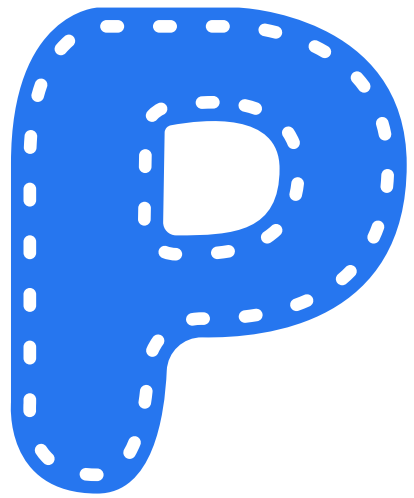


# PCIT-SM

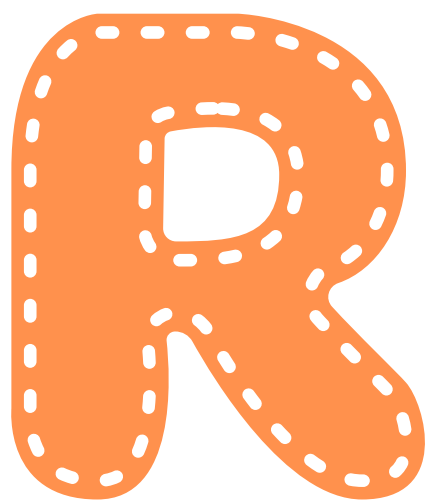
## CHILD DIRECTED INTERACTION (CDI)



### **LABELED PRAISE**

telling the student *specifically* what you value

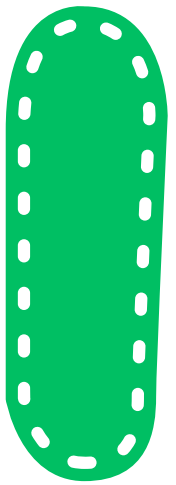
Awesome job using your words to tell me.  
I love that you looked at me when you said that.



### **REFLECTION**

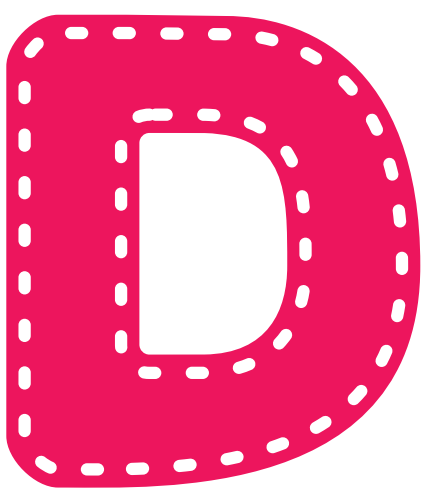
repeating or paraphrasing what the student says to you, a peer, or anyone else

"I have a purple balloon!"  
Oh, a purple balloon.



### **IMITATION**

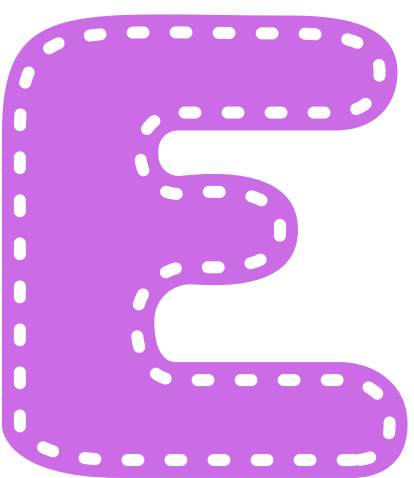
joining in student's preferred activity and following the student's lead in play



### **BEHAVIOR DESCRIPTION**

narrating what the student is doing

You're connecting the triangle pieces.  
Oh, and you put the green marble in!



### **ENJOY**

demonstrate enjoyment and enthusiasm in facial expression, body posture, and tone of voice

## ATTEND TO EACH VERBALIZATION

Reflect, label praise, and/or provide tangible reinforcement (e.g., brave talking sticker) after each of your student's verbalizations to promote continued speech.

## BREAK UP THE MONOTONY

The PRIDE skills can feel repetitive at times. To prevent against the monotony: (a) sprinkle in some descriptions about yourself or peers in addition to those for your identified student, (b) reflect 2-3 select words your student says and then extend the thought with your own words, (c) mix up your labeled praises.

## USE QUESTION END-AROUNDS

When a question is **not** essential, phrase your question as a thought: "*I wonder what color comes next ...*"

## ASK QUESTIONS

During child-led play, questions put undue demands on the child to verbalize and may lead a child to become more inhibited.

## COMMAND TO TALK

This might sound like, "Say thank you!" or "Can you tell me your favorite color?" These types of prompts are very directive, putting pressure on a child to talk (which may discourage them from speaking at all).

## NEGATIVE TALK

Any sorts of "No" or "That's not right" can quickly sour child-led play and discourage spontaneous speech.

## MIND READ

When grown ups fill-in-the-blanks, it can stop a child from sharing their complete thought and it can accidentally "rescue" the child from a brave talking practice.

