

Managing Children's Dangerous or Destructive Behavior During PCIT

Beth Troutman, Ph.D., ABPP

Marta M. Shinn, Ph.D.

Kami Guzman, MS, LMHC, LMHP

Kelli Slagle Radermacher, MS, LMHC, LMHP

Rebecca Whitlock, LMHC NCC, IADC

Phases to Management of Dangerous and Destructive Behavior

1. Determining if behavior is dangerous or destructive

2. Managing behavior

- Therapist implements response and/or therapist coaches parent to implement response



Determining if Behavior is Dangerous or Destructive

- ⊙ During PCIT training
 - We establish interrater reliability on DPICS coding.
 - Why don't we establish interrater reliability on which child behaviors are dangerous or destructive?

Determine Whether Behavior is Dangerous or Destructive/Not Dangerous or Destructive

Is this behavior dangerous or destructive?

1. Handout
2. Video clips



Earlier versions of the DPICS included codes for dangerous and destructive child behaviors

DPICS III - BASELINE CODING SHEET

IDENTIFYING INFORMATION		Date:	
Subject #:		Observer Name:	
		Circle One: Primary Coder or Reliability Coder	
Child's Name:		Parent:	
		Situation: <input type="radio"/> CDI <input type="radio"/> PDI <input type="radio"/> CU	
TREATMENT SESSION (CHECK ONE)			
<input type="radio"/> Pre-Treatment		<input type="radio"/> Post-Treatment	
		<input type="radio"/> Follow-up	
		<input type="radio"/> Follow-up	

Parent Behavior	Child Behavior
Labeled Praise (LP)	Negative Talk (CR+SA)
Unlabeled Praise (UP)	Yell
Reflection (R)	Whine
Behavior Description (BD)	Physical Negative
Neutral Talk (TA) (ID+AK)	Destructive
Question (Q)	Other
Negative Talk (NTA) (CR+SA)	Total
Direct Command (followed by)	How typical was each situation of their interactions with child at home. If it was not typical, how did the situation differ?
No Opportunity	
Compliance	
Noncompliance	
Indirect Command (followed by)	
No Opportunity	
Compliance	
Noncompliance	

The Bad News:

Poor Interrater Reliability of Child DPICS Codes

⊙ Child Negative Touch

Percent agreement: 18%

Kappa: .33 to .88

Eyberg, Nelson, Duke, & Boggs, 2010

⊙ Child Destructive

Kappa: .09 to .29

Eyberg, Nelson, Duke, & Boggs, 2010



The Good News:

Dangerous and Destructive Behavior Rare During Pre-Treatment DPICS

- ⊙ Child Negative Touch

- ⊙ CLP mean = .07

- ⊙ PLP mean = .51

- ⊙ CU mean = .13

Eyberg, Nelson, Duke, & Boggs, 2010





“Verbal Aggression”



**“Sticks and stones will break my bones,
but words will never harm me.”**

- Christian Recorder, March, 1862

Verbalizations, no matter how horrible or
inflammatory, are not dangerous or destructive.

Dangerous or Destructive Behaviors

- ⦿ Aggression towards parent
- ⦿ Aggression towards self
- ⦿ Destroying toys, room, or objects in room



Dangerous or Destructive Behaviors

- ⦿ Possibility of child getting hurt if behavior continues
- ⦿ Possibility of parent getting hurt if behavior continues
- ⦿ Not “ignorable”



Establish interrater reliability with *parent* on which behaviors to consider dangerous or destructive

Talk with parent about child behaviors they consider dangerous or destructive:

- During intake
- During CDI teach
- During PDI teach



Establish interrater reliability with *parent* on which behaviors to consider dangerous or destructive

⊙ Consult with parent when questionable behaviors occur:

- “It looks like he is swinging that toy close to your face. Do you think that’s dangerous?”

Español: "Parece que el está moviendo ese juguete cerca de su cara. ¿Cree usted que eso es peligroso?"

