

PC-CARE

Appendix 2: ASD & IDD Materials

General Information

- PC-CARE Protocol for ASD/IDD

Pre-Treatment -- Parent Handouts

- ASD/IDD Handout (English)
- ASD/IDD Handout (Spanish)
- PRIDE Skills for ASD/IDD

Session 2 Materials

- CoRegulation Techniques for ASD/IDD

Session 5 Materials

- Session 5 Strategies to Manage Behavior for ASD/IDD
- Session 5 Checklist Coding Sheet for ASD/IDD
- Session 5 Strategies Questionnaire

PC-CARE: A Brief intervention for caregivers and children together
Revised PROTOCOL for children with AUTISM SPECTRUM DISORDER and/or
INTELLECTUAL/DEVELOPMENTAL DISABILITIES (ASD/IDD)

PRE-TREATMENT SESSION	GOALS: Assess, listen, teach about ASD/IDD (and trauma if appropriate), “sell” intervention	
PRE-WORK	<ul style="list-style-type: none"> If they did not return questionnaires, have parent complete behavior measure, trauma screener, and Abbreviated Family Life Questionnaire in the waiting room 	Make sure child can keep occupied for a few minutes, or bring family into the therapy room and play with child while parent completes forms.
CHECK-IN	<ul style="list-style-type: none"> Administer WACB-N. Review pre-treatment measures with family. 	<p>Make sure to explain the purpose of measures.</p> <p>Keep assessment feedback simple.</p>
BEHAVIORAL OBSERVATION	<ul style="list-style-type: none"> Conduct the 12-minute behavioral observation (4-4-4). Code using PC-CARE Coding. Give parent feedback on behavior observation: point out at least one good quality of the interaction and how you can now better understand parent’s concerns 	Explain the purpose and process of doing the behavioral observation.
ASD/IDD Didactic	<ul style="list-style-type: none"> Discuss how symptoms of ASD/IDD are often related to disruptive behaviors. Reinforce that most often children are not being disruptive in order to frustrate or hurt their parents but as a way to communicate. 	Give Autism, Intellectual/ Developmental Disabilities, and Disruptive Behaviors handout
ORIENT TO TREATMENT & SET GOALS	<ul style="list-style-type: none"> Describe PC-CARE’s purpose to caregiver and child and what is covered over 6 weeks. On the “What is PC-CARE?” handout: <ul style="list-style-type: none"> Develop positively stated goals with caregiver and child to accomplish together in PC-CARE Talk about skills taught each session, structure of sessions (check-in, teaching, assess, coaching, check-out), and plan for graduation 	<p>Give What is “PC-CARE?” flyer, PC-CARE syllabus.</p> <p>Use Pre-Tx measures and WACB to help identify goals. Specific goals should match parent’s concerns.</p>
CHECK OUT	<ul style="list-style-type: none"> Explain importance of daily positive time with child & parent to improve relationship and child behaviors. Encourage parent to find 5 minutes every day to spend in play with child doing what child wants. 	<p>Give the How & Why of Daily CARE handout.</p> <p>Make sure to focus on importance of quality time for CHILD.</p>

SESSION 1	GOALS: Teach PRIDE skills, adjusting Environment to promote compliance, Transitions	
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Administer and review WACB-N & “Strategies: Did They Work?” questionnaire 	<ul style="list-style-type: none"> Put toys out; allow child to play with toys during check-in
MINI-DIDACTIC (10 min)	<ul style="list-style-type: none"> BRIEFLY review PRIDE skills, AVOID negative- Describe how behavior management skills are only effective when the child receives plenty of attention for being good, following rules, listening. Connect PRIDE skills to ASD/IDD concerns (e.g., reflect vocalizations with communicative intent & add BD to improve language) Show parent Strategies to Manage Behavior handouts and discuss how the ENVIRONMENT CAN BE CHANGED to promote compliance; teach about children’s need for TRANSITION TIME to new activities. Show how to do it. 	<p><u>Forms needed:</u></p> <ul style="list-style-type: none"> ASD/IDD PRIDE skill handout Strategies to Manage Behavior <p>* Make sure to involve child in the didactic if age appropriate.</p>
CODE & FEEDBACK (5 min)	<ul style="list-style-type: none"> Conduct 4- minute behavioral observation. Code using PC-CARE coding. Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (15-20 min)	<ul style="list-style-type: none"> Have parent play with child and practice PRIDE skills. If parent has trouble engaging with child, try a toy requiring joint attention. Address ASD/IDD concerns (e.g., eye contact, joint attention, planning) in coaching Practice transition by having parent give a warning 5 minutes and again 2 minutes before the end of special play time. If child is lower functioning, you may have to teach transitions more slowly, using physical cues and play practice. Have a plan to coach ADJUSTING THE ENVIRONMENT. For example: <ul style="list-style-type: none"> Coach parent to place toys close to the child so the child can reach while staying seated. Coach parent to move extra toy boxes away so they are not distracting. 	<p>Pick toys the child is interested in. If the child gets bored with your toy choice, take others in.</p> <p>Consider whether restricted interest toys would help or hinder positive interactions.</p> <p>Clean up time should be easy going and not put demands on the child to stop playing or help clean up. This is an opportunity for coaching Adjusting the Environment, showing the parent that the child might help clean up just using transitions and</p>

