

DPICS
Extravaganza

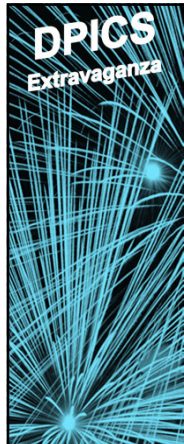
What is DPICS?

- Dyadic Parent Child Interaction Coding System
 - Method for quantifying parent and child behavior as they interact in three standard situations
 - Used as a baseline and outcome measure
 - Used to determine in-session treatment goals
 - Used to provide parents with concrete feedback

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What is DPICS?

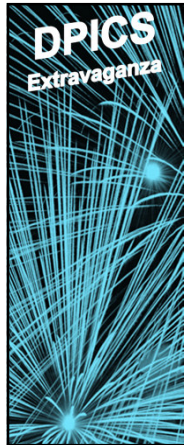
- Now in its 4th edition
 - Coding guidelines and examples clarified
 - Coding guidelines updated to reflect coding convention
- STILL a flexible system
 - depending on purpose, different codes may or may not be used



What is DPICS?



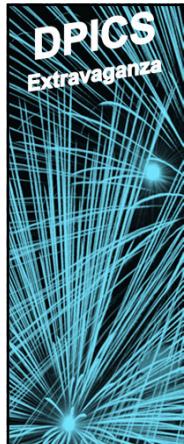
- Two "versions"
 - Research
 - FULL manual
 - Designed for research on parent-child interactions
 - Clinical
 - Simplified for live coding
 - Priority given to codes most useful in clinical practice



What is DPICS?



- Two applications
 - Full DPICS assessment (pre/post)
 - Three situations-CLP, PLP, CU
 - Instructions found in DPICS Manual and in PCIT Protocol
 - Warm-up for CLP only **NEW!**
 - In session assessment
 - 5 minutes in session to determine coaching goals
 - Follow session outlines




Coding Guidelines

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Negative Talk (NTA)


- Verbal expression of disapproval of the child or the child's attributes, activities, products, or choices
- Sassy or impudent speech
- Sarcasm
- General rudeness



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Negative Talk (NTA)

- EXAMPLES
 - That was smart. (sarcastic tone)
 - Quit throwing.
 - That block doesn't go there.
 - Stop!
 - Really? That's how you think that goes? (sarcastic tone)
 - Don't stand on the chair!

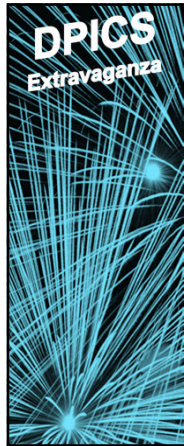


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Negative Talk (NTA)

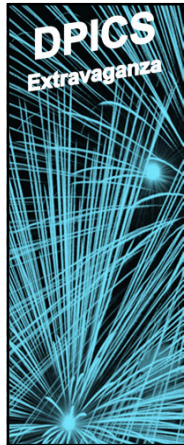
- Flat refusal
 - Child: "Can I have a blue crayon."
 - Parent: "No."
- Repeating same word
 - No, no, no!!
 - Stop, quit, don't!!





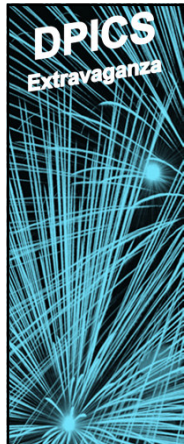
Direct Command

- Directions from one person to another that include a stated or implicit "you" as the subject and a stated verb phrase indicating a vocal or motoric behavior to be performed
 - It's clear that the child is to do it
 - It's clear that it's not optional.



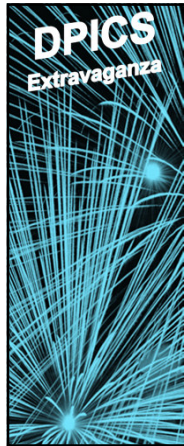
Indirect Command

- Command implied or stated in question form
- Still must indicate child is to do something
- Let's
- "We"
- Can you?
- Will you?



