PC-CARE

Section G: Session 4 Materials

- Session 4 Protocol
- Video Review Worksheet
- Session 4 Coding Sheet & Checklist
- Session 4 Strategies Handout: Calmly Tell Your Child Exactly What to Do, Then Wait
- Daily CARE Handout
- Session 4 Strategies Questionnaire
- Session 4 What Worked Last Week Questionnaire

Weekly Assessment
- WACB-N

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PC-CARE PROTOCOL

SESSION 4	GOALS: Giving Effective Commands and getting compliance, Removal of Privileges, PRIDE Skills	
CHECK-IN (7 min)	- 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** and **"Last Week's Strategies: What worked?"** - 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)	- 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 an effective command to improve problem behaviors. - 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>: **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** * Make sure to involve child in the didactic if age appropriate. Child can use these with friends or sibs
CODE & FEEDBACK (5 min)	- 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)	- 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! - Have parent give a transitional warning for switching toys halfway through session; have parent give an effective command to clean up the toys when it is time. **	Pick toys the child is interested in. If you want to use stickers for positive incentives, make sure you have 2 handy (let the child choose <u>one</u>). When switching to a new toy, make sure the parent makes it sound fun!

	• Use transitional warnings, have parent tell the child that Special Playtime is ending and give effective command to get the child to clean up (or help clean up). If the child does not comply, have parent give warning for removing a privilege (e.g., sticker)	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. ** If family has specific concerns, incorporate here (e.g., homework, trying new food, etc.)
CHECK OUT (5 - 7 min)	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 **"Using Strategies at Home"** questionnaire.) 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). Present graph of **PC-CARE Progress.** • 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. **Daily CARE Week 4:** • 5-minute Special Playtime daily • PRIDE skills • Effective Commands and consistent consequences	Make sure to leave some toys on the table for child to play with. Remember to include child if age appropriate.

PC-CARE
Video Review Worksheet

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

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

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

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

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

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

    Pros:

    Cons:

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

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

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

1)

2)

3)

4)

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

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

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

Note how Daily Care is presented and encouraged:

PC-CARE – Session 4
WEEKLY CODING AND CLINICAL NOTES

4 min. Coding Instructions: "Tell your child that it's playtime. Use all the skills you've learned while you follow along with [HIS/HER] play."

CLIENT NAME	DATE	START TIME	STOP TIME	TOYS USED

CAREGIVER	GOAL FOR SESSION

PARENT'S STATEMENTS: POSITIVE	TALLY CODES	TOTAL
NEUTRAL PARENT TALK		
PRIDE (PRAISE, REFLECT, IMITATE, DESCRIBE, ENJOY)		
AVOID	**TALLY CODES**	**TOTAL**
QUESTIONS		
COMMANDS		
NEGATIVE TALK (NTA)		

STRATEGIES USED TO MANAGE BEHAVIOR – circle all strategies present during 4 minutes of coding

TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT	RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
IGNORE	WHEN-THEN/IF-THEN	RE-DO	HAND-OVER-HAND	RECOVERY

PRIORITY ORDER

- Negative Talk
- PRIDE
- Command
- Question
- Neutral Parent Talk

PARENT-CHILD INTERACTION QUALITY INDEX

During 4 minutes of coding:

	Not at all	Somewhat	Very much
Parent was stern/harsh.	1	2	3
Parent was intrusive.	1	2	3
Parent was withdrawn/disengaged.	1	2	3
Child was emotionally reactive.	1	2	3
Child ignored caregiver.	1	2	3
Child was controlling/directive.	1	2	3
Child was aggressive/rude to caregiver.	1	2	3

PC-CARE Session 4 Checklist

Goals: *Assess, reinforce PRIDE concepts, giving effective commands: "Calmly Tell Your Child What to Do, then Wait," Two-Choice Removal of Privilege*

Check-in (7 min.): Start Time_____

- ❑ Assessment measures and feedback (WACB, etc.)
- ❑ Daily CARE handout collected, reviewed, discussed barriers to completion if applicable
- ❑ Discussed objectives and goals (related to child behaviors) for session
- ❑ Complete "Last Week's Strategies: What worked?" questionnaire

Mini-Didactic (10 min.): Start Time_____

- ❑ Present Session 4 Strategies handout
- ❑ Explain, model, and/or role play giving effective commands with "Calmly Tell Your Child What to Do, then Wait," and Two-Choice Removal of Privilege

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. Effective Commands: Calmly Tell Your Child What to Do, Then Wait _____
    b. Removal of Privileges for Not Following Directions _____
- ❑ 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: Calmly Tell Your Child What to Do Then Wait, Two-Choice Removal of Privilege at home
- ❑ Asks if caregiver will be able to come to session next week
- ❑ Tells caregiver plan for next week

CLINICAL NOTES:

Strategies to Manage Behaviors

PC-CARE

SESSION 4

Skill	Reason	Example
Effective Commands	• Tells child they NEED to listen • Should only be used when other skills are not enough, and a task must be accomplished now	• "Please put on your shoes." • "Please share one of your toys with me."
Consistent Consequences	• Reinforces importance of following parents' directions • Helps children feel safe by knowing what will happen if they comply/don't comply	• Praise for following directions: "Thank you for listening." • Removal of Privilege for not following directions: "You didn't do what I told you to do, so you will not get your sticker."

