

# PARENT-CHILD INTERACTION THERAPY

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\*A special thanks to PCIT International for some of the content on the following slides.

# Disruptive Behavior Disorders

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- Most common referral reason
- Affects as many as 16% of children
- Associated with pervasive impairment
- Stable over time
- Very costly to society
  - ▣ > asthma, diabetes, or epilepsy
- Strongest risk factor for delinquent behavior

# Parent-Child Interaction Therapy

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- Effective Treatment
- Parent-Child Interaction Therapy
  - ▣ Developed by Sheila M. Eyeberg, Ph.D. in 1970s
    - Originally developed for children with disruptive behavior disorders and their families
      - Modified for use with a range of populations
    - Children between the ages of 2 and 7 (or 6)
  - ▣ Established as an empirically supported treatment
    - Highest level of support for efficacy
    - Evaluated at multiple sites with rigorous methodology

# PCIT Distinguishing Features

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- ❑ Parent and child together
- ❑ Theoretically grounded
- ❑ Focus on interaction patterns
- ❑ Active skills training
- ❑ Performance based (not time-limited)
- ❑ Empirically supported
- ❑ Assessment driven



# Theoretical Basis of PCIT

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- ▣ Baumrind's parenting styles
  - Authoritarian (low warmth, high control)
  - Permissive (high warmth, low control)
  - **Authoritative (high warmth, high control)**
- ▣ Social Learning Theory (Bandura)
  - Modeling and influences on modeling
- ▣ Attachment Theory (Bowlby)
  - Attachment and parent-child interaction
- ▣ Behavior Modification (Skinner)
  - Reinforcement; punishment
- ▣ Systems-based family therapy (Minuchin)
  - Restructuring hierarchy



# A Theoretical Definition of PCIT

## Social Learning Theory

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- PCIT reverses the coercive downward cycle of
  - ▣ Negative child behavior
  - ▣ Overly harsh discipline
    - Developed through reciprocal punishment and negative reinforcement
  
- PCIT creates an upward positive spiral of
  - ▣ Approving and consistent parent behaviors
  - ▣ Positive child responses
    - Developed through reciprocal positive reinforcement

# *Child-Directed Interaction*

# CDI

Parent follow the child's lead

- Play therapy skills
- Positive attention skills
- Differential attention

Attachment phase

Foundation phase

# *Parent-Directed Interaction*

# PDI

Parent leads the child

- Clear communication
- Consistency
- Reasoning skills

Discipline phase

# Structure of CDI and PDI Phases

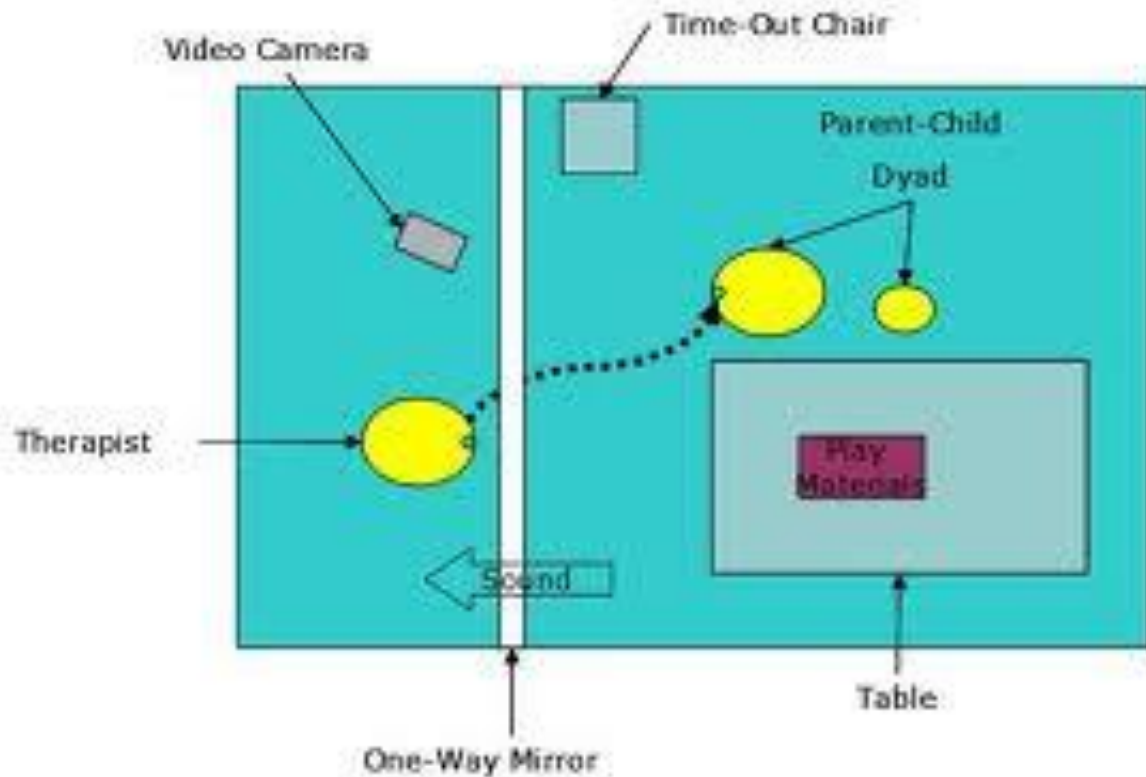
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- Each phase begins with a “Teach Session”
  - ▣ Explaining each skill to parents
  - ▣ Modeling the skills
  - ▣ Role-playing the interaction
- Each phase continues with “Coach Sessions”
  - ▣ Reviewing homework practice
  - ▣ Coding a 5-min interaction
  - ▣ Coaching parent with child – 30 min
  - ▣ Reviewing graph of skills progress



