

# PC-CARE Coding System

**UC Davis PC-CARE Training Center**

**CAARE Center**

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Adapted from Dyadic Parent-Child Interaction Coding System, 4<sup>th</sup> Ed. (Eyberg, Nelson, Ginn, Bhuiyan, & Boggs, 2013) and the Emotional Availability Scales (EAS; Biringen et. al, 2000)



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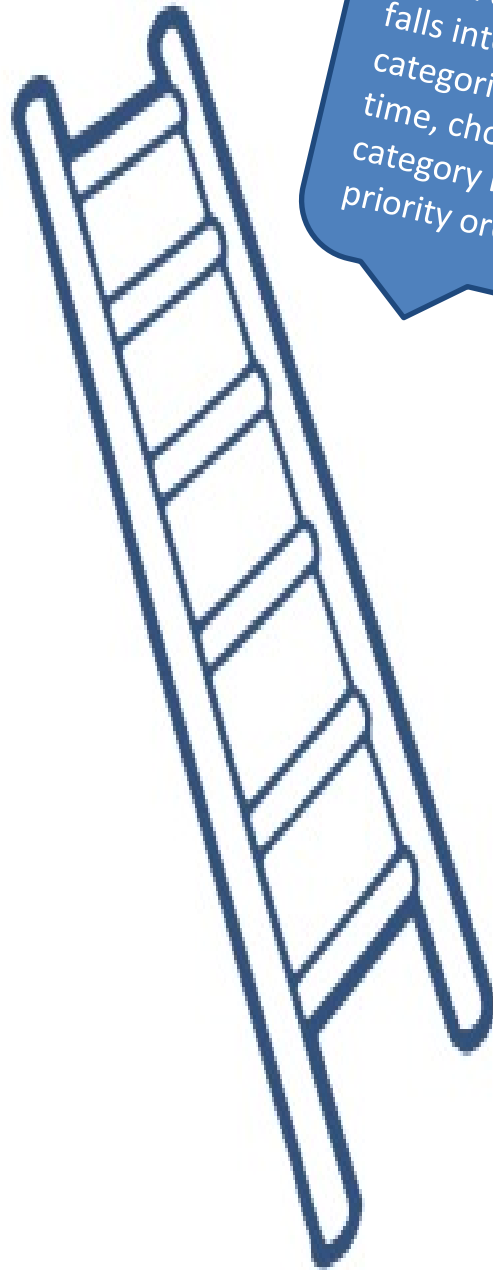
## Introduction to PC-CARE Coding

The PC-CARE Coding System is designed to assess parent-child social interactions, providing a guide for treatment decisions and a measure of behavioral change in PC-CARE. This coding system is specifically designed: (1) to serve as a baseline pre-treatment assessment of behaviors occurring in dyadic family interaction; (2) to provide a measure of ongoing progress during therapy that focuses on changing general parent-child interaction patterns; and (3) to serve as a behavioral observation measure of treatment outcomes.

PC-CARE Coding is used to evaluate parent-child interactions during all behavioral observations: 1) the **12-minute behavioral observations** at pre-treatment and Session 6, and 2) the **4-minute observations** at the beginning of each coaching session.

1. Code every verbalization from parent to the child. Every sentence (a sentence is a set of words that contain a subject and something about the subject (predicate), that is completed by either a **period**, **question mark** or an **exclamation**) the parent says to the child receives a code.
2. Parent verbalizations that are not sentences are coded separately if there are at least 2 seconds between them (e.g., "Hmm. (2 seconds). Oh, I see what you're doing." = 2 Neutral Talk. BUT "Hmm, I see what you're doing" = 1 Neutral Talk.)
3. Some codes have higher priority than others- See priority order and decision rules on next page.
4. Incomplete statements are not coded. Random noises and sound effects are not coded.
5. Statements parents make to themselves, such as "think aloud" comments are not coded. Singing is not coded, except in the instance of the "clean-up song."
6. When two complete sentences are joined by "and," "but," "so," or "because," each part is coded independently.

# PRIORITY ORDER



When a verbalization falls into 2 coding categories at the same time, choose the higher category in following priority order

## NEUTRAL PARENT TALK (TA)

### Definition

**Neutral Parent Talk (TA) are statements that introduce information about people, objects, events, or activities, or indicate attention to the child, but do not clearly describe or evaluate the child’s current or immediately completed behavior. They can also be a brief verbal response to the child’s verbalization or behavior that contains no real content other than a simple yes or no response to a question.**

Examples:

Yes	That’s a long train	You seem upset	Sure
Here’s the cowboy	Bless you	O.K.	I don’t know where the red car is
I am thinking about making a tower	Excuse me	One, two, three cows	The lion says roar
No	I need the blue crayon to color the dress	Time to clean up	It looks like you are thinking about something
You’re welcome	Oops	I wonder which one you are going to use next	Oh!
Careful-(as input those in carefully)	You are not using the yellow blocks	Yeah	Sorry

### Guidelines

#### 1. Neutral Parent Talk may consist of:

##### a. The parent’s ongoing activity

Examples:

I’m putting my car next to yours. (TA)  
 This is a picture of you I’m drawing. (TA)  
 My driver is driving very slowly and carefully. (TA)

##### b. The toys or objects in the room

Examples:

What a pretty dolly. (TA)  
 This circus train has a whistle. (TA)  
 The toy box is really a play stove. (TA)

**c. General comments relevant to the immediate situation**

**Examples:**

I think some of the puzzle pieces are missing. (TA)  
Legos are fun to play with. (TA)  
It will be time to go home in 10 minutes. (TA)

**d. Interpretations of unstated feelings or motivations**

**Examples:**

You look like you're feeling angry. (TA)  
You're feeling frustrated with all those missing parts. (TA)  
You must be feeling proud of yourself. (TA)

**e. A response to something the child said.**

**Example:**

Child: This is fun.  
Parent: Um-hmmm (TA)

Child: This is a house.  
Parent: Yes it is. (TA)

**f. Recognition of the child's compliance to a command.**

**Example:**

Parent: Put the truck on the shelf. (C)  
Child: (complies)  
Parent: Okay. (TA)

**g. Parent's comments about their own thoughts or interpretations.**

**Example:**

Parent: I wonder which one you are going use. (TA)  
Parent: I don't know where those go. (TA)  
Parent: I wonder what noise the cow makes (TA)  
Parent: I wonder if I can fit these pieces together (TA)  
BUT  
Parent: I wonder if YOU CAN fit these pieces together. (C)

**2. Parents' descriptions of the child's state-of-being are coded as Neutral Parent Talk**

**Examples**

You're <u>wondering</u> where to put the car.	(TA)
BUT	
You're holding the car.	(PRIDE)
You <u>want</u> to make Sponge Bob.	(TA)
BUT	
You are making Sponge Bob with the Playdoh.	(PRIDE)

**3. When children ask permission and parents respond by telling children they “can,” “might,” “could,” or “may” do something, code these as neutral parent talk. When parents give permission that was not asked for, code as a command.**

**Examples**

Since you asked so nicely, you may choose the game.	(PRIDE) + (TA)
Yes, you can have the orange playdoh	(TA) + (TA)
You can make a flower with the orange playdoh	(C)
You may go to the restroom now	(TA)

**4. When parents describe their children’s past behavior (> 5 seconds have passed), code these statements as neutral parent talk.**

**Examples**

Last week you begged to play with cars.	(TA)
You chose to play with the cars. (in the past 5 seconds)	(PRIDE)
Before, you burped the dolly.	(TA)
You are putting the dolly to bed.	(PRIDE)

**5. When parents describe children’s future behavior, code these statements as Neutral Parent Talk, UNLESS the statements include commands to perform a future task.**

**Examples**

When we get home, you get to watch cartoons.	(TA)
When we get home, you can watch cartoons.	(C)
You won’t be able to find your helicopter in your room.	(TA)
You need to clean your room tomorrow.	(C)

**6. When parents describe rules for appropriate behavior or describe how to do something, but do not criticize children’s ongoing or just completed behavior, code these as Neutral Parent Talk.**

**Examples**

Child: How do you make pizza?	
Parent: You roll the playdoh into a ball and then flatten it.	(TA)
Child: She said a bad word, mom.	
Parent: Children shouldn’t talk like that.	(TA)



**7. Parents may direct a child to do something by giving information, but if these statements do not contain an action verb or a “bid for attention,” then they should be coded as Neutral Parent Talk.**

**Examples**

Parent: Put the Legos away.	(C)
Parent: Gently.	(TA)
Parent: Please. (a bid for attention)	(C)
Parent: Those too.	(TA)
Parent: Up!	(TA)
Parent: Careful.	(TA)
Parent: Now.	(TA)
Parent: Quiet.	(TA)
Parent: Those blue pieces go in the box.	(TA)
Parent: I wonder if there is any mayonnaise in there for my sandwich	(TA)

**8. Parent verbalizations strung together but separated by a pause of 2 seconds or more are coded as separate statements.**

**Examples:**

That tower is so tall (2 seconds) it looks ready to fall over.	(TA) + (TA)
One, two, three, four, five!	(TA)
One (2 second pause) Two (2 second pause) Three.	(TA) + (TA) + (TA)
A, B, C, D, E, F, G...	(TA)

