

PC-CARE

Section B: Documentation Information

- Client Folder Set Up
- PC-CARE Data Log
- PC-CARE Progress! Graph
- Maximizing the WACB-N
- WACB-N Coaching Words
- Coach Coding Categories
- Level 3 Coaching Worksheet

Client Folder Set Up Suggestions!

Left Side:

Divider (top to bottom)	Forms (top to bottom)
"WACB & Progress"	WACB-N Graph
"Coding Sheets"	12 Minute Behavior Observation Coding Sheets (2)
	Weekly PC-CARE Coding Sheets (2)
	Session 1 Checklist
	Session 2 Checklist
	Session 3 Checklist
	Session 4 Checklist
	Session 5 Checklist
	Session 6 Checklist
"Client Info."	Include any necessary client information from clinical interview or referral/intake

Right Side:

Divider (top to bottom)	Forms (top to bottom)
"Handouts"	What is PC-CARE? Flyer
	PC-CARE Syllabus Flyer
	PRIDE Skills Handout
	The How & Why of Daily CARE Handout
	Strategies to Manage Behavior Handouts
	Calmly Tell Your Child What to Do/ Removal Priv Handout
	Coping Skills & Co-Regulation Techniques Handouts
	Daily CARE Handouts (5)
	Strategies Questionnaire: Using Strategies At Home (5)
	Strategies Questionnaire: Last Week's (5)
"Session Outline"	PC-CARE Protocol

Child's Initials: _____

Total Number of PC-CARE Clients screened during PC-CARE Training: _____

Trainee/Therapist: _____ Caregiver's PC-CARE participation: ☐ Primary ☐ Secondary

Agency: _____ Referred by: _____

Child InfoChild's Age: _____ Sex: ☐ Male ☐ Female

Child's Ethnicity: _____ Primary Language: _____

Length of time with this caregiver: _____

Caregiver Info from Family Life Questionnaire

Relationship of Caregiver to child: _____ Adult ethnicity: _____

Primary Language: _____ Age of cgvr: _____ Years of schooling: _____

Caregiver Gender: ☐ Male ☐ Female ☐ Other **Custody Status (bio parents):** ☐ Full ☐ Partial/joint ☐ Reunifying**Marital Status:** ☐ Married ☐ Living with partner ☐ Divorced ☐ Separated ☐ Widowed ☐ Single/Never Married**Work status:** ☐ Employed _____ hrs/week ☐ Full-time foster parent ☐ Unemployed ☐ Student ☐ Disabled ☐ Retired**Trauma History (from ECTSS)****Perpetrators:**History of sexual abuse: ☐ None ☐ Yes 1) _____ 2) _____History of physical abuse: ☐ None ☐ Yes 1) _____ 2) _____History of neglect: ☐ None ☐ Yes 1) _____ 2) _____Domestic Violence: ☐ None ☐ Yes 1) _____ 2) _____Prenatal exposure to AOD: ☐ None ☐ Yes (Type of substance(s): _____)*Please use specific relationship language, e.g. "stepbrother" instead of "sibling"; "mother" rather than "bio parent"; etc***Number of Traumatic Events on ECTSS/CATS or other Trauma measure:** _____**Treatment Info:**

Skills	Pre-Tx Date:	Sess1 Date:	Sess2 Date:	Sess3 Date:	Sess4 Date:	Sess5 Date:	Sess6 Date:
	_____	_____	_____	_____	_____	_____	_____
#Neutral Talk:	_____	_____	_____	_____	_____	_____	_____
#PRIDE Skills:	_____	_____	_____	_____	_____	_____	_____
#Questions:	_____	_____	_____	_____	_____	_____	_____
#Commands:	_____	_____	_____	_____	_____	_____	_____
#Negative Talk:	_____	_____	_____	_____	_____	_____	_____
PCIQI Parent Total:	_____	_____	_____	_____	_____	_____	_____
PCIQI Child Total:	_____	_____	_____	_____	_____	_____	_____

