



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).

<b>Integrity Checklist: PCIT-Toddlers PDI-T Teach Session</b>	
<b>Client &amp; Caregiver:</b>	
<b>Therapist Conducting Session:</b>	
<b>Checklist Completed By:</b>	<b>Date:</b>

	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			
	<b>TOTALS</b>			

Therapist comments about session

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Integrity checker comments about sessions:

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

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?

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

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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?

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Please note one time during the previous week where you felt connected to your child or you noticed a strength in your child.

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## 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.**

RULE	REASON	EXAMPLES
1. Commands should be <b><u>DIRECTLY</u></b> , rather than indirectly stated.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Please hand me the block.</b></li> <li>• <b>Put the train in the box please.</b></li> <li>• <b>Sit by Mommy.</b> Instead of: Will you hand me the block? Let's put the train in the box. Come sit by me, ok.</li> </ul>
2. Commands should be given <b><u>ONE AT A TIME</u></b> .	<ul style="list-style-type: none"> <li>• Increases the chances that the child can process and execute the provided task, particularly given toddler's developmental level.</li> <li>• Improves the parent's ability to determine if compliance has occurred.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Please put the doll in the basket.</b> Instead of: <i>Put the doll, play clothes and wipes up on the counter.</i></li> <li>• <b>Hold my hand.</b> Instead of: <i>Let's go home. (gathering items &amp; holding hands)</i></li> </ul>
3. Commands should be limited to <b><u>SIMPLE CONCEPTS &amp; PHRASES</u></b> appropriate to toddler's developmental level.	<ul style="list-style-type: none"> <li>• Increases the child's ability to understand the provided task.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sit by Daddy.</b> Instead of: <i>Stop running and calm down.</i></li> </ul>
4. Commands should always be <b><u>SPECIFIC</u></b> , rather than stated in general terms.	<ul style="list-style-type: none"> <li>• Improves children's understanding of what is expected.</li> <li>• Improves congruence between parent's and children's expectation for what is to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sit by Mommy.</b> Instead of: <i>Behave!</i></li> <li>• <b>Hold my hand.</b> Instead of: <i>Stop touching everything!</i></li> </ul>

(Continues next page)



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

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

<p>5. A <b><u>POSTIVE TOUCH</u></b> (touching the child's back) &amp; <b><u>CLEAR PHYSICAL GESTURES</u></b> (e.g., pointing to objects) must accompany an effective command.</p>	<ul style="list-style-type: none"> <li>• Increase toddlers' chance of compliance by gaining their attention and allowing them to use their visual skills to orient toward the desired task.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent: (place hand softly on child's back and holds out opposite hand) Please hold Daddy's hand.</b> <i>Instead of:</i> <i>Parent: (from across the room) Come hold my hand!</i></li> </ul>
<p>6. Commands should be provided in a <b><u>TYPICAL, SPEAKING TONE OF VOICE.</u></b></p>	<ul style="list-style-type: none"> <li>• Limits the intensity of the emotional feedback the child receives prior to compliance.</li> <li>• Improves parent's ability to remain calm throughout the compliance sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent: (at eye level of child and with typical tone of voice) Please give Mommy the train.</b> <i>Instead of:</i> <i>Parent: (from across the room) Give me the train!</i></li> </ul>
<p>7. <b><u>EXPLANATIONS</u></b> should remain <b><u>BRIEF</u></b> and <b><u>PROVIDED PRIOR</u></b> to the command <b><u>OR FOLLOWING</u></b> toddler <b><u>COMPLIANCE.</u></b></p>	<ul style="list-style-type: none"> <li>• Decreases the chances that the child will become distracted by an explanation provided in between the command and child compliance.</li> <li>• Increases the likelihood of compliance by providing context to demands.</li> <li>• Method for teaching rationale and sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent: Uh-oh, time to go home. Hold Daddy's hand please.</b> <b>Child: (complies)</b> <b>Parent: Good listening! (while providing facial expressions and enthusiastic tone of voice).</b> <i>Instead of:</i> <i>Parent: Hold my hand. - Child: Why?</i> <i>Parent: Clean up. - Child: Me play.</i></li> </ul>
<p>8. Parent must be in <b><u>CLOSE PROXIMITY</u></b> to the child <b><u>PRIOR TO</u></b> issuing a <b><u>COMMAND.</u></b></p>	<ul style="list-style-type: none"> <li>• When possible, parent should physically position themselves on the child's level (e.g., crouch down on the floor next to the child).</li> <li>• Increases likelihood child will comprehend and independently complete the task.</li> <li>• Increases the likelihood of child compliance by assisting in orienting the child's attention toward the task.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Child: (running around room)</b> <b>Parent: (gets near child closing off their running path and down to eye level) Wow, story time! (holding out book) Please sit with Mommy.</b> <i>Instead of:</i> <i>Parent: (chasing child around room) Sit down with me so we can read a story.</i></li> </ul>



