



**UCDAVIS**  
CHILDREN'S HOSPITAL



**PCIT**  
Training  
Center

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



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**18<sup>th</sup> Annual PCIT Conference**  
**Davis, California**  
**October 17, 2018**

A PARTNER IN  
**NCTSN**   
The National Child  
Traumatic Stress Network

# COACH CODING



Category	
Level 1	Lead
Level 2	Follow & Praise
Level 3	Explanatic 
	Observati 
	Generaliza 

# 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

# Practice!!

**Coach code during video.**

- Client is in CDI.

- Sarah training video

Practice

# 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

**ToT Session Checklist**

**Check-in:**

- Thanked caregiver for coming to session
- Homework collected, reviewed, discussed barriers to completion if applicable
- Discussed objectives and goals (related to child behaviors) for session
- Plan for the session
- Kept to about 10 min of check-in without sacrificing warmth

**Coding:**

- Lead in statement given
- Reliable coding
- Gives feedback to caregiver
- Give coaching strategy for session, connect with session plan

**Coaching:**

- Uses 3 levels of coaching
- Sufficient quantity (e.g., not too quiet or too talkative)
- Good timing (e.g., waits for good moment to speak)
- Appropriate pace (e.g., speed-not too slow or too fast)
- Appropriate tone (e.g., warm, affirming)
- Coached to stated objectives of session
- Stayed focused on stated strategy of session (e.g., not sidetracked by parent-child interaction from moment to moment)
- Used exercises to achieve coaching goals if needed
- Gave warning (1, 2, 5 minute) before end of session

**PDI Coaching only:**

- Gives primarily direct commands
- Gives gentle corrections when needed
- Coaches command-comply-praise sequence
- If time out is needed, follows time out sequence
- If back up is needed (e.g., removal of privileges), discusses importance of enforcing consequence

**Closing the session:**

- Reviews accomplishments of session related to child behaviors
- Shows graph of parent progress, connect with treatment goals
- Gives homework, connect with parent performance and treatment goals
- Asks if caregiver will be able to come to session next week
- Tells caregiver plan for next week

**COMPETENCIES DEMONSTRATED:**

**AREAS FOR STRENGTHENING:**

**CLINICAL NOTES:**

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

# THE PROCESS

When you run out of things to talk about



**What else do  
you talk  
about with  
your trainee?**

# ATC

## Assessment of Therapist Coaching (Form 4.19 in Trainer Manual)

Revised Form!

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### Assessment of Therapist Coaching

	Needs work	Okay	Pretty good
<b>SENSITIVITY</b>			
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 _____
<b>WARMTH</b>			
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 _____
<b>PACE &amp; FLOW</b>			
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 _____
<b>KNOWLEDGE</b>			
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 _____

4.19

Timmer, S., Zebell, N., McGrath, J. & Urquiza, A. (2013) PCIT ToT Training Manual. Unpublished Manuscript. Version Date: 6/2/17

### 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 _____
<b>TREATMENT FIDELITY</b>			
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 _____
Recognizes when parent needs to be corrected.	1 _____	2 _____	3 _____

4.20

McGrath, J. & Urquiza, A. (2013) PCIT ToT Training Manual. Unpublished Manuscript. Date: 6/2/17

# ATC **Assessment of Therapist Coaching** *(Form 4.19 in Trainer Manual)*

**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?

# Practice!!

**Coach code during video. Complete ATC after video.**

- Angelo Session 1 coach coding Video



# Discuss

## •Coach Coding

- Level One, Two, Three
- Missed opportunities or errors?
- What types of Level 3?

## •ATC

- Areas of strength?
- Areas for growth?

# THANK YOU!

# CONTACT US

**Website:** [pcit.ucdavis.edu](http://pcit.ucdavis.edu)

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