Coach Coding and Self Monitoring: The Magic of Level 3 Coaching

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## COACH CODING

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- **Level 1 Lead**
- **Level 2 Follow & Praise**
- **Level 3 Explanations**
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
Practice!!

Coach code during video.

• Client is in CDI.

• Sarah training video
Discuss

• Coach Coding
  • Level One, Two, Three
  • Missed opportunities or errors?
  • What types of Level 3?
GIVING FEEDBACK

COACH CODING CRITERIA

• Balance of 1s, 2s, and 3s will vary by the type of session and how advanced the trainee is
• Every Therapist Directive (Level 1) should have a Labeled Praise (Level 2)
• Depending on parent skill, Level 2 for every skill produced
• Observations (Level 3) are REALLY GREAT; Psychoeducation and Generalization (Level 3)- maybe 2 to 3 (it’s hard to remember more)
GIVING FEEDBACK

INTERPRETING COACH CODING

• All Level 2s- what does it mean? [1: 1 2: 25 3: 0]
• All Level 1s/2s- what does it mean? [1: 20 2: 15 3: 0]
• All Level 3’s- what does it mean? [1: 2 2: 5 3: 20]
• 1: 8 2: 15 3: 10 What about this?
• RULE OF THUMB
ToT Session Checklist

Use assessments to help guide feedback

Use to guide your observation
ToT SESSION CHECKLIST

QUALITY OF PERFORMANCE

Follows structure of session

- Check-in
- Coding
- Coaching
- Closing the session
What else do you talk about with your trainee?
Assessment of Therapist Coaching
(Form 4.19 in Trainer Manual)

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

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

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

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

**Knowledge (Cont’d)**
20. Knows and is able to give parent information about effects of trauma
21. Explanations give parent the sense that his/her coaching has a larger purpose
22. Able to easily articulate functions of behaviors
23. Labels verbalizations correctly

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

Revised Form!
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
THE PROCESS

PRACTICE!
Practice!!

Coach code during video. Complete ATC after video.

• Client is in CDI.
Discuss

• **Coach Coding**
  - Level One, Two, Three
  - Missed opportunities or errors?
  - What types of Level 3?

• **ATC**
  - Areas of strength?
  - Areas for growth?
Discuss

• Coach Coding
  • Level One, Two, Three
  • Missed opportunities or errors?
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• ATC
  • Areas of strength?
  • Areas for growth?
THANK YOU!

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