# Parent and child dyad in treatment

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# Coaching

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# ASSESSMENT AND OUTCOMES IN PCIT



# Measuring Process and Outcome in Parent-Child Interaction Therapy

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- Parent and child together
- Theoretically grounded
- Emphasis on restructuring interaction patterns
- Assessment-driven
- Not time-limited
- Empirically supported

# PCIT is Assessment Driven

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- Assessment
  - ▣ Tells us where to start
  - ▣ Guides course of each session
  - ▣ Guides progress through phases
  - ▣ Tells us when to end
  - ▣ Shows overall outcome
  - ▣ Shows where change needed

# Treatment Completion Criteria

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- Parent skills at mastery level
- Child behavior rated in normal range
- Parent confident in child management

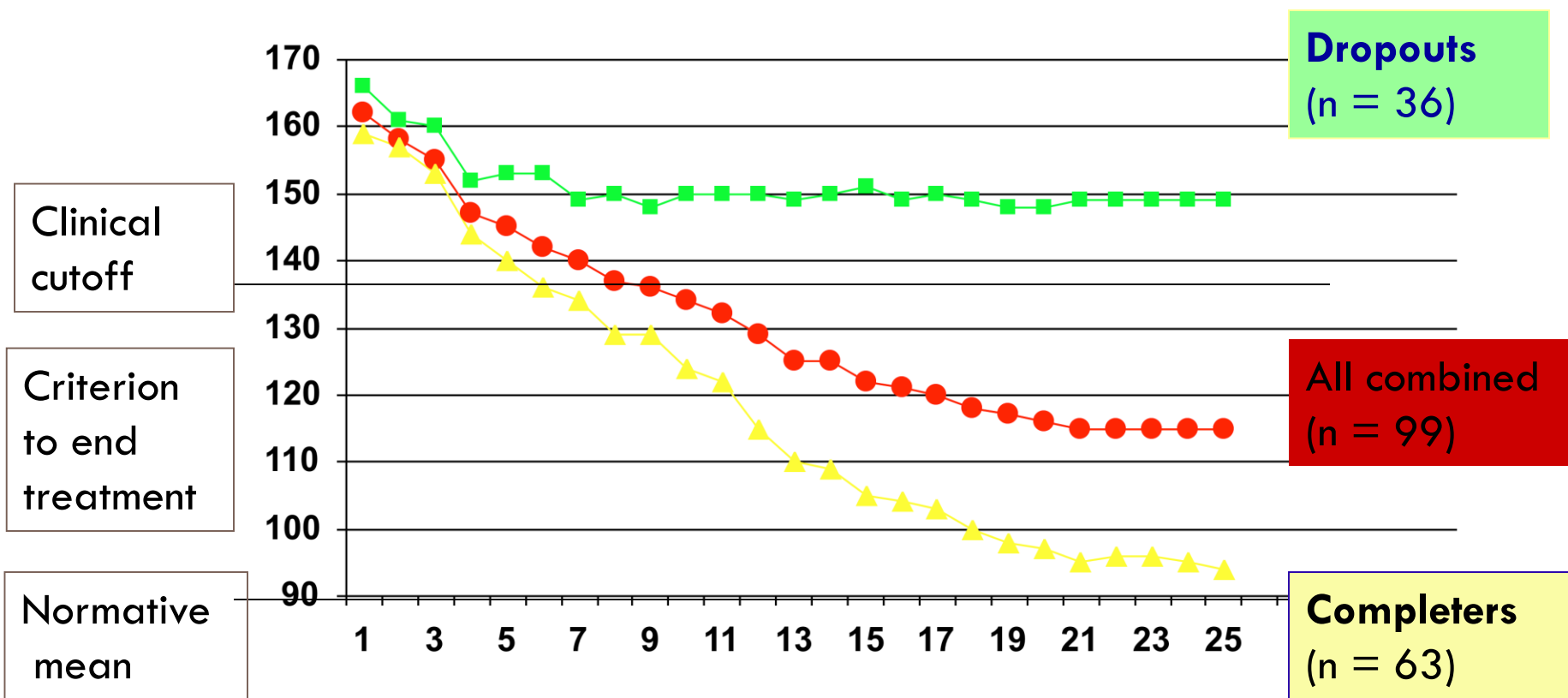
Completion = Success

# ECBI

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- Provides pre-treatment overview of child's disruptive behavior outside the clinic setting
- Provides a measure of parents distress regarding child behavior
- Provides feedback regarding therapy process
- Provides guidance for assessing progress of therapy

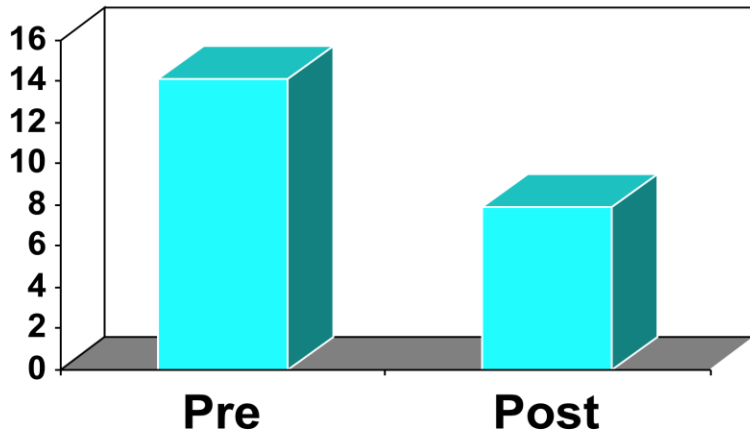
# Eyberg Child Behavior Inventory Weekly Intensity Score