**9. “Yes” and “No” answers to a child’s question are coded as Neutral Parent Talk. Parental answers to wants and wishes are coded as neutral talk. Code refusals and statements that contradict the child as Negative Talk.**

**Examples:**

Child: Is this the right piece?	
Parent: Yep.	(TA)
Parent: No.	(TA)
Parent: Sure is.	(TA)
Child: I want to eat ice cream when we get home.	
Parent: No.	(TA)
Child: This is a cookie.	
BUT	
Parent: No. It’s a hamburger.	(NTA) + (TA)

**10. Use the two second rule to determine if a verbalization is an independent response or simply the introduction to or conclusion of a sentence.**

**Examples:**

Child: (complies)

Parent: O.K. . . . (1 sec.) Now put the train in the toy box. (C)

Child: (building a train)

Parent: That's a long train. . . (3 sec.) Wow! (TA) + (PRIDE)

**11. Sometimes parents use if – then statements (i.e., conditional statements) to describe natural consequences of behavior, rewards that will follow not engaging in inappropriate behavior, or conventional negative consequences of engaging in inappropriate behavior. These should be coded as neutral parent talk.**

**Examples:**

If you share your toys, children will want to play with you. (TA)

If you make the tower too tall, it will fall over. (TA)

If you roll your ball that way, then it will fall off the table. (TA)

If you have a good day at school today, you will get a star on your chart. (TA)

**12. A parental statement in which the parent talks “in role” as a toy or character, makes sound effects, or sings is called “play talk.” Parents’ play talk is coded into other categories only when they are directed toward the child or towards a toy that the child is playing with.**

**Examples:**

Parent: (speaking as a penguin) Hi there! I am Mr. Penguin. (TA) + (TA)

Child: Hi! I am Mr. Elephant!

Parent: (speaking as potato head to their child): Thanks for sharing your toys with me. (PRIDE)

Parent: (talking as a penguin to another penguin in *their* hand): Do you want more fish? Yes, I do want more fish. (NOT CODED)-the parent is talking to themselves

## PRIDE Skills (PRIDE)

**PRIDE skills are a set of verbalizations that demonstrate the use of positive attention for children’s appropriate and desirable behavior. They are comprised of Praises, Reflections, Imitations, Descriptions and Enjoy. When coded, all verbalizations in these categories are coded as PRIDE.**

### **PRAISE**

#### **Definition**

**PRAISEs are specific and nonspecific verbalizations that express a positive evaluation of an activity, product, or attribute of the child. All synonyms of “GOOD” are considered positive evaluations, as well as the descriptors clearly indicating a positive quality.**

Careful (as in, you completed something with care)	I like that	Thank you for sitting in your chair.	Perfect	First-rate
Good	Considerate	Kind	Gentle	Thank you
Stellar!	That’s intelligent	Cool	That’s a terrific house you made.	Terrific
You did a great job of building the tower.	Wonderful	You are playing so gently with the animals.	Creative	You’re working hard to color inside the lines.
Incredible	Great	Fun	Well-behaved	Excellent
Helpful	Good idea	I am having so much fun playing with you	You’re nice to share your cookie with me.	Your coloring is beautiful.
You’re my little helper for making the bed.	Good idea to make that barn for the animals	That’s good concentrating to figure out the answer.	Polite	You drew a lovely bouquet, didn’t you?
You’re right	Your picture is very pretty.	Special	Yummy	I like the way you drew that circle.
You’re so considerate to wait for me	You’re smart!	You painted that brilliantly!	I love you	Special

**Guidelines**

**1. Praises may consist of**

**a. A verbalization that contains one or more positive evaluative words or phrases**

That's <u>nice</u> .	(PRIDE)
<u>I like</u> That.	(PRIDE)
<u>Good</u> work.	(PRIDE)
<u>Terrific</u> , honey!	(PRIDE)
That's <u>wonderful</u> .	(PRIDE)

**b. A verbalization that may provide a positive evaluation of the child's action.**

Good <u>singing</u> .	(PRIDE)
I like the way you <u>sit</u> so quietly.	(PRIDE)
I like the way you're <u>helping me</u> pick up the toys.	(PRIDE)
You <u>did that</u> perfectly.	(PRIDE)

**c. A verbalization that may provide a positive evaluation of the child's product.**

<u>Your story</u> was very well-organized.	(PRIDE)
That was very well-organized.	(PRIDE)
The <u>dog you drew</u> is very pretty.	(PRIDE)
That is very pretty.	(PRIDE)
I love the <u>tea</u> you made for me.	(PRIDE)
I love this.	(PRIDE)

**d. A verbalization that may provide an evaluation of a physical or psychological attribute of the child.**

Your <u>hair</u> is beautiful.	(PRIDE)
You are beautiful.	(PRIDE)
Your <u>ideas</u> are very intelligent.	(PRIDE)
You are very intelligent.	(PRIDE)
It's so nice of you <u>to share</u> your toys.	(PRIDE)
You are so nice.	(PRIDE)
Good memory!	(PRIDE)
Great idea to put the cow in the barn.	(PRIDE)

**2. Praise must refer to a product, activity, or attribute of the child. Statements indicating approval of an object in the room, or activity or product of others is a descriptive statement.**

**Examples:**

Good! (referring to a child's tower).	(PRIDE)
Good! (parent admires own tower).	(TA)
That's pretty (referring to child's drawing).	(PRIDE)
That's pretty (referring to doll in playroom).	(TA)
You're being perfect.	(PRIDE)
Your dolly is being perfect.	(TA)

**3. A statement that is a borderline compliment and are not sufficiently positive enough to be considered PRIDE are coded as TALK.**

**Examples:**

You are so <u>alert</u> today	(TA)
That's very <u>energetic</u> of you	(TA)
You're <u>quick</u> .	(TA)
You're being <u>quiet</u> .	(TA)
That was an <u>interesting</u> story.	(TA)
That's <u>exciting</u> .	(TA)
You are very <u>quiet</u> today.	(TA)
That was a very <u>straight</u> line.	(TA)

**4. Statements which positively evaluate the child's activity are praise even if they are stated in question form.**

**Examples:**

That's terrific, isn't it?	(PRIDE)
I think that's beautiful, don't you?	(PRIDE)
You did that just right, didn't you?	(PRIDE)
Isn't that a super airplane you made!	(PRIDE)
Your design turned out beautifully, didn't it?	(PRIDE)

**5. A statement that interprets the child's feeling state is a descriptive statement, not praise.**

**Examples:**

You seem very happy.	(TA)
You seem happy about the piece you fixed.	(TA)
You're pretty cheerful today.	(TA)
You seem sad	(TA)
You're so proud of the numbers you wrote.	(TA)

**6. When a child asks a question or makes a comment soliciting a positive evaluation as a response, code the response as a Praise rather than Neutral Talk.**

**Examples:**

Child: Isn't my rainbow beautiful?  
Parent: Yes. (PRIDE)  
Child: I built a cool fort!  
Parent: You sure did! (PRIDE)  
Child: I made good choices today.  
Parent: You did, for sure. (PRIDE)

**7. Praise can contain the positive evaluation and the specific behavior, attribute or product in the same sentence. When separated by punctuation, code two statements.**

**Examples:**

It's great the way you built a tower for the princess. (PRIDE)  
Great! You built a tower for the princess. (PRIDE) +  
(PRIDE)  
You found the blue block! Yay! (PRIDE) +  
(PRIDE)  
I'm happy that you found the blue block! (PRIDE)

**8. Praises can include appreciation or pleasure about the child or an action or product of the child.**

**Examples:**

Thank you. (PRIDE)  
I am glad you are following the rules (PRIDE)  
I love you (PRIDE)  
I am happy you are having fun here (PRIDE)  
  
Child: (made the parent a hamburger)  
Parent: I like this hamburger! (PRIDE)  
  
Child: (putting a funny nose on the potato head)  
Parent: I am having fun playing with you (PRIDE)

**Words positive enough to be praise words**

Good	Kind	Thoughtful
Great	Intelligent	Helpful
Pretty	Smart	Handsome
Nice	Neat	Patient
Fun	Polite	Bright
Beautiful	Well-behaved	Special
Perfect	Right	Considerate
Well-organized	Careful	Remarkable
Love it	Love you	Imaginative
Creative	Yummy	Proud
Gentle	Give me five!/High five!	Superior
Wonderful	Outstanding	Brilliant
Fantastic	Fun	Enjoyable
Hooray!	Incredible	Correct
You rock!	Cool	Awesome
Trying hard	Working hard	Fabulous

**Words \*NOT\* quite positive enough to be praise words (and are therefore Neutral Parent Talk)**

Hard	Quiet	Persistent
Funny	Straight	Strong
Fast	Figured it out	Interesting
High	Slow	Energetic
Unique	Exciting	Alert
Fine	Fancy	Silly

# REFLECTIONS

## Definition

Reflections are phrases, statements or questions that repeat the child's immediately preceding verbalization. The reflection may be exactly the same words the child said, may contain synonymous words, or may contain some elaboration upon the child's statement, but the basic content must be the same as the child's message.

## Examples:

Child: The pig is fat.  
Parent: The pig is fat.  
Child: The choo-choo go whiz.  
Parent: The train goes very fast.

Child: I put the car here and the truck here.  
Parent: You put the car and the truck beside each other.

Child: Give me the car.  
Parent: You want the car.

