Disseminating Parent-Child Interaction Therapy (PCIT)
via TOT Training Model: Sustaining Results through Multiple Generations of Clinicians

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Made Possible by: CAARE Diagnostic and Treatment Center, UC Davis Children's Hospital:

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Project "TOT G3" Thanks:

- Anthony J. Urquiza, PhD – UC Davis CAARE Center
- Susan G. Timmer, PhD – UC Davis CAARE Center
- Ryan Quist, PhD – Riverside County DMH
- Suzanna Juarez-Williams, PhD – Riverside County DMP
- Margaret Spanish, PhD – Riverside County DMH
- Adina Silva – Intern, Volunteer, Riverside County DMH
- Chris Home, LCSW – Preschool 0-5 Prog Sup –LEADER!

- ALL our PRESCHOOL 0-5 STAFF and TOT'S
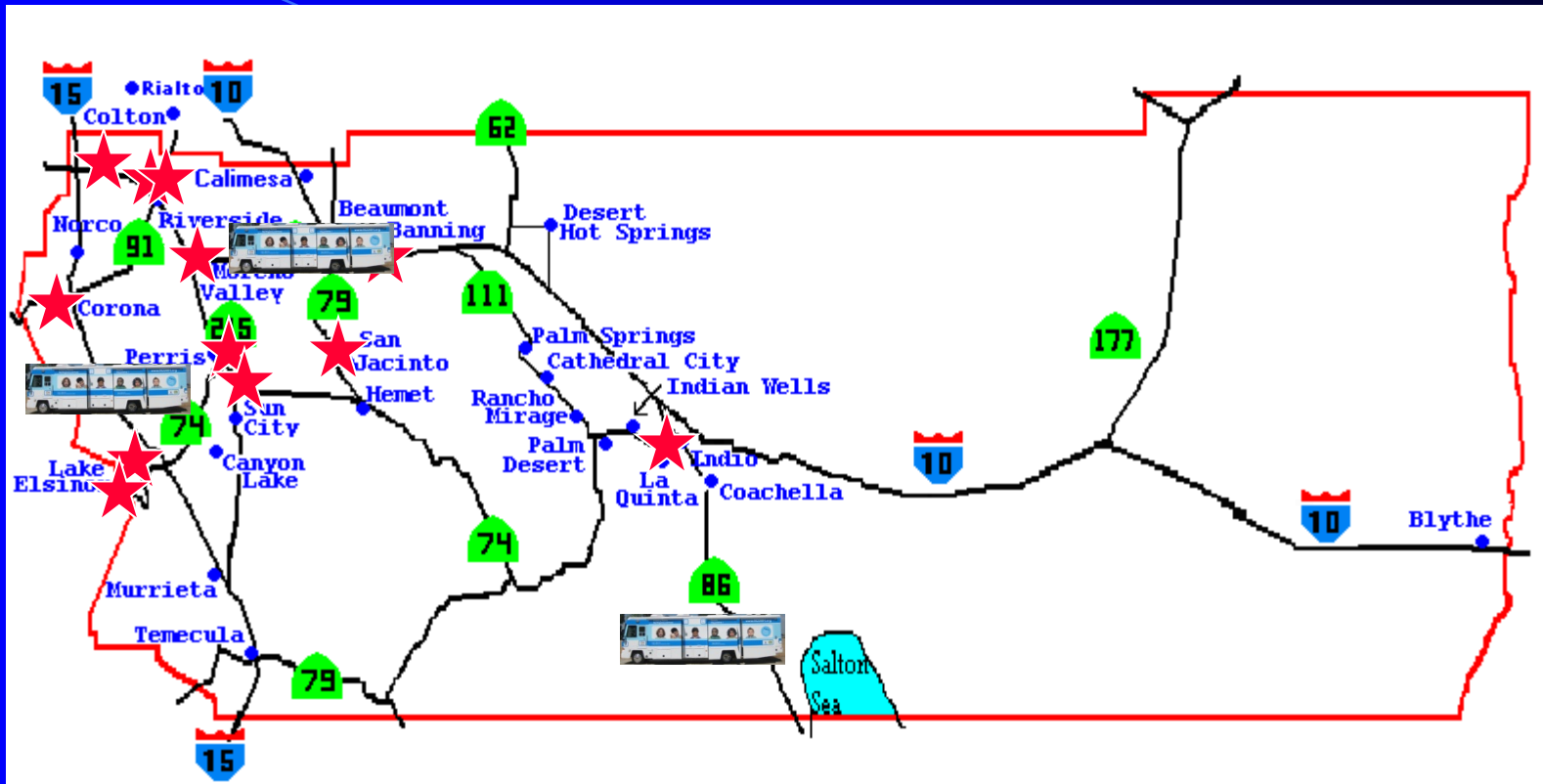
When, Where, Who, Why & How Did it Grow?

