



Dyadic Developmental Psychotherapy and Practice Rating Scale

This DDP Rating Scale is authorised by the DDPI Board for use with only DDPI-approved Practitioner and Consultant practicum applicants. This rating scale was approved by the DDPI board on 14th December 2015.

The Rating Scale can be used for the following reviews:

Practitioner Practicum:

Initial Review: This can be either a “parent only” session or a “parent and child” session.

Midpoint Review: From review 5 onwards. This will be a “parent and child” session.

Final Review: From review 10 onwards. This will be a “parent and child” session.

Practitioner Renewal Option A:

This can be either a “parent only” session or a “parent and child” session.

Consultant Practicum Initial Review:

“Parent only” or “Parent and Child” session

Self- reflection:

We anticipate that this rating scale will also be helpful to DDP practitioners who have completed at least a DDPI-approved level one training to reflect upon their practice

Notes for users of the editable PDF format

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- Ensure that you have clicked outside of the text box before clicking on save. If you don't do this the save icon is faded out and it won't let you save.
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- The editable boxes for recommendations and comments are fixed in size. Please click into the next box if you need to continue overleaf.
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DDP RATING SCALE



Type of review:		Name of applicant:	
Name of primary consultant:		Initials of child and parent(s):	
Name of second consultant:		Family situation:	
This review completed by:		Date review completed:	

SECTION ONE: Demonstrates understanding of core principles of DDP

Safety & Intersubjectivity	No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Using interventions to establish safety for both child and parent							
Intersubjectivity demonstrated through positive impact child and parent is having on the therapist							
Demonstrating the three core components of intersubjectivity	Attunement						
	Joint Attention						
	Complimentary Intentions						

SECTION TWO: Demonstrates understanding of core principles of DDP

Ability to use PACE	No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Demonstrates playfulness in voice tone and content when appropriate							
Demonstrates consistent acceptance of experiences							
Demonstrates curiosity about experiences							
Demonstrates empathy toward experiences							
Moves easily between curiosity and empathy							
Demonstrates story telling voice							

SECTION THREE: Core Components

1. Themes and Follow-Lead-Follow	No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Follow-lead-follow. Following themes introduced by parent or child and leading into other themes following their responses							
General flow plus ebb and flow of dialogue Light moments at onset and/or natural breaks in themes followed by more intense themes. Maintains momentum across all themes of varying intensity							
Develops and returns to a small number of themes in a session rather than exploring multiple themes							
Deepening of dialogue through slowing forward movement, heightening empathy and/or curiosity around a theme.							

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SECTION THREE Continued: Core Components

2. Affective-Reflective Dialogue (A-R Dialogue)		No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Co-regulation of affect emerging in dialogue. As needed & maintaining a shared affective state								
Co-creation of narrative/making new meanings. Brings home interactions into session; connects current beliefs/behaviour to past events/experience								
Shows awareness of both nonverbal and verbal components of dialogues as well as their congruence or incongruity								
Integration of affective and reflective component with affective often preceding reflective								
3. Other Core Components		No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Validates parenting seen in room or heard about at home so child experiences practitioners support of parent(s). May not be seen								
Repair of Relationship. Among any or all members of dialogue								
Communication For: 'Talking for' child/ parent								
Communication About: 'Talking about' child/parent								
Aiding the development of:	Open & engaged parent-child communication							
	Curiosity in the child							
	Interactions of sadness and comforting							
	Interactions of reciprocal joy							

SECTION FOUR: Demonstrates application of DDP core principles & components Working with Parents: parents only and parent(s) with child sessions

1. Parental participation during session suggests:		No	Somewhat	Yes	Not able to rate			
Sufficient preparation about the model								
Sufficient exploration of parenting history								
Sufficient exploration about attachment history								
Sufficient separate meetings with parents at onset of sessions and/or between sessions								
2. When necessary the therapist addresses, with PACE, parental behaviours not congruent with DDP		No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level	Not seen or not relevant
Parental defensiveness								
Parental judgments and criticisms								
Parental reassurance without empathy								
Parental avoidance of themes								
Frequent parental monologues								

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SECTION FIVE: Practice that reduces effectiveness of DDP

This section includes responses that are unlikely to be part of a DDP session as they contribute to PACE, especially acceptance and empathy, and intersubjective dialogues less likely to develop. They sometimes appear as a consequence of having used other approaches to therapy. Reducing these is likely to make DDP more effective.

