



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 | |
|---|--------------|
| Client & Caregiver: | |
| Therapist Conducting Session: | |
| Checklist Completed By: | Date: |

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

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

Length of session = _____ minutes