- Began PCIT Training 2003, completed '04
- Riverside Co DMH & UC Davis CAARE
- Increasing need to tx preschool bx problems
- Funding increased with OUTCOMES
  - Start with 1 PCIT 2003, Van Horn
  - 2005 = 10 PCIT rooms across county
  - 2008 = 11 (+Mission Trails)
  - 2010=12 -2 +1 (-Cat City, -Indio, +Nuevo)
  - 2011=12 (+ Jurupa)

Where to find PCIT…
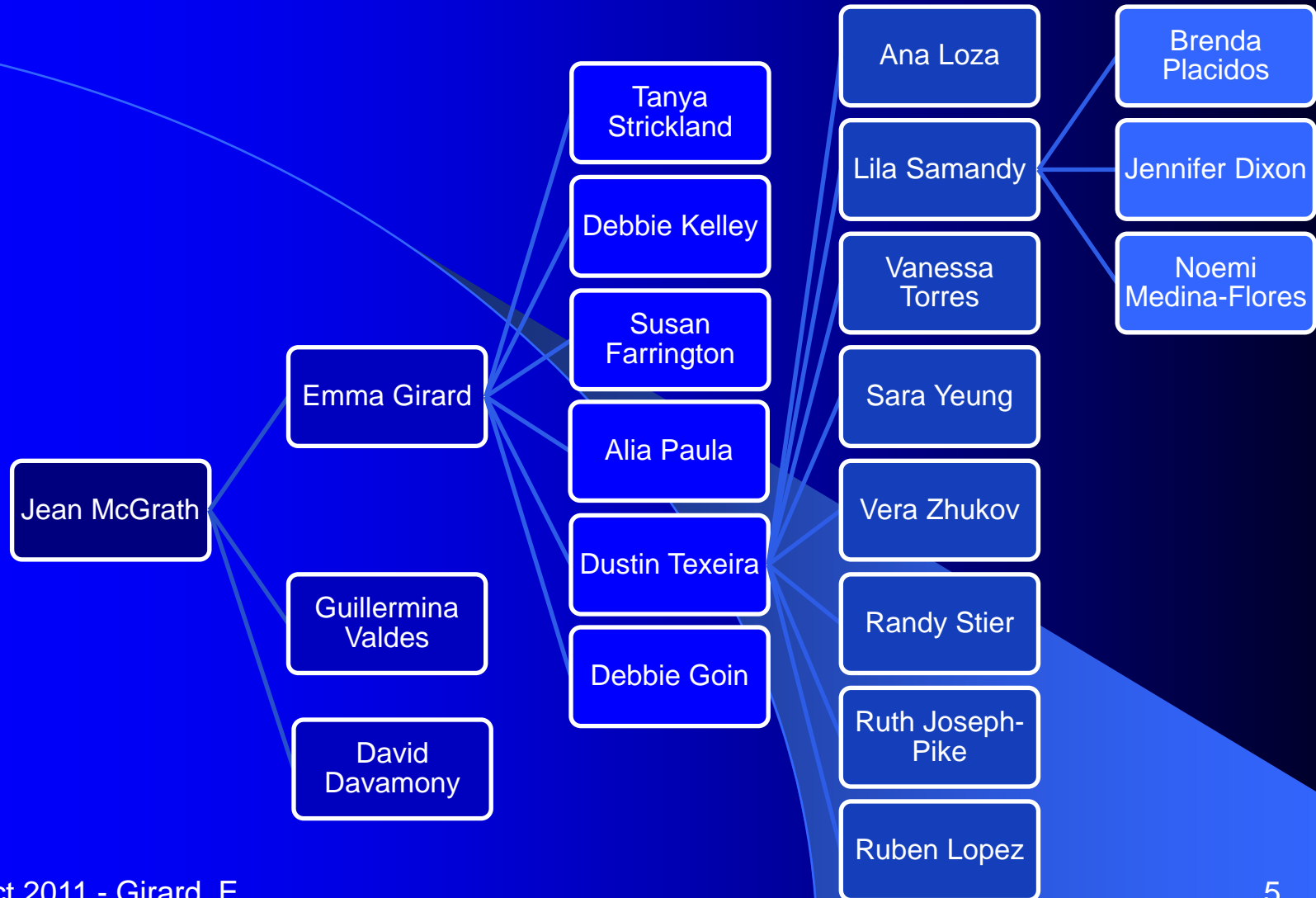# 12 Rooms
3 Mobile Clinics

