“The most precious gift we can offer anyone is our attention. When mindfulness embraces those we love, they will bloom like flowers.”

- Thich Nhat Hanh

**Praise (labeled)** Give specific praise for positive behaviors

**Reflect** Say what they say

“Thank you for sharing.”

**Imitate** Do what they do

“Yes, that is green.”

**Describe** Describe what they do

“If child builds with blocks, you build with blocks.”

**Enjoy** Relax and delight in your child
<table>
<thead>
<tr>
<th>CDI skill</th>
<th>REASON FOR EACH CDI SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRAISE (LABELED)</strong></td>
<td>Tells child exactly which behaviors you like</td>
</tr>
<tr>
<td><strong>REFLECT</strong></td>
<td>Tells child “I hear you”</td>
</tr>
<tr>
<td><strong>IMITATE</strong></td>
<td>Promotes language development</td>
</tr>
<tr>
<td><strong>DESCRIBE</strong></td>
<td>Communicates to child “I see you”</td>
</tr>
<tr>
<td><strong>ENJOY</strong></td>
<td>Shows child you approve of behavior</td>
</tr>
<tr>
<td></td>
<td>Increases child’s imitation of you</td>
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<tr>
<td></td>
<td>Communicates to child “I see you”</td>
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<tr>
<td></td>
<td>Improves attention span</td>
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<td></td>
<td>Promotes healthy attachment</td>
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</tbody>
</table>
AVOID DURING CDI

Criticism Sarcasm
No, Don’t, Stop, Quit, Not

Questions

Commands

Troutman, B. (2016), IoWA-PCIT, Unpublished manuscript. www.pcit.lab.uiowa.edu
REASON TO AVOID CERTAIN BEHAVIORS DURING CDI

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Reason to AVOID</th>
<th>COMMANDS</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITICISM</td>
<td>Can lead to negative interaction spiral</td>
<td>Increases opportunities for conflict during CDI</td>
<td>May communicate parent is uncertain or not listening</td>
</tr>
<tr>
<td>&amp; SARCASM</td>
<td>Decreases enjoyment</td>
<td>Children with disruptive behavior often respond negatively to commands</td>
<td>Focuses on quizzing or teaching rather than interaction</td>
</tr>
<tr>
<td>(NO, DON'T, STOP, QUIT, NOT)</td>
<td>Gives attention to behaviors you want to decrease</td>
<td></td>
<td>May communicate disapproval</td>
</tr>
</tbody>
</table>

ZONE OF PROXIMAL DEVELOPMENT AND SCAFFOLDING

During CDI children will begin to learn new skills for self-regulation and problem-solving that are beyond what they can do on their own.

Lev Vygotsky, a Russian psychologist who described how relationships facilitate children’s learning, described the zone of proximal development. Skills in the zone of proximal development are too difficult for a child to do on their own. Children are able to do skills in this zone (just beyond their ability to do independently) with support and encouragement. Your relationship with your child and your CDI skills provide the scaffolding for your child to build skills. Later, they will be able to do these skills on their own.

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MANAGING MISBEHAVIOR DURING CDI

1. Annoying/Obnoxious Behaviors you want to decrease
2. Selective Attention
3. Dangerous/Destructive

END CDI

“Special play is over because you hit me.”

Specialty: PCIT

Iowa PCIT
Integration of Working Models of Attachment into Parent-Child Interaction Therapy

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USING SELECTIVE ATTENTION TO ADDRESS MISBEHAVIOR IN CDI

Strategic use of your attention can be used to address misbehaviors or other behaviors you would like to decrease in CDI.

Principle 1: More attention to behaviors you want to increase.
1) PRIDE skills to increase positive opposite of problem behaviors.

Principle 2: Less attention to behaviors you want to decrease. Use of active ignore.

Active ignore steps:
1) Stay quiet.
2) Drop your eyes.
3) Pick up a toy and describe what you're doing. Make your play and descriptions of your play exciting and fun. (After you get more experience with active ignore, you can incorporate modeling of positive opposites.)
4) Return to child-led play and PRIDE skills as soon as you get more appropriate behavior.
ENDING CDI TO ADDRESS DANGEROUS/DESTRUCTIVE BEHAVIOR IN CDI

Most children exhibit relatively few dangerous or destructive behaviors during CDI. If your child does engage in a dangerous or destructive behavior during CDI, it is important to stop CDI so they recognize an immediate consequence for these behaviors. As they begin to learn to refrain from these behaviors during CDI, they will get better at managing their behavior in situations outside of CDI.
Behavior at Home:

If your child engages in dangerous/destructive behavior:

Warning: After that special play will end as soon as he/she engages in the behavior.

Dangerous/destructive behavior: I will have you label the behavior and give a focusing on positive behaviors. The first time your child engages in a dangerous/destructive behavior, I will have you try (CDI again).

I will coach you to let your child know special play is ending because he/she engaged in dangerous/destructive behavior.

Behavior during a session:

If your child engages in dangerous/destructive behavior:

I will coach you to let your child know special play is ending because he/she engaged in dangerous/destructive behavior.
# Reason for Strategies Used to Manage Misbehavior During CDI

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Reason</th>
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</thead>
<tbody>
<tr>
<td><strong>STOP CDI</strong></td>
<td>Communicates to child the need to play safely during CDI</td>
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<tr>
<td></td>
<td>Communicates to child there are limits during CDI</td>
</tr>
<tr>
<td><strong>DIFFERENTIAL ATTENTION/ACTIVE IGNORE</strong></td>
<td>Communicates to child you want to see less of ignored behavior</td>
</tr>
<tr>
<td></td>
<td>Describing your own play helps distract child</td>
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<tr>
<td></td>
<td>(This helps them regulate and try a different behavior)</td>
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</table>

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TOYS FOR CHILD-DIRECTED INTERACTION (CDI)

Toy suggestions for CDI
- Creative, constructive toys that provide opportunities for positive parent-child interactions
  - Trains
  - Crayons and paper
  - Blocks, Legos, or Duplos
  - Baby dolls
  - Farm with animals
  - Dollhouse with people
  - Mr. and Mrs. Potato Head

Toys to avoid during CDI
- Toys that encourage rough play (e.g. balls and bats)
- Toys that encourage aggressive play (e.g. guns, super-hero figures)
- Toys with pre-set rules (e.g. board games, card games)
- Toys likely to require limit setting (e.g. markers, scissors)
- Toys that discourage conversation (e.g. books, video games)