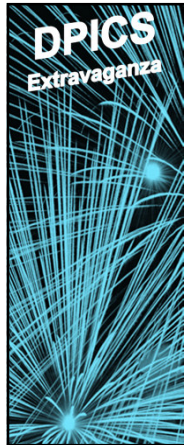
IC v. DC

- Will you put the toys away?
- You should put the toys away.
- I need you to put the toys away
- You can put the toys away.
- Put the toys away please.
- Why don't you put away the toys?
- I want you to put the toys away.



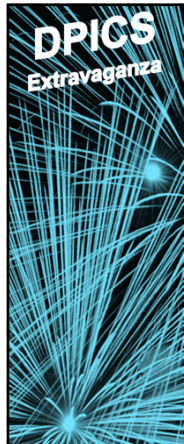
IC v. DC

- I'd like for the toys to be put away.
- You're gonna clean up the toys. (child not cleaning up yet)
- The toys need to get put away.
- Let me see.
- Hold your horses.
- I bet you're supposed to put away the toys.
- I think you need to put the toys away



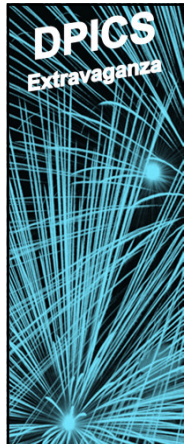
Responses to Commands

- Coded in the 5-second interval following the command



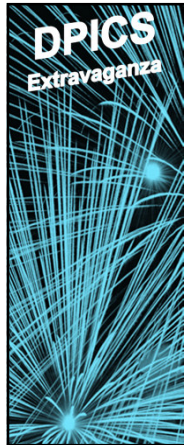
Comply

- Child compliance occurs when the **child performs, begins to perform, or attempts to perform** a behavior within the 5-second interval following the parent command.



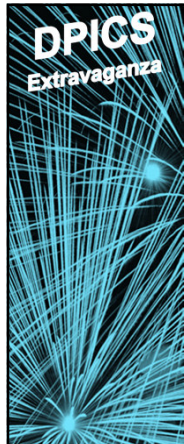
Noncompliance

- Noncompliance is coded following a parent command when **the child does not perform, attempt to perform, or stops attempting to perform** the requested behavior within the 5-second interval following the command.



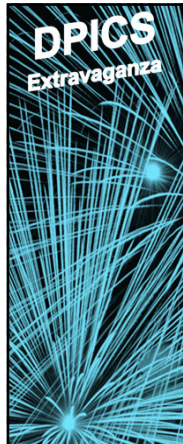
No Opportunity to Comply

- No opportunity for compliance is coded when the child is not given an adequate chance to comply with a command.
 - Vague command
 - Child unable to do
 - Another command issued
 - Bid for attention
 - Future behavior



Labeled Praise

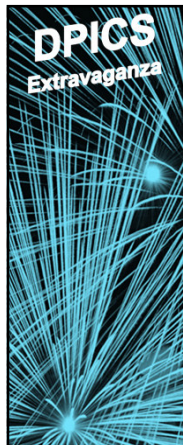
- A positive and **SPECIFIC** evaluation of the child's behavior, activity, or products



Positive words

Pretty	Nice	Intelligent
Polite	Well-behaved	Right
Thoughtful	Careful	Gentle
Helpful	Superior	Brilliant
Beautiful	Perfect	Wonderful
Handsome	Patient	Bright
Special	Considerate	Fun
Enjoyable	Top-notch	Marvelous
Nifty	Neat-o	Awesome
Cool	Remarkable	Incredible
Hooray	Yummy NEW!	Creative

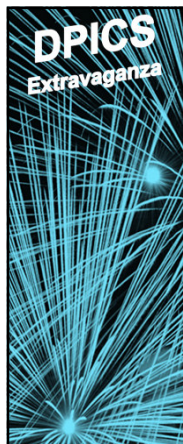
and synonyms thereof...