Family Tree

Jean McGrath

Emma Girard

Guillermina Valdes

David Davamony

Tanya Strickland

Debbie Kelley

Susan Farrington

Alia Paula

Dustin Texeira

Debbie Goin

Ana Loza

Lila Samandy

Vanessa Torres

Sara Yeung

Vera Zhukov

Randy Stier

Ruth Joseph-Pike

Ruben Lopez

Brenda Placidos

Jennifer Dixon

Noemi Medina-Flores

Family Tree

Jean McGrath
- Ascension Amado
  - Dinery Villagomez
    - Zulma Espinoza
      - Elena Inzunza
    - Marisela Gutierrez
      - Christina Riemer
  - Jennifer Inness
  - Jeanne Jackson
    - Tammy Gallegos
  - Nisha Elliot
    - Isabel Santilli
      - Christina Saiz
- Vikki Gerdes
  - Starr Rameriz
  - Diana Brown
  - Donna Monroe
  - Debbi Bond
  - Sueann Ken-Noz
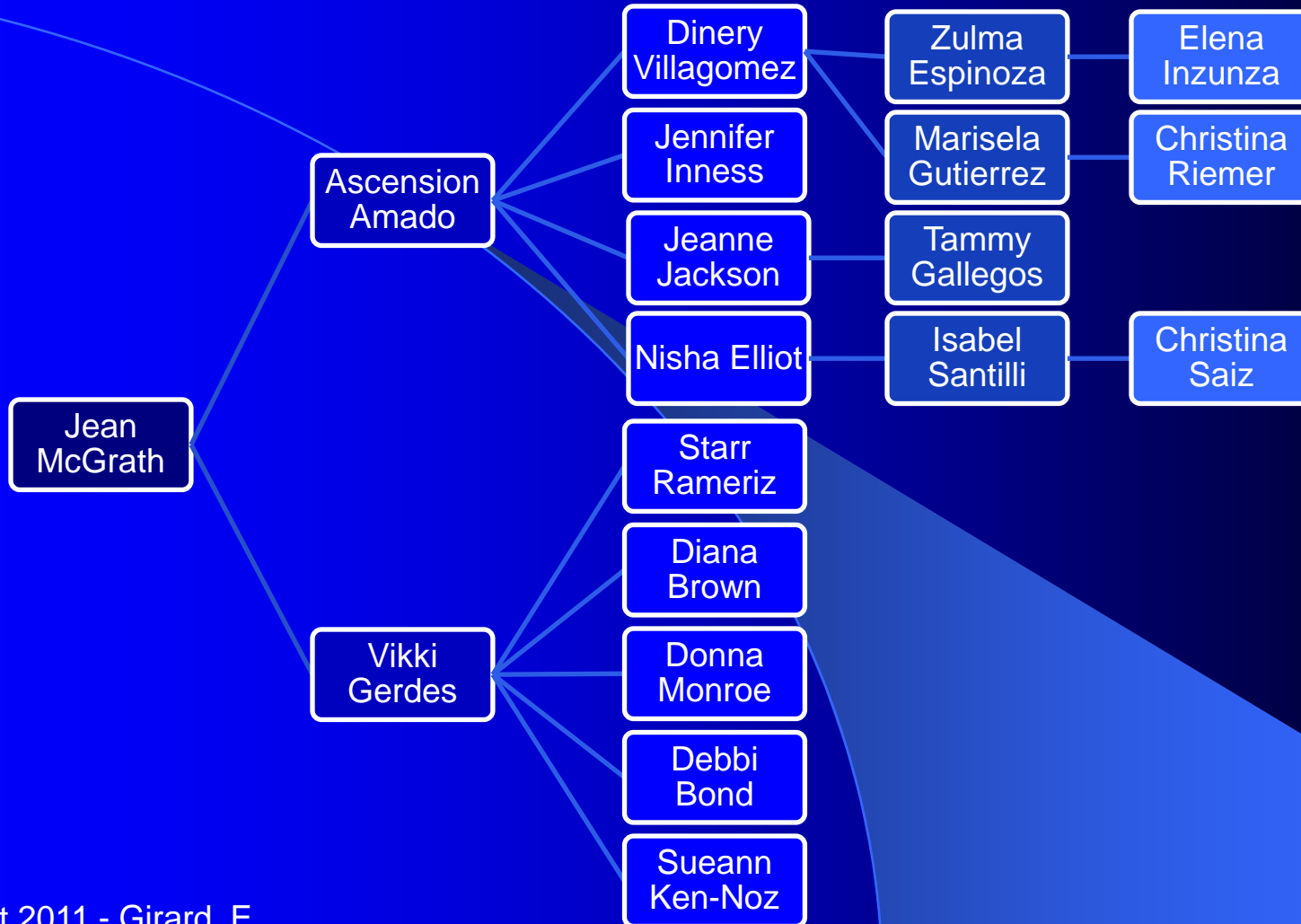
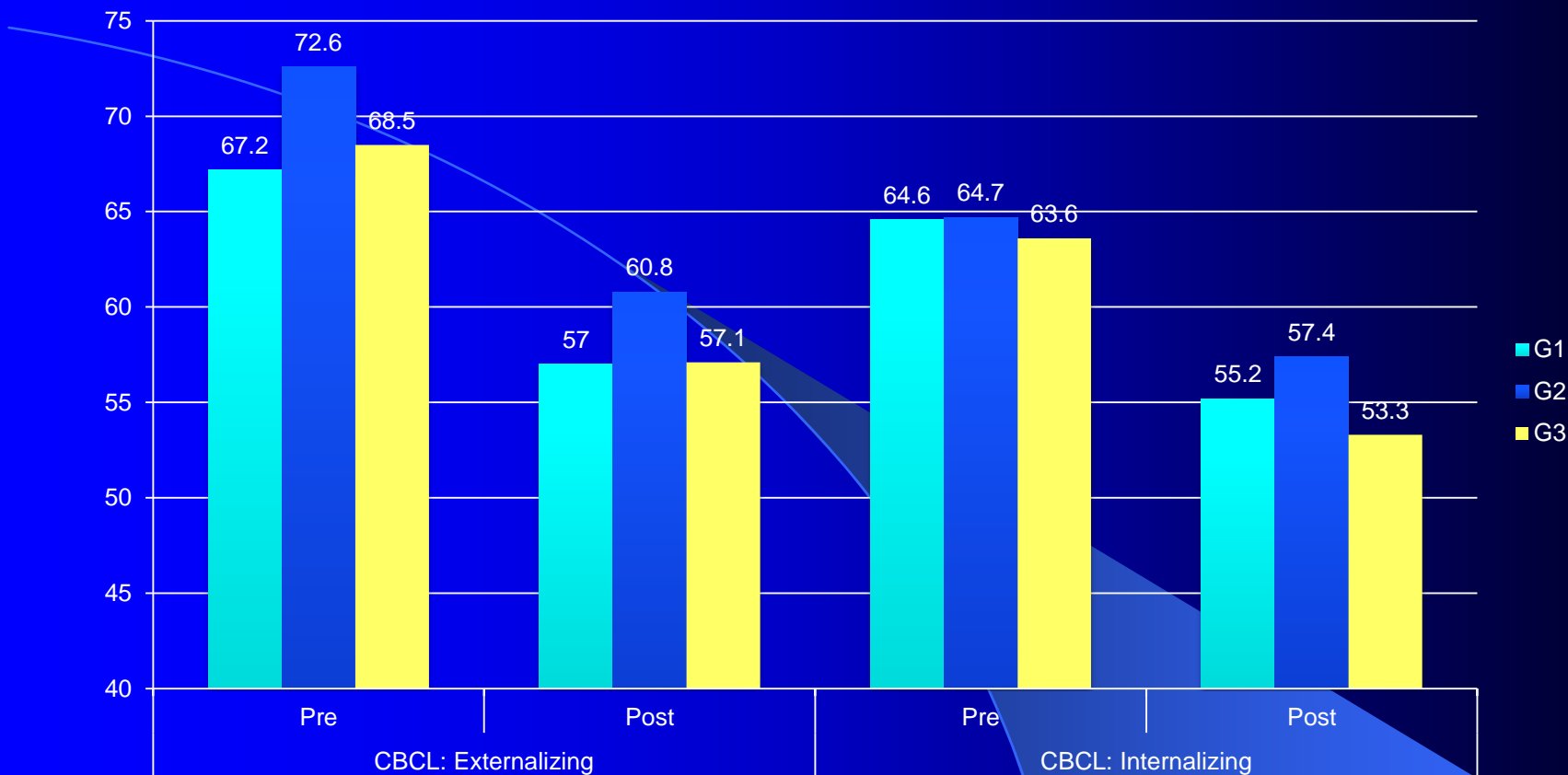# Demographic Info

