



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 PDI-T Coach Session	
Client & Caregiver:	
Therapist Conducting Session:	
Checklist Completed By:	Date:

	ITEMS	Y	NA	N
1	Approaches the dyad in the waiting room with prepared visual aid. Reviews visual aid with the child and prompting the caregiver to use CDI-T skills and coach models PCIT-T skills			
2	Checks-in on any major changes and asks the caregiver/s a time in the past week that they have felt connected to their child or have noticed a strength in their child			
3	Reviews CDI-T & PDI-T Home Therapy Practice sheets and reinforces their importance and problem solves any challenges			
4	Tells the caregiver that even if you have memorized the Tell-Show-Try Again-Guide procedure completely, you will coach them on every step			
5	Maximum of 3 Commands practiced for duration of session if toddler emotionally ready			
6	Introduces CDI-T Statement and DPICS Code for the first 5 minutes CDI-T Skills, provides feedback			
7	Codes PDI-T Listening/Compliance for first caregiver for 5 minutes if 3 rd PDI-T coaching session or greater and transfers data to Listening/Compliance Tracker			
8	Coaches the caregiver and the child in the PDI-T skills for 15-20 minutes			
9	Caregiver prepares child for clinician entering the room			
10	Reviews Relationship Enhancement Tracker for CDI-T, & Listening/Compliance Tracker for PDI-T if 3 rd PDI-T coaching session or greater			
11	Provides CDI-T & PDI-T Home Therapy Practice sheets			
12	Instructs parent to call if they have any problems			
13	Prepares child for transition to leaving with transition visual aid			
14	Supports dyad as required during exit of session and clinician models CDI-T skills			
	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?

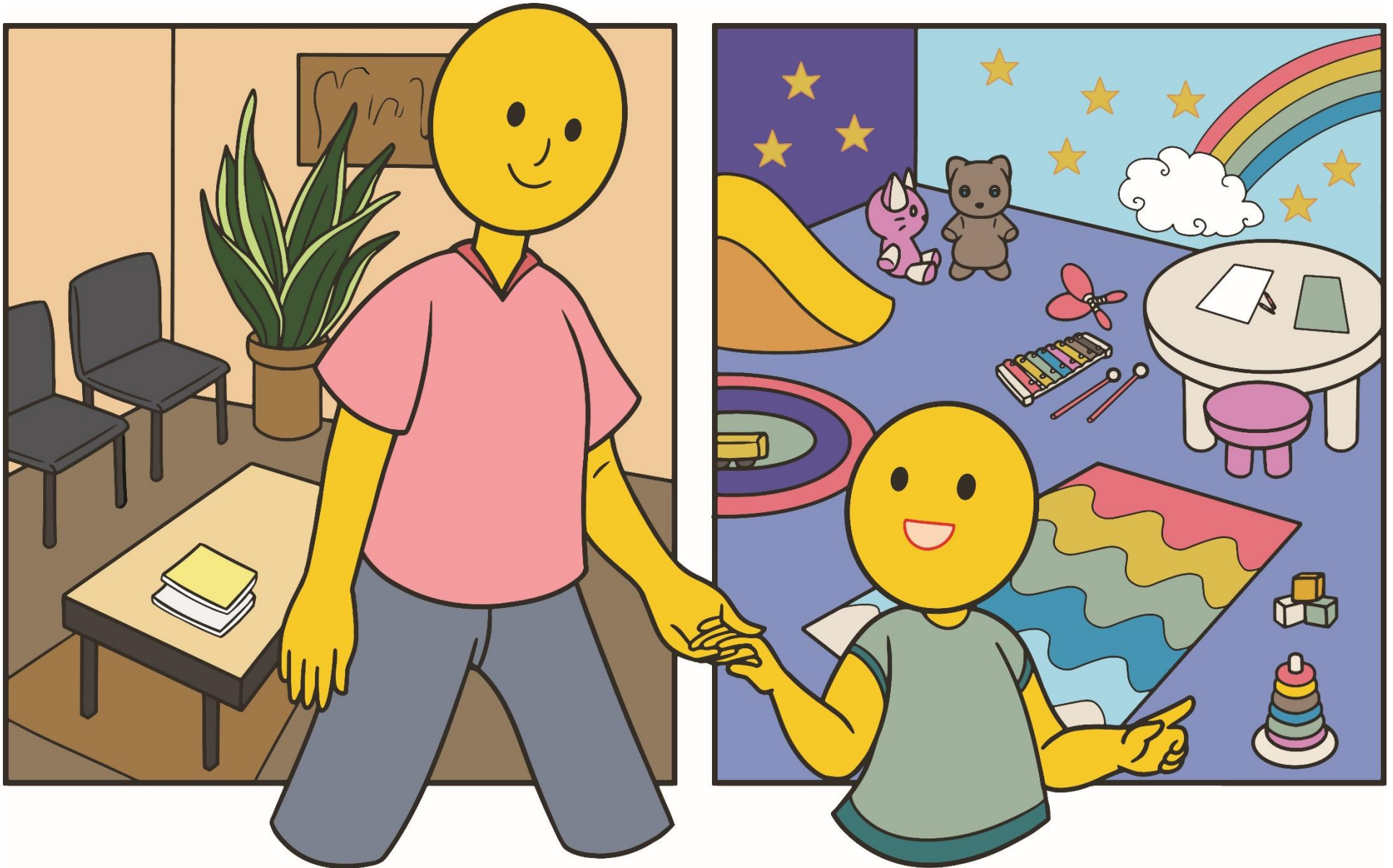
If so, have these major stressors impacted your mood, behavior, and ability to deliver the therapy to your child for five minutes each day?

