PC-CARE: A Case Study

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OBJECTIVES

1. Understand the goals of PC-CARE and how they differ from PCIT.

2. Understand why certain children might benefit from PC-CARE.

3. Hear about the PC-CARE protocol.

4. Hear about how PC-CARE worked with one client.
PC-CARE

- 6 week intervention
- Teach & coach parents and children
- PRIDE skills
- Parenting skills
PC-CARE vs. PCIT

**PC-CARE**
- PRIDE skills coached every session
- No mastery
- 6 mini-didactics
- Teach/coach many strategies to manage behavior
- Involve child in teaching
- 6 sessions

**PCIT**
- PRIDE skills coached every session
- 10-10-10 mastery
- 2 hour long didactics
- Focus on direct commands & time out to manage behavior
- Parents are the focus of teaching
- Number of sessions not limited

**Same vs. Different**
- **SAME**
- **DIFFERENT**
- **DIFFERENT**
- **DIFFERENT**
- **DIFFERENT**

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**PC-CARE**

- **Intake assessment**
  - DPICS (4-4-4); What is PC-CARE? Effects of trauma on children

- **Session 1**
  - PRIDE skills; transitions; environment

- **Session 2**
  - PRIDE skills; selective attention; redirecting; calming

- **Session 3**
  - PRIDE skills; rules; positive incentives

- **Session 4**
  - PRIDE skills; BE DIRECT; removal of privileges

- **Session 5**
  - PRIDE skills; recovery; redo/hand over hand

- **Session 6**
  - Post DPICS; PRIDE skills; most effective strategies; and putting it all together
A CASE STUDY

ECBI Intensity Scale

- N = 10 caregiver-child dyads
- Variety of referral sources
- Aged 1.3 – 9 yrs
- All had behavior problems pre-PC-CARE
- Behavior problems decreased significantly from pre- to post- PC-CARE

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CASE STUDY

Ryan

• 4 year old Caucasian male
• Lives with:
  – Mother – Ms. W, Primary caregiver
  – Father
  – 20 month old sister
• Attends Transitional Kindergarten
  – Calls from teacher multiple times per week
due to aggression toward peers

CASE STUDY

Presenting Problems

• Strong-willed
• Defiant
• Aggressive (e.g., hitting children at school and
  family members)
• Trouble getting reading in the morning and
  bedtime
• Cries easily

• Ms. W believed her parenting skills were
ineffective & was motivated to learn
PRE-DPICS

CASE STUDY

Weekly Treatment Session

Number of Verbalizations

Pre-Tx   Session 1  Session 2  Session 3  Session 4  Session 5  Session 6/Post

PRIDE  Questions  Commands  Negative Statements
CASE STUDY

Measure Pre-Treatment Post-Treatment

Eyberg Child Behavior Inventory (raw scores)
Intensity Score 160* 79
Problem Score 14 1

Parenting Stress Index – Short Form (T-scores)
Parental Distress 43 44
Parent-Child Dysfunction 55 51
Difficult Child 66* 57
Total Stress 55 51
CASE STUDY

Post-Treatment

• Respectful
• Listens well
• More relaxed and enjoyable relationship with Ms. W
• No calls from school – no hitting
• Kind toward sibling
• Calms himself when frustrated
• Ms. W feels confident in her parenting

POST DPICS
WRAP UP &

QUESTIONS
CONTACT US

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