



PCIT for TRAUMATIZED CHILDREN
Forms for PDI Teaching Session

BE DIRECT Handout
PCIT Time Out: Simple
PCIT Time Out: Two-Choice
Time Out Refusal: <ul style="list-style-type: none">• Back-Up Room• Swoop & Go• Removal of Privileges
Alternative to Time Out: <ul style="list-style-type: none">• Two-Choice Removal of Privileges



Steps for PDI Teaching Session

(1 to 2 hours if taught with Time Out)

Step	GIVING EFFECTIVE COMMANDS
1	<ul style="list-style-type: none"> • Give overview of PDI to the parent: <ul style="list-style-type: none"> ○ PDI is a system for getting child to mind when the parent needs to be in charge ○ Consistency and predictability are keys to success in PDI ○ Continue practicing CDI every day ○ Practice PDI in play settings in the clinic first, then at home in play ○ After PDI is mastered in clinic, you will begin to use it in real life situations at home
2	<ul style="list-style-type: none"> • Have a copy of the BE DIRECT Handout for both you and the parent • <u>If appropriate</u> – show the BE DIRECT video
3	<ul style="list-style-type: none"> • If appropriate, have Mr. Bear available to play the part of the child
4	<ul style="list-style-type: none"> • Spend time going over each of the concepts on the BE DIRECT handout • Model each of the concepts using concerns from the Child Factors Form as examples
5	<ul style="list-style-type: none"> • Practice giving effective DIRECT commands • During practice, the “child” <u>always complies</u> • The sequence is: <i>Command > Comply > Praise</i>
6	<ul style="list-style-type: none"> • Parent practices next by giving direct commands <ul style="list-style-type: none"> ○ Instruct the parent to give a command ○ If the parent provides an indirect command gently correct ○ Listen for whether the parent follows the sequence: <i>Command > Comply > Praise</i>
7	<ul style="list-style-type: none"> • If parent can give effective commands, move on to teach Compliance Strategies



Steps for Teaching Compliance Strategies

Step	Directions
1	<ul style="list-style-type: none"> • Prepare the parent for teaching the time out sequence: <ul style="list-style-type: none"> ○ Tell the parent you are going to talk about what to do when child doesn't mind ○ Define "noncompliance"- not obeying by ignoring, dawdling, defiance, questioning, negotiating, doing something else. ○ In PDI we give child 5-seconds to obey before giving a warning ○ Describe the PCIT Time Out, highlighting how the system you will teach is different from what the parent has been doing. If parent has concerns about the process, discuss them and problem solve.
2	<ul style="list-style-type: none"> • <u>If appropriate</u> – show the Strategies to Improve Compliance Teaching video
3	<ul style="list-style-type: none"> • Discuss the <i>Strategies to Improve Compliance Handout</i> with the caregiver • The therapist models the "PCIT time out" using Mr. Bear as the child, following the steps exactly as they are on the handout.
4	<ul style="list-style-type: none"> • If the child is present, he/she may practice the time out process also, putting Mr. Bear into time out or showing Mr. Bear how to sit quietly in the chair
5	<ul style="list-style-type: none"> • Discuss variations to the time out process, including what happens in the following situations: <ul style="list-style-type: none"> ○ When the child refuses to go to time out ○ When the child refuses to remain in the chair ○ When the child refuses to come back from the time out chair ○ When the child refuses to follow the follow-up command
6	<ul style="list-style-type: none"> • It is important that the caregiver learns the time out sequence before using it with the child.
7	<ul style="list-style-type: none"> • Explain PDI mastery to the parent: <ul style="list-style-type: none"> ○ Out of 4 commands, 75% are effective (direct, single, positive, etc.) ○ 75% of commands have correct follow-through (labeled praise or warning) ○ If child goes to Time Out, PDI process is followed correctly
8	<ul style="list-style-type: none"> • Discuss homework with parent, specifying which skills to practice. • It is best for the parent to avoid using time outs at home until performed successfully in the clinic
9	<ul style="list-style-type: none"> • Prepare the parent for what will happen at the first PDI coaching session- Practicing Minding



BE DIRECT

IMPROVING COMPLIANCE Giving Effective Commands

The first step in getting compliance is to “**BE DIRECT**” with your child. Being direct helps your child understand exactly how you expect him or her to behave.