Let Phase of Treatment Guide Response

1. Prior to CDI teach
2. During CDI coaching phase
3. During PDI phase prior to house rules
4. During PDI phase after house rules

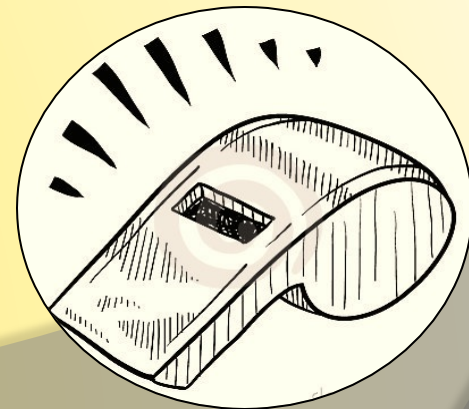
Usually You Are a PCIT Coach

- ◎ Coaching parent on questionable behaviors
 - “You said stop. Do you think throwing the toys is dangerous?”

Español: "Usted le dijo que pare. ¿Cree usted que tirar los juguetes es peligroso? "

- “Are you okay with her standing on the chair?”

Español: "¿Está usted bien con que ella este parada en la silla?"



Sometimes You Are a PCIT Umpire

You need to “call” a behavior dangerous or destructive.



Once a Behavior Is “Called” Dangerous or Destructive

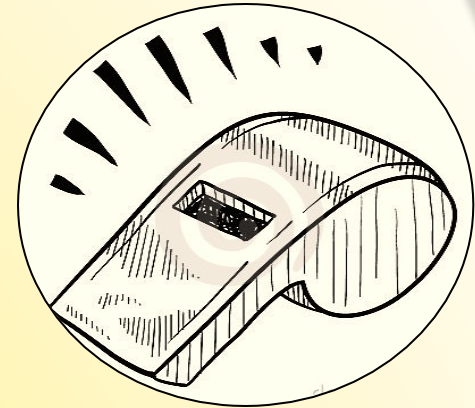
◎ Label behavior:

- “That’s dangerous.”

Español: “Eso es peligroso.”

- “Stomping on toys is destructive.”

Español: “Pisoteando juguetes es destructivo.”



Response to Dangerous or Destructive Behavior in CDI

- ◎ Coach parent through giving the child a warning about behavior – if they engage in behavior again.
For example,

“Throwing toys is dangerous. If you throw toys again, special play is over. Dr. Beth will come in and I will wait outside.”

Español: “Es peligroso tirar juguetes. Si tiras un juguete otra vez, se terminará el juego especial. La Dra. Shinn va a entrar y yo voy a esperar afuera.”

Response to Dangerous or Destructive Behavior in CDI

- ◎ Walk in and manage the child's behavior. For example, walk in and say something plausible like:
 - “I forgot to take the train track out of the room.”
 - *Español: “Se me olvidó sacar la vía del tren del cuarto.”*

Response to Dangerous or Destructive Behavior in PDI (prior to house rules)

Coach parent through giving an incompatible command.



For example if the child is throwing toys, coach the parent to say:

“Put your hands on top of your head.”

Español: "Pon tus manos encima de tu cabeza."

Response to Dangerous or Destructive Behavior (after house rules)



Coach parent through giving the child a time-out if he breaks a house rule.

- E.g. "You hit me, so you have to go to the time-out chair. Stay on the chair until I say you can get off."
- *Español: "Me pegaste, por eso tienes que ir a la silla de tiempo fuera/aparte. Quédate en la silla hasta que yo te diga que puedes salir."*

Managing Dangerous or Destructive Behavior

Handouts

- ⦿ Handout 1: Is behavior dangerous or destructive?
- ⦿ Handout 2: Principles & strategies for managing dangerous or destructive behavior

Thank You for Attending our Presentation!

Questions?

Beth Troutman, Ph.D., ABPP

Marta M. Shinn, Ph.D.

Kami Guzman, MS, LMHC, LMHP

Kelli Slagle Radermacher, MS, LMHC, LMHP

Rebecca Whitlock, LMHC NCC, IADC