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**PCIT**  
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# **USING THE “WEEKLY ASSESSMENT OF CHILD BEHAVIORS (WACB)” IN PCIT**

**Susan G. Timmer, Ph.D.**  
**Lindsay A. Forte, MA**  
**Deanna K. Boys, MA**  
**Anthony J. Urquiza, Ph.D**

**UC Davis CAARE Center**

**2015 PCIT International Convention**  
**Pittsburgh, PA**

A PARTNER IN  
**NCTSN**  
The National Child  
Traumatic Stress Network

# OBJECTIVES

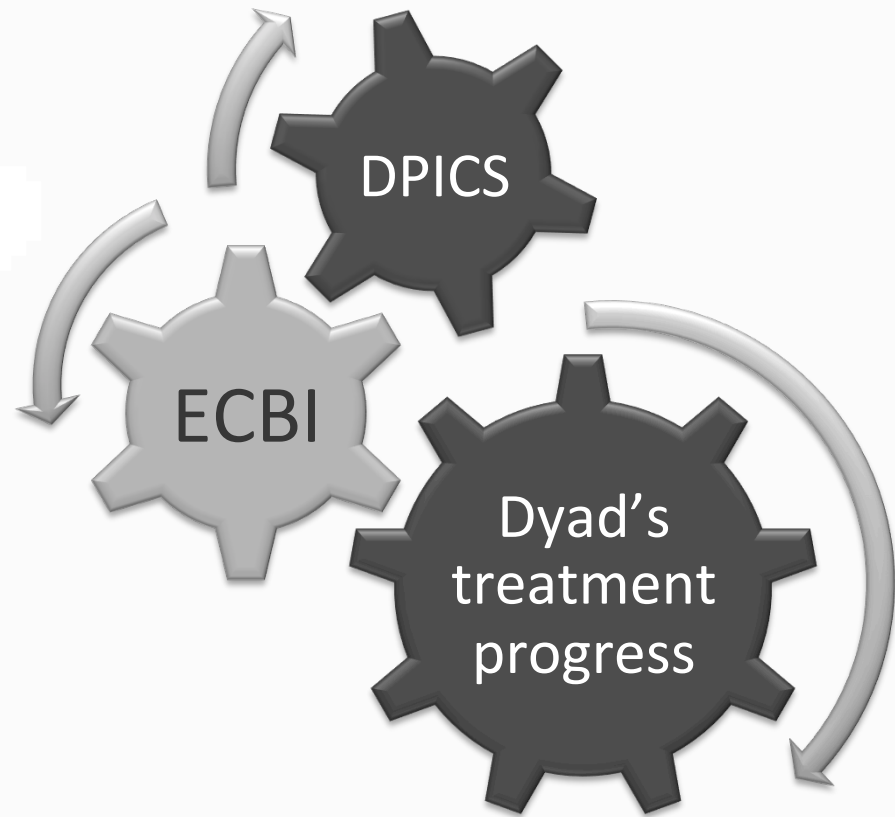
1. **Discuss rationale for using a new weekly assessment of child behaviors each session (WACB)**
2. **Present psychometric data for the WACB measure**
3. **Discuss clinical usefulness of WACB**

