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PARENT
CHILD
INTERACTION
THERAPY

PCIT
Training
Center

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

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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?

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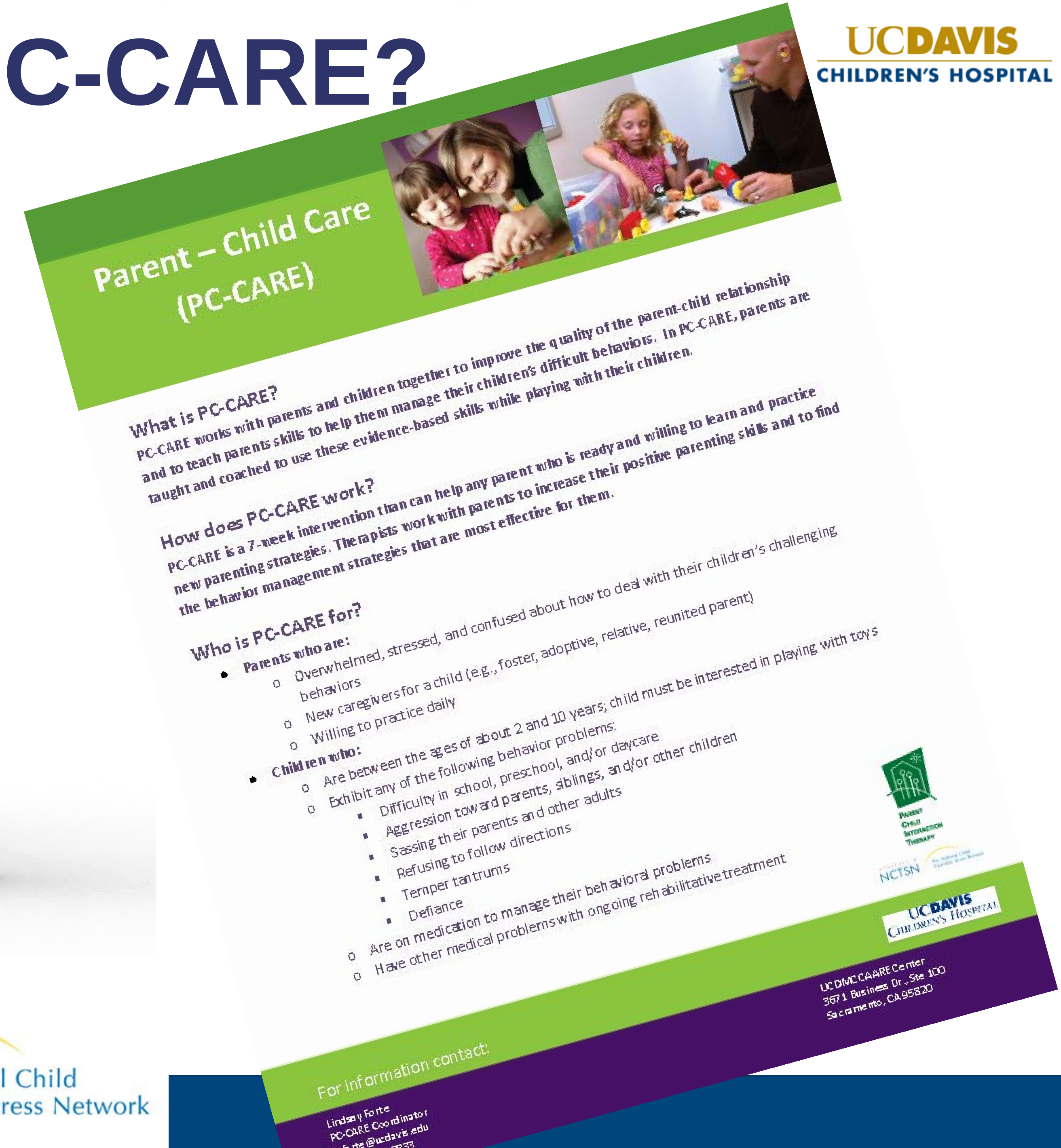

Parent – Child Care (PC-CARE)

What is PC-CARE?

PC-CARE works with parents and children together to improve the quality of the parent-child relationship and to teach parents skills to help them manage their children's difficult behaviors. In PC-CARE, parents are taught and coached to use these evidence-based skills while playing with their children.

How does PC-CARE work?

