



UCDAVIS
CHILDREN'S HOSPITAL



PCIT
Training
Center

Coaching in a Child's Natural Environment

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OBJECTIVES

1. Understand the challenges and benefits of in home/in room coaching with PCIT and PC-Care
2. Learn about adaptations that can be made for in room coaching and when it may be appropriate
3. Hear about the effectiveness of in room coaching
4. Practice in room coaching

Let's talk about in home & in room PCIT & PC-Care

How does it differ from traditional or in clinic?

Why would someone choose to do in home PCIT or PC-Care?

What do you think the benefits are?

What might the challenges be?

Benefits of In Home Coaching:

- Higher Attrition Rates
- Gain a more complete picture of child and family
- Better able to help generalize skills

Possible Challenges

- Environmental Distractions
- Coaching When Child Can Hear
- Swoop and Go and Time Out Limitations

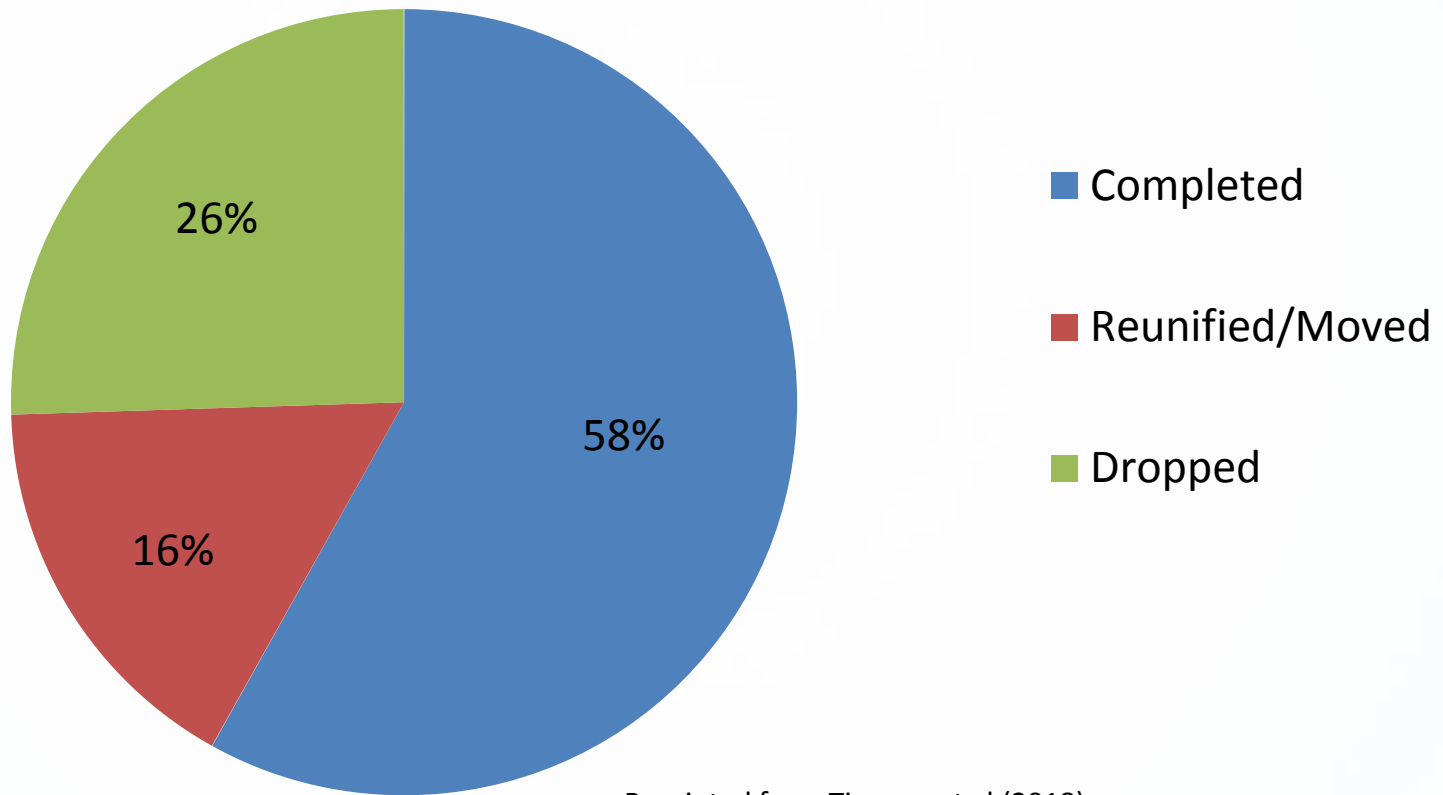
What does the research show?

