Enhance Your Service ImPACT: The Parent And Caregiver Active Participation Toolkit

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Workshop Learning Objectives

- Review components of toolkit to enhance parent participation in child mental health services
- Discuss efforts to integrate parent participation tools into existing evidence-based (EB) protocols
- Utilize strategies to enhance parent participation in service provision
“The child supplies the power but the parents have to do the steering.”

-Dr. Benjamin Spock
Parent Participation Can Be A Challenge

• Have you ever had...

  – A *no-show*?

  – Parents *wait in lobby or car*, or *text during* session?

  – *Parents that are challenging to work with*?

  – Parents who are *actively involved, want to help, and try what you’ve recommended*?
Parent Participation in Community-Based Care

Participation = **consistent attendance** + **in-session involvement** + **follow-through**
Parent And Caregiver Active Participation Toolkit (PACT)

*Linked set of evidence-informed strategies
*Developed with input from therapists & parents
*To facilitate parent participation
*Across provider orientations
*For children ages 4-13
*With disruptive behaviors

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How Is PACT Different?

- Targets **both parents** and **therapists**
- **Focuses beyond attendance** to increase participation
- Designed to **enhance & complement existing practices**
- **Flexible** to allow tailoring to your orientation

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Development of PACT

**GRANT PHASE 1: PARENT**
- Feedback Interviews (n=14)
- Testimonials (n=7)
- Other Qual Studies
  - FYRT
  - Professional Advocates

**GRANT PHASE 2: APHA COMMUNITY PILOT**
- 4 therapists
- 6 parents

**GRANT PHASE 3: BETA RANDOMIZED COMMUNITY PILOT**
- 29 therapists
- 20 parents

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Parent And Caregiver
Active Participation Toolkit (PACT) Model

Therapist Practices:
- Alliance
- Collaboration
- Empowerment

Participation Tools:
- DVD
- Workbook
- Action Sheet
- Messages

Therapists encourage parent participation more consistently

Parents participate more in treatment

BETTER OUTCOMES
PACT ACEs Strategies

Alliance
Conveys partnership

Collaboration
Seeks & uses input

Empowerment
Acknowledge strengths & effort

*Designed to help therapists learn about & respect parents’ perspectives
PACT ACEs Reminder Card

What phrase/tip will help you focus on ACEs in each clinical contact?

Be an ACE at PACT

Alliance
They are trying their hardest.

Collaboration
They are valuable partners.

Empowerment
Everyone needs encouragement.

To Facilitate Parent Participation

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<table>
<thead>
<tr>
<th>DVD Chapter Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is PACT &amp; How Can It Help?</td>
</tr>
<tr>
<td>Why is Participation Important?</td>
</tr>
<tr>
<td>You Have Many Strengths As A Parent</td>
</tr>
<tr>
<td>How Do You Feel About Participating?</td>
</tr>
<tr>
<td>Participation: Speak Up</td>
</tr>
<tr>
<td>Participation: Take Action</td>
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https://www.youtube.com/watch?v=UlABcxgrbs4 (4:31)
Parent of 13 year old child

Participation Steps:
- Speak Up
- Take Action

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PACT Workbook
Table of Contents

What Is PACT?
  Introduction to PACT .................................................. 1
  How to Use the PACT Workbook & DVD ......................... 2
  DVD/Workbook Completion Checklist .......................... 3

Your Point of View
  Activity #1: My Point of View ........................................... 4

You Have Strengths
  Activity #2: I Have Strengths As A Parent ...................... 5

Want To Participate?
  Activity #3: How Do I Feel About Participating In Therapy? .......... 6

Speak Up
  Activity #4: Speak Up With My Child’s Therapist (5 copies) ........ 7
  Helpful Tips for Asking Questions ............................... 8

Take Action
  Blank PACT Action Sheet ............................................ 9
  Helpful Tips for Using the PACT Action Sheet .................. 10
  Filled Out Example of PACT Action Sheet .................... 11

Frequently Asked Questions (FAQ)
  Frequently Asked Questions About PACT .................. 12

You Are Always Part Of The Solution!
## My Point of View

The purpose of this activity is to share your point of view with your child’s therapist.

