Forms for PDI Coaching

PDI HomeFun Sheet
Setting Up House Rules
Automatic Time Out for Breaking House Rules
House Rule
Managing Public Behavior Checklist
Managing Difficult Behavior in Public
PDI Coding Instructions
Coding Sheet: 5 minute CDI + 2 minute PDI (5 minute if necessary)

PDI CODING INSTRUCTIONS

5-Minute CDI & 2-Minute PDI Instructions

Let the parent know that you are going to watch and code for the next 5 minutes to see how things are going, then you are going to give them another task and watch for 2 more minutes.

Then say:

"Tell [CHILD'S NAME] that it is Special Time and [HE/SHE] can play with any of the toys. Use all the CDI skills you've been practicing while you follow along with [HIS/HER] play."

After 5 minutes, say:

"Now we are going to switch to PDI. Choose any activity and get [CHILD'S NAME] to follow your rules. Remember to use direct commands and follow through with a labeled praise or warning. Use CDI skills in between commands."

Instructions for PDI coding sheet

Remember PDI Mastery Criteria:

- **75% Effective Commands: Direct, positively stated, single commands that provide an opportunity to comply or non-comply**
- **75% Correct follow-through: Labeled Praise after comply, or warning after non-comply**
- **If Time-Out, correct follow through**

Once you have given the PDI instructions, begin coding!

- Code parent verbalizations as you would for CDI, with some adjustments:
- When a parent gives a command, you will first place a tally in the TOTAL box in the PDI coding section of the form- noting whether it is a direct or indirect command.
- You will then watch for compliance
  - If child complies-place another tally in the COMPLIES box
  - If the child complies after the PDI sequence has started, but before the explanation, place a tally in COMPLIES AFTER WARNING box.
- PDI Sequence: Once the child has refused to comply, the caregiver should follow the PDI Time-out sequence: **Count**, **Warn**, **Count**, **Explain** then **Time Out**.
  - Start tracking the PDI sequence section in each box
  - If the child does not comply after the explanation you will then watch how the parent performs the PDI TIME OUT
- Praises!
  - Once a parent has given a command and the child has complied, and the parent follows up with a praise, place a tally in the FOLLOW-UP PRAISE box
  - Any praise that occurs immediately after a command, should NOT be placed in the Labeled Praise box, only in the FOLLOW-UP PRAISE box
- **You only move to the time out section if the parent enters Time-Out.**
- **Time Out:** When parents start the time-out process, you can use your reminder to figure out if they followed the correct time-out sequence. This is one for the simple time-out:

DC to 3 MINUTES + 5 SEC **to** ASKS **to** SILENCE/COMPLIANCE to THANK YOU **to** DC **to** LP

- If the parent follows this sequence-you will put the tally in the CORRECT BOX
- If the parent does not follow this sequence in any way, put the tally in the INCORRECT BOX

Here is how it would look filled out (including the bottom):

PDI CODING	TOTAL	COMPLIES	FOLLOW-UP PRAISE	NO COMPLY	NOC
INDIRECT (IC)	IIII	I	I		III
DIRECT (DC)	IIII	II	I	I	I

PDI COMMAND SEQUENCE: COUNT → WARN → COUNT → EXPLAIN → T-O				
COUNT	WARN	COUNT	CO AFTER WARN	EXPLAIN
II				I

	CORRECT	INCORRECT
TIME OUT SEQUENCE		I

T-O SEQUENCE REMINDER:
DC → 3 MINUTES + 5 SEC → ASKS → SILENCE/COMPLIANCE → THANK YOU → DC → LP

CALCULATE % EFFECTIVE COMMANDS	CALCULATE % FOLLOW-UP PRAISE	TRACKING CORRECT TIME OUT SEQUENCES
Sum: A. TOTAL EFFECTIVE DC **4 Total** **– 1 NOC = 3** Divide by: B. TOTAL COMMANDS: **4 DC + 4 IC= 8** **__8__** EQUALS: **3 / 8 = 37%**	Sum: C. TOTAL EFFECTIVE DC WITH FOLLOW-UP PRAISE : **____1__** Divide by: D. TOTAL EFFECTIVE DC: **__3____** E. EQUALS: **__33%_** **33% Follow up Praise**	Sum: A. TOTAL CORRECT: **__0____** :PLUS: B. TOTAL INCORRECT: **_1____** C. TOTAL TIME OUTS **__1__** **1 Incorrect Time out**

This caregiver gave 4 Direct Commands, 3 were Effective (**DC with time to comply**). They only gave one follow up labeled praise for one direct command. They started the PDI command sequence twice: 1 where they counted- and the child complied right after the 1st count and 1 where they counted, but forgot the warn and the second count before going straight into Time Out; the caregiver did remember to explain the reasoning for the Time-out. This coding resulted in 1 Incorrect time out sequence because the caregiver did not warn or do the second count before giving the explanation and sending the child to time-out.

