



Integrity Checklist: PCIT-Toddlers CDI Teach Session

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 Teach Session	
Client & Caregiver:	
Therapist Conducting Session:	
Checklist Completed By:	Date:

	ITEM	✓	NA	X
1	Spends a few minutes checking in on any changes or major events			
2	Discusses feedback from assessment, confirm that PCIT-T is appropriate and identify caregiver's expectation and clarify any incorrect expectations			
3	Gives overview of PCIT-T			
4	Explains the structure of therapy sessions			
5	Explores if there has been a time in the past week when they felt connected or noticed a strength in their child			
6	Reviews standardized assessment measures and behavior observations			
7	Explains why CDI phase is taught first			
8	Discusses unique benefits and challenges associated with behavioral treatments with toddlers			
9	Discusses concept of the parallel process between coach, parent, and child in regard to emotional regulation			
10	Explains and practices the diaphragmatic breathing technique			
11	Explains the use of cognitive strategies during coaching to help the parent manage their emotions			
12	Explains the "Don't skills": Avoid commands, Avoid questions, Avoid Criticism using rationale and examples			
13	Engages caregivers in recalling the "Don't skills"			
14	Explains the "Do" skills along with the rationale and examples for each			
15	P stands for praise: Give your child labeled praises for positive behavior			
16	R stands for reflect: Reflect your child's appropriate talk			
17	I stands for imitate: Imitate your child's appropriate play			
18	D stands for describe: Describe the positive things your child is doing			
19	E stands for enjoy: Enjoy special time with your child			
20	Introduces Emotional Labeling: giving examples			
21	Discusses other Positive Skills: Physical Affection, Skill of redirection, Animation of voice, Animation of facial expressions, Mutual Eye contact			
22	Explains and practice Under Reaction			
23	Engages caregivers in recalling the PRIDE skills			
24	Asks the caregiver how they believe their child will respond and introduce to the caregiver the specialized behavior management strategies (CARES)			



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25	Explains each component of the CARES model: Come In (calmly and close), Assist, Reassure, Emotional Validation, Soothe			
26	Discusses the application of the CARES model			
27	Discusses the fact that the CARES model does not need to be implemented in response to every instance of child dysregulation throughout the day			
28	Role-plays CDI-T with each caregiver the CARES model, Under-React and Combination of both			
29	Explains the use of redirection			
30	Explains the procedure for physical aggression			
31	Discusses with the caregiver what behaviors they may expect from their child			
32	Explains how to set up and end the CDI-T home therapy practice (no clean-up in this phase)			
33	Discusses barriers, regular, consistent treatment attendance and problem solve as required			
34	Asks caregivers specifically what toys they will use			
35	Emphasizes the importance of practicing CDI-T for 5 minutes everyday			
36	Asks caregivers to decide what time of day, and what room in their house, they will use for their daily practice			
37	Provides CDI-T handouts, Do/Don't Skills, CARES, Teaching Feelings, Dangerous/Destructive Behavior, Home Therapy Practice and Suggested Toy List			
TOTALS				

Therapist comments about session

Integrity checker comments about session

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

Length of session: _____ minutes