

PC-CARE

Appendix 1: Babies & Toddlers Materials

General Information

- PC-CARE Protocol for Toddlers
- Developmental Milestones chart – double-sided, color
- Observational Coding Instructions for Pre and Post Sessions - Toddlers

Pre-Treatment – Parent Handouts

- Babies & Toddlers Stress Handout
- Babies & Toddlers Trauma Handout
- PC-CARE for Toddlers Syllabus Handout

Session 1 Materials

- PRIDE Skills Handout for Toddlers
- Session 1 Strategies to Manage Behaviors for Toddlers

Session 2 Materials

- Session 2 Strategies to Manage Behaviors for Toddlers
- Calming Strategies for Toddlers

Session 3 Materials

- Session 3 Strategies to Manage Behaviors for Toddlers

Session 4 Materials

- Calmly Tell Your Child Exactly What to Do, Then Wait Handout for Toddlers
- Session 4 for Toddlers Strategies Questionnaire

Session 5 Materials

- Session 5 Strategies to Manage Behaviors for Toddlers
- Session 5 for Toddlers Strategies Questionnaire
- Session 5 for Toddlers: Strategies Learned – How Well Did They Work?

Session 6 Materials

- Complete Strategies to Manage Behaviors for Toddlers
- Problem Behaviors & Solutions Handout for Toddlers

Weekly Assessment

- WACB-0-2

PC-CARE: A Brief intervention for caregivers and children together
BABIES & TODDLERS PROTOCOL

PRE-TREATMENT SESSION	GOALS: Assess, listen, teach about causes of difficult behavior, “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 	<p>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.</p>
CHECK-IN	<ul style="list-style-type: none"> • Administer WACB-0-2. • Review pre-treatment measures with family. 	<p>Make sure to explain the purpose of assessment 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 	<p>Explain the purpose and process of doing the behavioral observation.</p>
BEHAVIOR DIDACTIC	<ul style="list-style-type: none"> • Discuss why children develop difficult behaviors (e.g., effects of trauma, stressful events, temperament) and the importance of strong family relationships in building resilience; • Talk about appropriate expectations, developmental concerns, and importance of emotional regulation for healthy development 	<ul style="list-style-type: none"> • Tailor discussion to child or family’s experiences. • Use one or more of following 3 handouts: Trauma- or Stress-Related Behaviors for Toddlers, and/or Difficult Behaviors for Toddlers • Use Developmental Milestones handout
ORIENT TO TREATMENT & SET GOALS	<ul style="list-style-type: none"> • Describe PC-CARE’s purpose to caregiver and child and how it will be helpful for this family. • 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 in each session, structure of each session (check-in, teaching, assess, coaching, wrap-up), and plan for graduation 	<p>Give What is “PC-CARE?” flyer, PC-CARE syllabus. 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 toddler & parent to improve relationship and child behaviors.• Encourage parent to find 5 minutes every day to spend in play with toddler.	Give the How & Why Daily CARE handout for Younger Children. Make sure to focus on importance of quality time for TODDLER.
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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-0-2 & Strategies: Did They Work?" questionnaire Choose child behavioral focus for session. 	<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 TODDLER PRIDE skills, AVOID negative- Describe how behavior management skills are only effective when the child receives plenty of attention for being good and listening. Show parent TODDLER 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. 	<u>Forms needed:</u> <ul style="list-style-type: none"> TODDLER PRIDE skill handout Toddler Strategies to Manage Behavior
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 TODDLER PRIDE skills. Start with toys requiring joint attention. Notice and describe child's behavior as it represents social-emotional and cognitive development. Make sure to comment about how the PRIDE skills support important aspects of the child's development. Make a comment about the caregiver AVOIDING questions & commands at an appropriate time. Practice TRANSITION by having parent give a warning 2 minutes and again 1 minute before the end of special play time. If child is very young, you may have to teach transitions more slowly, using physical cues and play practice. Have a plan to coach COMPLIANCE FRIENDLY 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. 	Pick developmentally appropriate toys. Make sure child is interested in them. If the child gets bored, take in other toys. 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 compliance friendly environment, showing the parent that the child might help clean up just using transitions and compliance friendly environment.

	<ul style="list-style-type: none"> ○ 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. ● Reminder: Do not coach parent to have child clean up by themselves. 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 to try it daily. (Use the “Strategies Learned – Will they work for us?” questionnaire.)</p> <p>Present graph of PC-CARE Progress.</p> <p>Explain Daily CARE handout. Talk about it as a way for them to generalize skills learned in the clinic to home and other settings. Emphasize importance of child receiving positive attention and hearing PC-CARE skills daily to maximize healthy development.</p> <p><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 out for child to play with.</p> <p>Use Daily CARE handout</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 TODDLER PRIDE skills if needed. Administer and review WACB-0-2 & 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 Toddler 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. Talk about the need for parents to keep CALM during SELECTIVE ATTENTION. Talk about the importance for kids of keeping calm (emotionally regulated) and toddlers need their parents to co-regulate. Show parent handout and teach them one or two CALMING strategies. 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior (for toddlers) Calming Strategies for toddlers
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 TODDLER PRIDE skills. Have a plan for when to coach selective attention, modeling, redirecting, and calming and also look for opportunities to coach them as situations arise. Have parent give a transitional warning for switching toys half way through session using verbal and behavioral cues; ask parent to model the CALMING skills. Switch toys; if child whines or protests, have parent ignore and point out cool qualities of new toy [REDIRECT] and MODEL putting away first set of toys. 	<p>Pick toys the child likes.</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>CHECK OUT (5-7 min)</p>	<p>Discuss when the parent can use selective attention, redirecting, and calming at home. 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 about Daily CARE and importance as support for healthy development. 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 for child’s healthy development. • 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 out for child to play with. Remember to include child if age appropriate.</p>
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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 TODDLER PRIDE skills made. Review PRIDE skills if needed. Administer and review WACB-0-2 & Strategies: Did They Work?" questionnaire Choose child behavioral focus for session. 	Put toys out 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 for Toddlers handouts and teach about USING RULES for safety and POSITIVE INCENTIVES (CHOICES, WHEN-THEN, IF-THEN statements) to build cognitive ability and set up future compliance. Refer to the WACB-0-2 and see how you can use positive incentives to improve problem behaviors. (Always add TODDLER 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 (for toddlers)
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"> No rules for 1 - 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, "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 protests, have parent ignore and point out cool qualities of new toy. ** Use transition with physical cues 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., trying new food, etc.)</p>

<p>CHECK OUT (5 – 7 min)</p>	<p>Discuss when the parent can use rules and positive incentives at home. 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 and importance as support for healthy development. 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 discussed 	<p>Make sure to leave some toys out 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 teaching compliance, Using Re-Doing and Hand-over-Hand, 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 rules and positive incentives went (and other strategies), what kinds of changes TODDLER PRIDE skills made. Review PRIDE skills if needed. • Administer and review WACB-0-2 & Strategies: Did They Work?" questionnaire • Choose child behavioral focus for session. 	Put toys out 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 - emphasizing the importance of keeping commands simple and using only when necessary. Talk about parents showing the child what they mean by commands and compliance by using hand signals, hand-over-hand physical prompts, or role-playing compliance. Refer to the WACB-0-2 and see when you would use commands to improve problem behaviors. • Make sure parent understands the difference between using commands (only when necessary, needs follow-through if no compliance) and positive incentive (if positive incentive is not chosen, you do not force compliance). Today's session will be just for practice. 	<u>Forms needed:</u> <ul style="list-style-type: none"> • Strategies to manage behavior (for toddlers)
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 choices for toys to play with. Have a plan for coaching the parent to give simple commands (e.g., "come to me," "high five!"). Also look for opportunities to coach these skills as they arise. Have parents practice play commands. Use lots of praise! • Have parent give a transitional warning for switching toys half way through session, 	<p>Pick toys the child is interested in.</p> <p>When switching to a new toy, make sure the parent makes it sound fun!</p> <p>Parents need to practice giving effective commands and see them</p>

