

12-MINUTE - BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

CLIENT N	AME		D	ATE	START	TIME	STOP TIME TOYS USED			
040500	/FD				0.0	NAL EOD	0500101			
CAREGI	/EK		GOAL FOR SESSION							
PARENT'S STATEME	NTS: POSI	TIVE			TALLY C	ODES			TOTAL	
NEUTRAL PARENT TAI	_K									
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	Ē,								
AVOI)				TALLY C	ODES			TOTAL	
QUESTIONS										
COMMANDS										
NEGATIVE TALK (NTA)										
STRATEGIES USED	TO MANAC	SE BEH	AVIOR	- circle al	ll strateg	ies pres	ent durin	g CDI		
TRANSITIONS	REI	DIRECT		СНА	NGE EN'	/IRONM	ENT		RULES	
MODELING	CA	LMING		REMOV. PRIVIL		WARNING		(CHOICES	
IGNORE	WHEN-TH	HEN/IF-T	HEN	RE-D	00		-OVER-	RECOVERY		
	a	PAREN	IT-CHIL	.D INTERA	CTION C	QUALITY	INDEX			
PRIORITY ORDER		During 4	4 minute	es of coding	j:	No	t at all	Somewh	nat Very much	
9		Parent	was ste	rn/harsh.			1	2	3	
Negative Talk		Parent					1	-	3	
							±			
PRIDE		Parent	was wit	hdrawn/di	sengaged	l.	1	22	3	
Command		Child w	ras emotionally reactive. <u>1</u>					22	<u>3</u>	
Question		Child ig	nored caregiver. <u>1</u>					2	3	
Neutral		Child wa	as conti	rolling/dire	2	3				
Parent Talk		Child wa	as aggre	essive/rude	to careg	giver.	1	22	3	

Therapist Name:										
CLINICAL OBSE	RVATION OF INTERACT	TION DURING CHILD DIRECT	TED PLAY ACTIVITY							
CLINICAL OBSE	RVATION OF INTERACT	TION DURING PARENT DIRE	CTED PLAY ACTIVITY	,						
CODE PARENT	use of commands during	PDI								
COMMANDS				TOTAL						
STRATEGIES U	SED TO MANAGE BEHA	VIOR – circle all strategies pre	esent during PDI							
TRANSITIONS	REDIRECT	CHANGE ENVIR	RONMENT	RULES						
MODELING										
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	IGNORE						
CLINICAL OBSE	RVATION OF INTERACT	TION DURING CLEAN UP AC	TIVITY							
CODE PARENT	use of commands during	CU								
COMMANDS				TOTAL						
STRATEGIES U	SED TO MANAGE BEHA	VIOR – circle all strategies pre	esent during CU							
TRANSITIONS	REDIRECT	CHANGE ENVIR	RONMENT	RULES						
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES						
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	RECOVERY						







PC-CARE
Caregivers and Children Together **

CLIENT NA	ME	DA	TE	START	TIME	STOP TII	ME 1	TOYS	USED	
CAREGIVE	ΞR			GOA	AL FOR	SESSION				
PARENT'S STATEMEN	TS: POSITI\	/E	TALLY CODES 1						TOTAL	
NEUTRAL PARENT TAI	LK									
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	Έ,								
AVOID			TALLY CODES						TOTAL	
QUESTIONS										
COMMANDS										
NEGATIVE TALK (NTA)										
STRATEGIES USED TO	MANAGE I	 BEHAVIOR – cir	cle all strat	egies pre	esent du	ring 4 minu	utes of	coding	9	
TRANSITIONS	REI	DIRECT	СНА	NGE EN'	VIRONI	ЛENT		RU	LES	
MODELING	CA	LMING	REMOV. PRIVIL		WA	RNING	CHOICES			
IGNORE	WHEN-TH	HEN/IF-THEN	RE-I	00		D-OVER- AND		RECOVERY		
	7	PARENT-CHIL	D INTERA	CTION C	QUALIT	Y INDEX				
PRIORITY ORDER		During 4 minute	es of coding	j:	N	ot at all	Somev	vhat	Very much	
Negative		Parent was ste	rn/harsh.			1	2		<u>3</u>	
Talk		Parent was intr	usive.			1	2		<u>3</u>	
PRIDE		Parent was wit	hdrawn/di	sengaged	l.	1	2		<u>3</u>	
Command		Child was emo	hild was emotionally reactive. <u>1</u> <u>2</u>						3	
Question		Child ignored c	ld ignored caregiver. <u>1</u> <u>2</u>						<u>3</u>	
Neutral Parent Talk		Child was conti	rolling/dire	ctive.		1	2		<u>3</u>	
		Child was aggre	essive/rude	e to careg	giver.	1	2		<u>3</u>	

PC-CARE Session 1 Checklist

	Observational coding, PRIDE s what will happen each session		•	•							
	n (7 min.): Start Time Assessment measures and for Discussed objectives and go	•	haviors) for ses:	sion							
	dactic (10 min.): Start Time_ Present PRIDE skills handou Explain, model, and/or role Environment – stress child g	t play each PRIDE skill, A			Compliance Friendly						
	tes Coding (5 min.) Start Time Lead in statement given Reliable coding Gives feedback to caregiver Give coaching strategy for so										
	ng (20 min.): Start Time Uses 3 levels of coaching: si	 ufficient quantity, timir	ng. pace. tone. ;	and variety							
	Coach Coding (tally up coaching										
	Start Time:	, re-coo water in a	End Time:								
	Level 1 (Lead)										
	Level 2 (Follow & Praise)	Missed Opp.		Errors							
	Level 3 (Explain and Rapport)	Explanations	Observation	าร	Generalizations						
Level 3 (Explain and Rapport) 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:											







WEEKLY CODING AND CLINICAL NOTES

CLIENT NA	ME	DA	TE	ME TOYS USED					
CAREGIVE	ΞR			GOA	AL FOR	SESSION			
PARENT'S STATEMEN	TS: POSITIV	Έ	TALLY CODES TOTAL						
NEUTRAL PARENT TAI	_K								
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	E,							
AVOID			Т		TOTAL				
QUESTIONS									
COMMANDS									
NEGATIVE TALK (NTA)									
STRATEGIES USED TO	MANAGE E	BEHAVIOR – cir	cle all strat	egies pre	esent du	ıring 4 minu	tes of codir	ng	
TRANSITIONS	REC	DIRECT	СНА	NGE EN	VIRONI	MENT	R	ULES	
MODELING	CAL	_MING	REMOV PRIVIL		WARNING		СН	OICES	
IGNORE	WHEN-TH	IEN/IF-THEN	RE-D	00		D-OVER- IAND	R- RECOVERY		
	7	PARENT-CHIL	D INTERA	CTION	QUALIT	Y INDEX			
PRIORITY ORDER	$\overline{}$	During 4 minute	es of coding	g:	٨	ot at all	Somewhat	Very much	
Negative		Parent was ste	rn/harsh.			1	2	<u>3</u>	
Talk		Parent was inti	rusive.			1	22	3	
PRIDE		Parent was wit	hdrawn/di	sengaged	d.	1	2	3	
Command		Child was emo	ld was emotionally reactive. <u>1</u> <u>2</u>					3	
Question		Child ignored o	d ignored caregiver. <u>1</u> <u>2</u>						
Neutral Parent Talk		Child was cont	rolling/dire	ective.		1	22	3	
		Child was aggre	essive/rude	e to care	giver.	1	2	3	

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) End Time: Start Time: Level 1 (Lead) Level 2 (Follow & Praise) Missed Errors Opp. Explanations Observations Generalizations Level 3 (Explain and Rapport) 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:**







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 NA	ME	DA	ATE	START	TIME	STOP TIN	ME TOY	S USED		
CAREGIVE	ΞR		GOAL FOR SESSION							
PARENT'S STATEMEN	TS: POSITIV	/E	TALLY CODES TOTAL							
NEUTRAL PARENT TAI	_K									
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	Ε,								
AVOID			Т			TOTAL				
QUESTIONS										
COMMANDS										
NEGATIVE TALK (NTA)										
STRATEGIES USED TO	MANAGE E	BEHÁVIOR – ci	rcle all strat	egies pre	esent du	ıring 4 minu	tes of codi	ng		
TRANSITIONS	RED	DIRECT	СНА	NGE EN	VIRONI	MENT	R	ULES		
MODELING	CA	LMING	REMOV PRIVIL		WA	RNING	СН	OICES		
IGNORE	WHEN-TH	HEN/IF-THEN	RE-I	00		D-OVER- IAND	RECOVERY			
	,a	PARENT-CHI	LD INTERA	CTION (QUALIT	Y INDEX				
PRIORITY ORDER	\vdash	During 4 minut	es of coding	g:	٨	ot at all	Somewhat	Very much		
Negative		Parent was ste	ern/harsh.			1	2	3		
Talk		Parent was int	rusive.			1	2	<u>3</u>		
PRIDE		Parent was wi	thdrawn/di	sengaged	d.	1	22	3		
Command		Child was emo	nild was emotionally reactive. <u>1</u>					3		
Question		Child ignored	ild ignored caregiver. <u>1</u> 2							
Neutral Parent Talk		Child was cont	rolling/dire	ctive.		1	22	3		
		Child was aggr	essive/rude	e to care	giver.	1	2	3		

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 for									
	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 									
	•	tegies: What worked?	" questionnaire	j						
_	ini-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- 									
Ĺ	■ Explain, model, and/or role Then, If-Then	play Rules, and how a	nd when to use	Positive Inc	centives: Choices, When-					
4-minute	es Coding (5 min.): Start Tim	ıe								
	Lead in statement given									
	Reliable coding									
_	Gives feedback to caregiver		l							
L	■ Give coaching strategy for se	ession, connect with s	ession plan							
_	(20 min.): Start Time									
L	Uses 3 levels of coaching: su	ufficient quantity, timi	ing, pace, tone,	and variety	'					
	Coach Coding (tally up coachi	ng levels used in 5 mir	nutes)							
	Start Time:		End Time:							
	Level 1 (Lead)									
	Level 2 (Follow & Praise)	Missed		Errors						
		Opp.	1							
	Level 3 (Explain and	Explanations	Observatio	ns	Generalizations					
	Rapport)									
Г	Carabad to stated objective									
_	Coached to stated objectivea. Rules									
	b. Choices									
	c. When-Then									
_	d. If-Then	_								
L	Used exercises to achieve co									
L	Gave warning (1, 2, 5 minute	e) before end of session	on							
Closing t	he session (12 min.): Start T									
	Reviews accomplishments o									
Ĺ	Complete "Using Strategies									
	Shows graph of parent prog	•	_							
L	Gives Daily CARE handout, c			l treatment	goals: Rules, Positive					
Г	Incentives (Choices, When-T Asks if caregiver will be able	· · · · · · · · · · · · · · · · · · ·								
_	Tells caregiver plan for next		SXL WEEK							
CLINICA	L NOTES:	Week								







WEEKLY CODING AND CLINICAL NOTES

CLIENT NA	ME	DA	TE	START	TIME	STOP TIN	//E TOY	S USED	
CAREGIVE	ĒR			GOA	AL FOR	SESSION			
PARENT'S STATEMEN	TS: POSITI\	/E	Т	ALLY CO	DDES			TOTAL	
NEUTRAL PARENT TAI	_K								
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	E,							
AVOID			Т	ALLY CO			TOTAL		
QUESTIONS									
COMMANDS									
NEGATIVE TALK (NTA)									
STRATEGIES USED TO	MANAGE I	BEHAVIOR – cir	cle all strat	egies pre	esent du	ring 4 minu	tes of codi	ng	
TRANSITIONS	REI	DIRECT	СНА	NGE EN	VIRONI	ИENT	R	ULES	
MODELING	CA	LMING	REMOV. PRIVIL		WA	RNING	CH	HOICES	
IGNORE	WHEN-TH	HEN/IF-THEN	RE-D	00		D-OVER- AND	COVERY		
	Ø	PARENT-CHIL	D INTERA	CTION C	QUALIT	Y INDEX			
PRIORITY ORDER	\neg	During 4 minute	es of coding	j:	N	ot at all	Somewhat	: Very much	
		Parent was ste	rn/harch		,•	1	2	3	
Negative Talk									
PRIDE		Parent was inti	rusive.			1	22	3	
		Parent was wit	rent was withdrawn/disengaged. <u>1</u>					<u>3</u>	
Command		Child was emo	ld was emotionally reactive. <u>1</u>					<u>3</u>	
Question		Child ignored o	ild ignored caregiver. <u>1</u>					<u>3</u>	
Neutral Parent Talk		Child was cont	rolling/dire	ctive.		1	22	3	
		Child was aggre	essive/rude	to careg	giver.	1	22	3	