**Instructions:** Parents may feel there are different causes or reasons for their child’s behavior problems. Please answer Question #1 about your child. Choose “Yes” for all reasons that apply, even if you feel the reason applies only a little bit. Also, please complete Questions #2, #3, and #4.

### 1. “Do you believe that your child’s problems are due, at least in part, to...

| a. physical health (such as something the child was born with or a serious physical illness)? | Yes | No |
| b. his/her personality, emotions, or self-control? | Yes | No |
| c. challenges in getting along with family, friends, or others? | Yes | No |
| d. parenting in the family (for example, family conflict or the absence of a parent)? | Yes | No |
| e. something traumatic that happened to him/her or his/her family? | Yes | No |
| f. his/her friends? | Yes | No |

### 2. Have any of your children ever received therapy before (please circle your answer)? Yes No

2a. If yes, what was most helpful about therapy?

2b. If yes, how could therapy have been more helpful?

### 3. What is your biggest worry about your child being in therapy?

### 4. How important is it that your child’s problems improve (please circle your answer)?

| Not at all important | A little important | Somewhat important | Moderately important | Very important |

*Question #1 was adapted from a measure by May Yeh and colleagues (2003).*
I Have Strengths As A Parent

This activity focuses on your strengths as a parent. Your strengths make you an important part of your child’s therapy. Your strengths can be broad like, “I care about my child” or specific like, “I try to read with my child before bed every night.” Also, being an expert on your child is one of your strengths. You know so much about your child that can be helpful in therapy.

Instructions: Please answer each question below.

1. Please write down at least two of your strengths as a parent. If you think of more strengths, you can write them on the back of this sheet. If you have a hard time thinking of your strengths, think about what someone who knows you well would say.

2. My favorite thing about being a parent is:

3. My favorite thing to do with my child is:

4. What makes my child want to do something? (Examples: extra screen time, sleeping in, special time with a parent or another special person, favorite treat, etc.)

5. What are my child’s strengths? (Examples: curiosity, sense of humor, good at sports, artistic, doesn’t give up, etc.)

Let’s practice using this activity:

Please take a moment to think of a challenging parent you are currently working with. Write down two of that parent’s strengths.
How Do I Feel About Participating in Therapy?

The purpose of this activity is to think about how you feel about participating in your child’s therapy. Please rate how important you feel it is that you participate in your child’s therapy and how confident you feel about participating. Please be honest – there are no right or wrong answers.

Instructions: Please answer each question below. First, circle the number on the ruler. Second, write down why you chose that number and not a lower one.

1. How important do you feel it is that you participate in your child’s therapy?

   ![Ruler with numbers 0 to 10]

   Not at all | Somewhat | Very

   Why did you choose this number on the ruler and not a lower one?

   ________________________________________________________________

   ________________________________________________________________

2. How confident are you that you can participate in your child’s therapy?

   ![Ruler with numbers 0 to 10]

   Not at all | Somewhat | Very

   Why did you choose this number on the ruler and not a lower one?

   ________________________________________________________________

   ________________________________________________________________
PACT Workbook Activity #4

Speak Up With My Child’s Therapist

The purpose of this activity is to think of questions, worries, or ideas to bring up with your child’s therapist to help you speak up.

Instructions: Below are different types of questions, worries, or ideas that parents sometimes bring up in therapy. Write down any questions, worries, or ideas you would like to bring up with your child’s therapist. You don’t have to think of something for each example or fill up the whole sheet. You can also take notes about what the therapist says after you share what you wrote. You can write more on the back if you like.

