

PC-CARE

Appendix 3: PSB Materials

General Information

- PC-CARE Protocol for PSB

Pre-Treatment -- Parent Handouts

- Body Safety Rules handout (English)
- Body Safety Rules handout (Spanish)
- Daily CARE Sheets for PSB

FPC-CARE: A Brief intervention for caregivers and children together
Revised PROTOCOL for children with PROBLEMATIC SEXUAL BEHAVIORS (PSB)

PRE-TREATMENT SESSION	GOALS: Assess, listen, teach about trauma/sexual behavior problems, “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 is able to 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.
TRAUMA/PSB DIDACTIC	<ul style="list-style-type: none"> Discuss effects of trauma on children and families and the importance of strong family relationships in building resilience Discuss normal/healthy child sexual behaviors vs. inappropriate/unhealthy sexual behaviors. Normalize family’s experiences. Provide resources for additional information (e.g., books about sexual development, NCTSN fact sheets). Review Body Safety Rules and implement rewards and consequences for the rules. 	<p>Give Trauma handout, Body Safety Rules, and additional PSB resources.</p> <p>Tailor discussion to child or family’s experiences.</p> <p>If child’s specific PSBs are not addressed in the Body Safety Rules, add rule #5 to target those behaviors (e.g., NO peeing or spitting on others).</p>
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 	<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>

	<ul style="list-style-type: none"> • Talk about skills taught each session, structure of sessions (check-in, teaching, assess, coaching, check-out), and plan for graduation 	
CHECK OUT (5 – 7 min)	<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 the child wants. 	<p>Give 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 Review Body Safety Rules with child. 	<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 PSB concerns (helps child understand what is allowed and what is not allowed, reduces anxiety by affirming, attending to positive, appropriate behavior) 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"> PRIDE skill handout Strategies to Manage Behavior <p>* Make sure to involve child in the didactic if age appropriate.</p> <p>Address how skills can be used to reduce PSBs.</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. Coach appropriate touch & PSB-related praise. Practice transition by having parent give a warning 5 minutes and again 2 minutes before the end of special play time. 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. 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. 	<p>Pick toys the child is interested in. If the child gets bored with your toy choice, take others in.</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 adjusting the environment.</p>

	<ul style="list-style-type: none"> • Reminder: Do not coach parent to have child clean up. Let parent know the child can keep playing during check out. 	
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 for children with PSBs 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 Review Body Safety Rules with child. 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, possibly accompanied by MODELING and REDIRECTING the child’s attention to more appropriate play. Do not ignore PSBs. 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 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. 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>Pick toys the child is interested in.</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.</p>

	qualities of new toy [REDIRECT] and MODEL putting away first set of toys.	Coach positive touch & PSB-related praise.
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 for children with PSBs. 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 Review Body Safety Rules with child. 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. 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> <p>Note how skills are useful for reducing PSBs.</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 to 10 year olds, give RULE (plus consequence for breaking rule). No rules for 1 to 2 year olds except safety rules. Coach parent to play with child and practice PRIDE skills. Have parent state choices for toys to play with. Have a plan for constructing a situation to coach when-then, if-then statements. Also look for opportunities to coach these 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 at end of Special Playtime (e.g., sticker) 	<p>Pick toys the child is interested in.</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.</p> <p>** If family has specific concerns, incorporate here (e.g., homework, trying new food, etc.)</p> <p>Coach positive touch & PSB-related praise.</p>

<p>CHECK OUT (5 - 7 min)</p>	<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 for children with PSBs. 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>
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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 Review Body Safety Rules with child. 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 Calmly Tell Your Child Exactly What to Do & 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 (Hand Over Hand & Re-Do for young children) . Refer to the WACB-N and see when you would use direct commands to improve problem behaviors. Make sure parent understands the difference between using direct 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"> Calmly Tell Your Child Exactly What to do Handout Two-Choice Removal of Privileges (on back of Calmly) YOUNG CHILDREN: Hand-Over-Hand/Re-Do is on back of Calmly <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"> • Have parent give a transitional warning for switching toys half way through session; have parent give a direct command to clean up the toys when it is time. ** • Use transitional warnings, have parent tell the child that Special Playtime is ending and give direct 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) 	<p>When switching to a new toy, make sure the parent makes it sound fun! Parents need to practice giving direct 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 direct 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 for children with PSBs. 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 Review Body Safety Rules with child. 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 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. Refer to the WACB-N and see how you can use CALMING, RECOVERY, and RE-DOING to improve problem behaviors. 	<p><u>Forms needed:</u></p> <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> <p>Relate these skills to managing PSBs.</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 PSB concerns (e.g., appropriate touch) 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. 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 	<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>Real-life commands are easier for child if</p>

	<p>puts toys away too roughly or throws toys, you can RE-DO more gently and carefully.</p> <ul style="list-style-type: none"> • 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]. • 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 direct 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). 	<p>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 “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 for children with PSBs. 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 • All Strategies to Manage Behaviors as needed • 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>

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 they skills they used, what worked/what was a problem, and what kinds of changes PRIDE skills made. Administer and review WACB-N & “Strategies: Which work the best?” questionnaire Review Body Safety Rules with child. 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 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. 	<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 (15 min)	<ul style="list-style-type: none"> Conduct 12-minute behavioral observation (4-4-4). Code using PC-CARE simplified 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 PSB concerns (e.g., appropriate touch) 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) 	Pick toys the child is interested in.

<p>CHECK OUT (7-10 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 and to continue with Body Safety Rules. • 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") • Review Body Safety Rules with child. Check in about PSBs over past month. 	<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 PSB concerns (e.g., appropriate touch) • 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) 	Pick toys the child is interested in.
CHECK OUT (5 - 7 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.

Body Safety Rules

1. NO touching other people's private parts.
2. NO looking at other people's private parts.
3. NO other people touching your private parts.
4. NO showing your private parts to other people.
(keep clothes on)
5. _____

6. Touching your own private parts when you are alone is OK.



Reglas de Seguridad Corporal

1. **NO tocar las partes privadas de otras personas.**
2. **NO mirar las partes privadas de otras personas.**
3. **Ninguna otra persona tocar tus partes privadas.**
4. **NO mostrarle tus partes privadas a otras personas (mantener ropa puesta)**
5. _____

6. **Tocar tus propias partes privadas cuando estas sola/o esta bien.**





Child's Name: _____

	During 5 Minutes		Throughout the day			
	5-minute Special Play Time!	What toys did you play with?	Circle PRIDE skills used today	List strategies to manage behavior used today	Any problematic sexual behaviors today?	Overall, how was your child today? (circle one)
Monday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Tuesday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Wednesday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Thursday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Friday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Saturday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️
Sunday	YES NO		Praise Reflect Imitate Describe Enjoy		YES NO	😊 ☹️

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.

Adjust the 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
Words to encourage appropriate behaviors:	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