



As you view the session, place a checkmark under the appropriate column, Yes (Y), Not Applicable (NA) or No (N). List these totals in the appropriate blanks below the table. See expanded session outlines for more information on each item. (Integrity checklist and directions are based on Eyberg & Funderburk, 2011).

Integrity Checklist: PCIT-Toddlers CDI-T Coach Session	
Client & Caregiver:	
Therapist Conducting Session:	
Checklist Completed By:	Date:

	ITEMS	Y	NA	N
1	Greets the parent and child in the waiting area: Provides check-in sheet and collects Home Therapy Practice sheet			
2	Introduces session with visual transition prompt to the child and models PRIDE skills while supporting the caregiver/s to enter the therapy room safely			
3	Reviews check-in sheet and reviews major changes and reminds caregiver of the parallel process			
4	Praises caregiver for reflectiveness on the dyadic relationship			
5	Discusses a time in the previous week that the dyad felt connected			
6	Reviews Home Therapy Practice sheet			
7	Checks in with caregiver's emotional status and guides through cognitive check-in questions			
8	Educates caregiver on use of cognitive check-in and relaxation techniques prior to daily special play/ Home Therapy Practice			
9	Guides caregiver through relaxation breathing technique, if needed			
10	Introduces the visual prompt to the child for CDI-T			
11	Directs caregiver to introduce CDI-T to the child			
	<i>With one caregiver in treatment</i>			
12a	Codes DPICS-T with caregiver and child in CDI-T for 5 minutes			

13a	Gives caregiver feedback on skills and set goals for coaching			
14a	Coaches caregiver with child for about 10-20 minutes			
	<i>With two caregivers in treatment</i>			
12b	Codes DPICS-T with first caregiver and child CDI-T for 5 minutes			
13b	Gives first caregiver feedback in skills and set goals for coaching			
14b	Coaches first caregiver for about 5-10 minutes			
14c	Codes DPICS-T with second caregiver and child in CDI-T for 5 minutes			
14d	Gives second caregiver feedback on skills and sets goals for coaching			
14e	Coaches second caregiver with child for about 5 minutes			
	<i>Wrap up Session Enter Treatment Room</i>			
15	Debriefs session, discusses key points and use of CARES with caregivers			
16	Reviews Relationship Enhancement Tracker of CDI-Toddlers Skills with caregivers			
17	Provides Home Therapy Practice sheet to caregivers			
18	Presents transitional visual prompt to child specifically indicating the picture of leaving the therapy room and walking to the car			
	TOTALS			

Therapist comments about session

Integrity checker comments about sessions:

Integrity = $\frac{\text{Yes Total}}{\text{Yes Total} + \text{No Total}}$ = _____ %

Length of session = _____ minutes



PCIT-Toddlers Check-In Sheet

Have any major stressors occurred since your last session that your therapist should be aware of?

