



*PCIT for TRAUMATIZED CHILDREN*

## **Forms for CDI Teaching Session**

<b>Child Treatment Goals Form (for reference)</b>
<b>Relationship Enhancement PRIDE Skills</b>
<b>Ways to Praise</b>
<b>Selective Attention/Active Ignore</b>
<b>Suggested Toys for PCIT</b>
<b>CDI Daily Care Sheet</b>
<b>Skill Acquisition Profile Sheet (for reference)</b>
<b>Rules for Special Play Time*</b>
<b>CDI and PDI Mastery Criteria</b>

**\*consult with PCIT trainer to determine need**





*PCIT for TRAUMATIZED CHILDREN*  
**Steps for CDI Teaching Session**

## Teaching PRIDE Skills to Parents

Step	Directions
1	<ul style="list-style-type: none"> <li>Review with parent the concerns mentioned, referring to the Child Treatment Goal form. Briefly outline the treatment goals and your vision for their future relationship. Tell the parent that PCIT will help them reach these goals.</li> </ul>
2	<ul style="list-style-type: none"> <li>Explain that you are going to teach them the foundation of PCIT – the PRIDE skills            “PCIT is a skill building program to help parents manage children with difficult behaviors. We will start with simple skills and progress to more challenging skills. How you progress through PCIT will depend on your ability to practice and apply these skills.”</li> </ul>
3	<ul style="list-style-type: none"> <li>Have the CDI handouts available for reference (see Forms for CDI Teaching)</li> <li>Show the Relationship Enhancement Teaching Video (if appropriate)</li> <li>Discuss the strategies to reach the outcome goals</li> </ul>
4	<ul style="list-style-type: none"> <li>Role-play and demonstrate each PRIDE skill with the parent</li> <li>Begin by teaching behavioral descriptions, then reflections, imitation, and enjoyment, leaving praise until the last skills taught</li> <li>Provide rationales, examples, and modeling for each PRIDE skills, explaining their usefulness by tying into treatment goals</li> </ul>
5	<ul style="list-style-type: none"> <li>Provide rationales, examples, and modeling for each of the discouraged skills: questions, commands, and critical statements – avoid NO, DON’T, STOP, QUIT, or NOT</li> <li>Show the parent how to use the “encouraged” skills in place of the discouraged skills</li> </ul>

6	<ul style="list-style-type: none"> <li>• Show the parent how to use selective attention to deal with minor inappropriate behaviors</li> <li>• Discuss which behaviors will be ignored and the strategies that will be used (i.e. silence, redirect, etc.)</li> <li>• Explain that they will practice these skills in the clinic before using them at home</li> </ul>
7	<ul style="list-style-type: none"> <li>• Introduce the Skill Acquisition Profile Sheet and explain the need to reach 10:10:10:3 mastery of skills before moving to the second phase of PCIT</li> </ul>
8	<ul style="list-style-type: none"> <li>• Explain the importance of doing five minutes of homework each day; and review the home fun sheet</li> <li>• Review appropriate toys for home fun and special playtime</li> </ul>
9	<ul style="list-style-type: none"> <li>• Problem-solve with parents about logistical issues (e.g., when and where to do special time at home, whether to include siblings, how to end playtime)</li> </ul>
10	<ul style="list-style-type: none"> <li>• Assign homework and give parent the necessary homework sheet and handout of skills</li> </ul>
11	<ul style="list-style-type: none"> <li>• Review your accomplishments for the day's session with parent and outline your plan for the next week</li> </ul>