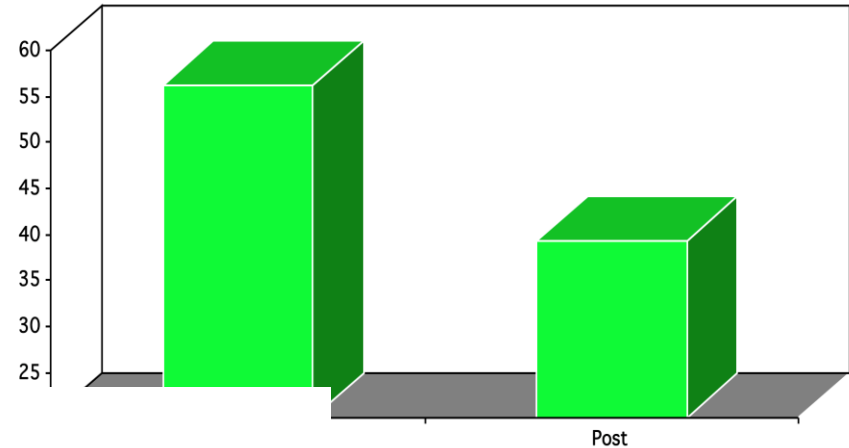


# Parent Self-Report Measures

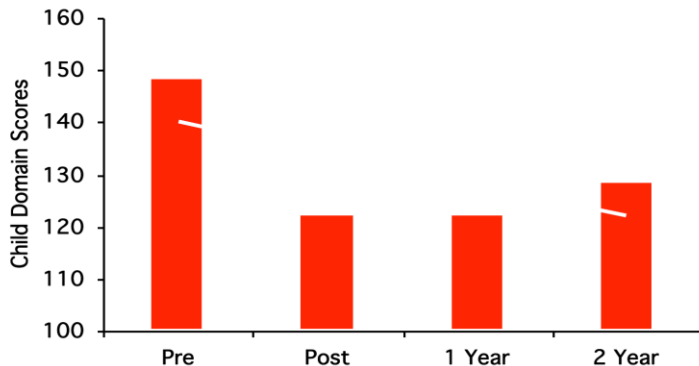
■ Beck Depression Scale



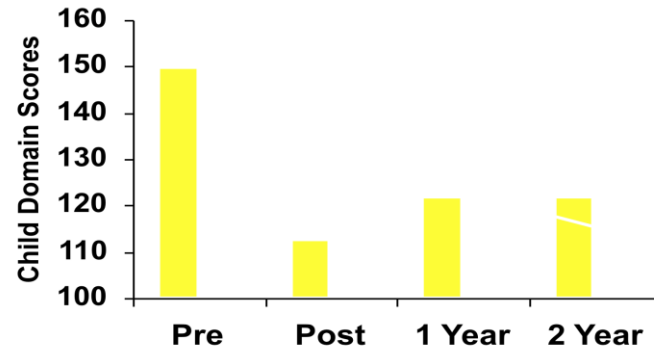
■ Parent Daily Hassles Intensity Scale



■ PSI Parent Domain 2-year Effect Size = .70



■ PSI Child Domain 2-year Effect Size = 1.71



# *Child-Directed Interaction*

# CDI

Parent follow the child's lead

- Play therapy skills
- Positive attention skills
- Differential attention

Attachment phase

Foundation phase

# *Parent-Directed Interaction*

# PDI

Parent leads the child

- Clear communication
- Consistency
- Reasoning skills

Discipline phase

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## CDI: The Basic Rule

