

# IDENTIFYING AND COACHING TRAUMA SYMPTOMS IN PCIT CLIENTS AND CAREGIVERS



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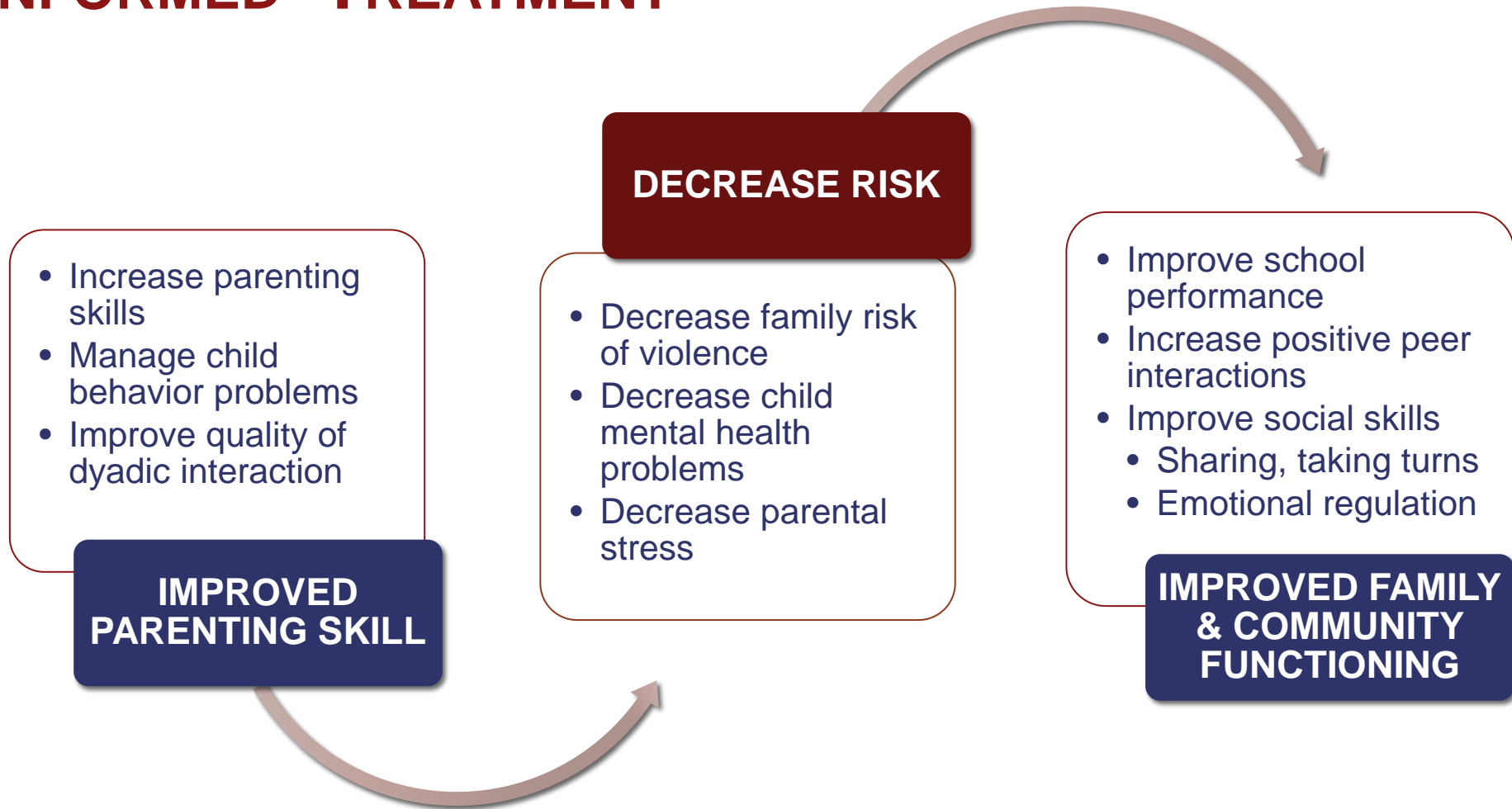
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# OBJECTIVES

