necessary during Step 1? |  |  | |  | |  | |
| 1.2 | Listen to the YP and allow them to describe their situation and tell their story? |  |  | |  | |  | |
| 1.2 | Ask about their concerns, fears and emotions? |  |  | |  | |  | |
| 1.2 | Ongoing summarising throughout session to check you understand their situation? |  |  | |  | |  | |
| 1.3 | Identify relevant stresses and how the YP has been affected? |  |  | |  | |  | |
| 1.4 | Gain an overview of family/network structure; use this to identify relevant stresses and how others have been affected? |  |  | |  | |  | |
| 1.5 | Normalise their experience giving an indication that they are not alone or to blame? |  |  | |  | |  | |
| 1.6 | End the session by summarising the main YP issues? |  |  | |  | |  | |
| 1.6 | Encourage use of workbook (and check any risk issues with it being taken home? |  |  | |  | |  | |
| 1.6 | Check if the session was helpful? |  |  | |  | |  | |
| 1.6 | Introduce Step 2 and explain its purpose?  Identify any possible information needs? |  |  | |  | |  | |
| 1.6 | Check practical issues of contact and date of next session? |  |  | |  | |  | |
| Step 2: What do I need to know? | | | | | | | | Date of Session….. |
| 2.1 | Provide a warm welcome?  Set a clear and structured agenda for the session; communicate this to the YP and ensure that it is followed throughout the session? |  |  | |  | |  | |
| 2.1 | Check if the previous session was helpful? |  |  | |  | |  | |
| 2.1 | Give the purpose of Step 2 and relate it to the SSICS Model? |  |  | |  | |  | |
| 2.2 | Identify/check areas where YP needs addiction or mental- health related information; present & discuss targeted and relevant information? (i.e. follow elicit-provide-elicit process) |  |  | |  | |  | |
| 2.3 | Identify/check areas where YP needs general information; present & discuss targeted and relevant information? (i.e. follow elicit-provide-elicit process) |  |  | |  | |  | |
| 2.4 | Identify/check areas which YP feels others need information about (addiction, mental health, general information)? |  |  | |  | |  | |
| 2.5 | Support YP to find out more for themselves about identified issues (incl. ref to StC resources)? |  |  | |  | |  | |
| 2.6 | End session by summarising main YP issues? |  |  | |  | |  | |
| 2.6 | Encourage use of the workbook? |  |  | |  | |  | |
| 2.6 | Introduce Step 3 and explain its purpose? |  |  | |  | |  | |
| 2.6 | Check if the session was helpful? |  |  | |  | |  | |
| 2.6 | Check practical issues of contact and date of next session? |  |  | |  | |  | |

| Criteria | Did you? | Yes | Partly | No | Comments or examples of evidence | |
| --- | --- | --- | --- | --- | --- | --- |
| Step 3: How do I cope? | | | | | | Date of Session….. |
| 3.1 | Provide a warm welcome?  Set a clear and structured agenda for the session; communicate this to the YP and ensured that it is followed throughout the session? |  |  |  |  | |
| 3.1 | Check what was helpful about the previous session? |  |  |  |  | |
| 3.1 | Give the purpose of Step 3 and relate it to the SSICS Model? |  |  |  |  | |
| 3.2 | Ask about current coping responses, identifying 7 using specific examples and situations? |  |  |  |  | |
|  | Refer to READ & typology of coping responses in an appropriate way throughout the session? |  |  |  |  | |
| 3.3 | Explore advantages and disadvantages of current coping responses using specific examples and situations? |  |  |  |  | |
| 3.4 | Facilitate YP to see that there is no right or wrong way of coping? |  |  |  |  | |
| 3.5 | Use specific examples and situations to help the YP identify potential alternative ways of coping? |  |  |  |  | |
| 3.5 | Explore advantages and disadvantages of the identified alternative coping responses? |  |  |  |  | |
| 3.6 | End the session by summarising the main YP issues? |  |  |  |  | |
| 3.6 | Encourage use of workbook? |  |  |  |  | |
| 3.6 | Check what was helpful about the session? |  |  |  |  | |
| 3.6 | Introduce Step 4 and explain its purpose? |  |  |  |  | |
| 3.6 | Check practical issues of contact and date of next session? |  |  |  |  | |

