

IMPACT of time between PCIT Sessions on Caregiver PRIDE Skill Acquisition

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Introduction

- Parent-Child Interaction Therapy (PCIT) is grounded in core tenets of consistency and predictability delivered through a parallel process – therapists model skills for parents, who then utilize the skills with their children.
- Another parallel process may exist between consistency of attendance to session and acquisition of PRIDE Skills.
- This study examines attendance and DPICS data from families served through the IMPACT grant and how attendance consistency impacts PRIDE skill acquisition by caregivers.

Methods

- Participants were receiving training in PCIT-Toddler, TDI, or both.
- All participants completed session tracking sheets, including de-identified attendance, DPICS, and ECBI data were collected from 50 clinicians during the IMPACT grant period.
- Only datasheets where CDI goal criteria was achieved were included.
- TDI and Toddler data were separated, both datasets (coincidentally) had N=25

Results

- A linear mixed-effects model, linear regression, and survival analysis were used to analyze data controlling for minimum sessions required by protocol.
- Extended time between assessments did not increase the total number of sessions required to achieve goal criteria (Table 1).
- Increased total elapsed days was due to scheduling, not skill regression.

A carer’s total number of CDI sessions has a greater effect on PRIDE skill acquisition than total time spent in CDI.

Table 1.

	B	SE	Z	P	OR
TDI-LLM	.010	.051	.19	.84	
TDI-Survive	.068	.054	1.26	.20	1.07
TDI-Sess.# (k)	.189	.103	1.83	.067	1.21
Todd.-LLM	-.002	.024	-.09	.927	
Todd.-Survive	-.046	.038	-1.2	.222	.955
Todd-Sess.# (k)	.399	.127	3.13	.002	1.49

Discussion

- One possible explanation for these results is that even if families have difficulty attending weekly sessions, they may be practicing PRIDE skills in formal or informal ways in between sessions, which allows for regular session progression per the protocol.
- Although weekly sessions are still recommended, these findings suggest that variability in session scheduling should not significantly impact skill acquisition.

Recommendations and Future Research

- Therapists may find benefit in calling clients who have difficulty with regular session attendance to encourage continued practice and utilize Motivational Interviewing techniques to increase regular session attendance, which may help them progress in CDI more quickly.
- Results of this research may provide further evidence for time-limited PCIT, especially for families who have difficulty with consistent weekly attendance.
- Future research may look at home practice as a mediator in adaptations/modifications for PRIDE skill acquisition in families who are unable to attend therapy consistently.
- Future studies may also examine whether a threshold exists where longer intervals between sessions start to impact skill acquisition.

References

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