



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).

<b>Integrity Checklist: PCIT-Toddlers Life Enhancement Session</b>	
<b>Client &amp; Caregiver:</b>	
<b>Therapist Conducting Session:</b>	
<b>Checklist Completed By:</b>	<b>Date:</b>

	ITEMS	Y	NA	N
1	Greets the parent and child in the waiting area: Provides check-in sheet and collect CDI-T & PDI-T Home Therapy Practice sheets			
2	Enters 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 any major changes and reminds caregiver of the parallel process			
4	Discusses a time in the previous week that the dyad felt connected			
5	Reviews Home Therapy Practice and Home Listening Practice			
6	Discusses the use of cognitive check-in and relaxation techniques prior to daily special play			
7	Discusses life enhancing scenarios and prioritizes scenarios of concern for caregiver/s			
8	Reviews and provides handouts for appropriate scenarios			
9	Problem solves barriers			
10	Sets up Life Enhancement Scenario space with appropriate materials			
11	Coaches the caregiver/s through chosen Life Enhancement Scenario for 10-15 minutes using CDI-T and PDI-T skills as applicable			
12	Introduces the visual prompt to the child for CDI-T to begin special play, if time permits			
13	Directs the caregiver to begin CDI-T to the child, if time permits			

14	Observes CDI-T and CARES for 5 minutes, if time permits			
15	Gives CDI-T feedback sandwich and identifies goal for the session, if beyond goal obtained during Life Enhancement coaching and time permits			
16	Observes PDI-T and CARES FOR 5 minutes, if time permits			
17	Gives PDI-T feedback and identifies goal for the session, if time permits			
18	Coach PDI-T for 10-15 minutes, if time permits			
19	Provides warning for end of the session			
20	Enters room with end of session transitional aide			
21	Provides brief feedback with life enhancing skills, CDI-T, PDI-T and discuss CARES for the caregiver/s			
22	Gives CDI-T & PDI-T Home Therapy Practice sheets and discusses importance of practicing CDI-T, PDI-T and Life Enhancing Skills			
23	Introduces transitional visual prompt to child specifically indicating picture leaving the therapy room and walking to the car			
	<b>TOTALS</b>			

Therapist comments about session

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Integrity checker comments about sessions:

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$$\text{Integrity} = \frac{\text{Yes } (\checkmark\text{'s})}{\text{Yes } (\checkmark\text{'s}) + \text{No } (X\text{'s})} = \underline{\hspace{2cm}}\%$$

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?

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

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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?