| Criteria | Did you? | Yes | Partly | No | Comments or examples of evidence | |
| --- | --- | --- | --- | --- | --- | --- |
| Step 4: What support can I use? | | | | | | Date of Session….. |
| 4.1 | Provide a warm welcome?  Set a clear and structured agenda for the session; communicate this to the YP and ensured that it is followed throughout the session? |  |  |  |  | |
| 4.1 | Check what was helpful about the previous session? |  |  |  |  | |
| 4.1 | Give the purpose of Step 4 and relate it to the SSICS Model? |  |  |  |  | |
| 4.2 | Utilise a network diagram to discuss who/what is helpful and unhelpful in terms of social support; including people, activities, other agencies/groups and what the YP does to support themselves? |  |  |  |  | |
|  | Refer to the READ as appropriate throughout the session? |  |  |  |  | |
| 4.3 | Explore how to develop/continue to develop the helpful support? |  |  |  |  | |
| 4.4 | Explore potential new sources of support for the YP informed by their network diagram? |  |  |  |  | |
| 4.5 | Discuss how the YP & family members can support each other and agree on approaches when communicating with the person with the substance use and/or mental health problems? |  |  |  |  | |
| 4.6 | End the session by summarising the main YP issues |  |  |  |  | |
| 4.6 | Encourage use of workbook? |  |  |  |  | |
| 4.6 | Check what was helpful about the session? |  |  |  |  | |
| 4.6 | Introduce Step 5 and explain its purpose? |  |  |  |  | |
| 4.6 | Check practical issues of contact and date of next session? |  |  |  |  | |

| Criteria | Did you? | Yes | Partly | No | Comments or examples of evidence | |
| --- | --- | --- | --- | --- | --- | --- |
| Step 5: Where can I get further help? | | | | | | Date of Session….. |
| 5.1 | Provide a warm welcome?  Set a clear and structured agenda for the session; communicate this to the YP and ensure that it is followed throughout the session? |  |  |  |  | |
| 5.1 | Give the purpose of Step 5 and relate to the SSICS Model? |  |  |  |  | |
| 5.2 | Review Steps 1-4 in turn to explore what YP found helpful about each session, and what has changed for the YP? |  |  |  |  | |
| 5.2 | Did you facilitate the YP to summarise key issues and progress to date, adding details where appropriate? |  |  |  |  | |
| 5.3 | Discuss further help/needs for the YP and how this can be actioned? |  |  |  |  | |
| 5.4 | Discuss the needs for help of the adult family member with the problematic behaviour, and how this can be actioned? |  |  |  |  | |
| 5.4 | Discuss the needs for help of other FM’s and how these can be actioned? |  |  |  |  | |
| 5.5 | Redo the READ questionnaire (after reviewing each Step) to compare with the one from Step 1 to reflect on changes? |  |  |  |  | |
| 5.6 | End the session by summarising the main YP issues? |  |  |  |  | |
| 5.6 | Encourage use of workbook? |  |  |  |  | |
| 5.6 | Agree on any post StC work (e.g., follow-up sessions, other engagement with your service)? |  |  |  |  | |
| 5.6 | Check what was helpful about the session? |  |  |  |  | |

| Criteria | Did you? | Yes | Partly | No | Comments or examples of evidence | |
| --- | --- | --- | --- | --- | --- | --- |
| Core Counselling Skills  **You should review your use of the core counselling competencies for each Steps to Steps to Cope** | | | | | | Date of Session[s]….. |
| 1.1 | Make a relationship of trust (warmth,  Genuineness, and empathy) so that it creates the right conditions for the YP to talk? |  |  |  |  | |
| 1.2 | Listen carefully, giving minimal encouragers?  Summarise?  Ask appropriate open and closed questions and probe for more information?  Reflect both the verbal and emotional content? |  |  |  |  | |
| 1.3 | Allow silences and allow for the expression of emotions to enable catharsis and the normalisation of the feelings? |  |  |  |  | |
| 1.4 | Offer positive encouragement, reassurance, and support,  Remind (affirm) YP of their strengths  Express hope and optimism that change is possible? |  |  |  |  | |
| 1.5 | Check presence of any risk or safeguarding issues, & respond appropriately where necessary?  Consider risk & safety broadly? |  |  |  |  | |