**FBT ACTIVITY CHECKLIST**

**Your Name:**

**Your email:**

**When did you complete FBT training?**

**How many ED cases did you have when you started using FBT?**

**How many of these did you start to use FBT with?**

**How many new ED cases have been assigned to you since FBT training**

**How many of these new cases are you using FBT with?**

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**Checklist:**

**Initials or other ID for Person with ED:**

**Gender of Person with ED:**

**Age of Person with ED:**

**Diagnosis (including ED diagnosis and any comorbid diagnosis:**

**Start Date of FBT:**

**End Date of FBT:**

**Had there been previous therapy before FBT? Please give brief information on this:**

­­­­­­­­­­­­­­­­­­­­­­­**Number of Parents and/or Step-Parents in Family Who Are Expected to Attend FBT Sessions:**

**Number of Siblings in Family Expected to Attend Sessions:**

**Measures Completed at beginning of treatment (e.g. EDE-Q, CIA):**

**Measures Completed at End of treatment (e.g. EDE-Q, CIA):**

**FAMILY THERAPY FIDELITY SELF ASSESSMENT CHECKLIST**

**Phase 1 Re-Feeding: Initial evaluation and Setting up Treatment**

**Session 1 – The first Face-to-Face Meeting**

Three main goals:

* Engage the family in the therapy
* Obtain a history about how the AN is effecting the family
* Obtain preliminary information about how the family functions, i.e., coalitions, authority structure, conflicts

**Please state “Yes” or “No” to indicate which of the following you did:**

1. Greet the family in a sincere but grave manner?
2. Take a history that engages each family member in the process?
3. Separate the illness from the patient?
4. Orchestrate an intense scene around the seriousness of the illness and difficulty in recovery?
5. Charge the parents with the task of re-feeding?

**Session 2 – The Family Meal**

Three main goals:

* Continue the assessment of the family structure and its likely impact on the ability of the parents to successfully re-feed their daughter.
* Provide an opportunity for the parents to experience that they can succeed in the task of re-feeding their child.
* Assess the family process specifically around eating.

**Please state “Yes” or “No” to indicate which of the following you did:**

1. Arrange for the family to bring in a meal to the session.
2. Take a history and observe the family patterns around food preparation, food serving, and family discussions about eating especially as it relates to the patient.
3. Help the parents convince their child to eat at least one mouthful more than she/he is prepared to, OR help set the parents on their way to work out among themselves how best they can go about in re-feeding their child.
4. Align the patient with her siblings for support.

**The Remainder of Phase I**

Three goals for this part of treatment:

* Keep the family focused on the eating disorder
* Help the parents take charge of their daughter’s eating
* Mobilize siblings to support the patient

**Please state “Yes” or “No” to indicate which of the following you did effectively across Phase 1:**

1. Direct, re-direct, and focus therapeutic discussion on food and eating behaviours and their management until food, eating, and weight behaviours and concerns are relieved.
2. Discuss, support, and help parental dyad’s efforts at re-feeding.
3. Discuss, support and help family to evaluate efforts of siblings to help their affected sibling.
4. Continue to modify parental and sibling criticisms (if present).
5. Continue to distinguish adolescent patient and her interests from those of AN.

**Feedback Section:**

If you responded with a “No” to any of the above questions could you please state why this was the case? If challenges arose, what were they? Have you any suggestions for what might help you address challenges you have encountered? Please also give any other feedback.

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**Phase 2 – Negotiating for a new pattern of relationships**

Three major goals of the Second Phase of treatment are:

* Maintain parental management of eating disorder symptoms until adolescent until patient shows evidence that she is able to eat well and gain weight independently
* Return of food and weight control to adolescent
* Explore relationship between adolescent developmental issues and AN

**Please state “Yes” or “No” to indicate which of the following you did:**

1. Continue to support and assist parents in management of eating disorder symptoms until adolescent is able to eat well on her own.
2. Assist parents and adolescent in negotiating the return of control of eating disorder symptoms to the adolescent.
3. Encourage family to examine relationships between adolescent issues and the development of AN in their adolescent.
4. Continue to modify parental and sibling criticism of patient, especially in relation to the task of returning control of eating to young person.
5. Continue to assist siblings in supporting their ill sibling.
6. Continue to highlight difference between adolescent’s own ideas and needs and those of AN.

**Feedback Section:**

If you responded with a “No” to any of the above questions could you please state why this was the case? If challenges arose, what were they? Have you any suggestions for what might help you address challenges you have encountered? Please also give any other feedback

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**Phase 3– Adolescent Issues and termination**

There are three major goals for the Third Phase of treatment:

* Establish that the adolescent-parent relationship no longer requires the symptoms as idiom of communication.
* Review adolescent issues with family and to model problem solving of these type of issues
* Terminate treatment.

**Please state “Yes” or “No” to indicate which of the following you did:**

1. Review adolescent issues with family and to model problem solving of these types of issues.
2. Involve family in “review” of issues.
3. Check with parents how much they are doing as a couple.
4. Delineation and exploration of Adolescent Themes for Exploration.
5. Plan for future issues.
6. Manage termination.

**Feedback Section:**

If you responded with a “No” to any of the above questions could you please state why this was the case? If challenges arose, what were they? Please also give any other feedback.