Parent-Child Attunement Therapy (PCAT): An Adaptation Overview of PCIT for Children Ages 12 Months-24 Months

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Welcome & Introductions
Who is PCAT For?

- Toddlers 12 to 24 months old with their caregiver
  - Bio parents
  - Foster parents
  - Nanny or other regular care provider
- Child presenting with symptoms of aggression, impulsivity and/or high energy
- Caregivers who are concerned and searching for parenting support

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Assessment

• Developmental vs Chronological Age of Child
  – Ages & Stages Questionnaire – Social Emotional (ASQ-SE)
  – Devereux Early Childhood Assessment (Infant & Toddler Versions)
  – Bayley Scales of Infant & Toddler Development
  – Pediatric Developmental Assessment

• Referral Source:
  – Pathways to Wellness (Katie A) / DPSS/CPS
  – Regional Centers
  – Pediatrician
  – Teen Parenting Program
  – Birth and Beyond
Sample ASQ-SE

18 Month Questionnaire
(For children ages 15 through 20 months)

Important Points to Remember:
- Please return this questionnaire by __________.
- If you have any questions or concerns about your child or about this questionnaire, please call: __________.
- Thank you and please look forward to filling out another ASQ:SE questionnaire in _______ months.

ASQ:SE™

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### PCAT vs PCIT Comparison

<table>
<thead>
<tr>
<th></th>
<th>PCIT</th>
<th>PCAT</th>
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<tbody>
<tr>
<td><strong>AGE OF CHILD</strong></td>
<td>2 - 7 YEARS</td>
<td>12 - 24 MONTHS</td>
</tr>
<tr>
<td><strong>OUTCOME MEASURE</strong></td>
<td>ECBI</td>
<td>ASQ –SE/DECA-I/DECA-T</td>
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<tr>
<td><strong>LENGTH OF SESSION</strong></td>
<td>45-60 MINUTES</td>
<td>30-45 MINUTES</td>
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<tr>
<td><strong>PLAY ROOM SET UP</strong></td>
<td>3 ZONES (FLOOR, TABLE, CABINET)</td>
<td>ALL FLOOR OR LOW CABINET</td>
</tr>
<tr>
<td><strong>TOY SELECTION</strong></td>
<td>CREATIVE / IMAGINATION TYPE</td>
<td>PULL TOYS, MUSIC, SORTING</td>
</tr>
<tr>
<td><strong>REFLECTIONS MASTERY CRITERIA</strong></td>
<td>10 REFLECTIVE STATEMENTS</td>
<td>75% VERBALIZATIONS</td>
</tr>
<tr>
<td>‘I’ &amp; “E’ OF PRIDE</td>
<td>OBSERVE FOR SATISFACTION</td>
<td>ACTIVE COACHING OF IMITATION &amp; ENJOYMENT</td>
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<tr>
<td><strong>CHILD MISBEHAVIOR</strong></td>
<td>DIFFERENTIAL ATTENTION</td>
<td>REDIRECT</td>
</tr>
<tr>
<td><strong>TIME OUT</strong></td>
<td>STRUCTURED USE FOR COMPLIACE TRAINING, MULTIPLE PDI LEVELS</td>
<td>NOT USED FOR COMPLIANCE TRAINING</td>
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Active Ignore / Differential Attention

• Rarely used for PCAT population
  – Can be developmentally inappropriate
  – Often use ignore WITH redirection instead
• If coaching active ignore be **mindful** of:
  – Childs basic needs, are they…
    • HUNGRY
    • TIRED
    • WET
    • SICK
  – Context immediately preceding the active ignore
• Most often used in response to child misbehavior if clear and specific limit setting implemented (ex: after lunch given cookie dessert and child tantrums for more cookies)

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CDI Mastery Criteria in PCAT

- 10 Labeled Praises
- 10 Behavior Descriptions
- 10* Reflections
  - 75% of child verbalizations
  - Reflecting cooing and babbling counts
- Emphasis on imitation & enjoyment skills

- Key Factors:
  - Use simple wording
  - Sentences are much shorter in length
  - Lots of visual prompting and body language

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PDI in PCAT

- Maintain PDI teach: 8 Rules of Effective Commands / “BE DIRECT”
- There is no time-out sequence for compliance training
- Direct commands are practiced and used for child teaching
- Time is increased from 5 seconds to 10 seconds after command
- If command is still not followed it is repeated a second time + 10 seconds
- Command still not followed the statement “Mommy will help you” is made with a “hand-over-hand” technique
- Sequence ends with labeled praise even when use of the hand-over-hand technique was implemented

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The PCAT Time-Out

Some behaviors cannot be redirected especially if they occur regularly and create distress in the family such as biting, hitting, kicking, etc.

When these behaviors occur the caregiver will gently and carefully pick up the child from behind and place them in a safe area such as a crib or play pen and state, “No biting your sister”.

The child is placed in the safe area for a total of 1 minute.

After 1 minute the caregiver takes the child out of the safe area stating, “All done” and redirects the child to new activity.
PCAT in Action

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References

- McNeil & Hembree-Kigin PCIT Book
  - Part II: Adaptations of PCIT
  - Chapter 9: Younger Children

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Future Research

- SAMHSA Grant Cat III award from the NCTS Initiative:
  - $2.5M for 5 years
  - The Matilda Theiss Early Childhood Behavioral Health Program at Western Psychiatric Institute and Clinic of University of Pittsburgh Medical Center

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Final Thoughts

Q & A from audience
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