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 Teach Session

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Y</th>
<th>NA</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>1. Congratulates caregiver/s mastery CDI-T skills</td>
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<tr>
<td>2. Checks-in on any major changes and ask 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</td>
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<tr>
<td>3. Reviews CDI-T Home Therapy Practice sheet</td>
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<tr>
<td>4. Discusses CDI-T as the foundation of treatment</td>
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<tr>
<td>5. Presents overview of PDI-T and introducing concept of developing listening skills</td>
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<tr>
<td>6. Discusses the expectations of attendance and Home Therapy Practice</td>
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<tr>
<td>7. Emphasizes the overriding principles of PDI-T: Consistency, Predictability, Follow through</td>
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<tr>
<td>8. Rule 1: Commands should be direct rather than indirect</td>
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<td>9. Rule 2: Commands should be given one at a time</td>
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<td>10. Rule 3: Commands should be limited to simple concepts and phrases appropriate to toddler’s developmental level</td>
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<td>11. Rule 4: Commands should be specific, rather than in general terms</td>
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<tr>
<td>12. Rule 5: A positive touch and clear, physical gesture must accompany the provision of an effective command</td>
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<tr>
<td>13. Rule 6: Commands should be provided in a typical, speaking tone of voice</td>
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<tr>
<td>14. Rule 7: Explanations should remain brief and provided prior to the command or following child compliance</td>
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<tr>
<td>15. Rule 8: Caregiver/s close proximity to the child prior to giving the command is required</td>
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<tr>
<td>16. Asks caregiver to rank-order commands</td>
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<tr>
<td>17. Reiterates the overriding rule that commands should be used sparingly and when the child has the emotional capacity to listen and practiced a maximum of three times per day</td>
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<tr>
<td>18. Summarizes the compliance steps: Tell, Show, Try again, Guide</td>
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<tr>
<td>19. TELL: Discusses 5 second waiting and gesturing</td>
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<tr>
<td>20. Following compliance an enthusiastic label praise and physical touch is given</td>
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<tr>
<td>21. Practices Situation: Role plays demonstrating CDI-T for 5 seconds, effective command and praising compliance</td>
<td></td>
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</tbody>
</table>

| 22 | SHOW: Discusses if compliance does not occur within 5 seconds the caregiver will physically demonstrate how to complete the instruction. Praise compliance with enthusiastic label praise and physical touch |
| 23 | Practice Situation: Role plays demonstrating CDI-T for 5 seconds, effective command and compliance following the SHOW step |
| 24 | TRY AGAIN: Discusses if compliance does not occur within 5 seconds following the demonstration the caregiver should point and say: “Your turn” and subsequently repeats the original command and caregiver points repeatedly to task. If compliance occurs caregiver gives an enthusiastic label praise and physical touch |
| 25 | Practice Situation: Role plays demonstrating CDI-T for 5 seconds, effective command and Try Again step |
| 26 | GUIDE: Discusses if compliance does not occur within 5 seconds following the demonstration the caregiver says: “I will help you…”) restates the original command)” while physically guiding the child’s hand to complete the command and using a behavioral description to label completion of the task. A label praise may be provided after the behavior description |
| 27 | Practice Situation: Role plays demonstrating CDI-T 5 seconds and Guide procedure |
| 28 | Practice Situation One: CDI-T skills for 10-20 seconds and effective command up the Try Again step |
| 29 | Practice Situation Two: CDI-T for 10-20 seconds and effective command up to the completion of the Guide step |
| 30 | Discusses language encouragement |
| 31 | Discusses PDT-T mastery criteria |
| 32 | Provides CDI-T Home Therapy Practice sheet and emphasizes importance of CDI-T this week |
| 33 | Discusses rationale for not practicing PDI-T this week |
| **TOTALS** | |

Therapist comments about session
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Integrity checker comments about sessions:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Integrity = \[rac{\text{Yes Total}}{\text{Yes Total} + \text{No Total}}\] = ____________ %

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-Toddlers 8 Rules of Effective Commands* (PDI-T phase)

Adapted from Eyberg and Funderburk (2011), Eight Rules of Effective Commands, pgs 72-73

*Over-riding rule that commands are used sparingly and only when the child is emotionally able to practice listening with a maximum of three commands practiced during session and during PDI-T Home Therapy Practice.

<table>
<thead>
<tr>
<th>RULE</th>
<th>REASON</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| 1. Commands should be **DIRECTLY**, rather than indirectly stated. | Direct commands are provided in the form of a statement, rather than a question to clearly communicate that the child is independently expected to complete the task. | • Please hand me the block.  
• Put the train in the box please.  
• Sit by Mommy.  
   Instead of: Will you hand me the block? Let’s put the train in the box. Come sit by me, ok. |
| 2. Commands should be given **ONE AT A TIME**. | Increases the chances that the child can process and execute the provided task, particularly given toddler’s developmental level.  
• Improves the parent’s ability to determine if compliance has occurred. | • Please put the doll in the basket.  
   Instead of:  
   *Put the doll, play clothes and wipes up on the counter.*  
   • Hold my hand.  
   Instead of:  
   *Let’s go home. (gathering items & holding hands)* |
| 3. Commands should be limited to **SIMPLE CONCEPTS & PHRASES** appropriate to toddler’s developmental level. | Increases the child’s ability to understand the provided task.  
• Only the commands listed on your handout will be provided and practiced as they represent the limited, toddler-directed commands that should be provided to and expected from this age group. | • Sit by Daddy.  
   Instead of:  
   *Stop running and calm down.* |
• Improves congruence between parent’s and children’s expectation for what is to be completed. | • Sit by Mommy.  
   Instead of:  
   *Behave!*  
   • Hold my hand.  
   Instead of:  
   *Stop touching everything!* |

(Continues next page)

### 5. A **POSITIVE TOUCH** (touching the child’s back) & **CLEAR PHYSICAL GESTURES** (e.g., pointing to objects) must accompany an effective command.

