



## **Forms for CDI Coaching Session**

**Child Treatment Goals Form (for reference)**

**CDI Daily Care Sheet (pg 3.13)**

**5 Minute DPICS Instructions (pg 4.5)**

**Rules for Special Time (for reference if needed)**

**DPICS Coding Form (pg 4.7)**

**Skill Acquisition Profile (for reference)**

**Levels of Coaching (for reference)**

**ECBI (if agency uses every week)**





**PCIT for TRAUMATIZED CHILDREN**  
**Steps for CDI Coaching Sessions**

Step	Directions
1	<ul style="list-style-type: none"> <li>● Before the session, review client’s case notes and familiarize yourself with his/her treatment goals</li> <li>● Develop (or discuss with your trainer) your plan and goals for the session</li> <li>● Any weekly assessment forms should be given to the parent to fill out while in the waiting room before the session begins</li> </ul>
2	<ul style="list-style-type: none"> <li>● Select toys based on the session number and objectives for the session.</li> <li>● Test audio/video equipment</li> </ul>
3	<ul style="list-style-type: none"> <li>● Bring parent and child to PCIT room.</li> <li>● Model good PCIT skills.</li> </ul>
4	<ul style="list-style-type: none"> <li>● Check in with parent.</li> <li>● Discuss homework and any problems that may have occurred over the last week.</li> <li>● Describe your plan and goal for the therapy session</li> </ul>
5	<ul style="list-style-type: none"> <li>● Have child and parent seated next to each other.</li> <li>● Show the parent how to use the FM receiver. Suggest that the parent put the ear bud in the ear away from child</li> </ul>
6	<ul style="list-style-type: none"> <li>● Go into observation room.</li> <li>● Turn video recorder on “Record”.</li> </ul>
7	<ul style="list-style-type: none"> <li>● Have DPICS Data Recording Sheet ready.</li> </ul>
8	<ul style="list-style-type: none"> <li>● Put on headset.</li> <li>● Ask parent if they can hear you.</li> <li>● Make adjustments if needed.</li> </ul>
9	<ul style="list-style-type: none"> <li>● Have parent tell child the Rules to Special Playtime (if appropriate)</li> </ul>
10	<ul style="list-style-type: none"> <li>● Instruct parent that you will be watching for 5-minutes. Read instructions for the CDI 5-minute coding (see 5-Minute CDI Instructions Form)</li> </ul>
11	<ul style="list-style-type: none"> <li>● Write start time on DPICS Data Recording Sheet</li> <li>● CODE parent for 5 minutes!</li> <li>● Note stop time on DPICS Data Recording Sheet</li> </ul>

12	<ul style="list-style-type: none"> <li>• After 5 minutes, quickly add up scores</li> <li>• Share with parent improvements and/or positive interactions you observed</li> <li>• Pick 1-2 skills to work on. Tell parent what skills you will be coaching to achieve the treatment goal you described</li> </ul>
13	<ul style="list-style-type: none"> <li>• 30 minutes of coaching</li> <li>• Work on addressing concerns as they arise (gentle play, getting along with others, sharing toys)</li> </ul>
14	<ul style="list-style-type: none"> <li>• A few minutes before you plan to end, tell the parent to let the child know that Special Time is almost over</li> <li>• Have the parent tell the child what they liked about playing with him/her</li> </ul>
15	<ul style="list-style-type: none"> <li>• Have parent tell the child that playtime is over, begin to clean up, and describe their own actions</li> <li>• Coach parent to avoid commanding the child to clean-up or engage in any battles over toys</li> <li>• If child does help – PRAISE, PRAISE, PRAISE!</li> </ul>
16	<ul style="list-style-type: none"> <li>• Meet with parent for last five minutes. Share any observations of the child's response to the parent's use of PCIT skills.</li> <li>• Show parent progress on PCIT Skill Acquisition Profile, reminding parent of the mastery criteria for CDI</li> <li>• PRAISE, PRAISE, PRAISE parent!</li> </ul>
17	<ul style="list-style-type: none"> <li>• Fill in parent's DPICS scores on HomeFun form</li> <li>• Give homework assignment, circling skill(s) to practice on the back of HomeFun form</li> <li>• Describe the objective of treatment you are working on and what skills the parent used that session to address it</li> <li>• If you administer a weekly ECBI, show and discuss the progress to date in reducing behavior problems and your ongoing plans</li> <li>• Work with parent to identify and resolve any barriers that could get in the way of doing homework.</li> </ul>
18	<ul style="list-style-type: none"> <li>• Write progress notes for case file</li> </ul>