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

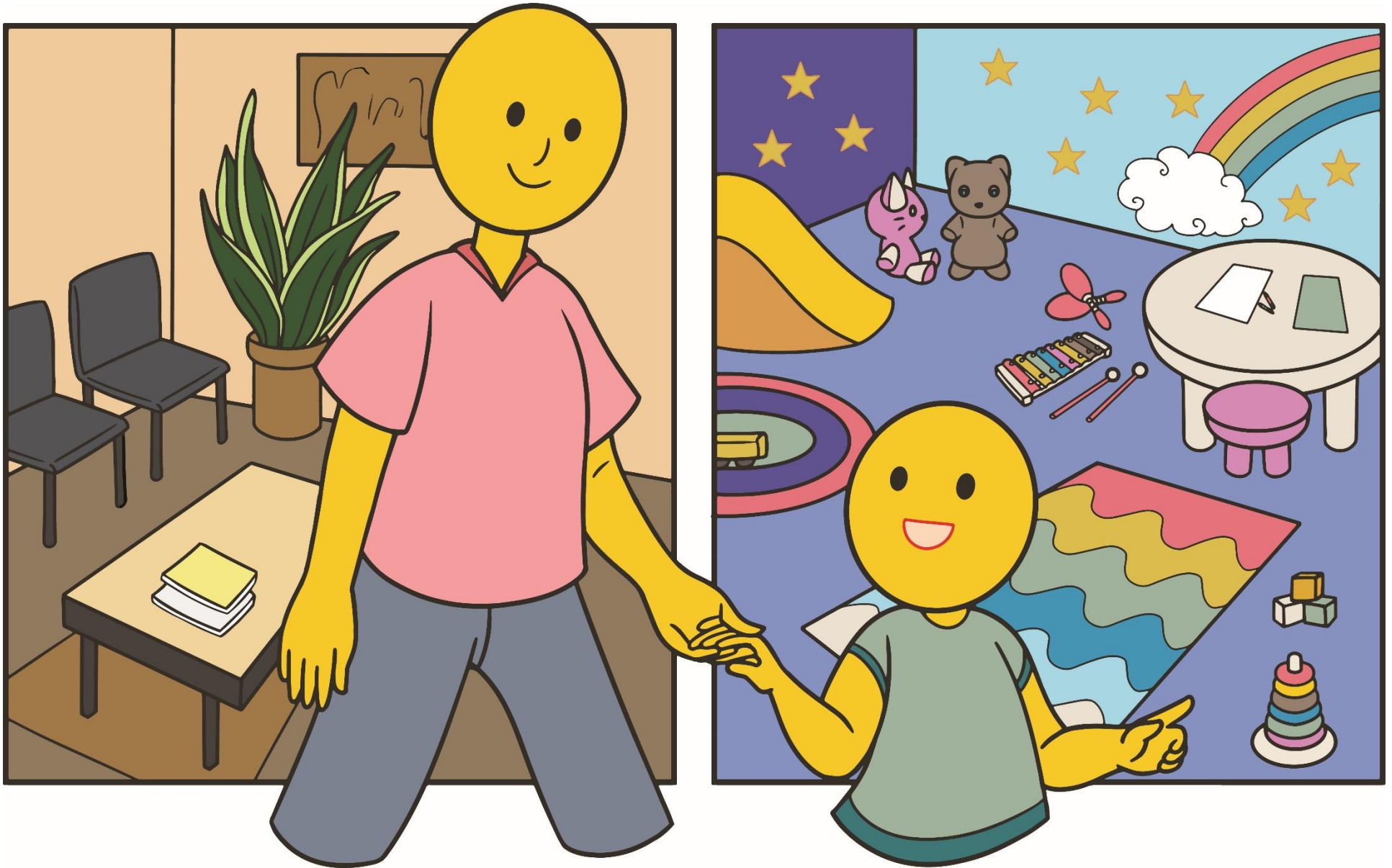
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PCIT-T Transitional Visual Cue Card: Office to Play Room





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:

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# Relationship Enhancement Tracker of CDI-Toddlers Skills