PC-CARE is a 7-week intervention than can help any parent who is ready and willing to learn and practice new parenting strategies. Therapists work 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, stressed, and confused about how to deal with their children's challenging behaviors
  - New caregivers for a child (e.g., foster, adoptive, relative, reunited parent)
  - Willing to practice daily
- **Children who:**
  - Are between the ages of about 2 and 10 years; child must be interested in playing with toys
  - Exhibit any of the following behavior problems:
    - Difficulty in school, preschool, and/or daycare
    - Aggression toward parents, siblings, and/or other children
    - Sassing their parents and other adults
    - Refusing to follow directions
    - Temper tantrums
    - Defiance
  - Are on medication to manage their behavioral problems
  - Have other medical problems with ongoing rehabilitative treatment

Parent Child Interaction Therapy

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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

PC-CARE vs. PCIT

Similarities

- PRIDE skills
- Live coaching
- Play-based
- Daily homework

Differences

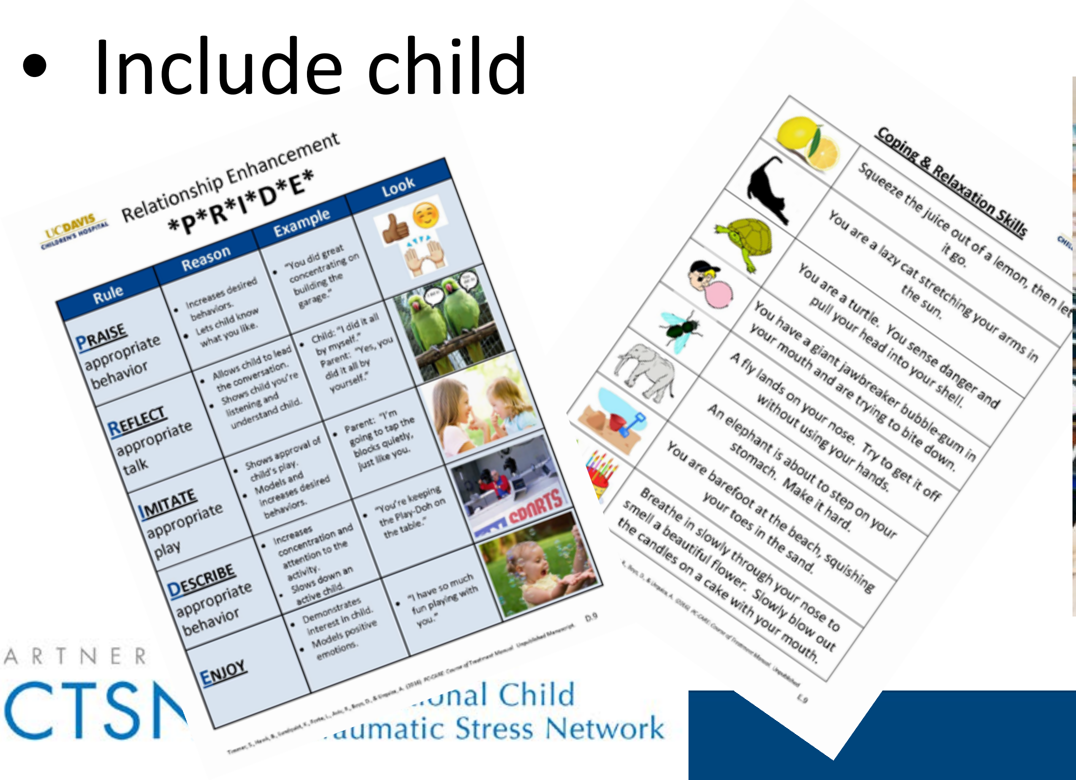
PC-CARE	PCIT
6 weeks	No time limit
Weekly mini-didactics	2 long didactics
Many strategies taught	Focus on PRIDE, direct commands & TO
No mastery	Mastery
Child involved in teaching	Teach in collateral session

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



Relationship Enhancement
*P*R*I*D*E*

Rule	Reason	Example	Look
PRAISE appropriate behavior	Increases desired behaviors. Lets child know what you like.	"You did great concentrating on building the garage."	
REFLECT appropriate talk	Allows child to lead the conversation. Shows child you're listening and understand child.	Child: "I did it all by myself." Parent: "Yes, you did it all by yourself."	
IMITATE appropriate play	Shows approval of child's play. Models and increases desired behaviors.	Parent: "I'm going to tap the blocks quietly, just like you.	
DESCRIBE appropriate behavior	Increases concentration and attention to the activity. Slows down an active child.	"You're keeping the Play-Doh on the table."	
ENJOY	Demonstrates interest in child. Models positive emotions.	"I have so much fun playing with you."	

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Coping & Relaxation Skills

Squeeze the juice out of a lemon, then let it go.

You are a lazy cat stretching your arms in the sun.

You are a turtle. You sense danger and pull your head into your shell.

You have a giant jawbreaker bubble-gum in your mouth and are trying to bite down.

A fly lands on your nose. Try to get it off without using your hands.

An elephant is about to step on your stomach. Make it hard.

You are barefoot at the beach, squishing your toes in the sand.

Breathe in slowly through your nose to smell a beautiful flower. Slowly blow out the candles on a cake with your mouth.

