



**“What Is PCIT?”**  
**Transforming Family Dynamic and Young**  
**Children’s Behavioral Challenges with**  
**Parent Child Interaction Therapy**

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# Who is our audience?

- 
- ▶ What effective services are currently available for families whose children have disruptive behaviors?



# Parent Child Interaction Therapy

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PCIT is now one of the prominent evidence-based practices (EBPs) and empirically supported treatments (ESTs) world-wide for young children with disruptive behavior problems.



# S U C C E S S

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Because you too can own this face of pure accomplishment



# Play Time

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# Target Population

PCIT

# PCIT Target Population

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- ✓ Ages 2 – 7 years
- ✓ Primary or secondary disruptive behaviors
- ✓ Receptive language @ 2yo  
(able to understand simple commands)
- ✓ Parent with IQ above 75  
(equivalent to high school diploma)
- ✓ ECBI (parent report of behavior)  
Intensity Raw Score  $\geq$  131
- ✓ Therapist fluent in family's primary language

# Eyberg Child Behavior Inventory

**ECBI™ Eyberg Child Behavior Inventory™**  
Parent Rating Form by Sheila Eyberg, PhD

Your Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Child's Name \_\_\_\_\_ Child's Gender \_\_\_\_\_ Child's Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

**Directions:** Below are a series of phrases that describe children's behavior. Please (1) circle the number describing **how often** the behavior **currently** occurs with your child, and (2) circle either "yes" or "no" to indicate whether the behavior is **currently a problem for you**.

For example, if seldom, you would circle the 2 in response to the following statement:

	Never	Seldom	Sometimes	Often	Always	Is this a problem for you?
1. Refuses to eat vegetables	1	2	3	4	5	6 7 YES NO

Circle only one response for each statement, and respond to all statements. **DO NOT ERASE!** If you need to change an answer, make an "X" through the incorrect answer and circle the correct response. For example:

	Never	Seldom	Sometimes	Often	Always	Is this a problem for you?
1. Refuses to eat vegetables	1	2	X	4	5	6 7 YES NO

	How often does this occur with your child?							Is this a problem for you?	
	Never	Seldom	Sometimes	Often	Always	YES	NO	YES	NO
1. Dawdles in getting dressed	1	2	3	4	5	6	7	YES	NO
2. Dawdles or lingers at mealtime	1	2	3	4	5	6	7	YES	NO
3. Has poor table manners	1	2	3	4	5	6	7	YES	NO
4. Refuses to eat food presented	1	2	3	4	5	6	7	YES	NO
5. Refuses to do chores when asked	1	2	3	4	5	6	7	YES	NO
6. Slow in getting ready for bed	1	2	3	4	5	6	7	YES	NO
7. Refuses to go to bed on time	1	2	3	4	5	6	7	YES	NO
8. Does not obey house rules on own	1	2	3	4	5	6	7	YES	NO
9. Refuses to obey until threatened with punishment	1	2	3	4	5	6	7	YES	NO
10. Acts defiant when told to do something	1	2	3	4	5	6	7	YES	NO
11. Argues with parents about rules	1	2	3	4	5	6	7	YES	NO
12. Gets angry when doesn't get own way	1	2	3	4	5	6	7	YES	NO
13. Has temper tantrums	1	2	3	4	5	6	7	YES	NO
14. Sasses adults	1	2	3	4	5	6	7	YES	NO
15. Whines	1	2	3	4	5	6	7	YES	NO

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**OVER →**

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# Disruptive Behavior Disorders

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- **Most common referral reason**
- **Affect as many as 16% of children**
- **Associated with pervasive impairment**
- **Very costly to society**
  - More costly than asthma, diabetes, or epilepsy
- **Strongest risk factor for delinquent behavior**



