

# Parent-Child Interaction Therapy for Toddlers at BUP-Levanger

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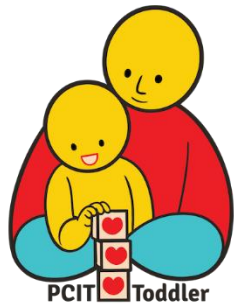




# Parent-child Interaction Therapy (PCIT)

1. PCIT is an intervention program that involves coaching parents while they play with their children
2. One of the core components is the in-vivo coaching of parents, applying a bug-in-the-ear device
3. Based on principles from play therapy, attachment theory and social behavior principles
4. The Do's and Don'ts of parenting: Caregivers are taught to increase positive parenting, decrease negative parenting and balance parental warmth and control





RESEARCH ARTICLE

# Effectiveness of Parent-Child Interaction Therapy (PCIT) in the Treatment of Young Children's Behavior Problems. A Randomized Controlled Study

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## Abstract

### OPEN ACCESS

**Citation:** Bjørseth Å, Wichstrøm L (2016)

## Objective





# The First 1000 Days in the Nordic Countries

Psychosocial Interventions and Psychological Tests: A Review of the Evidence



- Evaluated 63 interventions for children 0-2 years of age
- 2 interventions on the highest evidence-level(4):
  - Modified Mother-Infant Transaction Program (premature children)
  - PCIT





# PCIT-Toddler

- PCIT-T is an adaptation for 12- to 30-month-old children
- Enhances the improvement of attachment and emotion regulation
- Since 2018, PCIT-T has been applied in different settings in the community and in CAMHSs in Mid-Norway
  - Child and adolescent mental health clinics, child protection service and family centers
- The overall aim is to improve early intervention for this age group.





# BUP-Levanger

- The children are referred either from the community or from Familieambulatoriet – a low threshold service at the hospital addressing at risk families across pregnancy and infancy
- PCIT-T is offered when improving parenting skills is considered beneficial
- If possible, both parents are included in the treatment, while the coaching is provided individually
- The intervention is conducted either as weekly sessions or as intensive treatment with multiple weekly sessions over a shorter period





# For whom does it work?

- Parental stress
- History of child abuse or neglect
- Tantrums
- Aggression, hitting, biting, pinching
- Fussiness, screaming, whining, crying
- Anger, frustration, head-banging
- Difficult to comfort
- Separation anxiety
- Withdrawal from a parent
- Developmental concerns, autistic behaviors, language problems







# Who are appropriate caregivers for PCIT-T?



- Biological parents
- Adoptive parents
- Foster parents
- Grandparents







# The set-up

- Pretend play
- Stacking, drop and dump play
- Relaxing Play
- Motor movement play
- Creative play

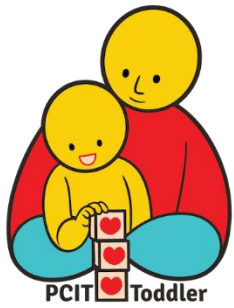




# Live coaching is a hallmark of PCIT-T

- Skills are acquired rapidly by caregivers, as they practice in the moment with live coaching from the therapist
- Therapists provide sensitive and supportive coaching as caregivers gain confidence and master their skills
- Therapists provide immediate feedback about strategies to manage their toddler's big emotions and help their toddler learn how to self-regulate