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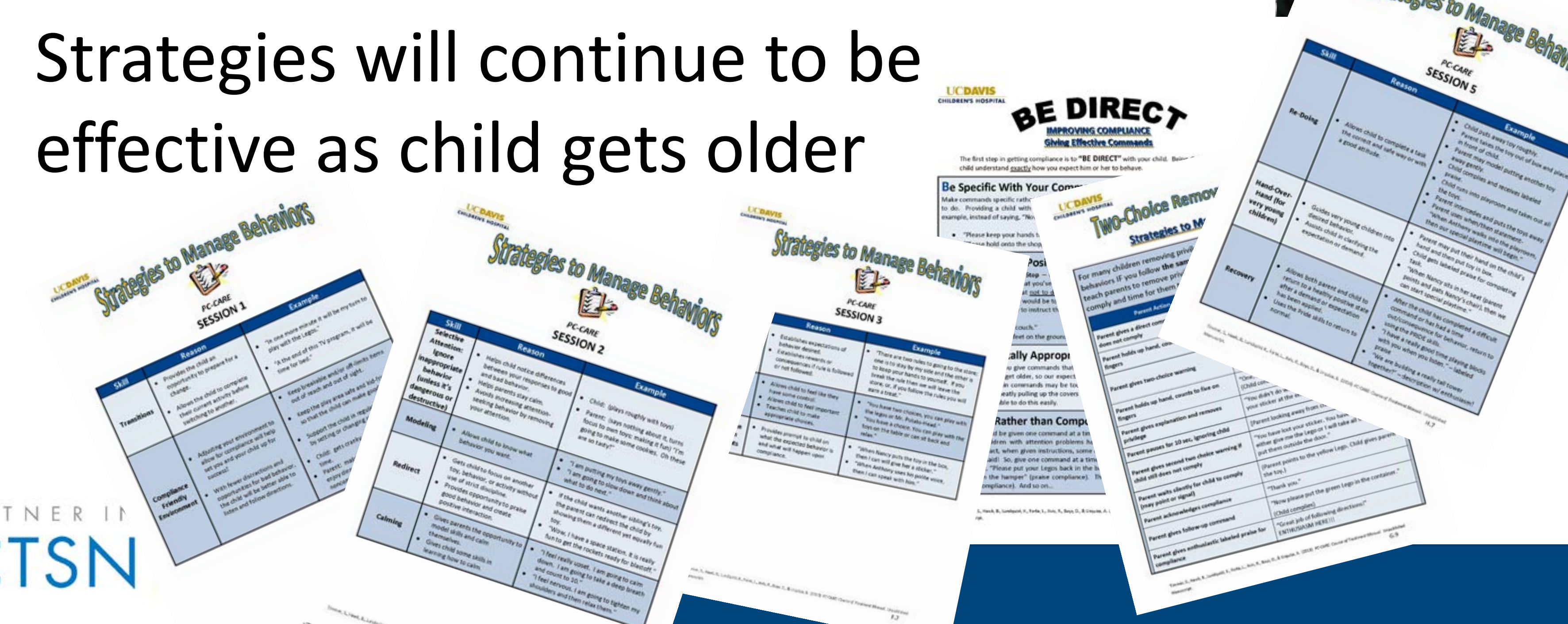
Why Many Strategies?

- 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



Strategies to Manage Behaviors
PC-CARE
SESSION 1

Strategies to Manage Behaviors
PC-CARE
SESSION 2

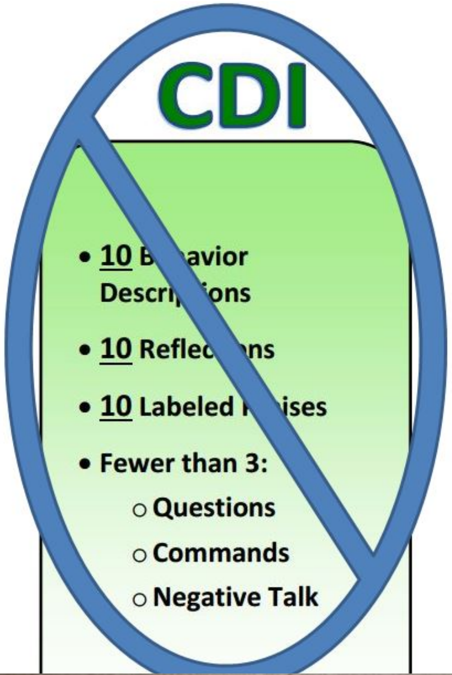
Strategies to Manage Behaviors
PC-CARE
SESSION 3

BE DIRECT
IMPROVING COMPLIANCE
Giving Effective Commands

Two-Choice Remov

Strategies to Manage Behav
PC-CARE
SESSION 5

Why No Mastery?


