

# Who Put the "C" in the CBT? The Role of Cognitive Therapy in PCIT

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## Financial Conflict of Interest Disclosures

*PCIT-SM video*  
*PCIT International*

## Goals of Presentation

1. *Highlight differences in child and adult thinking*
2. *Consider implications of cognitive work in PCIT*
3. *Differentiate the "C" and the "B" for the child in PCIT*
4. *Differentiate the "C" and the "B" for the caregiver\* in PCIT*
5. *Question if using "C" is tailoring? Adapting? Or lack of fidelity?*

## PCIT THEORETICALLY GROUNDED

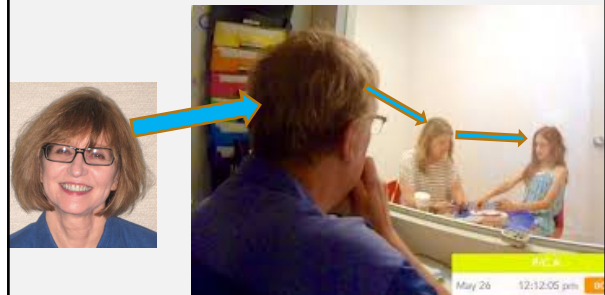
- Baumrind's parenting styles
- Attachment theory (Bowlby)
- Social learning theory (Bandura; Patterson)
- Behavior Modification (Skinner)

*Inherently behavioral*

## PCIT ESSENTIALLY A BEHAVIORAL MODEL

- Differential social attention
- Positive (social) reinforcement +/- active ignoring
- Shaping successive approximations
- Extinction
- Programmed generalization (public behavior)
- SP+ (Special time)
- SP- (Time out chair & procedure)
- Antecedent environmental controls (stripped room)
- Modeling (part of PCIT-I FIDELITY criteria©)

## PCIT USES BEHAVIORAL PARALLEL MODELING PROCESS

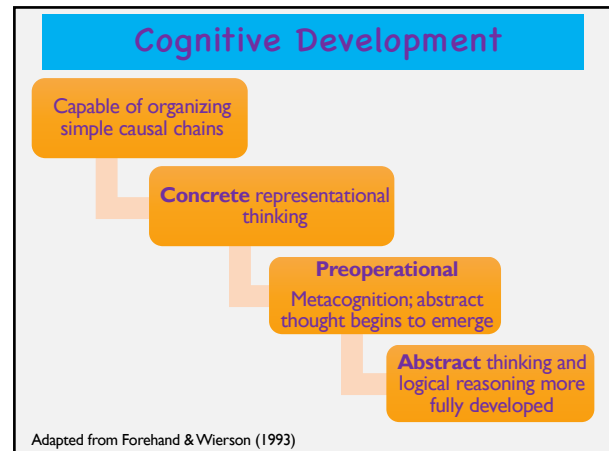




Why not use cognitive therapy with the child?

What are the *cognitive differences* between adults & young children?

**Kid think  $\neq$  Adult think**



Adults may use *abstract reasoning* and *metacognitive processes* as part of coping ~ children in PCIT generally can not

**2 REASONS NOT TO DO COGNITIVE THERAPY WITH THE CHILD IN PCIT**

- a) It's not in the Protocol ☺
- a) It would not be tailoring
- b) Developmentally, not well-matched

I think I'm not smart enough

I wish I was a genius

I'm not a math person

I'm not good at this

I can't do this

**Growth minded**

Change your words. Change your world.

I'll never be as good as her

I'll figure out what she does and try it

What am I missing?

I will show the strength of my mind

**Growth minded**

when things get really tough and I stay with it,  
I'm usually successful.

Even If I don't get it, I give myself  
credit for trying hard.

Even if I don't get it but I try, my  
~~parents~~ doesn't give me a hard time.