Follow the Child's Lead



# CDI: The DON'T Rules

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## **NO COMMANDS!**

Direct: Sit here

Indirect: Would you like to sit here?

- ◆ Commands attempt to lead
- ◆ Risk negative interaction
- ◆ When should you give commands?

# CDI: The DON'T Rules

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## **No Questions**

Questions ask for an answer

- ◆ Often hidden commands
- ◆ Take lead from the child
- ◆ Can suggest disapproval – are you sure...
- ◆ Can suggest not listening
- ◆ Rapid fire suggest you are not interested in an answer

# CDI: The DON'T Rules

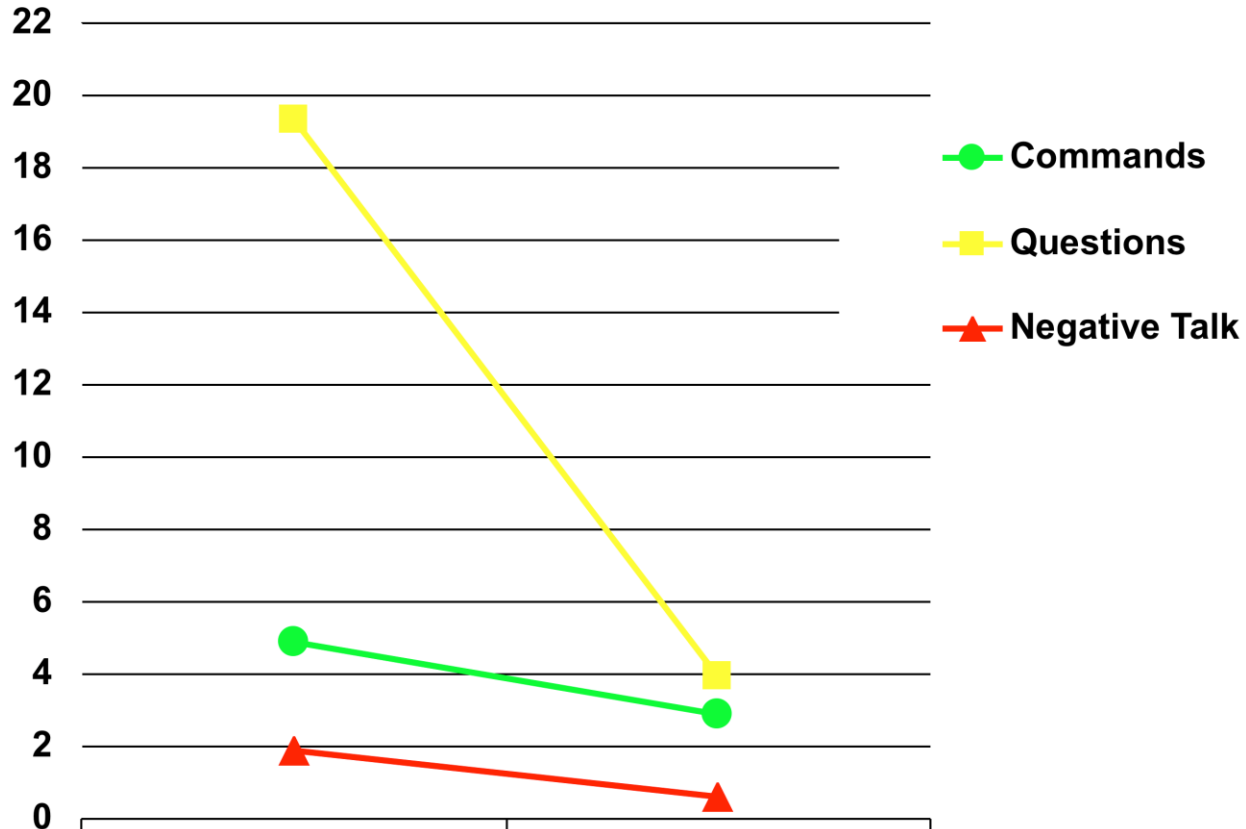
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## No Criticism