Child: That's funny clown.  
Parent: You think he's funny.

Child: Whoosh! Captain Fire escaped.  
Parent: Whoosh! There goes Captain Fire!

## Guidelines

1. Reflections must retain the verbal content of the child's statement by including at least some of the child's words or exact synonyms of the child's words.

## Examples:

Child: My teacher is taking us to the zoo.  
Parent: Oh, you're going to the zoo. (PRIDE)  
Parent: You're going to the place where they have different kinds of animals to watch. (PRIDE)  
Parent: You're going to see some animals. (TA)

Child: The mommy and daddy and sister are eating dinner.  
Parent: The whole family is eating dinner. (PRIDE)

Child: The man with the straw hat is feeding the chickens.  
Parent: The farmer is feeding the chickens. (PRIDE)



**2. Reflections can be in declarative form or in the question form.**

**Examples:**

Child: My doll's name is Peter.  
Parent: His name is Peter. (PRIDE)  
Parent: His name is Peter? (PRIDE)

Child: I smeared the paint.  
Parent: It looks like you smeared a little paint (PRIDE)  
Parent: You smeared the paint? (PRIDE)

Child: The toy box is full.  
Parent: The toy box is very full. (PRIDE)  
Parent: Is the toy box full? (PRIDE)

**3. Reflections must retain the basic meaning of the child's statement. Rephrased statements containing words that change the child's intent, "correct", or contradict the child without criticizing, are coded as Neutral Talk.**

**Examples:**

Child: Build a wall.  
Parent: You want me to build a wall. (PRIDE)  
Parent: You want us to build a fort. (TA)

Child: I don't really like this game.  
Parent: You really do like this game. (TA)

Child: This is a big red block on top.  
Parent: That's a green block on top. (TA)

Child: Daddy said I can stay up till 10:00.  
Parent: Daddy said you can stay up till 9:00. (TA)

**4. Reflections may contain a descriptive elaboration or a grammatical correction of the child's message as long as the original content is retained.**

**Examples:**

Child: I made a big square.  
Parent: You made a big square in the circle. (PRIDE)

Child: Cow moo.  
Parent: The cow says moo. (PRIDE)

Child: This piece don't fit.

Parent: This piece doesn't fit.

(PRIDE)

**5. Reflections may reflect the child's stated feeling but do not interpret the child's feeling if it is not stated.**

**Examples:**

Child: I like playing with these Legos.

Parent: You like this game.

(PRIDE)

Parent: You enjoy playing with these Legos.

(PRIDE)

Child: This is a stupid game.

Parent: You think this game is dumb.

(PRIDE)

Parent: I think you're getting tired.

(TA)

Child: I can't put the puzzle together.

Parent: You're having a hard time with that puzzle.

(PRIDE)

Parent: You can't get the pieces to fit together.

(PRIDE)

Parent: You're feeling frustrated with that puzzle. (interprets unstated feeling)

(TA)

Child: This game takes a long time.

Parent: This IS a long game.

(PRIDE)

Parent: You're getting bored with this game.

(TA)

**6. When a parent reflects a child's statement that he/she "can do" (is able to) do something, this should be coded as a Reflection, whether or not the child is actually doing that behavior at the time.**

**Examples:**

Child: I can build a HUGE tower.

Parent: You can build a ginormous tower.

(PRIDE)

Child: I can say our address. I know it.

Parent: You CAN say our address.

(PRIDE)

Parent: You say our address.

(C)

- 7. To be counted as a reflection, the parent’s verbalization must either immediately or almost immediately follow the child’s statement. The “reflection” may follow an acknowledgment, praise, brief description (1 – 3 words) or brief pause to be counted as a reflection.**

**Examples:**

Child: I builded a HUGE tower.  
Parent: Oh, yeah! You built a ginormous tower! (TA) + (PRIDE)  
Parent: Take this blue block. You ARE building huge tower! (C) + (PRIDE)  
Parent: Yep. (building for 10s). That is a tall tower. (TA) + (TA)  
Parent: Great job! You DID build a huge tower! (PRIDE) + (PRIDE)

- 8. If the parent repeats the child’s verbalization more than once, all statements are considered reflections.**

**Examples:**

Child: That’s a scary dog.  
Parent: Scary? It’s a very scary dog. (PRIDE) + (PRIDE)

Child: I’m putting earrings on her.  
Parent: You’re putting earrings on. You put earrings on Mrs. Potato Head! (PRIDE) + (PRIDE)  
Parent: Earrings! Oh I like those earrings. She has dangly earrings. (PRIDE) + (TA) + (TA)

- 9. Reflective statements do not evaluate. They contain no praise or criticism.**

**Examples:**

Child: This is a tower.  
Parent: I like your tower. (PRIDE)  
Parent: This is a tall red tower. (PRIDE)

Child: I drew a house.  
Parent: You drew a sloppy house (NTA)  
Parent: You drew a BIG house. (PRIDE)

# **IMITATION**

## **Definition**

**Imitation phrases are declarative non evaluative phrases in which the parent states that they will imitate or copy the appropriate play of the child.**

## **Examples:**

**Child:** (tapping blocks together quietly)

**Parent:** I'm going to tap the blocks quietly, just like you.

**Child:** (driving the train on the track)

**Parent:** I am going to drive the train on the track like you.

## **Guidelines**

### **1. An imitation has the parent as the subject of the sentence.**

Child: (stacking two blocks on each other)

Parent: I am going to stack two blocks like you are stacking two blocks **(PRIDE)**

Child: (coloring a picture)

Parent: I will copy you and color a picture **(PRIDE)**

### **2. An imitation can also be a parental expression of a desire to imitate the child's appropriate behavior.**

Child: (starting to make a tower)

Parent: I want to make a tower just like you are. **(PRIDE)**

Child: (putting a purple nose on their potato head)

Parent: I want to put a purple nose on my potato head just like you. **(PRIDE)**

## **Decision rules**

**Imitations must imitate appropriate play of the child. If play is not appropriate, do not code as an Imitation.**

## **DESCRIPTIONS**

### **Definition**

**Descriptions are non-evaluative, declarative sentences or phrases in which the subject is the child and the verb describes the child's ongoing or immediately completed (< 5 sec) observable verbal or nonverbal behavior. Descriptions are further categorized into behavior descriptions and descriptions related to treatment goals.**

## **BEHAVIOR DESCRIPTIONS**

### **Examples**

You're building stairs.  
You're singing a song.  
I see you're coloring those apples pink.  
I know you're trying to put that piece in.  
You're looking at the picture book.  
You just finished the red one.  
You're calling the doll Jessica.  
You're working to build a house for the princess.  
You and I are making a big fort.  
We are making a big fort.  
You got the purple block! (In past 5 sec)  
You put the dog next to the cat.  
You did it!

### **Guidelines**

- 1. A description gives an account of the child's ongoing activity and use action verbs to describe the child's observable behavior:**

### **Examples:**

You're putting the cow in the barn	(PRIDE)
You sang a new song.	(PRIDE)
You're sitting very quietly.	(PRIDE)
You finished the house.	(PRIDE)
It looks like you are picking out all the red ones.	(PRIDE)
You got a red one!	(PRIDE)

**Verbs NOT considered action verbs are "want", "know", "are", "decide", "think"**

- 2. Descriptions using "work," "play," "act," "pretend," and "try" are not specific enough to qualify as action verbs on their own. To be coded as a description, these verbs must also include some further description of the behavior, otherwise it is coded as neutral parent talk.**

### **Example:**

You're trying to find something else to play with.	(PRIDE)
You're pretending to cook an omelet.	(PRIDE)
You're pretending.	(TA)
You're working.	(TA)
You're playing.	(TA)

**3. If a statement describes what the child is NOT doing, and is not critical, it is coded as neutral parent talk, not a description or negative talk.**

**Examples:**

You're only using yellow blocks to build the fort.	(PRIDE)
You're not using red blocks to build that fort.	(TA)
You're not putting the roof on yet.	(TA)

**4. Descriptions must describe the ongoing activity. A comment that refers to events outside of the immediate situation is an irrelevant verbalization and is coded as a neutral parent talk.**

**Example:**

You're not putting the roof on yet.	(TA)
On our way home, we'll stop at the ice cream shop.	(TA)

**5. "Got" can be coded as a Description if it implies that the child "obtained" or is in the process of "obtaining" something.**

**Examples:**

You got the car out of the box.	(PRIDE)
You've got lots of cars in front of you. (i.e., "have got")	(TA)
You got the knives and spoons out.	(PRIDE)
You got knives and spoons (i.e., you "have" ...)	(TA)

**6. Descriptions do not evaluate. They contain no praise or criticism of the child's products or activities.**

**Examples:**

You've lined up all the cars for the car wash.	(PRIDE)
I like the way you lined up all the cars.	(PRIDE) (as praise)
Looks like you drew a tornado.	(PRIDE)
Looks like you drew a big mess.	(NTA)

**7. Descriptions contain no implied orders or demands. A statement that implies an action to be begun by the child in the immediate future is a command.**

**Examples:**

You're putting on your coat to go home. (PRIDE)  
Let's get ready to go home. (C)

You look like you're putting away some toys. (PRIDE)  
I'd like you to put away some toys. (C)

Child: (starting to build a fort)  
Parent: You're going to build a fort now. (PRIDE)

Child: (playing with cars)  
Parent: (placing blocks in front of child)  
You're going to build a fort now. (C)

**8. Descriptions strung together with separate verb phrases, whether or not they are linked by an "and" or a "but" are coded as separate statements.**

**Examples:**

You're moving the car into the elevator, lifting it to the roof, giving it an oil change. (PRIDE) +  
(PRIDE) +  
(PRIDE)

You put the elephant in the circus train and built a big tent and made a circus ring for the lions. (PRIDE) +  
(PRIDE) +  
(PRIDE)

## DESCRIPTIONS RELATED TO TREATMENT GOALS

### Definition

Descriptions related to treatment goals are verbalizations that are “target” words used as part of addressing treatment goals, but by definition might not quite fit in other PRIDE categories. The following specific words and phrases can be considered PRIDE on their own:

Calm	Focusing	Behaving
Thinking things over	Cooperative	
Compliant	Concentrating	

1. Descriptions related to treatment goals are words that express a positive evaluation of the child, but do not fit in other categories because of their definitions.