Be Specific With Your Commands

Make commands specific rather than vague. It is important to tell your child exactly what you want him/her to do. Providing a child with a specific command likely will result in getting the desired behavior. For example, instead of saying, “Now behave in the store,” a parent could say:

- “Please keep your hands to yourself.”
- “Please hold onto the shopping cart.”

Every Command Positively Stated

Avoid using **No – Don’t – Stop – Quit – or Not**. These words may cause some children to respond negatively, doing exactly what you’ve told them *not* to do! Instead, provide a command that tells the child what to do rather than what not to do. For example, many children enjoy jumping on the couch or their beds. A common response would be to tell the child to “Stop jumping on the bed”, or “quit it”. A positively stated command would be to instruct the child as to what you want them to do, such as:

- “Please sit on the couch.”
- “Please put your feet on the ground.”

Developmentally Appropriate

It is important that you give commands that your child is able to follow. Children are able to understand and do more as they get older, so our expectations for younger children should be different than for older children. Also, certain commands may be too difficult for young children. For example, a three-year-old may have difficulty neatly pulling up the covers when making their bed. In comparison, most seven-year-old children should be able to do this easily.

Individual Rather than Compound

Instructions should be given one command at a time, rather than stringing several together. Many younger children and children with attention problems have a hard time remembering more than one or two commands. In fact, when given instructions, some children may not recall anything other than the first or last thing you said! So, give one command at a time. For example, the first command for cleaning up the room might be, “Please put your Legos back in the box” (praise compliance). Then, “Now please put your dirty clothes in the hamper” (praise compliance). Then, “Please finish by putting the pillow back on the bed” (praise compliance). And so on...

Respectful and Polite

Starting most instructions with the word “**please**” is respectful and provides an example of using good manners, models appropriate social skills, and increases the likelihood that children will listen to commands.

- “Please hand me the blocks.”
- “Please share the toy with your sister.”

Essential Commands Only

Because some children often fail to comply with a command, parents spend more time giving commands – about everything! When children hear too many commands, they are more likely to tune them out; they simply become overloaded with commands! So save commands for times when it is important for your child to comply.

Carefully Timed Explanations

Children often require a reason or rationale for complying with a parent’s command. Giving the reason before giving the command will reduce the child’s attempts to negotiate or delay compliance. For example, you might say:

- “We are going to the store. Please put on your shoes.”
- “It’s time to eat lunch. Please come to the table.”

Tone of Voice is Neutral

Parents often say that they have to raise their voice if they want their children to obey. Repeatedly giving commands in a loud, stern voice can be stressful to parents, causing frustration and irritation. Give all commands in a neutral, “matter-of-fact” manner, avoiding angry, frustrated, pleading, or loud tones.

Predictable and Consistent Response Command → Comply → Praise !!!

In all instances, after you give a command and your child complies, follow up with praise! Consistency is key, it teaches the child that your responses are predictable. When children understand what they are supposed to do and know how you will respond, they are much calmer and happier. So, when your child behaves appropriately, respond positively! When the child misbehaves, you will have specific strategies for handling that behavior to insure that you can get back to having fun together as quickly as possible.

Giving an Effective PCIT Time Out: Simple

Step	Parent Action	Example
1	Parent gives a direct command and child does not comply	"Please give me the yellow Lego." (Child ignores parent)
2	Parent counts silently to five	(Count silently): "One, two, three, four, five." (Child continues to ignore parent)
3	Parent gives warning	"If you don't give me the yellow Lego, you are going to have to sit on the chair." (Child continues to ignore parent)
4	Parent counts silently to five	(Count silently): "One, two, three, four, five." (Child continues to ignore parent)
5	Parent gives explanation	"You didn't do what I told you to do, so you have to sit on the chair."
6	Parent takes child to time out	(Parent stands up immediately and takes child to the time out chair)
7	Parent gives direct command to sit on chair	"Stay on the chair until I tell you that you can get off."
8	Parent waits for 3 minutes plus 5 seconds of quiet	(Child sits quietly for 3 minutes and 5 seconds of quiet)
9	Parent asks child if he/she is ready to return and comply with original command	"You are sitting quietly in the chair. Are you ready to come back and give me the yellow Lego?" (Child says, "yes.")
10	Parent waits silently for child to comply (may point or signal)	(Parent points to the yellow Lego)
11	Parent acknowledges compliance	"Thank you."
12	Parent gives follow-up command	"Now please put the green Lego in the container." (Child complies)
13	Parent give enthusiastic labeled praise for compliance	"Great job of following directions!" ENTHUSIASM HERE!!!