Is it even effective?

Timmer et al (2018)

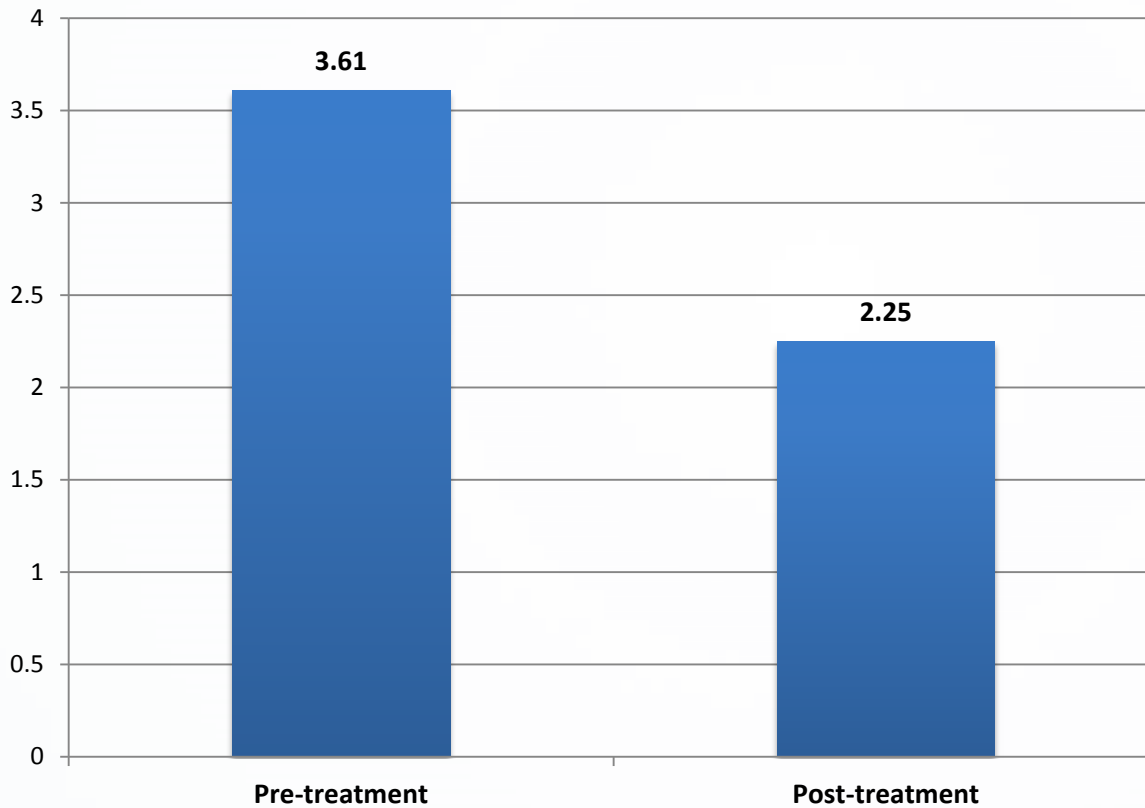
Ware et al (2008)

In Home PC-Care: Completion Rate



Reprinted from Timmer et al (2018)