	<p>cleaning up first toys before starting to play with second set of toys. If toddler puts toys away too roughly or throws toys, you can RE-DO more gently and carefully.**</p> <ul style="list-style-type: none"> • Use transitional warnings with physical cues, have parent tell the child that Special Playtime is ending and give simple, developmentally appropriate effective commands to get the child to help clean up. Have parent sing clean up song while cleaning up together to make it fun (optional- but clean up songs are good cues for transitions to clean up). 	<p>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., trying new food, playing nicely with toys, etc.)</p>
<p>CHECK OUT (5 - 7 min)</p>	<p>Parents should use simple, EFFECTIVE COMMANDS at home primarily to keep toddlers safe. At the same time, it is important for toddlers to understand what the parent means when giving a command and to learn that compliance is fun. Parent may use effective commands to tell toddler to bring over a favorite book or toy to play with (make it fun!). 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>Present graph of PC-CARE Progress.</p> <ul style="list-style-type: none"> • Remind parent 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 for safety; simple commands for fun 	<p>Make sure to leave some toys out for child to play with.</p>

SESSION 5	GOALS: RECOVERY, PRIDE Skills, future use of LOGICAL CONSEQUENCES (if appropriate)	
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-0-2 & Strategies: Did They Work?" questionnaire Choose child behavioral focus for session 	Put toys out and allow child to play with toys during your check-in
MINI-DIDACTIC (10 min)	<ul style="list-style-type: none"> Remind parent about the importance of being calm and emotionally regulated for children and review most effective skills and strategies. Introduce concept of RECOVERY 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 make good choices. If appropriate (e.g., child is approaching 2 yrs), you may teach about LOGICAL CONSEQUENCES in case of non-compliance as a strategy for the future using When-Then/ If-Then statements. Refer to the WACB-0-2 and see how you can use RECOVERY and LOGICAL CONSEQUENCES to improve problem behaviors. 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior (for toddlers)
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 effective commands for fun (play commands) and also look for opportunities to coach them when an appropriate situation arises. 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>When switching to a new toy, make sure the parent makes it sound fun!</p> <p>Real-life commands are easier for child if given in a context of positive emotion. If you haven't</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 toddler puts toys away too roughly or throws toys, you can RE-DO more gently and carefully. • Have parent practice all skills, maybe incorporating some calming strategies (e.g., stretching, singing, big breaths) into recovery to promote emotion regulation. • 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 with physical cues, have parent tell the child that Special Playtime is ending and give simple, developmentally appropriate effective command to get the child to help clean up. Have parent sing clean up song while cleaning up together to make it fun (optional- but clean up songs are good cues for transitions to clean up). 	<p>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., trying new food, playing nicely with toys, etc.)</p>
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<p>CHECK OUT (5 – 7 min)</p>	<p>Discuss when the parent (and child, if appropriate) can use recovery and logical consequences (if age appropriate) at home. Work out plans for parent 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 specific differences it made. • If no Daily CARE or little buy in, talk about how having regular Daily CARE will be even more important in the future when the child goes through difficult times. <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 PSI4-SF, ECTSS, DECA and TAI to complete and return next week. 	<p>Make sure to leave some toys out for child to play with.</p>
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SESSION 6	GOALS: Putting it all together PRIDE Skills + Strategies to Manage Behavior	
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-0-2 & “Strategies: Which work the best?” questionnaire Choose child behavioral focus for session. 	Put toys out 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. Review ONE row on problem behaviors & solutions worksheet to demonstrate how to use the form in the future 	<u>Forms needed:</u> <ul style="list-style-type: none"> Strategies to Manage Behavior Problem Behaviors & Solutions
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. Have a plan to coach certain skills that you want parent to have a little more experience using, but look for opportunities to try all skills. Incorporate real life situations that continue to be problematic if possible. Use transition, positive incentives, effective commands (with singing) to get the child to help clean up at end of Special Playtime. 	Pick toys the child is interested in.

<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-0-2 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. • Tell parent that you will be calling to schedule a Follow-Up (Booster) Session in a month’s time. • Present graduation certificate and encourage caregiver and child to be proud of their accomplishments. • Discuss transition to different treatment (if appropriate) or to no treatment. • Remind parent 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. • Encourage them to continue Special Playtime at home. 	<p>Make sure to leave some toys out for child to play with. 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-0-2 to find out what child’s behavior is like. • Ask what skills they are using to manage any difficult behaviors mentioned on the WACB-0-2 (any behavior with a score above “2”) 	Listen to the parent, ask questions to get a full picture of how their life is.
IF CONDUCTING BOOSTER SESSION:		
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 to coach certain skills that you want parent to try, and 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, effective commands (with singing) to get the child to help clean up at end of Special Playtime 	Pick toys the child is interested in.
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-0-2 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. 	Make sure to leave some toys out for child to play with.



PC-CARE!

Caregiver-Toddler Intervention – 6 Week Model



Week 1:

- Learn about PC-CARE and how to use PRIDE skills and strategically notice your child's positive behavior
- Learn and practice: Setting up your home *Environment* to improve child compliance, & *Transitions*
- Daily CARE!

Week 2:

- Learn and practice: *Ignore, Modeling, Redirect, & Calming*
- Practice PRIDE skills to strengthen your child's positive behavior
- Daily CARE!

Week 3:

- Learn and practice: *Rules, Positive Incentives – Choices, When-Then & If-Then* statements
- Practice PRIDE skills to strengthen your child's positive behavior
- Daily CARE!

Week 4:

- Learn and practice: Giving *Effective Commands, Re-Doing, Hand-Over-Hand* for compliance
- Practice PRIDE skills to strength your child's positive behavior
- Daily CARE!

Week 5:

- Learn and practice: *Recovery & Logical Consequences for Non Compliance*
- Practice PRIDE skills to strengthen your child's positive behavior
- Daily CARE!

Week 6:

- *Putting it all together!* Use what you've learned at home and in the community!
- Practice all the skills: PRIDE skills, *Calmly Tell Your Child What to Do*, and the calming & coping skills
- Graduation!



For information contact:

Lindsay Armendariz (Forte)
PC-CARE Coordinator
laforte@ucdavis.edu
(916) 732-8983

Our Team
HS-PCCARE@ucdavis.edu
Facebook.com/PCCARETHERAPY

UCDMC CAARE Center
3671 Business Drive, Suite 100
Sacramento CA 95820
PCIT.UCDAVIS.EDU/PC-CARE

UCDAVIS
HEALTH

PC-CARE BEHAVIORAL OBSERVATION INSTRUCTIONS

Babies & Toddlers

Child Directed Interaction/Child Led Play (CDI - Four Minutes)

(Code this portion of the exercise)

- In this situation, tell [CHILD'S NAME] that [HE/SHE] may play with whatever [HE/SHE] chooses. 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.

Parent-Directed Interaction / Parent Led Play (PDI - Four Minutes)

(Code or Observe making narrative notes)

- 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.