Examples of Different Questions, Worries, or Ideas:
• Why does my child have these challenges?
• Why is the therapist doing a certain thing with my child?
• What can I do differently to help my child?
• Why is the therapist making a recommendation?
• How is my child doing in therapy?
• How long before my child’s behavior improves?
• How can I involve other people in my child’s therapy?
• What do I think about a suggestion the therapist has made?
• What ideas do I have for goals to work on or ways to help my child?

<table>
<thead>
<tr>
<th>Question, Worry, or Idea</th>
<th>FOR LATER: Therapist’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
The Action Sheet can be used for parent or child Action Steps. It helps keep on track with action planning for at home. Focus is on identifying home actions collaboratively and getting specific about the plan. In duplicate for caregiver to take copy home.

**Action Sheet**

**BEGINNING OF SESSION:** Today’s Date

<table>
<thead>
<tr>
<th>Step</th>
<th>What went well?</th>
<th>What was the hardest part?</th>
<th>Completed</th>
<th>Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Y N Y N</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Y N Y N</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Y N Y N</td>
<td></td>
</tr>
</tbody>
</table>

**END OF SESSION:**

**Target Behavior(s)/Goal(s) from Today’s Session:**

- Main Points from Today’s Session:
  - 
  -

1. Together come up with 1-3 specific Action Step ideas.
2. Talk about what might be hard about these Action Steps and how to overcome what’s hard.
3. Write down below the Action Step(s) you decide on.

<table>
<thead>
<tr>
<th>Action Step(s) – What I Will Do Before the Next Session (be specific)</th>
<th>When &amp; Where I Will Do It</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**NEXT APPOINTMENT DATE:**

**PARENT:** You can write any questions, comments, or worries you have for your child’s therapist, or what happened with the Action Step(s), on the back of this sheet.

**FOR THERAPIST USE ONLY:**

- PACT Message # to be sent to this family
- No session this week
Parent Messages

It can be difficult to get your child to therapy. Feel good about taking time to help your child!

Great job helping your child by taking action in your last session. Keep it up!

Your input always matters. Your therapist wants to hear what you think about your child's therapy.
PACT Training Package

- Training manual
- Full-day workshop
- 8 group webinars
- 2 individual consultations
- Weekly email tips
Questions about PACT?
PACT PILOT STUDY
Pilot Study Research Questions

- Was PACT feasible to implement in community-based settings?
- Was PACT delivered as intended in community-based settings?
- Was PACT effective in improving therapist practices and parent participation outcomes?
Pilot Study Therapist Sample Descriptives (n=29 from 5 clinics)

- 93% female; mean age = 34.1 (SD = 10.4)
- 48% MFT/Counseling; 24% Psychology; 28% Social Work
- Mean years experience = 7.6 (SD = 9.5); 41% trainees; all clinic-based
- 38% Hispanic/Latino
- 45% CBT/Behavioral; 17% Family Systems; 3% Interpersonal; 14% Eclectic; 14% Integrative; 7% Other
Pilot Study Parent Sample Descriptives (n=20)

- 93% female; mean age = 35.0 (SD = 10.7); all English speaking
- Children ages 5-12 w/ disruptive bx problems
- 10% less than High School; 40% High School/GED; 30% Some College; 20% BA
- 40% Hispanic/Latino; 25% African American; 5% Asian; 30% Caucasian
PACT Pilot Study

- Therapists randomized to PACT + standard care (SC) (n=15) or standard care alone (n=14)
- Families recruited and followed from early treatment for four months (n=11 PACT + SC; n=9 SC)

- Session recordings
- Session attendance data
- Therapist/parent baseline & 4-month surveys
- Post-session survey
- Therapist, parent, & director feedback interviews
Randomized Trial of the Parent And Caregiver Active Participation Toolkit for Child Mental Health Treatment

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Department of Psychology, California State University, Northridge

Scott C. Roesch

Department of Psychology, San Diego State University

Cristina E. Bustos and Cortney Janicki

San Diego State University Research Foundation
Was PACT feasible to implement in community-based settings?