In Home PC-Care: Trauma Symptoms

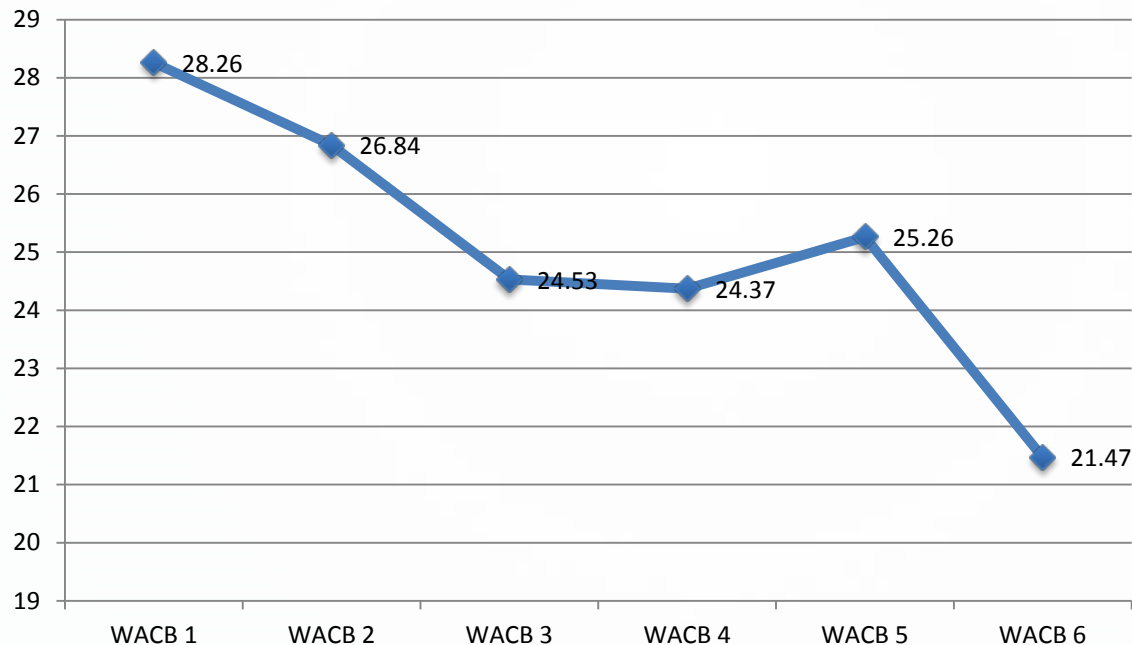


Mean trauma symptom severity scores pre- and post-PC-CARE, as measured by the Early Childhood Traumatic Stress Screener (N=28). $F(1, 28) = 10.52$, $p = .003$, $\eta^2 = .28$, Power = .88

Reprinted from Timmer et al (2018)