1. OBTAIN AN OVERVIEW OF MANAGING TRAUMA IN PCIT
2. UNDERSTAND TRAUMA SYMPTOMS IN CHILDREN AND CAREGIVERS
3. LEARN HOW TO INTEGRATE TRAUMA-INFORMED PSYCHOEDUCATION INTO CDI AND PDI
4. LEARN SPECIFIC COACHING STRATEGIES TO ADDRESS CHILD AND/OR CAREGIVERS' TRAUMA

# PCIT AS AN EVIDENCE BASED TRAUMA-INFORMED TREATMENT





# PTSD IN YOUNG CHILDREN: DSM V CHANGES

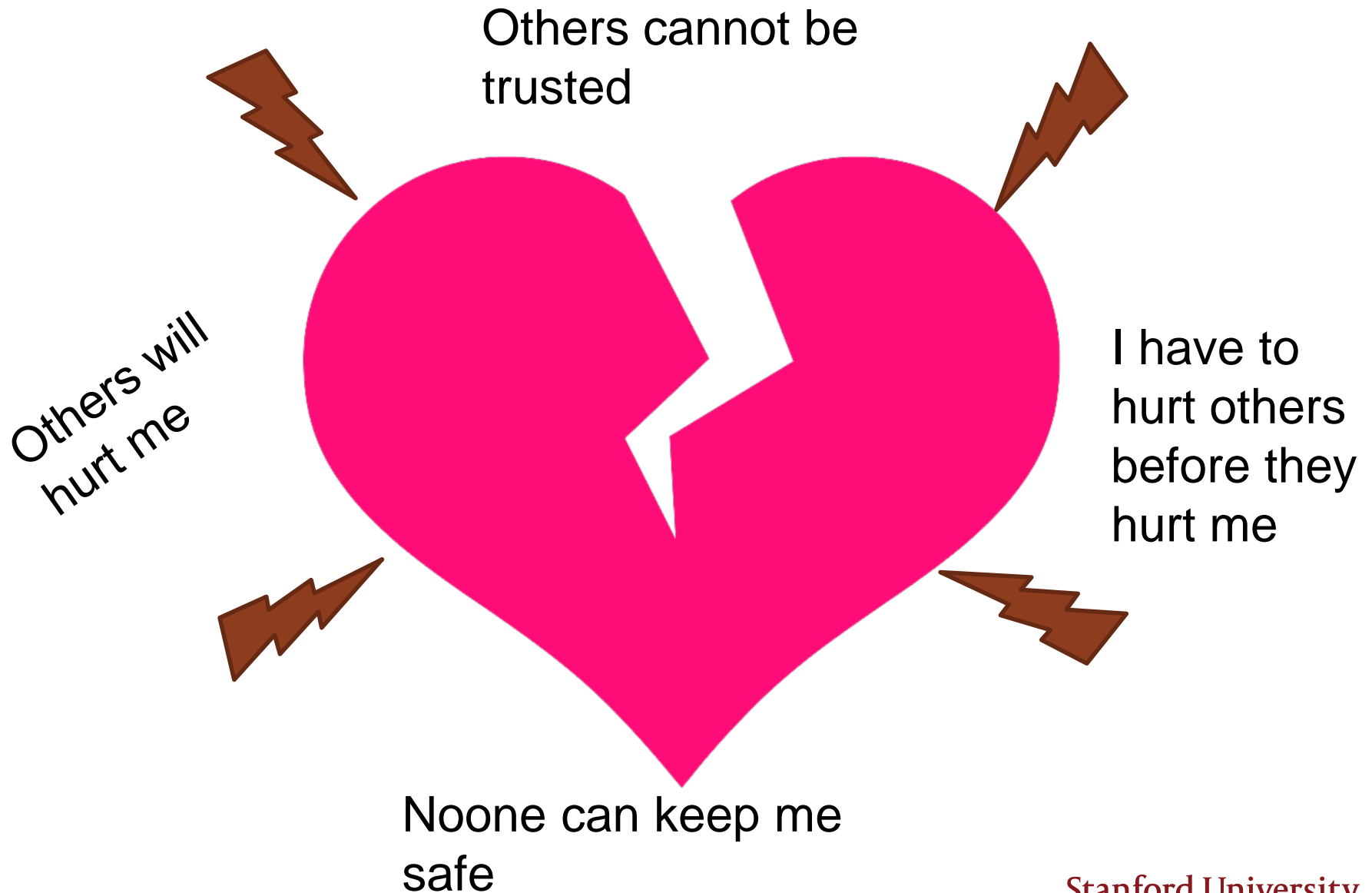
- CRITERION A: DIRECT, WITNESSING, AND INDIRECT
- CRITERION B: RE-EXPERIENCING (1)
  - MINOR CHANGE IN WORDING
- CRITERION C/D: AVOIDANCE & NEGATIVE COGNITIONS/MOOD (1)
  - MOST SIGNIFICANT CHANGES
  - DEVELOPMENTALLY INAPPROPRIATE ITEMS REMOVED
  - ADDED MORE BEHAVIORALLY ANCHORED SYMPTOMS
- CRITERION E: AROUSAL (2)
  - ADDED TEMPER TANTRUMS
- CRITERION F, G, H: SAME DURATION, IMPAIRMENT, AND RULE OUTS



