

***PC-CARE***

## **Section H: Session 5 Materials**

- Session 5 Protocol
- Video Review Worksheet
- Session 5 Coding Sheet & Checklist
- Session 5 Strategies to Manage Behaviors
- Daily CARE Handout
- Session 5 Strategies Questionnaire
- Session 5 What Worked Last Week Questionnaire

**Weekly Assessment**

- WACB-N



## **PC-CARE PROTOCOL**

<b>SESSION 5</b>	<b>GOALS: Using RE-DOING (Hand-over-Hand for very young children), RECOVERY, PRIDE Skills</b>	
CHECK-IN (7 min)	<ul style="list-style-type: none"> <li>Find out how parent and child are doing</li> <li>Collect <b>Daily CARE handout</b>: <ul style="list-style-type: none"> <li>Find out what skills the parent used, what was most helpful &amp; when, what kinds of changes PRIDE skills made. Review PRIDE skills if needed.</li> </ul> </li> <li>Administer and review <b>WACB-N</b> and “<b>Last Week’s Strategies: What worked?</b>” questionnaire</li> <li>Choose child behavioral focus for session</li> </ul>	Put toys on the table and allow child to play with toys during your check-in
MINI-DIDACTIC* (10 min)	<ul style="list-style-type: none"> <li>Talk to the parent about the importance of being calm and emotionally regulated for traumatized children. Review CALMING (from Session 2) if needed. Introduce concepts of RECOVERY, and RE-DOING and how to do it. Discuss how much harder it is to follow directions when it makes you unhappy, or when you have to stop doing fun things. Talk about the importance of using all the strategies they have learned to make it easier for the child to comply with commands.</li> <li>Refer to the <b>WACB-N</b> and see how you can use CALMING, RECOVERY, and RE-DOING to improve problem behaviors.</li> </ul>	<u>Forms needed:</u> <ul style="list-style-type: none"> <li><b>Strategies to Manage Behavior</b></li> </ul> <p>* Make sure to involve child in the didactic if age appropriate. Child can use these with friends or sibs</p>
CODE & FEEDBACK (5 min)	<ul style="list-style-type: none"> <li>Conduct 4-minute behavioral observation. Code using PC-CARE coding.</li> <li>Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior</li> </ul>	Use <b>PC-CARE Coding Sheet</b>
COACH (20 min)	<ul style="list-style-type: none"> <li>Coach parent to play with child and practice PRIDE skills.</li> <li>Have parent give a rule for Special Playtime; state choices for toys to play with. Have a plan to coach the parent to give effective commands (play commands) and look for opportunities to coach them. For RECOVERY: Make sure to have the parent give 10 PRIDE skills for every command they give. Point out how child returns to a more mellow state using recovery skills.</li> <li>Have parent give a transitional warning for switching toys half way through session, cleaning up first toys</li> </ul>	<p>Pick toys the child is interested in.</p> <p>If you want to use stickers for positive incentives, make sure you have 2 handy (let the child choose <u>one</u>).</p> <p>When switching to a new toy, make sure the parent makes it sound fun!</p>

	<p>before starting to play with second set of toys. If child puts toys away too roughly or throws toys, coach RE-DO more gently and carefully.</p> <ul style="list-style-type: none"> <li>You may want to practice CALMING again. (Ask parent to model the CALMING skills by saying, “Sometimes I don’t want to change toys and get a little frustrated. When that happens, I take a deep breath.” [models].</li> <li>Have parent practice When-Then statements when taking a new toy out; if child whines or protests, have the parent ignore and point out cool qualities of new toy.**</li> <li>Use transitional warnings, have parent tell the child that Special Playtime is ending and give effective command to get the child to clean up (or help clean up). If the child does not comply, have parent give warning for removing a privilege (e.g., sticker, juice, crackers).</li> </ul>	<p>Real-life commands are easier for child if given in a context of positive emotion. If you haven’t had enough time with the first toy (for one reason or another), don’t switch toys.</p> <p>** If family has specific difficult behaviors or situations, incorporate here (e.g., homework, trying new food, etc.)</p>
CHECK OUT (5 - 7 min)	<p>Discuss when the parent (and child, if appropriate) can use calming, recovery, and re-do at home or school. Work out plans to try it. (Use the <b>“Using Strategies at Home”</b> questionnaire.)</p> <p>Present graph of <b>PC-CARE Progress</b>.</p> <p>Prepare for session 6/graduation, including assessing for ongoing issues.</p> <ul style="list-style-type: none"> <li>Remind parent and child about Daily CARE. Discuss how they make it work (e.g., Schedule? Who reminds whom?).</li> <li>If they did Daily CARE past weeks, praise, talk about what a big difference it makes (be specific).</li> <li>If no Daily CARE or little buy in, talk about what parent and child can do to make more time for Special Playtime.</li> </ul> <p><b><u>Daily CARE Week 5:</u></b></p> <ul style="list-style-type: none"> <li>5-minute Special Playtime daily</li> <li>PRIDE skills all day long</li> <li>All Strategies to Manage Behaviors as needed</li> <li>Give parent post-treatment measures to complete and return next week.</li> </ul>	<p>Make sure to leave some toys on the table for child to play with.</p> <p>Remember to include child if age appropriate.</p>