CDI
10 B avior Descri tions
10 Refle ns
10 Labeled ises
Fewer than 3:
Questions
Commands
Negative Talk

- 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?

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- 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.

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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

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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

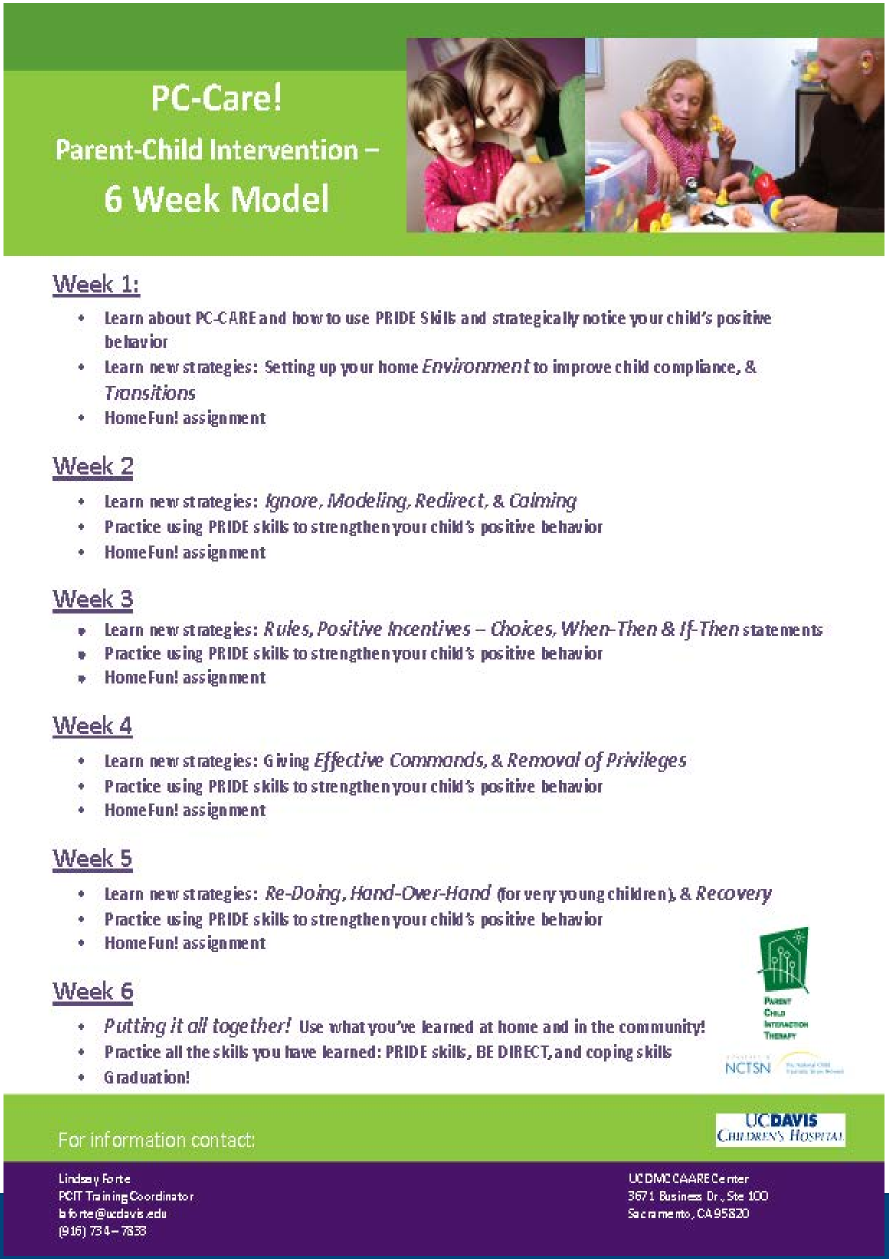
Session 2
- Selective Attention; Redirect; Modeling; Calming

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*
- HomeFun! assignment

Week 2
- Learn new strategies: *Ignore, Modeling, Redirect, & Calming*
- Practice using PRIDE skills to strengthen your child's positive behavior
- HomeFun! assignment

Week 3
- Learn new strategies: *Rules, Positive Incentives – Choices, When-Then & If-Then* statements
- Practice using PRIDE skills to strengthen your child's positive behavior
- HomeFun! assignment

Week 4
- Learn new strategies: Giving *Effective Commands, & Removal of Privileges*
- Practice using PRIDE skills to strengthen your child's positive behavior
- HomeFun! 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
- HomeFun! 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!