# TRAUMA AFFECTS HOW A CHILD VIEWS HIM/HERSELF



# TRAUMA AFFECTS HOW A CHILD VIEWS OTHERS



# TRAUMA AFFECTS HOW A CHILD VIEWS THE WORLD

The world is a  
dangerous place

I am alone in the  
world



I am  
unsafe

The world is unpredictable



# TRAUMA SYMPTOM DEFINITION

## Trauma Event

### Trauma Symptoms

Anxiety

Nightmares

## Trauma Exposure

### Trauma Symptoms

Anxiety

Intrusions

Dissociation

Depressed Mood

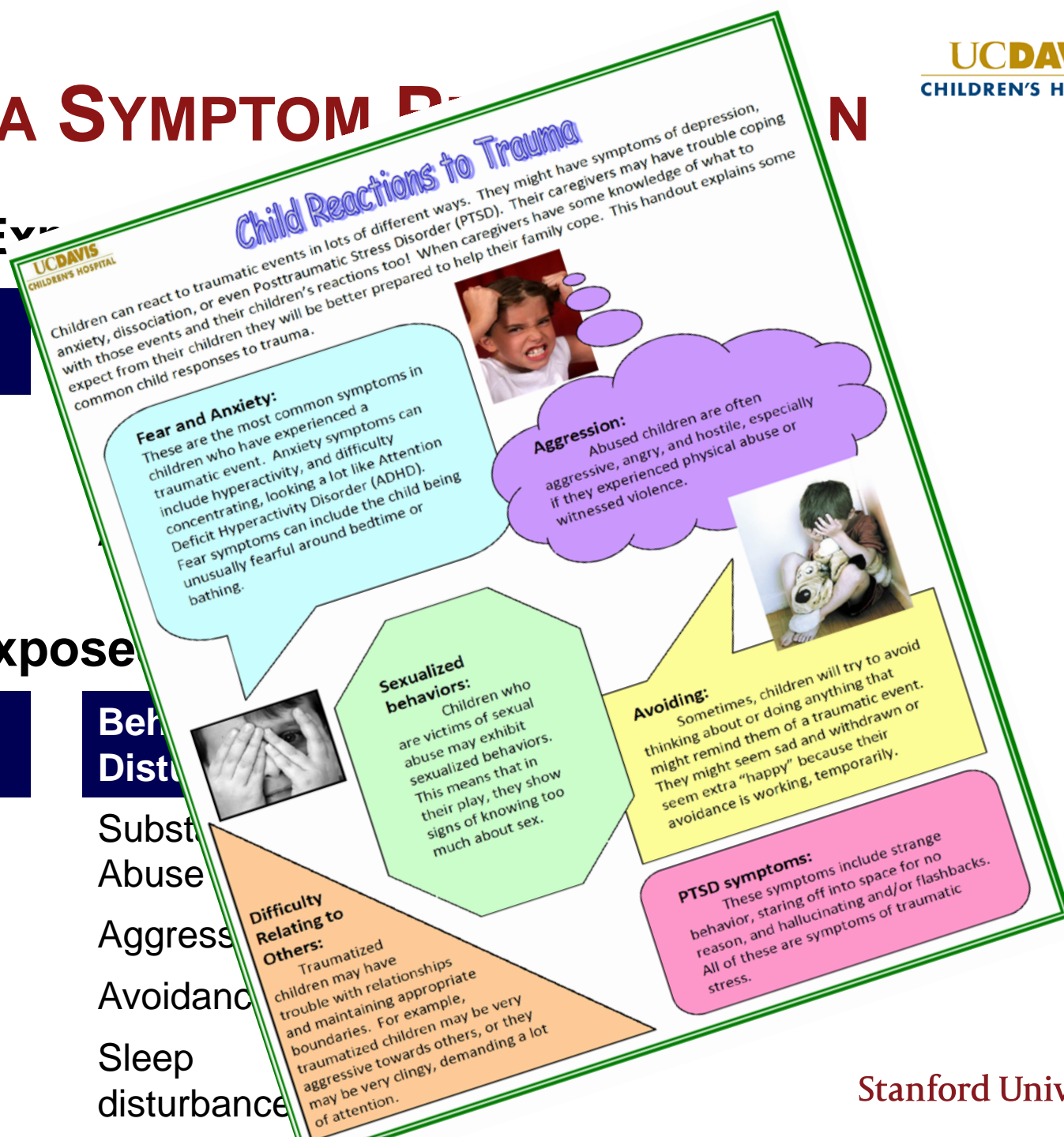
### Behavioral Disturbances

Substance Abuse

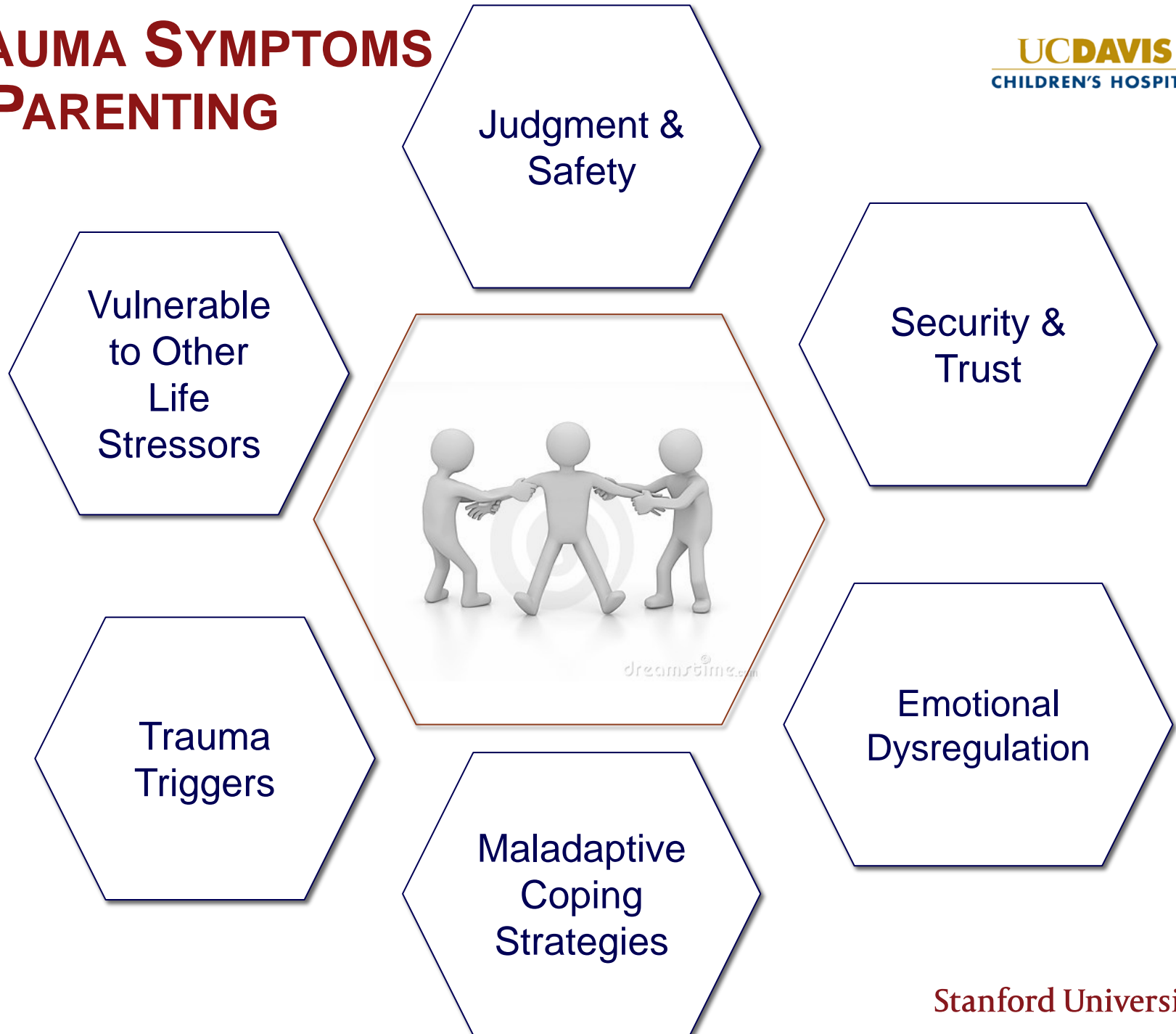
Aggression

Avoidance

Sleep disturbance



# TRAUMA SYMPTOMS & PARENTING





# CAREGIVER TRAUMA: IMPROVING YOUR ASSESSMENT QUESTIONS

- IF YOU SUSPECT THE CAREGIVER MAY HAVE HAD TRAUMA...
