PC-CARE: Creating an Affectionate and Respectful Environment in only 6 sessions!

Brandi Hawk, PhD
Lindsay Forte, MS

PCIT Training Center
University of California, Davis
CAARE Center
Sacramento, CA
pcit.ucdavis.edu
Introductions
OBJECTIVES

1. Develop a basic understanding of PC-CARE
   - What it is
   - How it differs from PCIT
2. Understand the basic structure of PC-CARE
   - Treatment and Session Outlines
3. Understand specific aspects of PC-CARE
   - Coding
   - Mini-didactics
   - Coaching
4. Troubleshooting possible issues
5. PC-CARE Training Structure
What is PC-CARE?

PC-CARE, also known as Parent-Child Care (PC-CARE), is a parent-child intervention program designed to improve the quality of the parent-child relationship and to teach parents skills to help their children manage their behavior. In PC-CARE, parents are taught and supported to use evidence-based skills while playing with their children.

How does PC-CARE work?

PC-CARE is a 7-week intervention program designed to help parents who are ready and willing to learn and practice new parenting strategies. The program works with parents to increase their positive parenting skills and to find the behavior management strategies that are most effective for them.

Who is PC-CARE for?

- Parents who are:
  - Overwhelmed, overwhelmed, and confused about how to deal with their child's challenging behavior
- Parents who are: (for children ages 3-12)
  - Not making any progress with treatment

For information contact:

UCDAVIS
Children's Hospital
915 N. Victorian Blvd.
Sacramento, CA 95817

For more information contact:

UCDAVIS Child
Development

NCTSN
The National Child Traumatic Stress Network
What is PC-CARE?

• Brief dyadic intervention for children aged 2-10 years old and their caregivers

• Four tenets of PC-CARE
  – Live, in-the-moment coaching of parenting skills
  – Daily homework: special play time + practicing skills to manage behavior
  – Encourage proper use of skills that work best for each dyad (no mastery + learn new skills weekly)
  – Active involvement of children
<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC-CARE</td>
<td>PCIT</td>
</tr>
<tr>
<td>PRIDE skills</td>
<td>• 6 weeks</td>
</tr>
<tr>
<td>Live coaching</td>
<td>• No time limit</td>
</tr>
<tr>
<td>Play-based</td>
<td>• 2 long didactics</td>
</tr>
<tr>
<td>Daily homework</td>
<td>• Focus on PRIDE, direct commands &amp; TO</td>
</tr>
<tr>
<td></td>
<td>• No mastery</td>
</tr>
<tr>
<td></td>
<td>• Mastery</td>
</tr>
<tr>
<td></td>
<td>• Teach in collateral session</td>
</tr>
<tr>
<td></td>
<td>• Many strategies taught</td>
</tr>
<tr>
<td></td>
<td>• Child involved in teaching</td>
</tr>
</tbody>
</table>
Why 6 Weeks??

• Low PCIT retention rates
• Brief intervention requires less parent commitment
• Often, the largest PCIT gains occur within the first 6 weeks
• Some funding sources allow only a certain number of sessions
Why Mini-Didactics?

• Keep treatment brief
• Provide basic concepts then immediately coach
  – Continue teaching during coaching
• Include child
Why Many Strategies?

• Strengths-based approach
  – Provide many options and determine which works best for that family
• Less severe behaviors, so different strategies may be most effective
• Strategies will continue to be effective as child gets older
Why No Mastery?

• Purpose is to help caregivers become knowledgeable about many strategies

• Maintain treatment brevity

• Reduce demands on caregivers
  – Keep treatment child-focused
  – Keep treatment positive and strengths-based
Why Include the Child?

• Parent-child relationships are dyadic
  – Children can also work to improve the relationship
• Encourage open communication
• Teach children skills for successful relationships with siblings, peers, etc.
Who is PC-CARE for?

