

Child-Directed Interaction (CDI)

Do Skills



"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

"Thank you for sharing."

★ **Reflect** Say what they **say**

"Yes. That is green."

★ **Imitate** Do what they **do**

If child builds with blocks, you build with blocks.

★ **Describe** Describe what they **do**

"You're pushing the tractor."

★ **Enjoy** Relax and delight in your child

Troutman, B. (2016), *IoWA-PCIT*, unpublished manuscript.

<http://www.medicine.uiowa.edu/psychiatry/parentchildinteractiontherapy/>

Child-Directed Interaction (CDI)

let your child lead the play

Reason for each CDI skill

CDI skill	Reason
Praise (labeled)	Tells child <i>exactly</i> which behaviors you like
Reflect	Tells child "I hear you" Promotes language development
Imitate	Communicates to child "I see you" Shows child you approve of behavior Increases child's imitation of <i>you</i>
Describe	Communicates to child "I see you" Improves attention span
Enjoy	Promotes healthy attachment

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AVOID During CDI



Criticism – No, Don't, Stop, Quit, Not Sarcasm



Commands



Questions

Reason to **AVOID** certain behaviors during CDI

Behavior	Reason to AVOID
<p>Criticism and sarcasm (No, Don't, Stop, Quit, Not)</p>	<p>Can lead to negative interaction spiral</p> <p>Decreases enjoyment</p> <p>Gives attention to behaviors you want to decrease</p>
<p>Commands</p>	<p>Increases opportunities for conflict during CDI</p> <p>Children with disruptive behavior often respond negatively to commands</p>
<p>Questions</p>	<p>May communicate parent is uncertain or not listening</p> <p>Focuses on quizzing or teaching rather than interaction</p> <p>May communicate disapproval</p>

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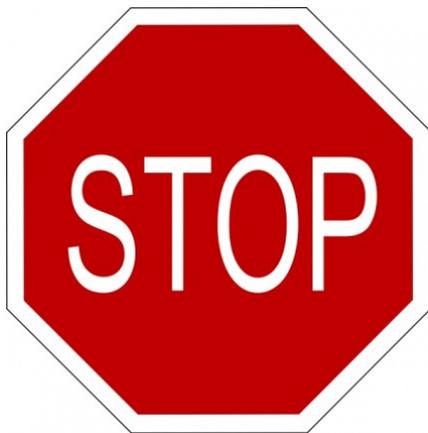
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Managing Misbehavior During CDI

Dangerous/Destructive

Annoying/Obnoxious

Behaviors you want to decrease



Selective
Attention

END CDI

“Special play is over because
you hit me.”

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.

Specific behaviors to target with selective attention in CDI

Reason for Strategies Used to Manage Misbehavior During CDI

Strategy	Reason
Stop CDI	<p>Communicates to child the need to play safely during CDI</p> <p>Communicates to child there are limits during CDI</p>
Differential attention/active ignore	<p>Communicates to child you want to see less of ignored behavior</p> <p>Describing your own play helps distract child (This helps them regulate and try a different behavior)</p>



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)

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