In Home PC-Care: Behavior Problems

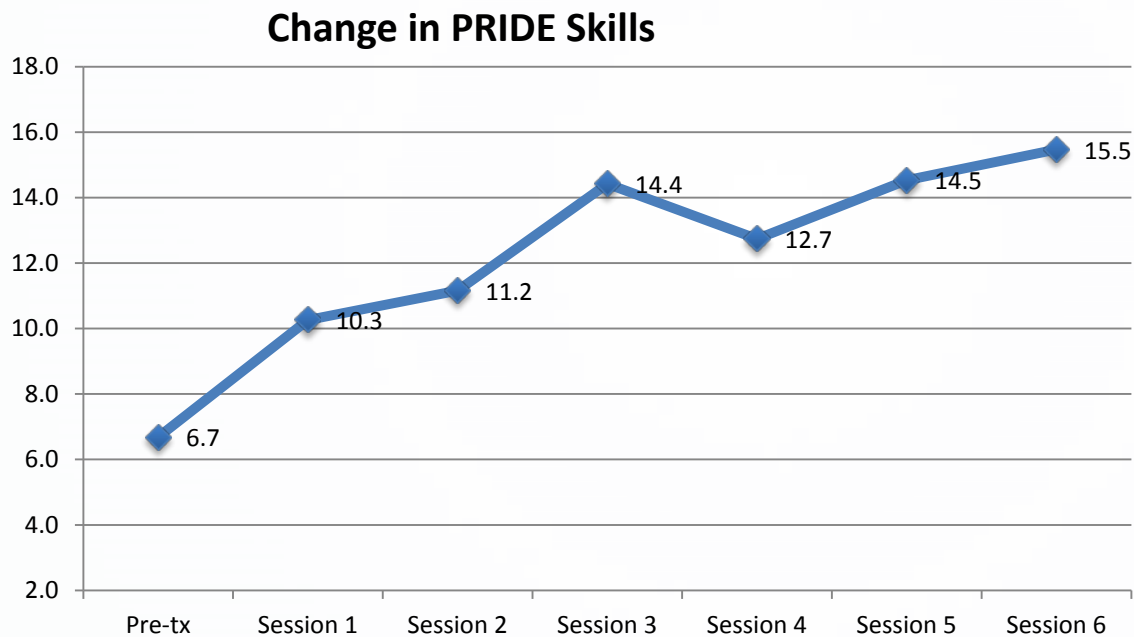
WACB Intensity Score



Results of the analysis showed a significant linear decrease in the intensity of behavior problems for treatment completers (N=19) from Session 1 to Session 6 ($F(1, 18)=3.66, \eta^2= .17, \text{observed power}= .91$).

Reprinted from Timmer et al (2018)