<table>
<thead>
<tr>
<th>Training Component/Measure</th>
<th>%/Mean Attended/Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Workshop</td>
<td>100%</td>
</tr>
<tr>
<td>Individual Consultation</td>
<td>100%</td>
</tr>
<tr>
<td>Group Webinars</td>
<td>M=7.1 (SD=1.9; possible range 0-8)</td>
</tr>
<tr>
<td>PPS Feasibility Rating</td>
<td>M=3.82 (SD=1.1; possible range 1-5)</td>
</tr>
</tbody>
</table>
Was PACT delivered as intended in community-based settings?

<table>
<thead>
<tr>
<th>Therapist Adherence Scores</th>
<th>Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure</strong></td>
<td><strong>Adherence</strong></td>
</tr>
<tr>
<td>ACEs Strategies Used (Trainer-Rated)</td>
<td>(M=7.4; SD=1.2; range=0-9)</td>
</tr>
<tr>
<td>ACEs Strategies Used (Therapist-Rated)</td>
<td>(M=7.3; SD=1.6; range=0-9)</td>
</tr>
</tbody>
</table>

**Completion of Required Toolkit Steps (Observed)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted All Activities</td>
<td>80% of cases</td>
</tr>
<tr>
<td>Submitted At Least 3 Action Sheets</td>
<td>80% of cases</td>
</tr>
<tr>
<td>Ordered At Least 3 Messages</td>
<td>80% of cases</td>
</tr>
</tbody>
</table>
Was PACT effective in changing therapist practices?

THERAPIST PARTICIPATION STRATEGIES (all)
Was PACT effective in improving participation?

PARENT PARTICIPATION BEHAVIORS (active tx)

Extensiveness

<table>
<thead>
<tr>
<th>Extensiveness</th>
<th>Toolkit (n=6)</th>
<th>Standard Care (n=5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share Perspective General</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Share Perspective Home</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Agree w/ Home Action</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ask Questions</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Commitment</td>
<td>4</td>
<td>3</td>
</tr>
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Was PACT effective in improving attendance?

![Bar chart showing ratio of attended to scheduled appointments over 4 months.](chart.png)

- **Toolkit (n=11)**
  - Ratio of attended to scheduled appointments: 0.9

- **Standard Care (n=8)**
  - Ratio of attended to scheduled appointments: 0.6

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Therapist Feedback

• Usefulness of Tools: “[The workbook] actually got her [the parent] to be engaged and maybe think about things differently. Our treatment isn’t just focused on the parent so it was helpful in having something kind of already there instead of having to come up with it on our own.”

• Fit with Practice: “I think that these are basic concepts that hopefully all of us are trained in... I think the way that they’re presented [in PACT] is a nice reminder, especially with the focus on parent participation...”

• Changes in Practice: “In my personal work I’ve been more directive than - more the expert ‘okay do this, do this.’ I think PACT is kind of like a covert way to do it by using the ‘we’ language and the suggestions and throwing my ideas in there but not imposing them; more just —, seeing what they think, you know. I really like the style. I think it has helped me to soften my style.”

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Parent Feedback

• Normalizes the parent’s experience. “...I would feel frustrated about the things that I was doing or I felt like am I the only one that’s dealing with this? So, looking at the DVD and listening to the other parents that was on the DVD, it really helped me a lot...”

• Strong fit with parent values and goals for treatment. “...so many times by the time you’re seeking therapy, you’re at the point where you’re just out of ideas. You don’t know what to do anymore... it [PACT Action Sheet] gives you some- it’s almost like giving you hope like ‘I’m prepared I can do this. This tells me what I’m supposed to do. I can follow that.’”

• Tools considered useful. “I loved [PACT Messages] ‘cause of its words of encouragement... feeling a little doubtful and then to get a message saying you’re doing a good job as a parent... I loved that.”
Summary of Results

• PACT feasible to use and deliver as intended.
• PACT changed some therapist practices to engage parents.
• Trends suggest parents using PACT participated more.
• Therapists and parents liked PACT and found it useful.
Limitations

• Small sample size impacts generalizability and power to detect significant effects.
• Only piloted with English-speaking families served in clinics.
• Used in standard care; not paired with evidence-based practices.
Questions about PACT Pilot Study?
INTEGRATING PACT INTO EVIDENCE-BASED PRACTICES
Adaptation #1: Project ImPACT for Toddlers

An Overview of Project ImPACT for Toddlers

ImPACT

Improving Parents As Communication Teachers

Provides (research-based) techniques to help child build social-communication skills
An Overview of Project ImPACT for Toddlers

Flexible Program Structure

Possible Formats:

• Individual sessions with caregiver(s) and child
• 24 sessions: Two 90 min sessions per week across 12 weeks
PACT in Project ImPACT

Coaching Parents Tip #1

• Tip #1:
  – Recognize the parent’s expertise in their family

• Example:
  – “You are the expert in your family.”
PACT in Project ImPACT

Plan for today

• **Review**
  – Using Strategies in Daily Routines
  – Using Strategies in Community Activities
  – Moving Forward

• **Caregiver coaching process**

• **Caregiver engagement strategies**

• Questions / concerns / ideas
PACT in Project ImPACT

ACEs Reminder Card: How to use it

Get Ready to Use your ACEs

Follow Your Child's Lead

Session Goals:
- Discuss how focusing on the child can improve the parent's interactions with her child and improve the engagement, interactive skills, and responsiveness' language
- Introduce and practice with the parent the Follow Your Child's Lead techniques
- Provide support to the parent in selecting Follow Your Child's Lead techniques to practice at service at home

Session Highlights:
- Review Chapter 2: Get Ready
- Share the guidelines for the Follow Your Child Lead
- Choose the key points of Follow Your Child Lead
- Practice techniques with the parent and child
- With the parent, complete the Focus on Your Child Activity Worksheet
- To prepare for the next session, encourage the parent to read Follow Your Child
- Complete the Session Data Sheet

Techniques:
- Follow Your Child's Lead
  - Let your child choose the activity
  - Stay close to them as your child's leader
  - Look in your child's eyes
  - Comment on play but do not ask questions or give commands
  - Be sensitive, but persistent
  - Set good limits

Follow Your Earned

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Session Outline:

- Get yourself mentally ready for the session (use your ACEs).
- Make sure you have all materials for the session.
- Arrange the coaching environment to promote parent-child interactions and distractions.
- Provide a brief explanation of the session.

**Review** Chapter 2: Get Ready
- Review Get Ready Activity Planner:
  - Ask, How did it go? What went well? What was hard?
  - Parent may want to just report about the whole week. While you want to be respectful of that desire to share, help re-focus on the actual activity planner.
  - (general empathy - then redirect)
  - Help the parent problem-solve any issues from Get Ready.
- Ask, Do you feel ready to move on to the next session? If not, spend a little more time reviewing the Get Ready content.

- Discuss how the child plays:
  - Ask about the child’s favorite play activities
  - Probe for difficulties the child may be having playing—with parent and/or appropriate toy play
  - Reinforce the parent for sharing information with you—“This is great information and will help us figure out which techniques might work better for ___.”

- Share the **rationale** for the Follow Your Child techniques
  - It increases the social engagement and motivation during play
  - It increases opportunities for initiations
  - It lays the foundation for the entire program
  - Teaches generalization
  - It shows how and why the child communicates without support
  - Child learns to communicate so others can understand him, even though you can anticipate his wants and needs
  - Ask, “What are your thoughts about what we just went over?” It really helps me to know your thoughts, etc.”

