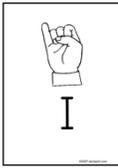
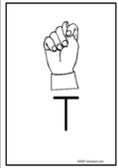
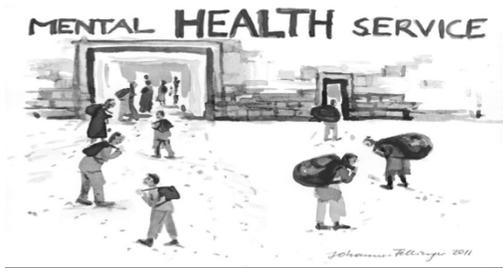


 P	 C	 I	 T
PCIT WITH HEARING IMPAIRED FAMILIES			
Marta Shinn, PhD, Child Guidance Center Inc.			

WHY TREAT THE HEARING IMPAIRED?



Schamus, T. 2011

TIPS FOR WORKING WITH INTERPRETERS

- Do not have a relative interpret.
- Select a certified ASL interpreter (by NAD or RID).
- Discuss your role as clinician and their role as a facilitator of dialogue.
- Discuss confidentiality.
- Discuss room setup.
- Check in and out.



TIPS FOR WORKING WITH INTERPRETERS

- Assess their willingness to “work” to learn PCIT.
- Teach them about PCIT - previewing all materials (e.g. didactic videos, measures, home fun).
- Determine Exact English Signs for PCIT.



THERAPEUTIC PHENOMENA

- Interpreter is a facilitator of rapport and a cultural bridge.
- Therapist is not in the room and the interpreter serves as the communicator of affect & tone.
- Interpreter experiences interaction and has resulting emotions. “Transference Cross Fire”
- Do not have a relative interpret.



ROOM SETUP & COACHING FLOW

- Sit the child and parent across from each other.
- Position the interpreter slightly behind the child.
- Place the earpiece on the interpreter.
- Look while the interpreter is voicing so you know who is communicating (child or parent).

RULES AND ACTIVE IGNORE

- Select any rules prior to session with the parent and interpreter, and rehearse. Model/act out the rule.

- Modify the active ignore to include modeling and movement for the child to observe. E.g. moving to another seat such as the one next to the parent).

TIMING FEEDBACK & COACHING

- Reflections are about physically “mirroring” signs.

- Timing of reflections & imitation can be challenging.
 1. Rehearse and drill time sensitive skills prior to session.
 2. Prompt the parent during live coaching (e.g. next time your child does/signs _____ you will do/sign _____).

PDI SKILLS



- Have the interpreter pre-read handouts and preview videos.
- Have interpreter sit/stand next to TV screen while signing video.
- Practice, practice, practice PDI skills using “Mr. Bear,” caregiver, and the interpreter.

FINISHING SPECIAL PLAYTIME

- Transitional warnings are vital because DHH children's sense of time is less developed than hearing children.
- Modeling is a visual teaching tool! Teach cleanup by having the parent model the skill.
- Seal the the session with nurture. Have the parent summarize success with PRIDE skills.

Sign Language Art by Zharia Shinn