## 5 Minute CDI Instructions

Let the parent know that you are going to watch and code for the next 5 minutes to see how things are going before starting to coach CDI.

### ***Then say:***

“Tell [CHILD’S NAME] that it is Special Time and [HE/SHE] can play with any of the toys. Use all the CDI skills you’ve been practicing while you follow along with [HIS/HER] play.”





## WEEKLY DATA RECORDING AND CLINICAL NOTES

CLIENT NAME		DATE	START TIME	STOP TIME	SESSION TYPE/ NUMBER
CAREGIVER	DAYS PRACTICED	CLINICAL PRESENTATION			TOYS USED
PARENT'S STATEMENTS: POSITIVE		TALLY CODES			TOTAL
TALK	AK				
	ID				
UNLABELED PRAISE (UP)					
LABELED PRAISE (LP)					
REFLECTION (RF)					
BEHAVIOR DESCRIPTION (BD)					
AVOID		TALLY CODES			TOTAL
QUESTIONS	Q				
	RQ				
INDIRECT COMMANDS (IC)		CO	NC	NOC	
DIRECT COMMAND (DC)		CO	NC	NOC	
NEGATIVE TALK (NTA)					
ISSUES TO ADDRESS					
PLAN					

CLINICAL NOTES/ WEEKLY DPICS ASSESSMENT (CONT'D.)

CURRENT FUNTIONING: (INCLUDE ONGOING BEHAVIOR CHALLENGES, NEW ISSUES, ETC.)
STRENGTHS: (INCLUDE RESPONSE TO TREATMENT, ETC.)
PLAN: (INCLUDE POSITIVE BEHAVIORS TO COACH THIS SESSION)
COACHING STRATEGIES THIS SESSION:
PLANNING: (INCLUDE HOMEWORK AND TREATMENT STRATEGIES)
NOTES FOR FOLLOW UP:
THERAPIST NAME/ DATE

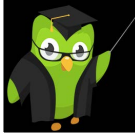






## Levels 1-3 Coaching for High-Risk Children

Coaching Level	Level Includes:	Examples
<p><b>Level One: “LEAD”</b>  <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.  P = You handed me the lego.  T = That was a description - good job.</p> <p>P = What do you want to play with?  T = There are lots of toys for you to choose from on the table.  P = You can play with anything on the table.  T = Good job changing the question into a statement.</p> <p>C = These are my legos - don't touch!  T = You are playing with the legos.  P = You're playing with them.  T = Great ignoring!</p> <p>P = I'm getting frustrated...he's not listening!  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>  <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!  T = Great behavioral description.</p> <p>P = You're stacking the blocks.  P = The tower you're building is getting tall.  T = Great job describing the play.</p> <p>P = You're stacking the blocks carefully.  P = And, you're really concentrating.  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>  <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.</p> <p>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!</p> <p>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.</p> <p>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>