PDI Coding Session

5 min CDI Coding

START TIME: STOP TIME:

CLIENT NAME	DATE	START TIME	STOP TIME	SESSION TYPE/ NUMBER

CAREGIVER	CLINICAL PRESENTATION	TOYS USED

PARENT'S STATEMENTS: POSITIVE		TALLY CODES	TOTAL
TALK	AK		
	ID		
UNLABELED PRAISE (UP)			
LABELED PRAISE (LP)			
REFLECTION (RF)			
BEHAVIOR DESCRIPTION (BD)			

AVOID		TALLY CODES	TOTAL
QUESTIONS	Q		
	RQ		

	TOTAL	CO	NC	NOC	TOTAL
INDIRECT COMMANDS (IC)					
DIRECT COMMAND (DC)					
NEGATIVE TALK (NTA)					

ISSUES TO ADDRESS
PLAN
THERAPIST NAME/ DATE

2-MINUTE PDI CODING (5 minutes if necessary)

START TIME: STOP TIME:

PARENT'S STATEMENTS: POSITIVE		TALLY CODES	TOTAL
TALK	AK		
	ID		
UNLABELED PRAISE (UP)			
LABELED PRAISE (LP)			
REFLECTION (RF)			
BEHAVIOR DESCRIPTION (BD)			
QUESTIONS	Q		
	RQ		
NEGATIVE TALK (NTA)			

PDI CODING	TOTAL	COMPLIES	FOLLOW-UP PRAISE	NO COMPLY	NOC
INDIRECT (IC)					
DIRECT (DC)					

PDI COMMAND SEQUENCE: COUNT → WARN → COUNT → EXPLAIN → T-O

COUNT	WARN	COUNT	CO AFTER WARN	EXPLAIN

	CORRECT	INCORRECT
TIME OUT SEQUENCE		

T-O SEQUENCE REMINDER:
DC → 3 MINUTES + 5 SEC → ASKS → SILENCE/COMPLIANCE → THANK YOU → DC → LP

CALCULATE % EFFECTIVE COMMANDS

Sum:
A. TOTAL EFFECTIVE DC _____

Divide by:

B. TOTAL COMMANDS: _____

EQUALS: _____

CALCULATE % FOLLOW-UP PRAISE

Sum:
C. TOTAL EFFECTIVE DC WITH FOLLOW-UP PRAISE : _____

Divide by:

D. TOTAL EFFECTIVE DC: _____

E. EQUALS: _____

TRACKING CORRECT TIME OUT SEQUENCES

Sum:
A. TOTAL CORRECT: _____

:PLUS:

B. TOTAL INCORRECT: _____

C. TOTAL TIME OUTS _____

PDI Coaching for High-Risk Children

Coaching Strategy	Includes:	Examples
Direct Commands: **When giving the parent instructions, the coach should use effective DIRECT commands**	Coach must self-monitor- pay attention to modeling the same skills that are being taught: • Direct commands rather than indirect • Be specific • Positively state commands • One command at a time • Carefully timed explanations	T = Praise him for sharing his blocks. P = Thank you for sharing with me! T = Great labeled praise. INSTEAD OF: T = Now might be a good time to give him a praise. P = I like how you're building that tower. T = Great labeled praise. C = These are my legos - don't touch! T = Just ignore that. If you react, he'll keep saying that kind of thing to you. P = I'm going to play with this cool Mr. Potato Head. T = Great ignoring!
Command->Comply->Praise **When the parent gives a command, therapist is alert to child compliance & non-compliance and whether the parents follow through with praise for compliance, or the Time Out sequence for non-compliance.**	Be alert when parents give direct commands, noticing child reaction: • Encourage parents to praise child's compliance • Alert parents when they have given a direct command and have not begun to follow through if the child does not comply.	P = Please put the kitty next to the dog. C = (complies) T = Praise her for listening right away. P = Thank you for listening right away! T = Perfect direct command, nice labeled praise P = Please hand me the pink hat. C = (child continues playing) T = You gave a direct command. Start counting. P = (one, two…) T = Good job following through on that command.
Gentle correction: **When parents make mistakes, e.g., give ineffective commands, argue with the child, or forget the time out sequence, coach notices the error and is able to gently point it out and get the parent to do the skill correctly.**	Know the correct way to give a command, to execute the time out sequence, or handle the child. Be alert to how the parent is executing the PDI skills. • Describe what the parent said or did. • If the parent does not react to the description, give a direct command. • Follow parent compliance with a praise and a brief explanation about the need for correction.	P = How about if we clean up now? T = That's an indirect command. P = Let's clean up. T = Say, "Please clean up the toys." P = Please clean up the toys. T = Good direct command. Direct commands don't give Bobby the option of saying, "No."

Steps for PDI Coaching- A Skill Building Approach

Step	Directions
1	• **Check in with the parent and find out how the parent & child are doing.**
2	• **After returning to the observation room, begin every PDI Coaching session by reading aloud the instructions for the "CDI 5-minute coding."** • **If you are using rules to help manage the child's behavior, ask the parent to tell the child the Rules to Special Playtime** • **CODE the parent for 5 minutes**
3	**PDI COACHING STRATEGIES: Choose a coaching strategy according to parent 's skills and child's behavior:** ***PRACTICE MINDING (PDI-1)*:** **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.** • **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.** • **Be prepared to coach the parent through the Time Out process if needed.** ***GIVING EFFECTIVE COMMANDS (PDI-2)*:** **When children are compliant or are not highly oppositional, begin coaching parents to give effective commands in more challenging, real-life situations.** • **After the CDI coding, give parents the 2-minute PDI coding instructions:** o **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).** • **Begin coaching PDI, giving more realistic, challenging commands.** • **Make sure to have the parent balance 10 PRIDE skills with every command** • **Be prepared to coach the parent through the Time Out if the child does not comply with the parent's command** ***IMPROVING CHILDREN'S COMPLIANCE (PDI-5, PDI- 7):*** **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**

	• **After the 5 minute CDI coding, give parents PDI instructions and code for 2 minutes** • **After the 2-minute PDI coding, begin coaching PDI.** • **Make sure the parent follows every Time Out with recovery (PRIDE skills)** ***HOMEWORK*** • **Give CDI homework at the end of every session** • **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.**
4	**HOUSE RULES (PDI-4):** • **When parents are able to give effective commands and time outs, set aside time in the session to develop "House Rules" with the parent** • **Review the remaining problem behaviors, looking at the ECBI or Child Factors Form** • **Describe the Automatic Time Out procedure, using the Automatic Time Out form.** • **Discuss which problem behaviors need House Rules and which need focused commands** • **Decide on one or two House Rules**
5	**MANAGING PUBLIC BEHAVIOR (PDI-5):** • **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** • **Discuss how to handle the child's misbehavior in public places** • **Plan a public behavior practice outing.**
6	**CONDUCT A PUBLIC BEHAVIOR OUTING (PDI-6)** • **Briefly describe the Public Behavior coaching outing (e.g., ride on elevator, walk around clinic)** • **Have parent explain Public Behavior outing to the child** • **Accompany parents and child on outing**
7	**ASSESSING FOR GRADUATION** • **At least 75% of commands are effective—direct, positively stated, single commands that provide an opportunity for the child to comply.** • **At least 75% of effective commands have correct follow-through—labeled praise after compliance, and warning after non-compliance.** • **The parent follows the PCIT Time Out procedure when a Time Out is needed.** • **Give parent packet of standardized measures. Check to make sure that child's behavior problems are well within the normal range**

How to use the PDI Home Fun Sheet:

1) Know which PDI session you are on with your client (check the PDI grid, at the back of the PDI Coaching section of your treatment manual).
    a. IF THE FAMILY IS IN PDI-1, give the parent a CDI homework sheet. Tell the parent to clean up just the way they did when they were in CDI, with the child's help being optional.