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									



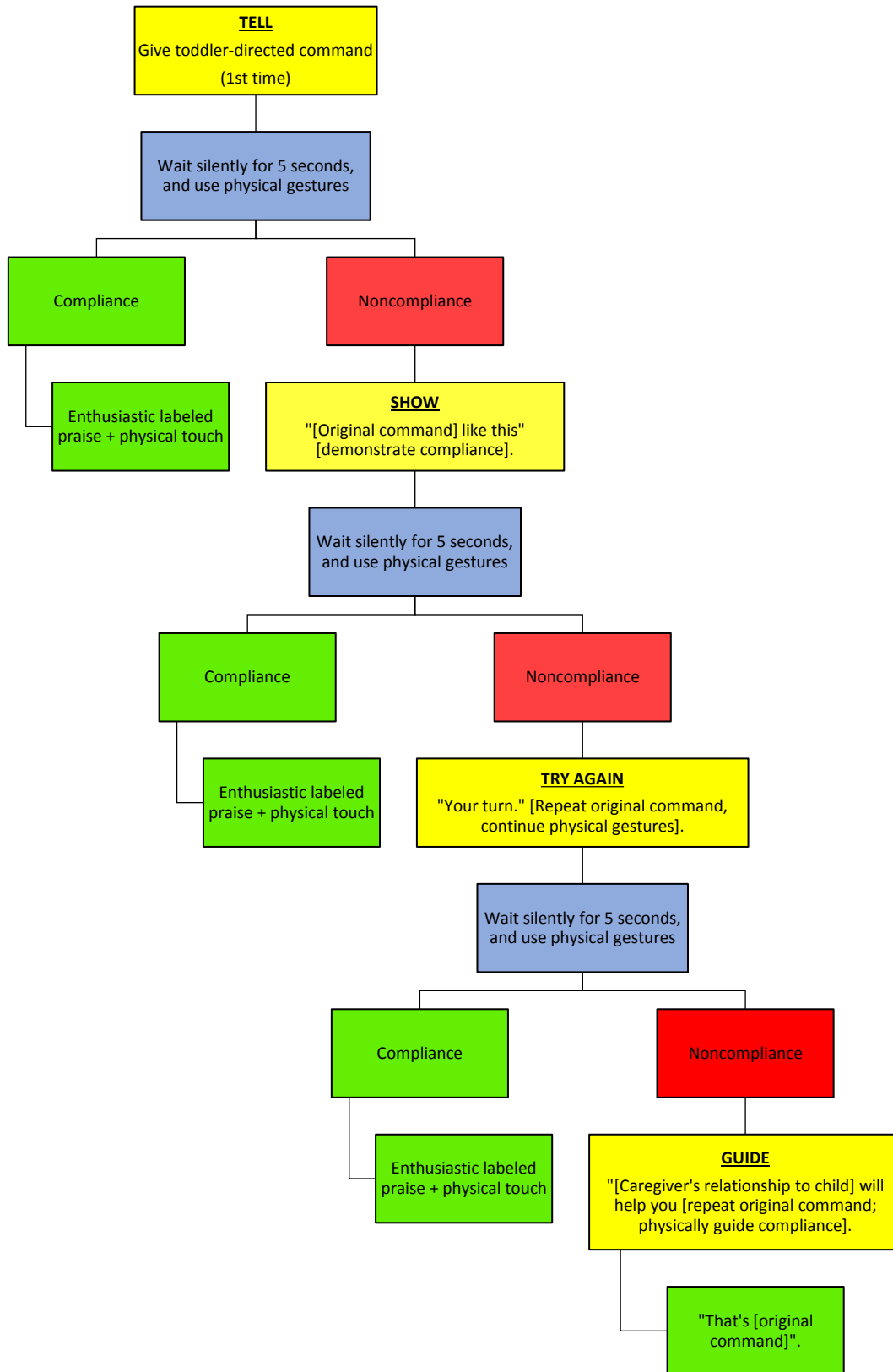
Relationship Enhancement Tracker of CDI-Toddlers Skills