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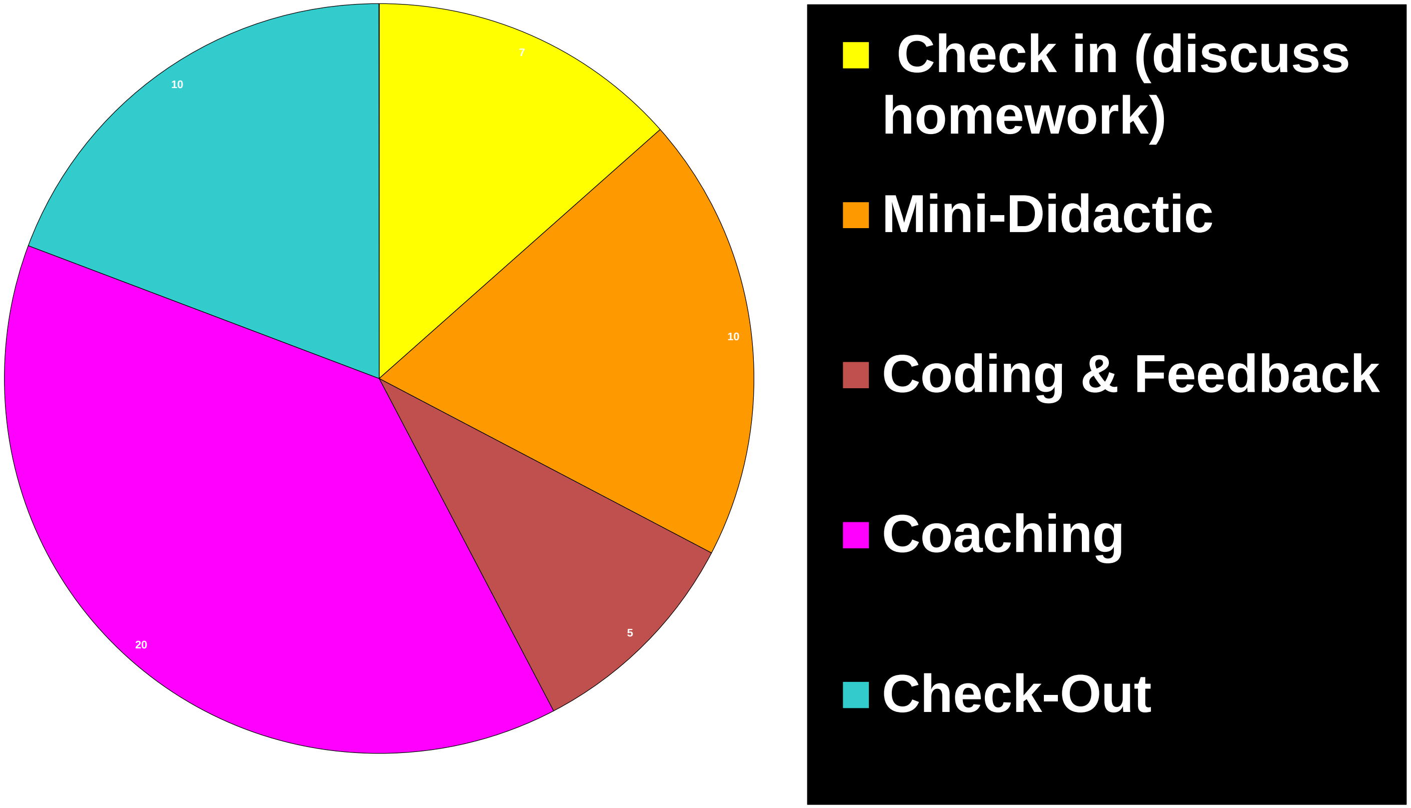