- ◆ Examples:
  - ◆ You're a bad girl
  - ◆ That doesn't go that way
  - ◆ No...Don't...Stop...Quit
- ◆ Points out mistakes rather than correcting them
  - ◆ "That's wrong" is a criticism
  - ◆ "It goes like this" allows correction without criticism
- ◆ Lowers self-esteem
- ◆ Creates unpleasant interaction



# Mothers' Changes in the Don't Skills During CDI (n=100)



	Pre	Post
Commands	4.89	2.89
Questions	19.31	3.97
Negative Talk	1.9	0.63

# CDI: The DO Rules

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- **Praise**
- **Reflect**
- **Imitate**
- **Describe**
- **Enjoy**





# PRAISE – Positive Reinforcement

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- **Unlabeled** praise is nonspecific
  - Good!
  - That's great
- **Labeled** praise identifies specific behavior
  - Thank you for sharing that toy with a friend!
- Increases the behavior it follows
- Increases child's self-esteem
- Increases positive feeling between parent & child

# REFLECTION

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## □ Repeating or paraphrasing

Child: “Mom, doggy has black nose”

Parent: “Yes, the dog’s nose is black!”

- ◆ Allows the child to lead the conversation
- ◆ Shows that parent/teacher is listening
- ◆ Shows that parent/teacher understands
- ◆ Improves and increases child’s speech
- ◆ Establishes a conversational partner
- ◆ Increases verbal communication

# IMITATION

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- Doing the same thing the child is doing
  - Allows the child to lead
  - Teaches parent how to “play”
  - Shows approval of child’s activity
  - Teaches child how to play with others
    - Sharing
    - Taking turns

# DESCRIPTION

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- Describing exactly what the child is doing – utilized for positive behavior
  - ▣ “You are drawing a sun”
- Allows the child to lead
- Shows parent is attending and listening
- Shows approval of child’s activity
- Teaches vocabulary and concepts
- Holds child’s attention to the task

