

## Occupational Performance Coaching: Fidelity & Question Cues

Fidelity Item	Question examples, Evidence or Description
1. Therapist expresses <b>empathy</b> through comment & gesture, comprising non-judgmental responsiveness to the client's emotional experience.	Noticing emotional tone of client and responding non-verbally or verbally with compassion, non-judgement and acceptance.
2. Therapist prompts client-led goal setting around a situation that is <b>clearly highly meaningful</b> to client.	<ul style="list-style-type: none"> <li>• <i>What is most important for you right now?</i></li> <li>• <i>What is your priority today?</i></li> </ul>
3. Therapist prompts <b>occupation/participation focused</b> (activity + context) expression of the goal.	<ul style="list-style-type: none"> <li>• <i>What will that look like?</i></li> <li>• <i>How will you know when x is achieved?</i></li> </ul>
4. The therapist prompts the client to <b>envision</b> the preferred, future goal situation. In subsequent sessions the therapist refers to or prompts further clarification of the previously discussed vision.	<ul style="list-style-type: none"> <li>• <i>Can you paint me a picture of what this will look like?</i></li> <li>• <i>Imagine for a moment that there is no longer any problem and the goal is achieved. What do you notice is different?</i></li> <li>• <i>Can you clarify x about how this will happen</i></li> </ul>
5. Performance <b>analysis is oriented mostly to the preferred (goal)</b> situation and solutions leading to it. (i.e., performance analysis is not oriented to the problem or current situation).	<ul style="list-style-type: none"> <li>• <i>I'm curious to hear more about what you think that would look like when you are back at work</i></li> <li>• <i>What would be happening instead, when the problem you've just described is not occurring?</i></li> </ul>
6. Therapist prompts client-led performance analysis of the goal situation. Prompts relate to <b>client's perceptions and understanding</b> of goal situations rather than therapists understandings and perceptions	<ul style="list-style-type: none"> <li>• <i>When you say you think your child knows what to do, what makes you sure about this?</i></li> <li>• <i>Could you talk me through how you would like to see this task happening at work? What are the steps?</i></li> </ul>
7. Therapist prompts <b>client decision making/choices</b> about identifying and selecting solutions/strategies leading to goal achievement	<ul style="list-style-type: none"> <li>• <i>As you hear yourself describing these ideas, what seems most helpful to you at this point?</i></li> <li>• <i>It sounds like you have a couple of choices here. What do your instincts tell you is most likely to work?</i></li> </ul>
8. Therapist prompts <b>client to specify details</b> of their action plan (i.e., when, where, how, with whom).	<ul style="list-style-type: none"> <li>• <i>When do you think would be the best time to try out this idea? To give this your best shot, who would be important to have present, or to not be there?</i></li> </ul>
9. <b>SUBSEQUENT SESSIONS ONLY</b> Therapist prompts client evaluation of planned strategies and outcomes after they are attempted.	<ul style="list-style-type: none"> <li>• <i>How well do you think your strategy worked?</i></li> <li>• <i>How well would you say your child is doing at playing alongside others now?</i></li> </ul>
10. <b>SUBSEQUENT SESSIONS ONLY</b> Therapist prompts client generalising successful strategies to other valued activities, contexts & roles.	<ul style="list-style-type: none"> <li>• <i>Where else would this strategy be useful?</i></li> <li>• <i>Who else that supports your wife could benefit from this strategy that seems to work well for you?</i></li> </ul>