	<ul style="list-style-type: none"> ○ Coach parent to pick up a few toys that the child is not playing with and move toybox closer to child to make it easier for child to help clean up if they want to. ● Reminder: Do not coach parent to have child clean up. Let parent know the child can keep playing during check out. 	adjusting the environment.
CHECK OUT (5 – 7 min)	<p>Discuss when the parent can use transitions and PRIDE skills at home. Help them make a plan for them to try it daily. (Use the “Strategies Learned – Will they work for us?” questionnaire.)</p> <p>Present graph of PC-CARE Progress.</p> <p>Tell parent and child about Daily CARE handout. Talk about it as a way for them to generalize skills learned in the clinic to the home and other settings. Emphasize importance of child receiving positive attention and hearing PC-CARE skills daily. <u>Daily CARE Week 1:</u></p> <ul style="list-style-type: none"> ● 5-minute Special Playtime daily ● Use PRIDE skills all day long ● Transitions as planned 	<p>Make sure to leave some toys on the table for child to play with.</p> <p>Remember to include child if age appropriate. Child can ask parent for transition time.</p>

SESSION 2	GOALS: Teach Selective Attention, Modeling, Redirect, Calming, PRIDE Skills	
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Collect Daily CARE handout- find out how transitions went, whether parent changed the environment and how it worked, what kinds of changes PRIDE skills made. Review PRIDE skills if needed. Administer and review WACB-N & “Strategies: Did They Work?” questionnaire Choose child behavioral focus for session. 	Listen, but bring discussion back to how PC-CARE skills might help. If parent/ child issues are outside the scope of PC-CARE, offer to call later to discuss more thoroughly.
MINI-DIDACTIC* (10 min)	<ul style="list-style-type: none"> Show parent Strategies to Manage Behavior handouts and teach about SELECTIVE ATTENTION as a way to cut down low-level negative child behaviors (do not ignore head banging), possibly accompanied by MODELING and REDIRECTING the child’s attention to more appropriate play. Talk about the need for parents to keep CALM during SELECTIVE ATTENTION. Talk about the importance for kids of keeping calm (emotionally regulated). Show parent & child coping handout and teach them one or two CALMING strategies and a CO-REGULATION technique. 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior Calming Strategies for young children Calming Strategies for older children ASD/IDD Co-Regulation Techniques <p>* Make sure to involve child in the didactic if age appropriate. Child can use selective attention with sibs</p>
CODE & FEEDBACK (5 min)	<ul style="list-style-type: none"> Conduct 4- minute behavioral observation. Code using PC-CARE coding. Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> Coach parent to play with child and practice PRIDE skills. Address ASD/IDD concerns (e.g., adaptiveness, mindfulness, inhibitory control) in coaching Have a plan for when to coach selective attention, modeling, redirecting, calming and co-regulation, and also look for opportunities to coach them as situations arise. Have parent give a transitional warning for switching toys half way through session; ask parent to model a CALMING skill. Switch toys; if child whines or protests, have parent ignore [SELECTIVE ATTENTION] and point out cool 	<p>Consider whether restricted interest toys would help or hinder positive interactions.</p> <p>Make sure child is happy to switch toys- make sure the parent makes it sound REALLY fun! If you haven’t had enough time with the first toy (for one reason or another), don’t switch</p>