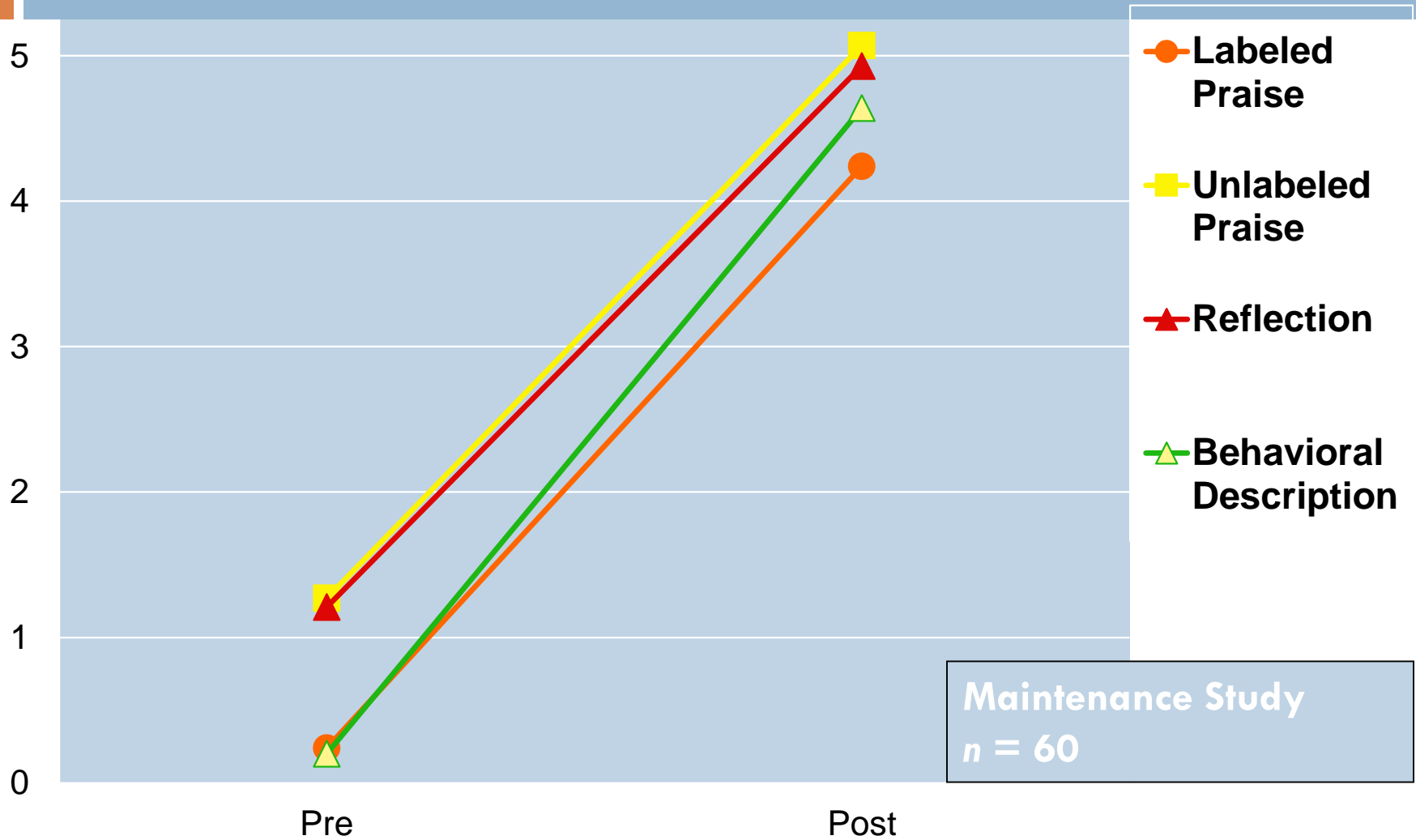
# ENJOYMENT

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- Show you are enjoying the play through
  - ▣ Physical positives
  - ▣ Tone of voice
    - “That is so nice to share with me!”
- ◆ Increases warmth of interaction
- ◆ Both parent and child have more fun



# Mothers' Changes in the PRIDE Skills During CLP



# Example of CDI

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Module 6, slide 15

# Children LOVE CDI

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- BUT...
  - ▣ Sometimes they misbehave
  
- Parent can either:
  - ▣ Ignore
  - ▣ Stop the play





# Ignoring

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- What to ignore?
  - ▣ Inappropriate attention-seeking behaviors
    - Whining
    - Sassiness
    - Crying for no reason
  - ▣ BUT...
    - Ignored behavior gets worse before it gets better
    - Parent **MUST** follow through with ignoring
    - Should only ignore if they can continue through the worst of it!

# Stopping the Play

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- What stops the play?
  - ▣ Aggressive and/or destructive behaviors
    - Hitting
    - Kicking
    - Biting
  - ▣ Try to re-initiate special play time later



# CDI Mastery Criteria

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In FIVE minutes of coding...

- 10 Behavioral Descriptions
- 10 Reflections
- 10 Labeled Praises

AND

- ◆ 3 or less TOTAL
  - ◆ Questions
  - ◆ Commands
  - ◆ Criticisms



# Child Directed Interaction

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## DO!

