



UCDAVIS
CHILDREN'S HOSPITAL



PCIT
Training
Center

Becoming a PCIT Trainer: The trainer, the team, the process

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A PARTNER IN
NCTSN The National Child
Traumatic Stress Network

OBJECTIVES

Goals for participants:

- Describe three components of being a good trainer
- Identify the PCIT skills and tools that trainers need to be sharp and how to sustain them
- Describe ways to strengthen your PCIT team.
- Understand the nuts and bolts of training: what to look for in trainees' performance and how to judge competence
- Describe what to say and how to communicate with trainees about their PCIT performance

Quick Poll

How many of you:

- Are trainees, fully trained PCIT therapists, trainers?
- Worry about whether you're doing things right?
- Wish you had access to people/ resources for tough PCIT cases?



ABOUT THE TRAINER

WHAT DOES IT TAKE TO BE A GOOD
IN-HOUSE TRAINER?

THE TRAINER

WHAT DOES IT TAKE TO BE AN IN-HOUSE TRAINER?

PCIT EXPERIENCE

- Minimum 4 completed cases with good outcomes to be eligible to train in house

Why is this a rule? Is that all it takes?

THE TRAINER

WHAT DOES IT TAKE TO BE A GOOD TRAINER?

Other important trainer qualities to talk about:

- PCIT skills and a continued dedication to mastery
- Clinical experience helpful, ability to see the bigger clinical picture
- Ability to teach, understand how to facilitate growth
- Time
- Agency support

THE TRAINER

WHAT DOES IT TAKE TO BE A GOOD TRAINER?

PCIT DEDICATION & FLUENCY

You are the “gold standard” for PCIT in your clinic

- Coding
- Protocol
- Documentation
- Up to date
- Participate in LA County PCIT activities



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THE TRAINER

WHAT DOES IT TAKE TO BE A GOOD TRAINER?

WARMTH AND SENSITIVITY

- Give team a sense of hopefulness about their training and a vision for the future
- Pay attention to what they need to know to improve, scaffold their skill building
- Know how to judge competence
- Give feedback effectively (feedback sandwich)

THE FEEDBACK SANDWICH



Video Clip of Training

THE TRAINER

WHAT DOES IT TAKE TO BE A GOOD TRAINER?

AGENCY SUPPORT

- It takes time to be a good trainer: it takes agency investment to keep you up to date.
- It takes time to learn PCIT: trainees need a reduction in trainees' productivity expectation while training
- Advocate for a steady stream of PCIT clients!
- How does your agency support PCIT?

ABOUT THE TEAM

**HOW DO YOU BUILD A STRONG PCIT
TEAM?**

THE TEAM

DEVELOPMENTAL MILESTONES

PROCESS

NOT INSTANT

SKILL BUILDING

**LAYERS OF
UNDERSTANDING**

STRUCTURE

ROLES, ROUTINES

PREPPING YOUR TRAINEE

VARIATIONS BY
SKILL LEVEL

SKILLS (FDTA)

TRAINING VIDEO CLIP

PREPARATION &
STRUCTURE

THE TEAM

**TRAINING MAY NOT BE LIMITED TO
THE THERAPY ROOM**

OUTREACH

**IN AGENCY &
COMMUNITY**

TEAM MEETINGS

**BUILD GROUP
IDENTITY & NETWORK**

DOCUMENTATION

**HELP TO FRAME
TREATMENT GOALS**

THE TEAM

QUESTIONS FROM A DIFFERENT ANGLE:

- 1) What makes a good trainee?
- 2) Can anyone be trained in PCIT?

