



PCIT Trainee Name: _____

PCIT Agency Name: _____

PCIT for TRAUMATIZED CHILDREN

PCIT COMPETENCIES FOR THERAPISTS

ESSENTIAL COMPONENTS OF PCIT

- Standardized pre/post treatment measurement – ECBI/DPICS
- Inclusion of CDI and PDI
- Coding interactions with the DPICS
- In vivo coaching of the parent-child dyad
- Inclusion of the PRIDE and selective attention/ignoring concepts
- Use of homework
- At least 50% of session spent coaching
- Agency provides appropriate space and equipment, and allows therapists to participate in ongoing training and consultation.

MINIMUM REQUIREMENTS FOR BECOMING A PCIT THERAPIST

- Trainee must: 1) have a master's degree or higher in the mental health field and must be actively working with children and families and 2) be licensed or supervised by a person trained in PCIT. Graduate students enrolled in a master's or doctorate program may participate in training within the context of their overall training program.
- 40 hours didactic training with role-play (including completion of PCIT-TC web course).
- Read revised or updated training handouts, training curriculum, PCIT book (McNeil & Hembree-Kigin, second edition, 2010), and selected research articles.
- Meet PCIT training Competencies for Therapist/Coach (UCDMC CAARE Center, 2000)
- Administer, score and interpret pre/post measures (ECBI, PSI, CBCL, TSCYC and 15-minute observation with DPICS scoring)
- Supervision and case consultation through the course of treatment for one PCIT case.
- Remain current with PCIT research and advancements by attending regional meetings, annual PCIT conferences and other resources (i.e. PCIT Listserve, etc.)
- Complete two PCIT cases through the full course of treatment.

PCIT Trainee Name: _____

PCIT Agency Name: _____

PHASE I: FUNDAMENTAL AND SKILL-BUILDING

| Date | Approved by | Experiential Competency |
|------|-------------|--|
| | | 1.1 Complete 10 Hour PCIT –TC Web Course |
| | | <i>Evaluation of Web Course Knowledge</i> |
| | | 1.2 Meet Mastery Criteria for Child-Directed Interaction (CDI) Skills in five-minute role-plays (10 labeled praises, 10 reflections, 10 behavioral descriptions with 3 or less questions, commands, critical statements) |
| | | 1.3 Code parent-child interaction using DPICS 3 with 80% accuracy |
| | | 1.4 Develop Objectives & Goals using information from clinical interview, pre-measures and behavioral observation |
| | | 1.5 Role-Play CDI Teaching Session – shows understanding of process |
| | | 1.6 Role-Play CDI Coaching Skills – shows understanding of process |
| | | 1.7 Role-Play PDI Teaching Sessions – shows understanding of process |
| | | 1.8 Role-Play PDI Coaching Skills – shows understanding of process |
| | | 1.9 Role-Play Presenting “What Is PCIT?” (pg. 2.37) |

PHASE II: EXPERIENTIAL TRAINING

| Date | Approved by | Experiential Competency | | | | | | | | | | |
|------|-------------|--|--|--|--|--|--|--|--|--|--|--|
| | | <i>Intake and Assessment</i> | | | | | | | | | | |
| | | 2.1 Utilize standardized behavioral measurements (CBCL, ECBI, PSI, TSCYC) in assessment and treatment planning | | | | | | | | | | |
| | | 2.2 Conduct Structured Behavioral Observations (Dyadic Parent-Child Interaction Coding System; DPICS) as a component of the assessment process | | | | | | | | | | |
| | | 2.3 Code 5-minute CDI parent-child interactions with 80% accuracy using DPICS (10 times: check off below) | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | <i>Child-Directed Interaction Didactic</i> | | | | | | | | | | |
| | | 3.1 Teach and demonstrate behavioral play therapy skills (PRIDE) | | | | | | | | | | |
| | | 3.2 Teach and demonstrate use of selective attention/ignoring | | | | | | | | | | |
| | | 3.3 Teach and demonstrate avoidance of questions, commands, and | | | | | | | | | | |

