

Ability to establish the context for a systemic intervention

An ability to identify the appropriate individuals/services to participate in the intervention
An ability to use relevant social and professional networks to support the intervention
An ability to share with the client(s) the developing rationale for the intervention in a transparent, empathic and understanding manner
An ability to use information about the client(s) and the wider system to help the clients to develop solutions to identified problems using their own capacity and resources

An ability to clarify systemic working practices, including helping the client to understand:
the role of the therapist
where appropriate, the role of the team and how this will be negotiated
the involvement of members of the wider system in the intervention

An ability to work with the client(s) and the wider system to ensure that:
the client(s) and the system in which they are situated have the resources to enable change
the clients' own capacity and resources are reinforced in developing solutions to the identified problem(s)

An ability to engage and involve all members of the system through:
developing a good therapeutic alliance with all members of the system
ensuring that the individual and developmental needs and abilities of all members of the system are considered
ensuring that all members of the system who are present are able and allowed to make a contribution

An ability to help the client(s) consider ways in which their problem(s) can be understood with reference to the current and historical pattern of relationships which characterizes the system
An ability to adapt systemic interventions to take account of the current context (e.g. the class, gender, ethnicity or sexuality of the client(s)) and the systems from which the clients(s) have come).
An ability to ensure that both children and adults are actively involved in the intervention
An ability to ensure the active involvement of individuals whose capacity to participate is restricted (e.g. through developmental, sensory or emotional problems)
An ability to maintain an even-handed stance to establish an interest in all perspectives offered in the session by:
eliciting different views from all members of the system (including where appropriate those not present)
using, where necessary, a range of techniques (for example, temporarily taking the role of another in the system)