



IOWA-PCIT

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

CHILD-DIRECTED INTERACTION (CDI) PRIDE 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



REASON FOR EACH CDI SKILL

CDI skill	Reason
PRAISE (Labeled)	Tells child exactly 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 you
DESCRIBE	Communicates to child “I see you” Improves attention span
ENJOY	Promotes healthy attachment



AVOID DURING CDI



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

Questions

Commands





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REASON TO **AVOID** CERTAIN BEHAVIORS DURING CDI

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





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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.



MANAGING MISBEHAVIOR DURING CDI



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END CDI

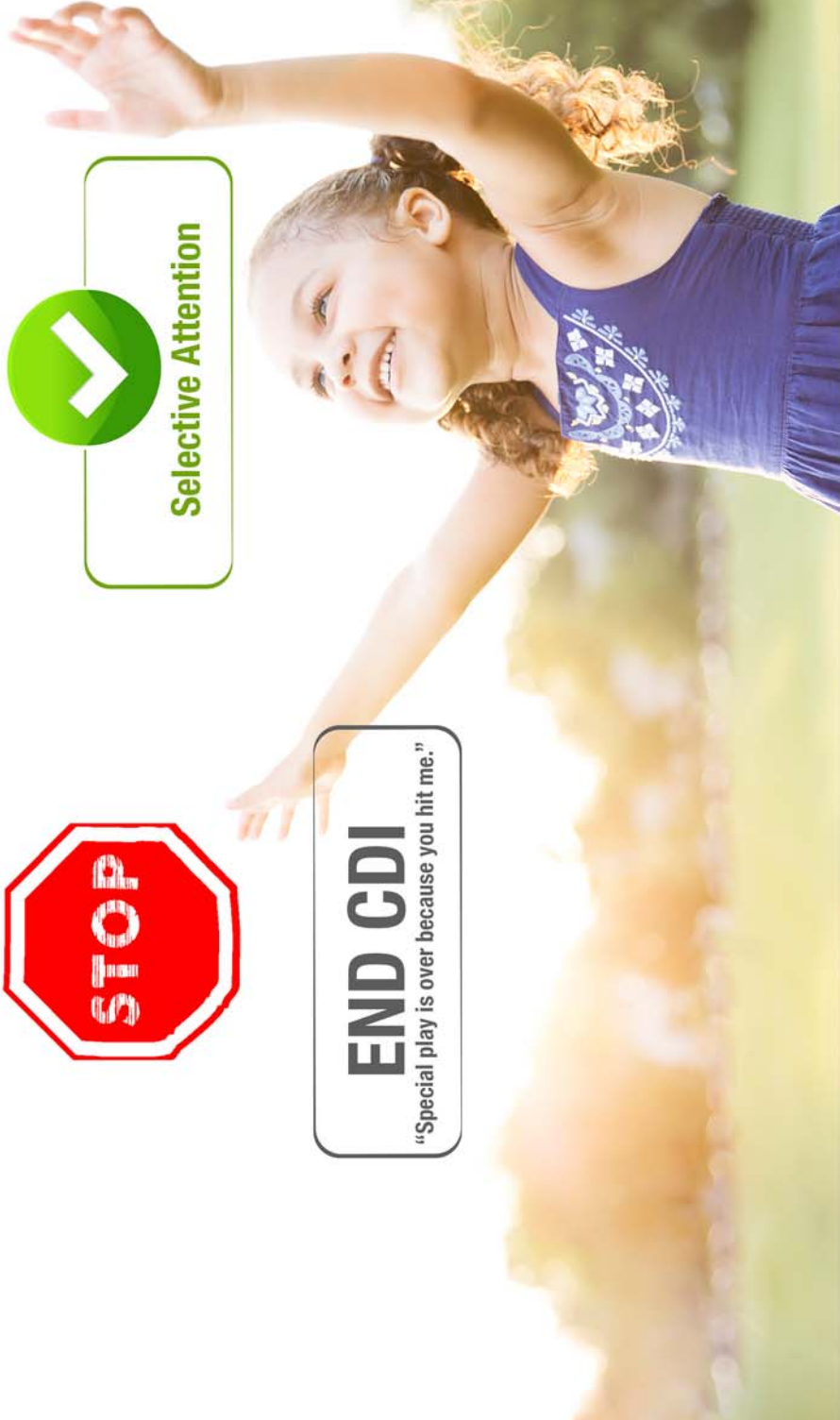
"Special play is over because you hit me."



Annoying/Obnoxious
Behaviors you want to decrease



Selective Attention



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.





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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.





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IF YOUR CHILD ENGAGES IN DANGEROUS/DESTRUCTIVE BEHAVIOR DURING A SESSION

I will coach you to let your child know special play is ending because he/she engaged in dangerous/destructive behavior. E.g. "Throwing toys at me is dangerous. Special play is over because you threw toys at me. I will leave and _____ will come in." After a brief break, I will have you try CDI again, focusing on positive behaviors. The first time your child engages in a dangerous/destructive behavior, I will have you label the behavior and give a warning. After that, special play will end as soon as he/she engages in the behavior.

IF YOUR CHILD ENGAGES IN DANGEROUS/DESTRUCTIVE BEHAVIOR AT HOME.

Let your child know special play is ending because he/she engaged in dangerous or destructive behavior. Try CDI again later in the day or the following day, focusing on labeled praise for safe and gentle behavior. The first time your child engages in a dangerous or destructive behavior, label the behavior and give a warning. After that, end special play as soon as he/she engages in the behavior.





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REASON FOR STRATEGIES USED TO MANAGE MISBEHAVIOR DURING CDI

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



TOYS FOR CHILD-DIRECTED INTERACTION (CDI)



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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)