# Relationship Enhancement

## **\*P\*R\*I\*D\*E\***

Rule	Reason	Examples
<p><b><u>PRAISE</u></b> appropriate behavior</p>	<ul style="list-style-type: none"> <li>Increases desired behaviors.</li> <li>Lets child know what you like.</li> <li>Increases child's self-esteem.</li> <li>Adds to warmth of the relationship.</li> <li>Models positive social behavior.</li> <li>Makes both parent and child feel good!</li> </ul>	<ul style="list-style-type: none"> <li>I like the way you're playing so gently.</li> <li>You have wonderful ideas for this picture.</li> <li>I'm proud of you for staying calm.</li> <li>You did great concentrating on building the garage.</li> <li>Thank you for sharing.</li> </ul>
<p><b><u>REFLECT</u></b> appropriate talk</p>	<ul style="list-style-type: none"> <li>Allows child to lead the conversation.</li> <li>Shows child you're listening and understand child.</li> <li>Improves child's speech.</li> <li>Increases social communication.</li> <li>Calms anxious children.</li> <li>Non-critical way of correcting child.</li> </ul>	<ul style="list-style-type: none"> <li>Child: I did it all by myself. Parent: Yes, you did it all by yourself.</li> <li>Child: I drew a blue flower. Parent: You drew a blue flower.</li> <li>Child: I'm tired. Parent: You are tired.</li> <li>Child: This isn't working. I'm mad. Parent: You're mad because it isn't working.</li> </ul>
<p><b><u>IMITATE</u></b> appropriate play</p>	<ul style="list-style-type: none"> <li>Helps child feel important.</li> <li>Shows approval of child's play.</li> <li>Models and increases desired behaviors.</li> <li>Increases child's imitation of what you do.</li> </ul>	<ul style="list-style-type: none"> <li>Parent: I'm going to tap the blocks quietly, just like you.</li> <li>Parent: We're driving our trains on the track.</li> </ul>
<p><b><u>DESCRIBE</u></b> appropriate behavior</p>	<ul style="list-style-type: none"> <li>Increases concentration and attention to the activity.</li> <li>Slows down an active child.</li> <li>Teaches vocabulary for desired behaviors.</li> <li>Increases child's mindfulness.</li> <li>Maintains child's interest.</li> </ul>	<ul style="list-style-type: none"> <li>You're putting the toys back one at a time.</li> <li>You're keeping the Play-Doh on the table.</li> <li>You're sharing your animals with me.</li> <li>You're rolling out the Play-Doh very carefully.</li> </ul>
<p><b><u>ENJOY</u></b></p>	<ul style="list-style-type: none"> <li>Demonstrates interest in child.</li> <li>Models positive emotions.</li> <li>Increases the child's interest in play.</li> <li>Creates warmth in the relationship.</li> <li>Reinforces desired behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Smiles, eye contact, arm around child, rub back, tussle hair, warm voice, laughing together, clapping</li> <li>"I have so much fun playing with you."</li> </ul>

Rule	Reason	Examples
<p><b><u>IGNORE</u></b> inappropriate behavior (unless it's dangerous or destructive)</p> <p>a. Avoid looking at child, smiling, frowning, etc. b. be silent c. ignore every time d. expect behavior to increase at first</p>	<ul style="list-style-type: none"> <li>• Helps child notice difference between your responses to good and bad behavior.</li> <li>• Helps parents stay calm.</li> <li>• Avoids increasing attention-seeking behavior by removing your attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at own toys, talk about own play, avoid eye contact with the child, neutral body language, avoid talking to or responding to the child, increase the level of fun in the current play, introduce a new toy or activity</li> <li>• Child: (plays roughly with the toys) Parent: (says nothing about it, turns focus to own toys; making it fun) "I'm going to make some cookies. Oh these are so tasty!"</li> </ul>
<p><b><u>AVOID</u></b> giving commands</p>	<ul style="list-style-type: none"> <li>• Doesn't allow child to lead.</li> <li>• Creates power struggles.</li> <li>• Provides opportunity for conflict and negativity.</li> <li>• Distracts from positive moments during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Try putting that block on here.</li> <li>• Let's play with these toys.</li> <li>• Look at this.</li> </ul>
<p><b><u>AVOID</u></b> asking questions</p>	<ul style="list-style-type: none"> <li>• Controls the conversation.</li> <li>• May seem like you aren't listening or disagree with child.</li> <li>• Can increase frustration for the child.</li> <li>• Can create a feeling of failure if there's a wrong answer.</li> </ul>	<ul style="list-style-type: none"> <li>• What color is this?</li> <li>• What are you making now?</li> <li>• Why did that happen?</li> <li>• What comes next?</li> <li>• What do you think this does?</li> </ul>
<p><b><u>AVOID</u></b> criticizing</p>	<ul style="list-style-type: none"> <li>• Doesn't provide any direction.</li> <li>• Focuses attention on negative behavior.</li> <li>• Children burn-out on these words, making them ineffective.</li> <li>• Can trigger negative behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• You're being naughty.</li> <li>• I don't like it when you talk back.</li> <li>• Don't scribble on your paper.</li> <li>• No, honey, that's not right.</li> <li>• That's not appropriate talk.</li> <li>• You're acting like a baby.</li> <li>• That's not how you do it.</li> </ul>

