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."

Urquiza, A., Zebell, N., Timmer, S., McGrath, J., & Whitten, L. (2011) *Course of Treatment Manual for PCIT-TC.* Unpublished Manuscript.

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