

POINT- COUNTERPOINT: PDI PROCEDURES

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PURPOSE

- PDI processes have varied and changed over the years among PCIT providers
- PCIT-International advocates the use of a protocol in PDI that differs slightly from the one often used by UC Davis-trained therapists.
- What are the differences and what is the thinking behind each approach?

PDI TEACHING: MR. BEAR OR MR. PUPPY?

Mr. Bear

1. Cute round face and little arms.
2. Long history of use in children's storybooks-known as highly intelligent and also a little bumbling
3. Non-threatening, loved by parents and kids.

Mr. Puppy

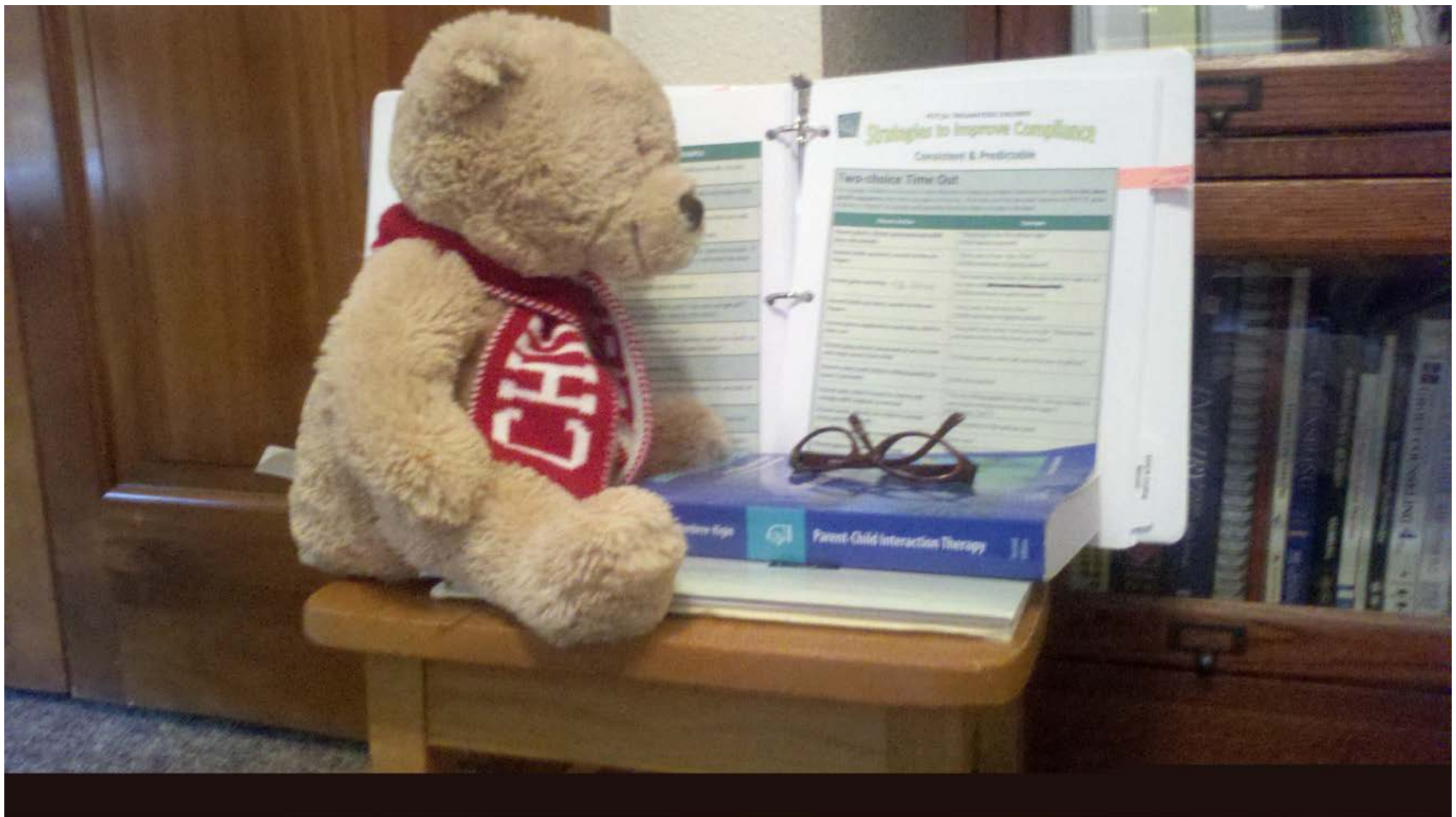
1. Cute long face and deep big eyes.
2. Desired by children across generations
3. Not nearly as scary as a big ole bear.





Mr. Bear
demonstrating
a perfect Time
Out

Highly intelligent Mr. Bear examining “Strategies to Improve Compliance”







DOWNSIDERS OF BEARS AND PUPPIES

Dog attacks

- 4.5 million people are bitten by dogs each year (CDC, 2011)

Bear attacks

- Fewer than 30 attacks per year. (Wikiask, 2012)





THE NITTY GRITTY

2011 PCIT PROTOCOL & UC DAVIS PRACTICE

1. Dr. Abner will present the reasoning behind the PDI protocol as it is described in the most recent PCIT Protocol (2011).
2. Dr. Timmer will present the reasoning behind the tailoring strategies used and taught by the UC Davis PCIT Training Center in our most recent PCIT for Traumatized Children Treatment Manual.
3. We will sum up by discussing what we agree on.
4. Q & A

THE PAUSE: COUNTING TO 5

Counting silently

1. Helps parent regulate
2. Avoids the use of five indirect commands.
3. Helps parents give effective commands.
4. It just looks cool.