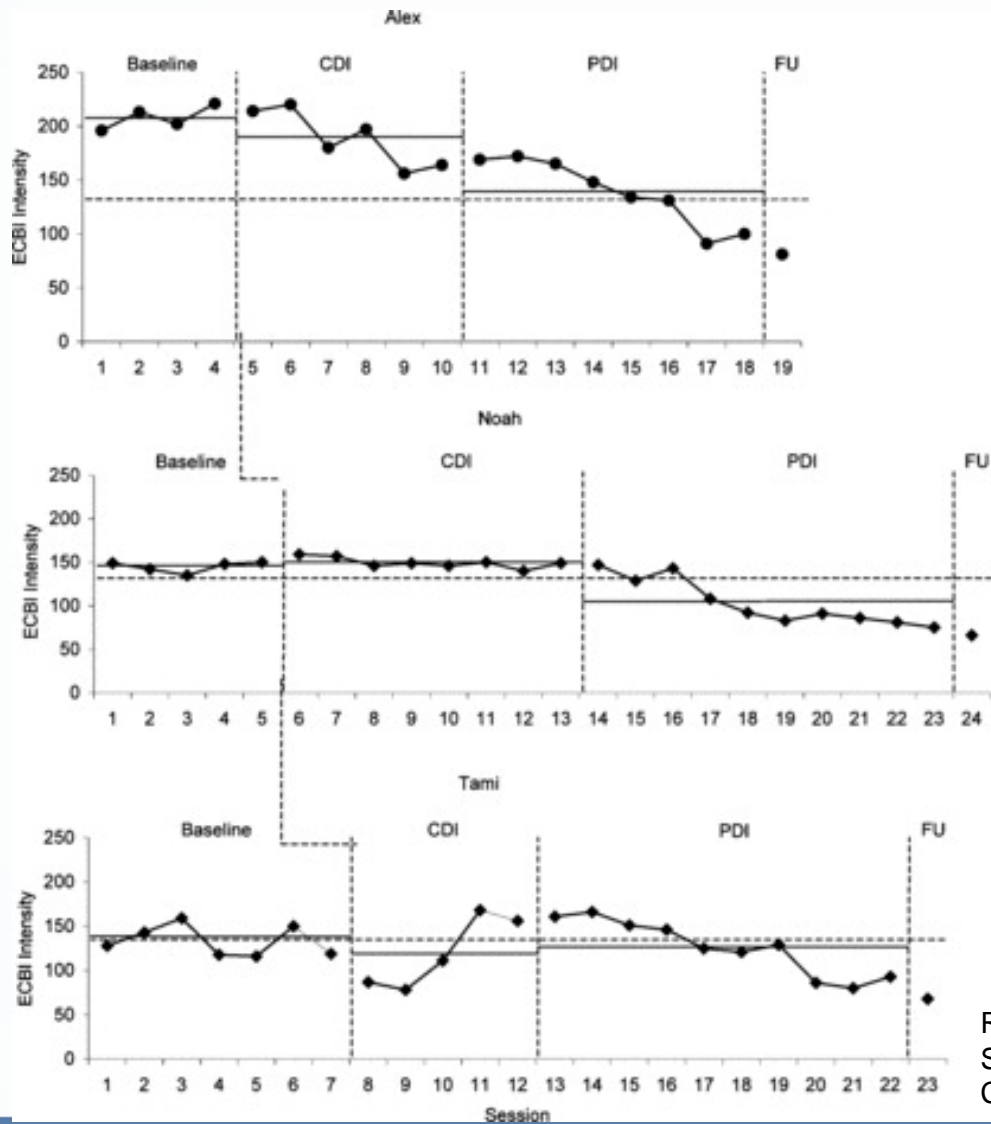
In Home PC-Care: Positive Parenting



The change in parents' observed use of positive parenting (PRIDE) skills significantly improved from pre-treatment to the final session ($F(1, 18) = 28.4, \eta^2 = .63, \text{observed power} = 1.0$).

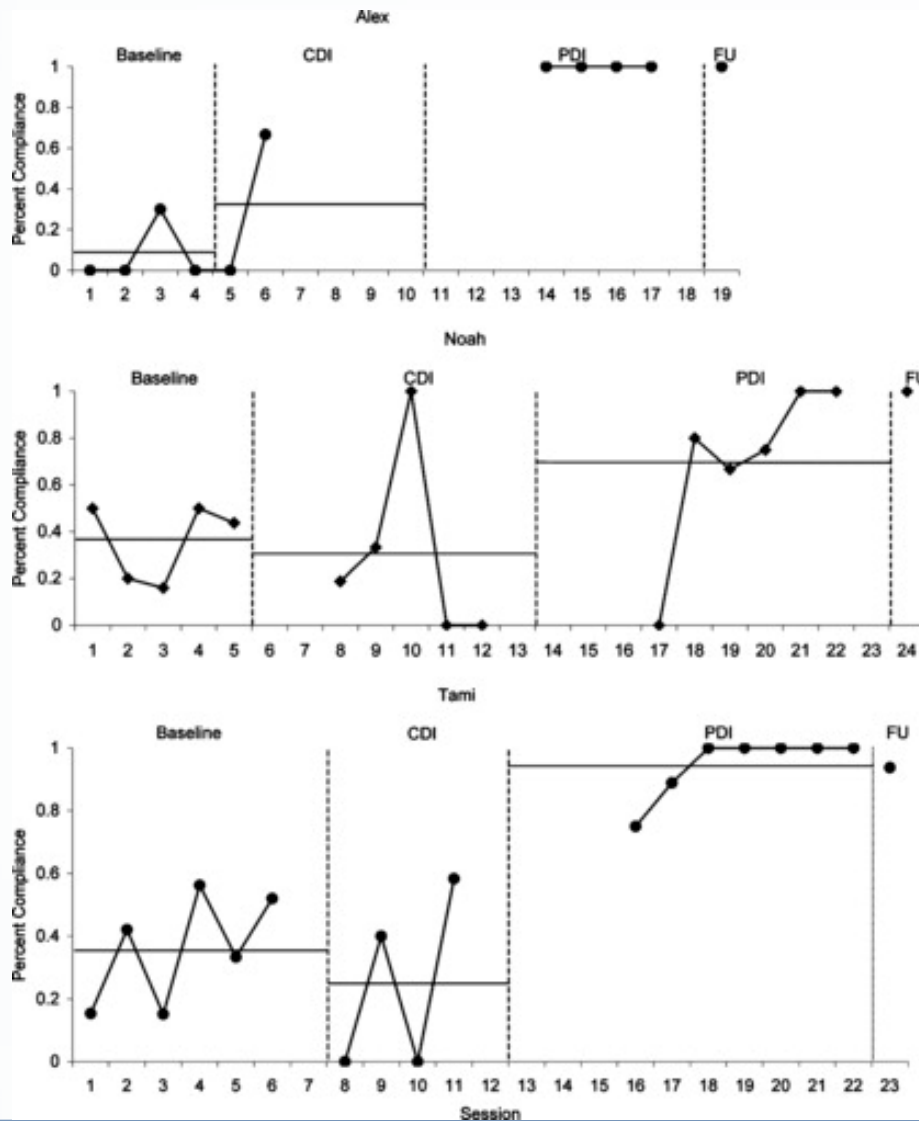
Reprinted from Timmer et al (2018)