Not-Quite-Positive-Enough words

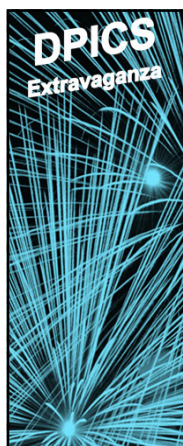
Quiet	Fast	Slow
Alert	Funny	Strong
Silly	Exciting	Energetic
Straight	Fancy	Unique
Hard*		and synonyms...

*unless in context of 'working hard' or 'trying hard' **NEW!**



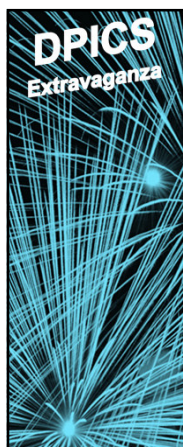
Unlabeled Praise

- A positive, but VAGUE evaluation of the child's behavior, activity, or products



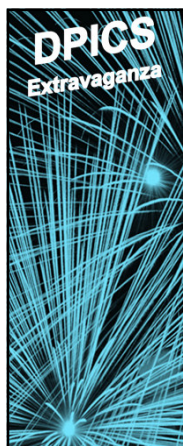
Unspecific words

NOUNS	VERBS
Job	Working
Idea	Playing
Work	Acting
Memory	Trying
	Thinking



LP v. UP

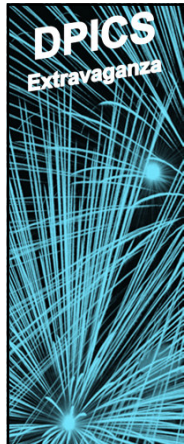
- That's a great idea!
- I love that! (points to drawing child is making)
- High five for knowing all your letters!
- You have such a great memory.
- Good manners.
- You are coloring so much nicer than you used to.



Question

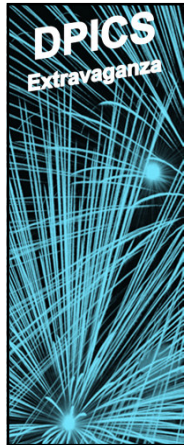
- Verbal inquiries that have a rising inflection at the end and/or have the sentence structure of a question
 - No longer distinguish between information questions and descriptive/reflective questions
 - QU+CM? → Code IC





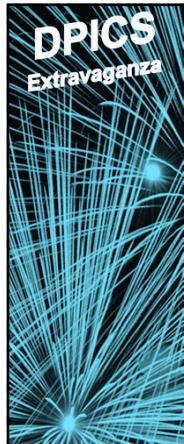
Reflection (RF)

- A declarative phrase or statement that has the same meaning as a child verbalization
 - Must include some of the child’s words, or synonyms thereof
 - May paraphrase
 - May not change the meaning of the child’s statement or interpret unstated ideas



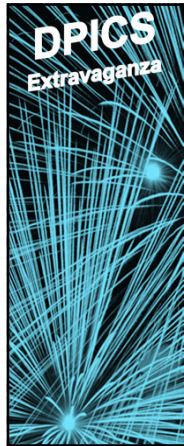
Reflection (RF)

- Child: “I am a superhero and I’m gonna go save this whole tower because it on fire. The bad guy set it on fire.”
- Parent: “Great! You’re saving the tower.”
- Parent: “Oh no! The bad guy set it on fire.”
- Parent: “You’re saving the tower. The bad guy set it on fire.”



