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

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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

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

- Decreased variance
- Decreased reliability

- 50-min hour
- Early arrivals rare

- High cost of administration
RESULT

No weekly measure of child behavior problems

No way of knowing whether dyad meets criteria for graduation.
What to do?

Short

Similar structure

Similar behaviors

WACB
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

• **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**

**Weekly Assessment of Child Behavior – N**

**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:

<table>
<thead>
<tr>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th>Change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

How often does your child...

1. Cry at the grocery store?

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:

<table>
<thead>
<tr>
<th>Never</th>
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<th>Always</th>
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</tr>
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</tr>
</tbody>
</table>

How often does your child...

1. Cry at the grocery store?

<table>
<thead>
<tr>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th>Do you want this to change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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<tr>
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<th>Sometimes</th>
<th>Always</th>
<th>Do you want this to change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dawdle and linger?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Have trouble behaving at meal times?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Disobey or act defiant?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Act angry, or aggressive?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Scream and yell when upset and is hard to calm?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Destroy or act careless with others’ things?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Provoking others or pick fights?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Interrupt or seek attention?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Have trouble paying attention or is overactive?</td>
<td>1</td>
<td>2</td>
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</table>
**WACB-P**

**Weekly Assessment of Child Behavior – P**

**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.

<table>
<thead>
<tr>
<th>How often does your child...</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th>Change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behave at the grocery store?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Behave well at meal times?</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Obey, or act compliant?</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>4. Act calm, or gentle?</td>
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<td>4</td>
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<td>4</td>
</tr>
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<td>7. Keep hands to self and play nicely with others?</td>
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<tr>
<td>8. Wait turn to talk?</td>
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</table>
DO THEY WORK?

PROVE IT
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.
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

**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

**AVG DAYS FROM PRE**
WACB-P = 62.8
WACB-N = 109.1

*STUDY SAMPLE STATISTICS*
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.

<table>
<thead>
<tr>
<th>ECBI x WACB-N</th>
<th>$r = .77$ ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECBI x WACB-P</td>
<td>$r = .82$ ***</td>
</tr>
</tbody>
</table>

*** $p < .001$
DOES VALENCE MATTER?

ECBI x WACE
ECBI x WACE

WHICH WACB??
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

No!
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.

<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>AVG INTERVAL (days)</th>
<th>CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x 2</td>
<td>12.8</td>
<td>( r = .87 *** )</td>
</tr>
<tr>
<td>2 x 3</td>
<td>10.8</td>
<td>( r = .88 *** )</td>
</tr>
<tr>
<td>1 x 3</td>
<td>39.0</td>
<td>( r = .88 *** )</td>
</tr>
</tbody>
</table>

*** \( p < .001 \)
• 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)!

![](chart.png)
**CLINICAL USE**

**WEEKLY ASSESSMENT OF CHILD BEHAVIORS**

<table>
<thead>
<tr>
<th>TOOL FOR CHECK IN</th>
<th>CUE FOR COACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COACHES can use the measure as a tool for check in, getting a good sense of problems and concerns over the past week.</td>
<td>COACH can refer back to WACB responses in coaching, which may help with parent engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>GRADUATION READINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAPH of weekly WACB scores shows parents their children’s progress in treatment.</td>
<td>ELEVATED scores on the WACB (above 35 on WACB-N, below 36 on WACB-P) indicate that dyad is not ready to graduate.</td>
</tr>
</tbody>
</table>
How do you get the WACB?

WACB-P  http://pcit.ucdavis.edu/forms/cdi-forms/
WACB-N  http://pcit.ucdavis.edu/forms/pdi-forms/
CONTACT US

Website: pcit.ucdavis.edu
Web Course: pcit.ucdavis.edu/pcit-web-course
Contact info: stimmer@ucdavis.edu

www.facebook.com/UCDPCIT  PCIT LinkedIn Group
THANK YOU!

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