

UC DAVIS
CHILDREN'S HOSPITAL

PCIT
Training
Center

NCTSN

Advanced Training in PCIT: Training Toolbox

2015 Annual UC Davis PCIT Conference
Los Angeles, CA

OBJECTIVES

Goals for participants is to understand:

- What's in the toolbox
- The process of training: skill building to mastery
- Tools for observing and evaluating
- The art of giving feedback

TRAINING TOOLBOX

SUPPORTING THE TRAINING PHILOSOPHY

- PCIT for Traumatized Children Web course
- Treatment Manual, Competency checklist
- ToT Manual
 - Post-web course skill building
 - Coach coding
 - Session checklists: DPICS, Teaching, Coaching
 - **Trainer (ToT) Competency checklists (New!!)**
 - Progress note templates

TRAINING PHILOSOPHY

DEVELOPMENTAL MILESTONES

PROCESS	NOT INSTANT
SKILL BUILDING	LAYERS OF UNDERSTANDING
STRUCTURE	ROLES, ROUTINES

TRAINING PHILOSOPHY

BUILDING COMPETENCE

MENTORING	NOT CO-THERAPY
FOCUS ON TRAINEE	NOT ON CLIENT
GROWTH OF SKILLS	NOT JUST "HOW TO"



PCIT TRAINING

MENTORING vs. CO-THERAPY ROLE PLAY



TRAINING PROCESS

TRAINEE RESPONSIBILITIES

STUDY	PRACTICE	APPLY FEEDBACK
<ul style="list-style-type: none"> • Web course • Treatment manual • McNeil book • Read, review • Observe others 	<ul style="list-style-type: none"> • Practice coding • Practice CDI skills • Role-play 	<ul style="list-style-type: none"> • Listen to trainer feedback; ask questions • Understand how to apply feedback to PCIT practice.

IMPORTANCE OF CODING MASTERY



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KEY TO FIDELITY AND EFFECTIVENESS

TRAINING PROCESS

TRAINER RESPONSIBILITIES

PLAN & TEACH	OBSERVE & EVALUATE
<ul style="list-style-type: none"> • Brief didactics • Preview new session requirements • Preview competencies 	<ul style="list-style-type: none"> • Session checklist • Coach coding • Note parent response & engagement
PREPARE	FEEDBACK
<ul style="list-style-type: none"> • Role-play • Review to ensure trainee's readiness • Review trainee's goals 	<ul style="list-style-type: none"> • Transparent • Descriptive • Strength-based • Plan for improvement

IMPORTANCE OF CODING MASTERY



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KEY TO FIDELITY AND EFFECTIVENESS



USING THE TRAINING TOOLBOX

PRE-TRAINING

KEY STRATEGIES AND TRAINING TOOLS

BUILDING A STRONG FOUNDATION

- Web course
- Treatment manual
- Post-web course skill building
 - Coding, PRIDE skill practice
 - Practice giving DPICS instructions
 - Understanding standardized assessments
 - Developing treatment goals

PRE-TRAINING

KEY STRATEGIES AND TRAINING TOOLS

PHASE II: FOUNDATION

BUILDING CONFIDENCE & MASTERY

- Web course (10 hrs)
- Fundamental skill building (12 hrs)
- 9 competencies for trainees

Evaluation of Web Course Knowledge	
1.1	Complete 10 Hour PCIT-TC Web Course
1.2	Meet Mastery Criteria for Child-Directed Interaction (CDI) Skills in five-minute role-plays (10 labeled praises, 10 reflections, 10 critical statements)
1.3	Code parent-child interaction using DPICS 3 with 80% accuracy
1.4	Develop Objectives & Goals using information from clinical interview, pre-measures and behavioral observation
1.5	Role-Play CDI Teaching Session – shows understanding of process
1.6	Role-Play CDI Coaching Skills – shows understanding of process
1.7	Role-Play PDI Teaching Sessions – shows understanding of process
1.8	Role-Play PDI Coaching Skills – shows understanding of process
1.9	Role-Play Preparing for Graduation – describes requirements & considerations for graduation



INTAKE & ASSESSMENT

KEY TOOLS & TRAINING STRATEGIES

ENGAGEMENT & CONFIDENCE

- Help select good PCIT cases- use Parent & Child Factors forms (Treatment Manual)
- Therapist Engagement Checklist (Treatment Manual)
- DPICS Session Checklist (ToT Manual)

INTAKE & ASSESSMENT

TRAINING GOALS

BUILDING CONFIDENCE & MASTERY

- Develops treatment plan
- Reads DPICS directions accurately
- Engages parents
- 3 competencies for trainees

Intake and Assessment	
2.1	Utilize standardized behavioral measurements (CBCI, ECBI, PSI, TSCYC) in assessment and treatment planning
2.2	Conduct Structured Behavioral Observations (Dyadic Parent-Child Interaction Coding System; DPICS) as a component of the assessment process
2.3	Code 5-minute CDI parent-child interactions with 80% accuracy using DPICS (10 times: check off below)