# Typical referral

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- Presenting concerns:
  - ▶ Temper tantrums
  - ▶ Doesn't listen or has difficulty following instructions
  - ▶ Aggressive behaviors at home or school
  - ▶ Preschool having difficulty managing behaviors
- Parents seeking help in managing their child's behavior problems at home and in public
- Parents able to attend weekly 60-minute sessions



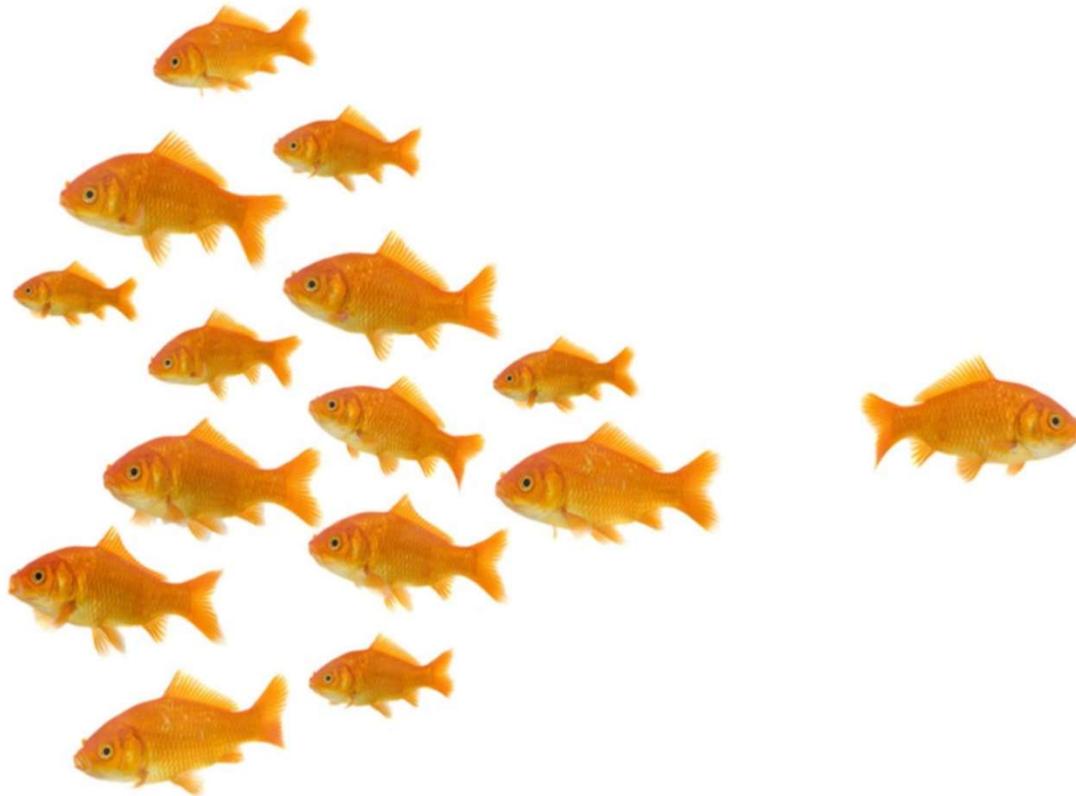
# Who provides this service?

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- ▶ Master's level or clinician with SW or Counseling
- ▶ Doctoral Level in psychology
- ▶ Training by PCIT International approved training
- ▶ 40 hour training
- ▶ Consultation calls/supervision for at least a year

# What makes PCIT unique

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## AMONG PARENT TRAINING PROGRAMS?

