



DPICS PROTOCOL

1) Only one child and one parent should be in the treatment room when doing the DPICS assessment.

Do not allow siblings to remain in the PCIT room during the DPICS session, even if the siblings are playing with another adult.

2) When choosing toys for the DPICS assessment, keep in mind the following:

- **Big, tall toys (garages, barns, etc.) make it hard to see the child's face or what he/she is doing**
- **Loud toys make it hard to hear what the parent and child are saying**
- **Using the same toys for the 15 minute DPICS exercise makes it easier to judge the severity of difficulties and progress in treatment**

3) Read the instructions as they are written. Avoid prompting, or telling the parent to “use all their PCIT skills” or “not to forget to praise, reflect, and describe”.

4) Check to make sure you flip the “mute” switch once the parent has signaled that they understood your directions.

5) Do not go into the therapy room during the 15-minute observational assessment unless it's an emergency

6) Give the parent-child dyad a full 5 minutes in each play situation. If the child cleans up quickly, let the parent and child sit at the table together until the 5 minutes is completed. Do not end “clean-up” early.



DPICS TROUBLESHOOTING

- 1) If a parent is not interacting with the child optimally in their MID- or POST-treatment DPICS assessment, do not interrupt them and remind them about their PCIT skills. Observe their behavior and try to note the situations in which they are able to use their PCIT skills spontaneously.**
- 2) If you have given PDI instructions to a parent to change the activity, and the parent raises his/her hand but does not change the activity, do not repeat the instructions or tell him/her to change the activity unless they specifically ask for clarification.**
- 3) It is best to tell the parent ahead of time that you are going to be quiet during the entire 15-minute DPICS observation, but you will be there, watching. If the child is disruptive during the DPICS assessment and the parent becomes agitated and asks for your help, then reassure the parent that the two of you will be working on ways to manage the child's difficult behavior, and tell him/her to handle the child the way he/she would at home.**
- 4) If a child becomes disruptive during the POST-treatment assessment, and the parent does not appear to be able to manage the child's behavior, you do not have to graduate the dyad. You and the parent may decide they need a few more weeks of practice before he/she is perfectly comfortable. Do another POST-treatment DPICS assessment when you are satisfied with the child's behavior and the parent's control.**