# PCIT-T: Emotion Regulation for Toddlers

## C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

Picture Icon		Emotion Regulation Skill	How & Why Use This Skill?
	<b>C</b>	<b>Come In</b>	<ul style="list-style-type: none"> <li>Move your body physically close to child</li> <li>Make movements calm and slow</li> <li>By moving closer child sees you are present and available to them</li> <li>Increases child sense of reliability with the caregiver</li> </ul>
	<b>A</b>	<b>Assist Child</b>	<ul style="list-style-type: none"> <li>Help child problem solve current issue</li> <li>Establishes early teaching experiences</li> <li>Perform with child versus do it for child</li> </ul> <p>Example: (child) starts to fuss when unable to sort toy (parent) slowly turns toy while child remains holding toy to show placement in toy sort</p>
	<b>R</b>	<b>Reassure Child</b>	<ul style="list-style-type: none"> <li>Creates opportunity for increased trust</li> <li>Verbal statement child will be taken care of by caregiver</li> </ul> <p>Example: (parent) "It's ok, Mommy/Daddy is here." (parent) "I've got you, you're alright."</p>
	<b>E</b>	<b>Emotional Validation</b>	<ul style="list-style-type: none"> <li>Label child's feeling being expressed</li> <li>Creates sense of understanding &amp; support</li> <li>Helps to build emotional vocabulary</li> </ul> <p>Example (parent) "I know it's sad/frustrating when..." (parent) "You're proud/happy because..."</p>
	<b>S</b>	<b>Soothe (voice/touch)</b>	<ul style="list-style-type: none"> <li>Provides sense of safety &amp; security</li> <li>Gives physical cues everything is ok</li> <li>Model for child relaxed &amp; calm demeanor</li> </ul> <p>Example (parent) Give cuddle to child or soft caress (parent) Use quiet, lulling tone of voice</p>


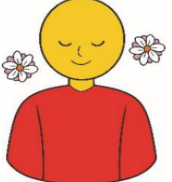

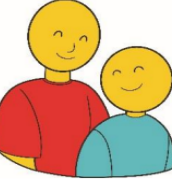
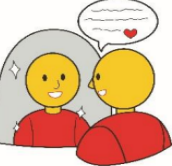




## PCIT-T: Emotion Regulation for Adults

### C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

Picture Icon		Emotion Regulation	How & Why Use This Skill?
	<b>C</b>	<b>Check Cognitions, Clue into Yourself</b>	<ul style="list-style-type: none"> <li>Before beginning special time with your toddler recognize:               <ul style="list-style-type: none"> <li>your thoughts/reason why you are spending time together</li> <li>the feelings you bring into play</li> <li>how your body language demonstrates your current style of engagement</li> </ul> </li> </ul>
	<b>A</b>	<b>Assist Self</b>	<ul style="list-style-type: none"> <li>If not emotionally ready for play implement relaxation techniques to help refocus energy:               <ul style="list-style-type: none"> <li>deep breathing</li> <li>quick shower</li> <li>progressive muscle relaxation</li> <li>call to supportive system</li> </ul> </li> </ul>
	<b>R</b>	<b>Reassure Self</b>	<ul style="list-style-type: none"> <li>Parenting presents challenges and no one technique works for all children therefore use:               <ul style="list-style-type: none"> <li>positive self-talk</li> <li>remind yourself of tender moments had</li> <li>foresee future events that will take place with your child bringing joy</li> </ul> </li> </ul>
	<b>E</b>	<b>Emotional Awareness</b>	<ul style="list-style-type: none"> <li>Toddlers and babies are remarkably good at sensing emotions. They seem to track and respond to stress.</li> <li>Special time allows for fun and connection to be experienced when we engage in play with positive thoughts and emotions.</li> </ul>
	<b>S</b>	<b>Sensitive &amp; Soothing</b>	<ul style="list-style-type: none"> <li>Similar to using a soothing voice with your toddler, be kind and sensitive to yourself in how you reassure yourself and the tone of your own self-talk. Remind yourself learning is a process of trial and error, plotting and adjusting courses as you go.</li> </ul>





# Tell, show and try again

We need to provide help to parents with toddlers that are hurting themselves or others:

- Hitting
- Biting
- Head-banging
- Co-operation and turn-taking
- “No hurting – gentle hands”







# Lessons learned

The focus on emotion-regulation (CARES) is seen as very helpful both for the parents and for the toddlers:

- Helps expanding the child's (and often also the parent's) vocabulary for emotions
- Helps the child to accept soothing, touching and care
- Helps parents to handle «Big emotions»





# Conclusion

- We will continue implementing PCIT
- Our first group of within-agency trainers will be certified in 2024
- Planning a workshop in Sweden in 2024
- Applying for funding for at PCIT-Toddler study

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