TEACHER-CHILD INTERACTION TRAINING (TCIT)

TCIT pilot project funded by First 5 Riverside

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PCIT program adapted for preschool teachers since educators face the challenge of managing disruptive children in their classrooms.

Disruptive behaviors impact the teachers’ ability to teach an entire classroom effectively.

TCIT impacts more children in a classroom setting.
Applying TCIT with Preschool Children

- Focus is on enhancing teacher-child relationship.
- Increases teacher’s attention to child’s positive behavior
- Decreases child’s negative attention seeking behavior
- Allows children more lead to develop initiative and problem-solving
TCIT in Action

- VIDEO
Preventing Misbehavior
Concepts Teacher Can Use in the Classroom

**PRIDE**

- Praise
- Reflection
- Imitation
- Description
- Enthusiasm

**Skills to Manage Behaviors**

- Be Direct
TCIT Training

- Trained 8 Child Development Centers

- Conducted 3-all day trainings in which 100 CDC staff learned principles of positive classroom management (TCIT) that are based on Parent-Child Interaction Therapy (PCIT)

- Teachers identified 195 index children in their classrooms with behavioral problems and completed SESBI assessments of them before beginning TCIT

- Therapists collected data on teachers’ and aides’ use of recommended skills prior to training
Therapists visited classrooms weekly for 12 weeks to coach and model skills for teachers and aides, helping them to implement TCIT skills with children in their classroom.

- Therapists assessed teachers’ and aides’ skills weekly.

- Therapists re-assessed classes and children after 3 months of TCIT intervention.
Examinations of TCIT’s Effectiveness at Family Service Association Child Development Centers

- Examination of TCIT 1st Generation
  - Dr. Susan Timmer & Dr. Jean McGrath
  - UC Davis CAARE Diagnostic & Treatment Center In collaboration with WestEd Center for Prevention and Early Intervention

- Findings
  - Increase in use of PRIDE Skills
  - Decrease in use of critical commands and critical statements
  - Significant decrease in number of commands
  - Significantly more likely to follow up with praise after giving a command
  - Intensity of child behavior problems reduced significantly
  - Number of child behavior problems decreased significantly
Examinations of TCIT’s Effectiveness at Family Service Association Child Development Centers

- Examination of TCIT 1st, 2nd and 3rd Generations
  - Family Service Association Clinic
  - Findings from the Classroom/Teacher Observation Assessment
    - 80% of teachers and aides showed overall improvement
    - Increase in collaboration between teachers and aides to enforce rules
    - Teachers and aides attended to positive behavior more than negative behavior
    - Significant improvement in giving commands one at a time
    - Increase in teachers and aides observations of students’ appropriate/positive behavior
Teachers and aides showed increased use of praise, reflection, behavioral descriptions with students during 5 minute transitions by the 12\textsuperscript{th} TCIT session.
Teachers and aides decreased use of critical commands (e.g., “Stop!”) and critical statements (e.g., “That’s not helpful”) with students during 5 minute transitions by the 12th TCIT session.
When teachers and aides gave commands, they were more likely to follow up with praise during 5 minute coding of transitions by the 12th TCIT session.
SESBIs

- Improvement in Intensity and Problems (162)
- No Improvement in Intensity but had reduction in Problems (18)
- No Improvement at all (7)
- Child Moved (8)
Administrative Challenges

- Paid overtime to CDC staff for TCIT Trainings
  - Budgeted for anticipated attendees for weekend trainings

- Teachers & children leaving/moving sites
  - Increased communication between TCIT therapists and school staff to continue services

- TCIT therapist to teacher ratio “1:8”
  - TCIT therapists had increased flexibility
  - Consideration for future TCIT therapist schedules. “1:4” ideal ratio
Clinical Challenges

- Helping TCIT therapists understand the classroom dynamic
  - TCIT therapists learned to join the classroom so that children saw them as “teachers”

- Teachers had varying capacities for learning
  - TCIT therapists adjusted coaching style and found time to speak to teachers one-on-one

- Language-Teachers were not always fluent in dominant language of class.
  - Teachers were paired up with bilingual TCIT therapists

- Identifying index children for SESBI’s
  - TCIT therapists had to explain that scores were not a reflection of teachers ability to handle concerns/classroom

- Making TCIT work during flow of classroom
  - TCIT therapists increased mindfulness of classroom schedule & flexibility
    - Ex., Requested Classroom Activities List
Successes

- A total of 1423 children were impacted by the FSA CDC staff’s utilization of PRIDE Skills
- Increased collaboration between the FSA Clinic Department & FSA Child Development Department
  - Facilitated a flow of referrals for PCIT
  - Easier for parents to enroll in services
  - Were able to impact more families
- Improvement was greater when children participated in both TCIT & PCIT
  - The same skills were reinforced both at school and at home and the same target behaviors were being addressed
- Implementation of classroom “booster sessions” and “booster refresher trainings” are being done to continue to promote the success of TCIT at FSA
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