### Examples:

You are being so calm today	PRIDE
You are really focusing on that toy	PRIDE
You are being very compliant today	PRIDE
You have been very cooperative with me during playtime.	PRIDE
You are really thinking things over about this game.	PRIDE
You are concentrating on the next thing to do.	PRIDE
You are behaving today	PRIDE

### Explanations:

**Calm** is an adjective that would not be sufficiently positive to be considered a praise word on its own; however it is often used as a target word that is analogous to “Gentle” and in the PC-CARE context would be considered positive enough to be PRIDE.

**Focusing, Concentrating and Thinking Things Over** are internal states and would normally be coded as TA on their own, however they are often used as target words to help children work on taking their time, and in the PC-CARE context would be considered specific enough to be PRIDE.

**Cooperative, Compliant and Behaving** are words that describe a complex set of behaviors that don’t fit into any one category; however both are target words that should be reinforced, and in the PC-CARE context would be considered specific enough to be PRIDE.



## **ENJOY**

### **Definition**

**Enjoy statements are verbalizations that demonstrate the parent's enjoyment of the situation. Non-verbal expressions of enjoyment (e.g., laughter, smiles) are NOT coded.**

### **Examples:**

I'm having fun!  
I love potato heads.

### **Guidelines**

- 1. The phrase must indicate genuine interest in the situation. Sarcastic comments or comments stated with a negative attitude should be coded as Negative Talk.**
- 2. Enjoy statements must express a parent's subjective experience of enjoyment. Praising the attributes of a toy/object should be coded as Neutral Talk.**

### **Examples:**

I really like playing with these dolls.	(PRIDE)
These dolls are so pretty.	(TA)
I'm having so much fun!	(PRIDE)
I heard these gears are fun.	(TA)

- 3. Enjoy statements must include praise of the situation/activity or indication of the parent's positive feeling state. Comments about the situation/activity or about the parent that do not include praise or positive feeling states should be coded as Neutral Talk.**

### **Examples:**

I have always loved playing with Legos.	(PRIDE)
These Legos remind me of when I was a kid.	(TA)
These puzzles are great!	(PRIDE)
These puzzles are hard.	(TA)

# QUESTIONS (Q)

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## Definition

Questions are verbal inquiries that are distinguishable from declarative statement by having a rising inflection at the end and/or by having the sentence structure of a question. Questions request an answer but do not suggest that a behavior is to be performed by the child.

### Examples:

That's a red one, right?  
You're pushing it along the floor, aren't you?  
You want to play with the barn?  
You have to go to the bathroom don't you?  
You're feeling pretty happy, huh?  
I'm driving the car carefully, aren't I?  
Wasn't that fun?  
Isn't that a pretty dolly.  
Do you want to use these blocks for the bridge?  
Should I be the policeman?  
Do you like coming to see the doctor?

## Guidelines

The phrase must be in question form.

1. When a question is attached to the end of a descriptive statement, it is always coded a question.

### Examples:

You want to play with the doll, <u>don't you?</u>	(Q)
This is a red one, <u>isn't it?</u>	(Q)
You want the spoon here, <u>right?</u>	(Q)

2. Rhetorical questions are coded as questions. Rhetorical questions are those for which a specific verbal or behavioral response is not required. Note that in rhetorical questions the question portion of the sentence may fall at the beginning of the sentence.

### Examples:

Child: This is an apartment building.	
Parent: Is that what it is?	(Q)
Child: (drawing a clown)	
Parent: Isn't that a funny clown?	(Q)

3. A question requires a verbal answer from the child but does not request a behavioral response.

### Examples:

Child: We need a big one.

Parent: How about this one? (Q)  
Child: Yeah!

Parent: Can I use this Lego for the door? (Q)

Child: O.K.

Parent: Is that doll going to be the mommy? (Q)

Child: No.

**4. Questions that refer to the child's feelings, opinions, or preferences are coded as questions.**

**Examples:**

Are you having fun? (Q)

How do you like this one? (Q)

Which toy do you want to play with? (Q)

Is this where you want me to build my house? (Q)

**5. A question is distinguished from a command stated in question form in that a question does not require an action by the child other than an answer to the question whereas a command always requires an action by the child.**

**Examples:**

What color is this? (Q)

How about picking the toys now? (C)

This is a pick-up truck, isn't it? (Q)

Why don't you play with the truck? (C)

What do you have in your hand? (Q)

Why don't you give me that gum? (C)

**6. Sentences that begin with "Do you know," "Do you want," "Do you remember," and "Are you going to" are coded as questions, as it is hard to interpret their intent with certainty.**

**Examples:**

Do you remember where to put the toys? (Q)

Do you want to make another robot? (Q)

Do you know where this piece goes? (Q)

Are you going to put a roof on your house? (Q)

# COMMANDS

## Definition

A command is an order, demand, or direction for a vocal or motor behavioral response. The command can be a clearly stated order, demand, or direction in declarative form or can be interpreted as optional or implied or stated in question form. Commands may be in question form but differ from questions in that they suggest that the child should perform a behavior, whereas questions require no more than a verbal response.

## Examples:

Put that block here.	Let me pick up the block.	Be careful.	Can you make a car sound?	How about giving me that one?
Put it here, O.K.?	We're going to put the toys away now.	Please?	Suppose you put that one away first.	Sit down.
Will you do what I ask?	Look at this.	Wipe up all the milk please.	Make one like this.	Let's take out the red blocks.
Please tie your shoe.	Take the dishes out of the box.	You decide.	Johnny?	Put the Lincoln Logs back in their box.

## Guidelines

1. Commands generally begin with the imperative verb, but may be preceded by "please" or a bid for attention (e.g., child's name).

### Examples:

Put the doll in the highchair. (C)  
 Bring the bucket over here. (C)  
 Color this one blue. (C)  
 Give me the hammer. (C)  
 Hey, please turn on the light. (C)  
 Jennie, give me the pen. (C)

2. Directions to complete a behavior stated in question form are commands.

### Examples:

Will you sit down? (C)  
 How about opening the door? (C)  
 Why don't you put the red dress on the doll? (C)  
 Would you hand me the little yellow block? (C)  
 Can you show me how to make one? (C)

**3. Commands are always “positive” commands (i.e. they tell the child what to do rather than what not to do).**

**Examples:**

Put the crayons in the drawer.	(C)
Stop coloring on the walls.	(NTA)
Put the hammer in the tool kit.	(C)
Stop hammering on the mirror.	(NTA)
Why don't you pick one out?	(C)
Come here.	(C)
Don't swing on the curtains.	(NTA)
Stack the blocks in a tall tower.	(C)
How about giving me that one?	(C)
Quit throwing the blocks.	(NTA)

**4. Questions added to the end of a command are still considered commands.**

**Examples:**

Color this one yellow, alright?	(C)
Put the high chair away now, O.K.?	(C)
Stack the blocks, would you?	(C)
You need to put everything away, understand?	(C)

**5. If the parent begins a sentence with “You are going to...” as a description of a behavior the parent wants the child to do, code as a command, unless the child has already begun that behavior (making it a description) or the child has just said that he/she intends to do that behavior (making it a reflection).**

**Examples:**

You are going to close the door.	(C)
<b>BUT:</b> (child begins to close the door)	
You're going to close the door.	(PRIDE)
<b>OR:</b> (child says, “I'm going to close the door.”)	
Oh, you're going to close the door.	(PRIDE)

**6. Sentences beginning with “Can you...” are always coded as commands, even though these statements might only require a verbal response.**

**Examples:**

Can you color this one yellow?	(C)
Can you spell your name?	(C)
Can you relax?	(C)
Can you hand me that block?	(C)

**7. Commands have either the implicit or stated “you” as the subject of their sentence. However, statements that provide information or instructions of how to perform a behavior or action using the generic term “you” are coded as Neutral Talk.**

**Examples:**

Make me a flower, ok?	(C)
You make a flower like this.	(TA)
It’s time for you to clean up.	(C)
It’s clean up time.	(TA)
You can take the tower apart.	(C)
You pull the blocks apart this way.	(TA)

**8. A parental statement of feeling or preference is a command when it implies an action to be completed by the child.**

**Examples:**

I would like you to comb your hair.	(C)
I want you to draw a picture.	(C)
It would make me happy if you would sing your new song.	(C)
It would be nice if you picked up the Legos.	(C)
I need you to pick up those toys.	(C)