Strategies to Manage Behavior*(Check if occurred)**Pre-Tx 12-Min Observation**Post-Tx 12-Min Observation*

Transitions	<input type="checkbox"/>	<input type="checkbox"/>
Adjust the Environment	<input type="checkbox"/>	<input type="checkbox"/>
Redirecting	<input type="checkbox"/>	<input type="checkbox"/>
Modeling	<input type="checkbox"/>	<input type="checkbox"/>
Selective Attention	<input type="checkbox"/>	<input type="checkbox"/>
Calming	<input type="checkbox"/>	<input type="checkbox"/>
Rules	<input type="checkbox"/>	<input type="checkbox"/>
When-Then/If-Then	<input type="checkbox"/>	<input type="checkbox"/>
Choices	<input type="checkbox"/>	<input type="checkbox"/>
Consistent Consequences	<input type="checkbox"/>	<input type="checkbox"/>
Redo	<input type="checkbox"/>	<input type="checkbox"/>
Recovery	<input type="checkbox"/>	<input type="checkbox"/>

Was child referred for other services after completing PC-CARE?

☐ YES☐ NO*IF YES*, Explain: _____**Weekly WACBs:**

	Pre-Tx	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Intensity Score	_____	_____	_____	_____	_____	_____	_____
Problem Score	_____	_____	_____	_____	_____	_____	_____

ECTSS/CATS

(or Other Trauma Measure)

Pre

(raw score)

Post

(raw score)

Symptom Score: _____

PC-CARE Satisfaction Survey**Post**

(raw score)

Total Score: _____

Please fill out the entirety of the PC-CARE Log form before submitting for certification

PC-CARE Progress!

WACB Scores	65								Non-Clinical Range
	60								
	55								
	50								
	45								
	40								
	35								
	30								
	25								
	20								
	15								
	10								
5									
# P RIDE Skills for Coding									
Days of Daily CARE									
Date:									
	Pre-Treatment Session	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6		

MAXIMIZING THE WACB-N

WACB-N Problem	Possible Trigger/s	Where/when Manifests?	Possible Intervention	In-clinic Parallel	PC-CARE Session
Dawdling/ Linger	Child stuck in unpleasant activity	Homework Dinner Chores	Skills Acquisition? <ul style="list-style-type: none"> Break task down Model calming When-Then reinforcers 	Difficult/mildly unpleasant task in session— homework, etc.	Session 2 (Modeling) Session 5 (Calming)
	Child stuck in pleasant activity (avoiding transition to less pleasant)	Bedtime Get ready for school (transition from cartoons)	Explanation Transitions When-Then reinforcers (get ready for bed= tuck in and read a story) Add “quickly” to Direct Commands	Waiting room End of session Transitions within session (turn off/ hand over phone) Mat and blanket in session	Session 1 (Transitions) Session 3 (When-Then) Session 4 (Direct Commands)
Mealtimes	Avoiding novel or undesired foods Skills deficit Finds environment more interesting (television, games) Negative attention	Asked to eat a novel or disliked food Poor Manners Getting-up	Skills Acquisition Direct Commands with sequence Rules Change environment (turn off television) When-then (dessert)	Bring food into session “Tea Party”	Session 3 (When-Then) Session 4 (Direct Commands, Rules)
Disobey/ Defiance (not trauma related)	Requested to perform an unpleasant activity	Home School Community	Direct Commands with sequence	Play with an undesirable toy (10 yr. old play with pre-school toys) Do an undesired task (color something the wrong color)	Session 4 (Direct Commands)

