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

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

- 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

- 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

- 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

- 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

Parent follow the child’s lead
- Play therapy skills
- Positive attention skills
- Differential attention

Attachment phase

Foundation phase

Parent-Directed Interaction

Parent leads the child
- Clear communication
- Consistency
- Reasoning skills

Discipline phase
Structure of CDI and PDI Phases

- 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
Coaching
ASSESSMENT AND OUTCOMES IN PCIT
Measuring Process and Outcome in Parent-Child Interaction Therapy

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

- 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

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

Completion = Success
ECBI

- 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

Dropouts (n = 36)

Completers (n = 63)

All combined (n = 99)
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**

- Parent follow the child’s lead
  - Play therapy skills
  - Positive attention skills
  - Differential attention

**Attachment phase**

**Foundation phase**

**Parent-Directed Interaction**

- Parent leads the child
  - Clear communication
  - Consistency
  - Reasoning skills

**Discipline phase**
Follow the Child’s Lead
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

**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

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)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commands</strong></td>
<td>4.89</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>19.31</td>
<td>3.97</td>
</tr>
<tr>
<td><strong>Negative Talk</strong></td>
<td>1.9</td>
<td>0.63</td>
</tr>
</tbody>
</table>
CDI: The DO Rules

- Praise
- Reflect
- Imitate
- Describe
- Enjoy
PRAISE – Positive Reinforcement

- **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

- 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

- 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
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

- 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

Maintenance Study

$n = 60$
Example of CDI

Module 6, slide 15
Children LOVE CDI

- BUT...
  - Sometimes they misbehave

- Parent can either:
  - Ignore
  - Stop the play
Ignoring

- What to ignore?
  - Inappropriate attention-seeking behaviors
    - Whining
    - Sassing
    - 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

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

In FIVE minutes of coding...
- 10 Behavioral Descriptions
- 10 Reflections
- 10 Labeled Praises

AND
- 3 or less TOTAL
  - Questions
  - Commands
  - Criticisms
## Child Directed Interaction

<table>
<thead>
<tr>
<th><strong>DO!</strong></th>
<th><strong>DON’T</strong></th>
</tr>
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<tbody>
<tr>
<td>Praise</td>
<td>Give Commands</td>
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<tr>
<td>Reflect</td>
<td>Ask Questions</td>
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<tr>
<td>Imitate</td>
<td>Criticize</td>
</tr>
<tr>
<td>Describe</td>
<td><strong>Ignore</strong> inappropriate/attention-seeking behavior</td>
</tr>
<tr>
<td>Enthusiasm/Enjoy</td>
<td><strong>Stop the play</strong> for aggressive or destructive behavior</td>
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Homework

“Special Time”
5 minutes daily
Parent-Directed Interaction (PDI)

- 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

- 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

- Module 8, Slide 11 & 13
Effective Commands

- 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!

- 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 ...

EXPLAIN FIRST....

Command

Obey

Labeled Praise

Back to Play YEA!

Disobey

No Opportunity

Whoops! (Start over)
Treatment Completion Criteria

- 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

- **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

- 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
http://pcit.ucdavis.edu/pcit-web-course/

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