Praise

Reflect

Imitate

Describe

Enthusiasm/Enjoy

## DON'T

Give Commands

Ask Questions

Criticize

*Ignore*

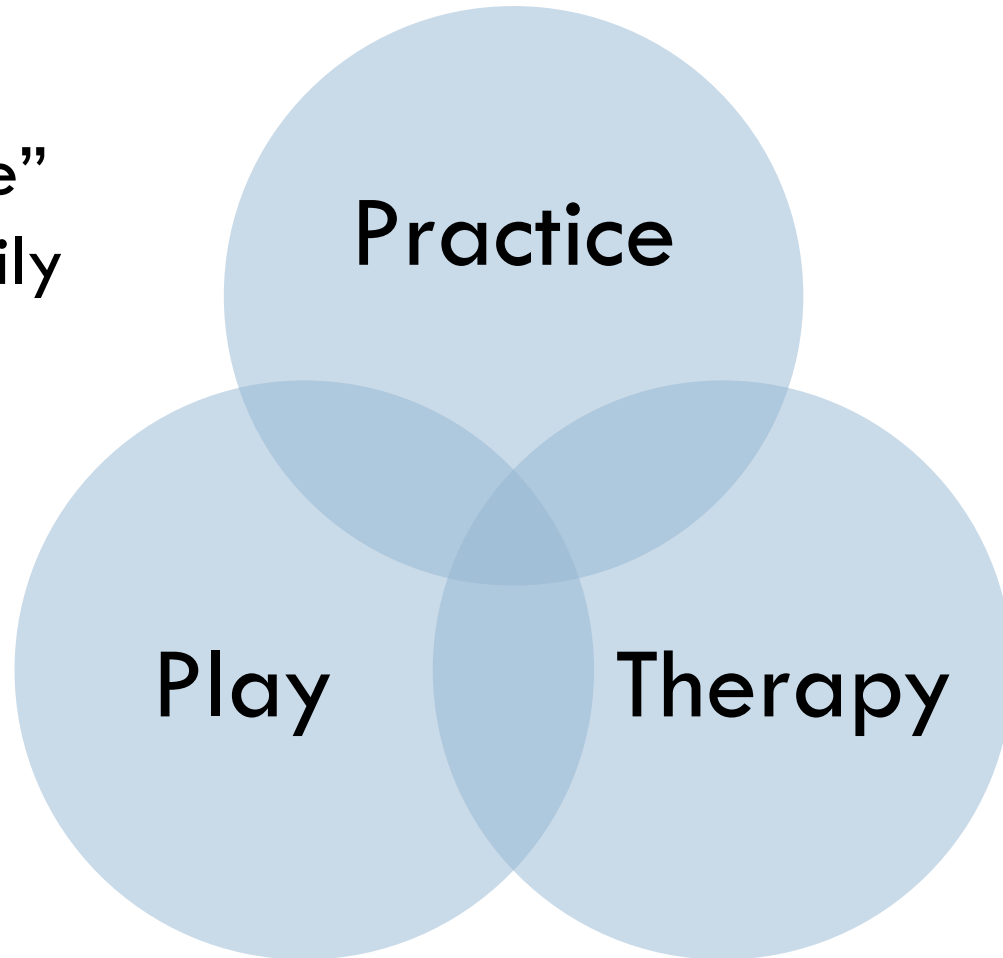
inappropriate/attention-seeking behavior

*Stop the play* for aggressive or destructive behavior

# Homework

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“Special Time”  
5 minutes daily



# Parent-Directed Interaction (PDI)

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- PDI focuses on teaching effective discipline strategies
  - ▣ Effective commands
  - ▣ Discipline protocol
    - When the child does comply
    - When the child does not comply
- PDI Teach session
  - ▣ Parent(s) alone with therapist
  - ▣ Explain both rules and rationale
  - ▣ Use modeling and role-play



# Effective Commands

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- Increase the chances of compliance
- Direct (telling, not asking)
  - ▣ Makes it clear the child needs to do something
- Positive (what to DO, not what **not** to do)
  - ▣ Avoids criticism and makes desired behavior clear
- Single
  - ▣ Helps children remember
  - ▣ Helps parents praise each compliance
- Specific (very concrete & observable)
  - ▣ Helps child understand
  - ▣ Fairness – vague commands often are not understood



# PDI Session

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- Module 8, Slide 11 & 13



# Effective Commands

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- Age-appropriate (both language & ability)
  - ▣ Helps child understand, reduces frustration
- Polite and respectful (tone, wording)
  - ▣ Positive modeling, increases compliance to teachers, teaches child to obey without escalation to yelling
- Explained *before* given or *after* compliance
  - ▣ Reduces dawdling & distraction, increases listening
- Used only when really necessary
  - ▣ Reduces frustration, makes follow-through feasible, allows choice, teaches that DC's must be followed

