Parent-Child Interaction Therapy

Introduction:

(a) One of the most effective treatments for ODD behaviors in kids 2-7 years, helpful for ADHD symptoms

-Negative behaviors are causing distress for child, family, and may cause problems in daycare/school

(b) Goals

1. Improve the relationship between parent/child
   -p/c relationship provides foundation for child’s interactions outside home, help child to be successful in school/peer setting

2. Improve child’s self-esteem
   -kids with behavior problems always hearing no, stop, etc., may start feeling there is not much they can do right

3. Learn more anger/frustration management for child; Enhance attention and organization

4. Help child learn to listen and mind
   -listen to you the first time you ask

*Teach parents to become their child’s therapist

(c) Structure of PCIT (approximately 12-16 sessions)

1. Introduction
   -What are problem behaviors
   -Positive aspects of child
   -Parents’ goals and expectations for treatment

2. Assessment
   -Dyadic Parent-Child Interaction Coding System (DPICS)
   -Standardized measures of behavior, attention, etc.
   -Developmental history
   -Classroom observations

2. Child Direct Interaction
   -Skills Didactic
   -Skills Coaching

3. Parent-Directed Interaction
   -Skills Didactic
Skills Coaching

4. Booster Sessions
DPICs Instructions:

Introduction: "We are going to ask you to play with your child in three different situations. We are trying to get a clear picture of what their behavior is like, both the positives and the negatives. That way, we will be able to tailor PCIT to fit you and your child best. For five minutes, I am going to ask you to let your child lead the play; let them be in charge and follow their lead. Then, I will ask you to take charge of the play; try to get your child to follow your lead. Third, I want you to ask your child to clean up the toys. Finally, we will ask you to have your child sit in a chair while she/he waits for me to come in the room. This way, we can see how they handle a boring situation. Remember, do not be embarrassed if your child throws a temper tantrum; we will then know what we are up against. Also, if your child acts like an angel, we understand that sometimes children act better in new places than they do at home."

Child-Directed Interaction: "For the next five minutes, let your child be the boss. Follow their lead and play what they want to play. Go ahead. I will tell you when five minutes is up."

Parent-Directed Interaction: "For the next five minutes, you are going to be in charge. I want you to lead the play with your child. Go ahead."

Clean-Up: "Now I want you to tell your child how much you enjoyed playing with them, but now it is time to clean up. Ask them to clean up the toys."

Chair: "Now, place that chair in the middle of the room and ask your child to sit and wait until I come into the room."
### PARENT BEHAVIOR

<table>
<thead>
<tr>
<th>DIRECT COMMANDS followed by</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLIANCE (child begins or attempts, CLP)</td>
<td>Total commands</td>
</tr>
<tr>
<td>NONCOMPLIANCE (makes no move to comply, W)</td>
<td></td>
</tr>
<tr>
<td>NO OPPORTUNITY (another command issued immediately, too vague)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>INDIRECT COMMANDS followed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLIANCE (CLP)</td>
</tr>
<tr>
<td>NONCOMPLIANCE (W)</td>
</tr>
<tr>
<td>NO OPPORTUNITY</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>INFORMATION QUESTIONS followed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER (begins or attempts to within 5 sec)</td>
</tr>
<tr>
<td>NO ANSWER (does not genuine attempt to)</td>
</tr>
<tr>
<td>NO OPPORTUNITY (not given time/ question too hard)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>DESCRIPTIVE/REFLECTIVE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>obvious question or voice rises at end, yes-no questions</td>
</tr>
<tr>
<td>BEHAVIORAL DESCRIPTIONS</td>
</tr>
<tr>
<td>INFORMATION DESCRIPTIONS</td>
</tr>
<tr>
<td>REFLECTIONS</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS (brief response)</td>
</tr>
<tr>
<td>LABELED PRAISES</td>
</tr>
<tr>
<td>UNLABELED PRAISES</td>
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</tbody>
</table>

### CHILD BEHAVIOR

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART TALK (sassy, impudent)</td>
</tr>
<tr>
<td>CRITICISM (finds fault)</td>
</tr>
<tr>
<td>YELL (louder than normal indoor voice)</td>
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<tr>
<td>WHINE (slur, nasal)</td>
</tr>
<tr>
<td>PHYSICAL NEGATIVE (hits, kicks)</td>
</tr>
<tr>
<td>DESTRUCTIVE (does damage)</td>
</tr>
<tr>
<td>&quot;OTHER&quot;</td>
</tr>
</tbody>
</table>

Note: Time-out is not coded. A warning stops the 5-minute coding. After a warning, do not code comply or noncomply. If the child obeys the warning, start coding with the next parent verbalization. If the child disobeys the warning, resume coding after the parent allows the child off the chair.
## Dyadic Parent-Child Interaction Coding System (DPICS) Clinically Modified Recording Form

<table>
<thead>
<tr>
<th>Child's name</th>
<th>Observer's name</th>
<th>Parent's name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intake</th>
<th>Treatment sessions</th>
<th>Boosters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>A  B  C  D</td>
</tr>
</tbody>
</table>

### Parent Behaviors
- Direct command followed by...
- Indirect command followed by...
- Descriptive statement
- Reflective statement
- Unlabeled praise
- Labeled praise
- Question
- Critical statement
- Other verbalization

### Child Behaviors
- No opportunity
- Compliance
- Noncompliance
- Disruptive behavior...
- Ignored
- Responded to
- Other child behavior
- Clinical notes
Child Directed Interaction (CDI)

(a) What is CDI?

