PCIT Training: Using the Trainer Toolbox

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OBJECTIVES

Goals for participants is to understand:

- What’s in the toolbox
- Setting up a training program in your organization
- The process of training: skill building to mastery
- Tools for observing and evaluating
- The art of giving feedback
TRAINING TOOLBOX

SUPPORTING THE TRAINING PHILOSOPHY

- PCIT for Traumatized Children Web course
- Treatment Manual, Competency checklist
- ToT Manual
  - Post-web course skill building
  - Coach coding
  - Session checklists: DPICS, Teaching, Coaching
  - Trainer (ToT) Competency checklists
  - Progress note templates
TRAINING PHILOSOPHY

DEVELOPMENTAL MILESTONES

- Process: Not Instant
- Skill Building: Layers of Understanding
- Structure: Roles, Routines
TRAINING PHILOSOPHY

BUILDING COMPETENCE

MENTORING

FOCUS ON TRAINEE

GROWTH OF SKILLS

NOT CO-THERAPY

NOT ON CLIENT

NOT JUST “HOW TO”
PCIT TRAINING

MENTORING vs.

CO-THERAPY ROLE PLAY
# Training Process

## Trainee Responsibilities

<table>
<thead>
<tr>
<th>Study</th>
<th>Practice</th>
<th>Apply Feedback</th>
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<tr>
<td>Web course</td>
<td>Practice coding</td>
<td>Listen to trainer feedback; ask questions</td>
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<tr>
<td>Treatment</td>
<td>Practice CDI skills</td>
<td>Understand how to apply feedback to PCIT practice.</td>
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<td>manual</td>
<td>Role-play</td>
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<td>McNeil book</td>
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<tr>
<td>Read, review</td>
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<td>Observe others</td>
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IMPORTANCE OF CODING MASTERY

KEY TO FIDELITY AND EFFECTIVENESS
TRAINING PROCESS

TRAINER RESPONSIBILITIES

**PLAN & TEACH**
- Brief didactics
- Preview new session requirements
- Preview competencies

**PREPARE**
- Role-play
- Review to ensure trainee’s readiness
- Review trainee’s goals

**OBSERVE & EVALUATE**
- Session checklist
- Coach coding
- Note parent response & engagement

**FEEDBACK**
- Transparent
- Descriptive
- Strength-based
- Plan for improvement
IMPORTANCE OF CODING MASTERY

KEY TO FIDELITY AND EFFECTIVENESS
USING THE TRAINING TOOLBOX
PRE-TRAINING

KEY STRATEGIES AND TRAINING TOOLS

BUILDING A STRONG FOUNDATION

- Web course
- Treatment manual
- Post-web course skill building
  - Coding, PRIDE skill practice
  - Practice giving DPICS instructions
  - Understanding standardized assessments
  - Developing treatment goals
discussion

students

group

critical
groups

-response

reading

time

Discussion

new

questions

comment

conversations

people

teachers

participants

participants

class

way

out

people

students

Discussion

participants

ones

practice

make

talk

make

just

democratic

learning

storyteller

learn

point

knowing

knowledge

questions

learning

view

work

alternative

topics

people

ideas

response

saying

speaking

voices

voices

read

interesting

discussion

new

questions

make

new

students

class

group

discussion

questions
INTAKE & ASSESSMENT

KEY TOOLS & TRAINING STRATEGIES

ENGAGEMENT & CONFIDENCE

• Help select good PCIT cases- use Parent & Child Factors forms (Treatment Manual)

• Therapist Engagement Checklist (Treatment Manual)

• DPICS Session Checklist (ToT Manual)
discussion
TEACHING SESSIONS

KEY TOOLS & TRAINING STRATEGIES

DEVELOP PLAN FOR SKILL ACQUISITION

• Teach/ plan- make sure trainees know material
• Prepare- Role play ahead of time, review treatment plan
• Observe- Use the Teaching session checklist
• Feedback- Plenty of positive
Discussion
FEEDBACK

FOR GROWTH & IMPROVEMENT
COACHING SESSIONS

TOOLS AND TRAINING STRATEGIES

- CODE every session, review codes quickly
  - Calculate reliability
  - Trainer is gold standard

- PLAN & PREPARE

- OBSERVE
  - 5 minutes of coach coding every coaching session
    - Select 5 minutes where trainee is coaching comfortably
    - Always give feedback

- FEEDBACK
  - Framework for evaluating trainee performance
  - Always give feedback
  - Use when writing training progress note
OBSERVE & EVALUATE

ToT SESSION CHECKLIST

Follows structure of session

• Check-in
• Coding
• Coaching, coach coding
• Closing the session
CDI COACH CODING

MEASURE OF COACHING SKILL ACQUISITION

LEVEL 1
- Therapist gives command to parent
- Line feeding

LEVEL 2
- Therapist labels parent verbalization
- Therapist praises parent

LEVEL 3
- Describes effect of parent on child
- Psychoeducation
- Interprets child behavior
- Generalization
COACH CODING

COACH CODING ROLE PLAY
COACH CODING

What did you notice?
PDI COACH CODING

MEASURE OF COACHING SKILL ACQUISITION

**LEVEL 1**
- Therapist gives DIRECT commands to parent
- Therapist feeds lines as needed

**LEVEL 2**
- Therapist coaches thru PDI sequence correctly and calmly

**LEVEL 3**
- Therapist gives gentle corrections when needed
COACH CODING

What did you notice?
discussion
Checking yourself

Tools to keep ourselves on track

• ToT Fidelity checklist
• ToT Competency checklists

Am I giving the trainee enough independence? Support?

Am I preparing the trainee enough?
WRAPPING UP

TRAINING FIDELITY IN PCIT PRACTICE

PCIT LIKE FITNESS TRAINING

• Need to teach good habits (good organization, documentation)
• Need to teach the WHY, not just how
• Need to teach what can change, what can be tailored—when and why
• Need to teach not to be afraid of collecting outcome measures
QUESTIONS?
THANK YOU!

CONTACT US

Website:  pcit.ucdavis.edu
Web Course:  pcit.ucdavis.edu/pcit-web-course

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