



Forms for Mid-Treatment Assessment

Skill Acquisition Profile Sheet (for reference)
Assessment of Interaction Quality (pg 5.5)
15-Minute DPICS Instructions (pg 2.17)
15-Minute DPICS Data Recording Sheet (pg 2.21)
Standardized Assessments: ECBI, PSI, TAI
Child Treatment Goals Form
Skills to Manage Behaviors Form



Steps for Mid-Treatment Assessment

Step	Directions
1	<ul style="list-style-type: none"> • Parent has met Mastery during 5-minute coding session as noted on the <i>Skill Acquisition Profile Sheet</i>, or results of the <i>Assessment of Interaction Quality</i> indicate that, clinically, the family is ready to begin PDI
2	<ul style="list-style-type: none"> • Parent effectively implements selective attention and active ignore strategies
3	<ul style="list-style-type: none"> • Parent appears to generalize skills outside of clinic sessions
4	<ul style="list-style-type: none"> • Requirement: <ul style="list-style-type: none"> ○ Have parent complete <i>ECBI</i> if this was not done on a weekly basis ○ Highly recommend having parent complete the PSI and 15-minute behavioral observation
5	<ul style="list-style-type: none"> • Review treatment gains and goals with parent, updating the <i>Child Treatment Form</i>, revising or adding concerns and desired outcomes • Review and discuss Skills to Manage Behaviors for low-level inappropriate child behaviors that would not result in a time out
6	<ul style="list-style-type: none"> • Prepare parent for the PDI teaching session and what to expect during the discipline phase of treatment • The therapist may decide whether the child should attend the teaching session. If the child is too disruptive, it may be hard for the parent to learn and practice the skills
7	<ul style="list-style-type: none"> • Praise parents for their accomplishments and the improvements their children have made • Encourage parents to continue using their CDI skills (PRIDE & Selective Attention) • Tell parents that the skills they will learn in PDI will help solidify all these gains



Assessment of Interaction Quality

	<i>Not at all</i>		<i>Somewhat</i>		<i>Very much</i>
1. Praises or describes child's positive behaviors and attitudes related to treatment goals without therapist prompting.	1	2	3	4	5
2. Praise is genuine and timed well	1	2	3	4	5
3. Praise is varied	1	2	3	4	5
4. It is easy for the parent to praise the child; and the parent is relaxed doing it.	1	2	3	4	5
5. Child responds to parent's praise by increasing positive behavior	1	2	3	4	5
6. Child does not respond to parent's praise by changing subject or talking over parent	1	2	3	4	5
7. Imitates child's appropriate play without prompting by therapist.	1	2	3	4	5
8. Describes behaviors or attitudes related to treatment goals without prompts by therapist.	1	2	3	4	5
9. Describes own behaviors as a way to model appropriate behavior for the child.	1	2	3	4	5
10. Can remain positively and actively engaged with child in play for an hour.	1	2	3	4	5
11. Has warm tone of voice.	1	2	3	4	5
12. Conveys interest in child and in his/her play, thoughts, and behavior.	1	2	3	4	5
13. Easily becomes involved in child's play.	1	2	3	4	5
14. Child enjoys playing with parent.	1	2	3	4	5
15. Parent's positive attention is rewarding for child	1	2	3	4	5
16. Can follow the child's lead in play.	1	2	3	4	5
17. Can do active ignore effectively when child misbehaves.	1	2	3	4	5



Skills to Manage Behaviors



Skill	Reason	Example
Rules	<ul style="list-style-type: none"> Establishes expectations of behavior desired. Establishes rewards or consequences if rule is followed or not followed. 	<ul style="list-style-type: none"> “There are two rules to going to the store; one is to stay by my side and the other is to keep your hands to yourself. If you break the rule then we will leave the store, or, if you follow the rules you will earn a treat.”
Redirect	<ul style="list-style-type: none"> Gets child to focus on another toy, behavior, or activity without use of strict discipline. Provides opportunity to praise good behavior and create positive interaction. 	<ul style="list-style-type: none"> If the child wants another sibling’s toy, the parent can redirect the child by showing them a different yet equally fun toy. “Wow, I have a space station. It is really fun to get the rockets ready for blastoff.”
Transitions	<ul style="list-style-type: none"> Provides the child an opportunity to prepare for a change. Allows the child to complete their current activity before switching to another. 	<ul style="list-style-type: none"> “In one more minute it will be my turn to play with the legos.” “At the end of this tv program, it will be time for bed.”
Neutral Tone and Facial Expressions	<ul style="list-style-type: none"> Allows parent to remain calm during conflict. Helps child remain calm when parent is calm Teaches child that yelling does not get what they want. 	<ul style="list-style-type: none"> Keep face neutral - avoid smiling or frowning when your child does an inappropriate behavior. Keep voice tone calm. Yelling may increase the wrong behavior
Modeling	<ul style="list-style-type: none"> Allows child to know what behavior you want. 	<ul style="list-style-type: none"> “I am putting my toys away gently.” “I am going to slow down and think about what to do next.”
Choices	<ul style="list-style-type: none"> Allows child to feel like they have some control. Allows child to feel important Teaches child to make appropriate choices. 	<ul style="list-style-type: none"> “You have two choices, you can play with the legos or Mr. Potato-Head.” “You have a choice. You can play with the toys on the table or can sit back and relax.”

When-then or If-then Statements	<ul style="list-style-type: none"> Provides prompt to child on what the expected behavior is and what will happen upon compliance. 	<ul style="list-style-type: none"> “When Nancy puts the toy in the box, then I can will give her a sticker.” “When Anthony uses his polite voice, then I can speak with him.”
Calming	<ul style="list-style-type: none"> Gives parents the opportunity to model skills and calm themselves. Gives child some skills in learning how to calm. 	<ul style="list-style-type: none"> “I feel really upset. I am going to calm down. I am going to take a deep breath and count to 10.” “I feel nervous. I am going to tighten my shoulders and then relax them.”
Recovery	<ul style="list-style-type: none"> Allows both parent and child to return to a healthy positive state after a demand or expectation has been applied. Uses the Pride skills to return to normal. 	<ul style="list-style-type: none"> After the child has completed a difficult command or has had a time-out/consequence for behavior, return to using the PRIDE skills. “I have a really good time playing blocks with you when you listen.” –labeled praise “We are building a really tall tower together!” – description w/ enthusiasm!
Hand-Over-Hand	<ul style="list-style-type: none"> Guides very young children into desired behavior. Assists child in clarifying the expectation or demand 	<ul style="list-style-type: none"> Parent may put their hand on the child’s hand and then put toy in box. Child gets labeled praise for completing task. “When Nancy sits in her seat (parent points and pats Nancy’s chair), then we can start special playtime.”
Re-Doing	<ul style="list-style-type: none"> Allows child to complete a task the correct and safe way or with a good attitude. 	<ul style="list-style-type: none"> Child puts away toy roughly. Parent takes the toy out of box and places in front of child. Parent may model putting another toy away gently. Child complies and receives labeled praise. Child runs into playroom and takes out all the toys. Parent intercedes and puts the toys away. Parent uses when/then statement- “When Anthony walks into the playroom, then our special playtime will begin.”