DESCRIPTIVE STATISTICS	1ST Generation (G1; N = 51)	2ND Generation (G2; N = 192)	3RD Generation (G3; N = 74)
Child Sex (% male)	52.9%	74.0%	75.7%
Child Age (yrs)	3.53 (1.1)	3.88 (1.2)	3.58 (1.1)
Child Ethnicity: % White	33.3%	47.9%	23.0%
Caregiver type: % Bio parent	76.0%	74.5%	83.6%
Caregiver Age (yrs)	35.2 (9.6)	35.1 (11.6)	34.7 (9.6)
Caregiver Ethnicity: % White	35.3%	55.2%	27.0%
Preferred Language: % English	62.7%	86.9%	52.7%
Cumulative Risk (% >0)	29.4%	43.7%	33.8%

Cross tabulations with chi-square analyses and analyses of variance revealed significant generational differences in child sex, child and caregiver ethnicity, and preferred language. These characteristics and amount of therapist training were covaried in subsequent analyses

Change in Externalizing & Internalizing Bx Problems Pre- to Post-Treatment by Therapist Generation

Chart showing CBCL: Externalizing and CBCL: Internalizing scores by generation (G1, G2, G3) for Pre and Post measures.

CBCL: Externalizing
- Pre: G1 = 67.2, G2 = 72.6, G3 = 68.5
- Post: G1 = 57, G2 = 60.8, G3 = 57.1

CBCL: Internalizing
- Pre: G1 = 64.6, G2 = 64.7, G3 = 63.6
- Post: G1 = 55.2, G2 = 57.4, G3 = 53.3

Legend: G1, G2, G3

Results of a repeated measures MANCOVA of the CBCL Externalizing and Internalizing scales showed significant change from pre- to post-treatment, but no further variation by generation (Assess pt: $F_{(1, 164)} = 17.8$, $p < .001$; Assess pt x Gen: $F_{(1,164)} = 1.0$, $p = .37$).

Oct 2011 - Girard, E.

Change in Intensity & Numbers Bx Problems from Pre- to Post-treatment by therapist generation
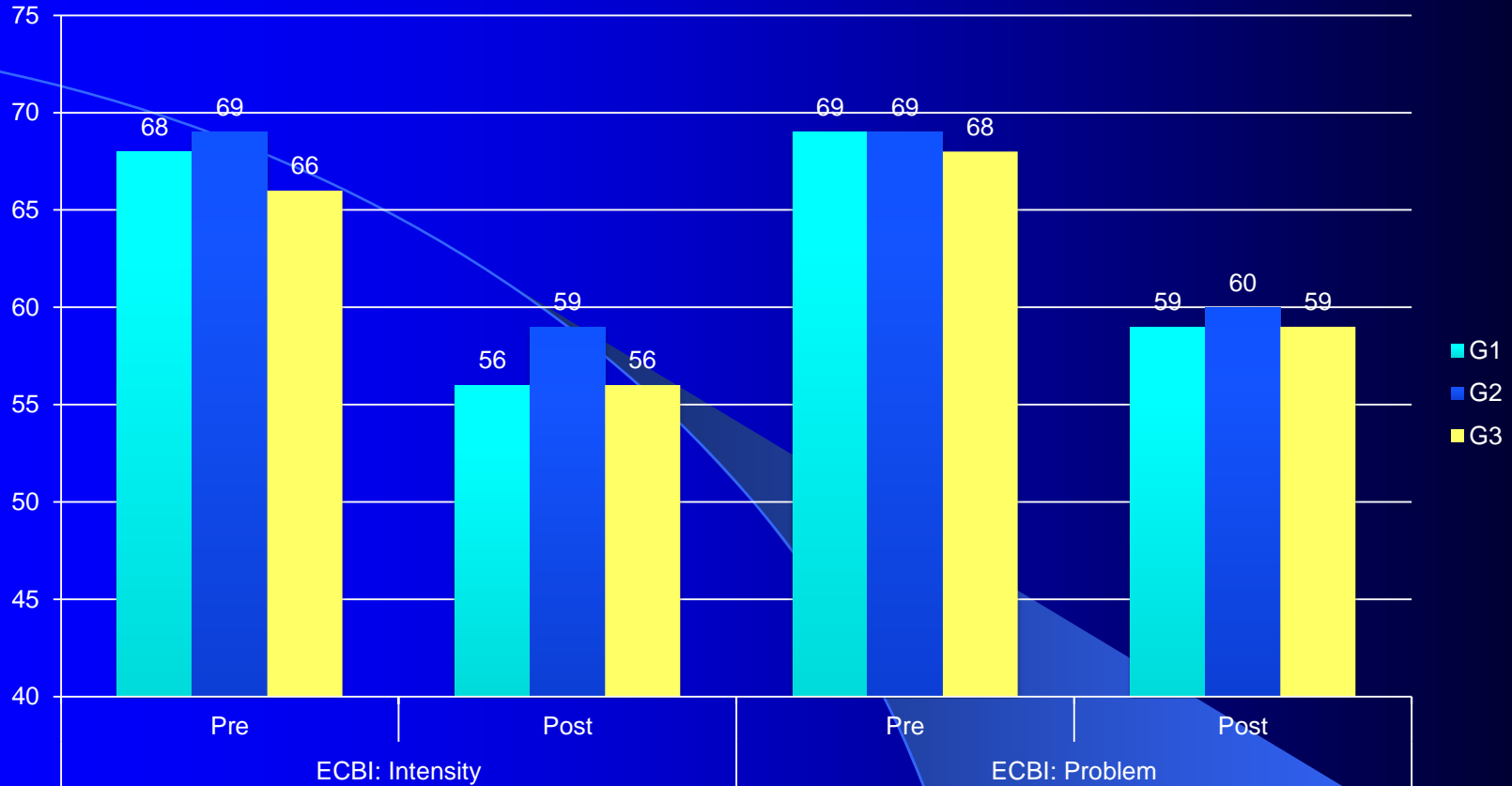
Results of a repeated measures MANCOVA of the ECBI Intensity and Problem scales showed significant change from pre- to post-treatment, but again, no further variation by generation. (Assess pt: $F_{(2, 204)}= 12.5$, $p<.001$; Assess pt x Gen: $F_{(2, 204)} = .03$, $p= .97$).