# PCIT

## Balances Two Factors...

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### 1. Positive Interaction with the Child

Praise

Reflect

Imitate

Describe

Enjoy

### 2. Consistent Limit Setting

Consistency

Predictability

Follow-Through



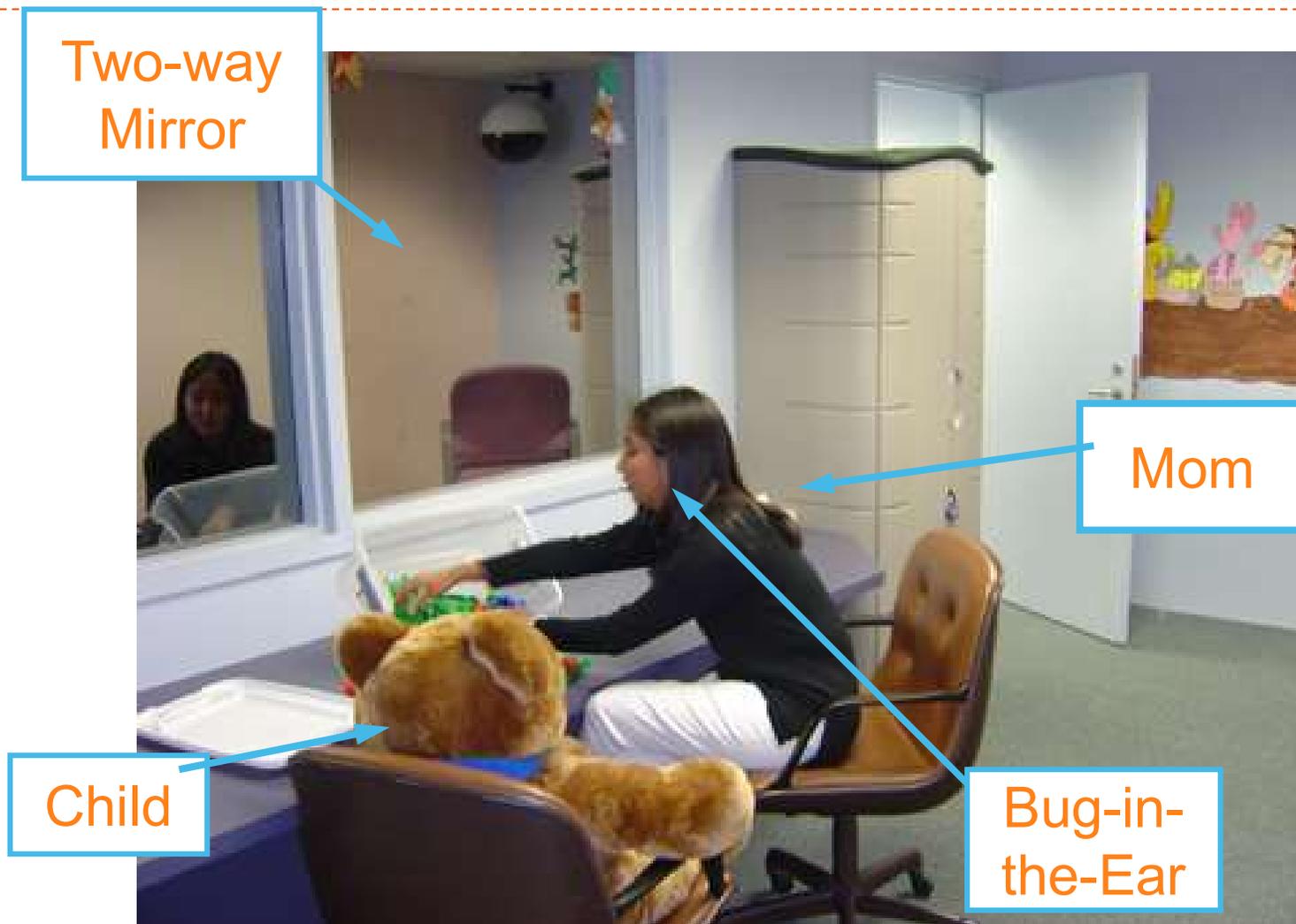


# COACHING



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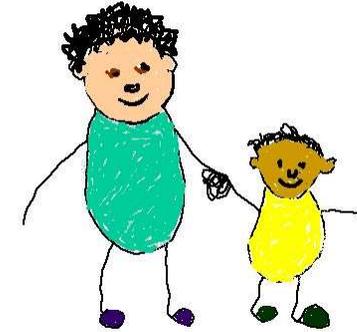
# PCIT: Coaching