Clean Up (CU - Four Minutes)

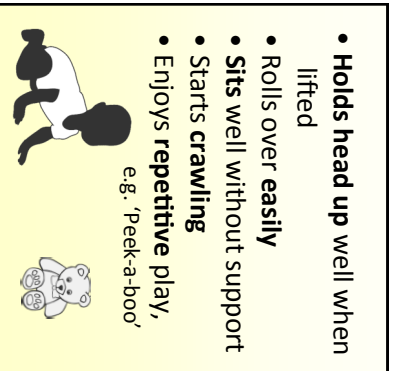
(Code or Observe making narrative notes)

- That was fine. Now please tell [CHILD'S NAME] that it is time to clean up the toys. Start to put the toys away by yourself, direct and encourage [CHILD] to help you in putting the toys away. After four minutes, I will let you know. Raise your hand if you understand, [WAIT FOR PARENT TO RESPOND] and begin the activity.

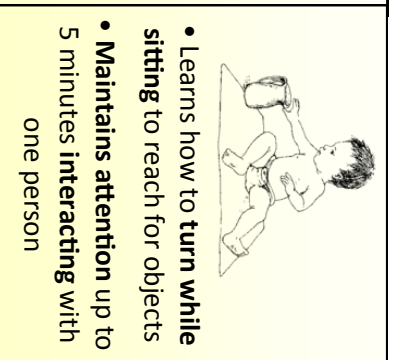


9 Months

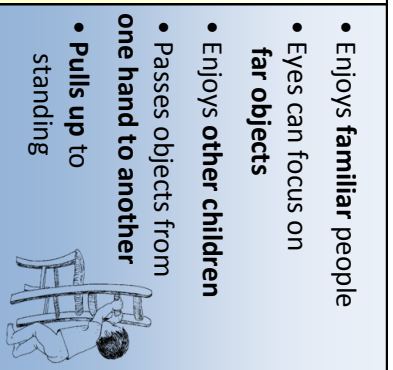
- Holds head up well when lifted
- Rolls over **easily**
- Sits well without support
- Starts **crawling**
- Enjoys **repetitive play**, e.g. 'Peek-a-boo'



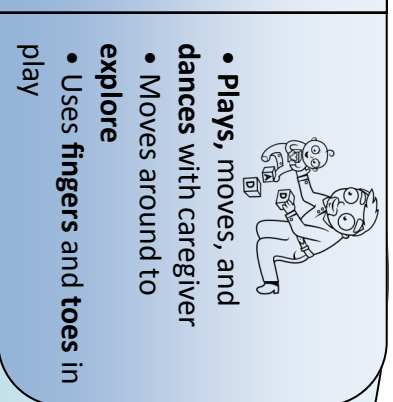
- Learns how to **turn while sitting** to reach for objects
- **Maintains attention** up to 5 minutes **interacting** with one person



- Enjoys **familiar** people
- Eyes can focus on **far objects**
- Enjoys **other children**
- Passes objects from **one hand to another**
- **Pulls up** to standing

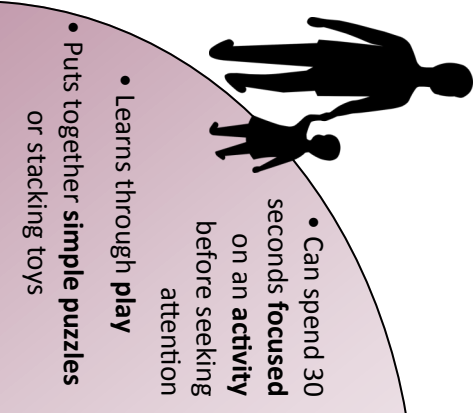


- **Plays, moves, and dances** with caregiver
- Moves around to **explore**
- Uses **fingers and toes** in play



9 to 12 Months

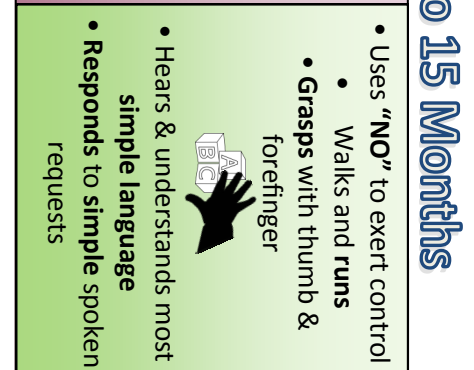
- Can spend 30 seconds **focused** on an **activity** before seeking attention
- Learns through **play** or stacking toys
- Puts together **simple puzzles**
- Holds and **looks at** small toys and **pictures, books**
- Begins to "draw", **scribbling** and making marks
- May show separation anxiety when **away from parent**



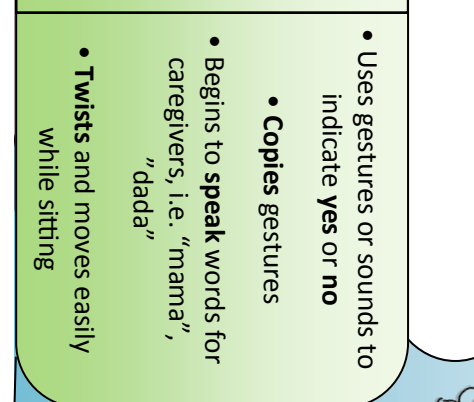
- Has **preferences** about **colors, sounds, toys, people**
- Loves to explore
- Starts to climb
- Starts to dance



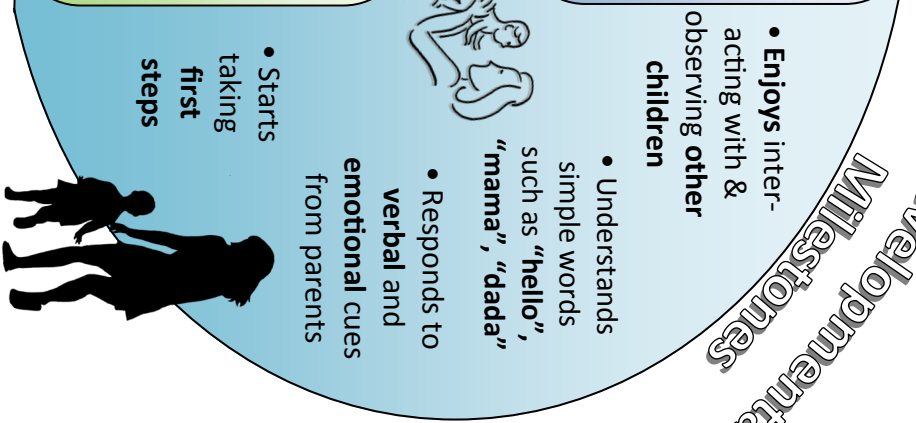
- Uses "NO" to exert control
- Walks and **runs**
- **Grasps** with thumb & forefinger
- Hears & understands most **simple language**
- **Responds** to simple spoken requests



- Uses gestures or sounds to indicate **Yes or no**
- **Copies** gestures
- Begins to **speak words** for caregivers, i.e. "mama", "dada"
- **Twists** and moves easily while sitting



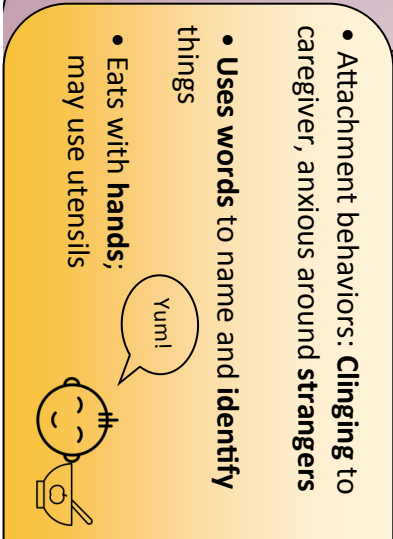
- Enjoys inter-acting with & observing **other children**
- Understands simple words such as "hello", "mama", "dada"
- Responds to **verbal and emotional cues** from parents
- Starts taking **first steps**