# PCIT STRUCTURE

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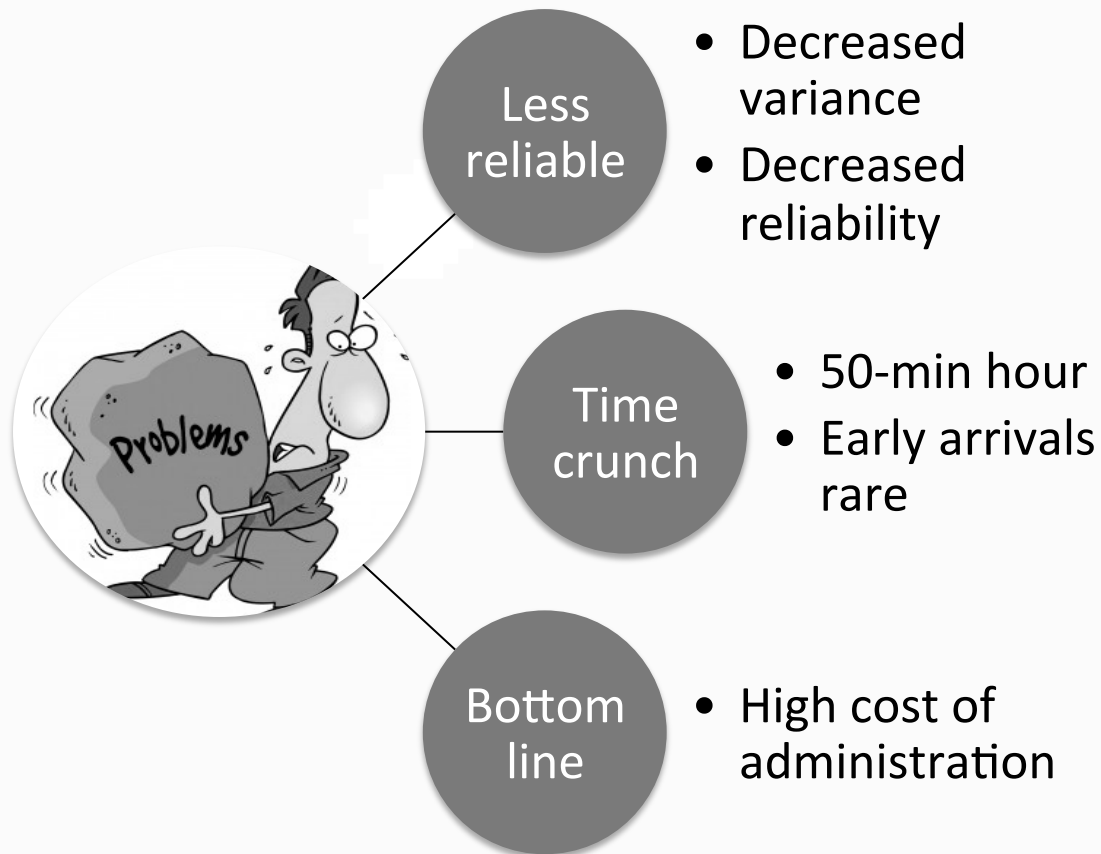
## ASSESSMENT BASED

- **Guide therapist's treatment related decisions**
- **Support engagement**
- **Support fidelity**
- **Research benefits**



# WEEKLY ECBI

## Difficulties with weekly administration in community mental health agencies



# RESULT

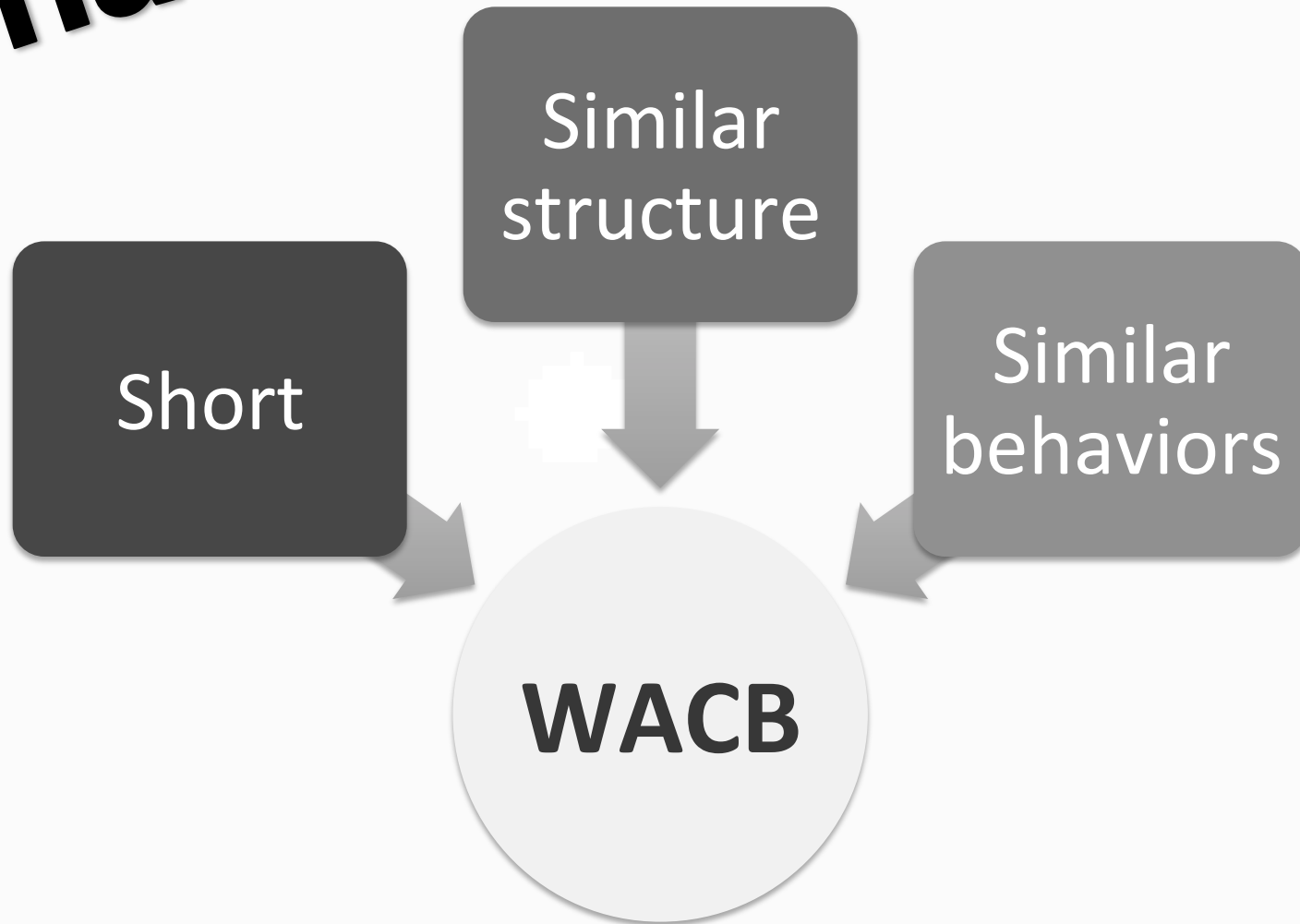
**No weekly measure of child  
behavior problems**