# PCIT: Coaching

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# RESTRUCTURING INTERACTIONS



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# Duration of Treatment

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- Treatment continues until family meets graduation criteria
- Average 12-16 weeks, could be shorter or longer



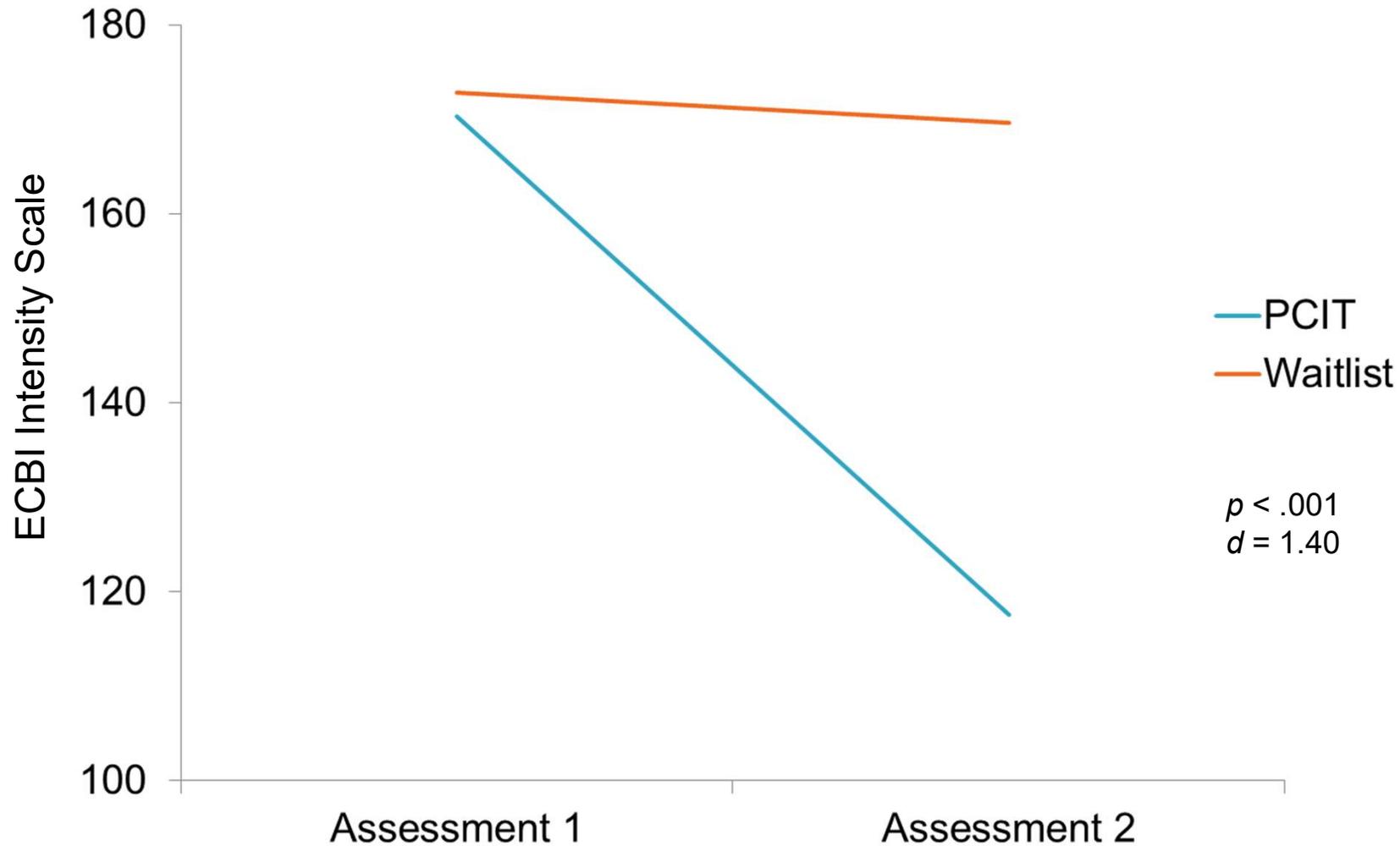
Completion = Success



EMPIRICALLY  
SUPPORTED

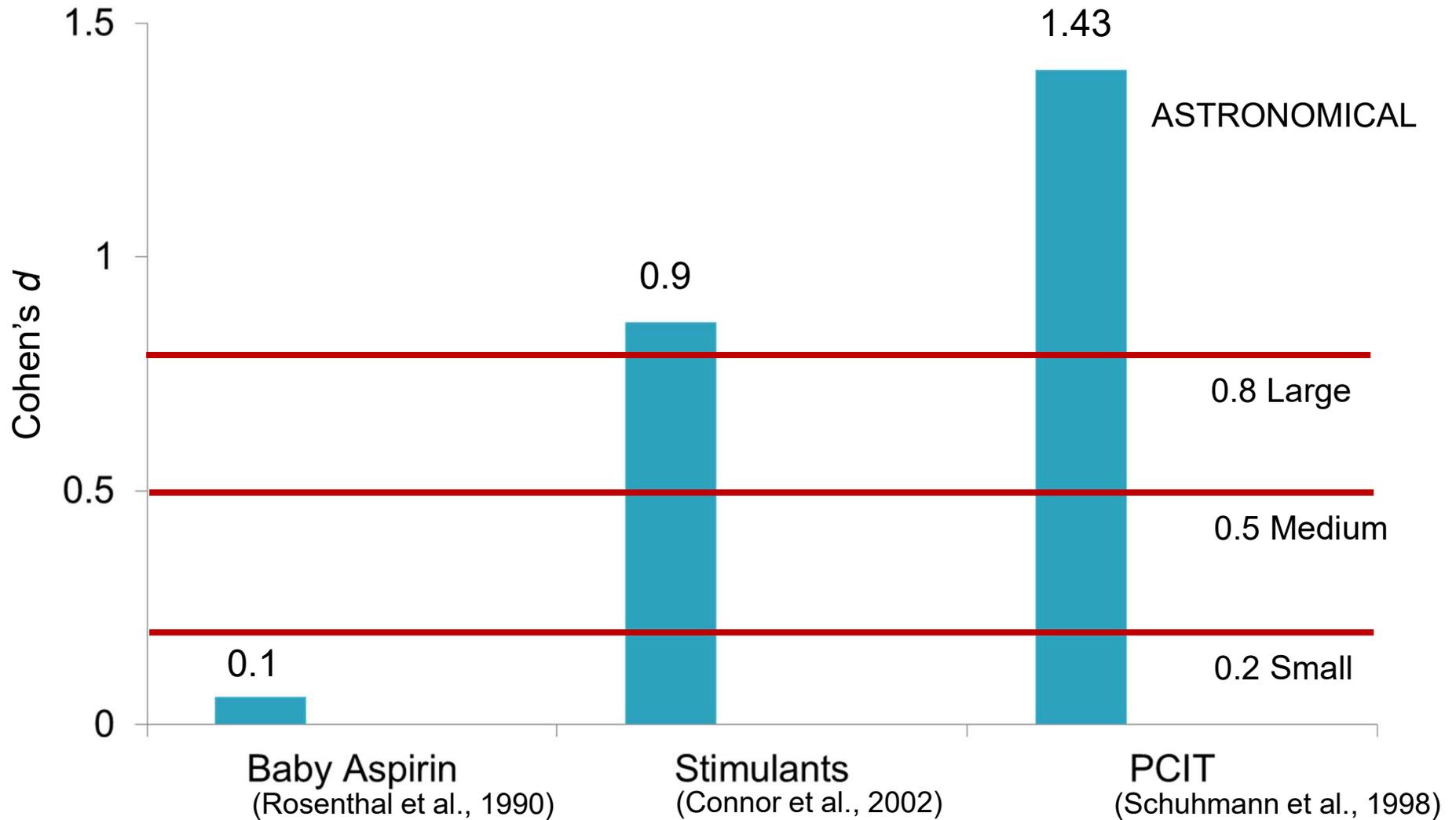
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# Efficacy of PCIT