	Requested to end a self-reinforcing problem behavior	Home School Community	Direct Commands for desired behavior with sequence		Session 4 (Direct Commands)
Angry/Aggressive	Not getting what is wanted	Siblings, Peers, Authority	Automatic Removal of Privilege	Parent gives child fewer or less desirable toys	Session 4 (Removal of Privilege)
	Limits	Stores		Complex/difficult toy or game	
	Things not going their way	Difficult tasks Games (cheating)			
Screams/ Yells when upset		Intrusion (won't take space) Demands attention	Ignore Reinforce appropriate expression of feelings Removal of privilege Acknowledge feelings and teach skills while child is in a calm state		Session 2 (ignore) Session 4 (Removal of Privilege) Session 5 (Calming)
Careless/ Destructive with Others' things	Skills deficit		Natural/Logical Consequences		
Interrupts/ Seeks attention		Phones Parent talking with other adults Siblings	Warnings Ignore	Bring siblings in session Phone call in session Extended check-in/out	Session 2 (ignore)
Trouble paying attention or overactive	Over stimulating environment Low stimulation activities	Parties Activities Class Homework time	Observe for signs of overstimulation and remove/calm Practice attention (timer and attention breaks)		Session 5 (Calming)

Client Name: _____

Date: _____

COACHING DISRUPTIVE BEHAVIOR INTO APPROPRIATE BEHAVIOR

Use results of the WACB-N to determine Objectives of Treatment – Use Selective Attention
Describe Behaviors that are Positive/Appropriate

Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
DAWDLE WACB-N Question 1 Problem? YES NO Intensity: Low Mid High	Right away Quickly Paying attention Moving Responding Completing task Answering Finishing Choosing Making Decisions	Use of choices Timer Natural/Logical consequence Make a Game of Racing Introduce new activity (i.e. when baby gets finished. it will be fun to ..)		
TABLE MANNERS WACB-N Questions 2 Problem? YES NO Intensity: Low Mid High	Sitting Talking Swallowing Chewing w/mouth closed In-door voice Trying new things Listening Passing things Asking politely Setting table Cleaning up table Handing Waiting	Caregiver Models - I do it like this; chew with mouth closed; keeping food on plate; staying seated until everyone is done eating; using polite words when asking for something; using utensils appropriately		

Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
OBEY WACB-N Question 3 Problem? YES NO Intensity: Low Mid High	Putting Placing Following directions Cleaning up Quickly Handling Taking turns Sharing Attitude Finishing Keeping toys on table Listening Minding Complying (doing it the first time) Making Doing	Use toys that take some assembly and direction from caregiver (i.e. train set) Re-Doing (i.e. doing the behavior the correct way)		
OPPOSITION / ANGER WACB-N Question 4 Problem? YES NO Intensity: Low Mid High	Sharing Talking Taking turns Playing Using words Gently Quickly Softly Patiently Taking their time Thinking things over Label feelings Calmly Quiet Voice Nicely Listening Concentrating Waiting	Calming Techniques Decrease Enthusiasm of Caregiver if Overwhelming Have Caregiver use Calm/Quiet Voice Reflect feelings Validate feelings Restate position/fact (i.e. perceptual correction, reframing) Offer Two Choices		

Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
VERBAL EXPRESSION (i.e. yells, screams, sasses, whines, cries) WACB-N Question 5 Problem? YES NO Intensity: Low Mid High	in-door voice quietly softly patiently whisper big-boy/girl voice using words tells me what you need, want, feel, etc. calmly nicely	Lower voice Whisper game		
DESTROYS/CARELESS WACB-N Question 6 Problem? YES NO Intensity: Low Mid High	Gentle Nicely Carefully Safely	Warn & Remove Toy Model appropriate play Slow motion game		

Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
PROVOKES/FIGHTS	Sharing Talking Taking turns Playing Gently Hands to self Using words Cooperative Caring Softly Nice Words Compliment Being a friend Big boy/girl Saying nice things	Positive physical gestures Doll/stuffed animal play		
WACB-N Question 7				
Problem? YES NO				
Intensity:				
Low Mid High	(Spanish - amorosamente; carinosamente; cuidadosamente (con cuidado); delicadamente; dulce)			


Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
INTERRUPTS/SEEKS ATTENTION	Waiting Patient Listening Taking turns Letting other talk Using polite words (excuse me) Tapping on arm gently	Raise hand Hold up one finger Model appropriate behavior		
WACB-N Question 8				
Problem? YES NO				
Intensity: Low Mid High	(Spanish words- esperar; eschar; permitir que yo hable; paciente; cuando pides permiso)			