Counting out loud

1. Helps parent regulate.
2. Helps increase mindfulness.
3. Makes process transparent.

THE TIME OUT WARNING

“If you don’t...”

1. “Choice” language may be confusing to small children.
2. States command honestly.
3. Less words = less attention to negative behavior.

“You have two choices...”

1. May reduce resistance
2. States command positively
3. Increases mindfulness about choices, reducing impulsive behavior

THE DURATION OF TIME OUT

3 min + 5 sec of Quiet

1. Consistent
2. Predictable
3. Parent directed

Wait until calm (shaping)

1. Goal is compliance & calm.
2. For many children 3 minutes was too long.
3. Having a behavior dependent goal kept parent focus on child.

ESCAPE CONTINGENCIES

TO Room or Swoop & Go

1. PCIT's theoretical base is on social reinforcement.
2. Time out room teaches self-regulation
3. No evidence of traumatization

Removal of Privileges

1. Should parent attention be the only reinforcement?
2. More realistic contingency.
3. Avoids re-traumatization.

TIMING OF PDI CHILD INVOLVEMENT

Child given commands in PDI Coach 1

- The sooner, the better.
- Reduces time in treatment.
- Children can learn from 1 Mr. Bear episode.
- Mr. Bear is officially optional (but not for me 😊).

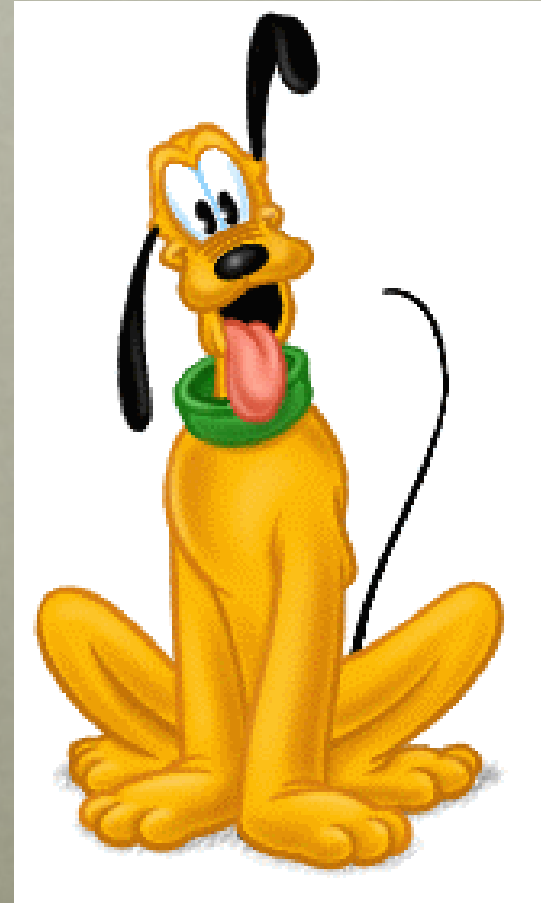
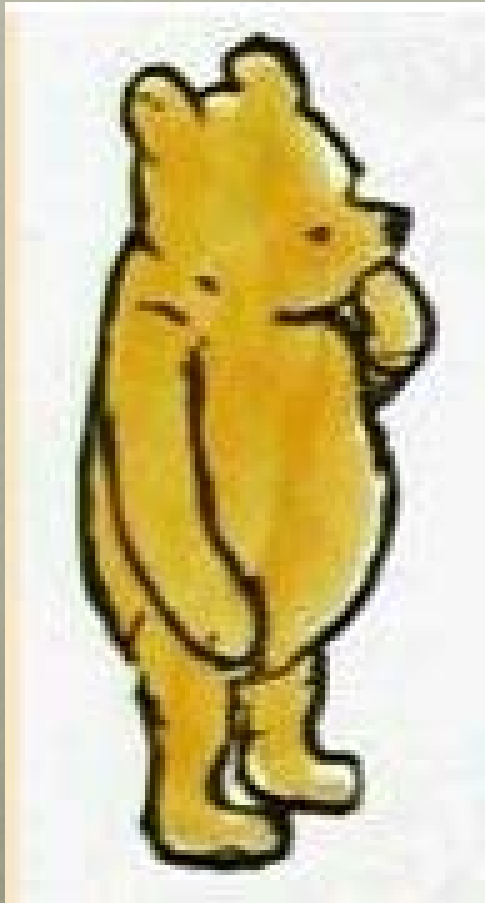
Practice Minding in PDI Coach 1

- Mr. Bear used for TO process if no mastery in PDI Teach. Practice with Mr. Bear is low stress.
- Using Mr. Bear for TO practice helps child understand TO process.
- Practice Minding only used if deemed necessary (parent skills/child behavior)

WHAT DO WE AGREE ON?

- PCIT is a potent and effective treatment.
- PCIT International 2011 protocol is the starting point.
- Any good treatment will be tailored to the individual child.
- PCIT is a treatment that is constantly growing and improving.
- Ideas and experiences of front line providers can and should help to provide the ideas for research and refinement.
- Documenting and discussing effective tailoring strategies will help us serve our clients better (and with fidelity).

QUESTIONS?



THANK YOU!