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.									



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 #: _____

<u>TELL</u>			<u>SHOW</u>					<u>TRY AGAIN</u>					<u>GUIDE</u>							
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																				
Total																				

- 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									
PDI-T Home Therapy Listening Practice									
7	X	X							
6	X	X							
5	X	X							
4	X	X							
3	X	X							
2	X	X							
1	X	X							
0	X	X							
Effective Direct Commands									
100%									
90%									
80%									
70%									
75%									
60%									
50%									
40%									
30%									
20%									
10%									
0%									
Consistent Follow Through									
100%									
90%									
80%									
75%									
70%									
60%									
50%									
40%									
30%									
20%									
10%									
0%									
Child Compliance Behavior*									
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."

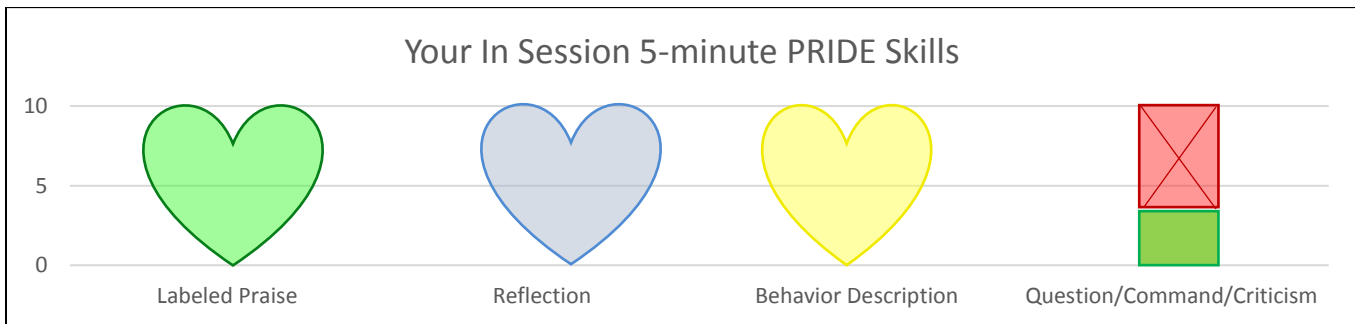


PCIT-Toddlers Home Therapy Practice

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 <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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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!