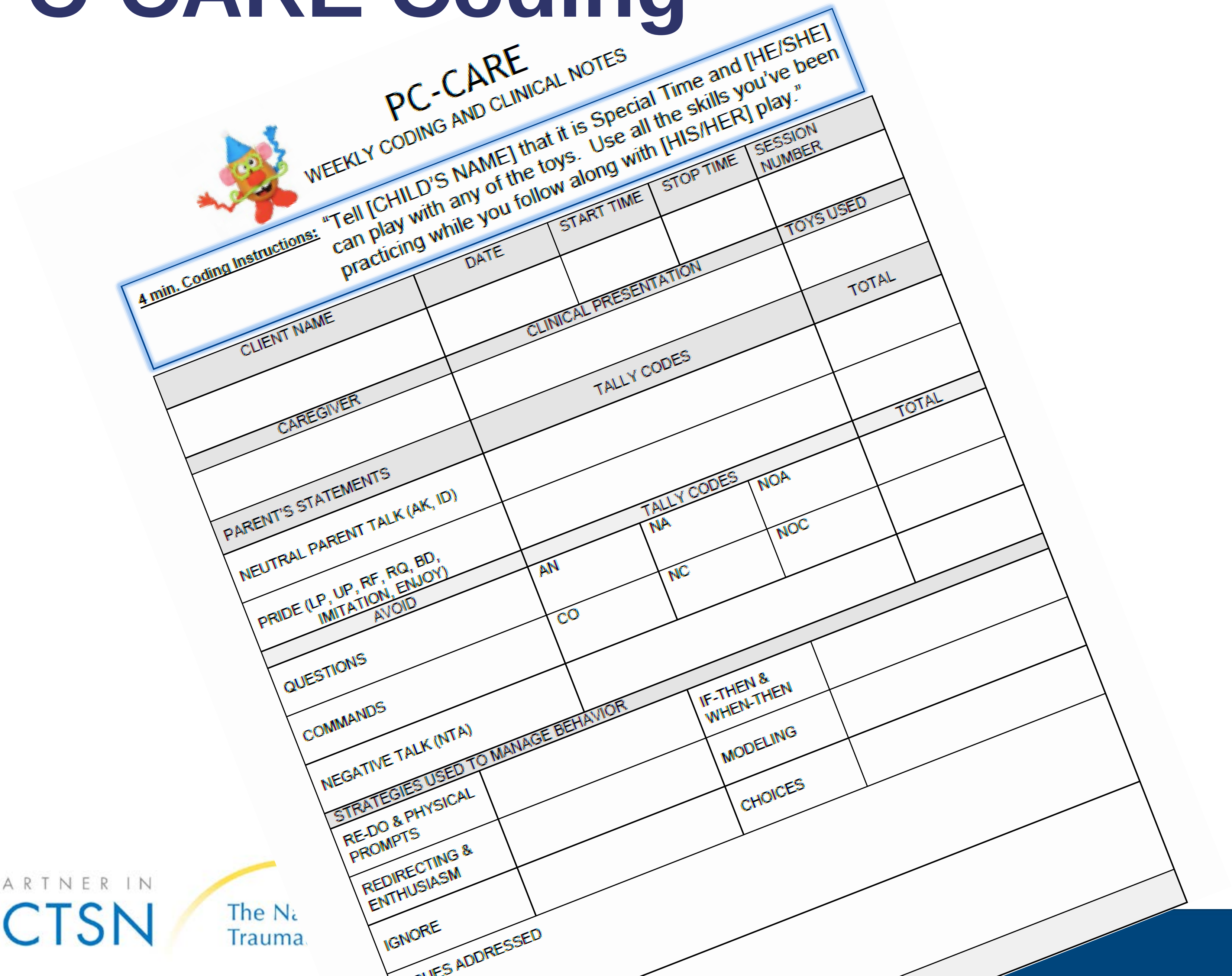
PC-CARE
Structure of 50-Minute Coaching Session