1. Goals- improving relationship, decreasing frustration, improving attention and self-esteem

2. Centers around special time of play, child allowed to lead play in a structured situation, part of daily routine and not reward or punishment, teach parents to be play therapists

3. Structure of special time

   -When: 5 times/week at a consistent time

   -Where: Adult-sized table and chairs.

   -Time Limit: 5 minutes, no timer
     Brick wall - practicing skills is hard work, quality of practice goes down, children will try to stretch amount of time if inconsistent,

   -Remove Distractions: one on one time, turn off TV, phone ringer, etc.

   -Toys: Choose creative toys
     Avoid toys that encourage aggression, create potential conflict, involve pretending to be someone else, have rules

4. Parent’s are changing the rules
   • Child lives by rule “I’ll get my parents attention no matter what, whether it is positive or negative”
   • Parents now showing the child that they will get attention ONLY for acting appropriately

(b) Special time skills (see instructions)

1. What to do during special time

   -Describe
   -Reflect
   -Imitate
   -Praise

2. What to avoid during special time

   -Commands
   -Questions
   -Criticism
3. Tactical Ignoring

(c) Coaching Behavioral Skills
   - Importance of praise for parents

(d) Criteria for Mastery (see handout)
Special Time
Instructions

Starting Special Time

We can play with any of the toys at the table that you want. I can play with you at the table. If you leave the table, I cannot play with you. If you come back, we can play. If you hurt or if you break or throw your toys, special time is all done. Now we can play.

Ending Special Time

Our special time is over. I had fun playing with you.

1) I'm going to pick up the toys, if you want to help, that would be great. (Praise if child helps).

OR

2) You can continue playing, but I have some other things that I have to do now. (Leave the table and begin something else).
Criteria for Mastery of Behavior Play Therapy Skills during a 5-Minute Play Session

(a) Give 25-50 descriptions plus reflection

(b) Reflect nearly all appropriate child verbalization

(c) Give 15 or more praises, at least 8 or which are labeled

(d) Make no critical statements

(e) Give no commands

(f) Ask no questions

(g) Ignore all negative-attention seeking behavior
Parent-Directed Interaction

(a) Important to focus on positive as in CD but also is essential that children learn to follow rules
   - safety, peer relations, academic functioning

(b) Goal - teach child to listen and mind the first time

(c) Important of Consistency, Predictability, Follow Through
   - Consistency - use discipline in same way regardless of how you are feeling
   - Predictability - Robot, respond in same way so it becomes boring, kids not pressing your buttons, not much fun to misbehave if know parent will do same thing
   - Follow through - brick wall not a rubber band

(d) How to Give Commands/Instructions

   (1) Direct Not Indirect

   (2) Positively Stated

   (3) Single rather than Compound

   (4) Specific Not Vague

   (5) Neutral Voice Tone

   (6) Polite and Respectful

   (7) Developmentally Appropriate

   (8) Use Commands only When Necessary

   (9) Give Rationale (sometimes)

   (10) Incorporate Choices when Appropriate

(e) How Are We Going to Get them to Listen

   (1) Learning minding skills within special time (increase to 10 minutes)

   (2) Time-out Procedure
      - Advantages - removes them from stimulation, can use it immediately, safe, used at school
      - Two Choices Method
- Time-Out Procedure

-Determining Compliance: Trickiest thing for parents is often determining if child complied

  • comply partly or on way to time-out- NO
  • dawdling (3")- NO
  • playing deaf- NO
  • comply with an attitude- YES

