

PC-CARE

Section J: Follow Up Session Materials

- Follow Up Session Protocol
- Follow Up Session Coding Sheet & Checklist

Weekly Assessment

- WACB-N



PC-CARE PROTOCOL

1 MONTH AFTER POST PC-CARE	GOALS: FOLLOW UP call or visit to find out how family is doing.	
CHECK-IN & ASSESS (15-min)	<ul style="list-style-type: none"> • Ask parent and child how they are doing. • Use WACB-N to find out what child’s behavior is like. • Ask what skills they are using to manage any difficult behaviors mentioned on the WACB-N (any behavior with a score above “2”) 	<p>Listen to the parent, ask questions to get a full picture of how their life is.</p> <p>Make sure to include the child (if appropriate).</p>
IF CONDUCTING BOOSTER SESSION:		
CODE & FEEDBACK (5 min)	<ul style="list-style-type: none"> • Conduct 4- minute behavioral observation. Code using PC-CARE coding. • Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> • Coach parent to play with child and practice PRIDE skills. • Have parent give a rule for special playtime, state choices for toys to play with. Look for opportunities to try all skills. Have parent give a transitional warning for switching toys half way through session; have parent state “when we put the toys away we can get a new toy out”; if child whines or protests, have parent ignore and point out cool qualities of new toy. • Use transition, positive incentives to get the child to clean up (or help clean up) at end of Special Playtime (e.g., sticker) 	Pick toys the child is interested in.
WRAP UP (10 min)	<ul style="list-style-type: none"> • Discuss when the parent (and child, if appropriate) uses the different skills. Refer to the WACB-N and ask how they manage each type of behavior problem. If needed, help plan a more optimal strategy. Encourage them to stick with their behavior management plan. • Encourage them to continue Special Playtime at home. 	Make sure to leave some toys on the table for child to play with.



PC-CARE - Follow-Up

WEEKLY CODING AND CLINICAL NOTES

4 min. Coding Instructions: “Tell your child that it’s playtime. Use all the skills you’ve learned while you follow along with [HIS/HER] play.”

Follow Up Time: **1 month** **6 months** (circle one)

CLIENT NAME	DATE	START TIME	STOP TIME	TOYS USED																																							
CAREGIVER	GOAL FOR SESSION																																										
PARENT’S STATEMENTS: POSITIVE	TALLY CODES			TOTAL																																							
NEUTRAL PARENT TALK																																											
PRIDE (PRAISE, REFLECT, IMITATE, DESCRIBE, ENJOY)																																											
AVOID	TALLY CODES			TOTAL																																							
QUESTIONS																																											
COMMANDS																																											
NEGATIVE TALK (NTA)																																											
STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during 4 minutes of coding																																											
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES																																							
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES																																							
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	RECOVERY																																							
<p>PRIORITY ORDER</p>		PARENT-CHILD INTERACTION QUALITY INDEX																																									
		<p>During 4 minutes of coding:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;"><i>Not at all</i></th> <th style="width: 10%; text-align: center;"><i>Somewhat</i></th> <th style="width: 10%; text-align: center;"><i>Very much</i></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Parent is covertly hostile.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Parent is bossy or intrusive.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Parent is withdrawn and quiet.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Child was easily upset and hard to soothe.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Child ignored parent.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Child was bossy or tried to control play.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> <tr> <td>Child was aggressive or rude to parent.</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>4</u> <u>5</u></td> </tr> </tbody> </table>					<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>		Parent is covertly hostile.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Parent is bossy or intrusive.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Parent is withdrawn and quiet.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Child was easily upset and hard to soothe.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Child ignored parent.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Child was bossy or tried to control play.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>	Child was aggressive or rude to parent.	<u>1</u>	<u>2</u>
	<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>																																								
Parent is covertly hostile.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Parent is bossy or intrusive.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Parent is withdrawn and quiet.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Child was easily upset and hard to soothe.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Child ignored parent.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Child was bossy or tried to control play.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							
Child was aggressive or rude to parent.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>																																							

PC-CARE Follow-Up Session Checklist

Goals: Assess, reinforce PRIDE Skills & Strategies to Manage Behaviors, 4-minute Coding, Coaching

Check-in (7 min.): Start Time _____

- Assessment measures and feedback (WACB, etc.)
- Daily CARE handout collected, reviewed, discussed barriers to completion if applicable
- Discussed objectives and goals (related to child behaviors) for session

Mini-Didactic (10 min.): Start Time _____

- Review PRIDE skills Handout
- Review Complete Strategies to Manage Behaviors Handout
- Review Problem Behavior & Solutions handout

4-minutes Coding (5 min.): Start Time _____

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

Coaching (20 min.): Start Time _____

- Uses 3 levels of coaching: sufficient quantity, timing, pace, tone, and variety

Coach Coding (tally up coaching levels used in 5 minutes)			
Start Time:		End Time:	
Level 1 (Lead)			
Level 2 (Follow & Praise)	Missed Opp.		Errors
Level 3 (Explain and Rapport)	Explanations	Observations	Generalizations

- Coached to stated objectives of session: _____
- Used exercises to achieve coaching goals if needed
- Gave warning (1, 2, 5 minute) before end of session

Closing the session (12 min.): Start Time _____

- Reviews accomplishments of session related to child behaviors
- Encourage parent to continue with skills and daily special play time at home
- Determine plan for additional services if applicable
- Tells caregiver plan for 6 month follow-up if applicable

CLINICAL NOTES:

WACB – N

(Weekly Assessment of Child Behavior – N)

Admin Use Only:	Check if administered by therapist <input type="checkbox"/>	Session # _____
-----------------	---	-----------------

Your Name _____ Relationship to Child _____ Today's Date ___/___/___
 Child's Name _____ Child's Gender _____ Child's Age _____

Directions

Please fill out the whole form by circling one number per sentence. For each sentence:

- a) Please circle the number that shows **how often** your child behaved that way in the last week.
- b) Circle either "yes" or "no" to show whether you need that behavior to change.

For example: If your child rarely cried at bedtime (once or twice) last week, you might choose 2 and circle "NO."

How often does your child...	Never	Sometimes	Always				Change?	
1. Cry at bedtime?	1	2	3	4	5	6	7	YES NO

STEP 1:													
In the past week....	Not at all							Sort of		Very		Does this need to change?	
How stressful was it to parent this child?	1	2	3	4	5	6	7					YES	NO
STEP 2:													
How often does your child....	Never			Sometimes			Always			Does this need to change?			
1. Dawdle, linger, stall, or delay?	1	2	3	4	5	6	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?	1	2	3	4	5	6	7			YES NO			
Total Score (items 1 through 9 ONLY)										/63		/9 (1 per YES)	

