



IOWA-PCIT

Integration of Working Models of Attachment
into Parent-Child Interaction Therapy.

Guidelines for Effective Commands in Parent-Directed Interaction (PDI)

“It’s time to **PRACTICE** listening.”

POSITIVELY STATE THE COMMAND

REASON BEFORE COMMAND AND/OR AFTER COMPLIANCE

AGE-APPROPRIATE COMMAND

CALM AND COURTEOUS COMMAND

TELL, DON'T ASK

INDIVIDUAL COMMAND

CLEAR COMMAND

ENOUGH COMMANDS



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Reasons for Effective Commands Guidelines

| GUIDELINE | REASON |
|---|--|
| P ositively state the command | Makes it easier for child to focus on positive behavior. Increases opportunities to praise compliance. |
| R eason before command and/or after compliance | Children are more likely to comply if they understand the reason for a command. Giving the reason when the child questions the command (e.g. "Why do I have to pick up the toys?") rewards noncompliance and may turn into an argument. |
| A ge-appropriate command | Makes it easier for child to comply. |
| C alm and courteous command | Models calm and courteous behavior. Teaches child to obey when you are calm and courteous. |
| T ell, don't ask | Makes it clear there is not a choice about following the direction. |



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Reasons for Effective Commands Guidelines

| | |
|----------------------------|--|
| I ndividual command | Makes it easier to determine compliance. Provides more opportunities to reward compliance. |
| C lear command | Makes it easier for child to comply. Makes it easier to determine compliance. |
| E nough commands | Gives child practice in following directions. Too many commands leads to frustration and makes it difficult to be consistent with follow through. |

