






## Levels 1-3 Coaching for High-Risk Children

| Coaching Level  | Level Includes:   | Examples  |
|---|---|---|
| <p><b>Level One: “LEAD”</b><br/> <b>In this level the coach leads, giving words to say, suggesting or directing the parent to speak or act in a certain way</b></p> | <ul style="list-style-type: none"> <li>Modeling the PRIDE skills</li> <li>Corrective intervention (e.g., changing question into a description)</li> <li>Help the parent know when to ignore inappropriate behavior</li> <li>Help parent know how to respond to challenging child behaviors</li> </ul> | <p>T = You handed me the red lego.<br/> P = You handed me the lego.<br/> T = That was a description - good job.</p> <p>P = What do you want to play with?<br/> T = There are lots of toys for you to choose from on the table.<br/> P = You can play with anything on the table.<br/> T = Good job changing the question into a statement.</p> <p>C = These are my legos - don't touch!<br/> T = You are playing with the legos.<br/> P = You're playing with them.<br/> T = Great ignoring!</p> <p>P = I'm getting frustrated...he's not listening!<br/> T = I will be right in to help you (go into the room and help the parent play).</p> |
| <p><b>Level Two: “FOLLOW”</b><br/> <b>In this level the coach follows the parent's lead, labeling what the parent says and praising for using PRIDE skills</b></p>  | <ul style="list-style-type: none"> <li>Labeling the PRIDE skills</li> <li>Encouraging parents' ability to use the PRIDE skills on their own, without coaching</li> <li>Praising or reinforcing parents' use of the PRIDE skills and relating them to treatment goals</li> </ul>                       | <p>P = You sat the kitty next to the dog!<br/> T = Great behavioral description.</p> <p>P = You're stacking the blocks.<br/> P = The tower you're building is getting tall.<br/> T = Great job describing the play.</p> <p>P = You're stacking the blocks carefully.<br/> P = And, you're really concentrating.<br/> T = Great job describing the behaviors that you want.</p>  |

## PCIT for TRAUMATIZED CHILDREN

| Coaching Level   | Level Includes:  | Examples   |
|--|--|--|
| <p><b><u>Level Three:</u></b><br/> <b>In this level the coach teaches, giving parents information, reasons for using skills, insight into their children’s behavior, or ideas for how to use the skills at home.</b></p> |  <p style="text-align: center;"><b>“EXPLANATIONS”</b></p> <ul style="list-style-type: none"> <li>• Provide mini discussions about the child's development and patterns of behavior</li> <li>• Reason for using the concept/skill to meet objectives and goals of treatment (using the PRIDE Didactic Handout)</li> </ul>  | <p>T = He/she is right on target with putting those big blocks together. Using smaller blocks may cause him/her frustration because they require more advanced motor skills.</p> <p>P = Thank you for giving me the block. Now I can play with you. It’s fun playing!</p> <p>T = Good job, when you describe what you like and praise him for doing it, then he will do more of this.</p>            |
|  |  <p style="text-align: center;"><b>“OBSERVATIONS”</b></p> <ul style="list-style-type: none"> <li>• Provide observations about the child's behavior to point out improved behavior and improve rapport</li> <li>• Prompt the parent in order to encourage praise and attention to treatment objectives</li> <li>• Provide observations about the parent's behavior and/or parent-child interactions</li> </ul> | <p>T = He is so focused on building with the blocks today! His attention has really improved since last week.</p> <p>T = By giving you a block he is choosing to share the toys and play with you.<br/> P = I like it when you share and play nicely with me. I can play with you then.</p> <p>T = I can tell she is having so much fun playing with you! You two have such a warm relationship.</p> |
|  |  <p style="text-align: center;"><b>“GENERALIZATIONS”</b></p> <ul style="list-style-type: none"> <li>• Explain how child's behaviors in play will generalize to other settings.</li> <li>• Provide ideas for how caregiver can use the skills in other settings (e.g., home, public).</li> </ul>   | <p>P = Thank you for sharing with me!<br/> T = By practicing sharing with you, you are preparing her to share with friends at school.</p> <p>T = Since you enjoy playing with him when he is nice, I bet his sister will too.<br/> P = And, I especially like it when you play nicely with your sister at home.</p> <p>T = Use that same praise for staying calm when homework gets hard.</p>        |