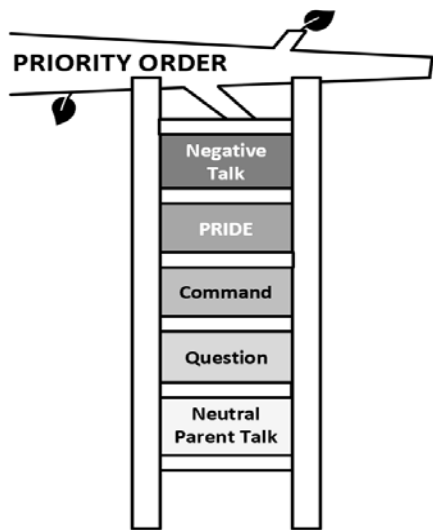


12-MINUTE – BEHAVIOR OBSERVATION CODING AND CLINICAL NOTES

FIRST 4-MINUTE INSTRUCTIONS: “In this situation, tell [CHILD’S NAME] that it’s playtime. Let [HIM/HER] choose any activity [HE/SHE] wishes. You just follow [HIS/HER] lead and play along with [HIM/HER]. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the activity.”

CLIENT NAME	DATE	START TIME	STOP TIME	TOYS USED
		:	:	
CAREGIVER	GOAL FOR SESSION			
PRIDE + NEUTRAL CAREGIVER STATEMENTS	TALLY CODES			TOTAL
NEUTRAL PARENT TALK				
PRIDE (PRAISE, REFLECT, IMITATE, DESCRIBE, ENJOY)				
AVOID + NEGATIVE CAREGIVER STATEMENTS	TALLY CODES			TOTAL
QUESTIONS				
COMMANDS				
NEGATIVE TALK (NTA)				

STRATEGIES USED TO MANAGE BEHAVIOR – Select strategies caregiver used during Child-Directed Play				
TRANSITIONS	REDIRECT	CHANGE ENVIRONMENT		RULES
MODELING	CALMING	REMOVAL OF PRIVILEGE	WARNING	CHOICES
STRATEGIC ATTENTION	WHEN-THEN/ IF-THEN	RE-DO	HAND-OVER- HAND	RECOVERY

 <p>PRIORITY ORDER</p>	PARENT-CHILD INTERACTION QUALITY INDEX			
	During FIRST 4 minutes of coding:	<u>Strength</u>	<u>Take Note</u>	<u>Address</u>
		<i>Not at all</i>	<i>Somewhat</i>	<i>Very Much</i>
	Parent was stern/harsh.	<u>1</u>	<u>2</u>	<u>3</u>
	Parent was intrusive.	<u>1</u>	<u>2</u>	<u>3</u>
	Parent was withdrawn/disengaged.	<u>1</u>	<u>2</u>	<u>3</u>
	Child was emotionally reactive.	<u>1</u>	<u>2</u>	<u>3</u>
	Child ignored caregiver.	<u>1</u>	<u>2</u>	<u>3</u>
	Child was controlling/directive.	<u>1</u>	<u>2</u>	<u>3</u>
Child was aggressive/rude to caregiver.	<u>1</u>	<u>2</u>	<u>3</u>	

SECOND 4-MINUTE INSTRUCTIONS: (TO BE READ VERBATIM)

“That was fine. Now we’ll switch to the second activity. Tell **[CHILD’S NAME]** that it’s your turn to choose the activity. You may choose any activity. Keep **[HIM/HER]** playing with you according to your rules. Raise your hand if you understand, **[WAIT FOR PARENT TO RESPOND]** and begin the activity.”

CLINICAL OBSERVATION OF INTERACTION DURING PARENT DIRECTED PLAY ACTIVITY

CODE CAREGIVER – Tally caregiver’s use of commands during Parent-Directed Play

COMMANDS		TOTAL
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STRATEGIES USED TO MANAGE BEHAVIOR – Select strategies caregiver used during Parent-Directed Play

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

THIRD 4-MINUTE INSTRUCTIONS: (TO BE READ VERBATIM)

“That was fine. Now please tell **[CHILD’S NAME]** that it is time to clean up the toys. Have **[HIM/HER]** put the toys away by **[HIM/HERSELF]**. Have **[HIM/HER]** put all the containers back where they were. After four minutes, I will let you know. Raise your hand if you understand, **[WAIT FOR PARENT TO RESPOND]** and begin the activity.”

CLINICAL OBSERVATION OF INTERACTION DURING CLEAN-UP ACTIVITY

CODE CAREGIVER – Tally caregiver’s use of commands during Clean-Up

COMMANDS		TOTAL
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STRATEGIES USED TO MANAGE BEHAVIOR – Select all strategies caregiver used during Clean Up

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