



# PC-CARE - Session 2

## 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.”

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><b>PRIORITY ORDER</b></p>		<b>PARENT-CHILD INTERACTION QUALITY INDEX</b>																																	
		<p><b>During 4 minutes of coding:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></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> </tr> </thead> <tbody> <tr> <td>Parent was stern/harsh.</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> </tr> <tr> <td>Parent was 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> </tr> <tr> <td>Parent was withdrawn/disengaged.</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> </tr> <tr> <td>Child was emotionally reactive.</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> </tr> <tr> <td>Child ignored caregiver.</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> </tr> <tr> <td>Child was controlling/directive.</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> </tr> <tr> <td>Child was aggressive/rude to caregiver.</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> </tr> </tbody> </table>					<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>	Parent was stern/harsh.	<u>1</u>	<u>2</u>	<u>3</u>	Parent was intrusive.	<u>1</u>	<u>2</u>	<u>3</u>	Parent was withdrawn/disengaged.	<u>1</u>	<u>2</u>	<u>3</u>	Child was emotionally reactive.	<u>1</u>	<u>2</u>	<u>3</u>	Child ignored caregiver.	<u>1</u>	<u>2</u>	<u>3</u>	Child was controlling/directive.	<u>1</u>	<u>2</u>	<u>3</u>	Child was aggressive/rude to caregiver.	<u>1</u>
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# PC-CARE Session 2 Checklist

**Goals:** Assess, reinforce PRIDE concepts, use Selective Attention, Modeling, Redirect, & Calming

**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
- Complete "Last Week's Strategies: What worked?" questionnaire

**Mini-Didactic (10 min.): Start Time** \_\_\_\_\_

- Present Session 2 Strategies handout
- Explain, model, and/or role play Selective Attention, Modeling, Redirect
- Present and explain Calming Strategies handout (choose handout for Younger or Older child)

**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:
  - a. Selective Attention \_\_\_\_\_
  - b. Modeling \_\_\_\_\_
  - c. Redirect \_\_\_\_\_
  - d. Calming \_\_\_\_\_
- 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
- Complete "Using Strategies at Home" questionnaire
- Shows graph of parent progress, connect with treatment goals
- Gives Daily CARE handout, connect with parent performance and treatment goals: Selective Attention, Modeling, Redirect, Calming at home
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

**CLINICAL NOTES:**