2) WHEN THE FAMILY GETS TO PDI-2, give them the PDI Home Fun sheet. In the first BLANK row underneath the column titles, you will mark for the parent which PDI homework activities you want them to complete that week and how often.

    a. Under "5 MINUTES OF SPECIAL PLAYTIME," remind the parent to practice their CDI homework every day just the way they did when they were in CDI.
    b. Write how often you want the parent to give a "Command to CLEAN-UP after Play Time" and if you have a reminder, or caveat, also note in the first box under the activity name.
        i. The first time you check this homework activity off, review with the parent and practice how to give the command to clean up
    c. Write how often you want the parent to "Give 2 – 4 PDI Commands"
        i. Plan out with the parent two commands the parent can give to the child at some point during the day to accomplish a real life task (e.g., "We need to leave for school in 15 minutes, please put your school clothes on."). Write those commands out in the box on the lower left side.
        ii. Make sure the command is easy during the early stages of PDI. Help the parent to structure the environment and incentives to maximize success.
        iii. Note: If you feel that the parent is not that good at giving commands, skip this exercise and just have the parent work on giving a good clean up command.
    d. Show the parent how to fill out the Home Fun Sheet. Make sure to tell them what information you want them to put in the boxes, including whether the child was sent to time out, and whether the parent needed to use a backup to the time out.

3) Mark down on the homework sheet the percentage of effective commands they had during their PDI coding that day in the upper right corner.

4) Circle two or three specific positive child behaviors you want the parent to notice on the back of the Home Fun sheet. How do you decide?

a. If you were working on dealing with a particular negative behavior during the session, circle the positive opposite of that behavior for the parent to notice.
b. Look at the WACB-N ratings. Choose the positive opposite of the behavior(s) that are most concerning to them.

EXAMPLE:

PDI HomeFun Sheet

Command → Comply → Praise

For: Mom

Childs Name: Johnny

How many times a week? →	5-minute Special Play Time!	Command to clean-up after Play Time	Time Out during clean-up?	**2 – 4 PDI Commands Obeyed?	Successful Time Out for not obeying command?***
	Every day!	Every day		If clean up start no problem Thursday	
Monday 9/29	✓	✓	YES		
Tuesday 9/30	✓				
Wednesday 10/1	✓	✓			
Thursday 10/2					
Friday 10/3	✓	✓	NO	NO	NO
Saturday 10/4					
Sunday 10/5	✓	✓	NO	Yes	

**PDI Commands:

1) Time to go to bed, please brush your teeth.
2) Time for dinner. Please put your toys away.
3)
4)

***Backups Used:

1) No SpongeBob cartoon after dinner
2)
3)
4)

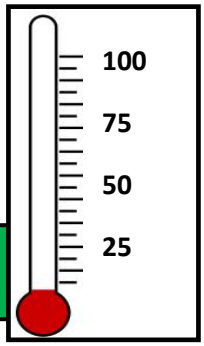
PDI HomeFun Sheet

Command → Comply → Praise

For: _____

Childs Name: _____

% of Effective Commands Today!!



How many times a week? →	5-minute Special Play Time!	Command to clean-up after Play Time	Time Out during clean-up?	**2 – 4 PDI Commands Obeyed?	Successful Time Out for not obeying command?***
	Every day!				
Monday _____					
Tuesday _____					
Wednesday _____					
Thursday _____					
Friday _____					
Saturday _____					
Sunday _____					

**PDI Commands:

1)

2)

3)

4)

***Backups Used:

1)

2)

3)

4)

SPECIFIC SKILLS TO PRACTICE DAILY

Use your Relationship Enhancement Skills (PRIDE)

P **Praise** the appropriate behavior that you see immediately

R Use **"reflection"** to teach your child to listen and communicate

I Model (**Imitate** & Model) the behavior you desire

D **Describe** the behavior that you see or want to see that is appropriate

E **"Enjoy"** your play time with your child by having enthusiastic play

Use **"physical positives"** such as smiles, looking with eyes, hugs, kiss, sitting close.
Reduce questions and commands.
Avoid NO, DON'T STOP, QUIT, & NOT

Behaviors to notice, describe, and praise:

Attitude	Following directions	Quiet
Big boy/girl voice	Gently	Safely
Calmly	Hands to self	Saying nice things
Carefully	In-door voice	Sharing
Caring	Letting other talk	Softly
Choosing	Listening	Taking their time
Cleaning up	Minding	Taking turns
Complying (first time)	Patiently	Thinking things over
Concentrating	Polite words	Using words
Cooperative	Quickly	Waiting

How hard will it be for you to do your "Home Fun" this week?

