

***PC-CARE***

## **Section J: Follow Up Session Materials**

- Follow Up Session Protocol
- Follow Up Session Coding Sheet & Checklist

Weekly Assessment

- WACB-N



## PC-CARE PROTOCOL

1 MONTH AFTER POST PC-CARE	GOALS: FOLLOW UP call or visit to find out how family is doing.	
CHECK-IN & ASSESS (15-min)	<ul style="list-style-type: none"> <li>Ask parent and child how they are doing.</li> <li>Use <b>WACB-N</b> to find out what child's behavior is like.</li> <li>Ask what skills they are using to manage any difficult behaviors mentioned on the WACB-N (any behavior with a score above "2")</li> </ul>	<p>Listen to the parent, ask questions to get a full picture of how their life is.</p> <p>Make sure to include the child (if appropriate).</p>
IF CONDUCTING BOOSTER SESSION:		
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. Look for opportunities to try all skills. Have parent give a transitional warning for switching toys half way through session; have parent state "when we put the toys away we can get a new toy out"; if child whines or protests, have parent ignore and point out cool qualities of new toy.</li> <li>Use transition, positive incentives to get the child to clean up (or help clean up) at end of Special Playtime (e.g., sticker)</li> </ul>	Pick toys the child is interested in.
WRAP UP (10 min)	<ul style="list-style-type: none"> <li>Discuss when the parent (and child, if appropriate) uses the different skills. Refer to the <b>WACB-N</b> and ask how they manage each type of behavior problem. If needed, help plan a more optimal strategy. Encourage them to stick with their behavior management plan.</li> <li>Encourage them to continue Special Playtime at home.</li> </ul>	Make sure to leave some toys on the table for child to play with.





# PC-CARE - Follow-Up

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 their 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><b>PRIORITY ORDER</b></p>		<b>PARENT-CHILD INTERACTION QUALITY INDEX</b> During 4 minutes of coding: <table border="0"> <tr> <td></td> <td><i>Not at all</i></td> <td><i>Somewhat</i></td> <td><i>Very much</i></td> </tr> <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> </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>	<u>2</u>	<u>3</u>
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# 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:**

# WACB – N

(Weekly Assessment of Child Behavior – N)

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:

a) Please circle the number that shows **how often** your child behaved that way in the last week.

b) 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>

<b>STEP 1:</b>									
In the past week....	<div>Not at all</div> <div>Sort of</div> <div>Very</div>							Does this need to change?	
How stressful was it to parent this child?	1	2	3	4	5	6	7	YES	NO
<b>STEP 2:</b>									
How often does your child....	<div>Never</div> <div>Sometimes</div> <div>Always</div>							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
							<b>Total Score</b> (items 1 through 9 ONLY)	<b>/63</b>	<b>/9</b> (1 per YES)