TEACHING SESSIONS

KEY TOOLS & TRAINING STRATEGIES

DEVELOP PLAN FOR SKILL ACQUISITION

- Teach/ plan- make sure trainees know material
- Prepare- Role play ahead of time, review treatment plan
- Observe- Use the Teaching session checklist
- Feedback- Plenty of positive

TEACHING SESSIONS

TRAINING GOALS

BUILDING CONFIDENCE & MASTERY

- Knows material and can teach and model it
- Understands what motivates the parent and gives relevant examples
- Supports parent's attempts to learn
- Is tough about homework

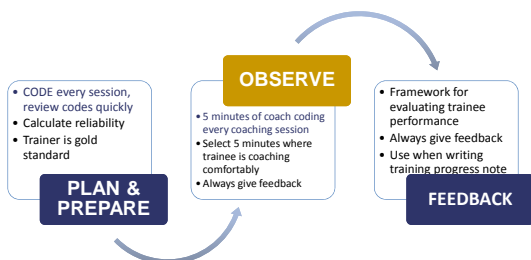
FEEDBACK

FOR GROWTH & IMPROVEMENT



COACHING SESSIONS

TOOLS AND TRAINING STRATEGIES



TEACH/ PLAN



OBSERVE & EVALUATE

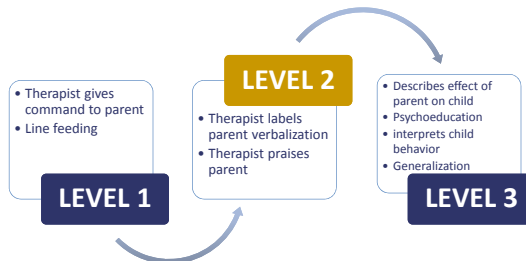
ToT SESSION CHECKLIST

Follows structure of session

- Check-in
- Coding
- Coaching, coach coding
- Closing the session

CDI COACH CODING

MEASURE OF COACHING SKILL ACQUISITION



COACH CODING


COACH CODING ROLE PLAY



A photograph of two young children sitting on a grassy area. The child on the left is wearing a large brown bear hat and a red shirt, holding a small brown stuffed animal. The child on the right is wearing a green hat with a bird on top and a colorful striped shirt, holding a small white stuffed animal. They both appear to be smiling and engaged in play.

COACH CODING

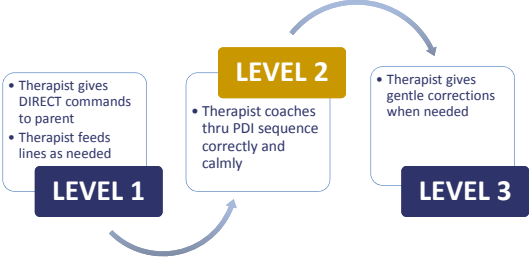
What did you notice?



A photograph of a young child with blonde hair, wearing a dark jacket, looking intently through a magnifying glass. The child is outdoors on a grassy area, and the background is slightly blurred, showing other people's legs.

PDI COACH CODING

MEASURE OF COACHING SKILL ACQUISITION



A circular diagram with three levels of coaching skill acquisition. The levels are arranged in a circle, connected by curved arrows indicating a progression. Level 1 is on the left, Level 2 is at the top, and Level 3 is on the right. Each level has a box containing specific coaching actions.

- LEVEL 1**
 - Therapist gives DIRECT commands to parent
 - Therapist feeds lines as needed
- LEVEL 2**
 - Therapist coaches thru PDI sequence correctly and calmly
- LEVEL 3**
 - Therapist gives gentle corrections when needed


PDI COACH CODING



A photograph of a therapist in a white lab coat sitting at a table with a parent and a child. The therapist is looking at a document on the table, and the parent and child are also looking at it. The setting appears to be a clinical or educational environment.

COACH CODING

What did you notice?



A photograph of a young child with blonde hair, wearing a dark jacket, looking intently through a magnifying glass. The child is outdoors on a grassy area, and the background is slightly blurred, showing other people's legs.

Worried that you'll forget to do something really important??



INTRODUCING

An illustration of three red banners with gold fringe, hanging from a wooden pole. The banners are slightly curved, and the word 'INTRODUCING' is written in large, bold, yellow letters across the bottom of the banners.



WRAPPING UP

TOOLS TO SUPPORT OBJECTIVE EVALUATION

- Session checklists
- Coach coding
- Therapist competency checklist
- ToT competency checklist (what should you be doing?)

WRAPPING UP

Giving feedback, noting progress, planning

- ToT Session checklist & coding sheet
- Structuring feedback
- Progress note templates
- Competency checklists
- Planning
- Transparency

WRAPPING UP

TRAINING FIDELITY IN PCIT PRACTICE

PCIT LIKE FITNESS TRAINING

- Need to teach good habits (good organization, documentation)
- Need to teach the WHY, not just how
- Need to teach what can change, what can be tailored– when and why
- Need to teach not to be afraid of collecting outcome measures

QUESTIONS?



THANK YOU! CONTACT US

Website: pcit.ucdavis.edu

Web Course: pcit.ucdavis.edu/pcit-web-course

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