In Home PCIT: Behavior Problems



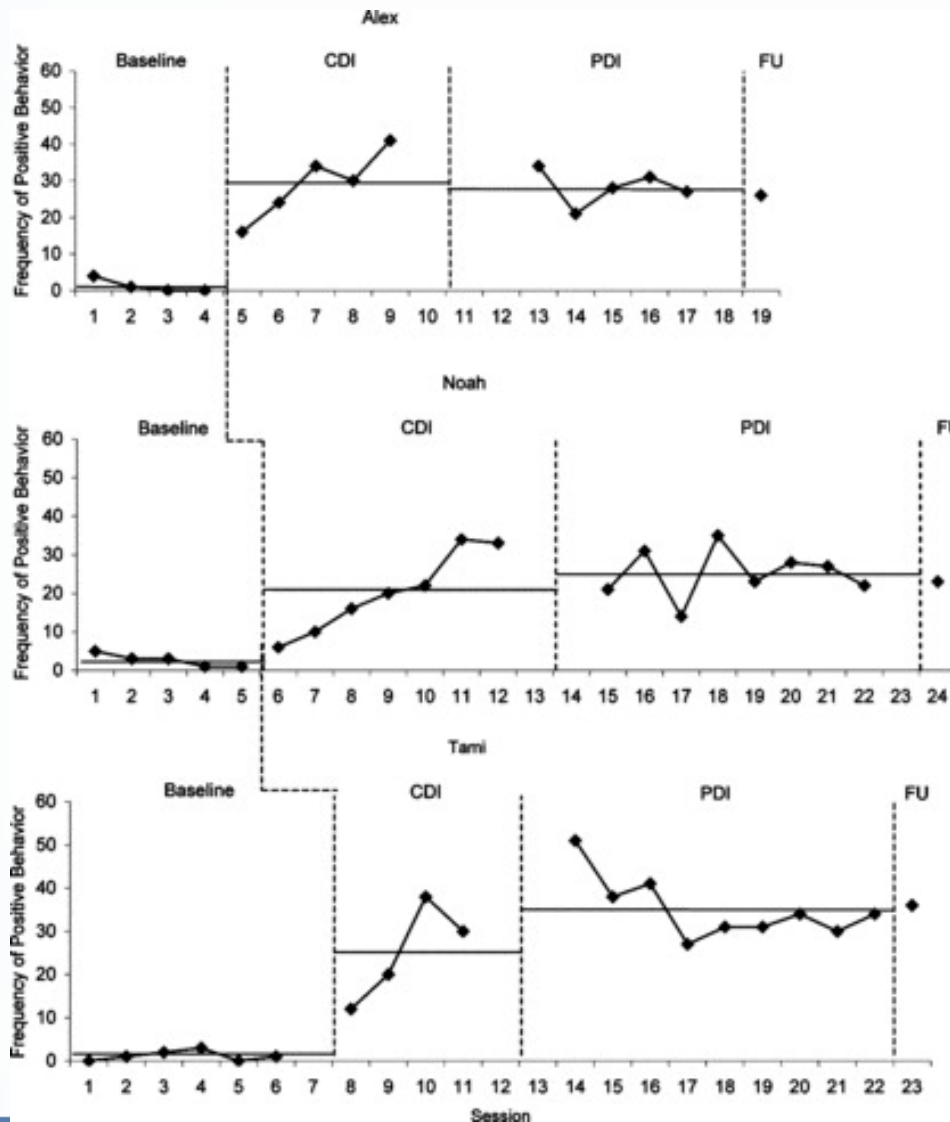
Reprinted from Ware, L.M., McNeil, C.B., Masse, J., & Stevens, S. (2008). Efficacy of In-Home Parent-Child Interaction Therapy, *Child and Family Behavior Therapy*, 30 (2), 127-135

