



PC-CARE - Session 3

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>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> </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Parent was withdrawn/disengaged.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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Goals: Assess, reinforce PRIDE concepts, use Rules, and Positive Incentives (choices, when-then, if-then)

PC-CARE Session 3 Checklist

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 3 Strategies handout
- Explain, model, and/or role play Rules, and how and when to use Positive Incentives: Choices, When-Then, If-Then

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. Rules _____
 - b. Choices _____
 - c. When-Then _____
 - d. If-Then _____
- 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: Rules, Positive Incentives (Choices, When-Then, or If-Then) at home
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

CLINICAL NOTES: