UCDAVIS HEALTH   **PC-CARE** Caregivers and Children Together™
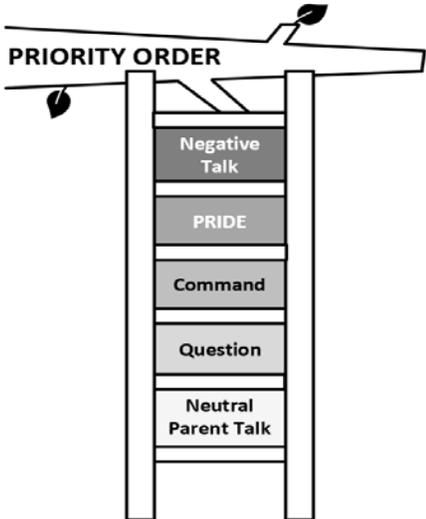
☐ PRE   ☐ POST (check one)

12-MINUTE – BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

1ˢᵗ 4-minute Instructions: "In this situation, tell [CHILD'S NAME] that it's playtime. Let [HIM/HER] choose any activity [HE/SHE] wishes. You just follow [HIS/HER] lead and play along with [HIM/HER]. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the activity."

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

PRIORITY ORDER

Negative Talk
PRIDE
Command
Question
Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX

During 4 minutes of coding:

	Strength	Note	Address
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

2nd 4-minute Instructions:

"That was fine. Now we'll switch to the second activity. Tell [CHILD'S NAME] that it's your turn to choose the activity. You may choose any activity. Keep [HIM/HER] playing with you according to your rules. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the 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

3rd 4-minute Instructions:

"That was fine. Now please tell [CHILD'S NAME] that it is time to clean up the toys. Have [HIM/HER] put the toys away by [HIM/HERSELF]. Have [HIM/HER] put all the containers back where they were. After four minutes, I will let you know. Raise your hand if you understand. [WAIT FOR PARENT TO RESPOND]. And begin the activity."

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

PARENT-CHILD INTERACTION QUALITY INDEX

PRIORITY ORDER

Negative Talk

PRIDE

Command

Question

Neutral Parent Talk

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

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

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> **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

PRIORITY ORDER

Negative Talk
PRIDE
Command
Question
Neutral Parent Talk

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	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)				
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

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> **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

PRIORITY ORDER

Negative Talk
PRIDE
Command
Question
Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	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 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

PRIORITY ORDER
- Negative Talk
- PRIDE
- Command
- Question
- Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

PC-CARE Session 4 Checklist

Goals: *Assess, reinforce PRIDE concepts, giving effective commands: "Calmly Tell Your Child What to Do, then Wait," Two-Choice Removal of Privilege*

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 Two-Choice Removal of Privilege

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. Removal of Privileges for Not Following Directions _____
- ❑ 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, Two-Choice Removal of Privilege 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

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> **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

PRIORITY ORDER

Negative Talk
PRIDE
Command
Question
Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

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:

UCDAVIS HEALTH PC-CARE Caregivers and Children Together™

☐ PRE   ☐ POST   (check one)

12-MINUTE – BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

1st 4-minute Instructions: "In this situation, tell [CHILD'S NAME] that it's playtime. Let [HIM/HER] choose any activity [HE/SHE] wishes. You just follow [HIS/HER] lead and play along with [HIM/HER]. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the activity."

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

PRIORITY ORDER

Negative Talk
PRIDE
Command
Question
Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX			
During 4 minutes of coding:	*Strength*	*Note*	*Address*
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

2nd 4-minute Instructions:
"That was fine. Now we'll switch to the second activity. Tell [CHILD'S NAME] that it's your turn to choose the activity. You may choose any activity. Keep [HIM/HER] playing with you according to your rules. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the 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

3rd 4-minute Instructions:
"That was fine. Now please tell [CHILD'S NAME] that it is time to clean up the toys. Have [HIM/HER] put the toys away by [HIM/HERSELF]. Have [HIM/HER] put all the containers back where they were. After four minutes, I will let you know. Raise your hand if you understand. [WAIT FOR PARENT TO RESPOND]. And begin the activity."

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