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

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

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

Coding Guidelines
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

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!

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**

<table>
<thead>
<tr>
<th>Pretty</th>
<th>Nice</th>
<th>Intelligent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect</td>
<td>Well-behaved</td>
<td>Right</td>
</tr>
<tr>
<td>Thoughtful</td>
<td>Careful</td>
<td>Gentle</td>
</tr>
<tr>
<td>Helpful</td>
<td>Superior</td>
<td>Skilled</td>
</tr>
<tr>
<td>Beautiful</td>
<td>Perfect</td>
<td>Wonderful</td>
</tr>
<tr>
<td>Handsome</td>
<td>Patient</td>
<td>Bright</td>
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<tr>
<td>Special</td>
<td>Considerate</td>
<td>Fun</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>Top-notch</td>
<td>Marvelous</td>
</tr>
<tr>
<td>Nifty</td>
<td>Neat-0</td>
<td>Awesome</td>
</tr>
<tr>
<td>Cool</td>
<td>Remarkable</td>
<td>Incredible</td>
</tr>
<tr>
<td>Hooray</td>
<td>Yummy</td>
<td>Creative</td>
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</table>

*and synonyms thereof...*

**Not-Quite-Positive-Enough words**

<table>
<thead>
<tr>
<th>Quiet</th>
<th>Fast</th>
<th>Slow</th>
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</thead>
<tbody>
<tr>
<td>Alert</td>
<td>Funny</td>
<td>Strong</td>
</tr>
<tr>
<td>Silly</td>
<td>Exciting</td>
<td>Energetic</td>
</tr>
<tr>
<td>Straight</td>
<td>Fancy</td>
<td>Unique</td>
</tr>
<tr>
<td>Hard</td>
<td>and synonyms...</td>
<td></td>
</tr>
</tbody>
</table>

*“unless in context of ‘working hard’ or ‘trying hard.’”

**Unlabeled Praise**

- A positive, but VAGUE evaluation of the child’s behavior, activity, or products
Unspecific words

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
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<tbody>
<tr>
<td>Job</td>
<td>Working</td>
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<tr>
<td>Idea</td>
<td>Playing</td>
</tr>
<tr>
<td>Work</td>
<td>Acting</td>
</tr>
<tr>
<td>Memory</td>
<td>Trying</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
</tr>
</tbody>
</table>

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
• 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

• 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.”

• 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 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.

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

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

**Example:**
Child: (coloring dog’s spots black)
Parent: You’re gonna color the dog’s nose black (DC)

**Example:**
Child: (drawing apple)
Parent: You’re drawing a big apple. (BD)

OR:
That’s a big apple you drew. (BD)

**Example:**
Parent: That’s a big apple. (TA)

Parent: That’s a big apple that was drawn. (TA)

**Extra!**
Parent: That’s a rocket you’re playing with. (TA)

• 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
Talk (TA)

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

Negatives
Indirect Command
Labeled Praise
Unlabeled Praise
Question
Reflection
Behavior Description
Talk

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

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)