

## PCIT with a Visually-Impaired Caregiver

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14<sup>th</sup> Annual Conference on Parent-Child Interaction Therapy for Traumatized Children  
Los Angeles, CA  
September 8<sup>th</sup>-9<sup>th</sup>, 2014

## Overview

- Will talk a little bit about the research on visually-impaired parents
  - Spoiler alert! There's not a lot
- Will give you a little background on my client
- Will give you an idea of what adjustments I did (and did not!) need to make to the standard PCIT protocol

## Prevalence of Visual Impairment

- Approx. 19 million persons (8.8%) age 18 and over report having any trouble seeing, even when wearing glasses or contact lenses
- Data collected from the National Health Interview Survey on Disability (1994-95) indicate that approximately 1.3 million persons reported legal blindness (0.5%)

All adapted from Lighthouse International, 2014

## Prevalence of Visually-Impaired Parents

- No good numbers.
- Conservative estimate:
  - About 37% of the 1.3 persons reporting legal blindness would be between 20 and 64 (age range of most parents with kids in the home) = ~481,000 (adapted from Pollard, Miner, & Cioffi, 2000)
- Liberal estimate:
  - 2.8% of the U.S. population aged 16 – 64, or about 5.3 million people of child-rearing age, had some kind of sensory disability (U.S. Census Bureau, 2005)

## Practical Concerns of Parents who are Visually Impaired

(Rosenblum, Hong, & Harris, 2009)

- Safety: strategies include maintaining close proximity, verbal contact, limiting access to rooms, choice of neighborhood
- Transportation: single biggest stressor, limits to ability to engage in activities, limits "spontaneity"
- Homework: use of computer assistive tech, reading aloud, etc...
- Communicating with teachers
- Picking children up: Meeting spots or designated help persons

## Social/Emotional Concerns of Parents who are Visually Impaired

(Rosenblum, Hong, & Harris, 2009)

- Positives: increase in perceived compassion, acceptance of others, and empathy on the part of their children
- Toll of challenges: various practical challenges greatly increase stress
- Explaining impairment to their children
- Feeling left out of activities

### Adaptations Made by Visually Impaired Parents

(Conley-Jung & Olkin, 2001)

- Visual impairment does not affect ability to provide basic aspects of parenting: love, guidance, nurturance, and decision making.
- Visually-impaired parents do feel that they require more:
  - Planning
  - Trial-and-error learning
- Parent-child interactions are not negatively affected by lack of visual communication; simply rely more on verbal or physical communication

### Stigma Faced by Visually-Impaired Parents

(Conley-Jung & Olkin, 2001)

- These parents often face criticism or concerns from those around them regarding their parenting abilities
- “A sighted mom’s child can enjoy an ice cream cone as it drips down his shirt without anyone giving a second thought about it, while the child of a sight-impaired parent is a ‘poor child whose parents don’t know he has ice cream on his shirt.’”

### Client Info

#### Mom

- 35 y/o
- Asian-American
- Single
- Visually-Impaired since birth
- Parents (GPAs) are semi-local
- Court-ordered

#### Child

- 7 y/o
- Asian/Hispanic
- Removed 1 year prior due to Corporal Punishment resulting in marks/bruises
- Returned to mom’s care just prior to Pre-DPICS
- Father not involved

### Pre DPICS

- VIDEO

### Client Concerns

#### Mom’s Concerns

- Child compliance
  - No concerns RE defiance
- Child manners
- Perception of others
- Transportation difficulties

#### Therapist’s Concerns

- Lack of play skills
- Communication skills
- Potential need for modification

### Goals

- Increasing give-and-take between parent and child
  - I.e., allow kid to lead the play
- Improving mom’s disciplinary strategies to decrease risk for use of corporal punishment

### General Modifications So Far...

- Verbal administration of all assessment materials
  - Could use Computer Assistive Tech; emailing PDF or Word docs of the handouts
  - Completion of homework forms first thing each session
  - More limited use of WACB
- Need to orient to the room at the beginning of each session
  - Definitely if there is any change in the setup
  - Identifying toys set out for each day

### CDI Coaching – Modifications?

- Praise – No need to modify
- Reflect – No need to modify
- Imitate – No need to modify
- Describe – Describe what you CAN sense
  - A little more non-specific than a standard case
- Enjoy – No need to modify
- Limiting Questions and Commands
  - E.g., “What is that?” or “Look at this.”
  - This took some special attention and flexibility

### CDI Coaching Examples

- VIDEO

### PDI Coaching – Modifications?

- Be specific with your commands
  - Had to find ways to be specific without visual reference
- Every command positively stated (no mod)
- Developmentally Appropriate (no mod)
- Individual rather than compound (no mod)
- Respectful and polite (no mod)
- Essential commands only (no mod)
- Carefully timed explanations
  - Emphasized this a little bit more
- Tone of Voice Neutral (no mod)

### PDI Coaching – Time Out Sequence

#### Standard

1. Command
2. Count
3. Two Choices
4. Count
5. Explain on the way to the chair
6. 3 min + 5s Silence
7. Etc....

#### Back-up Plan

- Loss of Privileges
  - Swoop and Go too difficult
  - Back-up room not a realistic option in the home

### PDI Coaching – General Mods

- Emphasis on well-timed explanations to improve compliance
- Use of loss of privileges as back-up to the time-out chair
  - Swoop-and-go not really feasible
- Setting up a dedicated time-out chair from the start
  - Avoid having mom scramble
- Strategizing ways to confirm compliance
  - “Please eat 3 bites of your cream corn.”

## Command Examples

- VIDEO

## PDI Coaching – In-Home Sessions

- Started simply because I needed to get Mid measures done, then needed to get her graduated
- Helped with PDI strategies
  - Ruled out use of back-up room in home
  - Helped with placement of time-out chair
  - Helped ID that confirming compliance was a concern
  - Helped the skills generalize much more quickly
  - Helped me understand some of the difficulties this mom faces

## Summary of Modifications to PCIT

- Assessment
  - Verbal administration of measures; less frequent
- General strategies
  - Orient to the room each time
  - Verbal check in on homework / filling out sheet
- Providing PDF copies of handouts via email
- CDI
  - Description of broader behaviors
- PDI
  - Somewhat more vague direct commands
  - Loss of privileges as back-up to time out
  - Setting up the time-out chair before session
  - Coming up with ways to confirm immediate compliance
- Really, not much else!

## Summary of General Strategies to improve engagement

- Being up front, authentic, and respectful
- Emphasizing collaboration while maintaining confidence in the treatment
- Checking in with mom regularly regarding need to modify or adapt anything

## Challenges During Treatment

- Transportation
- Lack of play skills
  - Made it hard to get the ball rolling on CDI on many occasions
- Difficulty of getting child to NOT comply; only a few time outs in session

## Post DPICS

- VIDEO

### Speaking about assumptions others make:

- VIDEO

### References

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