- Discuss the **key points** of Follow Your Child’s Lead
  - Let your child choose the activity
  - Increase motivation
  - Stay face to face with your child
  - Move with your child to become a more active part of his play, helps you see where he is looking and how he is feeling and helps your child pay attention to you.
Activity Planner Steps

Work WITH the caregiver to:

1. Pick a goal
2. Pick an activity
   a. Specify time
   b. Specify location
3. Pick technique(s)
4. Talk about what will be hard
5. Discuss possible solutions

*The order of selecting goals, activities, and techniques can vary depending on the caregiver & child.
Adaptation #2: SafeCare

- For parents with children ages 0-12
- Behaviorally based curriculum - Providers teach parents specific parenting techniques to avoid child maltreatment and to better manage their children.
Adaptation #2: SafeCare

• Short term
  – 6 sessions per module (3 modules total)
  – Depends on parent’s initial skills and skill acquisition

• 50 to 90 minute sessions
  – Scheduled when assessment/training most applicable (e.g., nap time, bath time)

• In home
  – Family’s natural environment
  – Utilize natural opportunities to train
SafeCare Research

• Numerous studies support SafeCare efficacy and effectiveness

• Variety of outcomes
  – Parent skills
  – Family outcomes
  – Child maltreatment risk
  – Parent satisfaction
  – Provider support and satisfaction
## PACT for SafeCare

<table>
<thead>
<tr>
<th>Framework (PECs)</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership</td>
<td>• Organizational Tools (folder, magnet, notebook)</td>
</tr>
<tr>
<td>Empowerment</td>
<td>• Tips for Asking Questions Handout</td>
</tr>
<tr>
<td>Collaboration</td>
<td>• Parent Perspectives Worksheet</td>
</tr>
<tr>
<td></td>
<td>• Strengths as a Parent Worksheet</td>
</tr>
<tr>
<td></td>
<td>• End-Of-Visit Worksheet</td>
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</table>
PECs Strategies

• **Partnership:**
  – Talk with parent about working together in learning SafeCare.

• **Empowerment:**
  – Comment on parent strengths and effort using open-ended questions.

• **Collaboration:**
  – Ask for parent input using open-ended questions.
  – Create opportunities to talk about any challenges parent may have learning SafeCare.
Organizational Tools

• **WHAT?** Three tools:
  
  – *Folder*: to organize handouts
  
  – *Magnet*: for posting a handout on refrigerator
  
  – *Notebook*: to write down any questions/worries about SafeCare
Tips For Asking Questions Handout

• **WHAT?** Tips to help parents ask questions about SafeCare.
  — Goal to communicate you welcome parents’ questions.

• **WHY?** To help parents have active voice in program.

• **WHEN?** After providing Organizational Tools.
Parent Perspectives About This Program Worksheet

- **WHAT?** Helps parent share her/his perspective about participating in SafeCare.
- **WHY?** Help you learn more about parents to help them learn SafeCare and clarify expectations.
- **WHEN?** After session overview of second SafeCare session.
Parent Strengths Worksheet

• **WHAT?** Helps parent identify their strengths as a parent.

• **WHY?** To motivate parent to learn parent-child interaction strategies.

• **WHEN?** At first and last sessions of PCI/PII.

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End-Of-Visit Worksheet

• **WHAT?** Helps parent have a voice in planning for homework and summarizing what learned in session.

• **WHY?** Help parent follow-through with homework.

• **WHEN?** Around end-of-session sequence.
When to Use PACT for SafeCare

<table>
<thead>
<tr>
<th>Every Session</th>
<th>First Module: First Session</th>
<th>First Module: Second Session</th>
<th>PCI/PII: First Session</th>
<th>PCI/PII: Last Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PECs</td>
<td>Org. Tools</td>
<td>Perspectives Worksheet</td>
<td>Strengths Worksheet</td>
<td>Strengths Worksheet</td>
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<tr>
<td>End-of-Visit Worksheet</td>
<td>Tips Handout</td>
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<td></td>
</tr>
</tbody>
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Questions about efforts to integrate PACT into EBPs?

Comments about how to integrate PACT into EBPs delivered in your setting?
Thank you!!
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