12 to 15 Months

15 to 18 months

- Attachment behaviors: **Clinging** to caregiver, anxious around **strangers**
- Uses **words** to name and identify things
- Eats with **hands**; may use utensils



- Can spend 30-60 seconds without assistance **on one activity**; With encouragement, can spend **2 to 3 minutes**
- Begins to use **small sentences**
- Easily moves fingers **back and forth** from **face** to moving **objects**



18 to 36 months

Developmental Milestones

18 Months

- **Object permanence:** Can try to play **hide-and-go seek**
 - Can **jump** up and down
- **Builds** and stacks small towers of blocks
 - May **climb out of crib**
- **Recognizes self** in mirror and photos
- Walks around while **carrying** a toy or snack



- Makes **animal sounds** when they see animal, i.e. 'meow' when they see a cat
 - Shows **concern** if a friend is crying
- Likes to **climb** everything
 - **Verbal** expression of wants & independence, i.e. "me do it"
 - Makes **pretend sound effects** when playing with toys



Developmental Milestones

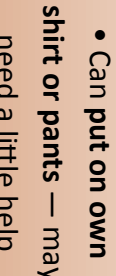
- Can **feed self;** may grab a snack when hungry



- Can **put on own shirt or pants** — may need a little help

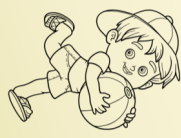


- Can **walk up & down stairs** with little help or while holding railing



24 Months

- **Washes & dries** own hands
- Can **kick** a ball
- Can say as many as **50 to 100** words
 - Possessive: Starts calling toys/objects "mine"
 - Speaks in **sentences**
- Likes to **help;** eager to please
 - May often ask "What's that?"
 - Understands **prepositions** (before, after, when)
 - **Points, identifies** items & animals in pictures



Mommy, what's that?



I can help!



This is for daddy!

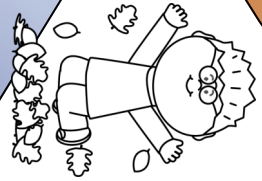


36 Months

- Says **name and age** when asked
- Can **throw & catch** a ball or soft toy
- Can walk **backwards**
- Can **hop** on one foot
- **Copies behavior** of friends & adults — i.e., if you run, child will run too
- Shows **affection** for friends without prompting
- Plays **make-believe** with toys, animals, and people
- Speaks in **sentences to express** needs, wants, likes, dislikes
 - Asks **lots** of questions!



3 Years Old!



18 Months

- Can **brush** their own **teeth**
- Likes **routines;** is upset by changes in routines
 - Can understand **two-step instructions**, e.g. "pick up the toy and put it on the table"
- Loves **interactive games/activities**, playing with caregivers & friends



Parenting a child who has experienced a lot of stress can be a difficult task. Babies and toddlers often can't tell us how they feel. One way they cope with stress is through behaviors. Learning to see the signs of stress and respond to them in a positive way helps very young children feel safe and cared for.

Symptom	Explanation
Hypervigilance and Frequent Startling	A baby who is tense, watchful, or on guard even when in a familiar, comfortable, and safe environment is hypervigilant. Often hypervigilance is accompanied by visible startling at sudden noises or sounds.
Attachment and Response to Caregiving	Babies naturally develop attachment relationships with their caregivers. A healthy attachment is one where the child can use the caregiver as a “secure base” and feels safe taking small risks when they are near. Sometimes children are overly clingy with caregivers and sometimes they avoid interaction with caregivers. These are signs of problems in the caregiver-child relationship. 
Emotional Distress 	Infants and toddlers who have been in stressful or scary situations often have difficulty controlling their emotions and act impulsively. They may have more intense emotional reactions or become very angry or sad without an obvious cause. When this distress is related to stressful events, they may be less responsive to their caregiver's attempts to calm them.
Feeding Problems	Babies and toddlers who have experienced stressful events may have problems with eating, either refusing to eat or wanting a bottle again even though they have begun eating solid food.
Sleep Disturbance, Nightmares	After stressful experiences, babies and toddlers may sometimes be afraid to be left alone in a room or resist falling asleep. Sometimes they may have nightmares or “night terrors.” It's hard to know if an empty stomach, a wet diaper, or illness caused a baby to start crying in the middle of the night. But if you rarely find a physical reason for the baby to wake screaming, the behavior could be related to stress.
Repetitive/Constricted Play	 Toddlers normally repeat play behaviors, like stacking blocks, and linking pop-beads. But, when a toddler repeatedly acts out scary or stressful events, this may be a sign that the event is continuing to impact them. Also, when toddlers show little interest in new toys or in other children, it may be a sign of depression and anxiety.
Developmental Concerns	Toddlers who have experienced stressful events for a long time may show some developmental deficits, including poor verbal skills and/or memory problems.

Parenting a traumatized child can be a difficult task. Babies and toddlers often can't tell us how they feel. One way they cope with trauma is through behaviors. Learning to see the signs of trauma and respond to them in a positive way helps very young children feel safe and cared for.

Symptom	Explanation
Hypervigilance and Frequent Startling	A baby who is tense, watchful, or on guard even when in a familiar, comfortable, and safe environment is hypervigilant. Often hypervigilance is accompanied by visible startling at sudden noises or sounds.
Attachment and Response to Caregiving	Babies naturally develop attachment relationships with their caregivers. A healthy attachment is one where the child can use the caregiver as a “secure base” and feels safe taking small risks when they are near. Sometimes children are overly clingy with caregivers and sometimes they avoid interaction with caregivers. These are signs of problems in the caregiver-child relationship. 
Trauma Cues and Emotional Distress	Infants and toddlers remember images, sounds, smells, sensations, and emotions connected with traumatic events. When in a place that looks, sounds, or smells like the place where a trauma occurred, they may respond by getting angry or aggressive, crying, and/or being hard to calm down. Even when trauma cues are not obvious to caregivers, children may show irritability, sadness, anxiety, or excessive fear of being separated from a caregiver. 
Feeding Problems	Babies and toddlers who have experienced trauma may have problems with eating, either refusing to eat or wanting a bottle again even though they have begun eating solid food.
Sleep Disturbance, Nightmares	Traumatized babies and toddlers may sometimes be afraid to be left alone in a room or resist falling asleep. Sometimes they may have nightmares or “night terrors.” It’s hard to know if an empty stomach, a wet diaper, or illness caused a baby to start crying in the middle of the night. But if you rarely find a physical reason for the baby to wake screaming, the behavior could be a trauma symptom. 
Repetitive/Constricted Play	 Toddlers normally repeat play behaviors, like stacking blocks, and linking pop-beads. But, when a toddler repeatedly acts out scary or traumatic events, this may be a sign of past trauma. Also, when toddlers show little interest in new toys or in other children, it may be a sign of depression and anxiety.
Developmental Concerns	Traumatized toddlers may show some developmental deficits, including poor verbal skills and/or memory problems.