**9. A “when-then” statement or “if-then” statement, indicating that the child will receive a reward or conventional punishment if he/she performs or fails to perform a behavior is coded as a command.**

**Examples:**

When you sit down, we can play together.	(C)
If you listen, you won’t have to go to the time-out chair.	(C)
If you don’t clean up, you’ll have to take a time out.	(C)
Will you relax if I let you have your dinosaur?	(C)
If you don’t keep your hands to yourself, you’ll go to your room.	(C)
If you keep being such a good listening girl, I’ll buy you ice cream.	(C)

**10. When parents call the child by name or call for the child’s attention, they are making a “bid for attention.” Bids for attention are coded as a command with no opportunity for compliance when spoken alone (even if the child replies) and when separated by a pause of at least 2 seconds from other parent verbalizations.**

**Examples:**

Jackie!	(C/NOC)
Jackie, sit here. (child sits)	(C/CO)

Hey! (2 sec) Where are you going?	(C/NOC) + (Q)
Please put the car away. (2 sec) James!	(C) (watch for compliance) + (C/NOC)
Hey sweetie, let's play with the dolls! (comes to play with dolls)	(C/CO)

**11. Bids for attention repeated without a 2 second pause are coded as one command.**

**Examples:**

Jackie, Jackie, Jackie.	(C/NOC)
HEY, HEY, HEY!!	(C/NOC)
Hey, Honey Bunny, here.	(C/NOC)
Sweetie, this is your paper.	(TA)

**12. A statement stated in a way that implies that compliance is not a requirement, like "you could ...," "you might...," "you should probably," is coded command.**

**Examples:**

You should maybe sit down.	(C)
You can erase that.	(C)
You should probably clean that up.	(C)

**13. A statement beginning with "You can ...," "You might...," "You could," or "You may..." is a Command if the child is not already engaged in the behavior unless it is granting an immediately preceding request by the child. If the statement follows a child's request to do something else, it is a command.**

**Examples:**

You could sit down.	(C)
You may draw a pony now.	(C)
You can make the ponies dance!	(C)
Child: Can I go to the bathroom now?	
Parent: You can go to the bathroom now.	(TA)
BUT	
Child: Can I go to the bathroom now?	
Parent: You can clean these toys up now.	(C)

**14. Commands that include the parent as the subject, like "We" or "Us" are always coded as commands.**

**Examples:**

Let's sit down, please.	(C)
We're going to draw a pony now.	(C)

You and I are going to sit quietly. (C)

**15. If the child is told to do a series of things in one sentence, but only one verb is used, only one command is coded.**

**Examples:**

Put the truck and the car and the block in the box. (C)  
Shut the door and come over here. (C) + (C)  
Give me the red one and the green one. (C)  
Let's stack the red ones, oh and the green ones. (C)  
Say "Yellow." (child replies) Say "blue." (child replies) "Red" (C) + (C) + (TA)

**16. Commands strung together are coded as separated commands.**

**Examples:**

Bring the kitty here and put her in the chair (C) + (C) + (C)  
(2 second pause) and cover her with the blanket.  
Sit in this chair and draw something pretty (1 second pause) and use this (C) + (C) + (C)  
crayon first.

**17. If the parent begins to give a command but changes the structure of the command, code only 1 command.**

**Examples:**

Why don't.....Put the bus in the toy box. (C)  
Shall we.....Mary, put the house here. (C)  
Let's .....You take the red one. (C)

**18. Some commands are vague but contain an order or direction for a vocal or motor behavior to be performed. In these situations it may be difficult to tell whether a child is complying, or complying to a parent's satisfaction. These commands are always coded as "No opportunity to comply".**

**Examples:**

Look.	(C/NOC)	Be patient.	(C/NOC)
Be good.	(C/NOC)	Act right.	(C/NOC)
Shhhh.	(C/NOC)	Be nice.	(C/NOC)
Get ready.	(C/NOC)	Wait	(C/NOC)
Listen	(C/NOC)	Watch it	(C/NOC)
Be careful.	(C/NOC)		



## NEGATIVE TALK (NTA)

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### Definition

A critical statement is a verbalization that finds fault with the activities, products, or attributes of the child. Any statement that contains NO, DON'T STOP, QUIT or NOT that is negatively evaluating the child.

Examples:

You're being naughty.	Stop hitting me.	You stink.	That's stupid.
Don't tear the book.	That's awful.	I don't like your attitude.	You're so careless.
That's a sloppy picture.	You put that in the wrong column.	You're not trying.	What a sloppy job.

### Guidelines

1. A negatively evaluative adjective or adverb that refers to an action, product, or attribute of the child makes a comment a negative talk.

Examples:

How <u>inferior</u> !	That's <u>naughty</u> .
That's a <u>rotten</u> thing to do.	You're <u>sloppy</u> .
What a <u>lousy</u> drawing.	You're <u>careless</u> .
You are <u>foul</u> today	That's <u>not nice</u> .
You're <u>stupid</u> .	You're <u>lazy</u> .

2. Negative talk includes statements that negatively evaluate an activity, product, or attribute of the child.

Examples:

You didn't do a very good job on that house.	(NTA)
I don't like the way you have your fort laid out.	(NTA)
You put the doll in a stupid place.	(NTA)
That's not a nice thing to do.	(NTA)
You're being very careless today.	(NTA)

3. A statement that negatively evaluates or finds fault with objects in the environment or the activities or products of others is a negative talk.

Examples:

Stop shouting.	(NTA)
Don't put the gun in the toy box.	(NTA)
Cut that out.	(NTA)
You shouldn't stand on the furniture.	(NTA)
I told you not to write on the wall.	(NTA)
I don't want you to do that again.	(NTA)

**4. A statement of disapproval is a negative talk.**

**Examples:**

That's not very funny.	(NTA)
I don't like it when you talk back.	(NTA)
I don't like you to throw things.	(NTA)
I don't like your cat picture.	(NTA)

**5. Obvious parental sarcasm that refers to an activity, product, or attribute of the child is coded a negative talk. Any statement that is sassy, sarcastic or rude.**

**Examples:**

Well, that's just great!	(NTA)
You've gotta be kidding!	(NTA)
You call that a house!	(NTA)
Child: I am going to name him Flippy!	
Parent: (said with sarcasm) Oooooooooookkay...	(NTA)

**6. Negative Talk does not need to be worded negatively or contain negative language if it is clear that the intention of the statement is critical.**

**Examples:**

Parent: Draw a star here.	
Child: (Draws a squiggly form)	
Parent: It looks kind of messy	(NTA)
Parent: Put the blocks away gently.	
Child: (Puts block in)	
Parent: Oh, that was rough.	(NTA)

**7. Statements that correct the child's statements by informing him/her that it is incorrect is coded as Negative Talk unless the parent is correcting the child's negative evaluation.**

**Examples:**

Child: Here's a blue block  
Parent: That's not blue. (NTA)  
OR  
Parent: No, that's red (NTA) + (NTA)

Child: I don't like hamburgers!  
Parent: You do so like hamburgers. (NTA)  
BUT  
Parent: You ate an entire hamburger last night. (TA)

Child: I wrecked the castle!  
Parent: You didn't wreck it. (TA)  
BUT  
Parent: You sure did wreck it. (NTA)

**8. Statements that correct the child's statements without criticizing or negating the child or child's words are coded as information descriptions.**

**Examples:**

Child: Here are the eyes.  
Parent: Those aren't the eyes. (NTA)  
BUT  
Parent: Those are the ears. (TA)  
Child: This is a cookie.  
Parent: That is not a cookie. (NTA)  
BUT  
Parent: I think that is the hamburger patty. (TA)

**9. The same negative word repeated with no pause is coded as 1 Negative Talk.**

**Examples:**

No, no, no! (NTA)  
Stop, Stop, Stop! (NTA)  
Uh-uh, uh-uh, uh! (NTA)

**10. Some If-Then or When-Then statements indicating the child should not start a negative thing or stop a negative behavior, and then they will receive a consequence. These are considered negative talk.**

If you don't pitch a fit in the car, then I will take you to the park. (NTA)  
If you grab your brother's toy, then I will put you in a time-out. (NTA)  
If you keep whining, then I will take away your tablet for the day. (NTA)



## STRATEGIES TO MANAGE BEHAVIOR

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The following are a set of strategies used by parents to try to manage children's misbehavior. Parents' use of strategies may be verbal or non-verbal, depending on the strategy. When they occur in coding, circle the appropriate strategy.

### TRANSITIONS

#### Definition

Statements that indicate a change in activity is coming and give the child time to prepare. To code a transition, the parent must verbalize to the child that a change will occur in the future.

#### Examples:

In 5 minutes it will be my turn to choose the toy.

When you finish coloring with your color, I will add my color.