Effective Commands: Calmly Tell Your Child Exactly What To Do, then Wait	
Skill	**Reason**
Calmly	• When you are calm, your child is more likely to remain calm • Your child will learn to listen always, rather than only when you yell
Tell	• If you ask ("Can you brush teeth?") or suggest ("Let's brush teeth"), a perfectly reasonable response from your child is "No" or "I don't want to." • When you tell ("Please brush teeth"), compliance is the only reasonable response.
Your Child	• Make sure the command is developmentally appropriate for your child • If the task is too difficult, your child cannot comply
Exactly	• When you are specific ("sit still" vs. "be good"), it reduces demands on your child to figure out how to comply and reduces room for questions
What To Do	• Avoid "no, don't, stop, quit, not" in commands, as these words encourage children to do exactly what you asked them not to do • Children are not good at inferring meaning ("don't run" could mean "hop or cartwheel instead"; "please walk calmly" makes it clear what to do)
Then Wait	• Pause for 5 seconds after giving a command to give your child a chance to listen • Children's brains can take 5 seconds to process commands and initiate a response

G.5

Praise for Following Directions

● Rewards following directions	● "Thank you for listening" ● "Great job following directions"

Removal of Privilege for Not Following Directions

- **ONE** warning tells a child that they must comply

- **Consistency** and **follow-through** improve later compliance

- If you do not follow through with taking away a privilege after a child has chosen to lose it, the thought of losing a privilege will lack any power to get the child to comply.

- **Choose well**! Privileges must be: Important to the child; small in scope; and easy for you to enforce without interfering with necessary routines.

- **Logical consequences** feel fair, and could result from that behavior in the "real world."

- **How many?** No more than 3 per command. After 3, non-compliance is receiving too much attention.

- **How long to remove?** Never more than 1 day. Children should start fresh every morning with the opportunity to succeed. Often, 15-30 minutes is long enough and gives parents consequences for later non-compliance.

COMMAND	E.g., "Please put on your shoes"

WAIT 5 seconds (silent or out loud)
WARN: "You have two choices: either put your shoes on, or you will not get your sticker."
WAIT 5 seconds

Comply	Does not Comply
PRAISE!	**EXPLAIN:** "You didn't do what I told you to do, so you won't get your sticker." **DEEP BREATH** (stay calm) **WARN:** "You lost your sticker. You have two choices: either put your shoes on or I will turn off the TV." **WAIT** 5 seconds

Comply	Does not Comply
PRAISE!	**EXPLAIN:** "You didn't do what I told you to do, so I turned the TV off." **DEEP BREATH** (stay calm) **WARN:** "You lost your sticker and the TV. You have two choices: either put your shoes on or we will not go to the park today." **WAIT** 5 seconds

Comply	Does not Comply
PRAISE!	**EXPLAIN:** "You didn't do what I told you to do, so we will not be going to the park today." **DEEP BREATH** (stay calm)

WHAT NOW?
Recognize that your child will not comply right now.
Remain calm and redirect to something positive.

Complete task for the child (e.g., put shoes on for child)	Parent ends activity (e.g., read a book rather than go to the park, carry child to the car)	Ignore/Focus on positive (e.g., ignore whining; praise calm, creative, etc. action)

Daily CARE!

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Child's Name: _____

Parent Name: _____

Therapist – Session #: _____

Date Returned: _____

DATE	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**	**Overall, how was your child today? (circle one)**
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️
_____	**YES** **NO**		**Praise Reflect** **Imitate Describe** **Enjoy**		🙂 ☹️

SPECIFIC SKILLS TO PRACTICE DAILY

Use your Relationship Enhancement Skills (PRIDE)

P Praise!

R Reflect!

I Imitate and model!

D Describe!

E Enjoy out loud!

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

Reduce questions and commands

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

Use your Strategies to Manage Behaviors

Transitions between activities.

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

Session 4: 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).

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

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

Removal of Privileges

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

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Last Week's Strategies:
What worked?

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

☐ **Rules**

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

☐ **Choices**

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

☐ **When-then/If-then**

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

SESSION 4

WACB – N

(Weekly Assessment of Child Behavior – N)

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Your Name _____ Relationship to Child _____ Today's Date ___/___/___

Child's Name _____ Child's Gender _____ Child's Age _____

Directions

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

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

b) Circle either "yes" **or** "no" to show whether you need that behavior to change.

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

How often does your child…	Never		Sometimes		Always			Change?	
1. Cry at bedtime?	1	(2)	3	4	5	6	7	YES	(NO)

STEP 1:

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

STEP 2:

How often does your child….	Never		Sometimes		Always			Does this need to change?	
1. Dawdle, linger, stall, or delay?	1	2	3	4	5	6	7	YES	NO
2. Have trouble behaving at meal times?	1	2	3	4	5	6	7	YES	NO
3. Disobey or act defiant?	1	2	3	4	5	6	7	YES	NO
4. Act angry, or aggressive?	1	2	3	4	5	6	7	YES	NO
5. Scream and yell when upset and is hard to calm?	1	2	3	4	5	6	7	YES	NO
6. Destroy or act careless with others' things?	1	2	3	4	5	6	7	YES	NO
7. Provoke others or pick fights?	1	2	3	4	5	6	7	YES	NO
8. Interrupt or seek attention?	1	2	3	4	5	6	7	YES	NO
9. Have trouble paying attention or is overactive?	1	2	3	4	5	6	7	YES	NO
Total Score (items 1 through 9 ONLY)			**/63**					**/9** (1 per YES)	

Forte, L., Boys, D., & Timmer, S. (2012) *The use of brief child behavior assessments for weekly check-ins in PCIT: WACB-N and WACB-P.* Poster presentation at the 12th Annual PCIT Conference for Traumatized Children, Davis, CA. Updated 8/01/18