PCIT/PCAT in Action: Strengthen the Parent-Child Relationship and Reduce Problematic Behaviors

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Introductions

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- Emma Girard, PsyD
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  - PCIT Trainer of Trainers

- Christina Moran, PsyD
  - Home Start Inc., San Diego
  - PCIT Trainer and Therapist
Objectives

1. Learn about key concepts and benefits of PCIT/PCAT

2. Practice PRIDE skills & understand the impact of special playtime

3. Learn target population and referral sources for PCIT/PCAT
What is PCIT/PCAT?

Parent-Child Interaction Therapy
Parent-Child Attunement Therapy

• Created by Sheila Eyberg, PhD & Cheryl McNeil, PhD

• Evidence based practice with over 30 years research

• Combines play therapy, family systems & cognitive behavioral approaches
What is PCIT/PCAT?

• Caregiver and child together live in session
  Caregiver - Birth parent, Kin, Foster, Adoptive

• Coach caregiver with a ‘bug-in-the-ear’ from a one-way mirror

• Two components of treatment focusing on relationship enhancement and behavior management
  Average Duration: 12-20 weekly sessions
Who is it for?

- **PCIT** – Ages 2-7 years
- **PCAT** – Ages 9-24 months
- Children exhibiting *disruptive, oppositional, defiant behaviors*
- Families where there is risk of abuse and/or a need to strengthen attachment
What PCIT/PCAT Does

• Decreases child behavior problems

• Improves parenting skills

• Enhances the quality of the relationship between parent and child

• Decreases abuse potential

• Decreases issues related to child mental health
PCIT Overview

- Child Directed Interaction (CDI) – 6-10wks
  *Relationship Enhancement, PRIDE*

- Parent Directed Interaction (PDI) – 6-10wks
  *Compliance Strategies, BE DIRECT*

- Graduation based on outcome data
Special Playtime

• Done during most PCIT sessions

• Done at least 5 minutes per day as homework
Structure of 50-Minute PCIT Coaching Session

- **Check in (discuss homework)**: 10 minutes
- **DPICS Coding**: 10 minutes
- **Coaching**: 30 minutes
- **Review of Session**: 5 minutes
- **Document Session**: 5 minutes


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Child Directed Interaction (CDI) Relationship Enhancement

PRIDE
Praise
Reflection
Imitation
Description
Enjoyment
Praise Behaviors You Want

• Causes positive behaviors to increase
• Lets child know what you like
• Increases child's self-esteem
• Adds to warmth in relationship
• Both caregiver & child feel good!
Praise

Labeled Praise
• Specific acknowledgement of positive attribute
  • You’re very good at drawing.
  • I like how you’re sitting in your chair!
  • You’re listening very well.

Unlabeled Praise
• General acknowledgement of positive attribute
  • Great!
  • Good Job!
  • That’s wonderful!
Reflect Appropriate Talk

• Doesn't control the conversation
• Shows child you're really listening
• Demonstrates acceptance and understanding
• Increases verbal communication
• Improves child’s speech
Reflection

Examples

• Child: I made a star.
  Caregiver: Yes, you made a star.

• Child: The camel got bumps
  Caregiver: It has two humps on its back

• Child: Dis lello hair.
  Caregiver: That is yellow hair.
Imitate/Model Appropriate Behavior

- Lets child take responsibility for their own actions
- Approves child's choice of activity
- Shows child you are interested and involved
- Teaches child how to interact with others (ex: taking turns)
- Tends to increase child's imitation of what you do

Imitation

Examples

• Child: I’m coloring it red.

• Caregiver: I’ll use a red crayon too. I’m holding mine like this.

• Child: I’m making a tower.