Problem Behavior	Words to encourage better behavior	Additional Strategies	Treatment Goals	Level 3 Coaching Statements
ATTENTION PROBLEMS/OVER ACTIVE	Sitting Sitting calmly, still Listening Watching Paying attention Concentrating Taking their time Thinking things out Attentive Calmness Quietly Focusing Gently Making Good Decisions Finishing Completing Hands to self Staying at the table Quiet hands and feet Following directions Doing one thing at a time	Begin with one toy at a time. Change toy as soon as you see they will escalate. Caregiver uses brief messages. Use name in all statements. Breakdown the tasks		
WACB-N Question 9				
Problem? YES NO				
Intensity: Low Mid High				

Coach Coding Categories

Coaching Level	Level Includes:	Examples
Level One: “LEAD” In this level the coach leads, giving words to say, suggesting or directing the parent to speak or act in a certain way	<ul style="list-style-type: none"> Direct the parent to use a skill by line-feeding or prompting with a command. Corrective intervention (e.g., changing question into a description). Help the parent know when to ignore inappropriate behavior. 	<p>T = Say, you handed me the red Lego. P = You handed me the Lego.</p> <p>T = Now give him a Labeled Praise. P = Thank you for listening right away.</p> <p>P = What are you doing now? T = Change that question into a behavior description by just describing what you think she’s doing. P = It looks like you’re feeding the baby doll.</p> <p>C = These are my Legos - don't touch! T = Ignore that sass. Say, you are playing with the Legos. P = You’re playing with them.</p>
Level Two: “FOLLOW” In this level the coach follows the parent’s lead, labeling what the parent says and does and praising for using skills	<ul style="list-style-type: none"> Praising parent’s use of skills. Labeling parent’s verbalizations and behaviors; can include gentle correction. Encouraging parents’ ability to use PCIT skills on their own, without coaching. Praising or reinforcing something the parent said or did that you want to see more of. These should be discrete parent behaviors. 	<p>P = You sat the kitty next to the dog! T = Great behavioral description.</p> <p>P = What do you want to do next? T = That’s a question.</p> <p>P = I like to put my toys away gently (models) T = I like how you just modeled gentle behavior.</p> <p>P = You’re stacking the blocks. T = That was a behavior description – Great job!</p> <p>P = You’re stacking the blocks carefully. P = And, you’re really concentrating. T = Great job describing the behaviors that you want.</p> <p>P = (Takes a deep breath during ignore) T = Good idea to take a deep breath and practice calming during this ignore.</p>

PC-CARE

Coaching Level	Level Includes:	Examples
Level Three: "TEACH" In this level the coach teaches, giving parents information, reasons for using skills, insight into their children's behavior, or ideas for how to use the skills at home.	 "EXPLANATIONS" <ul style="list-style-type: none"> Provide mini discussions about the child's development and patterns of behavior. Reason for using the concept/skill to meet objectives and goals of treatment. 	<p>T = He/she is right on target with putting those big blocks together. Using smaller blocks may cause him/her frustration because they require more advanced motor skills.</p> <p>P = Thank you for giving me the block. Now I can play with you. It's fun playing!</p> <p>T = When you describe what you like and praise him for doing it, then he will do more of this.</p>
	 "OBSERVATIONS" <ul style="list-style-type: none"> Provide observations about the child's behavior to point out improved behavior and improve rapport. Help the parent notice positive behavior in order to encourage praise and attention to treatment objectives. Provide observations about the parent-child interactions. Make observations about positive changes or accomplishments in parent's emotional state (not related to discrete behaviors/skills). 	<p>T = He is so focused on building with the blocks today! His attention has really improved since last week.</p> <p>T = By giving you a block he is choosing to share the toys and play with you.</p> <p>P = I like it when you share and play nicely with me. I can play with you then.</p> <p>T = I love seeing the two of you laugh together. Your relationship is so warm.</p> <p>T = I can tell it's becoming easier to enjoy your time with her. You seem so relaxed!</p> <p>T = You're becoming a lot more confident in the way you play with him!</p>
	 "GENERALIZATIONS" <ul style="list-style-type: none"> Explain how child's behaviors in play will generalize to other settings. Provide ideas for how caregiver can use the skills in other settings (e.g., home, public). 	<p>P = Thank you for sharing with me!</p> <p>T = By practicing sharing with you, you are preparing her to share with friends at school.</p> <p>T = Since you enjoy playing with him when he is nice, I bet his sister will too.</p> <p>T = Use that same praise for staying calm when homework gets hard.</p>

