

Coding CDI Coaching

| | TALLY | NUMBER |
|---|-------|--------|
| REINFORCING PRIDE OR "PRE-PRIDE" SKILL BY PRAISING OR DESCRIBING | | |
| EDUCATION ABOUT PRIDE SKILL | | |
| OBSERVATION OF PARENT'S IMPACT ON CHILD | | |
| OBSERVATION OR PRAISE OF CHILD – ESPECIALLY DELIGHT IN CHILD OR INTERACTIONS | | |
| SUPPORTIVE/EMPATHIC STATEMENTS ACKNOWLEDGING CAREGIVER'S STRUGGLES OR CHILD'S DIFFICULTIES | | |
| MISCELLANEOUS | | |
| Subtotal Positive, Nondirective statements above (target – 80% to 95% of total talk) | | |
| Constructive corrections | | |
| Line or activity 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 "PRE-PRIDE" SKILL BY 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, 3) Praising "pre-pride" skill – e.g. getting on the floor to play with child, praising parent for catching when she asks a question.

EDUCATION ABOUT PRIDE SKILL

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 PARENT'S IMPACT ON CHILD

E.g. 1) He is using good manners because you praised it. 2) He seems a lot calmer since you started doing CDI.

OBSERVATION OR PRAISE OF CHILD – ESPECIALLY DELIGHT IN CHILD OR INTERACTIONS

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.), 3) Exhibiting genuine delight or enthusiasm for something the child does, 4) Describing or praising positive aspect of parent-child interactions.

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." 4) "I can see from the ECBI it has been a tough week."

MISCELLANEOUS

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

CONSTRUCTIVE CORRECTIONS

Commands – e.g. "Give him a direct command." "Let's praise him for asking politely."

Prompts/questions – e.g. "Can you make that praise more specific?" "What could you do when he gets frustrated like this?" "What CDI skill might be helpful when he starts whining like this?"

LINE OR ACTIVITY FEEDING

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

Telling the parent exactly what to do. – e.g. "Drop your eyes. Pick up the Mr. Potato Head."

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.