

Application of PCIT:
Two case reviews conducted in
Spanish for simple phobias



By
Dr. Jose Cholula, MA, EdD

Cases



❧ Maria

- ❧ Kindergartener with high levels of anxiety. The initial trigger happened one day while watching TV. After that, the client became afraid of televisions, then videos and loud noises in different settings. In the initial intake session, the client was crying excessively and seemed worried.

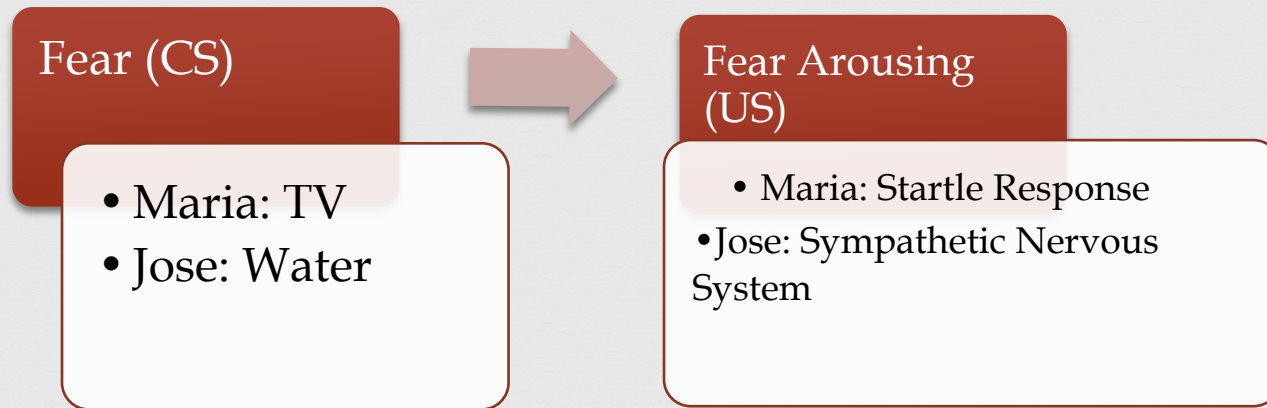
❧ Jose

- ❧ Preschooler with high levels of anxiety. The initial trigger happened in a restroom with an overflowing toilet. One day, he went to the bathroom at school, flushed the toilet. This incident led to high levels of anxiety at home, school and social settings. Jose generalized his fear of water to anything related to water, the weather and loud noises.

Two-Factor Theory



Classical and Operant Conditioning



- Because people consistently avoid the conditioned stimulus, they never have an opportunity to extinguish the conditioned fear.
- Because Jose consistently avoid waiter, he never has the opportunity to reduce his levels of anxiety.

Modalities for Anxiety

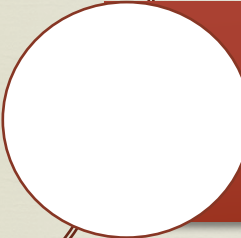


☞ In Vivo Exposure with Response Prevention:

- ☞ Exposes the client to the feared object (CS) or situation while preventing him/her from engaging in cognitive or behavioral avoidance (Wolizky-Taylor, et al, 2008).

A white circle with a thin brown outline, positioned to the left of the text, connected by a thin brown line to another white circle below it.

Flooding: Exposure to the most anxiety arousing for a prolonged period of time.

A white circle with a thin brown outline, positioned to the left of the text, connected by a thin brown line to another white circle above it.

Graded Exposure: Exposure to minimal anxiety and gradually increases to intense anxiety.

Acquisition Skills



Cognitive Self-Control

❧ 1. Relaxation

❧ Maria, please do ten breathing exercises.

❧ 2. Visualization of a pleasant scene

❧ 3. Positive self-statements

❧ I am brave, I am strong, and I am a tough cookie.

❧ 4. Parental reinforcement for appropriate behaviors

❧ Consistency of labeled praises throughout treatment.

PDI Sessions



Case #1: Maria	Case #2: Jose
PDI #7: Skill acquisition	PDI #7: Skill acquisition
PDI #8-10: Introduced a video & sound	PDI #8: Introduced a potty chair
PDI #11: Introduced a portable DVD	PDI #9: Introduced the water pouring
PDI #12: Introduced the TV	PDI #10: Introduced the bathroom
PDI #13: Control over the TV	PDI #11: Control over the bathroom

Spanish Speaking Parent



❧ Advantages

- ❧ Parental involvement
- ❧ Parent view the PCIT therapist as the expert.
- ❧ Learn to identified the signs and symptoms.

❧ Disadvantages

- ❧ Maria: Parent may display projections of anxiety.
- ❧ Maria: Slow learning process with CDI and PDI.
- ❧ Jose: Giving labeled praises.
- ❧ Jose: Transitions with code switching.

The Child



❧ Advantages

- ❧ Not alone in treatment process.
- ❧ Learned coping skills directly from parent.
- ❧ Received support guidance and empowerment from parent directly across settings.

❧ Disadvantages

- ❧ Maria: Difficulties verbalizing signs and symptoms.
- ❧ Jose: Difficulties generalizing across settings.

PCIT Therapist



❧ Advantages

- ❧ Transition of PCIT to individual therapy

❧ Disadvantages

- ❧ Transference from parent

 - ❧ No progress in CDI or PDI phases

- ❧ Counter transference

- ❧ Acculturation