

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

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Introductions

- Laura Christofferson, LCSW, RPT
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 - PCIT Trainer and Therapist
- Emma Girard, PsyD
 - Riverside County DMH
 - 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
1. 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

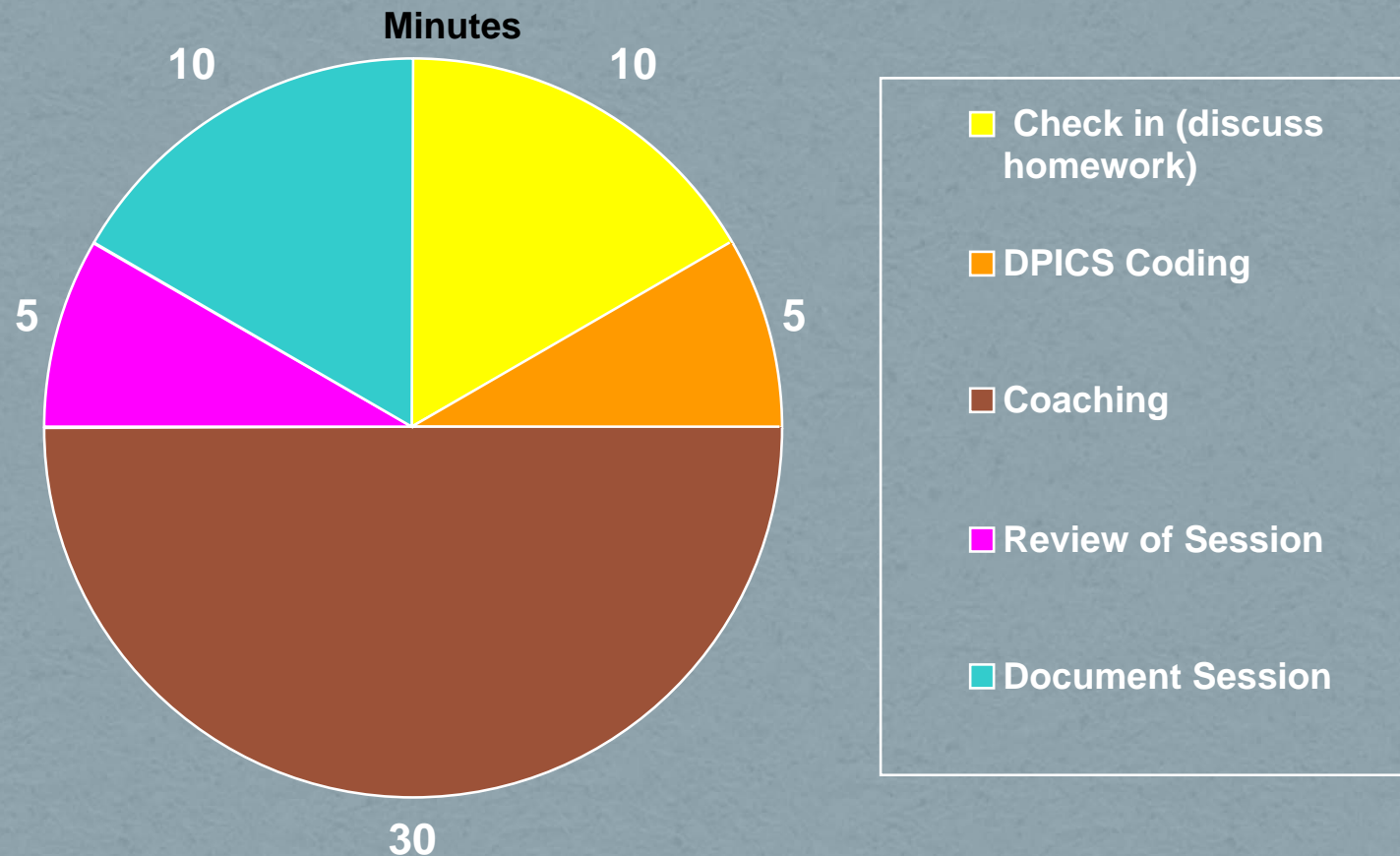
- Child Directed Interaction (CDI) – 6-10wks
Relationship Enhancement, PRIDE
- Parent Directed Interaction (PDI) – 6-10wks
Compliance Strategies, BE DIRECT
- Graduation based on outcome data

Special Playtime

- Done during most PCIT sessions
- Done at least 5 minutes per day as homework



Structure of 50-Minute PCIT Coaching Session



Taken from: Herschell, A.D., Calzada, E.J., Eyberg, S.M., & McNeil, C.B. (in press). Clinical issues in Parent-Child Interaction Therapy. Cognitive & Behavioral Practice.

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 **E**njoyment

- 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

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

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!)