## UC DAVIS PCIT TRAINING CENTER PROTOCOL FOR CDI

Session	Check-in	Coding	Coaching	Wrap-up
CDI-1 Step 1: Intro & identify parent's verbalizations	- Check in- find out how parent & child are doing	Code CDI-5 minutes	<ul style="list-style-type: none"> <li>• Explaining session</li> <li>• Orient child to CDI – Let child know parent “is going to be practicing new ways of talking, that will help them get along better”</li> <li>• CDI coaching 30 min- Label verbalizations, orient to coaching</li> </ul>	-Debrief w/parent about CDI coaching -Give feedback on accomplishments of session & progress (show graphs) -Discuss mastery for CDI -Plan CDI homework, show how to fill out homework form
CDI-2 Step 2: Coaching toward mastery	- Check in - Review homework	Code CDI-5 minutes	<ul style="list-style-type: none"> <li>• Decide on coaching priorities</li> <li>• Give feedback on coding, describe plan for session</li> <li>• Coach CDI 30 min</li> </ul>	-Feedback on accomplishments of session -CDI + CDI skill progress; show graphs -Mention effects of skills seen on child behavior & response to parent -Plan CDI homework
CDI-3 Step 3: Coaching toward mastery; identify barriers, generalizing PRIDE skills	- Check in - Review homework (identify barriers)	Code CDI-5 minutes	<ul style="list-style-type: none"> <li>• Decide on coaching priorities</li> <li>• Give feedback on coding, describe plan for session</li> <li>• Coach CDI 30 min- Use level 3 coaching to tell how to generalize skills to other settings</li> </ul>	-Feedback on accomplishments of session -CDI + CDI skill progress; show graphs -Mention effects of skills seen on child behavior & response to parent -Plan CDI homework
CDI-4 Step 4: Coaching toward mastery; targeting challenging skills	- Check in - Review homework - How to use PRIDE skills to avoid problems	Code CDI-5 minutes	<ul style="list-style-type: none"> <li>• Decide on coaching priorities</li> <li>• Give feedback on coding, describe plan for session</li> <li>• Coach CDI 30 min- Use exercises to improve parent understanding &amp; performance of challenging skills</li> </ul>	-Feedback on accomplishments of session -CDI + CDI skill progress; show graphs -Mention effects of skills seen on child behavior & response to parent -Plan CDI homework, focus on challenging skills - Give parent mid-treatment measures
MID-TREATMENT ASSESSMENT	- Check in - Get measures - Review homework	MID-DPICS	<ul style="list-style-type: none"> <li>• No Coaching</li> <li>• Debrief w/parent about DPICS, progress &amp; remaining concerns</li> <li>• Review measures with parent</li> <li>• Review/Introduce “Skills to Manage Behavior”</li> </ul>	- Prepare parent for next session: PDI Teach



# WACB – P

(Weekly Assessment of Child Behavior – P)

Your Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Today's Date \_\_\_/\_\_\_/\_\_\_

Child's Name \_\_\_\_\_ Child's Gender \_\_\_\_\_ Child's Age \_\_\_\_\_

## Directions

This form lists 9 sentences that describe children's behavior. For each sentence:

- Please circle the number that shows **how often** your child behaves that way.
- Circle either "yes" or "no" to show whether you'd like to see that behavior change.

## Example

If your child always *behaves nicely at the grocery store*, you would circle 7 for Always:

How often does your child...  
 1. Behave at the grocery store?      Never      Sometimes      Always      Change?  
 1      2      3      4      5      6      7      YES      NO

Please fill out the whole form by circling one number per sentence. If you want to change your answer, please **do not erase**. Instead, cross out your first answer and circle the correct number. For example:

How often does your child...  
 1. Behave at the grocery store?      Never      Sometimes      Always      Change?  
 1      2      3      ~~4~~      5      6      7      YES      NO

How often does your child...	Never	Sometimes					Always	Do you want this to change?	
	1	2	3	4	5	6	7	YES	NO
1. Do things right away when asked?	1	2	3	4	5	6	7	YES	NO
2. Behave well at meal times?	1	2	3	4	5	6	7	YES	NO
3. Obey, or act compliant?	1	2	3	4	5	6	7	YES	NO
4. Act calm, or gentle?	1	2	3	4	5	6	7	YES	NO
5. Tell you when upset and can calm down on own?	1	2	3	4	5	6	7	YES	NO
6. Play nicely with toys and carefully with others' things?	1	2	3	4	5	6	7	YES	NO
7. Keep hands to self and play nicely with others?	1	2	3	4	5	6	7	YES	NO
8. Wait turn to talk?	1	2	3	4	5	6	7	YES	NO
9. Concentrate or easily sit still and focus?	1	2	3	4	5	6	7	YES	NO

**Total Score**      **/63**