In Home PCIT: Child Compliance



Reprinted from Ware, L.M., McNeil, C.B., Masse, J., & Stevens, S. (2008). Efficacy of In-Home Parent-Child Interaction Therapy, *Child and Family Behavior Therapy*, 30 (2), 127-135

In Home PCIT: Positive Parenting



Reprinted from Ware, L.M., McNeil, C.B., Masse, J., & Stevens, S. (2008). Efficacy of In-Home Parent-Child Interaction Therapy, *Child and Family Behavior Therapy*, 30 (2), 127-135

What About...Creating a Space

- Work with Caregiver to Create
- Think Peace and Quiet
- Consistency is Key
- Be Flexible

What It Could Look Like



What It Could Look Like



What about...Coaching

- Less Level 1 Coaching, More Level 3 Coaching
- Careful Choice of Wording
- Discuss goals of session during check-in (if possible)
- Save General Feedback for Checkout

What It Could Look Like



What It Could Look Like



What about...Coding

- What if child attempts to engage with you?
- What if caregiver attempts to ask you a question?
- What if sibling is present?
- What if another family member intrudes?

What about...Toys

- Child's Toys
 - Keeping with Natural Environment
 - May or may not be appropriate
 - May not have many (and may want to save those for Daily Care)
- Bringing Toys In
 - New and Exciting; may hold child's attention more
 - Makes therapy time special
 - You take toys with you, what will child's reaction be?

What about...Safety

- Consider Time of Appointment
- Buddy System
- Set Expectations, including confirmation of appointment, immediate notification of illness or infestations
- Be aware of your surroundings
- Questions to ask prior to first session
 - Parking situation
 - Gate Code
 - Who you can expect to be in the home

What about... Community Locations

- Park
- School
- Shelters
- Multi-Family Home

What about...Protocol

Important to Follow!

So...

- PC-Care: Check-In, 10 minute didactics, 4 minute coding, 20 minutes of coaching, Check-Out
- PCIT: Check-In, 5 minute coding, 30 minutes of coaching, Check-Out, mastery is still met
- WACBs & Daily Care, including graphs
- DPICS toys

What about...Handouts

Be Prepared, Think Ahead!

- PC-Care: Didactic Handouts (weekly), WACBs, Daily Care
- PCIT: Didactic Handouts (CDI & PDI), WACBs, Daily Care
- Extras of Daily Care
- Keep copies of House Rules, Removal of Privileges, Time Out Sequence handy
- Don't forget measures

What about...Time-Outs

- PLAN!
- Safety!
- Containment!
- Back up!

What to Remember

- Separate therapy from typical home activities
- Set expectations and routines
- Shadow File
- Be Professional
 - Arrive on time and be prepared
 - Appropriate Attire

Role Play: Let's Try It Out

Triads: Child, Caregiver, Clinician

Try various seating arrangements

- Sitting Behind
- Sitting Next To
- Sitting In Between
- Child/Caregiver, feel free to move around
- Try with equipment

Role Play: Let's Try It Out

Discussion

- What seating arrangement did you like best/find easiest?
- Equipment or no equipment, what did you like more?
- What did you like about the coaching?
- What was difficult?
- Any tips you picked up or other things you noticed?

WRAP UP &

QUESTIONS

Resources

Timmer et al. (2018). Fostering Secure Transitions for Traumatized Children. Presentation for Evaluations of Community Practice Meeting. July. Sacramento, CA.

Ware, L.M., McNeil, C.B., Masse, J., & Stevens, S. (2008). Efficacy of In-Home Parent-Child Interaction Therapy, *Child and Family Behavior Therapy*, 30 (2), 127-135

CONTACT US

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