PC-CARE

Coaching Level	Level Includes:	Examples
<u>Missed Opportunity:</u> Not acknowledging a parent verbalization or skill, not providing enough direction, or not pointing out important child reactions to skills	<ul style="list-style-type: none"> Ignoring a skill independently used by the caregiver. Failing to acknowledge a skill used by the caregiver in compliance with a Level 1 coaching statement. Not commenting on children's improvements or parent skills that are helping the family accomplish their treatment goal(s) identified for that session. 	<p>P = Thank you for listening right away! P = You're cleaning up the blocks. T = (no coaching statement)</p> <p>T = Give him a Labeled Praise for handing you the toy. (<i>Level 1</i>) P = Thank you for handing me the toy. T = Now give a Behavior Description.</p> <p>P = You're lining up the animals for the parade. C = I'm taking my time to line them up (focuses on carefully lining up toys) T = (no coaching statement)</p>
<u>Error:</u> Mislabeling a verbalization or behavior, encouraging inappropriate behavior	<ul style="list-style-type: none"> Mislabeling a statement or skill used by the parent. Giving an incorrect explanation for the use of a skill. Misinterpreting the child's behaviors or parent-child interactions. Prompting or encouraging inappropriate behaviors and verbalizations. 	<p>P = You're stacking the blocks up very tall. T = Great labeled praise.</p> <p>C = I want to play with the dolls next. P = You want to play with the dolls next. T = When you reflect the child you're telling him what behaviors you want to see more of.</p> <p>C = I'm putting a hat on my potato head. P = You're putting that hat on a boy. (negative tone) T = You are doing a great job showing him you approve of his choices.</p> <p>T = Say, let's build a house now!</p>
<u>Coding rules:</u> <ol style="list-style-type: none"> Code every statement that pertains to parent or child performance. If a statement falls into Level 2 and Level 3, code Level 3 only. 		

PC-CARE

PRIDE SKILLS

PRAISE

1. _____
2. _____
3. _____

REFLECT

1. _____
2. _____
3. _____

IMITATE

1. _____
2. _____
3. _____

DESCRIBE

1. _____
2. _____
3. _____

ENJOY

1. _____
2. _____
3. _____

AVOID

NEGATIVE TALK & CRITICISM

1. _____
2. _____
3. _____

QUESTIONS

1. _____
2. _____
3. _____

COMMANDS

1. _____
2. _____
3. _____

STRATEGIES TO MANAGE BEHAVIORS

TRANSITIONS

1. _____
2. _____
3. _____

ADJUSTING THE ENVIRONMENT

1. _____
2. _____
3. _____

SELECTIVE ATTENTION

1. _____
2. _____
3. _____

MODELING

1. _____
2. _____
3. _____

REDIRECT

1. _____
2. _____
3. _____

CALMING

1. _____
2. _____
3. _____

RULES

1. _____
2. _____
3. _____

CHOICES

1. _____
2. _____
3. _____

WHEN-THEN/IF-THEN

1. _____
2. _____
3. _____

GENERALIZING STATEMENTS

1. _____
2. _____
3. _____

DIRECT COMMANDS

1. _____
2. _____
3. _____

CONSEQUENCES (POSITIVE & NEGATIVE)

1. _____

2. _____

3. _____

REDO

1. _____

2. _____

3. _____

RECOVERY

1. _____

2. _____

3. _____