PROBLEM SOLVING ACTIVITY

WHAT WOULD YOU DO?*

BREAK INTO GROUPS

READ SCENARIO

STRATEGIZE TOGETHER

PRESENT SOLUTION



*Scenarios are completely fictional

THE NUTS AND BOLTS OF TRAINING

WHAT TO DO AND HOW TO DO IT

THE PROCESS

COMPETENCY CHECKLIST

- Use this as a focus for training sessions or video review
- Know what your trainees need to achieve
- Make competency a transparent process. Make sure your trainee has a copy too.
- Keep them up to date

THE PROCESS

KEY SKILLS AND TRAINING STRATEGIES

ENGAGEMENT & CONFIDENCE

- Selecting good PCIT cases
- Understanding standardized assessments and the role they play in PCIT
- Developing treatment goals, coaching strategies

THE PROCESS

BEGINNING PCIT SKILL BUILDING

- PCIT for Traumatized Children Web course
- Post-web course skill building
- Continued role-playing
- Continued review (McNeil book, web course, treatment manual)
- Coding mastery

THE PROCESS

KEY TO FIDELITY AND EFFECTIVENESS

TWO LEVELS OF COMPETENCE

- To coach: 80% reliable once
- To be signed off on coding competence: 80% reliable ten times
- Strategies to assessing competence – “Relay Coding”

RELAY CODING

Listen to parent => Repeat out loud => Code



TRAINING VIDEO CLIP “Relay Coding”

TRAINING VIDEO **Bilingual Relay Coding**

Coding

THE PROCESS

TEACHING SESSIONS

DEVELOP PLAN FOR SKILL ACQUISITION

- Role play ahead of time
- Use the Teaching session checklist
- Debrief

THE PROCESS

BUILDING COACHING COMPETENCE

MENTORING

FOCUS ON TRAINEE

GROWTH OF SKILLS

NOT CO-THERAPY

NOT ON CLIENT

NOT JUST “HOW TO”

PHASE II: FUNDAMENTAL AND SKILL-BUILDING

Date	Approved by	Experiential Competency
		Complete 10 Hour PCIT –TC Web Course
		Evaluation of Web Course Knowledge
		Meet Mastery Criteria for Child-Directed Interaction (CDI) Skills five-minute role-plays (10 labeled responses, 10 general responses, 10 behavioral descriptions, 3 or less questions/commands, critical statements, and interaction using DPICS 3 with 80% accuracy
		Develop Objectives & Goals using information from clinical interview, pre-measures and behavioral observation
		Role-Play CDI Teaching Session – shows understanding of process
		Role-Play CDI Coaching Skills – shows understanding of process
		Role-Play PDI Teaching Sessions – shows understanding of process
		Role-Play PDI Coaching Skills – shows understanding of process
		Role-Play PDI Coaching Skills – shows understanding of process
		Consideration of graduation – describes requirements &

PHASE III: EXPERIENTIAL TRAINING

Date	Approved by	Experiential Competency
		Use standardized behavioral measurements (CBCL, ECBI, PSI, etc.) in assessment and treatment planning
		Conduct Structured Behavioral Observations (Dyadic Parent-Child Interaction Coding System; DPICS) as a component of the assessment process
		Code 5-minute CDI parent-child interactions with 80% accuracy using DPICS (20 times: 10 labeled, 10 general)
		Child-Directed Interaction Didactic
		Teach and demonstrate behavioral play therapy skills (PRIDE)
		Teach and demonstrate use of selective attention/ignoring
		Teach and demonstrate avoidance of questions, commands, and

TRAINING VIDEO CLIP

**MENTORING THE
TRAINEE**

THE PROCESS

MENTORING: SKILL BUILDING TO MASTERY

SKILL BUILDING

- Review
- Role-play
- Remind (prepare)