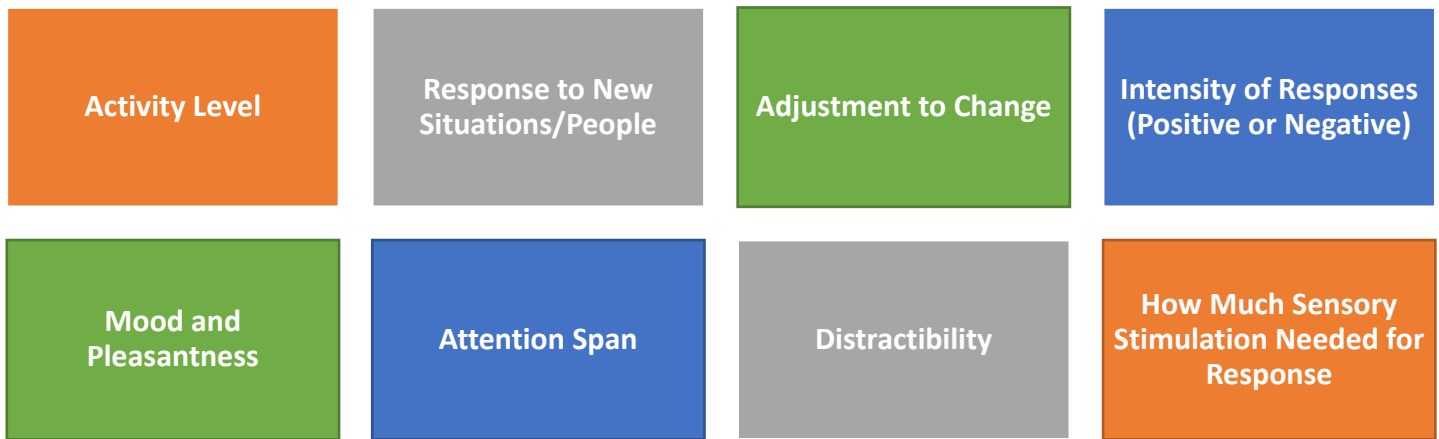
Understanding Toddler's Difficult Behaviors

Children develop difficult behaviors for different reasons, and all children display difficult behaviors at various times in their lives. However, once these difficult behaviors become more regular, caregivers' relationships with their children can become frustrating, and family life becomes stressful. Once these negative cycles begin, ending them may require making a commitment to adjusting caregiving strategies.

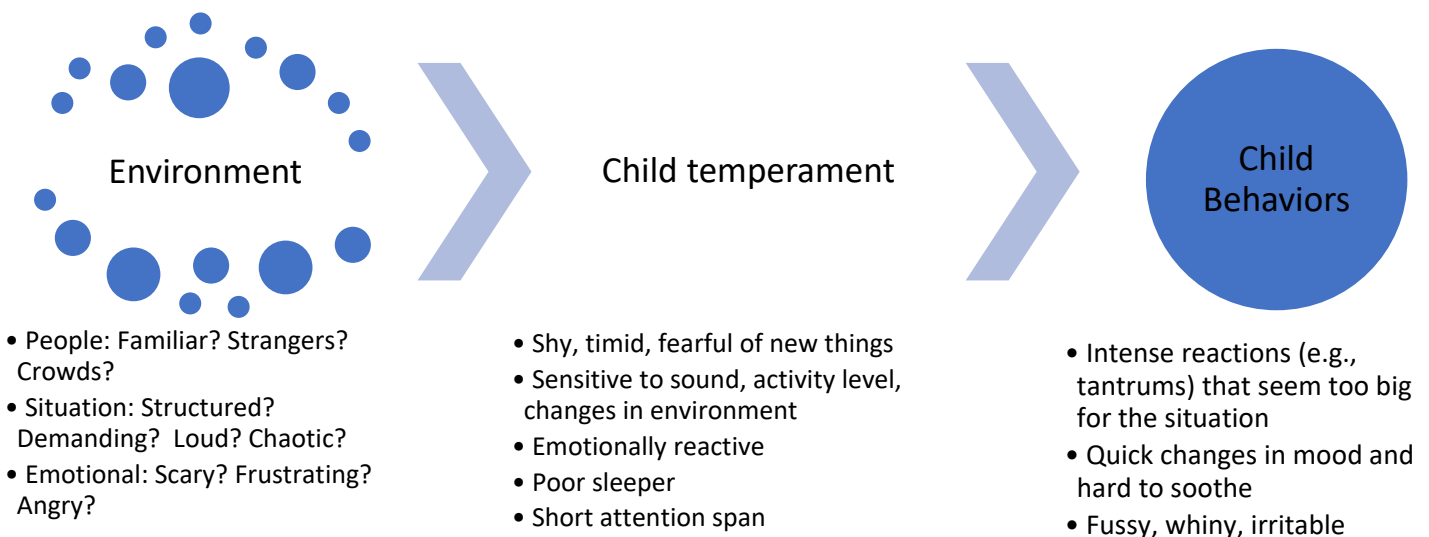
Children's Temperament

Children (and caregivers) are born with temperaments – the ways we adapt, regulate emotions, and interact with the world around us. There are 8 basic areas of temperament:

Areas of Temperament



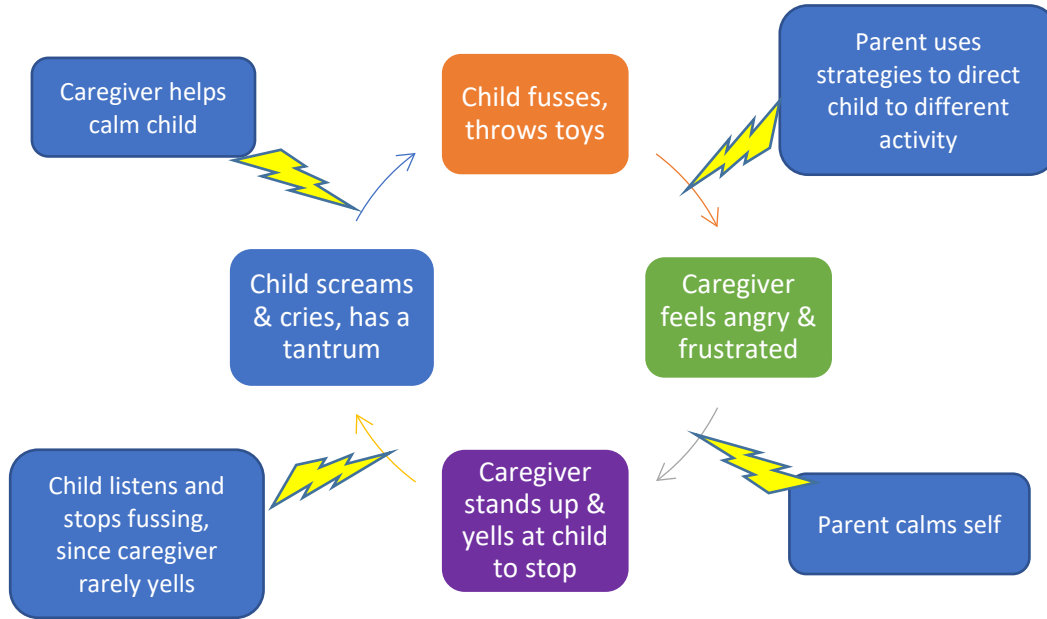
How different situations and child temperament produce different (and difficult) behaviors