	qualities of new toy [REDIRECT] and MODEL putting away first set of toys.	toys. Don't start play with restricted interest.
CHECK OUT (5-7 min)	<p>Discuss when the parent (and child, if appropriate) can use selective attention, redirecting, and calming at home or school. Work out plans with them to try it. (Use the "Strategies Learned – Will they work for us?" questionnaire.)</p> <p>Present graph of PC-CARE Progress.</p> <ul style="list-style-type: none"> • Remind parent and child about Daily CARE. Discuss toys they like to play with and what time of day they like to play. • If they did Daily CARE in Week 1, praise, talk about what a big difference it makes. • If no Daily CARE or little buy in, talk about how this is an important part of the child's therapy, foundation of their commitment to change, and supports healthy development. Consider having the parent tell you where they would have Daily CARE, what time of day they were thinking about having it, what toys they'd use, to help them visualize what it would be like. <p><u>Daily CARE Week 2:</u></p> <ul style="list-style-type: none"> • 5-minutes of Special Playtime daily • PRIDE skills • Selective attention & Redirect as planned • Calming 	<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>

SESSION 3	GOALS: Using Rules, Positive Incentives, PRIDE Skills	
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Collect Daily CARE handout- find out how selective attention and redirect went, what kinds of changes PRIDE skills made. Review PRIDE skills if needed. Administer and review WACB-N & “Strategies: Did They Work?” questionnaire Choose child behavioral focus for session. 	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"> Show parent Strategies to Manage Behavior handouts and teach about USING RULES and POSITIVE INCENTIVES (CHOICES, WHEN-THEN, IF-THEN statements) to set up compliance. Statements should be brief and concrete. Refer to the WACB-N and see how you can use positive incentives to improve problem behaviors. (Always add PRIDE skills!) Make sure you do not use Special Playtime (or anything you really want the child to do) as the positive incentive. 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior <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"> Conduct 4- minute behavioral observation. Code using PC-CARE coding. Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> Have parent give a RULE for Special Playtime. For 3 – 10 year olds, give RULE (plus consequence for breaking rule). No rules for 1 - 2 year olds except safety rules. Coach parent to play with child and practice PRIDE skills. Address ASD/IDD concerns (e.g., social cues, flexibility, joint attention) in coaching Have parent state choices for toys to play with. Have a plan for constructing a situation to coach when-then, if-then statements, “if I roll the car, it goes to you!” or “Push the button and pop goes the panda!” Also look for opportunities to coach these skills as they arise. 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 	<p>Consider whether restricted interest toys would help or hinder positive interactions.</p> <p>Make sure child is happy to switch toys- make sure the parent makes it sound REALLY fun! If you haven’t had enough time with the first toy (for one reason or another), don’t switch toys. Don’t start play with restricted interest.</p> <p>** If family has specific concerns, incorporate</p>

	<p>protests, have parent ignore and point out cool qualities of new toy. **</p> <ul style="list-style-type: none"> • Use transition, positive incentives at end of Special Playtime (e.g., sticker) 	<p>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 rules and positive incentives at home or school. Work out plans to try it. (Use the “Strategies Learned – Will they work for us?” questionnaire.)</p> <p>Present graph of PC-CARE Progress.</p> <ul style="list-style-type: none"> • Remind parent and child about Daily CARE. Discuss how they make it work (e.g., Schedule? Who reminds whom?). • If they did Daily CARE past weeks, praise (be specific). • If no Daily CARE or little buy in, talk about the barriers to doing Daily CARE and how to make new habits: schedule play time and do it once. Talk about what parent and child can do to make more time for Special Playtime. <p><u>Daily CARE Week 3:</u></p> <ul style="list-style-type: none"> • 5-minutes of Special Playtime daily • PRIDE skills- Use all day long • Use Positive incentives and Rules as planned 	<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>