mom

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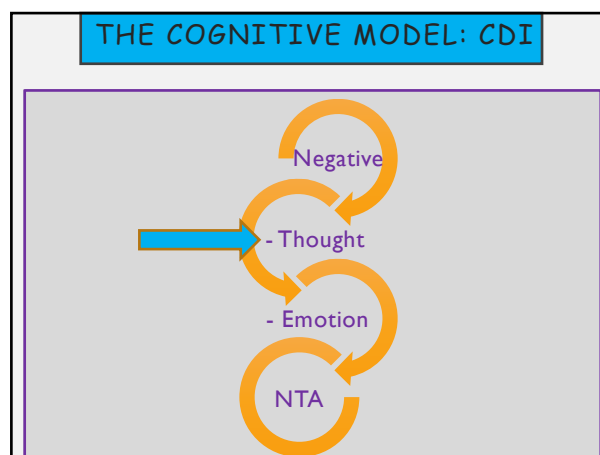
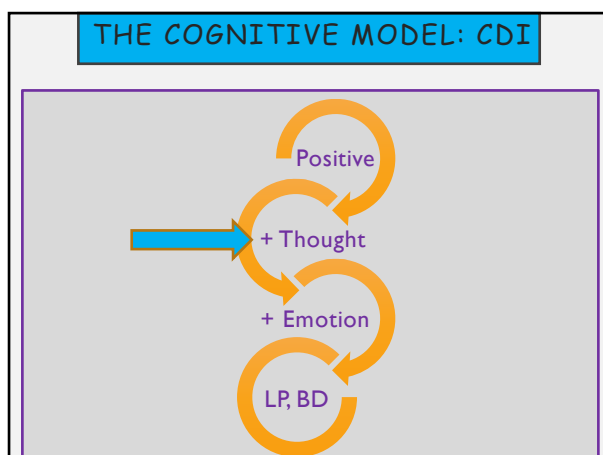
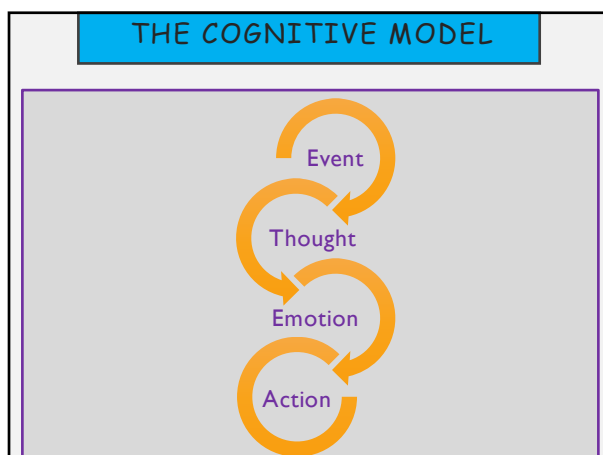
when things get really tough and I  
stay with it, im usually successful and I  
feel good and my Mom doesn't give  
me a hard time.

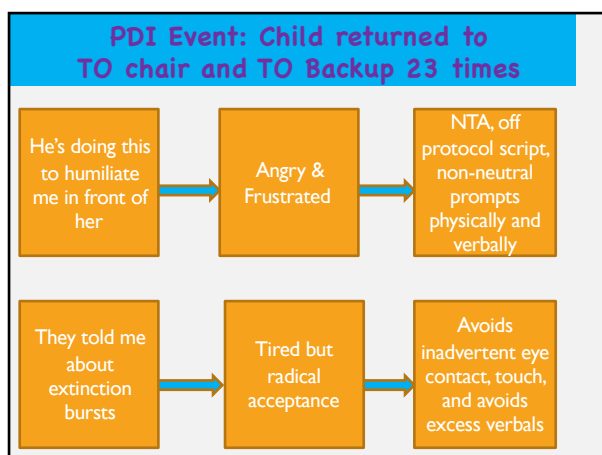
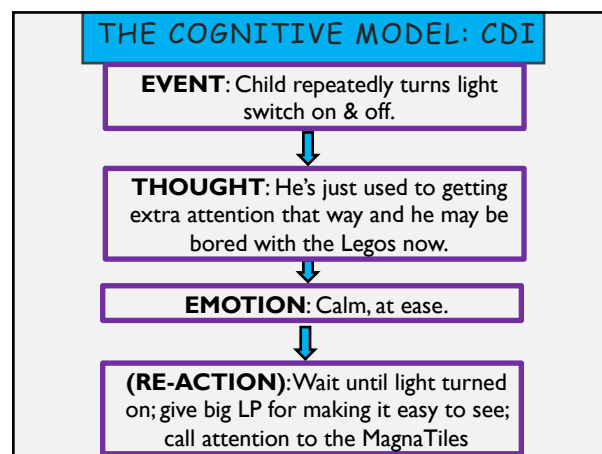
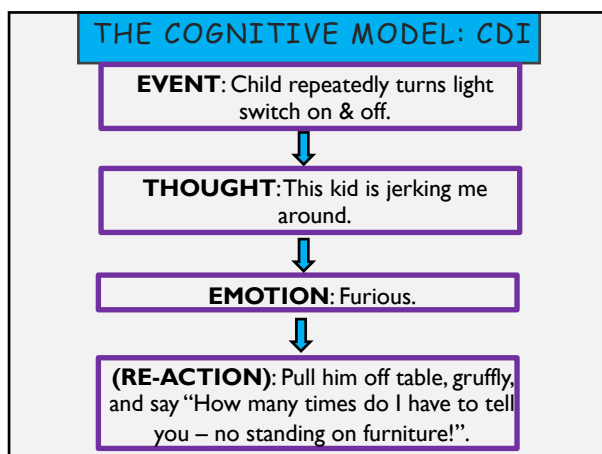
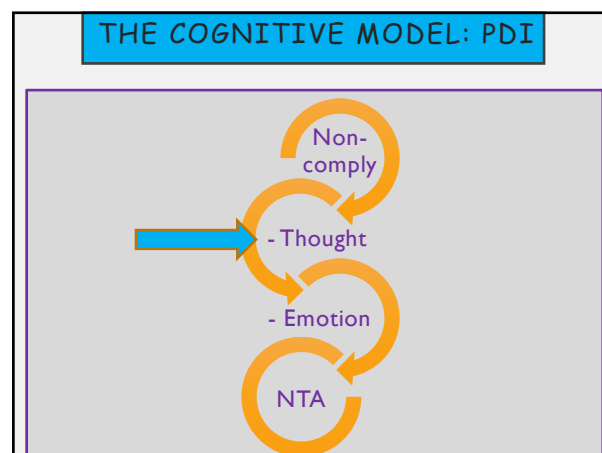
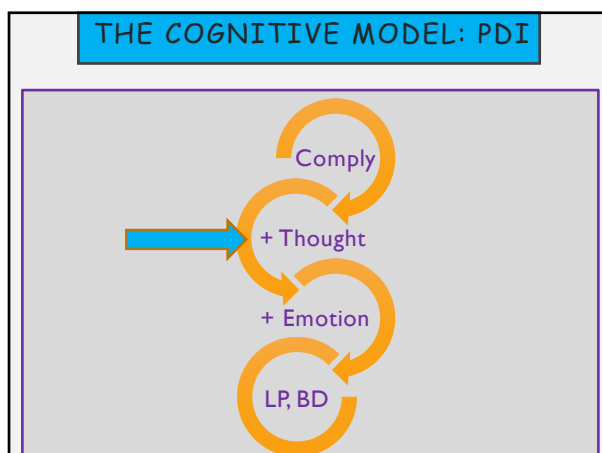
He has hard time to say the coping statement when I asked him to do it tonight, he refused to say it, he thinks is waste of his time, & thrown a big tantrum. He didn't want me to write this email to you, so he tried to delete it instead of sending it.