Change in Parenting Stress (Total Score) from Pre- to Post-Treatment by Therapist Generation
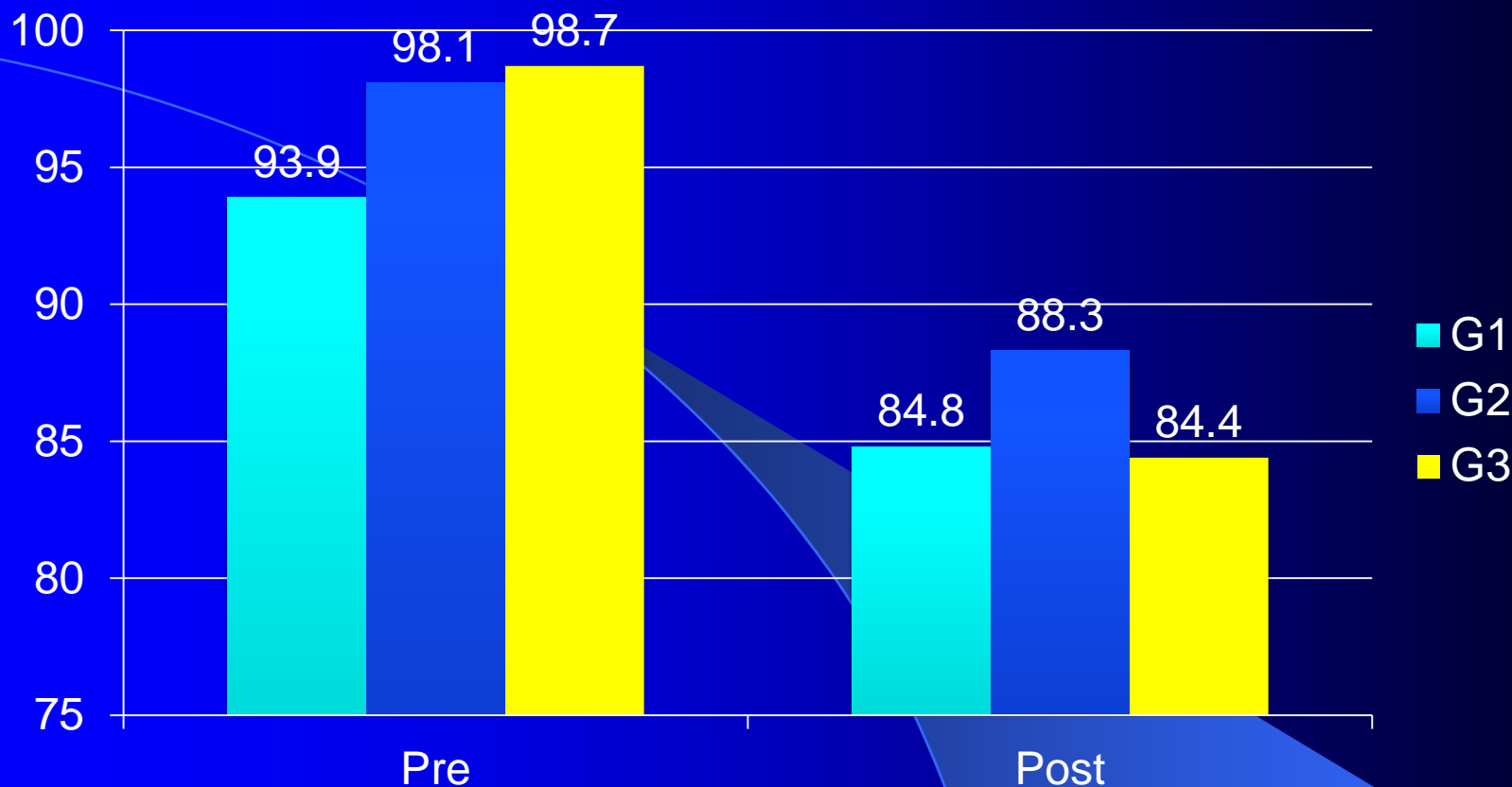
Results of a repeated measures ANCOVA of the PSI Total Parenting Stress scale showed significant change from pre- to post-treatment, but no further variation by generation. (Assess pt: $F_{(1, 254)}= 4.73$, $p=.03$; Assess pt x Gen: $F_{(1,254)}= .03$, $p= .97$).