Understanding Toddler's Difficult Behaviors

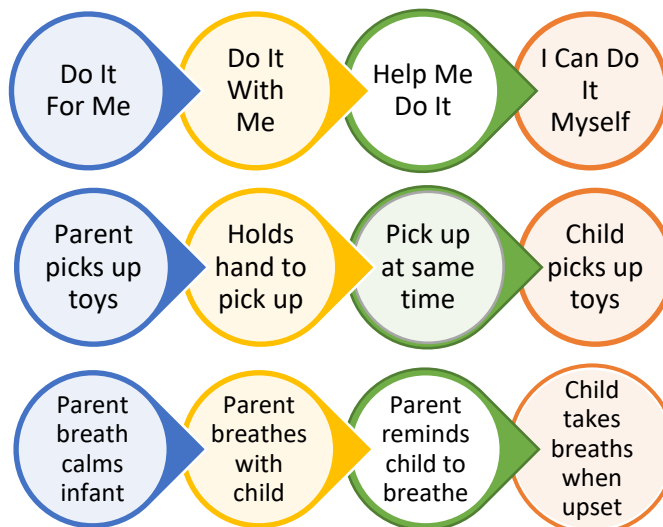
How difficult behaviors affect families

Sometimes parents and children get into cycles of negative behaviors and emotions. When they occur, they are stressful for caregivers and children. Learning new ways of reacting to negative behavior can break the cycle and reduce stress.



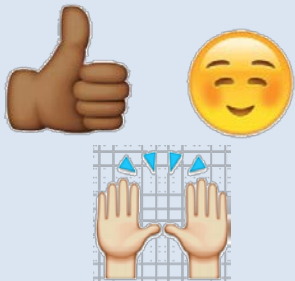


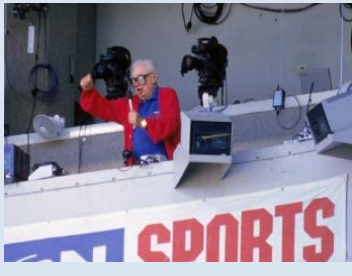

Developing Skills and Self-Regulation




Children learn all skills within relationships. Parent's help their children learn to eat by themselves, play with toys, read books, do chores, etc.



Children need the exact same help learning to regulate their emotions and behaviors.

P*R*I*D*E



Rule	Reason	Example	Look
<p><u>PRAISE</u> appropriate behavior</p>	<ul style="list-style-type: none"> Increases desired behaviors. Lets child know what you like. 	<ul style="list-style-type: none"> “Great sharing!” [Clap to make praise more effective] 	
<p><u>REFLECT</u> appropriate talk</p>	<ul style="list-style-type: none"> Shows child you’re listening and understand child. Helps child learn how to say things correctly. 	<ul style="list-style-type: none"> Child: “Baba!” Parent: “Yes, that is a bottle.” 	
<p><u>IMITATE</u> appropriate play</p>	<ul style="list-style-type: none"> Shows approval of child’s play. Models and increases desired behaviors. 	<ul style="list-style-type: none"> Parent: “I’m going to tap the blocks quietly, just like you.” 	
<p><u>DESCRIBE</u> appropriate behavior</p>	<ul style="list-style-type: none"> Increases concentration and attention to the activity. Slows down an active child. 	<ul style="list-style-type: none"> “You’re pointing at the cow.” “You found Mr. Bunny!” 	
<p><u>ENJOY</u></p>	<ul style="list-style-type: none"> Shows your interest in child. Models positive emotions. Helps child relax. 	<ul style="list-style-type: none"> “I have so much fun playing with you.” [Smile!][Clap!] 	

Rule	Reason	Example	Look
<p><u>AVOID</u> NO, DON'T, STOP, QUIT and NOT</p>	<ul style="list-style-type: none"> Doesn't tell the child what TO DO. Use these sparingly to stop dangerous or destructive behavior. 	<ul style="list-style-type: none"> Instead of "No running," say "Walk please." [Danger] "Don't touch! Hot! Ouch!" <p>[Keep it simple!]</p>	
<p><u>AVOID</u> criticizing</p>	<ul style="list-style-type: none"> Doesn't provide direction. Focuses attention on negative behavior. Can trigger negative behaviors. 	<ul style="list-style-type: none"> Instead of "Yuck! What a mess." Say "Looks like you had lots of fun. Now we clean up." Instead of "No, no, no! Not like that!" Say "You're trying to... I do that like this..." 	
<p><u>AVOID</u> giving commands and asking questions</p>	<ul style="list-style-type: none"> Doesn't allow child space to lead. Parent starts focusing on toddler compliance and answering instead of play. 	<ul style="list-style-type: none"> Instead of "Let's play with these toys," say "You're walking to the blocks!" Instead of "Look at this," say "I found a cow." Instead of "What's this?" say "You're holding a train." Instead of "See the cow?" say "I see a cow." 	

Strategies to Manage Behaviors






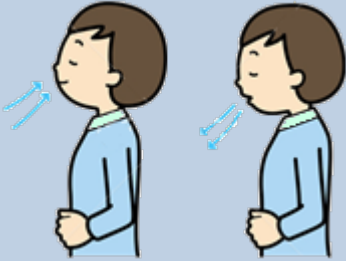
PC-CARE for Toddlers SESSION 1

Skill	Reason	Example
 <p>Transitions</p>	<ul style="list-style-type: none"> • Provides the child an opportunity to prepare for a change. • Allows the child to complete their current activity before switching to another. • Helps improve children’s cognitive development. • Routines help children feel safe and calm. 	<ul style="list-style-type: none"> • “I’m going to count to five. You can go on the slide again or whatever you want. When I get to five, it will be time to go home.” • “After we read this story, it will be time for bed.” • “At night we brush teeth, get dressed, read story in bed, sing song, give goodnight hugs, then go to sleep.”
 <p>Compliance Friendly Environment</p>	<ul style="list-style-type: none"> • Adjusting your home environment to promote compliance will help set you and your child up for success! • With fewer distractions and opportunities for bad behavior, the child will be better able to listen and follow directions. 	<ul style="list-style-type: none"> • Keep breakable and/or off-limits items out of reach and out of sight. • Keep the play area safe and kid-friendly so that the child can make good choices. • Support the child in regulating emotions by setting or changing routines. • If the child gets cranky and tired at dinner-time, think about having dinner earlier so you can all enjoy mealtime.

Strategies to Manage Behaviors

PC-CARE for Toddlers

SESSION 2

Skill	Reason	Example
<p>Selective Attention</p>  <p>Ignore inappropriate behavior (unless it's dangerous or destructive)</p>	<ul style="list-style-type: none"> • Helps child notice differences between your responses to good and bad behavior. • Helps parents stay calm. • Avoids increasing attention-seeking behavior by removing your attention. 	<ul style="list-style-type: none"> • Child: (plays roughly with toys) Parent: (says nothing about it, turns focus to own toys; making it fun) "Hello, Mr. Cow! "Moo-o-o-o-o!" • Child: (starts to play nicely) Parent: "Great job playing nicely with the toys! I love playing nicely with you!"
<p>Modeling</p> 	<ul style="list-style-type: none"> • Allows child to know what behavior you want. • Helps to correct difficult behaviors by showing child the positive opposite behavior. 	<ul style="list-style-type: none"> • "I am putting Mr. Cow down gently." • "He is saying Moo-o-o-o to little Horse quietly." • Child: (shouting loudly) Parent: (quietly) "I'm going to use my indoor voice."
<p>Redirect</p> 	<ul style="list-style-type: none"> • Gets child to focus on another toy, behavior, or activity without use of strict discipline. • Provides opportunity to praise good behavior and create positive interaction. 	<ul style="list-style-type: none"> • If the child wants another sibling's toy, the parent can redirect the child by showing them a different yet equally fun toy. • "Wow, I have a big truck. It is rolling toward you!"
<p>Calming</p> 	<ul style="list-style-type: none"> • Gives parents the opportunity to model skills and calm themselves. • Helps child to soothe when distressed, and eventually self-soothe. 	<ul style="list-style-type: none"> • "I am going to calm down. I am taking a deep breath, 1, 2, 3, 4..." • Hold and rock child gently; Sing softly; use quiet, calm voice and soothing words ("that's okay"), turn off music, TV, lower lights; model deep breathing, use physical touch (e.g., rub back, brush hair off forehead)