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





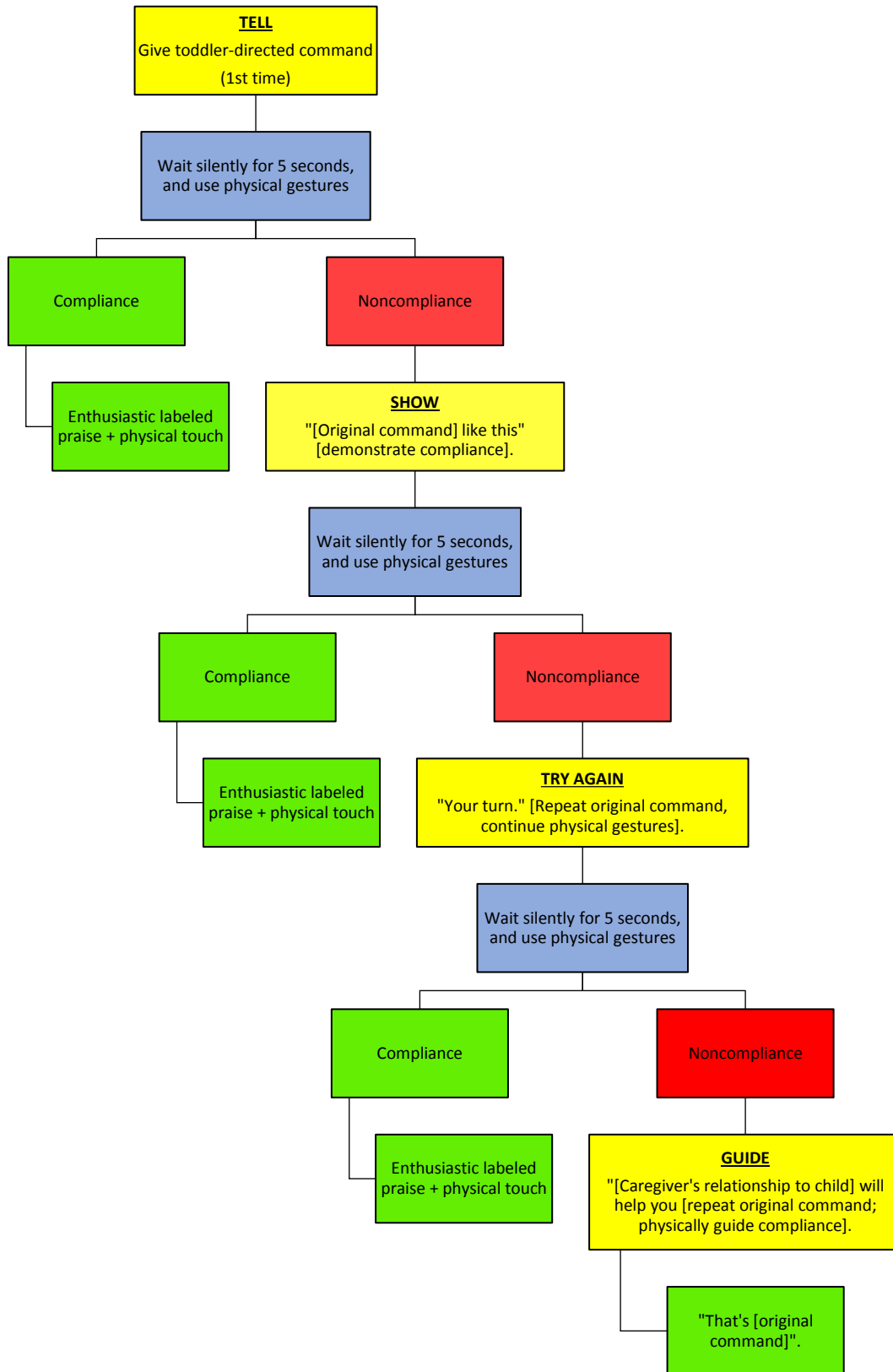
## Relationship Enhancement Tracker of CDI-Toddlers Skills

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



# PDI-T: Teaching Listening Skills

## Tell – Show – Try Again – Guide Flow Chart





### PCIT-T PDI-T Coding Sheet for Therapists

Child's Name \_\_\_\_\_  Mother  Father  Other \_\_\_\_\_

Coder: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

PDI Session #: \_\_\_\_\_

<b><u>TELL</u></b>								<b><u>SHOW</u></b>								<b><u>TRY AGAIN</u></b>			<b><u>GUIDE</u></b>			
Command DC or IC?	Gesture Given?	NOC	CO	NC	Praise LP or UP or NP?	Praise w/ Animation - And or - + touch	5 sec	demo task repeats DC + Like This	CO	NC	Praise LP or UP or NP?	Praise w/ Animation - And or - + touch	5 sec	State, "Your Turn" + DC	CO	NC	5 sec	"... will help you." Hand-over-hand	BD to end task	Correct FT?		
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
<b>Total</b>																						

- A. # NOC \_\_\_\_\_ % Effective DC (C÷D) \_\_\_\_\_  75% Effective DC
- B. # IC \_\_\_\_\_
- C. # effective DC \_\_\_\_\_ % CO to DC (E÷C) \_\_\_\_\_  % Child Compliance Skills
- D. Total Commands \_\_\_\_\_ (Complete task at "Tell", "Show" or "Try Again" Step)
- E. # CO to DC \_\_\_\_\_
- F. # FT to DC \_\_\_\_\_ % FT to DC (F÷C) \_\_\_\_\_  75% Correct FT