  - SPEND SOME TIME ASKING SOME SPECIFIC QUESTIONS REGARDING THEIR CHILDHOOD/TRAUMA EXPOSURE
  - MAKE SURE TO GIVE A SOLID RATIONALE!!

- SAMPLE QUESTIONS

• **How to introduce questions:**  
Sample Introduction: I would like to ask some questions regarding how you were parented. The reason I think it is important is because we learn how to be a parent from the people who parented us. You may want to do some things the same as your parents and you may want to do things differently. Is it okay if I ask you a few questions about when you were growing up?

- WHAT ARE THE DISCIPLINE STRATEGIES LIKE IN YOUR HOME?
- WHAT DO YOU WISH WAS DIFFERENT ABOUT YOUR CHILDHOOD?
- HOW DO YOU THINK YOUR CHILDHOOD HAS INFLUENCED YOUR PARENTING STYLE?
- WHAT THINGS WOULD YOU LIKE PASS DOWN TO [CHILD]?
- WHAT THINGS WOULD YOU LIKE TO BE DIFFERENT FOR [CHILD'S] CHILDHOOD?



# TRAUMA-INFORMED CDI

## TEACH SESSION/COACHING TARGETS

- TRAUMA INFORMED PSYCHOEDUCATION
- INCREASED POSITIVE INTERACTIONS
  - WAY PARENTS LISTEN, TALK TO, INTERACT WITH THEIR CHILD
  - SAFETY, TRAUMATIC EVENT
- CHILD EMOTIONAL REGULATION
  - TEACH COPING STRATEGIES (E.G., BREATHING, RELAXATION)
- DEVELOPMENTAL EXPECTATIONS
  - WHAT IS EXPECTED FOR A CHILD HIS/HER AGE
- CHILD LANGUAGE DEVELOPMENT
  - REFLECTIONS
- REDUCED NEGATIVE ATTRIBUTIONS ABOUT THE CHILD
  - IMPROVES RELATIONSHIP
  - INCREASES SECURITY/STABILITY