(Schuhmann et al., 1998)

# PCIT Effect Size



# Trauma Population

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- Abusive parents completing PCIT had a 19% re-report for physical abuse compared with 49% of parents assigned to a standard community group (Chaffin, et al., 2004)
- Compared to community-based parenting group
- PCIT showed fewer drop-outs

# CHILD-DIRECTED INTERACTION (CDI)

PHASE ONE

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## Phase One: CDI

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- ▶ Therapist teaches parent the CDI skills (PRIDE and selective attention)
- ▶ Uses coaching, modeling, role-playing, and homework
- ▶ Weekly behavioral homework-focus for the week based on parent's report of behavior
- ▶ Daily special/magic play time for 5 minutes
- ▶ Therapist gives two skills to work on based on parent's progress as observed by therapist

# PRIDE Skills

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- ▶ Use the following during Special Time
  - ▶ Praise
  - ▶ Reflect
  - ▶ Imitate
  - ▶ Describe
  - ▶ Enjoyment

Give your neighbor a compliment.

# Labeled Praise

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- ▶ Definition: positive evaluation of a specific behavior, activity, or product of the child
- Praise appropriate behavior
- Causes the behavior to increase
- Lets the child know what you like
- Increases the child's self-esteem
- Adds to warmth of the relationship
- Makes both parent and child feel good



# LP Examples

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- ▶ “That’s terrific counting”
- ▶ “I like the way you are playing so quietly”
- ▶ “You did a nice job building the wall”
- ▶ “Your design is pretty”
- ▶ “Thank you for showing the colors to me”

# Reflections

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- ▶ Definition: statement that has the same meaning as the child verbalization
- Shows the child you are really listening
- Demonstrates acceptance and understanding of the child
- Improves child's speech
- Increases verbal communication



# Reflection Examples

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- ▶ Child: “I made a star.”
- ▶ Parent: ”Yes, you made a star.”
  
- ▶ Child: “I have a choo-choo.”
- ▶ Parent: “You have the train.”



# Imitation

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- ▶ Definition: mimicking the child's appropriate behaviors at a developmentally appropriate level
- Lets child lead the play appropriately
- Approves child's choice of play
- Shows child that you are involved
- Teaches child how to play with others (e.g. basis of taking turns)
- Tends to increase the child's imitation of what you do



# Imitation Examples

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- ▶ Child: “I’m putting baby to bed”
- ▶ Parent: “I’ll put sister to bed, too”  
(Parent puts the sister to bed)
  
- ▶ Child: (Child draws a sun)
- ▶ Parent: (Parent draws a sun in his/her picture)

# Behavioral Descriptions

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- ▶ Definition: non-evaluative, declarative statements describing the child's behavior
- ▶ Describe appropriate behavior, shows interest
  - Allows child to lead
  - Teaches concepts, models speech
  - Holds child's attention
  - Organizes child's thoughts about play



# BD Examples

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- ▶ “You picked up a yellow block.”
- ▶ “You are making a tower.”



# Enjoyment

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- Let's child know that you enjoy spending time with them.
- Increases the warmth of play.
- Includes positive touch.