Two-Choice Time Out

Strategies to Improve Compliance

For **YOUNGER CHILDREN** a time out is very effective in reducing problem behaviors IF you follow **the same specific sequence** every time you give a time out. The time out that we teach parents in PCIT-TC gives children a “choice” to comply and provides time for them to make a decision.

Parent Action	Example
1) Parent gives a direct command and child does not comply	“Please give me the yellow Lego.” (Child ignores parent)
2) Parent holds up hand, counts to five on fingers	“One, two, three, four, five.” (Child continues to ignore parent)
3) Parent gives two-choice warning	“You have two choices: either give me the Lego or go to time out.” (Child continues to ignore parent)
4) Parent holds up hand, counts to five on fingers	“One, two, three, four, five.” (Child continues to ignore parent)
5) Parent gives explanation and takes child to time out	“You didn’t do what I told you to do, so you have to sit on the time out chair.” (Parent stands and takes child to the time out chair)
6) Parent gives direct command to sit on chair and steps away from child	“Sit here quietly until I tell you to get up.”
7) Parent waits until child is sitting quietly (at least 5 seconds)	(Child sits quietly)
8) Parent asks child if ready to return and comply with original command	“You are sitting quietly in the chair. Are you ready to come back and give me the yellow Lego?” (Child says, “yes.”)
9) Parent waits silently for child to comply (may point or signal)	(Parent points to the yellow Lego)
10) Parent acknowledges compliance	“Thank you.”
11) Parent gives follow-up command	“Now please put the green Lego in the container.” (Child complies)
12) Parent gives enthusiastic labeled praise for compliance	“Great job of following directions!” ENTHUSIASM HERE!!!

Commands and Compliance An important part of the two-choice time out is to make sure that the **child complies with your initial command** after returning from time out. However, while practicing time out in clinic we will ask you to give another command after your child complies with that first command. This way, we make sure that your child understands that complying is easy and time outs can be avoided by complying right away.

Counting out Loud In the two-choice time out, we will ask you to hold up your hand, and count to five on your fingers out loud, twice! We ask you to count after you give the first direct command. Counting with your fingers out loud is a great way to communicate with very young children, and children with learning problems or special needs because it is very concrete. If used consistently, also a very quick way of letting the child know what's coming next—that you are expecting him/her to comply! The second time, we ask you to count after you give your child the choice to comply or go to time out. This choice, followed by time, gives the child a chance to calm down a little and reflect upon his/her behavior.

Logical Consequences can be given to a child of any age. The advantage of using logical consequences is that the consequence should feel fair and “fit the crime.” Logical consequences often match well with “real life” and what children will experience, as they get older. It is helpful for children to understand that actions have consequences, and not all are happy. An important part of maturing is taking the time to ask, “what will happen if I do this?”

Removal of Privileges

Getting to do fun things is a privilege that children have when they follow rules and listen to their parents! You can use this logic to help your child see how much better it is to obey than misbehave. Make a list of the child's favorite treats or favorite things to do. When your child does not comply, you can give them a choice: either comply or lose a favorite activity. Count to five after giving the choice, so your child has time to decide to comply before losing a privilege. You need to know that removing privileges is an effective incentive to obey as long as the privilege is valuable, but it also must be something you are able to enforce!

Predictable & Consistent It is important to be predictable and consistent when giving a consequence for inappropriate behavior. If you have told your child that he/she will lose a privilege, you must follow-through! You may have to go through a long list of favorite things before you get compliance. But, if you follow-through consistently, your child will comply rather than lose his/her favorite privileges.

Strategies to Improve Compliance = Predictable & Consistent Consequences

When your Child Refuses to Do a Time Out...

