

CODE THE COACH - CDI

	TALLY	NUMBER
REINFORCING PRIDE OR RELATED SKILL – PRAISING OR DESCRIBING		
EDUCATION		
OBSERVATION OF POSITIVE CHANGES IN CHILD		
OBSERVATION OR PRAISE OF CHILD		
SUPPORTIVE/EMPATHIC STATEMENTS ACKNOWLEDGING STRUGGLES		
MISCELLANEOUS		
Subtotal Positive, Nondirective statements above (target – 80% to 95% of total talk)		
Constructive corrections		
Line feeding		
Subtotal Directive statements (target – 5% to 20% of total talk)		
TOTAL TALK		

SYNCHRONOUS COACHING	SATISFACTORY	NEEDS PRACTICE
AVOIDS NEGATIVE WORDS	SATISFACTORY	NEEDS PRACTICE
CORRECT DPICS LABELING	SATISFACTORY	NEEDS PRACTICE

CODE THE COACH DEFINITIONS - CDI

REINFORCING PRIDE OR RELATED SKILL – PRAISING OR DESCRIBING

E.g. 1) Praising or describing specific PRIDE skill, 2) Praising or describing skill related to CDI goals such as following child's lead, positive physical touch.

EDUCATION

E.g. 1) Educating parent about effect a skill could have on behavior in the future (e.g. reflections encourage children to talk), 2) Educating parent about why you had them do something when parent complies with therapist command (e.g. I wanted you to describe your own play because he was getting a little rough with the toys and I didn't want him to get attention for that).

OBSERVATION OF POSITIVE CHANGES IN CHILD

E.g. 1) Pointing out immediate effect of parent behavior on child (e.g. he is sharing more because you praised sharing), 2) Pointing out changes over time (e.g. he seems so much happier now than he was a couple of months ago.).

SUPPORTIVE/EMPATHIC STATEMENTS ACKNOWLEDGING CAREGIVER'S STRUGGLES OR CHILD'S DIFFICULTIES

E.g. 1) I see what you mean about how he is pushing limits today. I know you must feel disappointed given how well-behaved he was last week. 2) I know how hard it must be to hear him say mean things to you. 3) It is really hard not to ask questions.

MISCELLANEOUS

Any positive coaching statement that does not fall into other categories.

CONSTRUCTIVE CORRECTIONS

Commands – e.g. "Drop your eyes. Pick up the Mr. Potato Head."
Prompts/questions – e.g. "Can you make that praise more specific?"

LINE FEEDING

Telling the parent exactly what to say. – e.g. "Say – I like the way you are playing gently with the blocks."

SYNCHRONOUS COACHING

Therapist and parent appear to have a comfortable rhythm. There are neither long periods of silence nor too much talk.

AVOIDS NEGATIVE WORDS

Does not say "no, don't, stop, quit, or not" to parent.

CORRECT LABELING OF DPICS CODES

Majority of DPICS skills are labeled correctly.