	Does this most of the time	Does this often	Some	Just a little	Not at all
Becoming defensive in response to parent or child					
Follow, follow, follow but little leading					
Lead, lead, lead but little following					
Evaluating or judging child's or parent's experience					
Reassuring instead of acceptance of experience					
Asking for more information rather than sticking with the experience					
Problem-solving too early prior to establishing safety, intersubjectivity and an affective-reflective dialogue					

OVERVIEW

Consultant rates applicant based on overall impression from watching recording of session:

	Session demonstrated an alternative therapy to DDP	No despite opportunity	Starting to develop	Some skill	Good skill developing	Good skill level	Very good skill level
Generally, demonstrates competencies required for DDP intervention							

Recommendation:

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Comments (Include here advice for further development of DDP skill.

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GUIDANCE NOTES

General information

This Rating Scale is used to assist Dyadic Developmental Psychotherapy Institute (DDPI) approved Practicum applicants in their knowledge and understanding of core components and key elements of DDP. Consultants in DDP use this Rating Scale as a guide when assessing to what extent reviews submitted for the DDPI-approved practicum demonstrate core principles, components, and interventions that are characteristic of DDP.

It is also used when renewing Practitioners certification and for the two session reviews required as part of the Consultant Practicum application.

Feedback indicates that the Rating Scale is a valuable tool when learning how to put into practice DDP principles for individuals not undergoing the practicum. It can also help Practitioners differentiate aspects of DDP that are similar to and different from their current practice. The DDPI Board welcomes the Rating Scale being used for this purpose.

NOTE: In the Rating Scale the term “parent” indicates one or more parents, foster carers or caregivers such as residential staff.

Use of the Rating Scale standardises the process and increases objectivity by describing the core components and skills that contribute to and are characteristic of an effective or competent or proficient DDP intervention. It also aids reliability and validity between Consultants.

The practicum involves one review being submitted at a time with feedback given regarding the applicant’s strengths as well as suggestions for the next steps. It can be important for applicants to keep in mind that the Rating Scale is not assessing applicants’ general ability or capacity to be effective Practitioners but their developing skills in the application of the principles characteristic of DDP. To increase reliability there are independent reviews by a consistent Second Consultant at two points in the process.

In any one session, all the features of DDP are not likely to be present. Over the course of the reviews (a minimum of ten) it is expected that there will be evidence of the successful implementation of most, if not, all, of the core components.

1. PRACTITIONER PRACTICUM: APPLICATION REVIEW

The applicant will submit a recording of one session for review. This session should reflect the practice the applicant uses in his or her work. This can be a session with parent or with a parent and child. If rated as suitable for starting the practicum this review will count towards this practicum

The applicant will be rated as ready to begin the practicum if they have demonstrated over at least 20 minutes of the session:

In Section One: Demonstrates understanding of core principles of DDP: Safety and Intersubjectivity: *Starting to develop*’ in at least 1 element.

In Section Two: Ability to use PACE: *Starting to develop*’ in at least 2 elements

In Section Three: Affective-Reflective Dialogue: *Starting to develop*’ in at least 3 elements.

In Section Four: Working with parents: For guidance. Not rated.

And they have demonstrated:

In Section Five: Practice that reduces the effectiveness of DDP: *Does this most of the time*” in no more than 5 elements.

And in the **Overview:** Have a general rating of at least *Starting to develop*’

2. PRACTITIONER PRACTICUM: MIDPOINT REVIEW

The aim of the midpoint review is a reliability check for the Consultant as well as an independent review for the applicant. When the applicant is ready, at some point at or after the 5th review, the applicant will submit a recording of one session for the mid-point review by the Primary Consultant. If the Primary Consultant feels this is the right time, the applicant will submit the same recording to the Second Consultant for an independent review. This will be a session with parent and child. If reviewed as demonstrating sufficient application of DDP core components by both consultants the applicant will proceed to the second half of the practicum.

NOTE: There are times when it is appropriate for the applicant to bring harder sessions for review around the mid-point. Examples include work with an active or dysregulated child where interactions need to be primarily focused on helping the child to become regulated. In these examples it may be difficult to demonstrate to the Second Consultant the range of core skills anticipated at the midpoint. In such cases, the Primary Consultant will have seen sufficient application of DDP in sessions prior to suggesting a midpoint review and he or she will communicate with Second Consultant to inform him or her of the context. This is in addition to (not a replacement for) the written summary and reflection that the applicant needs to send to the Second Consultant. It is appropriate for the Primary Consultant and applicant to agree to send a different session for the second consultant review, in order to better demonstrate the range of skills the applicant has.