SESSION 4	GOALS: Giving Effective Commands and getting compliance, Removal of Privileges, PRIDE Skills	
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Collect Daily CARE handout- find out how using positive incentives went (and other strategies), what kinds of changes PRIDE skills made. Review PRIDE skills if needed. Administer and review WACB-N & “Strategies: Did They Work?” questionnaire Choose child behavioral focus for session. 	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"> Show parent BE DIRECT and Two-Choice Removal of Privileges handouts and teach about GIVING EFFECTIVE COMMANDS followed by LOGICAL CONSEQUENCES or REMOVAL OF PRIVILEGES in case of non-compliance. Refer to the WACB-N and see when you would use effective commands to improve problem behaviors. Depending on child’s abilities, you may need to cue commands with child’s name or ‘look at me,’ or to pair non-verbal cues (pointing/gesture) with commands. Make sure privilege is developmentally appropriate and meaningful for the child. Make sure parent understands the difference between using effective commands (needs follow-through if no compliance) and positive incentive (if positive incentive is not chosen, you do not force compliance). 	<u>Forms needed:</u> <ul style="list-style-type: none"> Effective Commands Handout Two-Choice Removal of Privileges <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"> Conduct 4- minute behavioral observation. Code using PC-CARE coding. Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> Coach parent to play with child and practice PRIDE skills. Have parent state their RULE FOR SPECIAL PLAYTIME. Have parent state choices for toys to play with. Have a plan for coaching the parent to give effective commands. Have parents practice play commands. Also look for opportunities to coach these skills as they arise. Use lots of praise! 	<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>

	<ul style="list-style-type: none"> • Address ASD/IDD concerns (e.g., social cues, adaptiveness, flexibility, eye contact) in coaching • Have parent give a transitional warning for switching toys half way through session; have parent give a effective command to clean up the toys when it is time. Consider beginning with restricted interest toy to practice effective commands to put away that toy.** • Use transitional warnings, have parent tell the child that Special Playtime is ending and give effective commands 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) 	<p>When switching to a new toy, make sure the parent makes it sound fun! Parents need to practice giving effective commands and see them work. 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 concerns, incorporate here (e.g., homework, trying new food, etc.)</p>
CHECK OUT (5 – 7 min)	<p>Only parents should use EFFECTIVE COMMANDS at home. It is helpful for children to understand what the parent means when giving them and what will happen with compliance (Praise!!) and non-compliance (Consequences). Discuss when the parent can use effective commands. Work out plans to try it. (Use the "Strategies Learned – Will they work for us?" questionnaire.)</p> <p>Explain that child may use EFFECTIVE COMMANDS at school etc. if they feel threatened or need something (e.g., leave me alone, please pass the water).</p> <p>Present graph of PC-CARE Progress.</p> <ul style="list-style-type: none"> • Remind parent and child about Daily CARE. Discuss how they made it work (or not) the last week (e.g., Schedule? Who reminds whom?). • If they did Daily CARE past weeks, praise (be specific). • If no Daily CARE or little buy in, talk about what parent and child can do to make more time for Special Playtime. <p><u>Daily CARE Week 4:</u></p> <ul style="list-style-type: none"> • 5-minute Special Playtime daily • PRIDE skills • Effective Commands and consistent consequences 	<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>

SESSION 5	GOALS: Using RE-DOING (Hand-over-Hand for very young children), RECOVERY, PRIDE Skills	
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Collect Daily CARE handout- find out what skills the parent used, what was most helpful & when, what kinds of changes PRIDE skills made. Review PRIDE skills if needed. Administer and review WACB-N & “Strategies: Did They Work?” questionnaire Choose child behavioral focus for session. 	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"> Talk to the parent about the importance of being calm and emotionally regulated so they can support their child’s positive behaviors. Introduce concepts of RECOVERY, Hand-over-Hand (for teaching compliance, if appropriate) 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. Refer to the WACB-N and see how you can use RECOVERY, Hand-over-Hand (if appropriate) and RE-DOING to improve problem behaviors. 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior <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"> Conduct 4- minute behavioral observation. Code using PC-CARE coding. Give parent feedback on behavior observation: point out child’s response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> Coach parent to play with child and practice PRIDE skills. Address ASD/IDD concerns (e.g., joint attention, empathy, flexibility) in coaching 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. 	<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>