**No way of  
knowing  
whether dyad  
meets  
criteria for  
graduation.**

# What to do?

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# WACB

## WEEKLY ASSESSMENT OF CHILD BEHAVIORS

### WACB-N

- **Dawdle and linger**
- **Having trouble at mealtimes**
- **Disobey, or act defiant**
- **Act angry or aggressive**
- **Scream and yell when upset and is hard to calm**
- **Destroy or act careless with others' things**
- **Provoke others or pick fights**
- **Interrupt or seek attention**
- **Have trouble paying attention or is overactive**

### WACB-P

- **Do things right away when asked**
- **Behave well at mealtimes**
- **Obey, or act compliant**
- **Act calm or gentle**
- **Tell you when upset and can calm down on own**
- **Play nicely with toys and carefully with others' things**
- **Keep hands to self and play nicely with others**
- **Wait turn to talk**
- **Concentrate or easily sit still and focus**

# ADMINISTRATION

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- **WACB-P administered in CDI to prime attention to children's positive behaviors**
- **WACB-N administered in PDI to focus attention on behavior problems that need managing**





# WACB-N

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## WACB - N

(Weekly Assessment of Child Behavior - N)

Your Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Child's Name \_\_\_\_\_ Child's Gender \_\_\_\_\_ Child's Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

### Directions

This form lists 9 sentences that describe children's behavior. For each sentence:  
a) Please circle the number that shows **how often** your child behaves that way.  
b) Circle either "yes" or "no" to show whether you'd like to see that behavior change.

### Example

If your child never cries at the grocery store, you would circle 1 for Never:

How often does your child...  
1. Cry at the grocery store?

Never 1 2 3 4 Sometimes 5 6 Always 7 Change? YES NO

Please fill out the whole form by circling one number per sentence. If you want to change your answer, please do not erase. Instead, cross out your first answer and circle the correct number. For example:

How often does your child...  
1. Cry at the grocery store?

Never 1 2 3 4 Sometimes 5 6 Always 7 Change? YES NO

How often does your child...

1. Dawdle and linger?

Never 1 2 3 4 Sometimes 5 6 Always 7 YES NO

2. Have trouble behaving at meal times?

1 2 3 4 5 6 7 YES NO

3. Disobey or act defiant?

1 2 3 4 5 6 7 YES NO

4. Act angry, or aggressive?

1 2 3 4 5 6 7 YES NO

5. Scream and yell when upset and is hard to calm?

1 2 3 4 5 6 7 YES NO

6. Destroy or act careless with others' things?

1 2 3 4 5 6 7 YES NO

7. Provoke others or pick fights?

1 2 3 4 5 6 7 YES NO

8. Interrupt or seek attention?

1 2 3 4 5 6 7 YES NO

9. Have trouble paying attention or is overactive?

# WACB-P

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**WACB - P**  
(Weekly Assessment of Child Behavior - P)

Your Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Child's Name \_\_\_\_\_ Child's Gender \_\_\_\_\_ Child's Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

**Directions**  
 This form lists 9 sentences that describe children's behavior. For each sentence:  
 a) Please circle the number that shows **how often** your child behaves that way.  
 b) Circle either "yes" or "no" to show whether you'd like to see that behavior change.