1_____2_____3_____4_____5

Very easy Somewhat easy Somewhat hard Very hard

Setting up House Rules

Some behaviors are hard to control or impossible to ignore

- Aggressive behaviors- hitting, kicking
- Destructive behaviors- throwing or breaking toys
- Behaviors that are always unacceptable- cursing, sassing
- Naughty behavior that you don't find out about right away- scribbling on a sister's homework

To help manage these behaviors, you can use HOUSE RULES

- House Rules are always in effect, like laws
- A child breaking a House Rule goes straight to Time Out, or receives an immediate consequence
- At the end of the Time Out or consequence, the child may go back to normal activities

What to do…

- Decide on one behavior you want to stop. → Let's pick "hitting others"
- Explain HOUSE RULES to the child ahead of time → Tell the child: "We have a rule about hitting in our house. If you hit someone, you will have to go to time out."
- You may need to LABEL the behavior for a few days first, if the child doesn't seem to understand → That's a gentle touch! You don't have to go to time out when you use a gentle touch.

Urquiza, A., Zebell, N., Timmer, S., McGrath, J., & Whitten, L. (2011) *Course of Treatment Manual for PCIT-TC.* Unpublished Manuscript.

Automatic Time Out for Breaking House Rule

House rules are "standing rules" that are used to help control aggressive, destructive, or impulsive negative behaviors at home. Take your child to the time out chair or give a consequence whenever the behavior occurs.

Step	Parent Action	Example
1	**Parent explains House Rule to child**	"The house rule is to play nicely with toys. If you throw a toy, you have to go to the timeout chair. If you play gently with the toys, you will not have to go to the timeout chair."
2	**Parent labels the positive opposite behavior**	"That's playing gently! You don't have to go to time out when you use play gently."
3	**If behavior occurs, parent gives explanation**	"You threw the Teddy bear so that's an automatic timeout."
4	**Parent takes child to time out**	Parent immediately takes child to the time-out chair.
5	**Parent gives direct command to sit on chair**	"Sit here quietly until I tell you to get up
6	**Parent waits for 3 minutes plus 5 seconds of quiet**	(Child sits quietly for 3 minutes and 5 seconds of quiet)
7	**Parent ask child if he/she is ready to return and perform a corrective action**	"Are you ready to come back and hand the Teddy bear gently to your sister?" (Child says, "yes.")
8	**Parent waits silently for child to comply (may point or signal)**	Parent stands near sister, waiting. (Child hands sister the Teddy bear)
9	**Parent acknowledges compliance**	Thank you.
10	**Avoid discussing negative behavior. Attend to child's positive behavior**	"You're sharing so nicely with your brother! Kids at school will love to play with kids who share!"

HOUSE RULE

The House Rule Is:

If You Break the House Rule:

Steps for Managing Public Behavior – Therapist Checklist

Step	Directions
1	• **Parents should be able to manage the child's behavior at home before discussing strategies for managing behavior in public settings.** • **Congratulate parents on their accomplishments. Discuss the different thoughts and feelings parents have about their children misbehaving in public. Ask them about the strategies they are currently using.**
2	• **Explain that they will use the same PDI skills with their children in public places as in the clinic and at home.** • **You will tell them how to apply these rules when out at a restaurant or shopping, etc.**
3	• **Encourage parents to plan outings carefully:** o **Only take child if necessary** o **Avoid scheduling an outing at times when the child is usually eating or sleeping** o **Consider options for time out and back-up in advance** ▪ **Time out can take place anywhere the child can sit. You may want to use a bandana, newspaper, placemat, grocery sack, to create some structure around sitting.** ▪ **A back-up may be a dressing room, bathroom, car (with safety in mind). For an older child (5-6), it may be more effective to remove a privilege (e.g., no TV program at home).** ▪ **When selecting a time-out spot, think of someplace out of the way (baby/toddler sections are good because other shoppers there are likely to be sympathetic parents). Plan where you will do time out ahead of time.**
4	• **Tell parents that, when beginning the outing, they should tell the child what the rules are (e.g., stay near me, keep hands to self, use a quiet voice, etc.)** • **Decide on a couple of rules (not more than 3).**
5	• **Encourage parents to use PRIDE skills often (*especially <u>labeled praise</u>*!) and keep child busy by engaging them in activities (having them find something yellow or something that starts with a B, having them cross off items on a shopping list, having them get boxes from a shelf, etc.).**
6	• **Tell parents that, if they need to, they should give a direct command and make sure to follow through with praise or time out.**