Use a Back-Up Room

STEP	PARENT ACTION	EXAMPLE
1	Parent gives explanation	"You didn't do what I told you to do, so you have to sit on the chair."
2	Parent takes child to time out	(Parent stands up immediately and takes child to the time-out chair.)
3	Parent gives direct command to sit on chair	"Stay on the chair until I tell you that you can get off." (Child refuses to stay on the chair)
4	Parent gives explanation and warning	"You got off the chair before I said you could. If you get off the chair again, you will have to go the time out room."
5	Parent takes child back to time out chair	(Takes child back to chair)
6	Parent gives direct command to sit on chair	"Stay on the chair until I say you can get off." (Child refuses to stay on the chair)
7	Parent gives explanation	"You got off the chair before I said you could so you have to go to the time out room."
8	Parent implements time out back up	(Takes child to room)
9	Parent waits for 1 minute plus 5 seconds of quiet	(Child waits quietly for 1 minute + 5 seconds of quiet)
10	Parent gives direct command to sit on chair	(Returns child to chair) "Stay on the chair until I tell you that you can get off."
11	Parent waits for 3 minutes plus 5 seconds of quiet	(Child sits quietly. If child gets off chair again, repeat these steps until he/she stays on chair.)
12	Continue with time out process, step 9 – 11, "Giving an Effective Time Out"	

Swoop and Go

STEP	PARENT ACTION	EXAMPLE
1	Parent gives explanation	"You didn't do what I told you to do, so you have to sit on the chair."
2	Parent takes child to time out	(Parent stands up immediately and takes child to the time out chair.)
3	Parent gives direct command to sit on chair	"Stay on the chair until I tell you that you can get off." (Child refuses to stay on the chair)
4	Parent gives explanation and warning	"You got off the chair before I said you could. If you get off the chair again, I will take the toys and wait outside."
5	Parent takes child back to time out chair	(Takes child back to chair)
6	Parent gives direct command to sit on chair	"Stay on the chair until I say you can get off." (Child refuses to stay on the chair)
7	Parent gathers toys and gives explanation	(Parent gathers toys) "You got off the chair before I said you could, so I will take the toys and wait outside."
8	Parent implements time out back up	(Parent leaves room).
9	Parent waits for 1 minute plus 5 seconds of quiet	(Child waits quietly for 1 minute + 5 seconds of quiet)
10	Parent enters room and gives direct command to sit on chair	(Parent returns child to chair) "Stay on the chair until I tell you that you can get off."
11	Parent waits for 3 minutes plus 5 seconds of quiet	(Child sits quietly. If child gets off chair again, repeat these steps until he/she stays on chair.)
12	Continue with time out process, step 9 – 11 "Giving an Effective Time Out"	



When your Child Refuses to Do a Time Out...

Remove a Privilege

For some children, the act of physically taking a child to a Time Out chair can be dangerous for the parent or child or cause emotional stress. In these situations, parents can remove a privilege as a way to get the child to sit or return to the time out chair, or to comply with the parent's initial command after sitting quietly.

STEP	PARENT ACTION	EXAMPLE
1	Parent gives explanation	"You didn't do what I told you to do, so you have to sit on the time out chair."
2	Parent takes child to time out	(Parent stands up immediately and takes child to the time-out chair.)
3	Parent gives direct command to sit on chair	"Sit here quietly until I tell you to get up." (Child refuses to stay on the chair)
4	Parent gives explanation and warning	"You got off the chair before I said you could. If you get off the chair again, I will put the Legos away for an hour."
5	Parent takes child back to time out chair	(Takes child back to chair)
6	Parent gives direct command to sit on chair	"Stay on the chair until I say you can get off."
7	Parent gives explanation and warning	"You got off the chair before I said you could so I am putting the Legos away. If you get off the chair again, I will put Mr. Potato Head away for an hour."
8	Parent takes child back to time out chair	(Takes child back to chair)
9	Parent gives another direct command to sit on chair	"Stay on the chair until I say you can get off."
10	Parent waits for at least 5 seconds of quiet	(Child sits quietly. If child gets off chair again, repeat the steps once more.)
11	Continue with time out process, step 8 – 12, "Two-Choice Time Out"	

Choosing a privilege

There are 3 basic guidelines for choosing privileges to remove: they must be important to the child, small in scope, and easy for the parent to enforce. If children don't care whether they lose a privilege, it is not a powerful enough incentive to use to get them to comply. Make sure the privilege you choose to remove is something that is valuable to the child. Keep the privilege small in scope; there are many more small privileges in the child's life than large ones and losing a small privilege is often more believable than a large one! Last, remember that you actually have to take the privilege away if your child does not comply, so don't threaten to take away something if you can't follow through.