1. **Transition statements must provide an opportunity for the child to prepare for the change. If the parent indicates the change must happen NOW, it is not a transition.**

#### Examples:

In 2 minutes it will be time to clean up. (Transition)

We are changing toys, so it's time to clean up. (No Strategy)

It's special play time, so you can pick any of the toys. (No Strategy)

2. **Transition statements must include a specific measure of time until change (either actual time or activities). An open-ended mention of future change is not a transition.**

#### Examples:

After this race, it will be time to eat our snack. (Transition)

We will eat our snack later. (No Strategy)

Don't worry. This won't last forever. (No Strategy)

After session, we will go to Target. (Transition)

We'll go to Target next week. (No Strategy)

3. **If a parent uses a question to give a transition, it is still coded as a transition as long as the parent indicates the measure of time until the change and what the next activity will be.**

#### Examples:

We're going to clean up in 5 minutes, ok? (Transition)

Do you want to play something new after your turn? (Transition)

What do you want to do next? (No Strategy)

How about we go to the bathroom after this race? (Transition)

## COMPLIANCE FRIENDLY ENVIRONMENT

### Definition

**Actions the parent takes to remove distractions or change the environment to make it easier for the child to make good choices. Compliance friendly environment must involve an action, though a verbalization may or may not be associated with it.**

#### **Examples:**

Parent puts phone in a bag and places bag out of reach.

Parent moves toy container closer to the child so the child can sit and reach toys.

Parent pushes the child's chair closer to the table.

Child sits on the floor to play, so parent joins the child on the floor.

Child attempts to take the earpiece, so parent moves it to the other ear.

- 1. Actions must occur during coding. If the parent set up a compliance friendly environment before coding starts, it should not be coded.**

#### **Examples:**

Parent takes tablet from child and puts it out of reach.

(CFE)

Tablet is out of reach at the start of coding.

(No Strategy)

Parent moves to the floor after child starts playing.

(CFE)

Parent and child are on the floor at the start of coding.

(No Strategy)

## SELECTIVE ATTENTION/IGNORE

### Definition

**Parent actively averts eyes, moves body away from child, or remains quiet when child engages in negative behavior. Parent then responds to positive behavior with attention.**

#### **Examples:**

Child: I hate you!

Parent: (silent, averts gaze)

Child: I'm getting the blocks.

Parent: Oh the blocks! Thank you for using kind words to tell me.

- 1. Selective attention can be displayed on a continuum from relatively passive (e.g., silence) to active (e.g., stand up and move away from the child).**

#### **Examples:**

Stay silent.

Turn eyes away.

Play with something else.

Keep facial expression blank.

Make play really fun so that the child will want to play that activity.

Compliment or praise another child's appropriate behavior.

Turn body so back faces the child.  
Leave the table and face away from the child.

- 2. Sometimes parents just don't notice negative behaviors. This should not be coded as selective attention. Selective attention can be differentiated from parents' inattention because 1) the ignored behavior was identified as a specific child behavior goal for session, 2) the parent ignores multiple instances of the same behavior, 3) the parent consistently ignores the behavior over a long period of time, or 4) the parent specifically praises or describes the positive opposite behavior when it occurs.**
- 3. Although selective attention should involve a praise for the positive opposite behavior when it occurs, this is often a difficult aspect of selective attention for parents to do. Code selective attention if it is clear that the parent is choosing to ignore a specific behavior, even if there is not a praise afterward. You may want to note the lack of praise to provide corrective feedback to the parent and emphasize the follow-up praise in coaching.**

## **REDIRECT**

### **Definition**

**Parent gets child to focus on another toy, behavior, or activity without the use of strict discipline. Most often this involves parent describing their own play with another toy. If the parent does not verbalize their own play and/or enjoyment, their actions would be better coded as selective attention than redirect.**

#### **Example:**

Child: (pouting or tantrumming)

Parent: "Wow, I have a space station. It is really fun to fly the rockets!"

- 1. The goal of a redirect is to provide an opportunity for positive interactions. In contrast to modeling, redirection focuses on having fun and enjoying a new toy. There is no emphasis on how the child should behave, only that the child's attention should come to a new activity.**

#### **Examples:**

I'm going to build a huge tower with these blocks!

(Redirect)

I'm going to build my tower carefully.

(Modeling)

This toy looks so fun!

(Redirect)

I think it will be fun to play gently with the toys.

(Modeling)

- 2. Redirect is used to take a child's attention away from something that is making it difficult for them to behave. Attempts to get the child to think about how other people feel about the negative situation or to explain what happened are not redirection.**

#### **Examples:**

I'm going to get a new toy.	(Redirect)
How do you think you could have acted differently?	(No Strategy)
What do you think your brother thought when you did that?	(No Strategy)
Don't be upset, I just want you to tell me what happened.	(No Strategy)
What were you thinking?	(No Strategy)

## MODELING

### Definition

**Parent verbally explains their own behaviors to show the child what the expected behavior is and what will be expected in the future. Modeling most often includes actions and verbalizations from the parent, unless the action is not visible (e.g., thinking through options).**

### **Example**

"I am putting my toys away gently."

"I am going to slow down and think about what to do next."

"I am going to take the Legos apart before putting them away."

"My animals are being friendly with each other."

- 1. Modeling is often used in combination with selective attention (i.e., parent models appropriate behavior while ignoring child's negative behavior); however, this is not necessary. Parents may model appropriate behavior preemptively.**
- 2. When parents describe their behaviors, it is only modeling if the child is expected to do the same behaviors.**

### **Examples:**

Child: I can't figure out how to make a snake!

Parent: I'm going to use my palm to roll my snake. (Modeling)

Child: I'm making a heart.

Parent: I'm going to use my palm to roll my snake. (No Strategy)

## CALMING

### Definition

**Parent verbally describes steps they are taking to calm down, actively models using a calming skill, or reminds the child about calming skills.**

### **Example:**

"I'm feeling tense, so I'm going to do a big stretch."

Parent practices flower/birthday cake breathing with hand motions.

"This seems like a good time to practice robot/ragdoll."



1. **Calming should not be used punitively or with negative talk. The parent must give an idea of a specific calming strategy for it to be coded.**

**Examples:**

“Looks like you’re upset. Do you want to try flower/birthday cake?”	(Calming)
“You need to calm down.”	(No Strategy)
“Stop screaming and breathe.”	(No Strategy)
“I’m going to pretend to squeeze my playdough.”	(Calming)
“Seems like a good time to breathe deeply. I’ll do it with you.”	(Calming)
“Don’t get so upset like that!”	(No Strategy)

2. **It is ok if the parent uses a specific calming strategy that is not on a PC-CARE handout. They may have learned a different strategy somewhere else. As long as it is clear the parent has a specific skill in mind, it can be coded as Calming.**

**Examples:**

“This seems overwhelming. Let’s do pretzel stretching to focus.”	(Calming)
Parent gives angry child their favorite stuffed animal to squeeze.	(Calming)

3. **Calming does not need to be verbal. Parent needs to demonstrate use of a specific calming strategy but does not need to verbalize its use. Unless the parent’s breathing becomes markedly different (e.g., slower, more exaggerated, audible inhale/exhale), a parent sitting calmly is noted coded as Calming.**

**Examples:**

Parent sits next to sad child and rubs her back.	(Calming)
Parent stands next to child and takes exaggerated breaths.	(Calming)
Parent remains seated and calm during ignore.	(Ignore)
Parent closes eyes, breathes more slowly during ignore.	(Ignore + Calming)
Parent yawns & stretches in the middle of play.	(No Strategy)

## **RULES**

### **Definition**

**Parent clearly explains rules that are pertinent to the current context. While parents do not have to explain consequences to code a Rule, coaching should remind parents to give positive and negative consequences for rules. If Rule was given prior to coding, parent makes overt references to the rule.**

**Examples:**

“The rule today is that you must be gentle. If you are gentle with me, we can keep playing. If you hit me, I will play by myself.”  
“Great job following the rules by sitting in your seat!”

1. **Rules must explicitly state an expectation about the child’s behavior and must make reference to the “rule.” Unless both requirements are met, it is just coded in parent verbalizations as a command.**

**Examples:**

“The rule is to hold hands when we walk.” (Rules)  
“Hold hands when we walk.” (No Strategy)  
“Remember the rules.” (No Strategy)

2. **A praise for following the rules, is coded as Rules. This most commonly is coded when a rule is given prior to coding. The praise must use the word “rule” to be coded as Rule; otherwise, it is just coded in parent verbalizations as a praise for positive behaviors.**

**Examples:**

“Thank you for following the rules.” (Rules)  
“Great job following the rule by playing gently!” (Rules)  
“Great job playing gently!” (No Strategy)

3. **Code Rules when the parent gives a positive or negative consequence for following the rules, as long as the parent explicitly refers to the rule.**

**Examples:**

“You broke the rule and hit me, so you won’t get a sticker.” (Rules)  
“You are following the rules, so we can keep playing!” (Rules)  
(Child hits) “Now you don’t get a sticker.” (No Strategy)

## **CHOICES**

### **Definition**

**Parent verbally gives the child a choice between two objects/activities/etc. In coaching, statements are preferred over questions, though both are coded as Choices.**

**Example**

“You have two choices; you can play with the Legos or Mr. Potato-Head.”  
“You have a choice. You can play with the toys on the table or can sit back and relax.”  
“Do you want to sit at the table or play on the floor?”

1. **Although it is preferred for a parent to use the word “choice,” it is not required to be coded as Choices.**

**Examples:**

“You have two choices: sit next to me or on my lap.” (Choices)  
“You can sit next to me or on my lap.” (Choices)  
“Do you want to sit next to me or on my lap?” (Choices)

2. Parents must give at least two distinct options to be coded as Choices. An open-ended question related to the child's desire is not coded as a strategy, just as a parent verbalization of question. An open-ended command with an implicit or explicit requirement for the child to choose is not coded as a strategy, just as a parent verbalization of command.