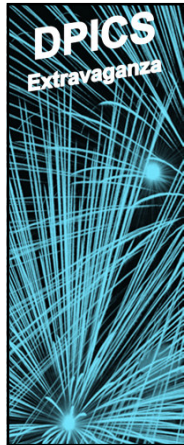
Behavior Description (BD)

- Descriptive statements which describe the child's observable behavior
 - Subject is the child (NOT the toy)
 - Verb describes child’s ongoing or just completed behavior
 - Uses an action verb
 - **Now includes statements like “That’s a tower you’re building.”**



Behavior Description

- Behavior Descriptions can be distinguished from Neutral Talks by the subject (or the person performing the behavior) of the sentence which must be the child. In a Neutral Talk, the subject may be the child, but can also be other objects or people.
- *NOTE: In some instances, the child may not be the grammatical "subject" of the sentence. **NEW!**



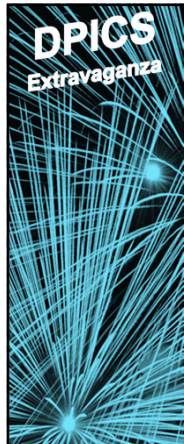
Child: (putting blocks in a container)
Parent: You're putting the blocks away. (BD)

Child: (coloring dog's nose with red crayon)
Parent: You're gonna color the dog's nose red.

BUT:
Child: (coloring dog's spots black)
Parent: You're gonna color the dog's nose black (DC)

Child: (drawing apple)
Parent: You're drawing a big apple. (BD)
OR:
That's a big apple you drew. (BD)

BUT:
Parent: That's a big apple. (TA) **NEW!**
Parent: That's a big apple that was drawn. (TA) **NEW!**
Parent: That's a rocket you're playing with. (BD) **NEW!**




NEW! Behavior Description

- Statements with the verb "got" are considered Behavior Descriptions:
 - if the verb "got" means "found" and the child just recently obtained an item
 - Child: (just pulled horse out of barn)
 - Parent: You got the horse
 - if "got" is part of a verb phrase that describes an action
 - Parent: You got the gazelles lined up."
- If "got" just means "have"—NOT a BD

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Talk (TA)

- Introduce information or indicate attention to the child
- Clinically useful



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Priority Order

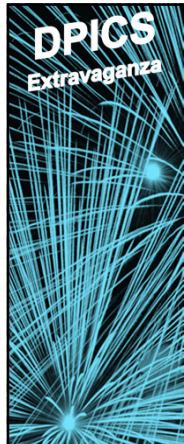
- Used when a statement falls into two coding categories
 - Negative Talk
 - Direct Command
 - Indirect Command
 - Labeled Praise
 - Unlabeled Praise
 - Question
 - Reflection
 - Behavior Description
 - Talk

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Decision Rules Order

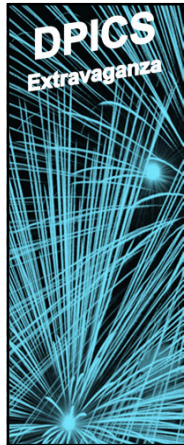
- Used when the coder is uncertain into which category a statement falls
 - Neutral Talk
 - Behavior Description
 - Reflection
 - Question
 - Unlabeled Praise
 - Labeled Praise
 - Indirect Command
 - Direct Command
 - Negative Talk





DR vs. PO

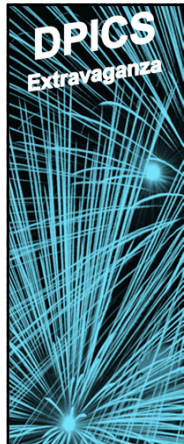
- Child: (unintelligible)
- Parent: "Yes, you have blue"
- Child: "I'm making a tower."
- Parent: "You're making a tower."
- Child: "Let's color!"
- Parent: "Let's color?...Yes!"



Coding Yes/No

- Always coded separately
 - Talk
 - Unlabeled Praise
 - Negative Talk
 - Reflection OR
 - Question





For more information

- Jot notes in the margins
- Review your manual
- Rework the workbook
- Code with someone else
- Ask a friend (or a listserv)