PowerPoint Presentation
20 min.
What is TCIT?
Describe method. Give background of TCIT, discuss PCIT. Mention acronyms PRIDE/Child directed skills/Teacher directed skills

Discuss studies by Eyberg. Testimonials from current teachers using TCIT in their classroom.
WHY TCIT-LITE?

- Build Relationships
- Decrease Problem Behavior
- Teach students to self regulation
Why TCIT-Lite?

Build Relationships
Decrease Problem Behavior
Teach students self regulation

Describe TCIT-lite and relationship to TCIT
Spend 2-3 minutes on each reason giving research to support.

Building relationships - discuss studies by Hamre and Pianta (2001) and Hamre and Stuhlman (2004)

Decrease problem behavior - discuss what kind of behavior is problematic. Difference between pet peeve and problem behaviors

Teach students self regulation - by using praise and modeling when appropriate behaviors are seen.
5-10 minutes going through process
Brief description of PRIDE skills acronym
*reference PRIDE handout in folder
Click on each skill to go the screen. Each coach will present one of the skills.
Each one will start with a video and end with a role playing session with a script specific to each skill.
PRAISE

Video

• State the behavior
  “I like how....”
  “You are....”
  “Great job....”
• Avoid blanket statements “good job” with no stated behavior
• Immediately following the behavior

Video link-https://youtu.be/KsS4H9nRaI8
20 minutes discussing and role playing praise
Ask teachers what the already know about praise

Role play script-
Child is playing calmly with toys teacher should be practicing labeled praise.
At some point the child should become upset or misbehavior to allow the teacher to practice ignoring and praise the appropriate behavior.
Switch roles.
Video link-https://youtu.be/lt51pSj5MgY
15 minutes
Extra emphasis on what to do when a child asks a questions

Role play script
Scene one playing with Legos
• I played hockey last night.
• The other team cheated. (should not reflect this, it’s a negative statement)
• Do you like hockey?
• My sister is in 4th grade.
• I have lots of Lego sets at home.

Scene two: Switch roles
• My favorite is Lego friends.
• I have 4 sets.
• My brother broke one of them. (should not reflect this, it’s a negative statement)
• Are there any Lego guys?
• I really like guys.
15 minutes
Coach how to only imitate appropriate actions

Role Play Script
Child picks a toy. Role play a CDI session by imitating what the child is doing. At some point the child should throw a toy or misbehave. This allows the teacher to practice ignoring and imitate appropriate play once the child resumes appropriate play.
Switch roles.
Video link: https://youtu.be/lfOPp4ZFmNQ
15 minutes

Role play Scenario
Child picks a toy from CDI bin and begins playing. The teacher should describe the appropriate action of the child. The child should become slightly upset or misbehave to allow the teacher to practice and describe only positive appropriate behavior. Switch roles.
ENTHUSIASM

- Be in the moment
- Be genuine
- Enjoy!

5 minutes
COACHING MODEL

- Coaches will observe 3 CDI sessions and coach using the microphone and earpiece to reinforce your pride skills
- Use your coach for questions and concerns...they are there for you
- Use teammates for support
WHAT SPECIFIC BEHAVIORS FROM STUDENTS HINDER YOUR TEACHING?

1. Write down behaviors on a post-it
2. Each group will share post-its

Take 5 minutes for each group to write down behaviors on a post-it
Take 5-10 minutes to talk about about behaviors with each group presenting their post-its
20-30 minutes to talk about data—in your group brainstorm and create a data system that works for you.
TCIT-LITE IMPLEMENTATION
COACHING- 3 SESSIONS

CDI session
- Approximately 5 minutes
- 3 times per week
- 6 weeks
- Barriers?
- Solution!

Praise
- Choose learning blocks that will work best
- Label positive praise "catch" the student being appropriate

Post data
- Take data on the same behavior 6 weeks after individual CDI sessions.
- Continue or decrease CDI sessions based on data analysis
<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
<th>Rationale</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAISE</td>
<td>Making positive statements about the child’s behavior. Most effective when</td>
<td>Increases specified behavior.</td>
<td>“Terrific” (Unlabeled praise)</td>
</tr>
<tr>
<td>appropriate</td>
<td>Labeled (specific), but can also be Unlabeled (non specific).</td>
<td>Contributes to warn interaction.</td>
<td>“I’m proud of you for being polite” (labeled praise)</td>
</tr>
<tr>
<td>behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REFLECT</td>
<td>Repeating or paraphrasing child’s statement(s).</td>
<td>Demonstrates listening/understanding. Reinforces speech.</td>
<td>Child: “I made a star”</td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
<td></td>
<td>Adult: ”You made a star.”</td>
</tr>
<tr>
<td>speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMITATE</td>
<td>Doing the same thing as the child.</td>
<td>Give positive attention to good behavior. Promotes cooperation</td>
<td>Child is building a tower.</td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
<td></td>
<td>Adult begins to stack blocks.</td>
</tr>
<tr>
<td>behavior/play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DESCRIBE</td>
<td>Stating specifically what the child is doing.</td>
<td>Communicates interest in and reinforces child’s prosocial play.</td>
<td>“I see you drew a smiley face!”</td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
<td>Hold’s child’s attention.</td>
<td>“We are building a house.”</td>
</tr>
<tr>
<td>behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE</td>
<td>Tone and body language demonstrate excitement.</td>
<td>Increases warmth of interaction. Keeps the child interested.</td>
<td>Voice is playful with lots of inflection. Frequent smiles.</td>
</tr>
<tr>
<td>ENTHUSIATIC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Garbacz, Lyon, Budd 2009 (p. 264)

TCIT-Lite Coding Sheet

Teacher Name:___________________________Coaches Name:________________

Student:_________________________________Date:_____________Time:_________

<table>
<thead>
<tr>
<th>PRIDE Skills</th>
<th>Occurrences (Tally)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Descriptions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Action Verbs: moving, looking, writing, holding, pushing, sitting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(shortened, Exact, Extended, Elaborated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Labeled Praise</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Thank you FOR, I like it WHEN, Great idea, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unlabeled Praise</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Lack a “for what”-good job, awesome, perfect)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(giving child undivided attention)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Directed Interaction (CDI) Toy Box Ideas

- Legos
- Playdough
- Coloring Materials
- Matchbox cars
- Tinkertoys
- Magnetic blocks
- Lincoln Logs
- Mr. Potato Head
- Dollhouse with small people
  - Bristle Blocks
- Toy Garage with cars
- Waffle Blocks
- School bus with riders
  - Erector set
- Toy Farm with animals
- Magnetic picture board

Toys to AVOID:

**Ones that encourage rough play**
(balls, bats, boxing gloves, punching bags)

**Ones that lead to aggressive play**
(toy guns, toy swords, toy cowboys and Indians, superhero figures)

**Ones that could get out of hand and require limit-setting**
(art projects and painting)

**Ones that have pre-set rules**
(board games, card games)

**One that discourage conversation**
Presentation Survey

Available online: https://goo.gl/forms/GyCsO31t0pesnPdj1
3. What aspects of TCIT lite were most helpful for you?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Comments

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Bibliography


Video Release Form

I hereby grant Jill Bradford permission to use my daughter, Brooke Roberts, in videos submitted for her Capstone Project to Hamline University.

Name (print full name) William Roberts
Signature William
Date 8-10-17

Parent's Signature (if grantor is under 18)

Date

Address

Telephone