

12-MINUTE – BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

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 CDI																																					
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 border="0"> <thead> <tr> <th></th> <th><i>Not at all</i></th> <th><i>Somewhat</i></th> <th><i>Very much</i></th> </tr> </thead> <tbody> <tr> <td>Parent was stern/harsh.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Parent was intrusive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Parent was withdrawn/disengaged.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was emotionally reactive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child ignored caregiver.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was controlling/directive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was aggressive/rude to caregiver.</td> <td><u>1</u></td> <td><u>2</u></td> <td><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	Parent was withdrawn/disengaged.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>
	<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>	<u>2</u>	<u>3</u>																																		

Therapist Name:				
CLINICAL OBSERVATION OF INTERACTION DURING CHILD DIRECTED PLAY ACTIVITY				
CLINICAL OBSERVATION OF INTERACTION DURING PARENT DIRECTED PLAY ACTIVITY				
CODE PARENT use of commands during PDI				
COMMANDS				TOTAL
STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during PDI				
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	IGNORE

CLINICAL OBSERVATION OF INTERACTION DURING CLEAN UP ACTIVITY				
CODE PARENT use of commands during CU				
COMMANDS				TOTAL
STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during CU				
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	RECOVERY



PC-CARE - Session 1

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>
	<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>	<u>2</u>	<u>3</u>																																

PC-CARE Session 1 Checklist

Goals: *Observational coding, PRIDE skills, adjusting environment to promote compliance, transitions, what will happen each session, importance of Daily CARE so child gets used to therapeutic talk*

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

- Assessment measures and feedback (WACB, etc.)
- Discussed objectives and goals (related to child behaviors) for session

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

- Present PRIDE skills handout
- Explain, model, and/or role play each PRIDE skill, Avoid skill, Transitions, and Compliance Friendly Environment – stress child getting used to receiving positive attention

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. Transitions _____
 - b. Compliance Friendly Environment _____
- 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: Transitions and Compliance Friendly Environment at home
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

CLINICAL NOTES:



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>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: 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>
	<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>	<u>2</u>	<u>3</u>																																

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:



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>
	<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>	<u>2</u>	<u>3</u>																																

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:



PC-CARE - Session 4

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	
PARENT-CHILD INTERACTION QUALITY INDEX					
<p>PRIORITY ORDER</p>		During 4 minutes of coding:			
			<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>	<u>2</u>	<u>3</u>		

PC-CARE Session 4 Checklist

Goals: Assess, reinforce PRIDE concepts, giving effective commands: “Calmly Tell Your Child What to Do, then Wait,” Consistent Consequences

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 4 Strategies handout
- Explain, model, and/or role play giving effective commands with “Calmly Tell Your Child What to Do, then Wait,” and Consistent Consequences

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. Effective Commands: Calmly Tell Your Child What to Do, Then Wait _____
 - b. Consistent Consequences _____
- 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: Calmly Tell Your Child What to Do Then Wait, Consistent Consequences at home
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

CLINICAL NOTES:



PC-CARE - Session 5

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>
	<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>	<u>2</u>	<u>3</u>																															

PC-CARE Session 5 Checklist

Goals: Assess, reinforce PRIDE concepts, using Recovery, Re-doing

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 5 Strategies to Manage Behavior handout
- Explain, model, and/or role play Recovery and Re-doing

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. Recovery _____
 - b. Re-doing _____
- 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: Recovery, Re-doing at home
- Give Post-Tx Measures; ask parent to bring them at next session
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

CLINICAL NOTES:

12-MINUTE – BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

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 CDI																																					
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 border="0"> <thead> <tr> <th></th> <th><i>Not at all</i></th> <th><i>Somewhat</i></th> <th><i>Very much</i></th> </tr> </thead> <tbody> <tr> <td>Parent was stern/harsh.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Parent was intrusive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Parent was withdrawn/disengaged.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was emotionally reactive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child ignored caregiver.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was controlling/directive.</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> </tr> <tr> <td>Child was aggressive/rude to caregiver.</td> <td><u>1</u></td> <td><u>2</u></td> <td><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>
	<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>	<u>2</u>	<u>3</u>																																		

Therapist Name:				
CLINICAL OBSERVATION OF INTERACTION DURING CHILD DIRECTED PLAY ACTIVITY				
CLINICAL OBSERVATION OF INTERACTION DURING PARENT DIRECTED PLAY ACTIVITY				
CODE PARENT use of commands during PDI				
COMMANDS				TOTAL
STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during PDI				
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	IGNORE

CLINICAL OBSERVATION OF INTERACTION DURING CLEAN UP ACTIVITY				
CODE PARENT use of commands during CU				
COMMANDS				TOTAL
STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during CU				
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	RECOVERY



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> </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>
	<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>	<u>2</u>	<u>3</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: