ToT Session Checklist

Check-in:
- ❑ Thanked caregiver for coming to session
- ❑ Homework collected, reviewed, discussed barriers to completion if applicable
- ❑ Discussed objectives and goals (related to child behaviors) for session
- ❑ Plan for the session
- ❑ Kept to about 10 min of check-in without sacrificing warmth

Coding:
- ❑ Lead in statement given
- ❑ Reliable coding
- ❑ Gives feedback to caregiver
- ❑ Give coaching strategy for session, connect with session plan

Coaching:
- ❑ Uses 3 levels of coaching
- ❑ Sufficient quantity (e.g., not too quiet or too talkative)
- ❑ Good timing (e.g., waits for good moment to speak)
- ❑ Appropriate pace (e.g., speed- not too slow or too fast)
- ❑ Appropriate tone (e.g., warm, affirming)
- ❑ Coached to stated objectives of session
- ❑ Stayed focused on stated strategy of session (e.g., not sidetracked by parent-child interaction from moment to moment)
- ❑ Used exercises to achieve coaching goals if needed
- ❑ Gave warning (1, 2, 5 minute) before end of session

   PDI Coaching only:
   - ❑ Gives primarily direct commands
   - ❑ Gives gentle corrections when needed
   - ❑ Coaches command-comply-praise sequence
   - ❑ If time out is needed, follows time out sequence
   - ❑ If back up is needed (e.g., removal of privileges), discusses importance of enforcing consequence

Closing the session:
- ❑ Reviews accomplishments of session related to child behaviors
- ❑ Shows graph of parent progress, connect with treatment goals
- ❑ Gives homework, connect with parent performance and treatment goals
- ❑ Asks if caregiver will be able to come to session next week
- ❑ Tells caregiver plan for next week

COMPETENCIES DEMONSTRATED:	AREAS FOR STRENGTHENING:
CLINICAL NOTES:	