Take Coaching to the Next Level:
Tools for Coaching and Training

PCIT Training Center

first 5 la
Giving kids the best start

LAC DMH LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH

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A PARTNER IN NCTSN — The National Child Traumatic Stress Network

Coaching

Why do we talk about it so much?

Coaching is one of the primary tools used in PCIT.

- **We Know that PRIDE skills, Selective Attention, Direct Commands, & TO are effective.**
    - BUT without coaching, our parents might not use them effectively
- **We Know the mastery criteria and that parental mastery is related to better child behaviors.**
    - BUT without coaching, our parents will likely never meet mastery – It's Hard!
- **We Know why parents should use the skills & can see the effects of using the skills.**
    - BUT without effective coaching with all three levels, our parents can feel frustrated that they are expected to perform rather than their children.

Assessing Coaching

How do we measure effective coaching?

- **Coach Coding**
  - Coding of therapist verbalizations
  - ToT Session Checklist
  - Trainers complete 5-min coach coding every session
  - Therapists can review videos and coach code themselves
- **Assessment of Therapist Coaching**
  - Qualitative assessment of therapist coaching
  - Trainers complete periodically to provide more holistic feedback to trainees
  - Therapists can review videos and assess themselves

Coach Coding

Review of Categories

- **Level One: Lead**
  - Therapist tells the parent to do something
  - Can be line feeding or open ended

- **Level Two: Follow**
  - Therapist reinforces parent's use of skills
  - Can be acknowledgement or praise
  - Errors = mislabeling a verbalization
  - Missed Opportunities = not acknowledging a verbalization

- **Level Three: Explain**
  - Therapist helps parent understand why to use skills, how they impact behavior, and how to use them elsewhere
    - *Explanation* = why to use skill, developmental expectations
    - *Observation* = describe child behaviors, parent behaviors, changes in parent-child relationship
    - *Generalization* = explain how to use skill in real-life situations, explain how child behaviors generalize

Coach Coding

Time-Out Sequence. This is in addition to regular coding.

- **Level One: Lead**
  - Therapist leads the parent through time-out sequence
  - DC = direct commands used to lead
  - IC/LF = indirect commands OR line feeding used to lead
- **Praise/encourage parent through sequence**
  - Therapist reinforces parent's use of each step of time-out sequence
- **Gentle correction**
  - Therapist ensures parent uses time-out sequence accurately by correcting parent's incorrect phrasing or other mistakes

ATC

Assessment of Therapist Coaching
(Form 4.19 in Trainer Manual)

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Throughout coaching, how well did the therapist show…

- **Sensitivity**
  - Parent response to coaching
  - Rewarding and effective coaching
- **Warmth**
  - Genuine, warm, unconditional positive regard
- **Pace & Flow**
  - Coaching is timed well and uses three levels of coaching appropriately
- **Knowledge**
  - Effective coaching of TO and ignore
  - Accurate and appropriate Level Two and Three statements
- **Treatment Fidelity**
  - Maintains focus on treatment goals
  - Codes and coaches according to PCIT standards

ATC
Assessment of Therapist Coaching
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Revised Form!

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Assessment of Therapist Coaching

	Needs work	Okay	Pretty good

SENSITIVITY

1. Parent responds to therapist's coaching by following suggestions — 1 2 3
2. Parent does not respond to coaching by changing subject or talking over parent — 1 2 3
3. Therapist explains reasons for doing things in ways that are meaningful to the parent — 1 2 3
4. Therapist's praise is rewarding for parent. — 1 2 3
5. Gives feeling of working as team with the parent. — 1 2 3
6. Coaching is effective in facilitating change in the child's behavior. — 1 2 3
7. Coaching shows that therapist understands parent and child behavior and the quality of the parent-child relationship. — 1 2 3

WARMTH

8. Praise is genuine — 1 2 3
9. It is easy for the therapist to praise the parent; and the therapist is relaxed doing it. — 1 2 3
10. Has warm tone of voice. — 1 2 3
11. Gives sense that he/she likes the parent & child. — 1 2 3
12. Corrects parent effectively when warranted. — 1 2 3

PACE & FLOW

13. Coaching is timed well — 1 2 3
14. Coaching is balanced appropriately between leading, following, and explaining. — 1 2 3
15. Not too talkative. Gives parent a chance to act and speak. — 1 2 3
16. Takes advantage of opportunities to "show and tell." — 1 2 3

KNOWLEDGE

17. Can coach a time out calmly and confidently. — 1 2 3
18. Coaches parent to ignore effectively when child misbehaves. — 1 2 3
19. Knows and is able to give parent information about child development. — 1 2 3

KNOWLEDGE (CONT'D)

20. Knows and is able to give parent information about effects of trauma — 1 2 3
21. Explanations give parent the sense that his/her coaching has a larger purpose — 1 2 3
22. Able to easily articulate functions of behaviors — 1 2 3
23. Labels verbalizations correctly — 1 2 3

TREATMENT FIDELITY

24. Therapist praises or describes child's positive qualities related to treatment goals. — 1 2 3
25. Describes parent's and child's behaviors or attitudes related to treatment goals — 1 2 3
26. Remains positively and actively engaged in coaching for half an hour. — 1 2 3
27. Conducts 5-minute coding, gives feedback, and makes feedback sensible to parent. — 1 2 3
28. Recognizes when parent needs to be corrected. — 1 2 3

Practice!!

Coach code during video. Complete ATC after video.

• Client is in CDI.

AU Session 1 Video

Discuss

- **Coach Coding**
  - Level One, Two, Three
  - Missed opportunities or errors?
  - What types of Level 3?
- **ATC**
  - Areas of strength?
  - Areas for growth?

Practice!!

Coach code during video. Complete ATC after video.

- Client is in CDI.

KA Session 1 Video

Discuss

- **Coach Coding**
  - Level One, Two, Three
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- ATC
  - Areas of strength?
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Practice!!

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Coach code during video. Complete ATC after video.

- Client is in PDI.
  - Remember to complete time-out sequence coach coding AND regular coach coding

PDI coach coding Video

Discuss

- **Coach Coding**
  - Level One, Two, Three
  - Missed opportunities or errors?
  - What types of Level 3?
  - Time-out sequence coding?
- **ATC**
  - Areas of strength?
  - Areas for growth?

Training Practice!

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Coach code during video. Complete ATC after video.

- Imagine you are this therapist's trainer.
  - This is the therapist's FIRST TIME COACHING.

Z Session 1 Video

Discuss

- **Coach Coding**
  - Level One, Two, Three
  - Missed opportunities or errors?
  - What types of Level 3?
- **ATC**
  - Areas of strength?
  - Areas for growth?
- **As a trainer…**
  - What feedback do you give?
  - What do you want your trainee to work on for next session?

Wrap-Up

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Coaching is Important! Both the types of verbalizations and the qualitative aspects of coaching. It is important for therapists to evaluate their own coaching, and for trainers to effectively evaluate trainees' coaching.

- **Questions???**
  - Coach coding
  - ATC
  - Training
  - Anything

CONTACT US

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THANK YOU!

Thanks for your interest in UC Davis PCIT Training.