	<ul style="list-style-type: none"> • Have parent give a transitional warning for switching toys half way through session, cleaning up first toys 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. Consider beginning with restricted interest toy to practice effective commands to put away that toy. • Incorporate all previous skills. Maybe practice calming by having the parent say, “Sometimes I don’t want to change toys and get a little frustrated. When that happens, I take a deep breath.” [models]. • Have parent practice when-then statements when taking a new toy out; if child whines or protests, have parent ignore and point out cool qualities of new toy. ** • Use transitional warnings, have parent tell the child that Special Playtime is ending and give effective commands 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). 	<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>
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CHECK OUT (5 – 7 min)	<p>Discuss when the parent (and child, if appropriate) can use recovery, hand-over-hand (if appropriate), and re-do at home or school. Work out plans to try it. (Use the “Strategies Learned – Will they work for us?” questionnaire.)</p> <p>Present graph of PC-CARE Progress.</p> <p>Prepare for session 6/graduation, including assessing for ongoing issues.</p> <ul style="list-style-type: none"> Remind parent and child about Daily CARE. Discuss how they make it work (e.g., Schedule? Who reminds whom?). If they did Daily CARE past weeks, praise, talk about what a big difference it makes (be specific). If no Daily CARE or little buy in, talk about what parent and child can do to make more time for Special Playtime. <p><u>Daily CARE Week 5:</u></p> <ul style="list-style-type: none"> 5-minute Special Playtime daily PRIDE skills all day long Any needed Strategies to Manage Behaviors Give parent post-treatment measures to complete and return next week. 	<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>
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SESSION 6	GOALS: Putting it all together PRIDE Skills + Strategies to Improve Compliance	
PRE-WORK	<ul style="list-style-type: none"> If they did not return questionnaires, have parent complete behavior measure, trauma screener, and TAI in the waiting room 	Make sure child is able to keep occupied for a few minutes, otherwise bring family into the therapy room and play with child while parent completes forms.
CHECK-IN (7 min)	<ul style="list-style-type: none"> Find out how parent and child are doing Collect Daily CARE handout- find out what skills they used, what worked/what was a problem, and what kinds of changes PRIDE skills made. Administer and review WACB-N & “Strategies: Did They Work?” questionnaire Choose child behavioral focus for session. 	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"> BRIEFLY review PRIDE skills 	<u>Forms needed:</u>

	<ul style="list-style-type: none"> • Show parent Strategies to Manage Behavior handouts and briefly review what they've learned. • Discuss which skills have been most useful, which were not useful, and which the family still needs to work on. • Discuss behaviors that can reasonably be expected to improve with these skills vs. ASD/IDD symptoms that are less likely to change with these skills 	<ul style="list-style-type: none"> • Strategies to Manage Behavior <p>* Make sure to involve child in the didactic if age appropriate. Child can use these with friends or sibs</p>
CODE & FEEDBACK (15 min)	<ul style="list-style-type: none"> • Conduct 12- minute behavioral observation (4-4-4). Code using PC-CARE coding. • Give parent feedback on behavior observation: point out child's response to PC-CARE skills parent used, improvements in child behavior 	Use 12 minute PC-CARE Coding Sheet
COACH (10min)	<ul style="list-style-type: none"> • Coach parent to play with child and practice PRIDE skills. • Address ASD/IDD concerns (e.g., joint attention, flexibility, social understanding) in coaching • Have parent give a rule for special playtime, state choices for toys to play with. Look for opportunities to try all skills. Incorporate real life situations that continue to be problematic if possible. • Use transition, positive incentives to get the child to clean up (or help clean up) at end of Special Playtime (e.g., sticker) 	<p>Pick toys the child is interested in.</p> <p>Consider whether using restricted interest toys would help or hinder goals for this session.</p>