## **PC-CARE Video Review Worksheet**

*This Worksheet for each PC-CARE session was constructed to help you think critically about each PC-CARE session and should help you during all your sessions dealing with PC-CARE.*

**Write down the main things the therapist asked about and discussed during check-in:**

**It is essential that the didactic stays within the 10 minute timeframe. For each skill, identify how many ways the therapist defines it, how many explanations are given, and how many examples are given.**

**Did the caregiver seem anxious and/or overly talkative? If so, describe how the therapist redirected him/her.**

**Note how the therapist included the child in check-in and didactic (and makes it fun):**

**Mention pros and cons of the child being involved in the didactic this week.**

Pros:

Cons:

**Look at your coding of the caregiver. Are there areas where the caregiver might improve? Describe how the therapist uses coding results to inform coaching.**

**Write at least two Level 3 coaching statements (i.e., explanations, observations of parent and/or child, interpretations) the therapist used during coaching that stood out for you. Note why they stood out (briefly):**

**Identify each skill taught this week and how the therapist coached each of them:**

- 1)**
- 2)**
- 3)**
- 4)**

**Note instances where the therapist did a good job being gently corrective during coaching.**

**Describe moments when coaching seemed to shift the caregiver's performance and understanding of skills.**

**Write down how the therapist introduces the graph at the end of session and describes the family's progress:**

**Note how Daily Care is presented and encouraged:**



# 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

### PARENT-CHILD INTERACTION QUALITY INDEX

**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 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:**



# Strategies to Manage Behaviors

## PC-CARE SESSION 5

Skill	Reason	Example
 <p><b>Re-Doing</b></p> 	<ul style="list-style-type: none"> <li>Allows child to complete a task the correct and safe way or with a good attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Child puts away toy roughly.</li> <li>Parent takes the toy out of box and places in front of child.</li> <li>Parent may model putting another toy away gently.</li> <li>Child complies and receives a specific praise.</li> <li>Child runs into playroom and takes out all the toys.</li> <li>Parent intercedes and puts the toys away.</li> <li>Parent uses when/then statement- "When Anthony walks into the playroom, then our special playtime will begin."</li> </ul>
 <p><b>Recovery</b></p>	<ul style="list-style-type: none"> <li>Allows both parent and child to return to a healthy, calm, positive state after the child has had to comply with a demand or expectation. · Distinguishes between the child as a person and their behavior.</li> <li>Reduces resentment, arousal, and anger from having to comply with a hard command by using the PRIDE skills to focus child's attention on their positive behaviors, and refocus parent's attention on what they like about the child.</li> <li>Be sensitive to the child's needs. Some children need parents to sit quietly next to them after having to suffer a consequence for negative behavior, rub their backs calmly, or otherwise help them calm down before re-engaging in play.</li> </ul>	<ul style="list-style-type: none"> <li>After the child has completed a difficult command or has had a time out/consequence for behavior, return to using the PRIDE skills.</li> <li>"I have a really good time playing blocks with you when you listen." – specific praise</li> <li>"We are building a really tall tower together!" – description w/ enthusiasm!</li> <li>Hug child, breathe deeply. "It's ok to be sad. I'm right here with you." Be quiet. When child starts to talk or play, use PRIDE skills.</li> </ul>



# Daily CARE!



Child's Name: \_\_\_\_\_

Therapist – Session #: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date Returned: \_\_\_\_\_

	During 5 Minutes		Throughout the day		
DATE	5-minute Special Play Time!	What toys did you play with?	Circle PRIDE skills used today	List strategies to manage behavior used today	Overall, how was your child today? (circle one)
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️
_____	YES NO		Praise Reflect Imitate Describe Enjoy		😊 ☹️

# SPECIFIC SKILLS TO PRACTICE DAILY

## Use your Relationship Enhancement Skills (PRIDE)

- P** Praise!
- R** Reflect!
- I** Imitate and model!
- D** Describe!
- E** Enjoy out loud!

