



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

	ITEMS	Y	NA	N
1	Greets the parent and child in the waiting area: Provides check-in sheet and collects CDI-T & PDI-T Home Practice sheets			
2	Uses visual transition prompt to the child and models PRIDE skills while supporting the caregiver/s to enter the therapy room safely			
3	Reviews check-in sheet and CDI-T/PDI-T Home Practice sheets and discusses any major changes			
4	Administers Post- treatment measures (score measure during 5-minute warm-up of CLP)			
5	Conducts Post-Treatment DPICS-T Observations, 3 scenarios (CLP, PLP, and CU) and transfers scores to appropriate Tracking sheets			
6	Debriefs caregiver on Post-Treatment DPICS-T			
7	Reviews Post-Treatment Assessment outcome scores, comparing to Pre-Treatment and Mid-Treatment measures			
8	Congratulates the caregiver/s on meeting mastery			
9	Allows caregiver/s to reflect on their PCIT-T journey			
10	Discusses the concept of relapse prevention and when to seek support			
11	Reviews skills mastered and summarizes core concepts, praises caregiver/s efforts			
12	Presents graduation certificates and celebrates			
13	Introduces the visual prompt transition to leave, end PCIT-T treatment			
	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?

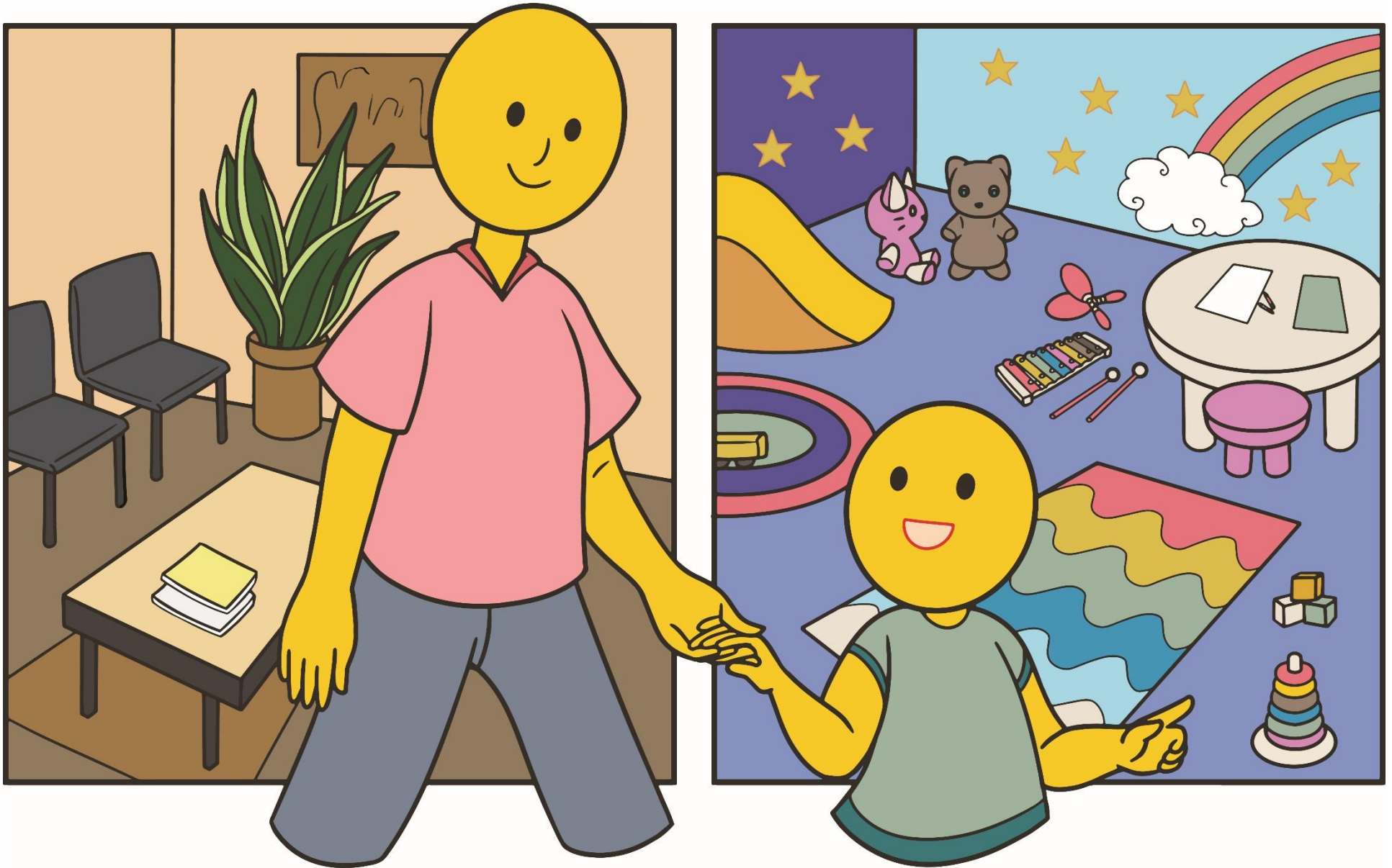
If so, have these major stressors impacted your mood, behavior, and ability to deliver the therapy to your child for five minutes each day?

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



PCIT-T Pre/Post DPICS Assessment for Therapist
(Based on Eyberg & Funderburk, 2011)



Child Name/ ID _____ Date: _____

Assessment: **PRE** **POST** Coder: _____

Parent: Mother Father Other _____

Situation: **Child Led Play** **Parent Led Play** **Clean Up**

Start Time: _____ End Time: _____

Do Skills		Tally Count	TOTAL
Neutral Talk			
Emotion Labeling			
Behavioral Description			
Reflection			
Labeled Praise			
Unlabeled Praise			
Don't Skills		Tally Count	TOTAL
Question			
Direct	Comply (CO) Tell-Show-Try Again		
	Non-Comply (NC) Guide		
(DC)	No Opportunity (NOC)		
Indirect	Comply (CO) Tell-Show-Try Again		
	Non-Comply (NC) Guide		
(IC)	No Opportunity (NOC)		
Negative Talk			

(Continues Next Page)



PCIT-T Pre/Post DPICS Assessment for Therapist
Continued

Big Emotion Present?	YES	NO	# Tally	
CARES Skills Used				
CIRCLE ONE			NOTES	
Come In	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	

Coach caregiver through any missed step (if needed) in the moment, **INCLUDING** getting on the microphone during the 5 minutes of DPICS Coding.

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	



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

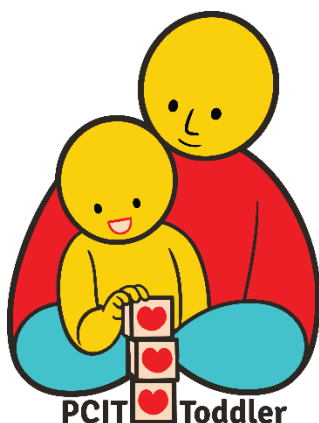
Session #	Baseline CLP								
Date									
Emotion Labeling									
10+									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
Question/Command/Critical Statement									
10+									
9									
8									
7									
6									
5									
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.									



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."



Certificate of Accomplishment

This Award is Hereby Presented to

For Successful Completion of
Parent-Child Interaction Therapy with Toddlers (PCIT-T):
Improving Attachment and Emotion Regulation

Clinician

Date