

CODING CDI COACHING (Draft by Cheryl B. McNeil, Ph.D.)

PRIDE SKILL – Reinforcing PRIDE (usually 5 words or less - used to praise or describe a praise, reflection, imitation, behavioral description, or enjoyment/enthusiasm). Most coaching statements fall here, particularly early in CDI.	
PRIDE RELATED SKILL – Reinforcing or describing a skill (usually 5 words or less) that meets the goal of CDI (e.g., warmth, letting the child lead, genuineness, touch). This is usually the second most frequently used category.	
OBSERVATION - or Insight Sharing observations about 1) ongoing behavior in parent, child, or both, and 2) pointing out changes in parent, child, or relationship over time, especially referring back to goals of CDI (e.g., closer relationship, happier child, increased attention span).	
EDUCATION Education about 1) the effect a skill could have on behavior in the future (e.g. reflections encourage children to talk), and 2) pointing out an immediate effect of the skill on child behavior	
PRAISING CHILD Labeled or unlabeled praise of the child's attributes or products ("he's very good with puzzles"; "she is adorable.")	
GIVING THE PARENT CREDIT (TRUMPS) Attributing improvements or strengths in the child directly to the parent's strong skills	
ENCOURAGING HOME PRACTICE OF CDI (TRUMPS) Mentioning the importance of 5 minutes per day of CDI practice at home	
DEFAULT – Unlabeled Praise and Miscellaneous Any positive coaching statement that does not fall into other categories, especially unlabeled praise and acknowledgments ("that's it," "you're getting it.")	
CORRECTION CATEGORIES:	
PRAISE COMPLIANCE – Praising or Educating Parent when Parent Complies with Therapist Command (TRUMPS) Providing labeled praise and/or an educational statement for providing the requested verbalization (e.g., if a parent gives UP, tell them to label it, then praise them for a labeled praise)	
PRAISE DIRECT OPPOSITE AFTER TACTICALLY IGNORING PARENTAL MISTAKES (TRUMPS) Waiting quietly through parental mistakes and then praising the exact opposite of the problem behavior (ignores questions then praises first statement; ignores leading then praises following; ignores negative talk then praises being positive with the child)	
Subtotal Positive, Nondirective statements above (Should be 80% or more of total talk)	
Constructive Corrections (e.g., commands, prompts, questions)	
Line Feeding (telling the parent exactly what to say)	
Subtotal Corrections + Line Feeding (Should be less than 20 % of total talk, but MORE than 5%)	
Use of Negative Words "no, don't, stop, quit, or not"	(IDEALLY REDUCE TO 0)
Mislabeled of a Code	(IDEALLY REDUCE TO 0)
Therapist Space Out (no feedback given after numerous appropriate parental verbalizations)	(IDEALLY REDUCE TO 0)
Dominating Parent with Far Too Much Talk when Parental Skill Development is Low (multiple, long sentences that distract parent from mastering PRIDE skills)	(IDEALLY REDUCE TO 0)
TOTAL TALK	