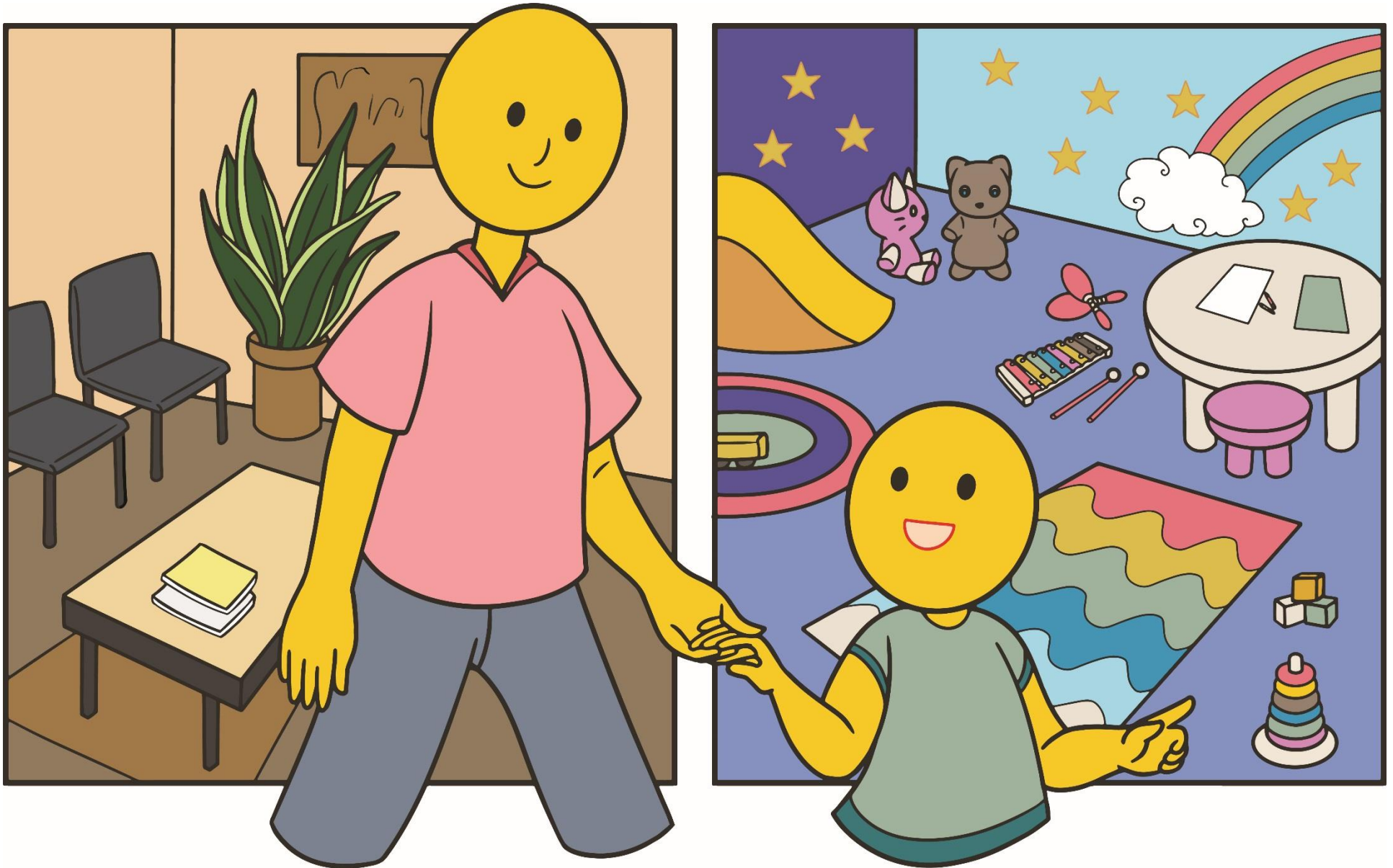
If so, have these major stressors impacted your mood, behavior, and ability to deliver the therapy to your child for five minutes each day?

How have you noticed the impact of your expression of your emotions and behavior on your child's expression of his or her emotions and behavior?

Please note one time during the previous week where you felt connected to your child or you noticed a strength in your child.



PCIT-T Transitional Visual Cue Card: Office to Play Room





PCIT-T Transitional Visual Cue Card: Play Room to Leaving Office





DPICS-T Coding Sheet for Therapist
Adapted from Eyberg and Funderburk (2011)

Child Name/ ID _____ Date: _____

Parent: Mother Father Other _____

Coder: _____ Start Time: _____ End Time: _____

o CDI Coach # _____ o PDI Coach # _____ o PDI LE # _____

Number of Days Homework Completed? 0 1 2 3 4 5 6 7

Do Skills	Tally Count	TOTAL	Mastery
Neutral Talk			--
Emotion Labeling			--
Behavioral Description			10
Reflection			10
Labeled Praise			10
Unlabeled Praise			--
Don't Skills	Tally Count	TOTAL	
Question			0 ≤ 3
Commands			
Negative Talk			

Coach caregiver through any missed CARES step (if needed) in the moment,
INCLUDING getting on the microphone during the 5 minutes of DPICIS Coding.