- Increase toddlers’ chance of compliance by gaining their attention and allowing them to use their visual skills to orient toward the desired task.

| • Parent: (place hand softly on child’s back and holds out opposite hand)  
  Please hold Daddy’s hand.  
  **Instead of:**  
  Parent: (from across the room)  
  Come hold my hand! |

### 6. Commands should be provided in a **TYPICAL, SPEAKING TONE OF VOICE**.

- Limits the intensity of the emotional feedback the child receives prior to compliance.
- Improves parent’s ability to remain calm throughout the compliance sequence.

| • Parent: (at eye level of child and with typical tone of voice)  
  Please give Mommy the train.  
  **Instead of:**  
  Parent: (from across the room)  
  Give me the train! |

### 7. EXPLANATIONS should remain **BRIEF** and **PROVIDED PRIOR** to the command OR **FOLLOWING** toddler **COMPLIANCE**.

- Decreases the chances that the child will become distracted by an explanation provided in between the command and child compliance.
- Increases the likelihood of compliance by providing context to demands.
- Method for teaching rationale and sequencing.

| • Parent: Uh-oh, time to go home. Hold Daddy’s hand please.  
  Child: (complies)  
  Parent: Good listening! (while providing facial expressions and enthusiastic tone of voice).  
  **Instead of:**  
  Parent: Hold my hand. - Child: Why?  
  Parent: Clean up. – Child: Me play. |

### 8. Parent must be in **CLOSE PROXIMITY** to the child **PRIOR TO** issuing a **COMMAND**.

- When possible, parent should physically position themselves on the child’s level (e.g., crouch down on the floor next to the child).
- Increases likelihood child will comprehend and independently complete the task.
- Increases the likelihood of child compliance by assisting in orienting the child’s attention toward the task.

| • Child: (running around room)  
  Parent: (gets near child closing off their running path and down to eye level)  
  Wow, story time! (holding out book)  
  Please sit with Mommy.  
  **Instead of:**  
  Parent: (chasing child around room) Sit down with me so we can read a story. |

---

PDI-Toddlers Identified Commands Worksheet

*Over-riding rule that commands are used sparingly and only when the child is emotionally able to practice listening.

Please rank-order the following commands from the most (#1) to least likely (#4) your child will comply.

<table>
<thead>
<tr>
<th>Rank #</th>
<th>Developmentally Appropriate, Toddler-Directed Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Please hand me______” “Please give me______”</td>
</tr>
<tr>
<td></td>
<td>“Please hand me the dinosaur”</td>
</tr>
<tr>
<td></td>
<td>“Please give me the dinosaur”</td>
</tr>
<tr>
<td></td>
<td>“Please put the______ in the box”</td>
</tr>
<tr>
<td></td>
<td>“Please put the doll in the box”</td>
</tr>
<tr>
<td></td>
<td>“Please hold my hand” (*only to be used when parent is close and child is calm)</td>
</tr>
<tr>
<td></td>
<td>“Please sit down”</td>
</tr>
</tbody>
</table>

Please list any other commands you would like to have your child comply with in order to review with your therapist:

1.  
2.  
3.  
4.  
5.  

PDI-T: Teaching Listening Skills
Tell – Show – Try Again – Guide Flow Chart

**TELL**
Give toddler-directed command (1st time)

Wait silently for 5 seconds, and use physical gestures

- **Compliance**
  - Enthusiastic labeled praise + physical touch

- **Noncompliance**
  - **SHOW**
    - "[Original command] like this" 
      - [demonstrate compliance].

    Wait silently for 5 seconds, and use physical gestures

    - **Compliance**
      - Enthusiastic labeled praise + physical touch

    - **Noncompliance**
      - **TRY AGAIN**
        - "Your turn." [Repeat original command, continue physical gestures].

        Wait silently for 5 seconds, and use physical gestures

        - **Compliance**
          - Enthusiastic labeled praise + physical touch

        - **Noncompliance**
          - **GUIDE**
            - "[Caregiver’s relationship to child] will help you [repeat original command; physically guide compliance]."

            "That’s [original command]"
**PCIT-Toddlers Home Therapy Practice**

Child’s Name: ___________________  Date: ________________

- [ ] Mom  - [ ] Dad  - [ ] Other Caregiver: ___________

### Your In Session 5-minute PRIDE Skills

<table>
<thead>
<tr>
<th></th>
<th>Labeled Praise</th>
<th>Reflection</th>
<th>Behavior Description</th>
<th>Question/Command/Criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Did you engage in <strong>Relaxation</strong> before Special Time?</th>
<th>Did you spend 5 minutes in <strong>Special Time</strong> today?</th>
<th>Activity or Toys Played</th>
<th>List any signals of big emotions your child showed.</th>
<th>Was CARES used?</th>
<th>PRIDE Skills used today…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Sunday</td>
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</table>

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.