## 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.**

<b>Rank #</b>	<b><u>Developmentally Appropriate, Toddler-Directed Commands</u></b>
	“Please hand me _____” “Please give me _____” <i>“Please hand me the dinosaur”</i> <i>“Please give me the dinosaur”</i>
	“Please put the _____ in the box” <i>“Please put the doll in the box”</i>
	“Please hold my hand” (*only to be used when parent is close and child is calm)
	“Please sit down”

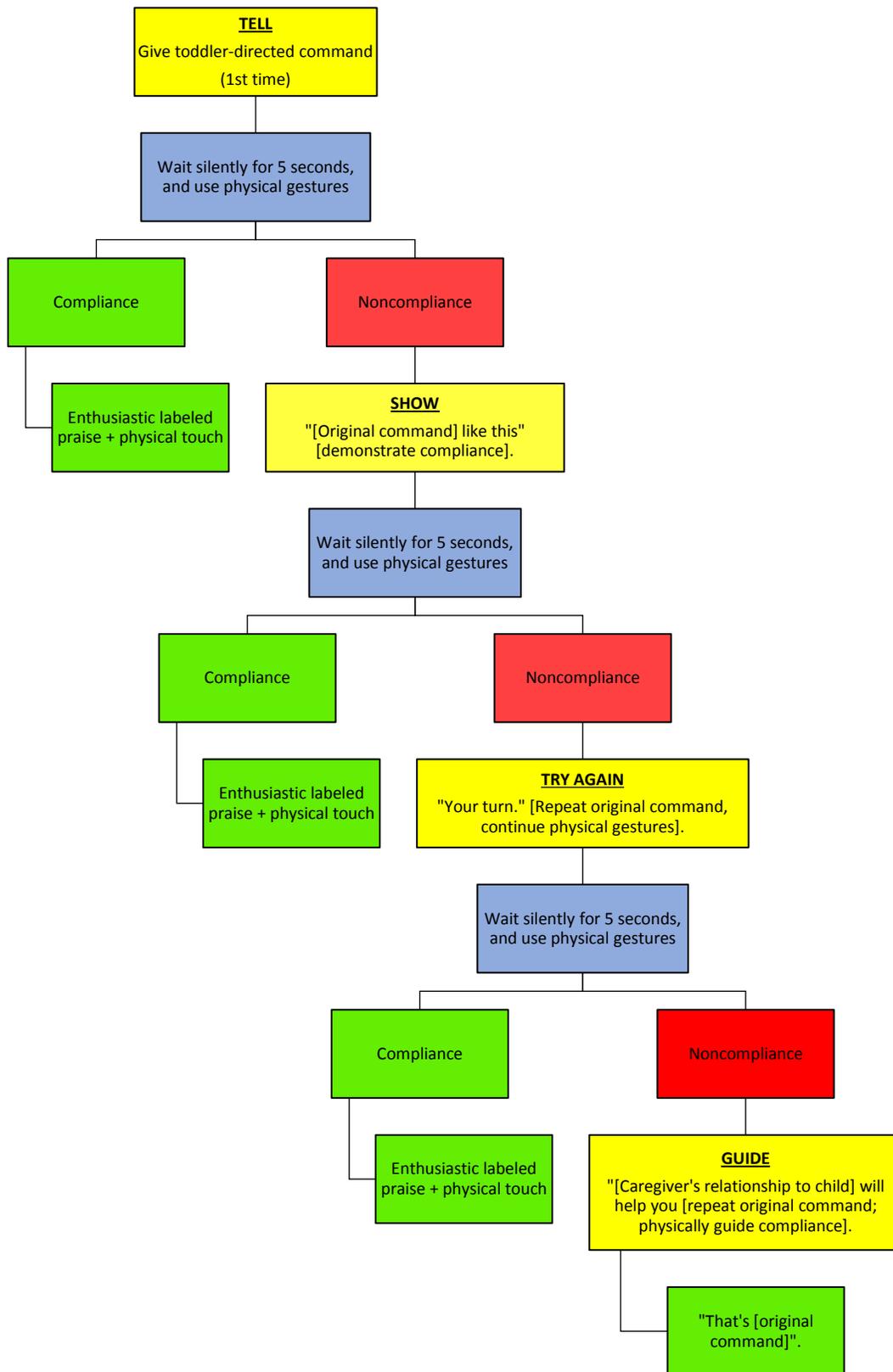
**Please list any other commands you would like to have your child comply with in order to review with your therapist:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# PDI-T: Teaching Listening Skills

## Tell – Show – Try Again – Guide Flow Chart





# PCIT-Toddlers Home Therapy Practice

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mom     Dad     Other Caregiver: \_\_\_\_\_



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.

	Did you engage in <b>Relaxation</b> before Special Time?		Did you spend 5 minutes in <b>Special Time</b> today?		Activity or Toys Played	List any signals of big emotions your child showed.  Was CARES used?	PRIDE Skills used today...  Any problems or questions during Special Time?
	Yes	No	Yes	No			
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Write a time during the week when you felt an intense emotion and what impact did it have on your child?

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Adapted from Eyberg and Funderburk (2011) CDI Homework sheet, pg 28.

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