

WHAT IS PCIT?

Parent-Child Interaction Therapy (PCIT) is an empirically-supported treatment for conduct-disordered young children that places emphasis on improving the quality of the parent-child relationship and changing parent-child interaction patterns. In PCIT, parents are taught specific skills to establish a nurturing and secure relationship with their child while increasing their child's pro-social behavior and decreasing negative behavior. This treatment focuses on two basic interactions:

- Child Directed Interaction (CDI) is similar to play therapy in that parents engage their child in a play situation with the goal of strengthening the parent-child relationship.
- Parent Directed Interaction (PDI) resembles clinical behavior therapy in that the parents learn to use specific behavior management techniques as they play with their child.

The treatment involves a basic didactic component, but primarily uses direct moment by moment coaching of the parent as they interact with the child. The parent is scored each session on the use of their skills.

Completion of therapy is based on acquisition of skills in each section at "Mastery" level, not on duration of therapy.

It is appropriate for children when are between the ages of 2 and 7 years who exhibit:

non-compliance
aggression
tantrums
hyperactivity
self-injurious behavior
whining, swearing, sassing
low self-esteem
perfectionism
anxiety
low mood, withdrawn
effects of chronic trauma

It is not appropriate for children who are experiencing:

acute trauma
mental retardation
a parent who is unwilling/unable to change his/her parenting

For more information about PCIT, see the January 2007 Issue Brief entitled *Parent-Child Interaction Therapy With At-Risk Families* from the Child Welfare Information Gateway.



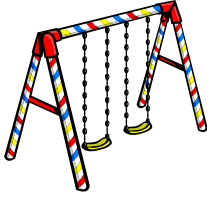
PRIDE RULES



PRIDE Skills are an important part of Child Directed Interaction.
Below are reasons why each skill works with helpful examples.

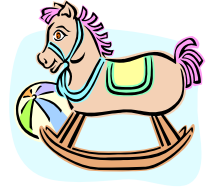
	PRIDE RULES <i>(the "DO" skills)</i>	REASON	EXAMPLES
P	<u>PRAISE</u> appropriate behavior.	<ul style="list-style-type: none"> • Causes your child's good behavior to increase. • Lets your child know what you like. • Increases your child's self-esteem. • Makes you and your child feel good. 	<ul style="list-style-type: none"> • Good job of putting the toys away! • I like the way you're playing so gently with the toys. • Great idea to make a fence for the horses. • Thank you for sharing with me.
R	<u>REFLECT</u> appropriate talk.	<ul style="list-style-type: none"> • Lets your child lead the conversation. • Shows your child that you are listening. • Shows that you accept and understand your child. • Improves your child's speech. • Increases the amount of talking you do with your child. 	<ul style="list-style-type: none"> • Child: I drew a tree. Parent: Yes, you made a tree. • Child: The doggy has a black nose. Parent: The dog's nose is black. • Child: I like to play with the blocks. Parent: These blocks are fun.
I	<u>IMITATE</u> appropriate play.	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you approve of the activity. • Shows that you're involved. • Teaches your child how to play with others and take turns. • Increases the child's mirroring of the things that you do. 	<ul style="list-style-type: none"> • Child: I put a nose on the potato head. Parent: I'm putting a nose on Mr. Potato Head, too. • Child: <i>(drawing circles on a piece of paper)</i> Parent: I'm going to draw circles on my paper just like you.
D	<u>DESCRIBE</u> appropriate behavior.	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you are interested. • Teaches your child concepts or ideas. • Models speech for your child. • Holds your child's attention on the task. • Organizes your child's thoughts about the activity. 	<ul style="list-style-type: none"> • You're making a tower. • You drew a square. • You're putting together Mr. Potato Head. • You put the girl inside the fire truck.
E	Be <u>ENTHUSIASTIC.</u>	<ul style="list-style-type: none"> • Lets your child know that you are enjoying the time you are spending together. • Increases the warmth of the play. 	<ul style="list-style-type: none"> • Child: <i>(carefully places a blue Lego on a tower)</i> Parent: <i>(gently touches the child's back)</i> You are really being gentle with the toys.





PARENT-CHILD INTERACTION THERAPY

Child Directed Interaction Handout



<i>The “DON’T” Skills</i>	REASON	EXAMPLES
<p>Avoid Commands</p>	<ul style="list-style-type: none"> • Commands take the lead away from your child. • Commands can lead to negative interactions. 	<p>Indirect Commands</p> <ul style="list-style-type: none"> • Let’s play with the farm next. • Will you sit down in your chair? • Could you tell me what this animal is? <p>Direct Commands</p> <ul style="list-style-type: none"> • Give me the pigs. • Please sit down next to me. • Tell me what this letter is.
<p>Avoid Questions</p>	<ul style="list-style-type: none"> • Questions lead the conversation. • Many questions are commands and require an answer. • Questions may suggest to your child that you aren’t really listening or that you disagree. 	<ul style="list-style-type: none"> • We’re building a tall tower, aren’t we? • What sound does the cow make? • What are you building? • Do you want to play with the train? • You’re pulling the girl in the red car?
<p>Avoid Critical Statements and Sarcasm</p>	<ul style="list-style-type: none"> • Critical statements often increase the criticized behavior. • Criticism lowers your child’s self-esteem. • Criticism creates an unpleasant interaction. 	<ul style="list-style-type: none"> • That wasn’t nice. • I don’t like it when you climb on the table. • Do not play like that. • No, sweetie, you shouldn’t do that. • That’s not the right color for hair. • That piece doesn’t go there. • I’m disappointed in you today.