# Let's Practice!

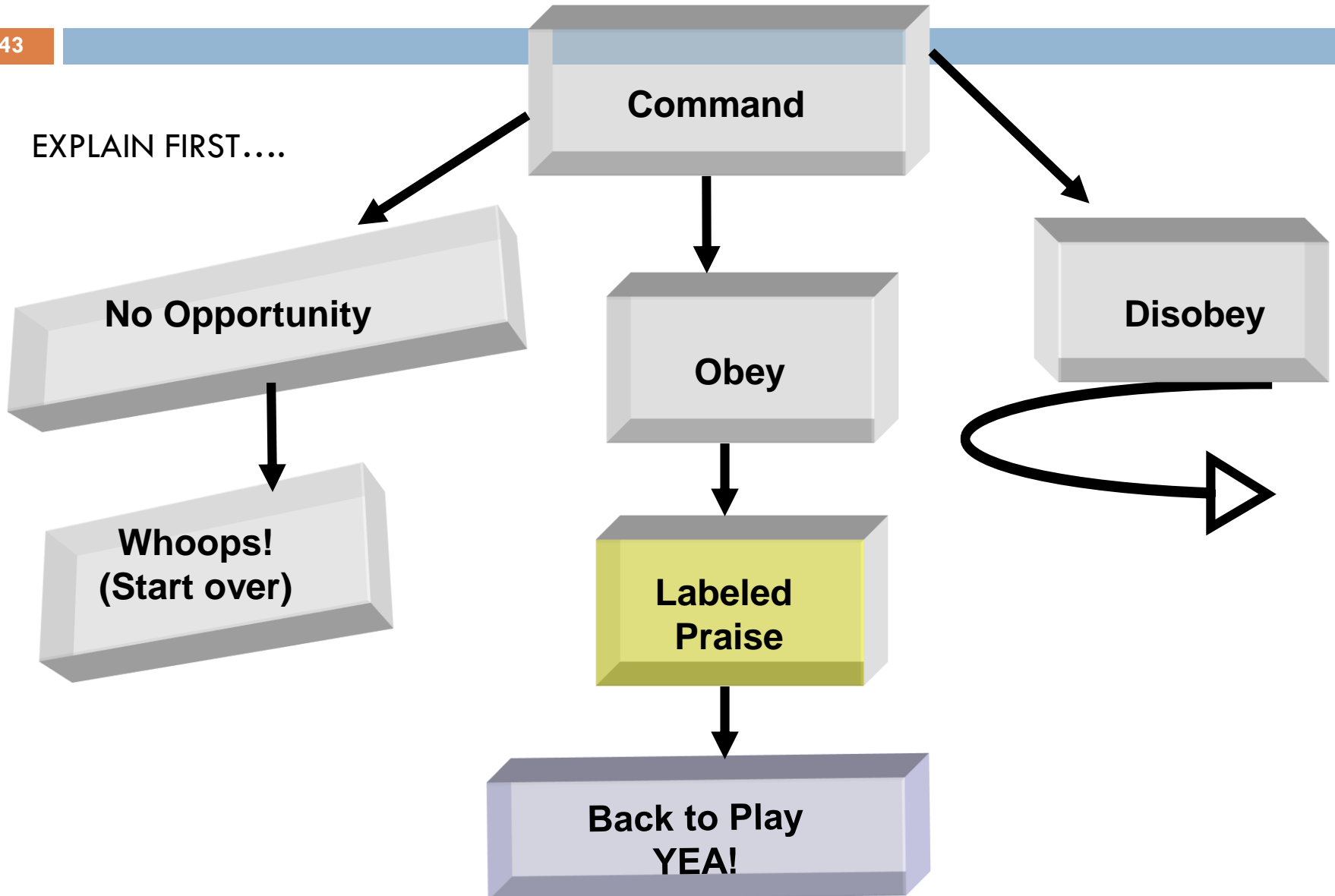
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- Can you pick up that block?
- Don't run around the room
- Get in your chair and tie your shoes.
- Be careful
- Let's put the blocks in the bucket



# The Command ...

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# Treatment Completion Criteria

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- Parent skills at mastery level
  - ▣ CDI = 10/10/10 & < 3 in 5 minutes
  - ▣ PDI 75% effective sequences
- Child behavior rated in normal range
- Parent confident in child management

Completion = Success

# Generalizations

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Teaching generalization of PCIT skills across behaviors, settings, and situations

- House rules
  - ▣ Generalizing PDI procedures to include standing commands
- Public behavior
  - ▣ Generalizing PCIT procedures for use in public places
- Sibling cooperation
  - ▣ Generalizing PCIT procedures during play/work with child and sibling together

# PCIT Graduation

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- Skills mastery
  - ▣ Parent's CDI skills at mastery level
  - ▣ Parent's PDI skills at mastery level
- Child's behavior rated within  $\frac{1}{2}$  SD of normative mean (114 or below on ECBI)
- Parents report confidence in use of PCIT skills to manage new problems



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