**Example**  
 If your child always behaves nicely at the grocery store, you would circle 7 for Always:  
 How often does your child...  
 1. Behave at the grocery store? Never 1 2 3 Sometimes 4 5 6 Always 7 Change? YES NO

Please fill out the while form by circling one number per sentence. If you want to change your answer, please **do not** erase. Instead, cross out your first answer and circle the correct number. For example:  
 How often does your child...  
 1. Behave at the grocery store? Never 1 2 3 Sometimes 4 5 6 Always 7 Change? YES NO

How often does your child...	Never	1	2	3	Sometimes	4	5	6	Always	7	Do you want this to change?	
1. Do things right away when asked?											YES	NO
2. Behave well at meal times?											YES	NO
3. Obey, or act compliant?											YES	NO
4. Act calm, or gentle?											YES	NO
5. Tell you when upset and can calm down on own?											YES	NO
6. Play nicely with toys and carefully with others' things?											YES	NO
7. Keep hands to self and play nicely with others?											YES	NO
8. Wait turn to talk?											YES	NO
9. Concentrate or easily sit still and focus?											YES	NO

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# STUDY

## SAMPLE DESCRIPTION

- **114 Caregiver-child dyads participating in PCIT**
  - 67 boys (58.8%), 47 girls (41.2%); Children aged 2 – 9.13 (Mean= 4.98 (1.5))
- **970 WACBs**
  - 476 WACB-Ns, 494 WACB-Ps
- **Average of 8.56 WACBs completed per dyad**
  - Range between 1 and 36 weeks of WACBs
  - 54 completed at least one WACB-N; 84 completed at least one WACB-P
  - Parents completed an average of 4.2 (5.1) WACB-Ns and 4.4 (4.3) WACB-Ps.

## PROCEDURE

- **WACBs were administered to clients beginning in August 2011.**
- **For the first 12 months, WACB-N and WACB-P were alternated in the clinic bi-monthly**
- **Subsequently, therapists administered WACB-P in CDI and WACB-N in PDI.**

# RELIABILITY

## INTERNAL RELIABILITY

We used scores from the first administration of WACB-Ns and WACB-Ps to measure reliability, estimating Cronbach's alphas for intensity scales, and Kuder-Rich 21 coefficients for the "desire for change" scales.

### WACB-P

#### *INTENSITY:*

MEAN (SD) = 36.25 (10.6)

ALPHA = .89

#### *DESIRE FOR CHANGE:*

MEAN (SD) = 5.68 (3.2)

K-R 21 = .90

AVG DAYS FROM PRE = 62.8

### WACB-N

#### *INTENSITY:*

MEAN (SD) = 35.93 (11.41)

ALPHA = .87

#### *DESIRE FOR CHANGE:*

MEAN (SD) = 4.79 (2.7)

K-R 21 = .79

AVG DAYS FROM PRE = 109.1

### ECBI (PRE-TX)\*

#### *INTENSITY:*

MEAN (SD) = 134.4 (44.1)

ALPHA = .95

#### *DESIRE FOR CHANGE:*

MEAN (SD) = 15.08 (8.9)

K-R 21 = .92

\*STUDY SAMPLE STATISTICS

# VALIDITY

## CONVERGENT VALIDITY

- We used scores from the ECBI Intensity, and WACB-N & WACB-P Intensity scale to measure CONVERGENT VALIDITY.
- Included scores collected within 30 days of the pre-treatment ECBI.
- First administration averaged 11.2 days from the pre-treatment assessment.

ECBI x WACB-N

$r = .77^{***}$

ECBI x WACB-P

$r = .82^{***}$

\*\*\*  $p < .001$

# DOES VALENCE MATTER?

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# WACB-P v -N

- We used WACB-N & WACB-P Intensity scale to see whether valence mattered when predicting POST-TREATMENT ECBI.
- Included scores collected 1-90 days before the post-treatment ECBI.
- Closest WACB to post selected; one WACB per subject included in analysis

WACB SCORE	.69 ***
DAYS TO POST	-.20 +
FORM (N vs. P)	.12

$R^2 = .43$ ,  $+p < .10$ , \*\*\*  $p < .001$



# DOES VALENCE MATTER?

ECBI x WACB-P



# RELIABILITY

## TEST-RETEST

- We used scores from the first **THREE WACB-N** and/or **WACB-P** Intensity scale to measure stability over time (N = 66).
- Included scores collected within 30 days of the previous session.
- First administration averaged 53.9 days from the pre-treatment assessment.