PRACTICE

- Trainees practice skills (need space)
- Trainers support, evaluate, guide

COMPETENCE

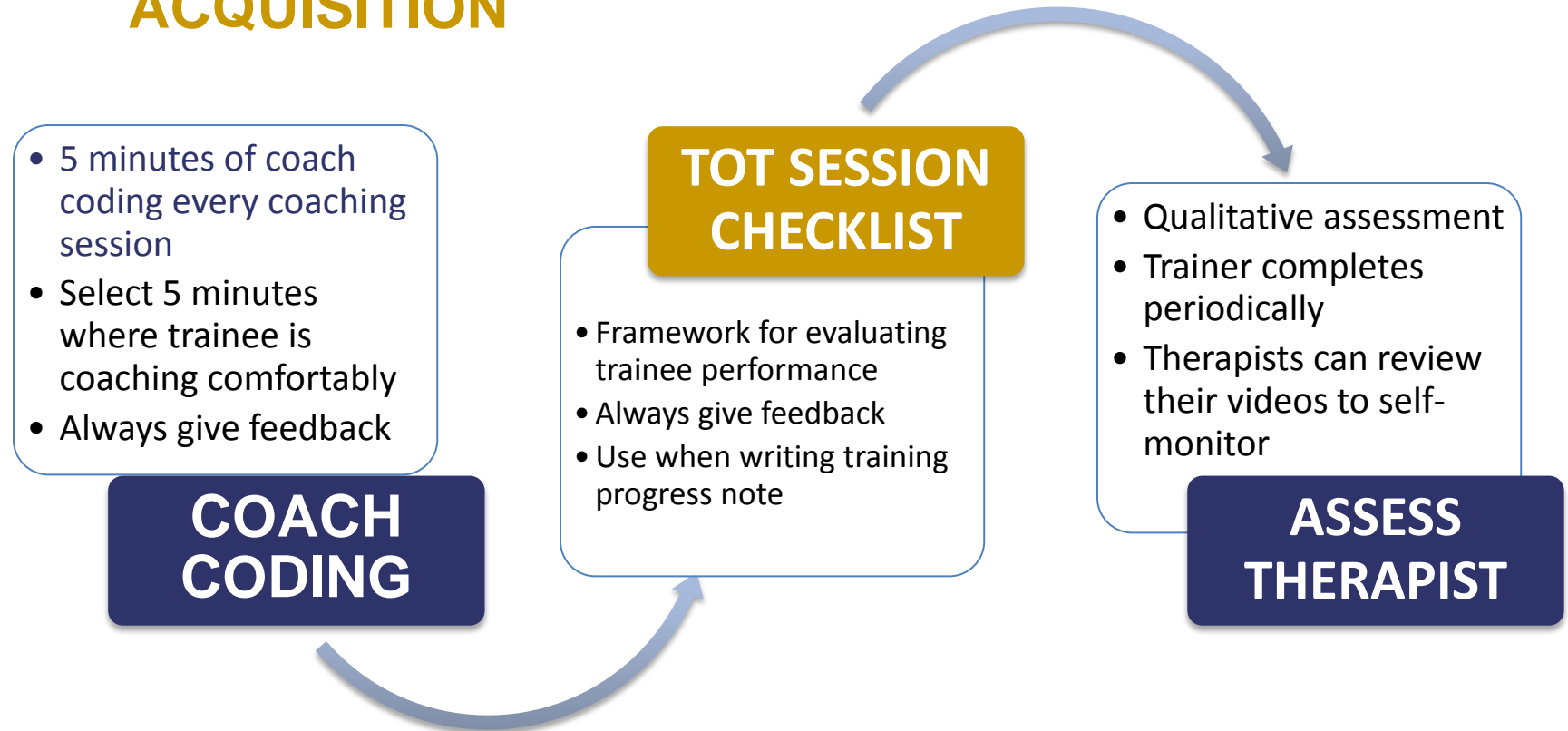
- Trainees can perform skills effectively without support
- Competence may not be perfect

TRAINING VIDEO CLIP

**TRAINEE COMPETENCE
& INDEPENDENCE**

THE PROCESS

ASSESS AND DEVELOP PLANS FOR SKILL ACQUISITION



SUPPORTING TRAINEES

When your trainee has a difficult client.....

Difficult Cases!:

- ASD
- Depressed caregiver
- Aggression
- Complex trauma
- More!

How can you help? Remind your trainees:

- Use your resources!! E.g., Refer to PCIT book, articles online, treatment manual and web course
- Client resources – consult with your colleagues
- Tailor *when appropriate* – **stick to the basics**

COMMUNICATION & DOCUMENTATION

Giving feedback, noting progress, planning

- ToT Session checklist & coding sheet
- Structuring feedback
- Progress note templates
- Competency checklists
- Planning
- Transparency

FIDELITY

IN PRACTICE AND TRAINING

PCIT LIKE FITNESS TRAINING

- Need to teach good habits (good organization, documentation)
- Need to teach the WHY, not just how
- Need to teach what can change, what can be tailored— when and why
- Need to teach not to be afraid of collecting outcome measures

THANK YOU!

CONTACT US

Website: pcit.ucdavis.edu

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



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