



# Steps for PDI Coaching- A Skill Building Approach

Step	Directions
1	<ul style="list-style-type: none"> <li>• Check in with the parent and find out how the parent &amp; child are doing.</li> </ul>
2	<ul style="list-style-type: none"> <li>• After returning to the observation room, begin every PDI Coaching session by reading aloud the instructions for the “CDI 5-minute coding.”</li> <li>• If you are using rules to help manage the child’s behavior, ask the parent to tell the child the Rules to Special Playtime</li> <li>• CODE the parent for 5 minutes</li> </ul>
3	<p><b>PDI COACHING STRATEGIES:</b> Choose a coaching strategy according to parent ‘s skills and child’s behavior:</p> <p><b>PRACTICE MINDING (PDI-1):</b>            This first PDI coaching session allows the parent to practice giving direct commands in play situations, giving a Time Out to Mr. Bear, and a way for oppositional children to get used to complying with parents’ commands and to learn about the Time out.</p> <ul style="list-style-type: none"> <li>• While playing, give the child a command to do something he/she is about to do or something really fun. The more fun the command, the more likely the child is to comply.</li> <li>• Be prepared to coach the parent through the Time Out process if needed.</li> </ul> <p><b>GIVING EFFECTIVE COMMANDS (PDI-2):</b>            When children are compliant or are not highly oppositional, begin coaching parents to give effective commands in more challenging, real-life situations.</p> <ul style="list-style-type: none"> <li>• After the CDI coding, give parents the 2-minute PDI coding instructions:               <ul style="list-style-type: none"> <li>○ Code for 2 minutes. Pay particular attention to the types of commands the parent gives (IC, DC) and whether the parent follows through correctly (e.g., labeled praise or Time Out warning).</li> </ul> </li> <li>• Begin coaching PDI, giving more realistic, challenging commands.</li> <li>• Make sure to have the parent balance 10 PRIDE skills with every command</li> <li>• Be prepared to coach the parent through the Time Out if the child does not comply with the parent’s command</li> </ul> <p><b>IMPROVING CHILDREN’S COMPLIANCE (PDI-5, PDI- 7):</b>            When parents are able to give effective commands in play situations and can follow the time-out sequence, it is time to work on improving children’s compliance in any remaining challenging situations or that support unmet treatment objectives</p>

	<ul style="list-style-type: none"> <li>• After the 5 minute CDI coding, give parents PDI instructions and code for 2 minutes</li> <li>• After the 2-minute PDI coding, begin coaching PDI.</li> <li>• Make sure the parent follows every Time Out with recovery (PRIDE skills)</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Give CDI homework at the end of every session</li> <li>• At PDI-2, explain the PDI homework to the parent and show the parent how to fill out the form. Give PDI homework in addition to weekly CDI homework.</li> </ul>
4	<p><b>HOUSE RULES (PDI-4):</b></p> <ul style="list-style-type: none"> <li>• When parents are able to give effective commands and time outs, set aside time in the session to develop “House Rules” with the parent</li> <li>• Review the remaining problem behaviors, looking at the ECBI or Child Factors Form</li> <li>• Describe the Automatic Time Out procedure, using the Automatic Time Out form.</li> <li>• Discuss which problem behaviors need House Rules and which need focused commands</li> <li>• Decide on one or two House Rules</li> </ul>
5	<p><b>MANAGING PUBLIC BEHAVIOR (PDI-5):</b></p> <ul style="list-style-type: none"> <li>• When parents can implement PDI and house rules at home, and child sits in the time out chair at home, set aside time in the session to discuss Public Behavior Management with the parent</li> <li>• Discuss how to handle the child’s misbehavior in public places</li> <li>• Plan a public behavior practice outing.</li> </ul>
6	<p><b>CONDUCT A PUBLIC BEHAVIOR OUTING (PDI-6)</b></p> <ul style="list-style-type: none"> <li>• Briefly describe the Public Behavior coaching outing (e.g., ride on elevator, walk around clinic)</li> <li>• Have parent explain Public Behavior outing to the child</li> <li>• Accompany parents and child on outing</li> </ul>
7	<p><b>ASSESSING FOR GRADUATION</b></p> <ul style="list-style-type: none"> <li>• At least 75% of commands are effective—direct, positively stated, single commands that provide an opportunity for the child to comply.</li> <li>• At least 75% of effective commands have correct follow-through—labeled praise after compliance, and warning after non-compliance.</li> <li>• The parent follows the PCIT Time Out procedure when a Time Out is needed.</li> <li>• Give parent packet of standardized measures. Check to make sure that child’s behavior problems are well within the normal range</li> </ul>