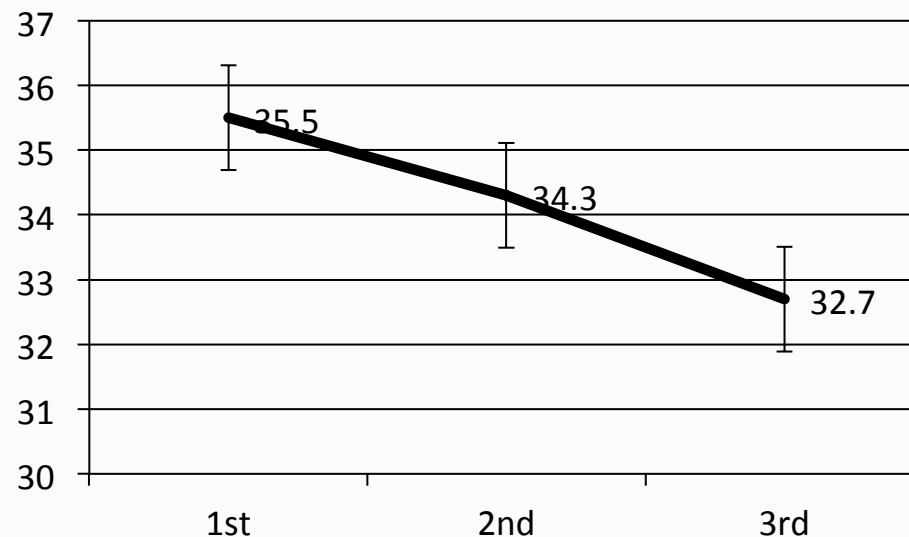
SESSIONS	AVG INTERVAL (days)	CORRELATION
1 x 2	12.8	$r = .87$ ***
2 x 3	10.8	$r = .88$ ***
1 x 3	39.0	$r = .88$ ***

\*\*\*  $p < .001$

# SENSITIVITY

## CHANGE & PCIT PARTICIPATION

- We used scores from the first THREE WACB-N and/or WACB-P Intensity scale to measure CHANGE over time (N = 66).
- Included scores collected within 30 days of the previous session. 55% were WACB-Ps, 36% were WACB-Ns, 9% were mixed.
- Results showed SIGNIFICANT change ( $F(1, 64) = 7.9, p < .001$ )!



# CLINICAL USE

## WEEKLY ASSESSMENT OF CHILD BEHAVIORS

### TOOL FOR CHECK IN

**COACHES** can use the measure as a tool for check in, getting a good sense of problems and concerns over the past week.

### CUE FOR COACHING

**COACH** can refer back to WACB responses in coaching, which may help with parent engagement.

### ENGAGEMENT

**GRAPH** of weekly WACB scores shows parents their children's progress in treatment.

### GRADUATION READINESS

**ELEVATED** scores on the WACB (above 35 on WACB-N, below 36 on WACB-P) indicate that dyad is not ready to graduate.

# How do you get the WACB?

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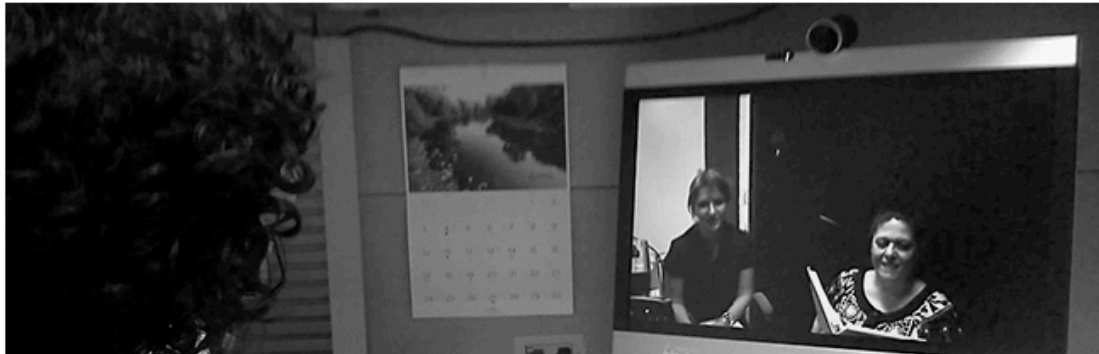
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*Parent Child Interaction Therapy*



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**Web Course:** [pcit.ucdavis.edu/pcit-web-course](http://pcit.ucdavis.edu/pcit-web-course)

**Contact info:** [stimmer@ucdavis.edu](mailto:stimmer@ucdavis.edu)



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# **THANK YOU!**

**Thanks for your interest in UC Davis PCIT Training.**