Use "physical positives" such as smiles, eye contact, hugs, kiss, sitting closely

**Reduce** questions and commands

**Avoid** "NO", "DON'T", "STOP", "QUIT", & "NOT"

## Use your Strategies to Manage Behaviors

- Transitions** between activities.
- Compliance-friendly environment:** Help child to succeed.
- Ignore** unwanted behaviors that are mild.
- Redirect & Model** appropriate behavior.
- Keep Calm!**
- When-then, if-then, & choices** to encourage compliance.
- Set up Rules.**
- Effective commands:** Praise compliance, remove privilege for non-compliance.
- Redo and hand-over-hand** to practice positive behaviors.
- Recovery** by using PRIDE skills after compliance.

## Increase the behaviors you want to see by using key words:

Unwanted behaviors:	Dawdling, stalling, delaying	Misbehaving at meal times	Disobeying, acting defiant	Acting angry or aggressive
<b>Words to encourage appropriate behaviors:</b>	Quickly Complying (first time) Focusing Right away	Quietly Waiting Hands to self Sitting in seat Using manners Polite words	Good attitude Calmly Following directions Cooperative Complying	Using calming skills Softly Gently Carefully Calmly Thinking things over
Screaming, yelling	Destroying or being rough with things	Provoking others, picking fights	Interrupting, seeking attention	Trouble paying attention, overactive
Using nice words Big boy/girl voice Indoor voice Using calming skills Speaking softly Talking calmly	Safely Calmly Gently Softly Carefully Hands to self	Hands to self Polite words Saying nice things Cooperative Sharing	Letting others talk Listening Waiting Patiently Taking turns	Listening Focusing Concentrating Waiting Patiently

**PC-CARE**

**Session 5: Using Strategies at Home**

Today we learned the following strategies. Please rate ***how well you think each strategy will work*** for you and your family by circling the appropriate number on a scale of 1 (not at all well) to 5 (extremely well).

**Re-Doing**

Not at all well	Slightly Well	Somewhat well	Very Well	Extremely well
1	2	3	4	5

**Recovery**

Not at all well	Slightly Well	Somewhat well	Very Well	Extremely well
1	2	3	4	5



*PC-CARE*

## Last Week's Strategies: What worked?

Last session, we practiced the following strategies. Please rate how well these strategies worked since the last session on a scale of 1 (not at all well) to 5 (extremely well). Circle the number that reflects how well each strategy worked.

☐

### Effective Commands (Calmly Tell Your Child Exactly What To Do, then Wait)

Not at all well	Slightly Well	Somewhat well	Very Well	Extremely well
1	2	3	4	5

☐

### Removal of Privileges

Not at all well	Slightly Well	Somewhat well	Very Well	Extremely well
1	2	3	4	5

## SESSION 5



Admin Use Only:

Check if administered by therapist ☐

Session # \_\_\_\_\_

Your Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Child's Name \_\_\_\_\_ Child's Gender \_\_\_\_\_ Child's Age \_\_\_\_\_

## Directions

Please fill out the whole form by circling one number per sentence. For each sentence:

- Please circle the number that shows **how often** your child behaved that way in the last week.
- Circle either "yes" or "no" to show whether you need that behavior to change.

For example: If your child rarely cried at bedtime (once or twice) last week, you might choose 2 and circle "NO."

How often does your child...	Never	Sometimes	Always	Change?
1. Cry at bedtime?	1 <b>2</b>	3    4    5	6    7	YES <b>NO</b>

## STEP 1:

In the past week....	Not at all	Sort of	Very	Does this need to change?
How stressful was it to parent this child?	1    2    3    4    5    6    7			YES    NO

## STEP 2:

How often does your child....	Never	Sometimes	Always	Does this need to change?
1. Dawdle, linger, stall, or delay?	1    2    3    4    5    6    7			YES    NO
2. Have trouble behaving at meal times?	1    2    3    4    5    6    7			YES    NO
3. Disobey or act defiant?	1    2    3    4    5    6    7			YES    NO
4. Act angry, or aggressive?	1    2    3    4    5    6    7			YES    NO
5. Scream and yell when upset and is hard to calm?	1    2    3    4    5    6    7			YES    NO
6. Destroy or act careless with others' things?	1    2    3    4    5    6    7			YES    NO
7. Provoke others or pick fights?	1    2    3    4    5    6    7			YES    NO
8. Interrupt or seek attention?	1    2    3    4    5    6    7			YES    NO
9. Have trouble paying attention or is overactive?	1    2    3    4    5    6    7			YES    NO

**Total Score**  
(items 1 through 9  
ONLY)

/63

/9  
(1 per YES)