# TRAUMA-INFORMED CDI

## PRIDE SKILLS

**PRAISE:** INCREASES VIEW OF SELF

**REFLECTION:** GIVES CHILD A VOICE

**IMITATION:** MODELS APPROPRIATE RELATIONSHIPS

**DESCRIPTION:** PRESENT, SAFE, PROTECTED. RIGHT THERE WITH HIM/HER

**ENJOY:** POSITIVE EMOTIONS MODELED

**ACTIVE IGNORE-** CAN BE DIFFICULT; REINFORCEMENT OF APPROPRIATE EXPRESSION OF DISTRESS

**Avoid Skills-** RELAX, PLAY, DECREASES DEMANDS

# TRAUMA-INFORMED CDI: PRACTICAL STRATEGIES

- HAVE CAREGIVER MODEL COPING SKILL DURING SESSION:
  - IF SOMETHING FRUSTRATING HAPPENS (BLOCK FALLS, TRAIN TRACK DOESN'T FIT, ETC.)
  - AFTER CLEAN UP TRANSITION
  - OTHER TIMES??
- INSTEAD OF ALLOWING AVOIDANCE, COACH CAREGIVER TO PROVIDE VALIDATION AND/OR REASSURANCE
  - IF THE CHILD BRINGS IT UP
- USE COACHING BLURBS TO REINFORCE TRAUMA-INFORMED CONCEPTS
  - EXAMPLES ON HANDOUT
- VIDEO EXAMPLE



## CHILD TRAUMA Trauma-Informed Care

Think about how trauma can influence a child's view of the world and how to change their parenting style through PCIT.

### FEAR

When you are right here in the moment, you tell him that you love him.

When you are consistent with special time, you expect which is different than when you adjust her view.

Playing like this

### INAPPROPRIATE TOUCH

Sexual abuse can make kids feel scared and unsure. When you show positive attention, she knows you love and cares about her in a safe way.

Praising [Child] for gentle touch can reduce the likelihood of inappropriate touch.

### TRAUMA

Go ahead and tell him he is talking about his trauma. Pretend you have told him that you are not afraid.

## CAREGIVER TRAUMA Trauma-Informed CDI Coaching Blurbs

Think about how trauma can influence a person's view of themselves, others, and the world. Use what you know about PCIT skills and trauma to help the caregiver become aware of how trauma has affected them and how to change their parenting style through PCIT.

### NEGATIVE, HARSH, or ABUSIVE CHILDHOOD

I know it can feel uncomfortable praising her since you didn't have that growing up and you get to show your [CHILD] something different!

[Child] feels so good when you praise him. You are breaking the cycle of harsh criticism. Children who are praised grow up feeling more confident.

You know what it is like to not have a voice when you were a child. I am so pleased you are giving [child] the opportunity to have a voice.

### AVOIDANCE

I know it can be uncomfortable when [Child] brings up the fighting. Your brain wants to shut down. But when are responsive to him now, you tell him it's okay to talk about hard things.

### DISSOCIATION

I seem to have lost you for a second. Glad if you are here with me. That is common for trauma-exposed people. Take a deep breath and tell me what you see [Child] doing.

Good job for coming back to this present moment and being there for [Child] even when it is hard.

### FEAR OR ANXIETY

Trauma can make us really keyed up and on edge. When you slow down the play, you model for [Child] that this is a safe place and he can slow down too.

You froze when he hit you. That is a survival response. You are okay. Remind him you will leave the room if he hits you again.

### RE-EXPERIENCING

It seems like [child's] loud voice triggered you. I want you to tell yourself you are safe right now.