Parents: Helping Toddlers to Cope & Relax

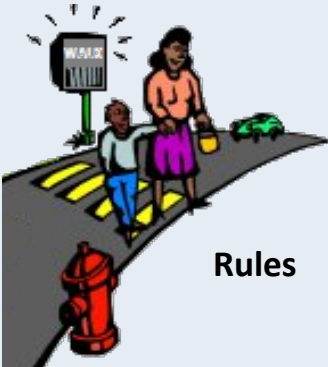


	<p>Hold and rock the child gently, humming or softly singing a song.</p>
	<p>Hold child and breathe in slowly through your nose to smell a beautiful flower. Then slowly blow out the candles on a cake.</p>
	<p>Rub the child's back or brush hair gently off their brow, murmuring "that's okay, that's okay," or other reassuring words.</p>
	<p>Reduce stimulation in surrounding area. Dim the lights, turn off the radio or TV.</p>
	<p>Attempt to redirect to a favorite activity if child is not too dysregulated (highly upset).</p>
	<p>If something falls or goes wrong, say "uh oh," acknowledging the accident, while remaining calm and happy: model a calm response to problems.</p>

Strategies to Manage Behaviors



PC-CARE for Toddlers



SESSION 3

Skill	Reason	Example
 <p>Rules</p>	<ul style="list-style-type: none"> Establishes for the toddler what caregiver considers dangerous. 	<ul style="list-style-type: none"> "It is NOT ok to bite. (physically move child away). Mouths are for talking and eating. (pretend to eat in silly way to redirect child to positivity)."
 <p>Choices</p>	<ul style="list-style-type: none"> Allows child to feel like they have some control. Allows child to feel important Teaches child to make appropriate choices. 	<ul style="list-style-type: none"> "We can read "Where's Spot?" or "If I Were a Puppy" (showing both books to child). "You have a choice. You can walk or be carried to bed."
 <p>When-then or If-then Statements</p>	<ul style="list-style-type: none"> Gives toddlers information about sequences of events, builds understanding of world around them Teaches cause and effect, so toddlers begin to learn that their behaviors (good & bad) have consequences Provides prompt (verbal and non-verbal) to child on what the expected behavior is and what will happen upon compliance. 	<ul style="list-style-type: none"> "When I push the car, it rolls over to you!" "When you splash in the sink, your clothes get wet." "When Rosie sits nicely in her chair (pat chair with hand), then I can give her juice. (Rosie sits). You sat down so now I can give you juice!"

Strategies to Manage Behaviors

PC-CARE for Toddlers

SESSION 4

Skill	Reason	Example
Effective Commands 	<ul style="list-style-type: none"> Tells child they NEED to listen Should only be used when other skills are not enough, and a task must be accomplished now 	<ul style="list-style-type: none"> “Please put on your shoes.” “Please share one of your toys with me.”
Promote Compliance 	<ul style="list-style-type: none"> Praise reinforces importance of following parents’ directions Hand-Over-Hand and Re-Do help children learn how to comply 	<ul style="list-style-type: none"> Praise for following directions: “Great listening.” Help child complete a task if they cannot or will not, then praise.

Effective Commands: Calmly Tell Your Child Exactly What To Do, then Wait	
Skill	Reason
Calmly	<ul style="list-style-type: none"> When you are calm, your child is more likely to remain calm You child will learn to listen always, rather than only when you yell
Tell	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Make sure the command is developmentally appropriate for your child If the task is too difficult, your child cannot comply
Exactly	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <u>to do</u>)
Then Wait	<ul style="list-style-type: none"> 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

Reward Following Directions

Praise	<ul style="list-style-type: none"> Rewards following directions 	<ul style="list-style-type: none"> “Thank you for listening” “Great job following directions”
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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 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		CLINICAL PRESENTATION						
PARENT’S STATEMENTS		TALLY CODES			TOTAL			
NEUTRAL PARENT TALK								
PRIDE (PRAISE, REFLECT, IMITATE, DESCRIBE, ENJOY)								
AVOID	TOTAL Q/C	TALLY CODES			FINAL TOTAL			
		AN	NA	NOA				
QUESTIONS								
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	HAND-OVER-HAND	RECOVERY			
PARENT-CHILD INTERACTION QUALITY INDEX								
<p>PRIORITY ORDER</p>		During 4 minutes of coding:						
				<i>Not at all</i>	<i>Somewhat</i>	<i>Very much</i>		
		Parent seems impatient or annoyed.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
		Parent is bossy or intrusive.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Parent is withdrawn and quiet.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>		

PC-CARE Session 4 Checklist

Goals: Assess, reinforce PRIDE concepts, giving effective commands: “Calmly Tell Your Child What to Do, then Wait,” Hand-over-Hand, Re-Doing

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 “Strategies Learned – How did they work?” 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 Hand-over-hand, 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
	Explanations	Observations	Generalizations
Level 3 (Explain and Rapport)			

- Coached to stated objectives of session:
 - a. Effective Commands: Calmly Tell Your Child What to Do, Then Wait _____
 - b. Hand-Over-Hand _____
 - c. 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 “Strategies Learned – Will they work for us?” 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, Hand-over-Hand, Re-Doing at home
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

CLINICAL NOTES:

PC-CARE for Toddlers

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

Hand-over-hand

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



Re-do

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

Strategies to Manage Behaviors

PC-CARE for Toddlers

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 w/ 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 (for 2 yr olds)</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”).

PC-CARE for Toddlers

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).

Recovery

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

Logical Consequences (if appropriate)

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

PC-CARE TODDLERS
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.

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

Hand-over-hand

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

Re-do

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

SESSION 5

Strategies to Manage Behaviors



PC-CARE for Toddlers

Skill	Reason	Example
Transitions	<ul style="list-style-type: none"> Provides the child an opportunity to prepare for a change. Allows the child to complete their current activity before switching to another. 	<ul style="list-style-type: none"> “I’m going to count to five. You can go on the slide again if you want. When I get to five, it will be time to go home.” “After we read this story, it will be time for bed.”
Compliance Friendly Environment	<ul style="list-style-type: none"> Adjusting your environment to allow for compliance will help set you and your child up for success! With fewer distractions and opportunities for bad behavior, the child will be better able to listen and follow directions. 	<ul style="list-style-type: none"> Keep breakable and/or off-limits items out of reach and out of sight. Keep the play area safe and kid-friendly so that the child can make good choices. Support the child by setting routines. If the child gets cranky and tired at dinnertime, think about having dinner earlier so you can all enjoy mealtime.
Ignore inappropriate behavior (not dangerous or destructive)	<ul style="list-style-type: none"> Helps child notice differences between your responses to good and bad behavior. Helps parents stay calm. Decreases attention-seeking behavior 	<ul style="list-style-type: none"> Child: (plays roughly with toys) Parent: (says nothing about it, turns focus to own toys; making it fun) “Hello, Mr. Cow! “Moo-o-o-o-o!”
Modeling	<ul style="list-style-type: none"> Allows child to know what behavior you want. 	<ul style="list-style-type: none"> “I am putting Mr. Cow down gently.” “He is saying Moo-o-o-o to little Horse quietly.”
Calming	<ul style="list-style-type: none"> Gives parents the opportunity to model skills and calm themselves. Helps child to soothe when distressed, and eventually self-soothe. 	<ul style="list-style-type: none"> “I am going to calm down. I am taking a deep breath, one, two, three, four...” Hold and rock child gently; sing softly; use quiet, calm voice and soothing words (“that’s okay..”), reduce stimulation in environment (turn off music, TV, lower lights), model deep breathing, use physical touch (e.g., rub back, brush hair off forehead)

