



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



Integrity Checklist: PCIT-Toddlers CDI Teach Session

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

$$\text{Integrity} = \frac{\text{Yes Total}}{\text{Yes Total} + \text{No Total}} = \underline{\hspace{2cm}} \%$$

Length of session: _____ minutes