

# Core Competency Scales (CCS-6)

## Observer Scoring Sheet

Therapist: \_\_\_\_\_ Session#: \_\_\_\_\_ Rater: \_\_\_\_\_  
Client ID#: \_\_\_\_\_ Duration: \_\_\_\_\_ min Date: \_\_\_\_\_

Circle a number from 1-10 based on what you see occurring.

### I. Tailoring: Individualized Treatment

10	9	8	7	6	5	4	3	2	1	0
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High: The therapy was entirely unique to this client.

Low: Therapy was structured around protocol and standard procedure.

### II. Strategic: Created a Self-Organized Problem Solving Context

10	9	8	7	6	5	4	3	2	1	0
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High: The client was embraced as the central problem solver.

Low: The client was treated as the problem.

### III. Utilization: Utilized Intrapersonal and Interpersonal Dynamics as well as Situational Factors

10	9	8	7	6	5	4	3	2	1	0
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High: The primary focus was on accepting and utilizing client attributes.

Low: The primary focus was on changing client attributes.

### IV. Destabilization: Disrupted Stable Patterns to Encourage Flexibility and Learning

10	9	8	7	6	5	4	3	2	1	0
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High: Therapy included surprises, curiosity, or unexpected ways of thinking and doing.

Low: Therapy was routine, easily anticipated, or guided mostly by the client.

### V. Experiential: Prioritized Open-Ended Experiential Learning

10	9	8	7	6	5	4	3	2	1	0
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High: Therapy included doing things that could be reflected upon. There was an exploration of experience.

Low: Therapy depended on instruction and conscious conceptual understanding.

### VI. Naturalistic: Created the Expectation that Change will occur Naturally and Automatically

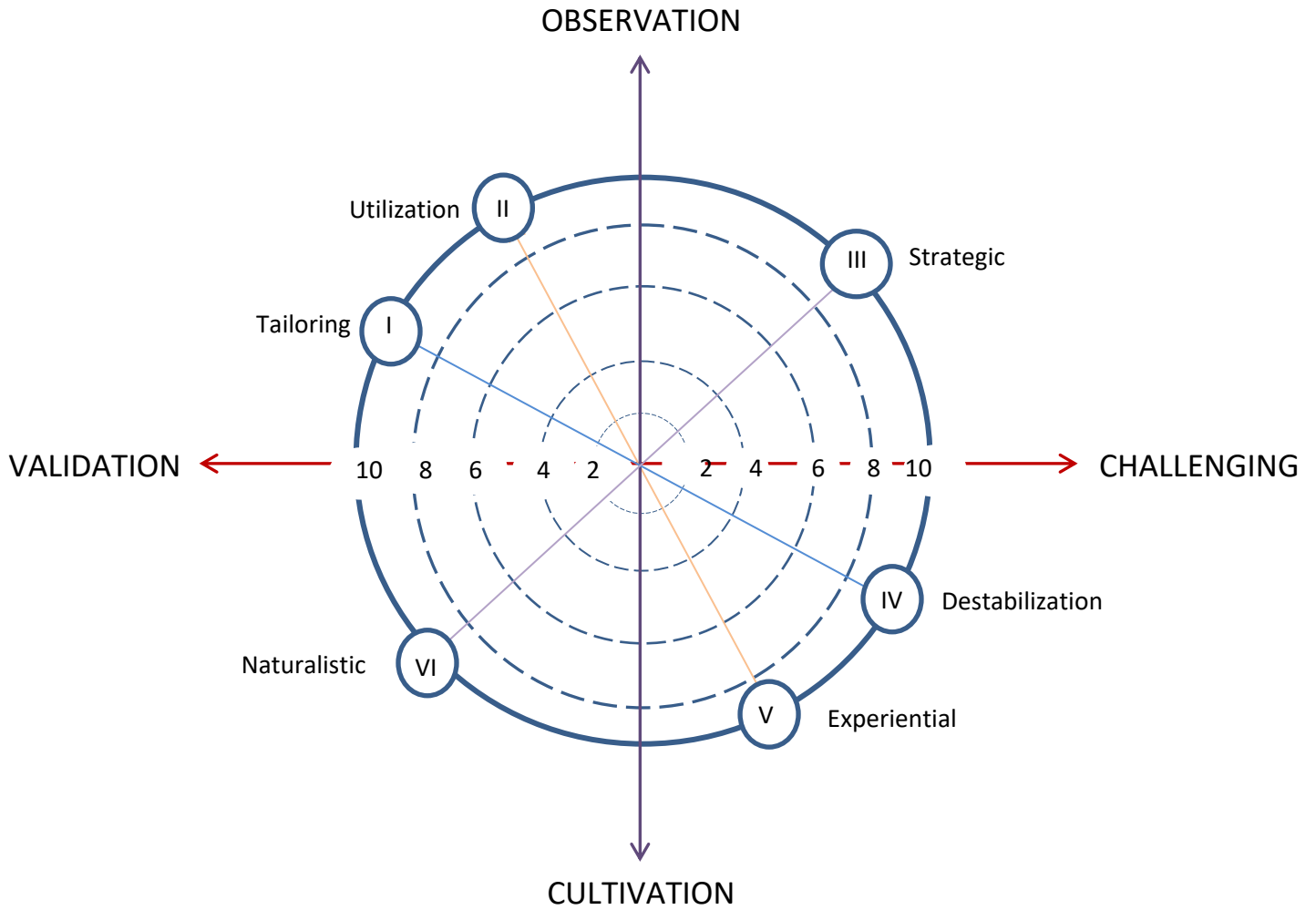
10	9	8	7	6	5	4	3	2	1	0
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High: The suggestion was made that change can be automatic and natural, something within the client.

Low: Change was predicated on the power of the therapy or the knowledge and ability of the therapist.

# Core Competencies Profile

Multi-Dimensional Skillset Cluster Analysis



SCORE	CORE COMPETENCY SKILLSET
	I. Individualize Treatment (i.e., Tailoring)
	II. Create a Self-Organized Problem Solving Context (i.e., Strategic Approach)
	III. Utilize Intrapersonal and Interpersonal Dynamics as well as Situational Factors (i.e., Utilization)
	IV. Evoke Altered States to Catalyze the Growth of Organic Knowledge and Ability (i.e., Destabilization)
	V. Prioritize Open-Ended Experiential Learning (i.e., Experiential Learning)
	VI. Create the Expectation that Change will occur Naturally and Automatically (i.e., Naturalistic Approach)