- Children aged 2-10 years old
- In a new placement
- Mild-moderate behavioral symptoms
- In individual therapy but need additional parent-child support
- High functioning caregivers OR caregivers at high risk of dropout
PC-CARE Course of Treatment

Intake
• Collect information: clinical interview, standardized measures; Define treatment goals, describe treatment; 12-minute observation; Trauma Didactic

Session 1
• PRIDE Skills; Transitions; Creating a compliance-friendly environment

Session 2
• Selective Attention; Redirect; Modeling; Calming

Session 3
• Rules; Choices; When-then & If-then

Session 4
• Direct Commands; Two-choice removal of privileges

Session 5
• Recovery; Redo; Hand-over-hand (for very young children)

Session 6
• Review all skills; Discuss what works and what doesn’t; 12-minute observation; Collect standardized measures

PC-Care!
Parent-Child Intervention – 6 Week Model

Week 1:
• Learn about PC-CARE and how to use PRIDE Skills and strategically notice your child’s positive behavior
• Learn new strategies: Setting up your home environment to improve child compliance, & Transitions
• Home/Hand assignment

Week 2
• Learn new strategies: Ignore, Modeling, Redirect, & Calming
• Practice using PRIDE skills to strengthen your child’s positive behavior
• Home/Hand assignment

Week 3
• Learn new strategies: Rules, Positive Incentives – Chokes, When-Then & If-Then statements
• Practice using PRIDE skills to strengthen your child’s positive behavior
• Home/Hand assignment

Week 4
• Learn new strategies: Giving Effective Commands, & Removal of Privileges
• Practice using PRIDE skills to strengthen your child’s positive behavior
• Home/Hand assignment

Week 5
• Learn new strategies: Re-Doing, Hand-Over-Hand (for very young children), & Recovery
• Practice using PRIDE skills to strengthen your child’s positive behavior
• Home/Hand assignment

Week 6
• Putting it all together! Use what you’ve learned at home and in the community!
• Practice all the skills you have learned: PRIDE skills, BE DIRECT, and coping skills
• Graduation!
PC-CARE
Structure of 50-Minute Coaching Session

- Check in (discuss homework)
- Mini-Didactic
- Coding & Feedback
- Coaching
- Check-Out

CODING!!!
**PC-CARE Coding**

**PC-CARE**

WEEKLY CODING AND CLINICAL NOTES

<table>
<thead>
<tr>
<th>A min. Coding Instructions:</th>
<th>&quot;Tell [CHILD’S NAME] that it is Special Time and [HE/SHE] can play with any of the toys. Use all the skills you’ve been practicing while you follow along with [HIS/HER] play.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLIENT NAME</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>CAREGIVER</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>PARENT’S STATEMENTS</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>PRIDE (L.P, UP, RF, AQ, G, AVOID)</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>QUESTIONS</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>COMMANDS</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>STRATEGIES USED TO MANAGE BEHAVIOR</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>REDIRECTING &amp; ENTHUSIASM</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>SUGGESTIONS ADDRESSED</strong></td>
<td><strong>DATE</strong></td>
</tr>
</tbody>
</table>

**A PARTNER IN NCTSN**

The N. Trauma
Major Differences

• All PRIDE skills combined
  – Unlabeled praise, labeled praise, reflections, reflective questions, imitation statements, behavior descriptions, enjoyment statements

• Document whether questions were answered/ not answered/ no opportunity to answer

• Indirect and direct commands combined

• Record whether parent used strategies to manage behaviors
PRACTICE!
Developing your PC-CARE Coding Skills
How did you do??

- Neutral Talk: 6
- PRIDE: 5
- Questions: AN: 4 NA: 1 NOA: 0
- Commands: CO: 2 NC: 0 NOC: 0
- Negative Talk: 1
- Strategies used: Enjoyment, Modeling, follows child’s lead
### Transcript

Start time = 1:21:05  
End time = 1:23:03

<table>
<thead>
<tr>
<th>Verbalization</th>
<th>Code</th>
<th>Coding Sheet Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>How’d you cook these?</td>
<td>Question</td>
<td>Question – AN</td>
</tr>
<tr>
<td>You didn’t cook these?</td>
<td>Reflective Question</td>
<td>PRIDE</td>
</tr>
<tr>
<td>Tell me about them.</td>
<td>Direct Command</td>
<td>Command – CO</td>
</tr>
<tr>
<td>Those are grapes.</td>
<td>Reflection</td>
<td>PRIDE</td>
</tr>
<tr>
<td>I love grapes.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>I think you like grapes too.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>You want some?</td>
<td>Question</td>
<td>Question – NA</td>
</tr>
<tr>
<td>You ate all the grapes.</td>
<td>Behavior Description</td>
<td>PRIDE</td>
</tr>
<tr>
<td>You got some more?</td>
<td>Reflective Question</td>
<td>PRIDE</td>
</tr>
<tr>
<td>Tell me about it.</td>
<td>Direct Command</td>
<td>Command – CO</td>
</tr>
<tr>
<td>What?</td>
<td>Question</td>
<td>Question – AN</td>
</tr>
<tr>
<td>Sandwich uncles?</td>
<td>Reflective Question</td>
<td>PRIDE</td>
</tr>
<tr>
<td>I don’t know what sandwich uncles are.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>(We’ll need to clean that off)</td>
<td>none</td>
<td>none – no code</td>
</tr>
<tr>
<td>Yes I did.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>There’s no ice cream left in it.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>Someone ate all my ice cream.</td>
<td>Information Description</td>
<td>Talk</td>
</tr>
<tr>
<td>What else is for dessert?</td>
<td>Question</td>
<td>Question – AN</td>
</tr>
<tr>
<td>That is not dessert</td>
<td>Negative Talk</td>
<td>NTA</td>
</tr>
<tr>
<td>When you want dessert next time, can I give you salad?</td>
<td>Question</td>
<td>Question – AN</td>
</tr>
</tbody>
</table>
# Measures and Homework