How many privileges to lose?

We ask parents to take away no more than 3 privileges. If the child won't comply after losing 3 privileges, they are entrenched in their non-compliance. Continuing to engage with them will give that non-compliance too much attention. It is also harder for parents and children to remember what privileges are lost if there are too many to keep track of!

How long should a privilege be removed?

No matter how old a child is, we suggest that parents remove privileges for no longer than one day. Every day, a child should start with a new set of privileges that vary according to the activities and demands of the day. Parents should think about how mature their children are when deciding how long to remove a privilege. Young children may not need more than 15 minutes without a toy to understand the importance of minding. If you remove a privilege for too long, the child may forget that the privilege was removed and why!

Follow through consistently

It is better to remove only a few small privileges and ALWAYS follow through than to remove many and find some reason for not following through. If you do not follow through with taking away a privilege after a child has made the choice to lose it, the thought of losing a privilege will lack any power to get the child to comply. So be strong!



Two-Choice Removal of Privileges

Strategies to Improve Compliance

For **OLDER CHILDREN** removing privileges is very effective in reducing problem behaviors IF you follow **the same specific sequence** every time. The way we teach parents to remove privileges in PCIT-TC gives children a “choice” to comply and time for them to make a decision.

Parent Action	Example
Parent gives a direct command and child does not comply	“Please give me the yellow Lego.” (Child ignores parent)
Parent holds up hand, counts to five on fingers	“One, two, three, four, five.” (Child continues to ignore parent)
Parent gives two-choice warning	“You have two choices: either give me the Lego or you will not get a sticker.” (Child continues to ignore parent)
Parent holds up hand, counts to five on fingers	“One, two, three, four, five.” (Child continues to ignore parent)
Parent gives explanation and removes privilege	“You didn’t do what I told you to do. You won’t get your sticker at the end of Special Time.”
Parent pauses for 10 sec, ignoring child	[Parent looking away from child, takes a deep breath]
Parent gives second two choice warning if child still does not comply	“You have lost your sticker. You have two choices: either give me the Lego or I will take all the Legos and put them outside the door.”
Parent waits silently for child to comply (may point or signal)	(Parent points to the yellow Lego. Child gives parent the toy.)
Parent acknowledges compliance	“Thank you.”
Parent gives follow-up command	“Now please put the green Lego in the container.” (Child complies)
Parent gives enthusiastic labeled praise for compliance	“Great job of following directions!” ENTHUSIASM HERE!!!

Commands and Compliance An important part of the two-choice removal of privilege is to make sure that the **child complies with your initial command**. However, while practicing in the clinic we will ask you to give another command after your child complies with that first command. This way, we make sure that your child understands that complying is easy and losing privileges can be avoided by complying right away.

Counting out Loud vs. Silently. In the two-choice removal of privileges, we will ask you to hold up your hand, and count to five on your fingers out loud, twice! We ask you to count after you give the first direct command. Counting with your fingers out loud is a great way to communicate with very young children because it is very concrete. With older children, counting out loud can become a game. If it becomes a game, you might want to count silently.

Logical Consequences can be given to a child of any age. The advantage of using logical consequences is that the consequence should feel fair and “fit the crime.” Logical consequences often match well with “real life” and what children will experience, as they get older. It is helpful for children to understand that actions have consequences, and not all are happy. An important part of maturing is taking the time to ask, “what will happen if I do this?”

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Getting to do fun things is a privilege that children have when they follow rules and listen to their parents! By practicing these strategies in the clinic, you will see how to help your child see how much better it is to obey than misbehave. Make a list of the child’s favorite treats or favorite things to do. When your child does not comply, you can give them a choice: either comply or lose a favorite activity. You need to know that removing privileges is an effective incentive to obey as long as the privilege is valuable, but it also must be something you are able to enforce!

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