It is okay to take a moment to



# TRAUMA-INFORMED PDI

## TEACH SESSION/COACHING TARGETS

- TRAUMA-INFORMED PSYCHOEDUCATION
- HELP PARENTS TO INCREASE CONSISTENCY & USE LESS CORPORAL PUNISHMENT/PHYSICAL COERCION
  - INCREASE POSITIVE RESPONSE TO APPROPRIATE BEHAVIOR
- CHANGES IN PARENTAL PERCEPTION OF CHILD
  - MORE POSITIVE ATTRIBUTIONS OF BEHAVIOR
  - LESS STRESS
- PREDICTABLE DISCIPLINE STRATEGIES FOR NONCOMPLIANCE/DEFIANCE
  - TIME OUT
- PARENTAL REINFORCEMENT FOR APPROPRIATE EXPRESSION OF DISTRESS

MANAGEMENT OF DISRUPTIVE BEHAVIORS *MAY* BE TREATING TRAUMA SYMPTOMS

# TRAUMA-INFORMED PDI: PRACTICAL STRATEGIES

- ANGER MANAGEMENT
- TAILORED TIME OUT
  - DUTCH DOOR
  - SWOOP & GO
  - LOSS OF PRIVILEGE
- ROLE PLAY, ROLE PLAY, ROLE PLAY
  - DISSOCIATION OR FREEZE RESPONSE
  - AVOIDANCE/PASSIVITY
- REMIND CHILD TO UTILIZE COPING SKILLS
- REPAIR WITH CDI AND OTHER POSITIVE INTERACTIONS



## **CAREGIVER TRAUMA** **Trauma-Informed PDI Coaching**

Think about how trauma can influence a parent's view of the world. Use what you know about PCIT skills to help the caregiver get the message that PCIT can be effective and they can feel confident in their ability to use it.

### **NEGATIVE, HARSH, or**

If you were yelled at as a child, it can be a challenge to use a neutral tone of voice while giving instructions. You use a neutral tone of voice while giving instructions. You use a neutral tone of voice while giving instructions.

You have shared with me that you did not want to be yelled at because it so often lead to physical punishment. When you give her a time out, you are giving her a time out.

### **AVOIDANCE**

It might seem easier now just to skip the time out sequence but we want to make sure you are following the rules when the child is in the time out. Small instead of much more.

### **DISSENT**

You seem frustrated [child's] yelling for people to stop the violence like you. Name your behavior.

## **CHILD TRAUMA** **Trauma-Informed PDI Coaching Blurbs**

Think about how trauma can influence a child's view of themselves, others, and the world. Use what you know about PCIT skills to help the caregiver begin to give their child messages that can repair trauma.

### **FEAR/ANXIETY**

It can feel hard to discipline [child] because she has been through so much. But kids want to know there parents can take care of them. So he knows that the world is a predictable place where when you break the rules, someone will help you learn to keep them. That is what you are doing with time out.

[Child] doesn't like it when you leave the room but this is different than her feeling traumatized. You will let her know with your words that when she is in the chair, you will return. It's a perfect balance of limit setting while still letting her know you are still close.

Great job staying calm through the sequence. The world can be a scary place for a kid who has experienced trauma. She is learning that your behavior is no longer scary even when she messes up.

### **AGGRESSION**

Giving her a time out for hitting using the same sequence helps her feel safe even when she is angry.

This will reduce the likelihood that his aggression will get worse as he gets older.

### **CONTROLLING BEHAVIOR**

Traumatized children often want to take control of something and sometimes this comes out when you want her to do something [comply, sit in the chair, etc.]. You will give him back control through play when he is ready to mind you.

### **AFFECTIONATE REPAIR**

Now that she has listened to the follow up command and she knows you are the boss, you can tell her, "I wonder if you want a hug now." Daddy will always love you even when you make the wrong choice. Time outs help you learn and grow.

Now you can show him your relationship is still the same by using all those PRIDE skills for CDI recovery.

You can address him flinching when you took him to time out now. Say something like, I use to hit to get you to listen but I know better now.

# WRAP UP & QUESTIONS

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# Resources

A PARTNER IN  
NCTSN

The National Child  
Traumatic Stress Network

UCDA  
CHILDREN'S H



PCIT  
INTERNATIONAL

UCDAVIS  
CHILDREN'S HOSPITAL

Parent Child Interaction Therapy

WEB COURSE: [PCIT.UCDAVIS.EDU/PCIT-WEB-COURSE](http://PCIT.UCDAVIS.EDU/PCIT-WEB-COURSE)

- [WWW.PCIT.UCDAVIS.EDU](http://WWW.PCIT.UCDAVIS.EDU)
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