Adapted from Eyberg and Funderburk (2011) pg. 105



# Listening/ Compliance Tracker of PDI-Toddlers Skills

Session #	Baseline PLP	Baseline CU							
Date									
<b>PDI-T Home Therapy Listening Practice</b>									
7	X	X							
6	X	X							
5	X	X							
4	X	X							
3	X	X							
2	X	X							
1	X	X							
0	X	X							
<b>Effective Direct Commands</b>									
100%									
90%									
80%									
70%									
75%									
60%									
50%									
40%									
30%									
20%									
10%									
0%									
<b>Consistent Follow Through</b>									
100%									
90%									
80%									
75%									
70%									
60%									
50%									
40%									
30%									
20%									
10%									
0%									
<b>Child Compliance Behavior*</b>									
100%									
90%									
80%									
75%									
70%									
60%									
50%									
40%									
30%									
20%									
10%									
0%									

\*Compliance Behavior is calculated by task completion during the PDI-T sequence of "Tell", "Show" or "Try Again."

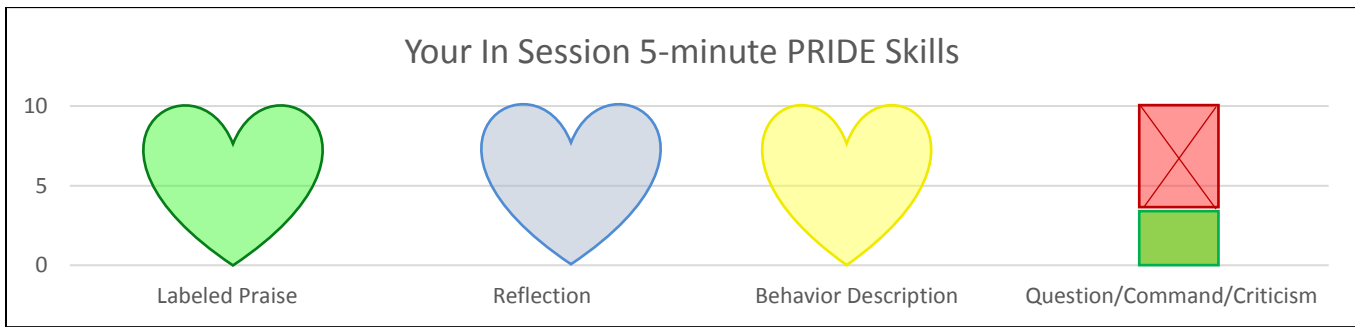


# PCIT-Toddlers Home Therapy Practice

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 <b>Relaxation</b> before Special Time?		Did you spend 5 minutes in <b>Special Time</b> 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?

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

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# PCIT-Toddlers Home Therapy Listening Practice Identified Commands

Adapted from Eyberg and Funderburk (2011) pg. 105

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mom     Dad     Other Caregiver: \_\_\_\_\_

Use the 8 Rules for Effective Commands & follow-up with a labeled praise every time your child complies.

USE CARES when needed before starting PDI-T, be sure your toddler is well rested to learn, 3 commands maximum.



Date	Did you practice PDI for 5 min. in a play situation after CDI today?		Place mark for each success after:	Place mark for each success after:	Place mark for each success after:	Place mark for each task after:	<u>Comments</u>  Write the play command(s) you gave that required the "GUIDE" technique.  Was CARES needed after GUIDE?  Other Comments?
	Yes	No	<u>Tell</u>	<u>Show</u>	<u>Try Again</u>	<u>Guide</u>	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Call your PCIT-Toddler Coach IMMEDIATELY if you are struggling with Teaching Compliance Sequence

Example Identified Commands (fill in the blank):

Please pass me \_\_\_\_\_.  
Please give me \_\_\_\_\_.  
Please put \_\_\_\_\_ here.

**Labeled Praises:**  
Great following directions!  
You're good at listening!  
Awesome job minding me!



PCIT-Toddlers

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**PUBLIC OUTING TODDLER BAG CHECKLIST**

1. Diaper changing related items (e.g., change mat, diapers, wipes, cleaning lotion)	
2. Healthy snack and drink	
3. Appropriate change of clothes for weather	
4. Wash cloth to be used to freshen child and parent	
5. Desired toy to be used for distraction	
6. Child's comfort item/toy	
7. Child's blanket/comforter	
8. Hat or beanie (weather dependent)	
9. Sun screen	

Comments

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