

Pediatric Clinical Assessment of Modes – Observer (PCAM-O)

Version 3.0

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**OCCUPATIONAL
THERAPY
COLLEGE OF
APPLIED HEALTH
SCIENCES**



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The purpose of this questionnaire is to assess the different ways that therapists communicate with children during therapy. Please reference the PCAM-O Training Version 3.0 for administration guidelines and examples.

Overall Impressions

A. How effective was the therapist in communicating with the child?

0	1	2	3	4
Not at all	Slightly	Somewhat	Very	Extremely

B. How effective was the therapist in helping the child work toward the child's goals?

0	1	2	3	4
Not at all	Slightly	Somewhat	Very	Extremely

C. How often did you observe **incongruent** mode use?

0	1	2	3	4
Not at all	Slightly	Somewhat	Very	Extremely

D. How often did you observe **mixed** mode use?

0	1	2	3	4
Not at all	Slightly	Somewhat	Very	Extremely

E. How often did you observe mode **mismatch** between the therapist and the needs of the child?

0	1	2	3	4
Not at all	Slightly	Somewhat	Very	Extremely

F. Are there communication strategies the therapist could have implemented more effectively? (*select all that apply*)

- Advocated** for the child by referring them to other people with similar experiences or informing them about resources in their community.
- Collaborated** with the child by giving them more control, supporting the child's ability to make more choices, or facilitating the child's ability to decide what they wanted to do during the session.
- Empathized** with the child by asking questions about their experience or listening to better understand the child's thoughts, feelings, or needs.
- Encouraged** the child by focusing on positive outcomes, rewarding or reinforcing the child's decisions or actions, or instilling hope.
- Instructed** the child by creating structure, being more directive, or providing more information or feedback.
- Problem-solved** with the child by outlining options, analyzing potential consequences of choices, or asking strategic questions that helped the child think differently about the situation.
- None of the above** - I am satisfied with how the therapist communicated and interacted.

Reference:

Taylor, R. R. (2008). *The intentional relationship: Occupational therapy and use of self*. Philadelphia, PA: F.A. Davis.

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Therapeutic Mode Use

Rate how frequently the therapist used this type of communication with the child on _____ (Date) from _____ (Start Time) to _____ (End Time). If the statement does not apply to the situation observed, rate the item as "Not Applicable."

Advocating Mode

1. The therapist talked with the child about how to get access to resources or people in the community where they live.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

2. The therapist and the child talked about legal, educational, or social rights for people with disabilities.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

3. The therapist reminded the child that other people in their situation share similar experiences, feelings, or thoughts.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

4. The therapist made the child aware of individuals, social groups, or places in the community that were not a part of the hospital or clinic.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

5. The therapist helped the child make contact with people who have a similar experience or disability.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Collaborating Mode

6. The therapist allowed the child to choose what would happen next.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

7. The therapist made sure that the child worked on what mattered most to the child.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

8. The therapist improved or changed something when the child pointed out that it was not helpful.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

9. The therapist said or did things that made the child feel like an active participant and decision-maker in the therapy process.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

10. The therapist gave the child control over what they accomplished.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Therapeutic Mode Use

Empathizing Mode

11. The therapist listened to the child with true interest.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

12. The therapist asked the child questions with a high level of sensitivity, such that the child felt comfortable responding.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

13. The therapist tried to understand the child's thoughts and feelings, no matter what they were.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

14. The therapist shared their personal experience so that the child did not feel alone.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

15. The therapist tried hard to understand the child's needs by listening, observing, or asking as many questions as necessary.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Encouraging Mode

16. The therapist pointed out what the child was good at doing.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

17. The therapist made the child feel confident about what the child was doing.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

18. The therapist's positive attitude showed belief in the child's ability to do something the child thought could not be done.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

19. The therapist said things that made the child feel hopeful.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

20. The therapist gave the child a compliment or otherwise rewarded the child for something they did.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Therapeutic Mode Use

Instructing Mode

21. The therapist explained what was happening or told the child what would happen next.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

22. The therapist told or demonstrated to the child how to improve their performance or behavior.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

23. The therapist gave the child clear directions.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

24. The therapist showed a sense of conviction when making a recommendation.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

25. The therapist taught the child something.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Problem-Solving Mode

26. The therapist helped the child think about a problem or activity in a different way.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

27. The therapist explained different alternatives when guiding the child to make a decision or to complete an action.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

28. The therapist helped the child think about a problem in a clear-headed, non-emotional way.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

29. The therapist helped the child consider many different ways of doing things.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

30. The therapist helped the child look at a problem by breaking it down into smaller parts.

0	1	2	3	0
Never	Rarely	Occasionally	Frequently	Not Applicable

Scoring Guidelines

The Pediatric Clinical Assessment of Modes (PCAM) consists of 30 items that can be broken down into six subscales: Advocating Mode, Collaborating Mode, Empathizing Mode, Encouraging Mode, Instructing Mode, and Problem-Solving Mode.

Total and mean PCAM scores can be obtained for each of the six subscales to measure the therapist's overall use of IRM-based communication strategies. To calculate the total PCAM score, sum the scores across all 30 items. To calculate individual subscale scores, sum the scores across each mode. **Total or subscale scores can only be summed when there are no missing items.** If any items are missing, calculate the mean of the completed items only. To calculate the mean score, sum the scores across the completed items and divide the sum by the number of items completed.

Score the assessment according to the following criteria:

Never = 0

Rarely = 1

Occasionally = 2

Frequently = 3

Not Applicable = 0

Mode	Items	Score
Advocating	1-5	
Collaborating	6-10	
Empathizing	11-15	
Encouraging	16-20	
Instructing	21-25	
Problem-Solving	26-30	
Total Score	All	