(3) Generalization to other situations, first inside home and then in public
<table>
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<tr>
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<tr>
<td>Do <strong>Praise</strong> appropriate behavior.</td>
<td>Causes the behavior to increase&lt;br&gt;Lets child know what you like&lt;br&gt;Increases self-esteem&lt;br&gt;Adds to warmth of the relationship&lt;br&gt;Makes both parent and child feel good!</td>
<td>Terrific counting!&lt;br&gt;I like the way you’re playing so quietly.&lt;br&gt;You have wonderful ideas for this game.&lt;br&gt;I’m proud of you for being polite.&lt;br&gt;You did a nice job on that building.&lt;br&gt;Your design is pretty.&lt;br&gt;Thank you for showing the colors to me.</td>
</tr>
<tr>
<td>Do <strong>Reflect</strong> appropriate talk.</td>
<td>Doesn’t control the conversation&lt;br&gt;Shows child you’re really listening&lt;br&gt;Demonstrates acceptance&lt;br&gt;And understanding&lt;br&gt;Improves child’s speech&lt;br&gt;Increases verbal communication</td>
<td>Child: I made a star.&lt;br&gt;Parent: Yes, you made a star.&lt;br&gt;Child: The camel got bumps on top.&lt;br&gt;Parent: It has two humps on its back.&lt;br&gt;Child: I like to play with this castle.&lt;br&gt;Parent: This is a fun castle to play with.</td>
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<tr>
<td>Do <strong>Imitate</strong> appropriate play.</td>
<td>Lets child lead&lt;br&gt;Approves child’s choice of play&lt;br&gt;Shows child you are involved&lt;br&gt;Shows child how to play with others (forms basis of taking turns)</td>
<td>Child: I’m putting baby to bed.&lt;br&gt;Parent: I’ll put sister to bed too.&lt;br&gt;Child: I’m making a sun in the sky&lt;br&gt;Parent: I’m going to put a sun in my picture, too.</td>
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<td>------</td>
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<td>Do <strong>Describe</strong> appropriate behavior.</td>
<td>Allows child to lead</td>
<td>That's a red block.</td>
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<td></td>
<td>Shows child you're interested</td>
<td>You're making a tower.</td>
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<td></td>
<td>Teaches concepts</td>
<td>You drew a smiling face.</td>
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<tr>
<td></td>
<td>Models speech</td>
<td>The cowboy looks happy.</td>
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<td></td>
<td>Hold's child's attention</td>
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<td></td>
<td>Organizes child's thoughts about play</td>
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Do use **Enthusiasm**. Keeps the child interested. Voice is playful with lots of inflection. Helps to distract the child when ignoring.

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**Ignore inappropiate behavior** (unless dangerous or destructive)

- Don't look at child, speak, smile, frown, etc.
- Ignore every time
- Expect behavior to increase at first

Avoids increasing bad behavior

Decreases some behaviors

Helps child notice difference between your responses to good and bad behavior

Child: (Sasses parent, then picks up toy)

Parent: (Ignores sass; praises picking up)

Child: (hits parent)

Parent: (GAME STOPS); can't be ignored

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# SKILLS FOR BEHAVIORAL PLAY THERAPY-PARENT HANDOUT

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<td>Can cause unpleasantness</td>
<td>Will you hand me that paper?</td>
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<td>Child obedience will be taught later</td>
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<td>May seem like you aren't listening or disagree</td>
<td>Are you having fun?</td>
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<td></td>
<td></td>
<td>the wastebasket?</td>
</tr>
<tr>
<td>Avoid criticism.</td>
<td>Doesn't work to decrease bad behaviors</td>
<td><em>You're being naughty.</em></td>
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<td>Creates an unpleasant interaction</td>
<td>Don't scribble on your paper.</td>
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<td></td>
<td>No, honey, that's not right.</td>
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<td></td>
<td>That design is ugly.</td>
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FOR DISRUPTIVE BEHAVIOR, USE **IGNORING**

- **IGNORE** annoying, obnoxious behavior
- **STOP** THE **PLAY** FOR **DANGEROUS** OR **DESTRUCTIVE** BEHAVIOR
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FOR DISRUPTIVE BEHAVIOR, USE IGNORING
-IGNORE annoying, obnoxious behavior
-STOP THE PLAY FOR DANGEROUS OR DESTRUCTIVE BEHAVIOR
PRIDE SKILLS:

1. **PRAISE**: Give praise to appropriate behavior; point out to John when he is doing something well, no matter how big or how small the behavior.

**EXAMPLES:**
Good Job
I like the way you are......
I am so proud of you for......
Your __________ looks really nice.
Thanks for showing me.............

**REASON:**
Anytime you want to increase behavior
Increases self-esteem
Makes John know you are paying attention to the good behaviors

2. **REFLECT**: Repeat back to John the things that he says to you.

**EXAMPLES:**
John: I made a castle.
Mom: Yes, you made a castle.
John: I like to play with this ship.
Mom: Yes, this is a fun ship to play with.

**REASON:**
John knows you are really listening and paying attention
Helps John learn appropriate verbal interactions
Demonstrates you are tolerating and accepting

3. **IMITATE**: This includes paralleling your child’s behaviors in play.

**EXAMPLES:**
John: I am making the superhero fly.
Mom: I am going to make my superhero fly too.

**REASONS:**
Shows reinforcement and approval of John’s play.
Teaches turn taking but lets John have control over situation- important when trauma has led to out of control situation.
4. **DECRIBE**: Verbally describe what John is doing.

**EXAMPLES:**
That is a red block
You are making a pyramid

**REASONS:**
Shows John you are paying attention
Helps teach new concepts
Helps hold attention and organize play.

5. **BE ENTHUSIASTIC**

**AVOIDANCE BEHAVIORS:**

1. **IGNORE**: Inappropriate behaviors that are not dangerous
Avoid eye contact, facial expressions, be consistent
Expect bad behavior to increase at first.

2. **AVOID COMMANDS** - Try asking more questions to help increase child’s sense of control

3. **AVOID TOO MANY QUESTIONS** - Can be overwhelming and doesn’t allow John to have control.

4. **AVOID CRITICISM** - Hurts self-esteem and usually doesn’t work

**USE of TWO CHOICES**
Structure special time for play