PCIT Trainee Name: _____

PCIT Agency Name: _____

| | | |
|--|--|--|
| | | critical statements |
| | | 3.4 Explain and provide rationale for completing daily homework |
| | | 3.5 Review toys that are appropriate for special play time |
| | | <i>Child-Directed Interaction Coaching Sessions</i> |
| | | 4.1 Model CDI Skills during all interactions with parent and child from the outset of contact to termination of session |
| | | 4.2 Use ten-minute check-in phase of therapy to build rapport and briefly review progress/concerns/completion of homework |
| | | 4.3 Conduct 5-minute behavioral observation and code parent on PRIDE skills |
| | | 4.4 Coach easier-to-master skills (e.g., description, reflection, imitation) before more difficult skills (labeled praise, avoiding questions & commands) |
| | | 4.5 Coach CDI skills by modeling, prompting, and explaining the concepts using all levels of coaching |
| | | 4.6 Progress from directive to less directive coaching by praising/reinforcing appropriate parent verbalizations (e.g. give more praise than correction) |
| | | 4.7 Effectively coach concepts of ignoring and differential attention |
| | | 4.8 Coach qualitative aspects of parent-child interaction (e.g., physical closeness/affection, eye contact, vocal and facial expression, developmentally sensitive teaching, task persistence, frustration tolerance, sharing, polite manners, and generalization of positive behavior to other settings.) |
| | | 4.9 Provide five minutes of positive feedback to parents on their mastery of skills and discuss homework plan |
| | | 4.10 Document parent and child progress, strengths, concerns, and track skill mastery on frequency chart |
| | | 4.11 Demonstrate ability to structure the opening and closing of sessions so that feedback, homework, and review of child/parent progress occurs |
| | | 4.12 Demonstrate ability to teach parent and use “Skills to Manage Behavior” in coaching sessions |
| | | <i>Mid-Treatment Assessment</i> |
| | | 5.1 Use five-minute coding sessions to assess readiness for transition |

PCIT Trainee Name: _____

PCIT Agency Name: _____

| | | |
|--|--|--|
| | | to Parent-Directed Interaction phase of treatment |
| | | 5.2 Administer standardized measures for re-assessing treatment goals |
| | | 5.3 Develop treatment goals specific for PDI phase of treatment |
| | | <i>Parent-Directed Interaction Didactic Session</i> |
| | | 6.1 Provide rationale for teaching discipline skills to parents and emphasize the importance of continuing to use PRIDE skills |
| | | 6.2 Teach and demonstrate rules for giving effective commands (BE DIRECT) |
| | | 6.3 Teach and demonstrate importance of praise for compliance (COMMAND-COMPLY-PRAISE) |
| | | 6.4 Role-play 'practice-minding' and use of progressively more difficult commands |
| | | 6.5 Teach and demonstrate time-out warning and time-out process |
| | | 6.6 Teach consistent process for managing time-out refusal |
| | | <i>Parent-Directed Interaction Coaching Sessions</i> |
| | | 7.1 Continue to model CDI Skills during all interactions with parent and child from the outset of contact to termination of session |
| | | 7.2 Use ten-minute check-in phase of therapy to briefly review progress/concerns/completion of homework |
| | | 7.3 Conduct behavioral assessment at the beginning of the session according to protocol and code parent on BE DIRECT/Discipline sequence |
| | | 7.4 Coach 'practice-minding' before 'real life' or more challenging commands |
| | | 7.5 Coach time-out warning and time-out process |
| | | 7.6 Coach consistent process for managing time-out refusal |
| | | 7.7 Coach 'real life' directions and develop plan for implementing time-out procedures in other settings |
| | | 7.8 Accurately explain the House Rules procedure |
| | | 7.9 Accurately explain Public Behaviors procedures |
| | | 7.10 Provide five minutes of positive feedback to parents on their mastery of skills and discuss plan for carefully selecting necessary commands to practice applying skills at home |

PCIT Trainee Name: _____

PCIT Agency Name: _____

| | | |
|--|--|---|
| | | 7.11 Document parent and child progress, strengths, concerns, and track maintenance of PRIDE skill mastery on frequency chart |
| | | 7.12 Assess readiness for treatment termination with parent based on level of compliance at home, school, and session, willingness to cooperate with time-out |
| | | <i>Post-Treatment Assessment</i> |
| | | 8.1 Assess need for further therapy (e.g., trauma-focused therapy, social skills group) or adjunct services (e.g., home-based services, school consultation, medication assessment) |
| | | 8.2 Administer 15-minute behavioral assessment to measure parent's achievement of skill acquisition and child's compliance. |
| | | 8.3 Administer standardized behavioral measures (CBCL, ECBI, PSI, TSCYC, and TAI) to assess achievement of treatment objectives. |
| | | 8.4 Provide parent and child with certificate verifying achievement of skill |
| | | 8.5 Document progress/objectives achieved and discharge plan |

Verification of Training Completion:

UCDMC PCIT Trainer

Date

PCIT Trainee

Date