# How well do you remember?

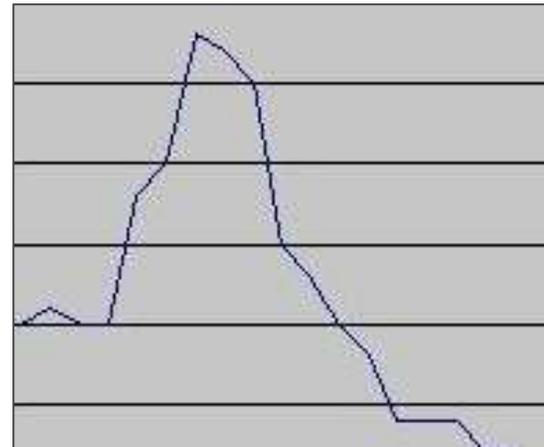
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# I'm Not Looking!

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- ▶ Selective Attention (Ignoring)
  - ▶ Distinguishes attention given for positive vs. negative behaviors
  - ▶ Behavior likely to increase before decreases (extinction)
  - ▶ Decreases minor annoyances
  - ▶ Ignore every occurrence
- ▶ Do not ignore dangerous or destructive behavior
  - ▶ Stop Special Time if aggressive or destructive



# I'm Looking!!!!!!!!!!!!!!

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- ▶ Strategic Attention
  - ▶ Desirable or prosocial behaviors
  - ▶ Praise and attention



# Ignoring Examples

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- ▶ Child: (Whining) I want the toy you have.
- ▶ Parent: (Continues to play with toy)
  
- ▶ Child: (whining) but coloring nicely
- ▶ Parent: (ignores whining) I love the way you are staying in the lines or using gentle hands with crayons
  
- ▶ Child: (Hits parent)
- ▶ Parent: (Ends Special Time)



# Appropriate Toys for Special Time

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- Construction toys
- Creative toys
- Non messy art activities (crayons, etc.)
- Playskool barns, house, etc.



# Special Time/ Magic Time

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- ▶ What is it?
  - ▶ 5-minute daily home practice
  - ▶ Long enough to consistently expose child to parent's pride skills and facilitate behavioral change
  - ▶ Short enough to not be time consuming.
  - ▶ Must occur least 5 times per week to see a behavioral change.

# CDI Role Play: CDI Skills

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# Playtime!

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- Start drawing a simple picture
- Role play for 3 minutes each in each role (parent/child)

# PRIDE Skills

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- ▶ Use the following during Special Time



# PARENT-DIRECTED INTERACTION (PDI)

PHASE TWO

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# Moving from CDI to PDI

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- ▶ Parents have to provide 10 behavioral descriptions, 10 reflections and 10 labeled praises in a 5 minute coding time (therapist remains quiet during coding)



# Parent Directed Interaction

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- ▶ Use of **consistent** and **predictable** time out sequence
  - ▶ Done in the same way every time so time out is never an unfair surprise to a child
  - ▶ Raises parental confidence
  - ▶ Parent uses PRIDE skills for a minute, then gives a direct and calmly stated command in a play situation.
  - ▶ PRIDE skills create ideal environment for child's compliance.