**Examples:**

"You can choose the marbles or the food."	(Choices)
"You can choose whatever you want to play."	(No Strategy)
"Do you want to eat your fruit or crackers first?"	(Choices)
"What do you want to eat first?"	(No Strategy)

## **WHEN-THEN/ IF-THEN**

### **Definition**

Parent tells child what the expected behavior is and what will happen upon compliance or noncompliance using a "when.., then..." or "if.., then..." sentence structure.

**Example**

"When you talk to me politely, then I can speak with you."  
"If you throw the toy again, then I will put it away."

1. When-Then/If-Then statements can be stated positively or negatively.

**Examples:**

"When you are quiet, we can talk about what you want."	(When-Then)
"When you break the toys, I have to put them away."	(When-Then)
"If you finish this homework sheet, we can play again."	(If-Then)
"If you yell at me again, you won't get your juice."	(If-Then)
"If you don't put away the block, you won't get the next toy."	(If-Then)

## **REMOVAL OF PRIVILEGE/WARNING**

### **Definition**

After non-compliance with a command, parent gives a Warning (i.e., "You have two choices: either (REPEAT COMMAND) or you will lose (PRIVILEGE).") After the 1 warning, parent explains that the privilege is removed (i.e., "You didn't do what I told you to do, so you have lost (PRIVILEGE).")

**Example**

Parent: "Please sit next to me."

Child: (runs around the room)

Parent: "You have two choices: either sit next to me or you will not get juice at the end."

**1. Removal of Privilege MUST follow a command. If a privilege is removed as part of a rule or when-then/if-then statement, the primary strategy (Rule or When-Then/If-Then) should be coded, not Removal of Privilege.**

**Examples:**

Parent: "Please put the toy away."	(No Strategy)
Child: (continues playing)	
Parent: "You have two choices: either put it away or you won't get a sticker."	(Removal/Warning)
Child: (continues playing)	
Parent: "You didn't do what I told you to do, so you won't get a sticker."	(Removal/Warning)
Parent: "When you clean up, we can play with the next toy."	(When-Then)
Child: (continues playing)	
Parent: "If you don't put the toy away, you won't get a sticker."	(If-Then)
Child: (continues playing)	
Parent: "You didn't put the toy away, so you won't get a sticker."	(No Strategy)
Parent: "The rule is we can only play with one toy at a time. If you clean up the first toy, we can play with another. If you get a new toy without cleaning, you won't get a sticker."	(Rule)
Child: (gets a new toy without cleaning up)	
Parent: "You didn't follow the rule to play with only one toy at a time, so you won't get a sticker."	(Rule)

**2. Although there is a specific Removal of Privilege/Warning script, parents do not need to follow it exactly to be coded as using Removal of Privilege/Warning. Both Warning and Removal of Privilege must include the parent explicitly relating noncompliance (child's behavior in relation to a command) to a potential or actual privilege being removed.**

**Examples:**

"You have two choices: either let me have a turn or I will put the toy away."	(Removal/Warning)
"If you don't let me have a turn, I will put the toy away."	(Removal/Warning)
"If you don't do what I told you to, I will put the toy away."	(Removal/Warning)
"I'm going to put the toy away..."	(No Strategy)
"You have two choices: either let me have a turn or you will get a consequence."	(No Strategy)
"You didn't do what I told you to do, so I'm putting the toy away."	(Removal/Warning)
"Because you didn't listen, I'm putting the toy away."	(Removal/Warning)
"I'm putting the toy away because you didn't give me a turn."	(Removal/Warning)
"Ok. You lost the toy."	(No Strategy)

“You didn’t listen...”

(No Strategy)

## RE-DOING

### Definition

**Parent verbally instructs child to complete an inappropriate behavior again in a more appropriate way. This can be phrased as a command or a when-then statement.**

#### **Example:**

Child: “Give me the truck.”

Parent: “Try saying that again with respect.”

Child: (throws toy into box)

Parent: (takes toy out) “When you clean up gently, then we can play with the next toy.”

- 1. Re-Doing MUST follow immediately after a child’s negative behavior. A preemptive command to behave positively is not a strategy but is coded as a parent verbalization of a command. Similarly, a choice, when-then statement, or rule that is given prior to misbehavior is coded as that strategy, not Redoing.**

#### **Examples:**

Child: (runs down hall)

Parent: “Come back and walk.”

(Redo)

Child: (waits at door)

Parent: “Please walk down the hall.”

(No Strategy)

Child: (waits at door)

Parent: “If you walk nicely, you’ll get your sticker.”

(If-Then)

Child: (waits at door)

Parent: “You have two choices: walk next to me or hold my hand while we walk.”

(Choices)

Child: (waits at door)

Parent: “The rule is to walk in the hallway. If you walk, you’ll get your sticker. If not, you won’t.”

(Rule)

- 2. Re-doing MUST be stated positively, showing the child how to behave more appropriately. Telling the child not to do something is not a strategy, but is coded as a parent verbalization of negative talk.**

#### **Examples:**

Child: (throws toy)

Parent: “Show me how to set the toy down gently.”

(Redo)

Child: (throws toy)

Parent: "When you keep toys in your hand, it's more fun to play." (Redo)

Child: (throws toy)

Parent: "Don't throw." (No Strategy)

Child: (throws toy)

Parent: "It is not nice to throw." (No strategy)

- 3. The parent must give specific directions for how the child can complete the action more appropriately. A general statement to try again or implication that the child did something wrong is not coded as Re-doing.**

**Examples:**

Child: "I hate you!"

Parent: "When you speak kindly, I can talk to you." (Redo)

Child: "I hate you!"

Parent: "What did you say?" (No Strategy)

Child: "I hate you!"

Parent: "Try again." (No Strategy)

## **HAND-OVER-HAND**

### **Definition**

**Parent physically places their hand over the child's hand to help the child complete a task.**

**Example:**

Parent tells child to clean up, then puts hand over the child's to pick up a toy.

- 1. Hand-Over-Hand (HOH) can be completed silently or be accompanied by a verbal description of the help.**

**Examples:**

"I'm going to help you draw a circle." (Places hand over child's to help him draw a circle) (HOH)

Parent: "Please draw a circle."

Child: (tries but struggles to draw correctly)

Parent: (helps child draw) (HOH)

- 2. HOH must be accompanied by a verbalization of the expected behavior either during the help or before the help (i.e., via a command). If the parent reaches into the child's**

space during play without this verbalization, it would not be considered a strategy but would be considered “Intrusive” on the Parent-Child Interaction Quality Index.

**Examples:**

Child: (struggles to put a Lego piece together)

Parent: “Line them up slowly.” (helps child) (HOH)

Child: (struggles to put a Lego piece together)

Parent: (reaches over to put the pieces together) (No Strategy)

Child: (struggles to put a Lego piece together)

Parent: “That looks hard. I’m going to help you put them together.” (helps child put pieces together) (HOH)

- 3. HOH must involve the parent helping the child complete the task. If the parent completes the task for the child, it is not a strategy; however, it could be modeling if the parent describes how they complete the task.**

**Examples:**

Child: “It won’t open!” (struggling to open a toy)

Parent: “Let’s work together to open it.” (places hands over child’s hands to help) (HOH)

Child: “It won’t open!” (struggling to open a toy)

Parent: “Let me see.” (takes toy and opens it) (No Strategy)

Child: “It won’t open!” (struggling to open a toy)

Parent: “Hmm, it looks stuck. I’m going to put my hands here and here, then slowly spin it.” (demonstrates) (Modeling)

- 4. HOH is a strategy to manage behavior only in the Babies/Toddlers Appendix, thus it should only be taught and coached for these very young children. However, HOH should still be coded if the parent of an older child uses the strategy during the observation.**

## **RECOVERY**

### **Definition**

**Parent uses multiple PRIDE skills after giving a Command or after a difficult moment.**

**Example:**

Child complies with a command, and parent uses approximately 10 PRIDE skills before giving another command.

- 1. Although we coach parents to use about 10 PRIDE skills as recovery, this specific number is not required to code recovery. Recovery should be coded if there is a specific difficult event (e.g., a command is given, child tantrums, child is given a difficult when-then/choice/etc.) AND the parent begins using at least 2 PRIDE skills after the child's positive behavior.**
- 2. If parents use PRIDE skills without a preceding identified difficult event, this is not a strategy but is coded as parent verbalizations of PRIDE.**
- 3. Sometimes children need a period of silent, nonverbal recovery to calm down and return to a positive state before they are able and willing to respond positively to PRIDE skills. In this situation, a parent sitting with the child and breathing deeply/rubbing back/humming/rocking/etc. would be coded both as Calming and Recovery.**



## PARENT-CHILD INTERACTION QUALITY INDEX

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The purpose of this index is to quickly capture qualities of the caregiver-child relationship that are present during behavioral observations. There are three subjective indicators related to the caregiver and four subjective indicators related to the child regarding the quality of the caregiver-child interaction. These indicators measure caregiver stern/harsh, intrusive and withdrawn/disengaged behaviors and child emotional reactivity, ignoring, controlling, and aggressive behavior. These are all qualities that can disrupt caregiver-child interactions.