• Caregiver: How fun! I’m going to make a tower too.
Describe Appropriate Behaviors

- Lets child lead activity
- Shows child you’re interested
- Teaches concepts/organization
- Models speech
- Increases child’s attention to task
Description

Examples

• “You’re building a tall tower”
• “You’re drawing a smiling face”
• “You’re sitting in your chair”
Show Enjoyment

- Demonstrates interest
- Models positive emotion
- Strengthens the relationship
- Helps the child to focus on the positive
Enjoyment

Examples

- “WOW!”
- “That’s super”
- High five, clapping, pat on the back
Coding Exercise

• Work with your team
• Code each verbalization with one of the following:
  • Labeled Praise
  • Reflection
  • Behavior Description
Avoid Questions

- Doesn’t allow the child to lead
- Requires an answer
- May trigger an oppositional response

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Avoid Questions

Examples

• “What color is this?”
• “That’s a blue one, right?”
• “Are you having fun?”
Avoid Commands

• Doesn’t allow the child to lead
• May cause unpleasantness
• Child obedience will be taught later
Avoid Commands

Examples

• Indirect
  • “Will you hand me the paper?”
  • “Let’s build a castle”

• Direct
  • “Hand me the paper”
  • “Please tie your shoe”
Avoid Critical Statements

• Doesn’t work to decrease bad behaviors
• Often increases the criticized behavior
• May lower the child’s self-esteem
• Creates an unpleasant interaction

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Avoid Critical Statements

Examples

- “You’re being naughty.”
- “I don’t like it when you talk back.”
- “No, honey, that’s not right.”
- “That design is ugly.”
Selective Attention

Rule

Ignore inappropriate behavior unless dangerous/destructive

Reason

• Avoids increasing bad behavior
• Decreases mild/irritating behaviors
• Helps child notice difference between caregiver’s responses to positive and negative behavior
Selective Attention

Example

Child: *Sasses caregiver and behavior of picking up object as directed*

Caregiver: *Ignores sass, praises picking up*
Selective Attention

Silence
Redirect
Turn your eyes, face, back
Walk Away

• Avoid looking at child, smiling, frowning, etc...
• Be silent
• Ignore every time
• Expect behavior to increase at first
Selective Attention Process

1. Prompt – Caregiver makes statement describing desired behaviors rather than what not to do.

   • Instead of “Tony, stop talking out of turn”, caregiver waits until child stops talking and then states, “Tony is quiet & taking turns so now I can talk to him”

   • Instead of “Janie, stop yelling!”, caregiver calmly states, “When Janie is using her quiet voice, then I can listen.”
Selective Attention Process

2. After child complies, caregiver gives child a labeled praise
   • “Tony, thank you for waiting your turn to speak. Now I can listen to what you want to say.”

Prompt > Comply > Praise!!
PCIT Mastery Criteria
Coded During 5 minutes DPICS

10-10-10

• 10 labeled praises
• 10 behavioral descriptions
• 10 reflections

• 3 or less critical statements, commands, or Q’s
• Ignore all negative attention-seeking behaviors
Coding Activity

• Role-play
• Have cooperative child to learn skills
• Remember the “Don’t Skills”
• See live coaching in action
PCIT Research For Children Experiencing Behavior Problems

• High consumer satisfaction with process and outcome

• Maintenance of treatment gains at six and twelve months

• Generalization to untreated siblings

• Generalization to home and school
Referral Sources

Local

• First 5 Commission for providers in your area

Internet

• pcit.org
  • PCIT trainers across the USA
  • PCIT research articles

• pcit.ucdavis.edu
  • PCIT providers across the USA
  • Web course with free information on PCIT
Adaptations to PCIT

- **PCAT**: Parent-Child Attunement Therapy
  - Infants/toddlers 9-24 months old

- **PCIT-BDI**: Parent-Child Interaction Therapy with Bravery Directed Interaction
  - Children 2-7 with separation anxiety, fears

- **TCIT**: Teacher-Child Interaction Training
  - Schools/daycare settings
Thank you for your time, interest and attention!

Questions and Comments

(PRIDE skills encouraged!)