CDI Skills for Older Children*

*Adapted from *PCIT Protocol* (Eyberg & Funderburk, 2011, p. 25)

Skills	Reasons	Examples
PRAISE Tells your child what you like- mix of labeled, unlabeled, & nonverbal	● Increases the behavior that is praised ● Helps you notice the positive ● Shows approval ● Improves self-esteem	● "Good job staying calm when you were upset" ● "Perfect!" ● "I appreciate your help" ● "Thanks a bunch!" ● "You're a great artist" ● Giving a high-five or fist bump
REFLECT Paraphrase, summarize, or elaborate on what your child says	● Lets your child lead the conversation ● Shows interest ● Demonstrates acceptance and understanding ● Increases your child's communication with you	● Child: I am making a bridge Caregiver: Your bridge will make it so the knight can get across the moat ● Child: "I am thinking about making 2 matching bracelets. I could give one to Andrea, but I might not have enough purple. Maybe they don't need to match" Caregiver: "Yeah, sometimes they don't match. But you're thinking ahead and making a plan"
IMITATE Complete similar activities to your child's	● Lets your child lead ● Shows that you approve of the activity ● Makes play fun for your child ● Teaches your child how to play with others and take turns	● Child is making a bracelet with a red, blue purple pattern Caregiver makes a different pattern ● Child is building a tall marble tower Caregiver builds a wide instead of tall marble tower
DESCRIBE Describes what your child is doing (behavior description) and tells your child what you are doing (self-description)	● Lets your child lead the play ● Shows interest ● Holds your child's attention to the task ● Organizes your child's thoughts about the activity	● "You're sorting the Legos into piles" (BD) ● "I'll help you look for the yellow ones" (SD) ● "You're putting all the heads together" (BD) ● "I will need a head in a minute" (SD)
ENJOY Act warmly and show that you genuinely enjoy spending time with your child	● Lets your child know you're enjoying spending time together ● Adds to warmth of play ● Increases closeness between you and child	● Lean into your child ● Pay attention to what your child is doing ● Smile ● Try to have fun!

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The Don'ts	Reason	Example
COMMANDS Commands tell your child to do something	● Takes the lead away from your child ● Can cause conflict	<u>Indirect Commands:</u> ● "Let's play with the marbles next" ● "Can you put that back for me?" <u>Direct Commands:</u> ● "Please sit down next to me" ● "Look at this"
QUESTIONS Questions call for your child to give an answer	● Leads the conversation ● Many questions are commands and require an answer ● May seem like you aren't listening or that you disagree	● "You're building a tower, aren't you?" ● "Do you want to switch to trains?" ● "What are you making?"
CRITICISM and SARCASM Criticism and sarcasm express disapproval of your child	● Gives attention to negative behavior ● Lowers your child's self-esteem ● Causes angry feelings between you and your child ● Teaches your child negative social behavior	● "That wasn't very smart" ● "I don't like your attitude" ● "Stop it" ● "Your tower isn't straight enough" ● "Can you do anything right?"
Handling Problems	**Reason**	**Example**
IGNORE MINOR MISBEHAVIOR Ignoring means ● Look away ● Show no expression ● Say nothing about the negative behavior Catch first positive behavior	● Helps your child to notice the difference between your responses to positive and negative behavior ● Although the ignored behavior may get worse at first, <u>consistent</u> ignoring reduces attention-seeking behavior	● Child: (coloring carefully) "My picture's better than your ugly picture" Caregiver: (ignores rude talk) I like how carefully you are coloring ● Child: (crashing into caregiver's tower) "I crashed yours" Caregiver: (looks away) I'm doing a second one Child: I will make a third Caregiver: Great idea!
STOP THE PLAY For aggressive and destructive behavior	Aggressive and destructive behaviors cannot be ignored, because they can be dangerous	Child: (hits adult) Caregiver: (gathering toys) "Special play time is over because you hit me. We will play again tomorrow"

Adapted from the *Parent-Child Interaction Therapy Protocol* (Eyberg & Funderburk, 2011) and based on Chapter 10: Older Children in *Parent-Child Interaction Therapy* (McNeil & Hembree-Kigin, 2010)