## AVOID

**NO DON'T STOP**

**QUIT**

**NOT**



# Ways to Praise!

*\*Listed below are suggestions for ways to praise positive opposite behaviors. If your child has difficulty in the areas highlighted below, watch for opportunities to praise your child when he or she is behaving well.\**

<b>Dawdling</b>	<ul style="list-style-type: none"> <li>• Thank you for doing it right away</li> <li>• I'm proud of you for putting your toys away so quickly</li> <li>• Good job paying attention</li> <li>• I like how you were able to make a quick decision</li> </ul>
<b>Table Manners</b>	<ul style="list-style-type: none"> <li>• Excellent job sitting in your seat</li> <li>• That's really nice how you're chewing with your mouth closed</li> <li>• You're doing great using your indoor voice</li> <li>• That's awesome how you're asking so politely</li> </ul>
<b>Obeying</b>	<ul style="list-style-type: none"> <li>• Great work following directions</li> <li>• You're the best at cleaning up</li> <li>• Nice job taking turns</li> <li>• You're a terrific listener</li> </ul>
<b>Opposition/ Anger</b>	<ul style="list-style-type: none"> <li>• I'm proud of you for using your words</li> <li>• That's good the way you calmed yourself down</li> <li>• You're doing so well at being patient</li> <li>• That's a good quiet voice you're using</li> </ul>
<b>Verbal Expression</b>	<ul style="list-style-type: none"> <li>• Nice going using your indoor voice</li> <li>• I love how quietly you're talking</li> <li>• Great job using your big-boy/girl voice</li> <li>• Thank you for using your kind words to tell me what you want</li> </ul>
<b>Destructive/ Careless</b>	<ul style="list-style-type: none"> <li>• I like the way you're being so gentle</li> <li>• You're doing a nice job being careful</li> <li>• Excellent way to make safe choices</li> <li>• Good for you for being so calm</li> </ul>
<b>Provokes/ Fights</b>	<ul style="list-style-type: none"> <li>• That's great the way you're taking turns</li> <li>• Good choice to keep your hands to yourself</li> <li>• I love the way you're using your words</li> <li>• I'm so proud of you for cooperating</li> </ul>
<b>Interrupts/ Attention Seeking</b>	<ul style="list-style-type: none"> <li>• Thank you for waiting patiently</li> <li>• I like that you're taking turns</li> <li>• Great job letting others talk</li> <li>• You're a superstar for using polite words</li> </ul>
<b>Attention Problems/ Over Active</b>	<ul style="list-style-type: none"> <li>• Excellent job concentrating</li> <li>• You're doing so well taking your time</li> <li>• Nice way to stay so calm</li> <li>• Thank you for following directions</li> </ul>







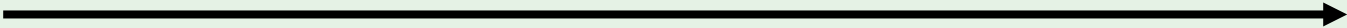
# Selective Attention

SILENCE

REDIRECT

TURN YOUR EYES/FACE/BACK

WALK AWAY



We use **Selective Attention** to deal with behaviors that are minor, irritating, and inappropriate. Ignoring these behaviors is an active way to correct them! You will strategically use the technique to stop specific behaviors. **Tell your child ahead of time that you will ignore him/her if the behavior continues.** It will be helpful to occasionally speak out loud to yourself while ignoring, describing your appropriate behavior. This shows your child what behavior you want to see before you will speak or play with them again.

**BEHAVIORS TO  
'ACTIVELY' IGNORE:**

- Angry mood
- Argues
- Baby talk
- Bangs head
- Braggs
- Chews toys
- Clingy
- Cruel to inanimate objects
- Demanding
- Doesn't answer
- Grabs toys
- Lies
- Loud talk
- Refuses to play

- Refuses to share toys
- Refuses to sit on chair
- Refuses to talk
- Sulking
- Swearing
- Tassing
- Screaming
- Selfish
- Shows off
- Stubborn
- Threatens
- Throws or pushes toys off the table
- Uncooperative
- Whines

**WAYS TO DO AN ACTIVE IGNORE**

- Stay silent.
- Turn your eyes away.
- Play with something else.
- Keep your facial expression blank.
- Make your play really fun so that the child will want to play that activity.
- Compliment or praise another child's appropriate behavior.
- Turn your back away.
- Leave the table and stand in the corner.
- If the child's behavior becomes dangerous – your PCIT coach will help you develop a solution.