CODING!!!

PC-CARE Coding



PC-CARE

WEEKLY CODING AND CLINICAL NOTES

4 min. Coding Instructions: "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."

CLIENT NAME	DATE	START TIME	STOP TIME	SESSION NUMBER
CAREGIVER	CLINICAL PRESENTATION			TOYS USED

PARENT'S STATEMENTS	TALLY CODES	TOTAL
NEUTRAL PARENT TALK (AK, ID)		
PRIDE (LP, UP, RF, RQ, BD, IMITATION, ENJOY)		
AVOID		
QUESTIONS		
COMMANDS		
NEGATIVE TALK (NTA)		

TALLY CODES		TOTAL
	NA	NOA
AN	NC	NOC
CO		

STRATEGIES USED TO MANAGE BEHAVIOR			
RE-DO & PHYSICAL PROMPTS		IF-THEN & WHEN-THEN	
REDIRECTING & ENTHUSIASM		MODELING	
IGNORE		CHOICES	

UES ADDRESSED

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!

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Developing your PC-CARE Coding Skills

JUL-25-16 1:21:05 P

How did you do??

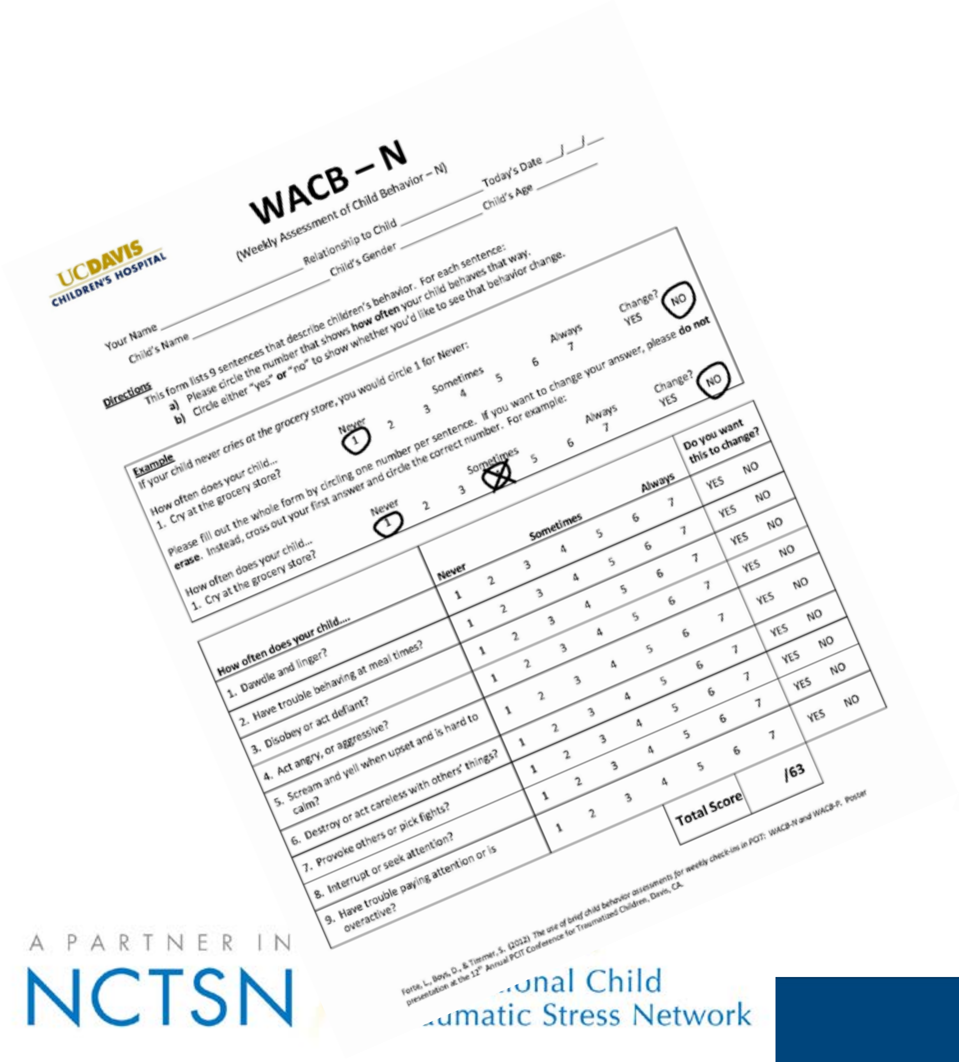
- Neutral Talk: **6**
- PRIDE: **5**
- Questions: AN: **4** NA: **1** NOA: **0**
- Commands: CO: **2** NC: **0** NOC: **0**
- Negative Talk: **1**
- Strategies used: **Enjoyment, Modeling, follows child's lead**

Transcript

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

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

Measures and Homework



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WACB – N

(Weekly Assessment of Child Behavior – N)

Your Name ____________ Relationship to Child ____________ Today's Date ___/___/___
Child's Name ____________ Child's Gender ____________ Child's Age ____________

Directions This form lists 9 sentences that describe children's behavior. For each sentence:
a) Please circle the number that shows **how often** your child behaves that way.
b) Circle either "yes" **or** "no" to show whether you'd like to see that behavior change.

Example
If your child *never cries at the grocery store*, you would circle 1 for Never:

How often does your child...
1. Cry at the grocery store? Never [✓ 1] 2 3 Sometimes 4 5 6 Always 7 Change? YES [✓ NO]