Implementing Training Standards

- 2-day Fundamental Training
- 2-day Skill-Building Training
- 1-day PDI Training
  - Include live PCIT supervision of sessions
  - Include co-therapy model
  - Include DPICS reliability checks
- Flying solo = 200 hours completed + 2 cases
- Guidelines of UC Davis CAARE Center

TOT Training Across the Years (2005-2011)

- 12 PCIT Sites, end of FY '11

- 3 Mobile clinics start of FY '12

- TOT Total Stats:
  - 4 current TOT's
  - 5 pending TOT certification
  - 8 missed TOT's turnover

Trained Clinicians Across the Years

- Current PCIT Clinicians in Department
  - 23 fully complete
  - 9 accruing hours under supervision
  - 3 parent partners as co-staff/back-up
- Total Exposure of PCIT Clinicians
  - 114 attended portion of training
  - 28 fully trained lost to turnover
  - 43 outside agency participation

Obstacles
Over the Years

- Budget Cuts / Turnover $
  - Internal transfers, promotions, clinic changes
  - Full clinic closures, loss of funding
  - People move, change jobs, licensure status
- Some Branches Stopped Growing, ?
  - Limited support vs strength in numbers
  - Age group of clients served
  - Not a therapeutic match for clinician

Lessons Learned
You're Not the Boss of Me

- Training within agency
  - Colleague versus supervisor role
  - Level of expertise coach & clinician

- Mandatory Training?
  - Match of clinician to model
  - Internal case referrals for PCIT among staff

- Program support
  - Management level/line staff level

Lessons Learned
"Who's on 1st?"

- Program Infrastructure
  - Identification of lead staff to manage training
  - Dedicated staff meeting time for PCIT review/practice
  - Code & role play to mastery prior to seeing families
  - Tracking system for research data & analysis
  - Creation of uniform progress notes/charting
  - Use of a back-up/co-staff therapist
  - Development of "generations" to track clinician progress

Lessons Learned
"I Don't Know is on 2nd"

- ## Management Infrastructure
  - Online PCIT log - "Imagenet"
  - Standard e-mail with explanation of training process
    - 2 day fundamental
    - 2 day skill building
    - In vitro training & support 40+ weeks
- ## TOTs monthly meeting "brown bag"
- ## Front office support/supplies

When Are You Ready to Train Within Your Clinic?

- Met all competencies
- Completed enough cases to allow for different learning experiences
- Read all supporting materials (book, articles)
- Developed videos to demonstrate key concepts
- TIME!!!

Thank You

Open to Questions, Coments
and Feedback

(PRIDE skills encouraged!)