7	• **If the parent is embarrassed about doing PDI in public, suggest other options such as going to a store in a neighboring town or practicing first at a friend's or relative's house.**
8	• **Encourage parents to practice public behavior by going on a scheduled 30-minute practice outing with the target child in the next week.** • **The purpose of this trip will be just to practice using PDI in public, not to get the family's groceries for the week or pick up necessary items.**
9	• **Let parents know that it is okay to give children a spontaneous, small reward for doing well on the outing (e.g., snack, getting to ride mechanical ride, getting to go look at the fish tanks), but discourage the use of bribes (e.g., "If you're good, then you'll get…").** • **It is not necessary to give a reward every outing.**

Managing Difficult Behavior in Public

When children have behavior problems, it can be hard to take them out in public. Children do things that embarrass us in front of others, like yelling, talking back, or even having a full-blown temper tantrum.

And sometimes-telling children to stop just make things worse. Strangers may stare or even make comments, and you may feel like you just want to get finished and leave as quickly as possible. So, children get away with doing things in public that they would not be allowed to do at home

Here are some other things to do to help your child behave in public:

- ***Make a Plan***
- ***During the Outing use Praise, Rules, & Fun!***
- ***Public Time Out- Stick to the Script***

Make a Plan Before You Leave the House

Tell your child where you are going, and how you want your child to act, such as staying by you and keeping his hands to himself.

- **Plan activities to keep them occupied during outings, such as crossing items off the grocery list, playing games like, "I spy something red," or letting them help you by putting items in the grocery cart.**
- **Explain to your child that if needed, you are going to give them a time out.**

During the Outing use Rules, Praise, and Make it Fun!

- **Praise your child during the outing for behaviors that you like, such as using his indoor voice, or walking beside you.**
- **It is important to remind your child the reason for the rules you set for the outing, such as being quiet in the movie so others can hear.**
- **If you see that your child is getting tired, hungry, or bored, it is a good idea to go home or at least take a break. Try not to take your child out past his bedtime or during times that he is usually taking a nap.**
- **Plan some part of your trip that will be fun for your child. For example, if you are at the mall, you could walk through a store your child enjoys, like a pet store or toy store.**
- **At the end of the outing, give lots of praise for those good behaviors (staying nearby you in the store), and give no attention to any problem behaviors that happened**

Public Time Out- Stick to the Script

- **Stick to the Time Out script you use at home.**
- **Keep a small blanket or placemat with you to use as the "time out chair", so that time out can be done anywhere.**
- **When you need to choose a time out spot, choose an out of the way place where there is nothing fun to do.**
- **Some parents have put their child on benches in the mall, the front steps during church, or the corner of a grocery store. When their car is close, some parents find they can put the child in the back seat while they lean against the car, keeping in mind safety precautions such as having the window cracked.**
- **<u>Always</u> watch your child during time out.**