The applicant will be rated as ready to continue the practicum if she or he has demonstrated over a whole session, with each Consultant viewing at least 30 minutes including the beginning and end.

In Section One: Demonstrates understanding of core principles of DDP: Safety and Intersubjectivity: ‘*Some skill*’ in at least 3 elements.

In Section Two: Ability to use PACE: ‘*Some skill*’ in at least 4 elements

In Section Three: Affective-Reflective Dialogue: ‘*Some skill*’ in at least 6 elements

In Section Four: Working with parents: For guidance. Not rated

And they have demonstrated:

In Section Five. Practice that reduces the effectiveness of DDP: ‘*Some*’ in no more than 3 elements.

And in the **Overview:** Have a general rating of at least “*Some Skill*” with evidence of “*Good skill developing*” in some sections.

3. PRACTITIONER PRACTICUM: FINAL REVIEW

When the applicant is ready, at some point at or after the 10th review, the applicant will submit a final recording of one session for review by the Primary Consultant. If the Primary Consultant feels this is the right time, the applicant will submit the same recording to Second consultant for an Independent Review. This will be a session with parent and child. If reviewed as acceptable by both consultants the applicant will become certified as a Practitioner in DDP.

NOTE: If sessions submitted at this time include work with, for example, an active or dysregulated child where interactions need to be primarily focused on helping the child to become regulated, a recent session demonstrating the range of core skills anticipated at the final review may be submitted. In such cases, the Primary Consultant will have seen sufficient application of DDP in prior sessions to recommend a final review. This decision will be communicated to the Second Consultant.

The applicant will be rated as ready to be certified if they have demonstrated over a whole session, with the Consultant viewing at least 30 minutes including the beginning and end:

In Section One: Demonstrates understanding of core principles of DDP: Safety and Intersubjectivity: At least ‘*Good skill developing*’ in all 5 elements.

In Section Two: Ability to use PACE: At least ‘*Good skill developing*’ in all 6 elements

In Section Three: Affective-Reflective Dialogue: ‘*Good skill level*’ in 8 elements

In Section Four: Working with parents: For guidance. Not rated

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And they have demonstrated:

In Section Five: Practice that reduces the effectiveness of DDP: *‘Just a little’* in no more than 2 elements.

And in the **Overview:** Have a general rating of at least *“Good skill level”*

4. PRACTITIONER CERTIFICATE RENEWAL Option A

The applicant will submit a recording of a session for review by a consultant. Four sessions will be reviewed every 4 years; approximately one review submitted each year. This session should reflect the practice the practitioner uses in his or her work. This can be a session with a family or with parent(s) or with a child. For “Parent and Child” certification renewal, at least 2 out of the 4 sessions for review over the 4-year period will be a “parent and child” session.

NOTE: This is an alternative certification renewal process to Option B - providing evidence of regular supervision (that is at least 4 hours per year) from a consultant or experienced practitioner in DDP, with at least one recorded session seen.

The session will be rated as sufficient for Practitioner renewal of certification if it has demonstrated over at least 40 minutes of the session:

In Section Five. Practice that reduces the effectiveness of DDP: *‘Just a little’* in no more than 2 elements.

And they have demonstrated:

In the Overview: a general rating of at least *“Good skill level”* in all sections

5. CONSULTANT PRACTICUM: INITIAL APPLICATION REVIEW

Note: In addition to the Rating Scales during an initial Consultant application review, other factors to consider include the setting, the room space, preparation work with parents and time with parents alone, alongside the therapy.

The applicant will submit a recording of two sessions for review. This session should reflect the practice the applicant uses in his or her work. This will be a session with a parent and a session with a parent and child.

The sessions will be rated as sufficient for starting the Consultant practicum if both sessions have demonstrated over at least 40 minutes of the session, including the beginning and end of the session:

In Section Five. Practice that reduces the effectiveness of DDP: *‘Not at all’* in all of the elements.

In the Overview: a general rating of at least “good skill level” in all sections

And they have demonstrated

At least ‘very good level of skill’ in at least 1 element in most sections