Redirect	<ul style="list-style-type: none"> • Gets child to focus on another toy, behavior, or activity without use of discipline. • Provides opportunity to praise good behavior and create positive interaction. 	<ul style="list-style-type: none"> • If the child wants another sibling's toy, the parent can redirect the child by showing them a different yet equally fun toy. • "Wow, I have a big truck. It is rolling toward you!"
Rules	<ul style="list-style-type: none"> • Establishes for the toddler what caregiver considers dangerous. 	<ul style="list-style-type: none"> • "It is NOT ok to bite. (physically move child away). "Mouths are for talking and eating." (pretend to eat in silly way to redirect child to positivity).
Choices	<ul style="list-style-type: none"> • Allows child to feel like they have some control. • Allows child to feel important • Teaches child to make appropriate choices. 	<ul style="list-style-type: none"> • "We can read "Where's Spot?" or "If I Were a Puppy" (showing both books to child). • "You have a choice. You can play with the stacking cups or the music puzzle."
When-then or If-then Statements	<ul style="list-style-type: none"> • Gives toddler information about sequences of events, builds understanding of world around them • Provides prompt to child on what the expected behavior is and what will happen upon compliance. 	<ul style="list-style-type: none"> • "When I push the car, it rolls over to you!" • "When Rosie sits nicely in her chair, then I can give her juice. (Rosie sits). You sat down so now I can give you juice!"
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 specific 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 specific praise.
Recovery	<ul style="list-style-type: none"> • Allows both parent and child to return to a healthy positive state after a demand or expectation has been applied. • Uses the Pride skills to return to normal. 	<ul style="list-style-type: none"> • After the child has completed a difficult command or has had a time out/consequence for behavior, return to using the PRIDE skills. • "I have a really good time playing blocks with you when you listen." – specific praise • "We are building a really tall tower together!" – description w/ enthusiasm!

<p>Effective Commands</p>	<ul style="list-style-type: none"> • Tells child they NEED to listen • Should only be used when other skills are not enough, and a task must be accomplished now 	<ul style="list-style-type: none"> • “Please put on your shoes.” • “Please share one of your toys with me.”
<p>Promote Compliance</p>	<ul style="list-style-type: none"> • Praise reinforces importance of following parents’ directions • Hand-Over-Hand and Re-Do help children learn how to comply 	<ul style="list-style-type: none"> • Praise for following directions: “Great listening.” • Help child complete a task if they cannot or will not, then praise.

Problem Behaviors and Solutions!

Problem Behavior	Possible Reason/ Developmental meaning	Where/When Manifests?	Possible Strategy
Sleep Issues	Overstimulation/Understimulation in environment Lack of consistent schedule Separation anxiety Rule out other medical causes (e.g., sleep apnea)	Beginning bedtime routine Starting new sleep routine	Explanation & Transitional Warning Make bedtime routine soothing (e.g., Calming music, television off) Establish predictable and consistent routine Give child sensitive and nurturing messages (e.g., “You’re safe, I’m right here.”)
Mealtimes	Avoiding novel or undesired foods Finds environment more interesting (e.g., television, games) Negative attention Developmental Exploration (e.g., Exploring cause & effect of dropping food off of highchair)	Asked to eat a novel or disliked food Getting-up/ Wandering around eating	Rules (e.g., “No thank-you bite” rule) Change environment When-then (e.g., “When you sit down, then that tells me you’re ready for more.”)
Disobey/ Defiance (not trauma related)	Requested to perform an unpleasant activity (e.g., Diapering/toileting) Overwhelmed by commands given/ unrealistic expectations	Home Daycare/ Preschool Community	Be Direct Hand-over-Hand 2 choices (e.g., “You can have a diaper change now or in 5 minutes.”) Re-doing

Babies & Toddlers

<p>Aggressive and/or Possessive of toy or object</p>	<p>Not getting what is wanted Limit being set Does not have words to express feelings or social skills to resolve conflict</p>	<p>Home Daycare/ Preschool Community</p>	<p>If/then (e.g., "If you throw the toy again, then I will put the toy away.") Re-do Redirect aggression and model appropriate behavior</p>
<p>Screams/ Easily upset/ Hard to calm</p>	<p>Not getting what is wanted Does not have words to express feelings or ability to self-regulate</p>	<p>Demands attention Home Daycare/Preschool Community</p>	<p>Ignore Reinforce appropriate expression of feelings When/Then (e.g., "When you are calm, then I can help you.") Acknowledge feelings and teach skills when child is in a calm state</p>
<p>Careless/ Destructive with others' things</p>	<p>Skills deficit</p>	<p>Home Daycare/ Preschool</p>	<p>Natural/Logical Consequences Modeling Hand-Over-Hand</p>
<p>Interrupts/ Seeks attention</p>	<p>Wants something/needs help</p>	<p>Parent talking with other adults Sharing attention with siblings</p>	<p>Acknowledge child before moving on to adult task Warnings Ignore</p>
<p>Overactive or Underactive</p>	<p>Over stimulating environment Low stimulation activities Lack of nap/ quiet-time</p>	<p>Social Activities Daycare/ Preschool</p>	<p>Observe for signs of overstimulation and remove /calm Practice attention (timer and attention breaks) Use PRIDE to engage</p>

Adapted from: Timmer, S., Hawk, B., Lundquist, K., Armendariz, L., Aviv, R., Boys, D., & Urquiza, A. (2016) PC-CARE: Course of Treatment Manual. Unpublished Manuscript.

WACB – 0 - 2

(Weekly Assessment of Child Behavior – for 0 – 2 year olds)

Admin Use Only:	Check if administered by therapist <input type="checkbox"/>	Session # _____
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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 <input type="checkbox"/> NO <input style="border: 1px solid black; border-radius: 50%; text-align: center;" type="checkbox"/>

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. Have trouble falling asleep?	1	2	3	4	5	6	7	YES	NO	
2. Have trouble feeding, or fuss about food?	1	2	3	4	5	6	7	YES	NO	
3. Act cranky and get easily upset?	1	2	3	4	5	6	7	YES	NO	
4. Have trouble waking up or staying awake?	1	2	3	4	5	6	7	YES	NO	
5. Have intense tantrums, screaming and crying?	1	2	3	4	5	6	7	YES	NO	
6. Stare into space and not respond to efforts to engage?	1	2	3	4	5	6	7	YES	NO	
7. Act extremely hard to calm or console?	1	2	3	4	5	6	7	YES	NO	
8. Show no interest in toys, other children, or animals?	1	2	3	4	5	6	7	YES	NO	
9. Seem agitated and upset for no reason?	1	2	3	4	5	6	7	YES	NO	
Total Score (items 1 through 9 ONLY)							/63	/9 (1 per YES)		