<p>CHECK OUT (5-7 min)</p>	<ul style="list-style-type: none"> • Discuss when the parent (and child, if appropriate) uses the different skills. Refer to the WACB-N 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. • Encourage them to continue Special Playtime at home. • Tell parent that you will be calling to schedule a Follow-Up (Booster) Session in a month's time. • Present graduation certificate and encourage child and caregiver to be proud of accomplishments. • Discuss transition to different treatment (if appropriate) or to no treatment. • Remind parent and child to continue finding time to have Special Playtime even when they are not in therapy. • If they did Daily CARE, praise, talk about what a big difference it will keep making (be specific). • If no Daily CARE or little buy in, talk about parent and child goals for future, how they can make more time for Special Playtime. 	<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>
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1 MONTH AFTER POST PC-CARE	GOALS: FOLLOW UP visit to find out how family is doing.	
CHECK-IN & ASSESS (15-min)	<ul style="list-style-type: none"> • Ask parent and child how they are doing. • Use WACB-N to find out what child's behavior is like. • Ask what skills they are using to manage any difficult behaviors mentioned on the WACB-N (any behavior with a score above "2") 	<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>
CODE & FEEDBACK (5 min)	<ul style="list-style-type: none"> • Conduct 4- minute behavioral observation. Code using PC-CARE coding. • Give parent feedback on behavior observation: point out child's response to PC-CARE skills parent used, improvements in child behavior 	Use PC-CARE Coding Sheet
COACH (20 min)	<ul style="list-style-type: none"> • Coach parent to play with child and practice PRIDE skills. • Address ASD/IDD concerns (e.g., reciprocity, impulsiveness, flexibility) in coaching • 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. • Use transition, positive incentives to get the child to clean up (or help clean up) at end of Special Playtime (e.g., sticker) 	<p>Pick toys the child is interested in.</p> <p>Consider whether using restricted interest toys would help or hinder goals for this session.</p>
WRAP UP (10 min)	<ul style="list-style-type: none"> • Discuss when the parent (and child, if appropriate) uses the different skills. Refer to the WACB-N 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. • Encourage them to continue Special Playtime at home. • Discuss referral to additional services if appropriate. 	Make sure to leave some toys on the table for child to play with.



Autism Spectrum Disorders (ASD) and Intellectual/Developmental Disabilities (IDD) DO NOT CAUSE disruptive behaviors. However, many symptoms of ASD/IDD can increase the likelihood of disruptive behaviors. Your child communicates through behaviors, often without meaning to be disruptive.

Symptom	Relation to Disruptive Behaviors
Sensory Sensitivity	Overstimulation can result in screaming, running, and/or tantrums to get away from the stimulus. Understimulation can also result in yelling, demanding, or defiance to get more stimulation.
Repetitive Noises or Behaviors	Although not dangerous or destructive, these behaviors can be annoying and raise the family's stress level. Inability to control these behaviors can look like defiance when repeated requests to 'stop' are ignored.
Inflexibility	Biological factors might make a child react to changes in routines or expectations with defiance, aggression, screaming, and/or tantrums.
Restricted Interests	Defiance, aggression, demanding behavior, and tantrums may be a successful way for children to access preferred toys/activities and may be especially pronounced if the preferred toy/activity is removed.
Social Challenges	If children misunderstand social cues, or do not understand requests, they may look defiant or respond with seemingly unprovoked aggression. When children understand that they are different from others or not accepted, they may feel frustrated, sometimes resulting in increased irritability, aggression, and defiance.

Language Delays	Without language, children cannot communicate their needs. Many children run away or become aggressive because they do not know how to communicate that they are overwhelmed, angry, or afraid.
Intellectual Delays	Sometimes children have language but still do not understand their thoughts, emotions, or needs, often resulting in disruptive behaviors. Additionally, children may become frustrated with schoolwork or difficulty completing tasks that others find easy, and respond with aggression, oppositional behaviors, or tantrums.

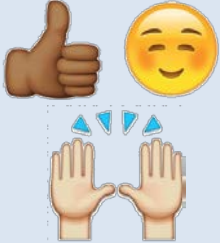


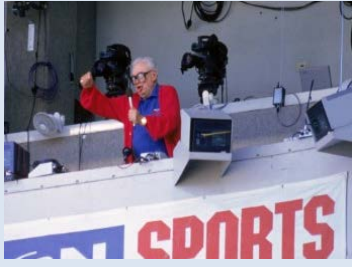

Sometimes disruptive behaviors are not related to ASD/IDD symptoms but are learned responses. If screaming resulted in getting out of a challenging situation in the past, a child will be more likely to scream in the future to escape challenging situations.




Los Trastornos del Espectro Autista (ASD) y las Discapacidades Intelectuales o del Desarrollo (IDD) NO CAUSAN conductas disruptivas. Sin embargo, muchos síntomas de ASD/IDD pueden aumentar la probabilidad de conductas disruptivas. Su hijo se comunica a través de comportamientos, a menudo sin que signifique ser perturbador.