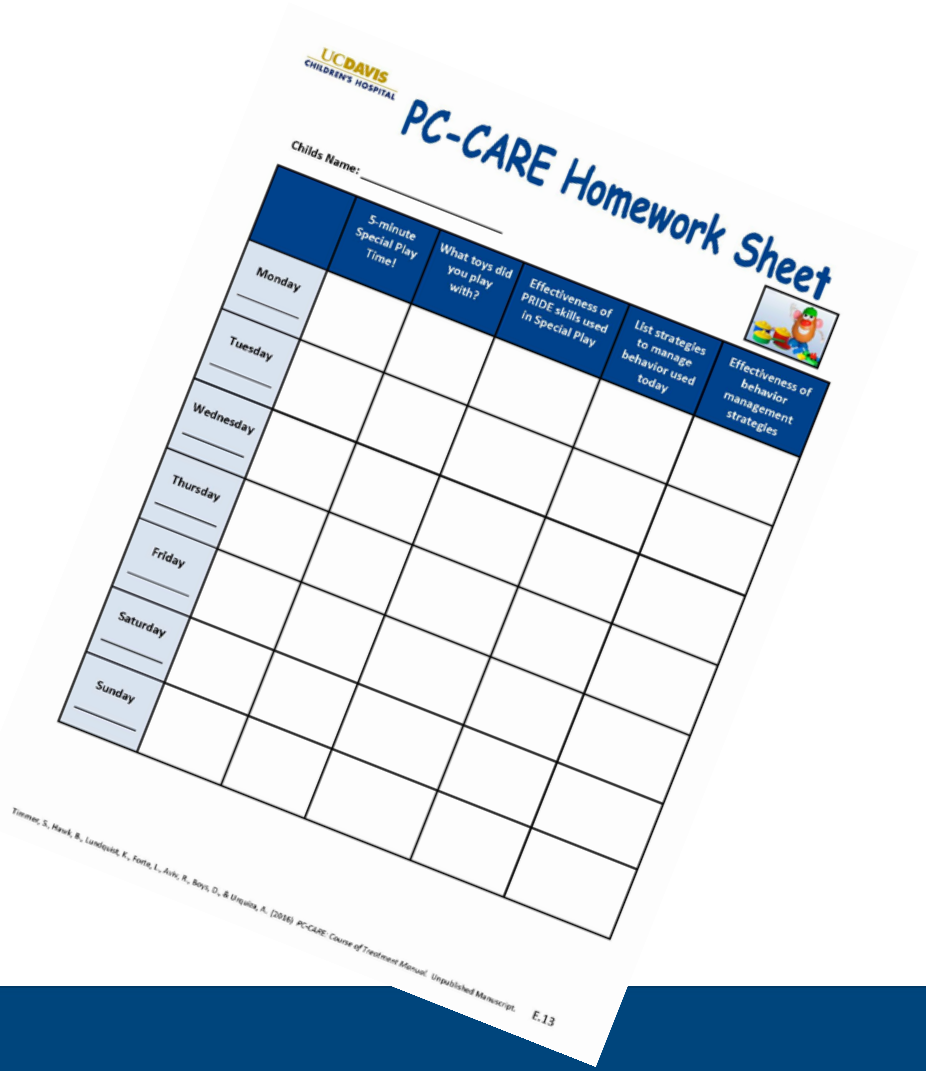
Please fill out the whole form by circling one number per sentence. If you want to change your answer, please **do not erase**. Instead, cross out your first answer and circle the correct number. For example:

How often does your child...
1. Cry at the grocery store? Never [✓ 1] 2 3 Sometimes ~~4~~ 5 6 Always 7 Change? YES [✓ NO]

How often does your child....	Never 1	2	3	Sometimes 4	5	6	Always 7	Do you want this to change?	
1. Dawdle and linger?	1	2	3	4	5	6	7	YES	NO
2. Have trouble behaving at meal times?	1	2	3	4	5	6	7	YES	NO
3. Disobey or act defiant?	1	2	3	4	5	6	7	YES	NO
4. Act angry, or aggressive?	1	2	3	4	5	6	7	YES	NO
5. Scream and yell when upset and is hard to calm?	1	2	3	4	5	6	7	YES	NO
6. Destroy or act careless with others' things?	1	2	3	4	5	6	7	YES	NO
7. Provoke others or pick fights?	1	2	3	4	5	6	7	YES	NO
8. Interrupt or seek attention?	1	2	3	4	5	6	7	YES	NO
9. Have trouble paying attention or is overactive?	1	2	3	4	5	6	7	YES	NO

Total Score /63

Forte, L., Boys, D., & Timmer, S. (2012) *The use of brief child behavior assessments for weekly check-ins in PCIT: WACB-N and WACB-P.* Poster presentation at the 12th Annual PCIT Conference for Traumatized Children, Davis, CA.



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PC-CARE Homework Sheet

Childs Name: ____________

	5-minute Special Play Time!	What toys did you play with?	Effectiveness of PRIDE skills used in Special Play	List strategies to manage behavior used today	Effectiveness of behavior management strategies
Monday ____					
Tuesday ____					
Wednesday ____					
Thursday ____					
Friday ____					
Saturday ____					
Sunday ____					

Timmer, S., Hawk, B., Lundquist, K., Forte, L., Aviv, R., Boys, D., & Urquiza, A. (2016) *PC-CARE: Course of Treatment Manual.* Unpublished Manuscript.

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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

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What do you keep?

What do you leave out?

Video

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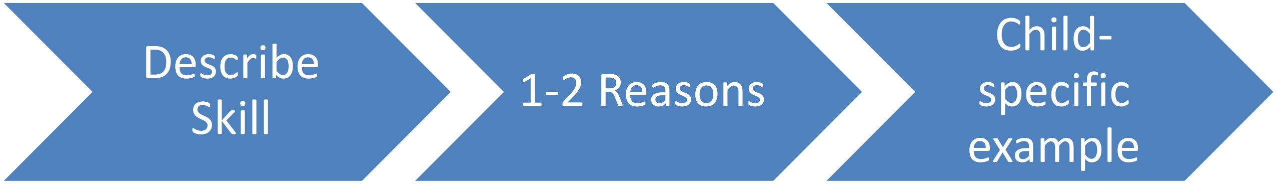
Teaching Strategies

- 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…

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- 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

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

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THANK YOU!

Thanks for your interest in UC Davis PCIT Training.

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