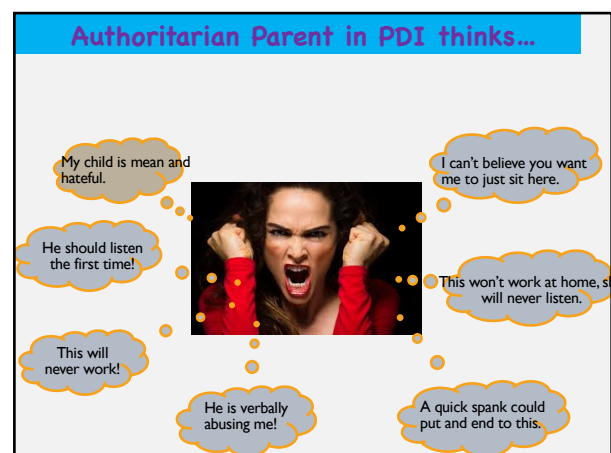
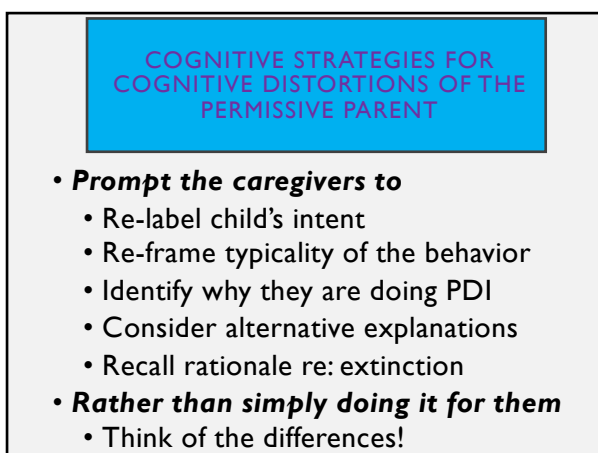
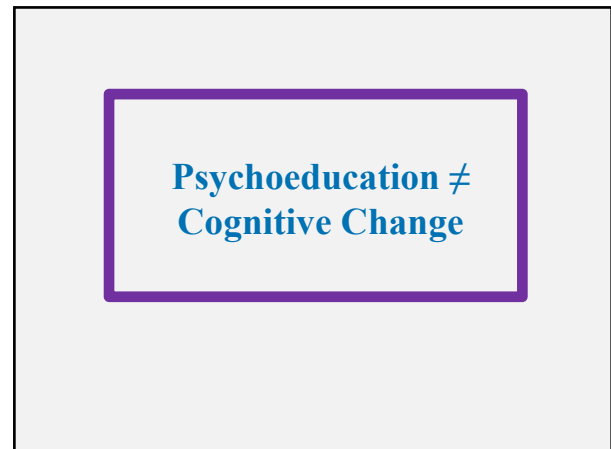
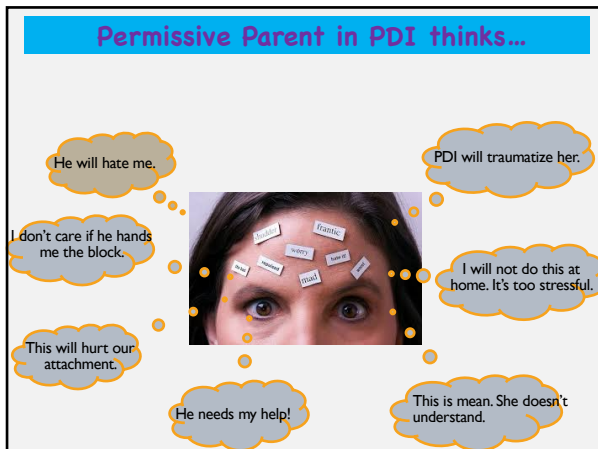
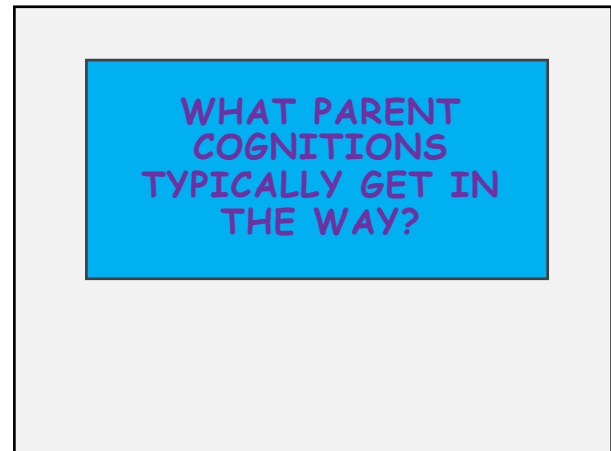
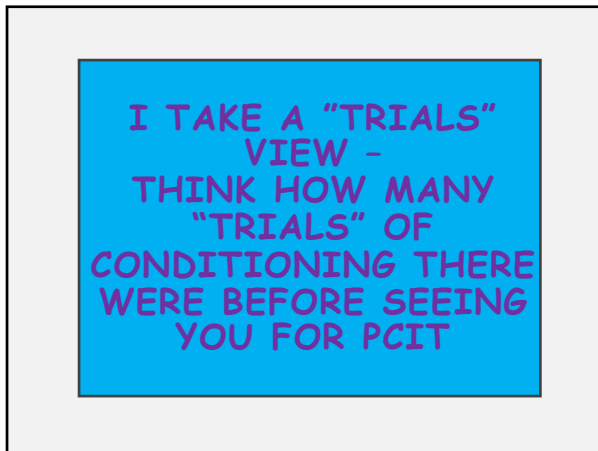