**Circle how much the parent or child displays each of the behaviors during coding, using the following scale:**

- 1. Not at all:** Parent/child does not display any of the negative behaviors and many positive behaviors.
- 2. Somewhat:** Parent/child displays negative behaviors but also has a fair amount of positive behaviors.
- 3. Very much:** Parent/child displays predominantly the negative behaviors and does not display many positive behaviors.

### PARENT SCALES

#### STERN/HARSH BEHAVIOR

##### Definition

Stern/harsh behavior is shown in a caregiver's lack of warmth in interactions with the child, lack of interest in playing with the child (e.g., looking at phone, avoiding looking at child), a sense of discomfort or resentment at having to play with the child, snappishness, sarcasm, critical statements, or curt responses using as few words as possible. Caregiver may also be overly controlled, trying to keep negative emotions in check, but possibly leaking negative emotions in eye rolling, yawning, or a cold stare. Stern/harsh behavior does not have to be directed at child to be coded.

1. Not at all
  - No indication of harshness toward the child.
  - Caregiver seems warm, engaged, and interested in child's play.
2. Somewhat
  - Might show some discomfort or irritation, lack of interest in current activity or child behavior (e.g., staring straight ahead, avoiding looking at the child, checking their phone), or be atypically silent.
  - May show annoyance towards child by responding sarcastically, in a snappish tone, criticizing the play, or coldly ignoring the child's bids for attention.

- May ignore child's questions or conversation, responding with curt (e.g., one-word) answers or giving repetitive, business-like commands.
  - Caregiver still shows some positive engagement with child. There is a mixture of warmth/positive engagement and stern/harsh behaviors.
3. Very much
- Caregiver is predominantly negative and unpleasant, annoyed, irritated towards child, or ignores almost completely.
  - Caregiver may be overly critical or correcting.
  - Caregiver may raise voice at child or threaten the child.
  - Caregiver is frightening or threatening towards child either in the words they use or behaviors displayed.
  - No positive engagement in the play.

## **INTRUSIVENESS**

### **Definition**

Parent can be over-stimulating, talking, asking questions, generally not leaving enough space in interactions for the child to respond or initiate conversation. Parent may dominate or control the play, not responding to or showing a lack of respect for the child's choices or preferences. The parent may interrupt the child's play when the child is fully engaged in an activity, e.g., giving suggestions of other things to do. "Teaching" questions or quizzing the child on knowledge of colors, names of animals, etc. is considered overly leading and intrusive. In highly intrusive interactions, the parent might physically restrain or control the child (e.g., taking toys from the child's hand without asking, moving the child from one place to another). Frequent and rigid limit-setting is also considered highly intrusive. Giving a command or asking a question may not be intrusive if the parent gives the child plenty of time to respond (i.e., spaciousness of interaction is not disrupted) and the child responds positively, or the parent does not insist on a response.

1. Not at all
  - Caregiver follows child's lead in play.
  - Caregiver gives enough time for child to respond to commands or questions. Interaction is smooth and spacious.
  - If caregiver needs to correct inappropriate behavior, it is done gently and calmly, without disrupting play.
2. Somewhat
  - Caregiver shows some intrusive behavior, asking many questions, giving many commands, or setting frequent limits in play.
  - Caregiver might interrupt child play.
  - Child still takes opportunities to lead the play or initiate conversation. Play may feel spacious and relaxed at times.
  - Caregiver may ask many rapid-fire questions (e.g., testing, instruction questions) without giving much time for child to respond.

3. Very much

- Caregiver is overwhelmingly intrusive and controlling, asking many questions, giving commands, or setting frequent limits in play and does not leave any space for child's input in play.
- Child has little opportunity to lead the play, make decisions, or initiate conversation.
- Caregiver might be physically and verbally controlling of the child.
- Play and interaction may be positive; child may respond well to control.

## **WITHDRAWN/DISENGAGED**

### **Definition**

Parent is a passive member of the interaction, making little to no effort to talk to the child or shape the play, resulting in little interaction between parent and child. Parent may sit and watch the child, appearing interested and engaged in what the child is doing, or the parent may be focused on their own play, ignoring the child. Parent may respond to child's questions or statements, but not add anything new to the interaction (e.g., saying "oh!!!" or "uh huh"). Often the observer feels that the child is working hard to keep the parent engaged or is overly bright or cheerful. Caregiver may show depressed, flat affect, or seem preoccupied.

1. Not at all

- Caregiver is an active member in play.
- Caregiver responds quickly to child's bid for attention.

2. Somewhat

- Caregiver might be a little quiet or have noticeable periods of withdrawn and quiet behavior: they may sit, and watch play or ignore child, but make limited attempts to talk or engage with child, adding little to the play.
- Caregiver may seem depressed, with diminished autonomy. Speech may be flat, quiet, strained. It may feel as though the child has more power and control in the interaction than the caregiver.
- Caregiver might have long stretches of little interaction and quiet, but also have periods of "normal" engagement.
- Play may still have a good amount of interaction between parent and child.

3. Very much

- Caregiver is overwhelmingly withdrawn and quiet.
- Caregiver makes little or no attempt to engage with child or be an active part of the child's play.

## **CHILD SCALES**

### **EMOTIONAL REACTIVITY**

#### **Definition**

This scale measures the child's emotional reactivity and how much the child is able to regulate their emotions with their caregiver. Children who are high on this scale are not only easily sad, angry and frustrated, but also are unable to use their caregiver to regulate and calm down.

1. Not at all
  - Child shows no negative affect
  - The child is happy, content, and relaxed
  - The child is positive when the caregiver is positive
2. Somewhat
  - Might show some negative mood
  - Child's mood is inconsistent; at times positive and at times negative
  - When child becomes upset, they are generally able to calm themselves with caregiver help
3. Very much
  - Child is frequently sad, angry or frustrated or becomes very upset over something slight or unexpected and is unable to calm
  - When upset, caregiver is mostly unable to help child calm down

### **IGNORING CAREGIVER**

#### **Definition**

This scale measures how willing the child is to engage with the caregiver. Children who are high on this scale are content in their own play and do not attempt to engage their caregiver and do not respond to their caregiver's attempt to engage them.

1. Not at all
  - Child asks caregiver questions, asks or otherwise indicates (e.g., grunts or makes eye contact with caregiver) need for help or desire for interaction
  - Child responds to caregiver questions or comments
  - Child shows caregiver toys, shares excitement with caregiver
  - Child includes caregiver in play
2. Somewhat
  - Child might be slow to answer caregiver questions, make some bids to interact with the caregiver, but makes little to no eye contact
  - Child may shift from focus on own play to caregiver, but seems happier playing their own game by themselves
3. Very much

- Child does not attempt to engage caregiver in play at all or respond to caregiver's attempts to interact
- Child responds occasionally or minimally to caregiver questions or comments
- Child shows avoidant behaviors- turning back to caregiver, facing away from caregiver to play, or in reaction to caregiver's attempts to interact

## **CONTROLLING/DIRECTIVE**

### **Definition**

This scale measures the presence or absence of the child's controlling or directive behavior. To be coded if the child controls, directs, or corrects the caregiver's behaviors in play. If the child tells the caregiver what he/she (the child) is going to do but does not direct the caregiver, controlling should not be coded. Controlling reflects your sense of the child's authority and leadership in interaction, not related to oppositionality, defiance, or aggression. Even with moderate to high controlling/directive behavior, interactions may be positive and reflect parent's willingness to follow along with child-led play.

1. Not at all
  - No indication of controlling/directive behavior
  - Child either follows caregiver's lead or seeks caregiver input when deciding on play
  - Child plays on own without instructing caregiver's play
2. Somewhat
  - Child clearly wants to direct the play and "be the boss" but mostly accepts caregiver input
  - Child at times corrects the caregiver or says "no" to caregiver suggestions
3. Very much
  - Child directs the caregiver in play, refuses caregiver input
  - Child corrects the caregiver, but is not parentified
  - Child decides what the dyad will do or play

## **AGGRESSIVE OR RUDE TO CAREGIVER**

### **Definition**

This scale measures how much the child is threatening and aggressive toward the caregiver. Children who are high on this scale may be physically and verbally abusive to their caregiver. The child may also demean or put down caregiver. Aggressive play may also be considered.

1. Not at all
  - Child is kind and appropriate with their caregiver
  - No indication of aggressive or rude behavior toward caregiver
2. Somewhat

- Might show behavior towards the caregiver that you consider somewhat aggressive (e.g., raising fist at caregiver, rude gesture).
- Child makes comments that you consider to be sassy, rude, disrespectful, or threatening
- Child might play aggressively with toys
- Child wrecks, ruins, or knocks down something caregiver is playing with or intentionally intrudes in caregiver's play space in a rough or disrespectful manner
- Child shows some positive behavior. Aggressive behavior may not dominate the interaction, but it does occur.

### 3. Very much

- Child is clearly intimidating or aggressive towards caregiver
- Child is consistently impatient and hostile towards caregiver, and clearly voices their annoyance with caregiver
- Child engages in name calling, laughing at parent in a way designed to humiliate parent
- Child is verbally or physically threatening (e.g., facial expression, fist) towards caregiver
- Child throws or tries to destroy own toys or toys caregiver is playing with