![WACB-N](image)

**Measures and Homework**

---

### PC-CARE Homework Sheet

<table>
<thead>
<tr>
<th>Child Name:</th>
<th>5-minute State of Mind</th>
<th>What does your child need to change?</th>
<th>Effectiveness of state of mind and coping strategies</th>
<th>Additional behavioral state</th>
<th>Effectiveness of behavioral management strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**A Partner in NCTSN**

---

![National Child Traumatic Stress Network](image)
Measures

• Pre- and Post-treatment
  – PSI, WACB-N (or ECBI), trauma measure (e.g. TSCYC)

• Weekly measures
  – WACB-N

• Discuss WACB-N results each week & identify areas to address in session.
Homework

• VERY important with only 6 weeks
• 5 minute special play time daily
• AND daily record strategies to manage behavior used and their effects

• Motivate caregivers to complete homework weekly
Weekly Progress

• Document
  – WACB-N score
  – Number of PRIDE skills during coding
  – Days of homework
Mini-Didactics
How do you give a CDI Teach in 10 minutes???
Session 1 Didactic

- PRIDE Skills
- Avoid negative talk & criticism
- Reduce questions and commands
- Transitions
- Creating a compliance friendly environment
Discussion

What do you keep?

What do you leave out?
Teaching Strategies

• Building new skills each week
• Always building on PRIDE skills

- Describe Skill
- 1-2 Reasons
- Child-specific example

• Use coaching to continue/reinforce teaching
Coaching
Effective Coaching

• Coaches talk A LOT because there are only 6 sessions

• Review of coaching levels:
  – Level 1: Lead
  – Level 2: Follow/Praise
  – Level 3: Teach/Encourage

• Level 3 coaching is especially important
  – WHY?
Using Level 3

Explanations
- What it is
- Why it should be used
- How it will help

Observations
- Child
- Caregiver
- Dyad
- What is happening
- How things are different

Generalizations
- When caregiver can use skills
- How to use skills in real life
You Try…

• In the video, identify 1 explanation, 1 observation, and 1 generalization you could give

• ***coding video so there is no coaching
Setting Up Scenarios

• Many opportunities for creativity

• Based on strategies taught in session
  – Ensure caregivers have opportunities to practice all the strategies taught

• Based on child behavior problems
  – Create play-based and real-life situations to address greatest areas of difficulty
Get creative…

• How could you coach these strategies?
  – Calming strategies
  – When-then/If-then
  – Recovery

• How could you target these behaviors?
  – Tantrum when told ‘no’
  – Poor mealtime manners (leave table, play with food, etc.)
  – Tantrums/defiance during homework
An Example Video

• Aryanna video with practice eating...
Common Issues to Consider
How would you...

• Avoid questions that can derail the mini-didactics?
• Address ongoing issues during coaching?
• Move through didactics quickly with talkative/anxious caregivers?
• Incorporate the child in didactics?
• Make sure this is primarily a FUN experience?
• Work with caregivers who do not follow your lead?
Training Structure
Training Looks Like

• Guided worksheets with videos
  – Think about each session while watching how it works
• Weekly consultation calls before sessions
• Live training and/or trainer reviews videos
How to be a PC-CARE Therapist

• Complete Competencies
  – Competency Checklist
• 2 Completed Cases
• 1 PC-CARE Presentation
WRAP UP & QUESTIONS
CONTACT US

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

www.facebook.com/UCDPCIT    PCIT LinkedIn Group
THANK YOU!

Thanks for your interest in UC Davis PCIT Training.