UC DAVIS PCIT TRAINING CENTER PROTOCOL FOR PDI

Session	Check-in	Coding	Coaching	Wrap-up
PDI-1 Step 1: Intro & Practice Minding		Code CDI- 5 minutes	• Explaining session • Teach PDI to child - Role play PDI & TO w/Mr. Bear • PDI coaching 30 min- Practice minding exercise if needed	Debrief w/parent about PDI coaching Discuss mastery for PDI Plan CDI homework
PDI-2 Step 2: Giving effective commands		Code CDI- 5 minutes Code PDI- 2 minutes	• Coach PDI 25 min- coach parent to give effective real-life commands • Coach CDI in "recovery time" • Coach parent to give Clean up commands if parent can do real-life commands	Feedback on CDI + PDI skills Plan CDI homework Decide on commands for PDI homework. Show how to fill out form. Tell parent to call if ANY problem w/PDI at home
PDI-3 Step 3: Commands & Time Out practice (do until cgvr is at or near PDI mastery & chld is staying on TO chair at home)	* Parents estimate % commands no comply * Parents-to use PDI at clinic	Code CDI- 5 minutes Code PDI- 2 minutes	• Coach PDI 25 min. Make commands realistic & fair, but more challenging • Coach CDI in "recovery time" • Practice TO w/Mr. Bear if child is compliant with all commands • Coach parent to give Clean up commands if parent can do real-life commands	Discuss CDI & PDI skills progress sheet Plan CDI homework Plan PDI homework
PDI-4 Step 4: Introduce House rules	* Parents estimate % commands no comply * Parents-to use PDI at clinic	Code CDI- 5 minutes Code PDI- 2 minutes	• Use coding to prioritize coaching goals • Coach PDI 20 min, focusing on greatest needs	Review remaining problems from ECBI. Determine whether need HOUSE RULES or focused command. If no beh probs, discuss Public Behavior instead of House Rules
PDI-5 Step 5: Introduce Public Behavior		Code CDI- 5 minutes Code PDI- 2 minutes	• Use coding to prioritize coaching goals • Coach PDI 20 min, focusing on greatest needs. Use 5 min of PDI coaching in Clean up situation	If parents can implement PDI & house rules at home, discuss PUBLIC BEHAVIOR Plan public behavior practice outing

PDI-6 (1-2 sessions) Step 6: Public outing		Code CDI- 5 minutes Code PDI- 2 minutes	• Public behavior coaching practice outing	Plan public behavior outing for next week
PDI-7 + Step 7: Wrapping up		Code CDI- 5 minutes Code PDI- 2 minutes	• Coach any CDI and/or PDI skills not at mastery level • Exercises that address any remaining problems parent endorses	Plan CDI homework Plan PDI homework Plan for Graduation
GRADUATION SESSION	Post DPICS			Discuss parent's strategies for managing the child's behavior- at different times, in different settings. Parents can call if needed, but convey confidence in them

WACB – N

(Weekly Assessment of Child Behavior – N)

Your Name _____ Relationship to Child _____ Today's Date ___/___/___

Child's Name _____ Child's Gender _____ Child's Age _____

Directions

This form lists 9 sentences that describe children's behavior. For each sentence:

a) Please circle the number that shows **how often** your child behaves that way.

b) Circle either "yes" **or** "no" to show whether you'd like to see that behavior change.

Example

If your child never *cries at the grocery store*, you would circle 1 for Never:

How often does your child…	Never			Sometimes			Always	Change?	
1. Cry at the grocery store?	(1)	2	3	4	5	6	7	YES	(NO)

Please fill out the whole form by circling one number per sentence. If you want to change your answer, please **do not erase**. Instead, cross out your first answer and circle the correct number. For example:

How often does your child…	Never			Sometimes			Always	Change?	
1. Cry at the grocery store?	(1)	2	3	~~4~~	5	6	7	YES	(NO)

How often does your child….	**Never**			**Sometimes**			**Always**	**Do you want this to change?**	
1. Dawdle and linger?	1	2	3	4	5	6	7	YES	NO
2. Have trouble behaving at meal times?	1	2	3	4	5	6	7	YES	NO
3. Disobey or act defiant?	1	2	3	4	5	6	7	YES	NO
4. Act angry, or aggressive?	1	2	3	4	5	6	7	YES	NO
5. Scream and yell when upset and is hard to calm?	1	2	3	4	5	6	7	YES	NO
6. Destroy or act careless with others' things?	1	2	3	4	5	6	7	YES	NO
7. Provoke others or pick fights?	1	2	3	4	5	6	7	YES	NO
8. Interrupt or seek attention?	1	2	3	4	5	6	7	YES	NO
9. Have trouble paying attention or is overactive?	1	2	3	4	5	6	7	YES	NO
						Total Score	**/63**		

Forte, L., Boys, D., & Timmer, S. (2012) *The use of brief child behavior assessments for weekly check-ins in PCIT: WACB-N and WACB-P.* Poster presentation at the 12th Annual PCIT Conference for Traumatized Children, Davis, CA.

Forte, L., Boys, D., & Timmer, S. (2012) *The use of brief child behavior assessments for weekly check-ins in PCIT: WACB-N and WACB-P.* Poster presentation at the 12th Annual PCIT Conference for Traumatized Children, Davis, CA.