BEHAVIORAL	COGNITIVE
Use PRIDE skills	Reframe
Actively Ignore	Disputations
Differentially attend to	Encourage experiments
Give a "high 5"	Thought monitoring
Show graphs	Perspective taking
Use different color Hwk sheet	Mindfulness
Give commands	

- Check-in
- During session
- Check-out/debrief
- In between sessions\*
  - Emails
  - Phone calls
  - Texts
- Basecamp antecedents







COACHING STRATEGIES FOR  
COGNITIVE DISTORTIONS OF THE  
AUTHORITARIAN PARENT

- **Prompt the caregivers to**
  - Identify time-out as powerful strategy
  - Normalize TO non-compliance
  - Describe the differences between authoritative and authoritarian
  - Identify benefits of learning to self-regulate even if it takes a tad longer in short run
  - Describe how active ignoring is actually an active strategy and not an absence of parenting

**GETTING THEM TO  
THINK IN PDI:  
SOMETHING I DO  
FOR MY CHILD, NOT  
TO MY CHILD.**

**MUST INTERVENE AT THE  
LEVEL OF THE THOUGHT**

**TAILORING AT ITS BEST!**

TAILORING AND ADAPTING PCIT

EDUCATION AND TREATMENT OF CHILDREN Vol. 28, No. 2, MAY 2005

**Tailoring and Adapting Parent-Child Interaction  
Therapy to New Populations**

Sheila M. Eyberg  
University of Florida

*Classic 2005 article by Sheila Eyberg*