Síntoma	Relación Con Comportamientos Disruptivos
Sensibilidad Sensorial	La sobre-estimulación puede provocar gritos, correr, y pataletas para alejarse del estímulo. La falta de estímulo también puede provocar gritos, exigencias, o desafío para obtener más estimulación. Síntoma
Ruidos o Comportamientos Repetitivos	Aunque no sean peligrosos ni destructivos, estos comportamientos pueden ser molestos y elevar el nivel de estrés de la familia. La incapacidad de controlar estos comportamientos puede parecer desafiante cuando se ignoran las solicitudes repetidas de ‘parar’.
Inflexibilidad	Factores biológicos pueden hacer que un niño reaccione a los cambios en las rutinas o expectativas con desafío, agresión, gritos, y berrinches.
Intereses Restringidos	El desafío, la agresión, el comportamiento exigente y los berrinches pueden ser una forma exitosa para que los niños accedan a los juguetes/actividades preferidas y pueden ser especialmente notables si se elimina el juguete/actividad preferida.
Retos Sociales	Si los niños no entienden las claves sociales, o no entienden las solicitudes, pueden parecer desafiantes o responder con una agresión aparentemente no provocada. Cuando los niños entienden que son diferentes de los demás o no son aceptados, pueden sentirse frustrados, a veces resultando en una mayor irritabilidad, agresión, y desafío.
Retrasos de Lenguaje	Sin lenguaje, los niños no pueden comunicar sus necesidades. Muchos niños huyen o se vuelven agresivos porque no saben cómo comunicarse que están abrumados, enojados, o asustados.
Demoras Intelectuales	A veces los niños tienen lenguaje pero aun no entienden sus pensamientos, emociones, o necesidades, lo que a menudo resulta en conductas disruptivas. Además, los niños pueden sentirse frustrados con el trabajo escolar o con la dificultad para completar tareas que otros encuentran fáciles y responden con agresión, comportamientos de oposición, o berrinches.

En ocasiones, los comportamientos disruptivos no están relacionados con los síntomas de ASD/IDD, sino que son respuestas aprendidas. Si gritar resultó en salir de una situación desafiante en el pasado, es más probable que un niño grite en el futuro para escapar de situaciones desafiantes.

For ASD/IDD

Rule	Reason	Example	Look
<u>PRAISE</u> appropriate behavior	<ul style="list-style-type: none"> Increases desired behaviors. Lets child know what behavior is appropriate. Decreases resistance 	<ul style="list-style-type: none"> “Great job using your words!” 	
<u>REFLECT</u> appropriate talk	<ul style="list-style-type: none"> Improves language abilities. Encourages using words to communicate. Improves social interaction & reciprocity 	<ul style="list-style-type: none"> Child: “Ball.” Parent: “Ball. You want your ball.” 	
<u>IMITATE</u> appropriate play	<ul style="list-style-type: none"> Teaches joint attention. Builds empathy Builds comfort in social interaction. 	<ul style="list-style-type: none"> Parent: “I’m going to tap the blocks quietly, just like you.” 	
<u>DESCRIBE</u> appropriate behavior	<ul style="list-style-type: none"> Helps child think through actions, reflect on own behavior. Promotes language development. 	<ul style="list-style-type: none"> “You’re keeping the Play-Doh on the table.” 	
<u>ENJOY</u>	<ul style="list-style-type: none"> Demonstrates interest in child. Models positive emotions and social skills. 	<ul style="list-style-type: none"> “I have so much fun playing with you.” 	

Rule	Reason	Example	Look
<u>AVOID</u> NO, DON'T, STOP, QUIT and NOT	<ul style="list-style-type: none"> Doesn't tell the child what TO DO. Creates power struggles, elicits resistance. Child may fixate on the negative behavior. 	<ul style="list-style-type: none"> "Stop running in the house!" <i>Instead say:</i> "Please walk inside the house." 	
<u>AVOID</u> criticizing	<ul style="list-style-type: none"> Doesn't provide any direction. Models negative social interactions. Can trigger negative behaviors. 	<ul style="list-style-type: none"> "You're acting like a baby." "That's not how you do it." 	
<u>AVOID</u> giving commands and asking questions	<ul style="list-style-type: none"> Doesn't allow child to lead. Elicits resistance and power struggles. Can overwhelm child, especially if child doesn't know the answer. 	<ul style="list-style-type: none"> Let's play with these toys. Look at this. What are you making now? What color is this? 	