PC-CARE Session 4 Checklist

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

[[]	(7 min.): Start Time Assessment measures and f Daily CARE handout collecte Discussed objectives and go Complete "Last Week's Stra	eedback (WACB, etc.) ed, reviewed, discusse als (related to child be	d barriers to co ehaviors) for se	ssion	applicable
	 actic (10 min.): Start Time_ Present Session 4 Strategies Explain, model, and/or role then Wait," and Consistent 	handout play giving effective c	ommands with	"Calmly Te	ll Your Child What to Do,
[[[Lead in statement given Reliable coding Gives feedback to caregiver Give coaching strategy for s (20 min.): Start Time				
_	Uses 3 levels of coaching: s	 ufficient quantity, tim	ing, pace, tone,	and variety	<i>I</i>
	Coach Coding (tally up coachi				
	Start Time:		End Time:		
	Level 1 (Lead)		I		
	Level 2 (Follow & Praise)	Missed Opp.		Errors	
	Level 3 (Explain and Rapport)	Explanations	Observation	ons	Generalizations
Closing the Closin	b. Consistent Consequence of Used exercises to achieve of Gave warning (1, 2, 5 minut the session (12 min.): Start To Reviews accomplishments of Complete "Using Strategies Shows graph of parent progues Daily CARE handout, of Child What to Do Then Wait Asks if caregiver will be abled Tells caregiver plan for next	ds: Calmly Tell Your Chuences caching goals if neede e) before end of sessionime of session related to chat Home" questionnal cress, connect with trees, connect with parent point, Consistent Consequent eto come to session needed.	d on nild behaviors ire atment goals erformance and		
CLINICA	L NOTES:				







WEEKLY CODING AND CLINICAL NOTES

CLIENT NA	ME	DA	TE	START	TIME	STOP TIM	IE TOY:	S USED
CAREGIVE	ER			GOA	AL FOR	SESSION		
PARENT'S STATEMEN	TS: POSITIVI	E	Т	ALLY CO	DDES			TOTAL
NEUTRAL PARENT TAI	_K							
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITATE	Ξ,						
AVOID			Т			TOTAL		
QUESTIONS								
COMMANDS								
NEGATIVE TALK (NTA)								
STRATEGIES USED TO	MANAGE B	EHÁVIOR – cir	cle all strat	egies pre	sent du	ring 4 minut	tes of codi	ng
TRANSITIONS	RED	IRECT	CT CHANGE ENVIRONMENT			/IENT	R	ULES
MODELING	CAL	MING	REMOV. PRIVIL		WA	RNING	СН	OICES
IGNORE	WHEN-TH	EN/IF-THEN	RE-D	00		D-OVER- AND	COVERY	
	7	PARENT-CHIL	D INTERA	CTION	QUALIT	Y INDEX		
PRIORITY ORDER		During 4 minute	es of coding	<u> </u>				
					N	ot at all	Somewhat	Very much
Negative		Parent was ste	rn/harsh.			1	2	3
Talk		Parent was inti	rusive.			1	2	3
PRIDE		Parent was wit	ent was withdrawn/disengaged. <u>1</u>					3
Command		Child was emo	d was emotionally reactive. <u>1</u>					3
Question		Child ignored c		22	3			
Neutral Parent Talk		Child was cont	rolling/dire	ctive.		1	22	3
		Child was aggre	essive/rude	e to careg	giver.	1	22	<u>3</u>

PC-CARE Session 5 Checklist

Goals: A	Assess, reinforce PRIDE conce	epts, using	Recovery,	Re-aoing						
	(7 min.): Start Time									
	 Assessment measures and feedback (WACB, etc.) Daily CARE handout collected, reviewed, discussed barriers to completion if applicable 									
_	Discussed objectives and go					аррпсавіє				
	Complete "Last Week's Stra	-		-						
_	actic (10 min.): Start Time_									
_	☐ Present Session 5 Strategies☐ Explain, model, and/or role	_								
_	es Coding (5 min.): Start Tim									
_	Lead in statement given	1e		_						
_	Reliable coding									
_	Gives feedback to caregiver									
	Give coaching strategy for session, connect with session plan									
Coaching	Coaching (20 min.): Start Time Uses 3 levels of coaching: sufficient quantity, timing, pace, tone, and variety									
_	Coach Coding (tally up coachi				and variety	'				
	Start Time:			End Time:						
	Level 1 (Lead)									
	Level 2 (Follow & Praise)	Missed			Γ_					
		Орр.			Errors					
	Level 3 (Explain and	Explanation	ons	Observatio	ins	Generalizations				
	Rapport)									
C	Coached to stated objective		1:							
	a. Recoveryb. Re-doing									
Ū	Used exercises to achieve co		als if neede	d						
C	Gave warning (1, 2, 5 minut	:e) before e	nd of session	on						
Closing t	he session (12 min.): Start T									
<u>.</u>	Reviews accomplishments of Complete "Using Strategies									
Ţ	Complete Osing strategiesShows graph of parent prog		-							
	☐ Gives Daily CARE handout, o				treatment t	goals: Recovery, Re-				
г	doing at home			-+ cossion						
ָ [Give Post-Tx Measures; askAsks if caregiver will be able									
	Tells caregiver plan for next									
CLINICA	L NOTES:									