**Examples:**

**Redirect:**

- "I'm going to play with something else since you have all the play dough."
- "I'm having so much fun playing with Mr. Potato Head."
- "I'm following the rules by playing gently with my truck."

**Walk Away:**

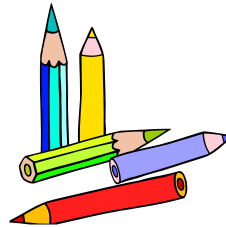
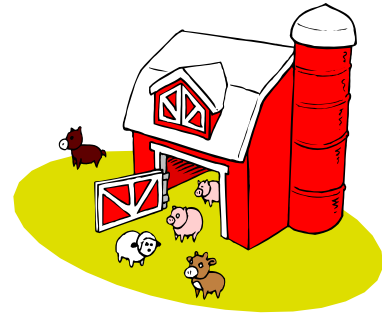
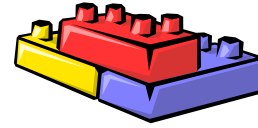
- "If you hit me again, I will leave the room until you keep your hands to yourself."



## Suggested Toys for PCIT

### **Creative, constructional toys like:**

- Knex and Kid Knex
- Legos, Duplos, Tinker Toys
- Mega Bloks, Magnetic or Bristle Blocks, or soft blocks
- Gears Gears Gears
- Interstar Toys Master Builder Set
- Lincoln Logs
- Erector Set
- Mr. & Ms. Potato Head
- Dollhouse or schoolhouse with miniature people
- Baby Dolls
- Toy farm with animals
- Small stuffed or plastic animals
- Dishes, pots & pans, and play food
- Play Dough & molds
- Crayons, stencils, paper, and child scissors
- Train set with tracks
- Play garage with cars



## Toys to Avoid During PCIT

### **Toys that encourage rough play, for example:**

- Bats, Balls
- Boxing gloves
- Punching bag



### **Toys that could cause harm to self and/or others, for example:**

- Toy guns
- Toy swords
- Pixie sticks



### **Toys that can get out-of-hand and require limit setting, for example:**

- Paints
- Airplanes

### **Toys that have pre-set rules or discourage conversation, for example:**

- Board games
- Card games
- Books





# CDI Daily Care!



Childs Name: \_\_\_\_\_

	During 5 Minutes		Throughout the day		
	5-minute Special Play Time!	What toys did you play with?	Circle PRIDE skills used today	Was Selective Attention used today?	Overall, how was your child today? (circle one)
Monday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Tuesday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Wednesday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Thursday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Friday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Saturday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹
Sunday _____	YES NO		Praise Reflect Imitate Describe Enjoy	YES NO	☺ ☹

## 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

#### WAYS TO USE SELECTIVE ATTENTION:

Stay silent.

Turn your eyes away.

Play with something else.

Keep your facial expression blank.

Make your play really fun so that the child will want to play that activity.

Compliment or praise another child's appropriate behavior.

Turn your back away.

***Praise child immediately when he/she begins behaving appropriately!***

#### Behaviors to notice, describe, and praise:

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

#### How hard will it be for you to do your Daily Care this week?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Very easy

Somewhat easy

Somewhat hard

Very hard



# Rules for Special Playtime

*\*The use of Rules is determined at Intake Assessment based on Child and Parent Factors or based on re-assessment. Adjustment of Rules should be considered if the rules are impeding rather than promoting opportunities for warm and nurturing interactions during the early stages of Relationship Enhancement.*

## **Option A:**

There are rules for our special playtime.

- Stay in your chair and play gently with the toys. (Like you are right now!)
- If you don't follow the rules then I will play by myself.
- When you follow the rules then I will play with you.
- Good job following the rules. I can play with you.

## **Option B:**

There are rules for our special playtime:

- If you stay at the table and play gently
- Then I will play with you.







# PCIT Mastery Criteria



## CDI

- 10 Behavior Descriptions
- 10 Reflections
- 10 Labeled Praises
- Fewer than 3:
  - Questions
  - Commands
  - Negative Talk

## PDI

- 4 Commands
- 75% Commands effective
  - Direct, single, positively stated, and time for child to comply (5 sec)
- 75% Correct follow-through
  - Labeled Praise after comply or warning after non-comply
- If Time Out, correct follow-through