Co-Regulation Techniques 2

TECHNIQUE	DESCRIPTION
<p>Label Feelings</p> 	<p>Help your child identify big feelings by labeling your child's feelings in a neutral tone of voice.</p> <p>For example, "It seems like that really frustrated you," or "I can see it made you sad when . . ."</p>
 <p>Breathe Together</p>	<p>Calmly take deep breaths so your child can see you practicing self-calming. Sit near your child while you breathe deeply so your child can hear the rhythm of your breathing.</p>
<p>Mind Pictures</p> 	<p>Imagine a very soothing, happy place that you would like to be in: describe it to your child in detail. The sounds, the smells, the weather. Then have your child imagine their own place. They can describe or draw it, or keep it to themselves.</p>
 <p>Music</p>	<p>Sing or play relaxing songs. If your child is sensitive to sound, be mindful of volume level. Observe how your child responds to different music.</p> <p>Music that your child likes can help regulate their emotions, particularly when they're feeling elevated or overwhelmed.</p>
<p>A soothing environment can reduce distress</p> <div> <p>Try lowering lights and turning off noisy toys & devices.</p> <p>Weighted blankets, or other tactile objects, may help your child focus and self-soothe.</p> <p>A cold or warm washcloth over the eyes can reduce visual stimulation and calm a stressed system.</p> </div>  <div> <p>Scented items, such as essential oils or candles, can have a calming effect.</p> <p>Lavender, vanilla, citrus, mint, cinnamon, rosemary, chamomile, and rosewater are smells that some find relaxing.</p> <p>Notice which scents have a calming effect on your child.</p> </div>	

Strategies to Manage Behaviors

PC-CARE – ASD/IDD

SESSION 5

Skill	Reason	Example
 <p>Recovery</p>	<ul style="list-style-type: none"> Allows both parent and child to return to a healthy, calm, positive state after a demand or expectation has been applied. Distinguishes between the child as a person and their behavior. Reduces resentment, arousal, and anger by using the PRIDE skills to focus child's attention on their positive behaviors, create warmth in the relationship, and refocus parent's attention on what they like about the child. Be sensitive to the child's needs. Some toddlers need parents to sit quietly next to them, rub their backs calmly, or otherwise help them calm down before re-engaging in play. 	<ul style="list-style-type: none"> After the child has completed a difficult command or has stopped having a tantrum or other difficult behavior, focus on current positive behaviors by using the PRIDE skills. "I have a really good time playing blocks with you when you listen." –praise "We are building a really tall tower together!" – description with enthusiasm! 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.
 <p>Logical Consequences</p>	<ul style="list-style-type: none"> Helps the child understand the consequences of not listening. Helps child understand links between causes and effects. 	<ul style="list-style-type: none"> If child throws a toy, pick it up and let it "rest" for 15 minutes. Explain what you are doing. Consequence must be immediate and not last too long (5-15 minutes). Use a when-then/if-then statement to warn of consequences ("if you throw another toy, I will take it away").

Help Children Learn to Comply		
Hand-Over-Hand	<ul style="list-style-type: none"> • Helps teach children what you want them to do. • Helps them feel what it means to comply with a command (and receive praise!) 	<ul style="list-style-type: none"> • Parent may put their hand on the child's hand and then "help" to put toy in box. • Child gets praise for completing task.
Re-Doing	<ul style="list-style-type: none"> • Allows child to complete a task the correct and safe way or with a good attitude. 	<ul style="list-style-type: none"> • Child puts away toy roughly. • Parent takes the toy out of box and places in front of child. • Parent models putting a toy away gently. • Child complies and receives praise.



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		CLINICAL PRESENTATION			
PARENT’S STATEMENTS		TALLY CODES			TOTAL
NEUTRAL PARENT TALK (AK, ID)					
PRIDE (LP, UP, RF, RQ, BD, IMITATION, ENJOY)					
AVOID	TOTAL Q/C	TALLY CODES			FINAL TOTAL
QUESTIONS		AN	NA	NOA	
COMMANDS		CO	NC	NOC	
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	RECOVERY		
PARENT-CHILD INTERACTION QUALITY INDEX – during 4 minutes of coding					
	<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>		
1. Parent is covertly hostile.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2. Parent is bossy or intrusive.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3. Parent is withdrawn and quiet.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
THERAPIST NAME/ DATE					

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.), “Last Week’s Strategies” questionnaire
- ☐ 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 _____

- ☐ 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, Hand-over-Hand if applicable
- ☐ 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:
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PC-CARE – ASD/IDD

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

Hand-over-Hand (if applicable)

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