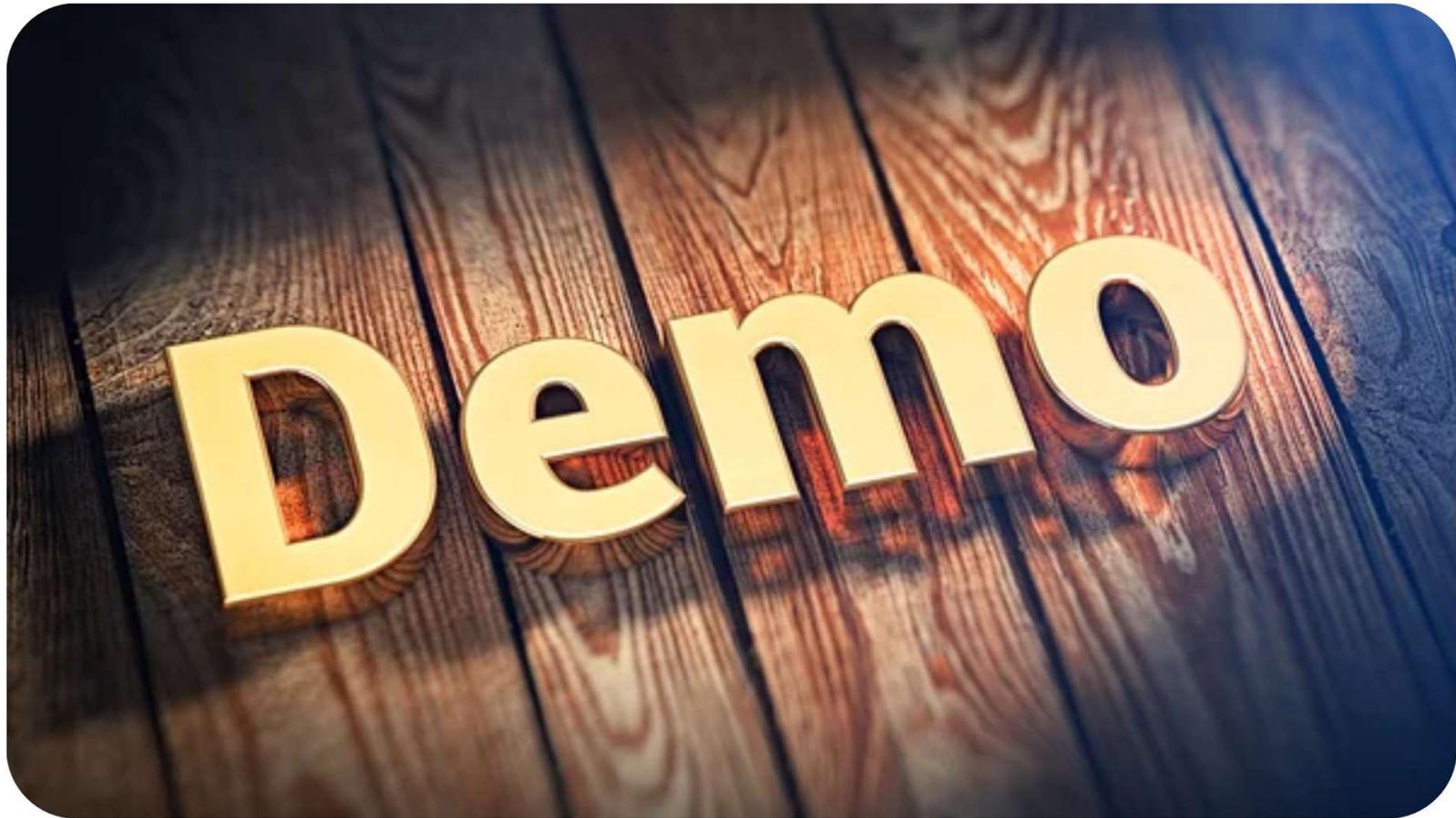
# Properly Stated Command

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- ▶ A command must be:
  - ▶ Direct
  - ▶ Positive (what to do vs what not to do)
  - ▶ Calmly stated, normal tone of voice
  - ▶ Stated with developmentally appropriate words a child can understand
  - ▶ Specific (not “Behave”)
  - ▶ One command at a time
  - ▶ Given only when necessary
  - ▶ Explanation given before a command or after the child has obeyed (not between command and compliance)

# PDI DEMO

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# Special/Magical Play Time at Home

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- ▶ 5 minutes of CDI PRIDE Skills
- ▶ 5 minutes of PDI



# PDI Situations

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- ▶ Public Outing
- ▶ Sibling Session
- ▶ School behaviors

# Graduation Criteria

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- ▶ Child's ECBI and below 115
- ▶ Parent is able to demonstrate time out sequence with 75 percent accuracy and uses 75 percent of direct commands during coding and 75 percent correct follow through.



# Trivia

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# Questions?

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▶ **THANK YOU!**