

## Ability to select and use measures and diaries

### Knowledge of commonly used measures

An ability to draw on knowledge of measures commonly used as part of an assessment for eating disorders

An ability to draw on knowledge relevant to the application of a measure, such as:

its psychometric properties (including norms, validity and reliability)

the training required to administer the measure

scoring and interpretation procedures

characteristics of the test that may influence its use (e.g. brevity, or 'user friendliness')

### Ability to administer measures

An ability to judge when a client may need assistance when completing a scale

An ability to take into account a client's attitude to the scale, and their behaviours while completing it, when interpreting the results

An ability to score and interpret the results of the scale using the scale manual guidelines

An ability to interpret information obtained from the scale in the context of assessment and evaluation information obtained by other means

### An ability to select and make use of outcome measures

An ability to integrate outcome measurement into an assessment and any intervention

An ability to draw on knowledge that a single measure of outcome will fail to capture the complexities of a person's functioning, and that these complexities can be assessed by:

measures focusing on a person's functioning drawn from different perspectives (e.g. person, family member or professional)

measures using different technologies (e.g. global ratings, specific symptom ratings and frequency of behaviour counts)

measures assessing different domains of functioning (e.g. home and work functioning)

measures that assess different symptom domains (e.g. affect, cognition and behaviour)

An ability to draw on knowledge that pre- and post-intervention measures are a more rigorous test of improvement than the use of retrospective ratings

An ability to use sessional measures (such as changes in bodyweight) to inform on progress in therapy and to discuss the implications of this with the client

## Ability to use systematic recordings

### Knowledge

An ability to draw on knowledge of the ways in which systematic recording can be used to help identify the function of a specific behaviour by analysing its antecedents and consequences (i.e. what leads up to the behaviour, and what happens after the behaviour has occurred)

**Ability to integrate systematic 'diary recordings' into assessment and intervention**

An ability to explain the function of structured charts to clients, and to help them use charts to monitor their own behaviour, e.g.:

explaining and demonstrating the use of self-completed frequency charts (designed to record the frequency of target behaviours)

explaining and demonstrating the use of self-completed behavioural diaries (designed to record problematic or desired behaviours, and their antecedents and consequences)

An ability to review completed frequency charts and behaviour diaries with a client in order to:

find out their interpretation of the data

find out how easy it was for them to record information

motivate them to carry out any further data collection

An ability to use diary and chart information to help assess the frequency of problems, degree of distress caused, antecedents and patterns of behaviour and reinforcement