Big Emotion Present?	YES	NO	# Tally	
CARES Skills Used	CIRCLE ONE			NOTES
Come in Calm & Close	Satisfactory	Needs Practice	N/A	
Assist Child	Satisfactory	Needs Practice	N/A	
Reassure Child	Satisfactory	Needs Practice	N/A	
Emotional Validation	Satisfactory	Needs Practice	N/A	
Soothe	Satisfactory	Needs Practice	N/A	

(Continues onto next page)



DPICS-T Coding Sheet for Therapist
Adapted from Eyberg and Funderburk (2011)

Child Name/ ID _____ Date: _____

Parent: Mother Father Other _____

Coder: _____ Start Time: _____ End Time: _____

Positive Skills		Circle One		NOTES
Imitate	Satisfactory	Needs Practice		
Show Enjoyment	Satisfactory	Needs Practice		
Physical Affection	Satisfactory	Needs Practice		
Mutual Eye Contact	Satisfactory	Needs Practice		
Animated Tone of Voice	Satisfactory	Needs Practice		
Animated Facial Expressions	Satisfactory	Needs Practice		
Play Style at Developmental Level	Satisfactory	Needs Practice		
Bx Management Skills		Circle One		NOTES
Skill of Redirection	Satisfactory	Needs Practice	N/A	
Skill of Under Reaction	Satisfactory	Needs Practice	N/A	
Limit Setting - 'No Hurting'	Satisfactory	Needs Practice	N/A	

General Notes & Observations:



Relationship Enhancement Tracker of CDI-Toddlers Skills

Session #	Baseline CLP								
Date									
Home Therapy Practice									
7	X								
6	X								
5	X								
4	X								
3	X								
2	X								
1	X								
0	X								
Labeled Praise									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
Reflection									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
Behavior Description									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									



Relationship Enhancement Tracker of CDI-Toddlers Skills

Session #	Baseline CLP								
Date									
Emotion Labeling									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
Question/Command/Critical Statement									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
CARES									
Satisfactory									
N/A									
Needs Improv.									
Other Positive Skills (Imitate, Enjoy, Affection, Eye Contact, Animation, etc.)									
Satisfactory									
N/A									
Needs Improv.									
Redirection and Under-Reaction									
Satisfactory									
N/A									
Needs Improv.									
Limit-Setting "No Hurting"									
Satisfactory									
N/A									
Needs Improv.									

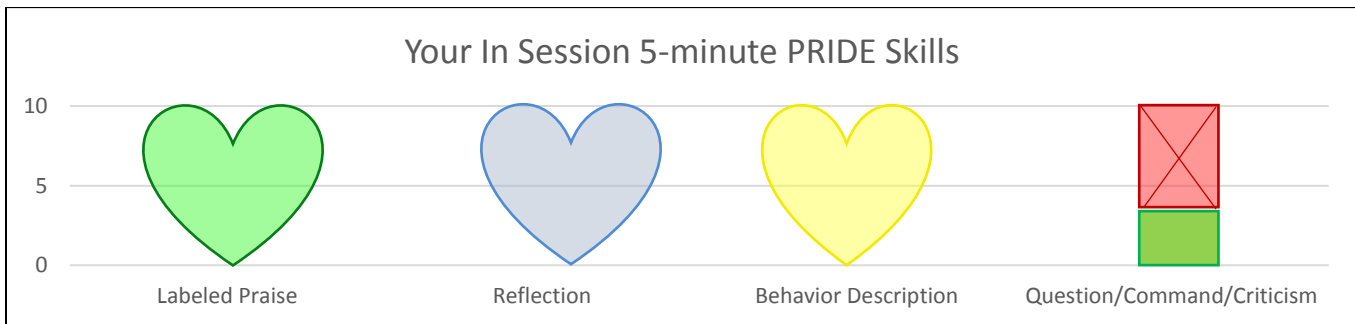


PCIT-Toddlers Home Therapy Practice

Child's Name: _____

Date: _____

Mom Dad Other Caregiver: _____



Use your CDI “Do Skills / PRIDE” & play with your child 5 minutes daily.
 Use CARES steps when signals of big emotions are present and your child needs your help.

	Did you engage in <u>Relaxation</u> before Special Time?		Did you spend 5 minutes in <u>Special Time</u> today?		Activity or Toys Played	List any signals of big emotions your child showed. Was CARES used?	PRIDE Skills used today... Any problems or questions during Special Time?
	Yes	No	Yes	No			
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Write a time during the week when you felt an intense emotion and what impact did it have on your child?

Adapted from Eyberg and Funderburk (2011) CDI Homework sheet, pg 28.

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