12-MINUTE - BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

CLIENT N	AME		D	ATE	START	TIME	STOP TIME TOYS USED			
040500	/FD				0.0	NAL EOD	0500101			
CAREGI	/EK		GOAL FOR SESSION							
PARENT'S STATEME	NTS: POSI	TIVE			TALLY C	ODES			TOTAL	
NEUTRAL PARENT TAI	_K									
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	ECT, IMITAT	Ē,								
AVOI)				TALLY C	ODES			TOTAL	
QUESTIONS										
COMMANDS										
NEGATIVE TALK (NTA)										
STRATEGIES USED	TO MANAC	SE BEH	AVIOR	- circle al	ll strateg	ies pres	ent durin	g CDI		
TRANSITIONS	REI	DIRECT		СНА	NGE EN'	/IRONM	ENT		RULES	
MODELING	CA	LMING		REMOV. PRIVIL		WARNING		(CHOICES	
IGNORE	WHEN-TH	HEN/IF-T	HEN	RE-D	00		-OVER-	RECOVERY		
	a	PAREN	IT-CHIL	.D INTERA	CTION C	QUALITY	INDEX			
PRIORITY ORDER		During 4	4 minute	es of coding	j:	No	t at all	Somewh	nat Very much	
9		Parent	was ste	rn/harsh.			1	2	3	
Negative Talk		Parent					1	-	3	
							±			
PRIDE		Parent	was wit	hdrawn/di	sengaged	l.	1	22	3	
Command		Child w	ras emotionally reactive. <u>1</u>					22	<u>3</u>	
Question		Child ig	nored caregiver. <u>1</u>					2	3	
Neutral		Child wa	as conti	rolling/dire	2	3				
Parent Talk		Child wa	as aggre	essive/rude	to careg	giver.	1	22	3	

Therapist Name:										
CLINICAL OBSE	RVATION OF INTERACT	TION DURING CHILD DIRECT	TED PLAY ACTIVITY							
CLINICAL OBSE	RVATION OF INTERACT	TION DURING PARENT DIRE	CTED 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 RULE								
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES						
IGNORE	WHEN-THEN/IF-THEN	RE-DO HAND-OVER-HAN		IGNORE						
CLINICAL OBSE	RVATION OF INTERACT	TION DURING CLEAN UP AC	TIVITY							
CODE PARENT	use of commands during	CU		TOTAL						
COMMANDS	DS									
STRATEGIES U	SED TO MANAGE BEHA	VIOR – circle all strategies pre	esent during CU							
TRANSITIONS	REDIRECT	CHANGE ENVIR	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

			ow Up Tin		month		onths	(circle one)	
CLIENT NAME		DA	TE	START	TIME	STOP TIM	ME TOYS USED		
CAREGIVE		GOAL FOR SESSION							
PARENT'S STATEMEN	/E	TALLY CODES					TOTAL		
NEUTRAL PARENT TAI									
PRIDE (PRAISE, REFLE DESCRIBE, ENJOY)	E,								
AVOID		T	ALLY CO	DDES			TOTAL		
QUESTIONS									
COMMANDS									
NEGATIVE TALK (NTA)									
STRATEGIES USED TO	MANAGE I	BEHAVIOR – cir	cle all strat	egies pre	esent du	ring 4 minu	tes of cod	ding	
TRANSITIONS REDIF		DIRECT	ECT CHANGE ENVIRONMENT			MENT	RULES		
MODELING CAI		LMING		EMOVAL OF PRIVILEGE WARNING		С	CHOICES		
IGNORE	WHEN-TH	HEN/IF-THEN	RE-I	00	HAND-OVER- HAND		RECOVERY		
	Ø	PARENT-CHIL	D INTERA	CTION	QUALIT	Y INDEX	l		
PRIORITY ORDER	During 4 minute	Ouring 4 minutes of coding: Not at a			ot at all	Somewho	at Very much		
Negative		Parent was stern/harsh.			1	2	•		
Talk		Parent was intrusive.			1	2	3		
PRIDE		Parent was withdrawn/disengaged.			1	22	3		
Command		Child was emotionally reactive.			1	22	3		
Question		Child ignored caregiver.			1	22	3		
Neutral Parent Talk		Child was controlling/directive.			1	2	<u>3</u>		
		Child was aggre	ild was aggressive/rude to caregiver.			1	2	3	

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 Errors Opp. **Explanations** Observations Generalizations Level 3 (Explain and Rapport) 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: