

PCIT WITH DEAF & HARD OF HEARING FAMILIES

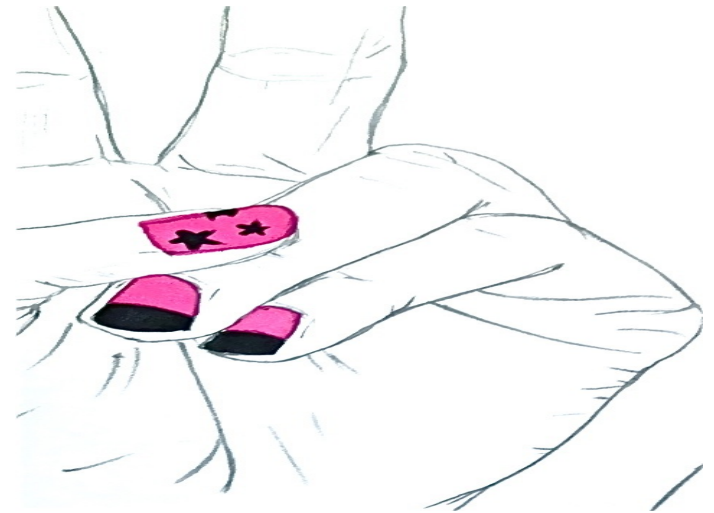
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Why Treat the Hearing Impaired?



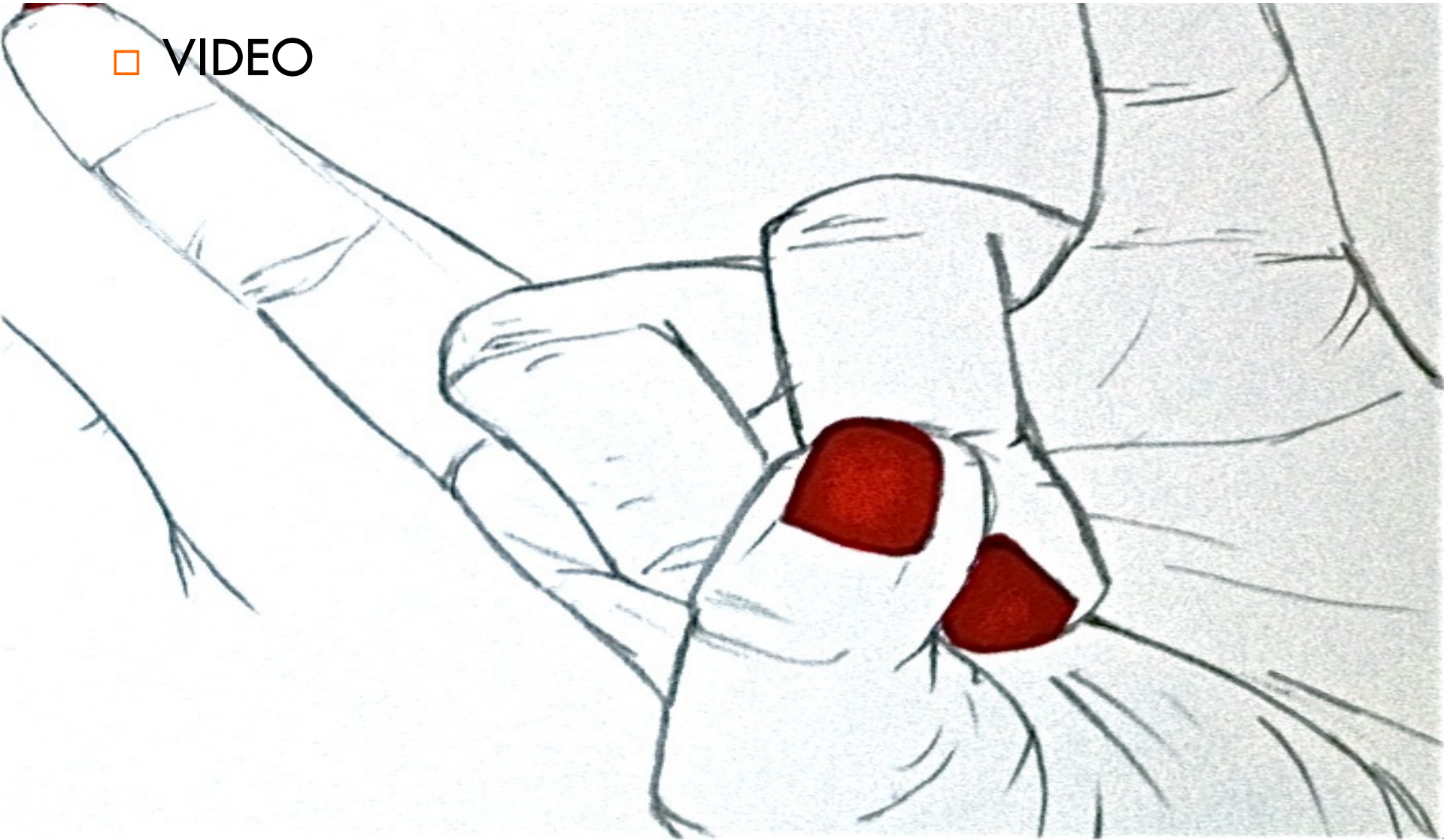
Tips for Working with Interpreters

- ❑ Do not have a relative interpret.
- ❑ Select a certified ASL interpreter (by NAD or RID).
- ❑ Discuss your role as clinician and their role as a facilitator of dialogue.
- ❑ Discuss confidentiality.
- ❑ Discuss room setup.
- ❑ Check in and out.



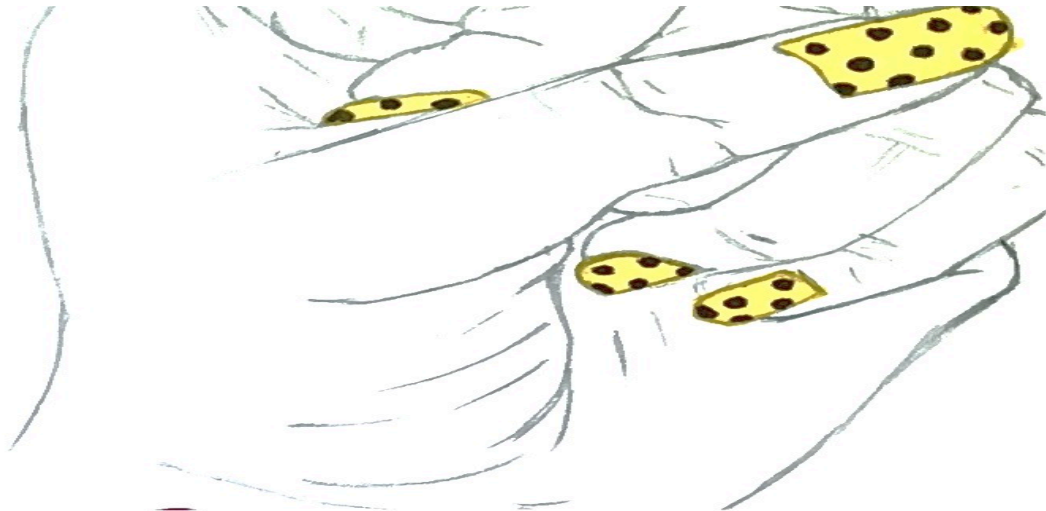
Interpreter Tip

□ VIDEO



Tips for Working with Interpreters

- ❑ Assess their willingness to “work” to learn PCIT.
- ❑ Teach them about PCIT - previewing all materials (e.g. didactic handouts/videos, measures, home fun).
- ❑ Determine Exact English Signs for PCIT.



Interpreter Tip

□ VIDEO



Therapeutic Phenomena

- Interpreter is a facilitator of rapport and a cultural bridge.
- Therapist is not in the room and the interpreter serves as the communicator of affect & tone.
- Interpreter experiences interaction and has resulting emotions. “Transference Cross Fire”
- Do not have a relative interpret.



Room Setup & Coaching Flow

- Sit the child and parent across from each other.
- Position the interpreter slightly behind the child.
- Place the earpiece on the interpreter.
- Look while the interpreter is voicing so you know who is communicating (child or parent).

Praise & Description

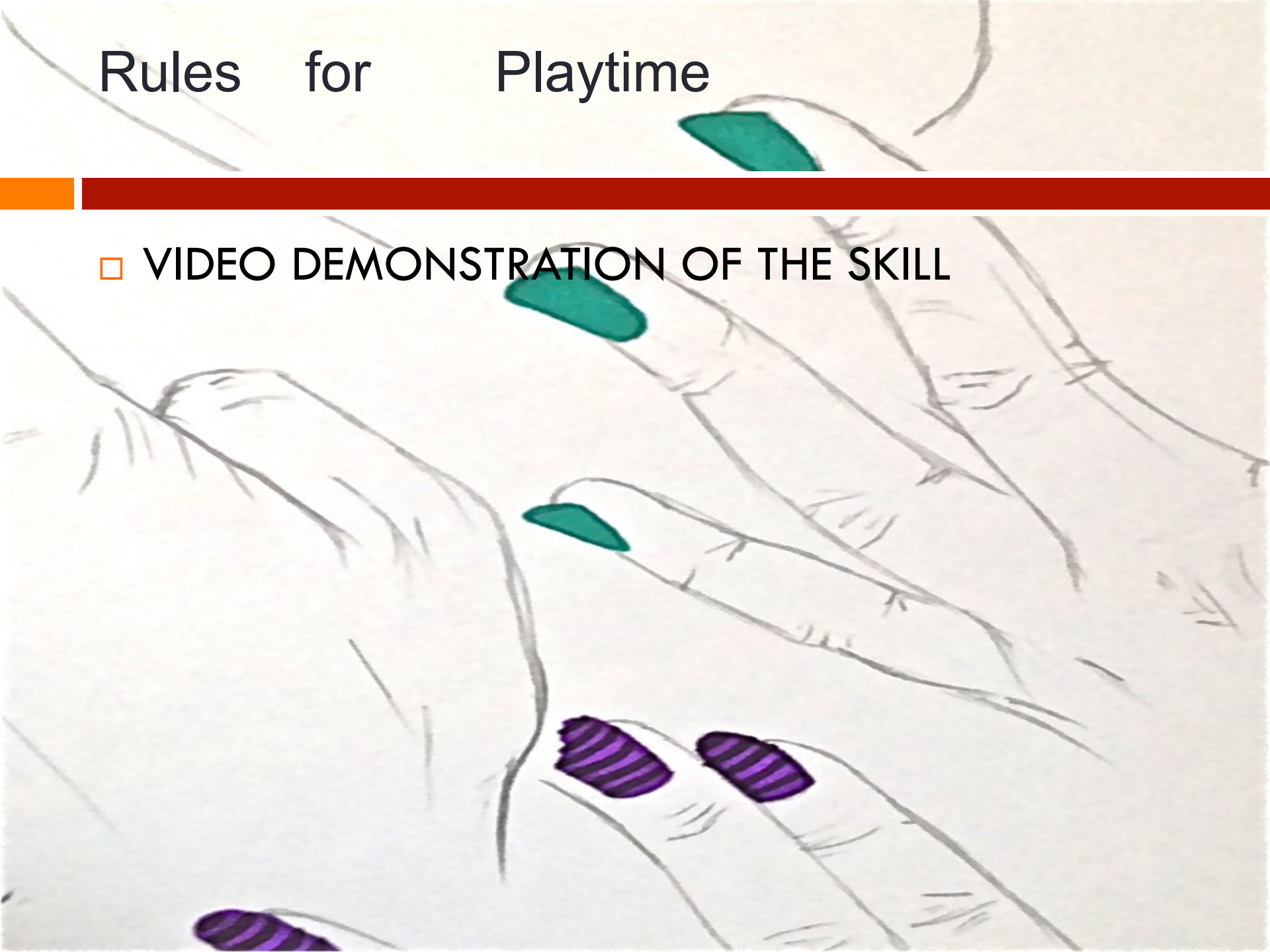
- VIDEO DEMONSTRATION OF THE SKILL



Rules and Active Ignore

- Select any rules prior to session with the parent and interpreter, and rehearse. Model/act out the rule.
- Modify the active ignore to include modeling and movement for the child to observe. For example, moving to another seat such as the one next to the parent.

Rules for Playtime

A hand-drawn illustration of a hand with green and purple fingernails. The hand is shown in a relaxed, slightly curled position. The background is a light, textured surface. The drawing is done in a simple, sketchy style with some color fills.

- VIDEO DEMONSTRATION OF THE SKILL

A hand-drawn sketch of a hand, likely a right hand, with a green highlight on the thumb. The drawing is simple, using black lines for the fingers and palm, and a green fill for the thumb. The background is a light, textured surface.

Active

Ignore

- VIDEO DEMONSTRATION OF THE SKILL

Interpreter Tip

□ VIDEO

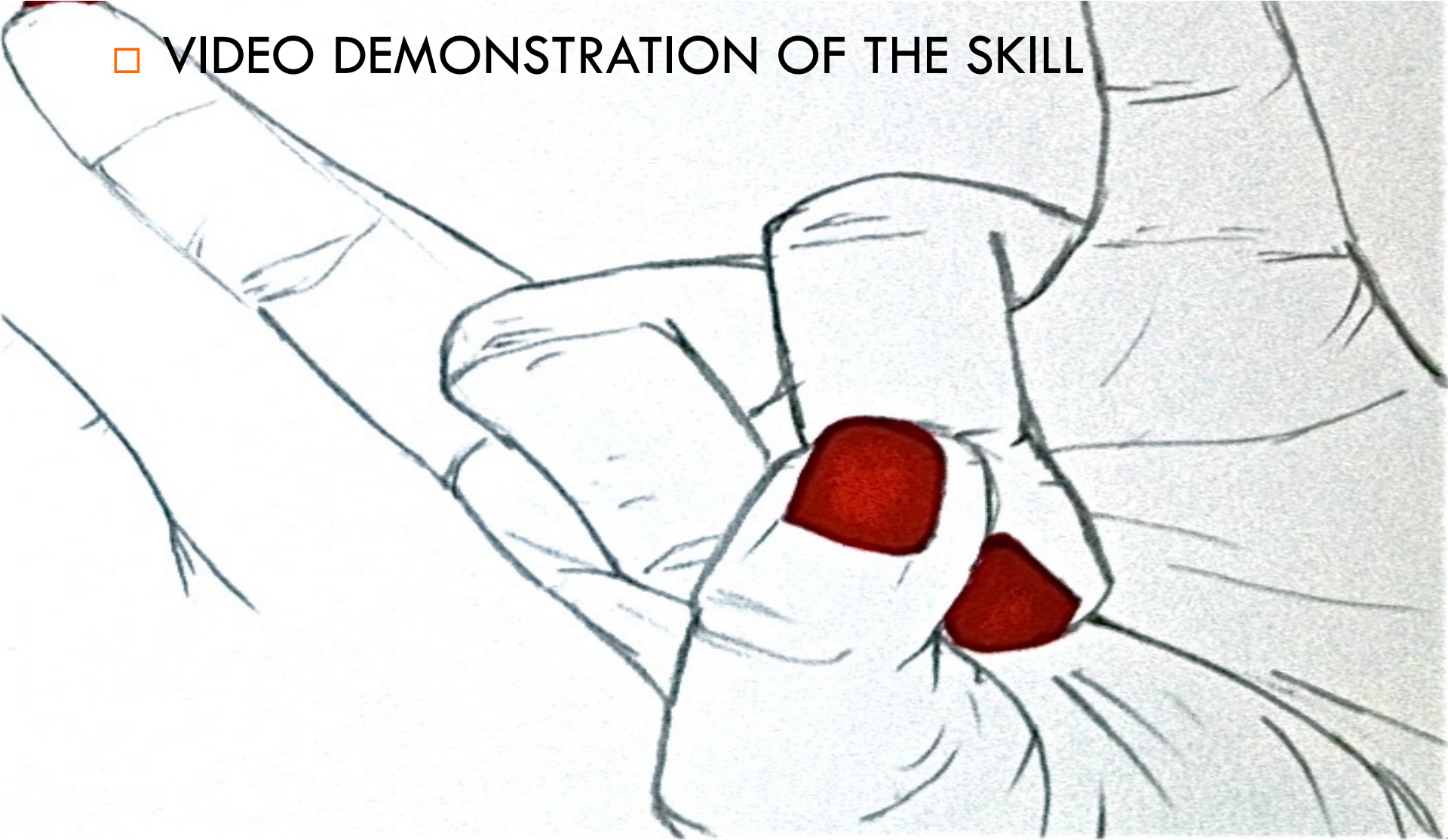


Timing Feedback & Coaching

- Reflections are about physically “mirroring” signs.
- Timing of reflections & imitation can be challenging.
 1. Rehearse and drill time sensitive skills prior to session.
 2. Prompt the parent during live coaching (e.g. next time your child does/signs _____ you will do/sign _____).

Reflection

- VIDEO DEMONSTRATION OF THE SKILL



The image is a composite of two identical illustrations of a hand, split vertically. Each illustration shows a hand with a purple and white striped thumb. The hand is positioned as if about to perform a task. The background is a light, textured grey. A horizontal bar with an orange segment on the left and a red segment on the right is located below the top illustration.

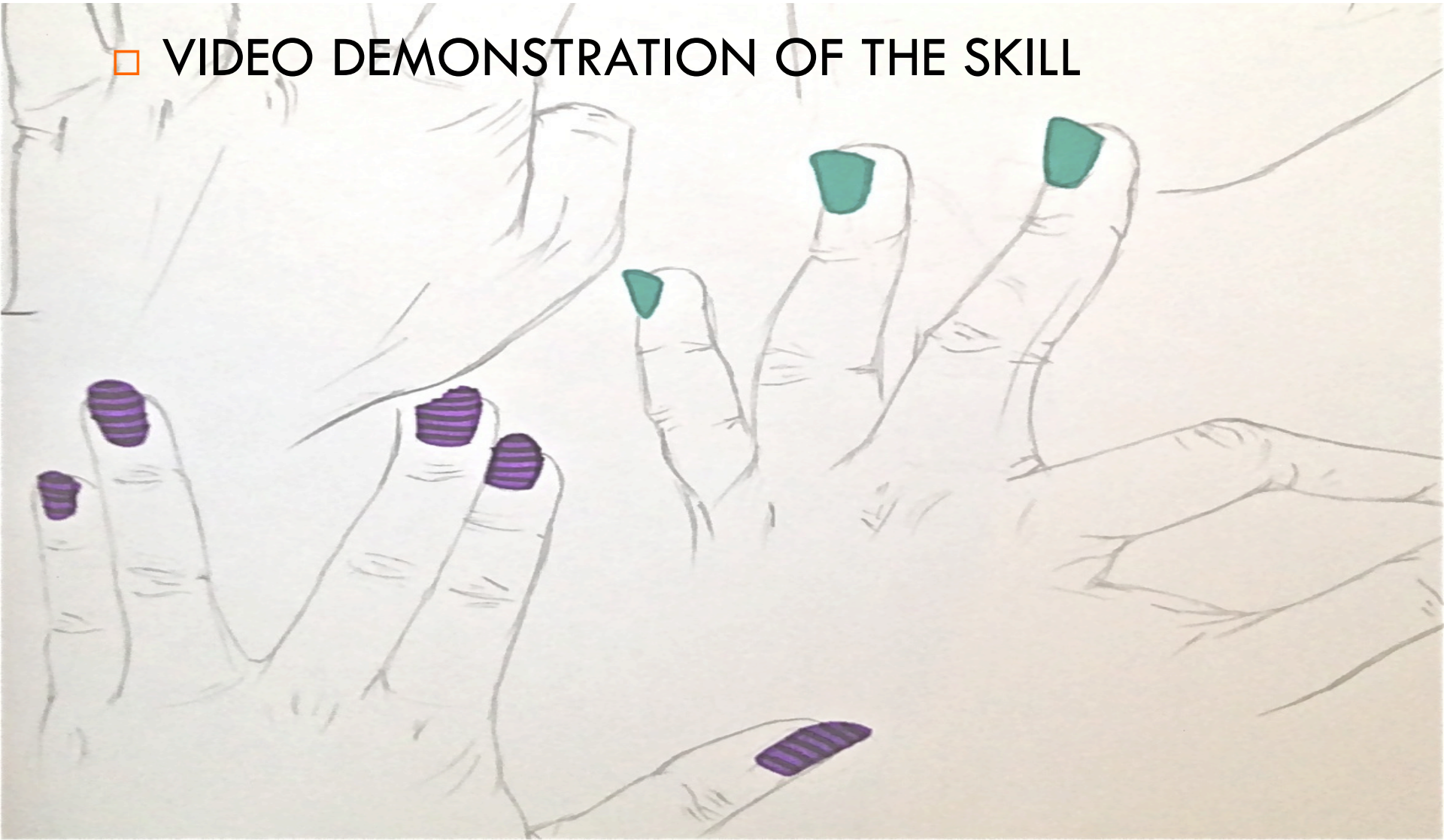
Imitation

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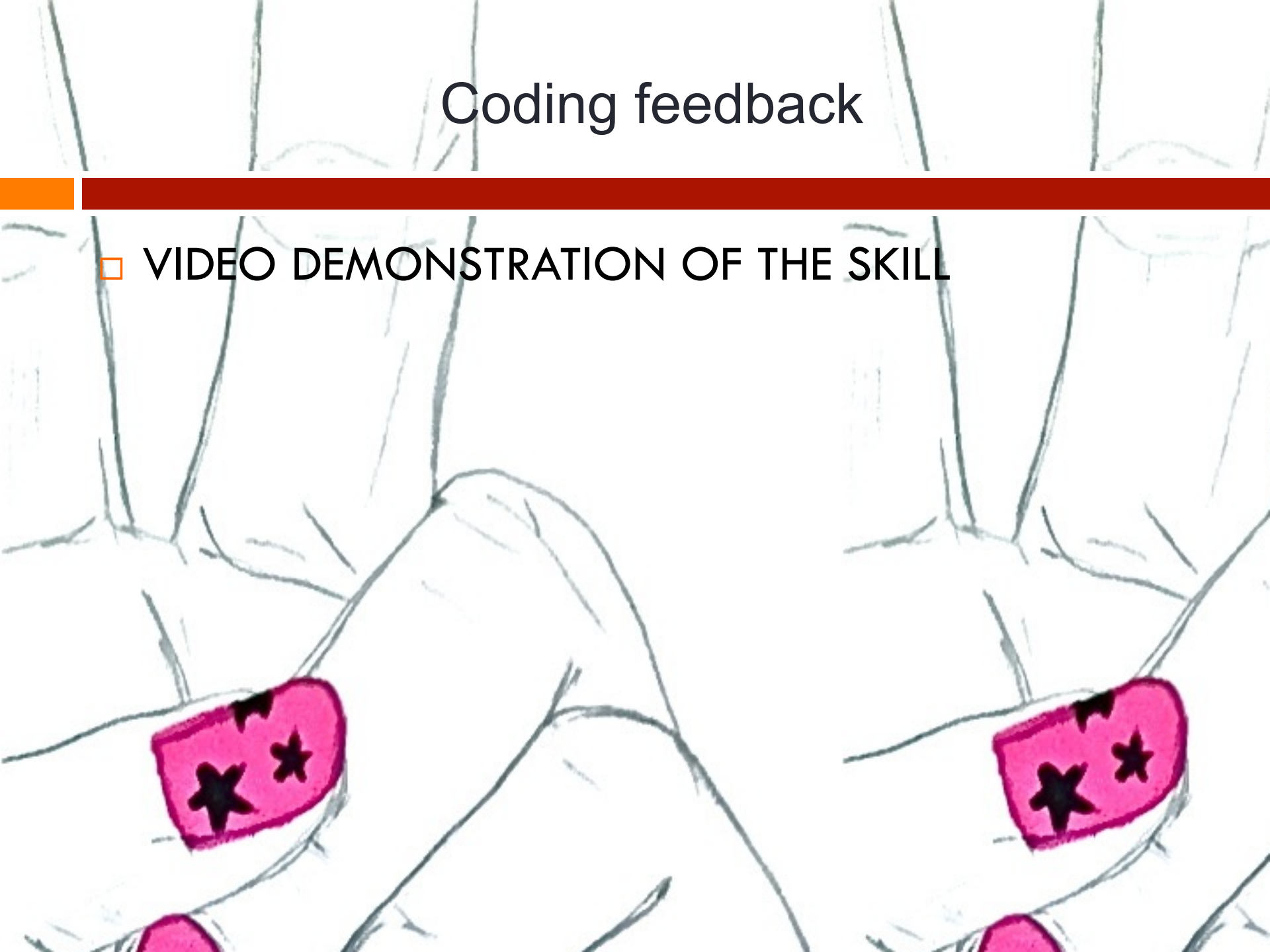
Modeling

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Coding feedback

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PDI Skills



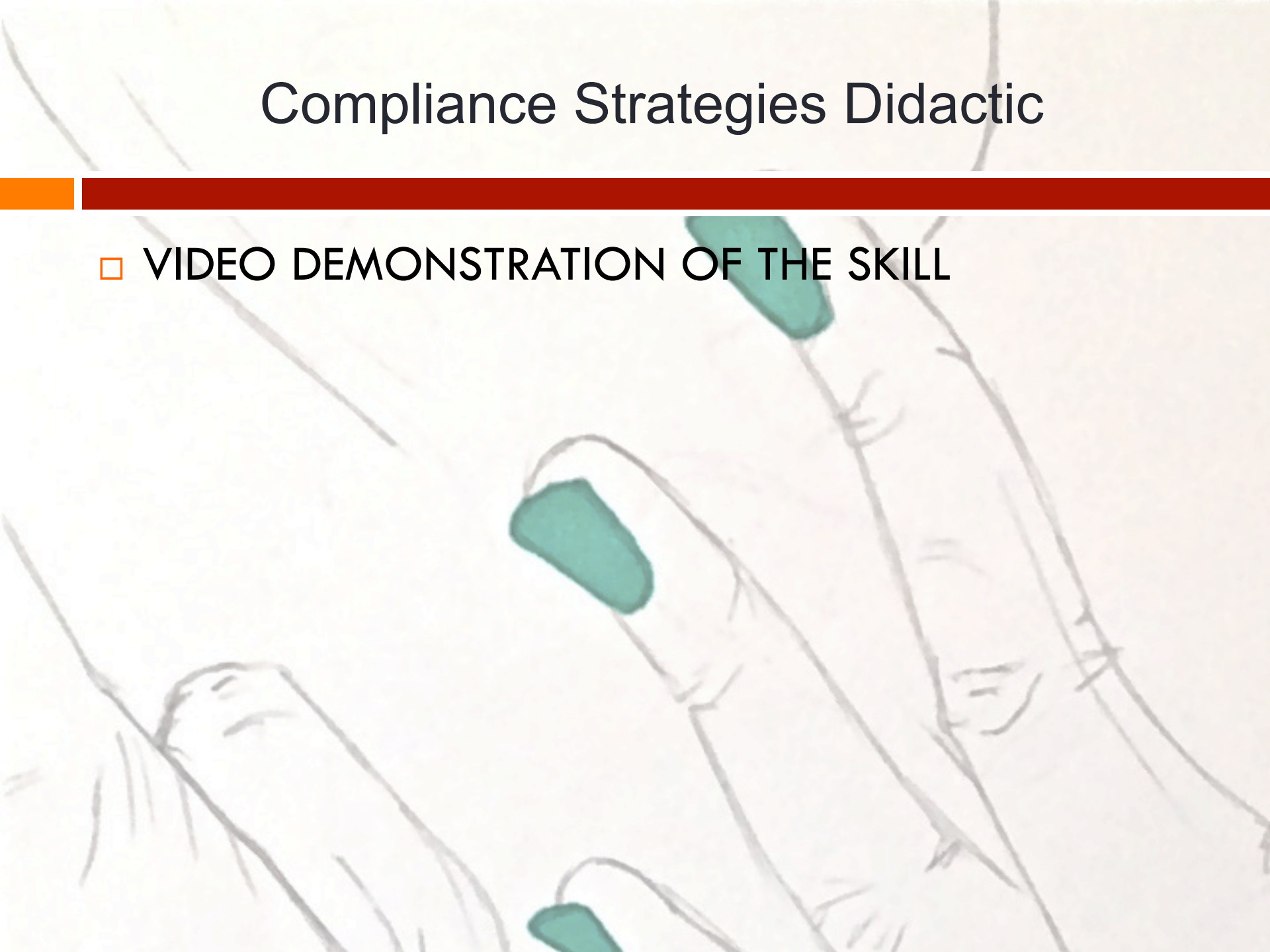
- Have the interpreter pre-read handouts and preview videos.
- Have interpreter sit/stand next to TV screen while signing video.
- Practice, practice, practice PDI skills using “Mr. Bear”/or other model, caregiver, and the interpreter.
- Have the parent stand up and sign in front of the child “are you ready to come back to the table and do _____?”

Direct Commands

- VIDEO DEMONSTRATION OF THE SKILL

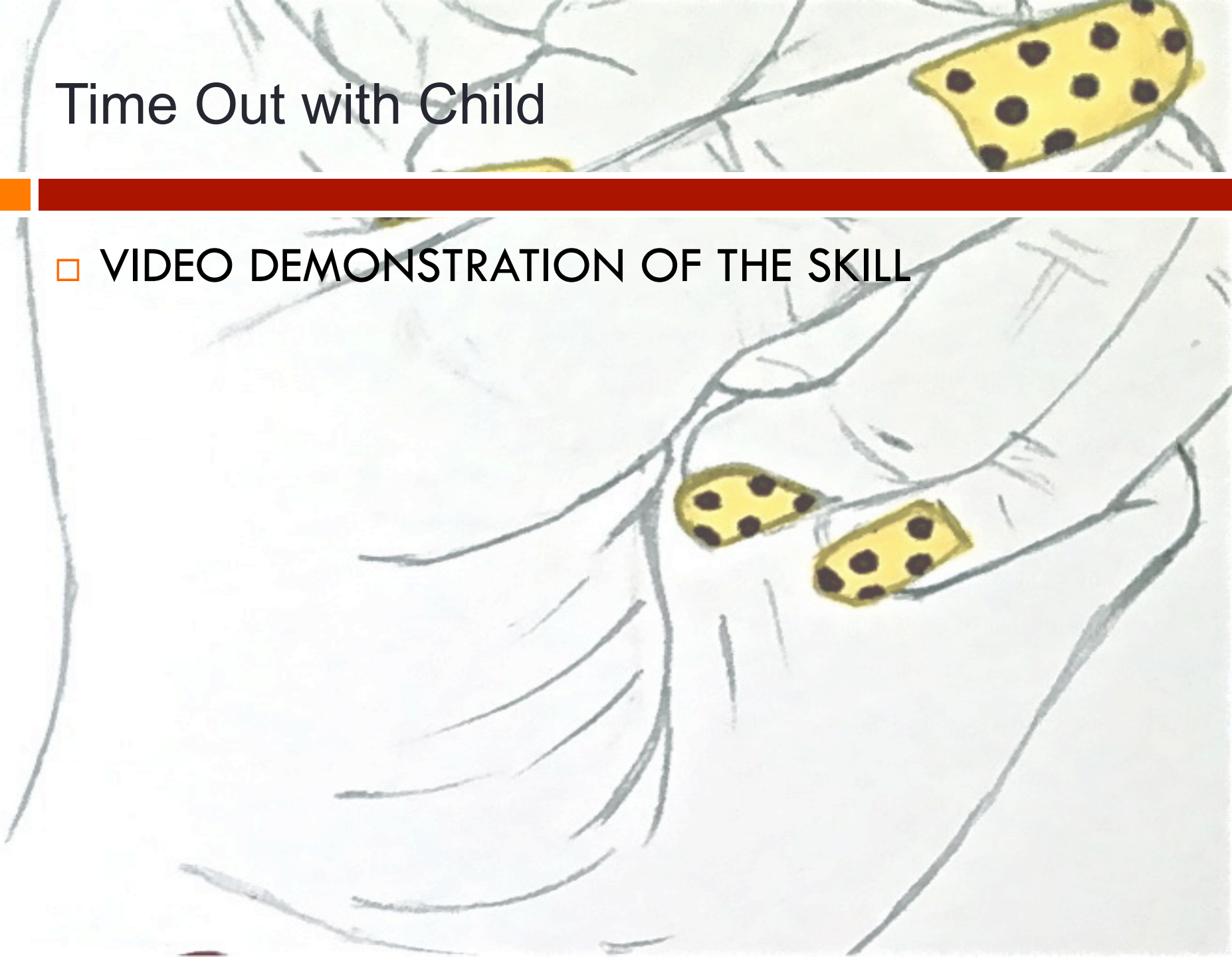
Compliance Strategies Didactic

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Time Out with Child

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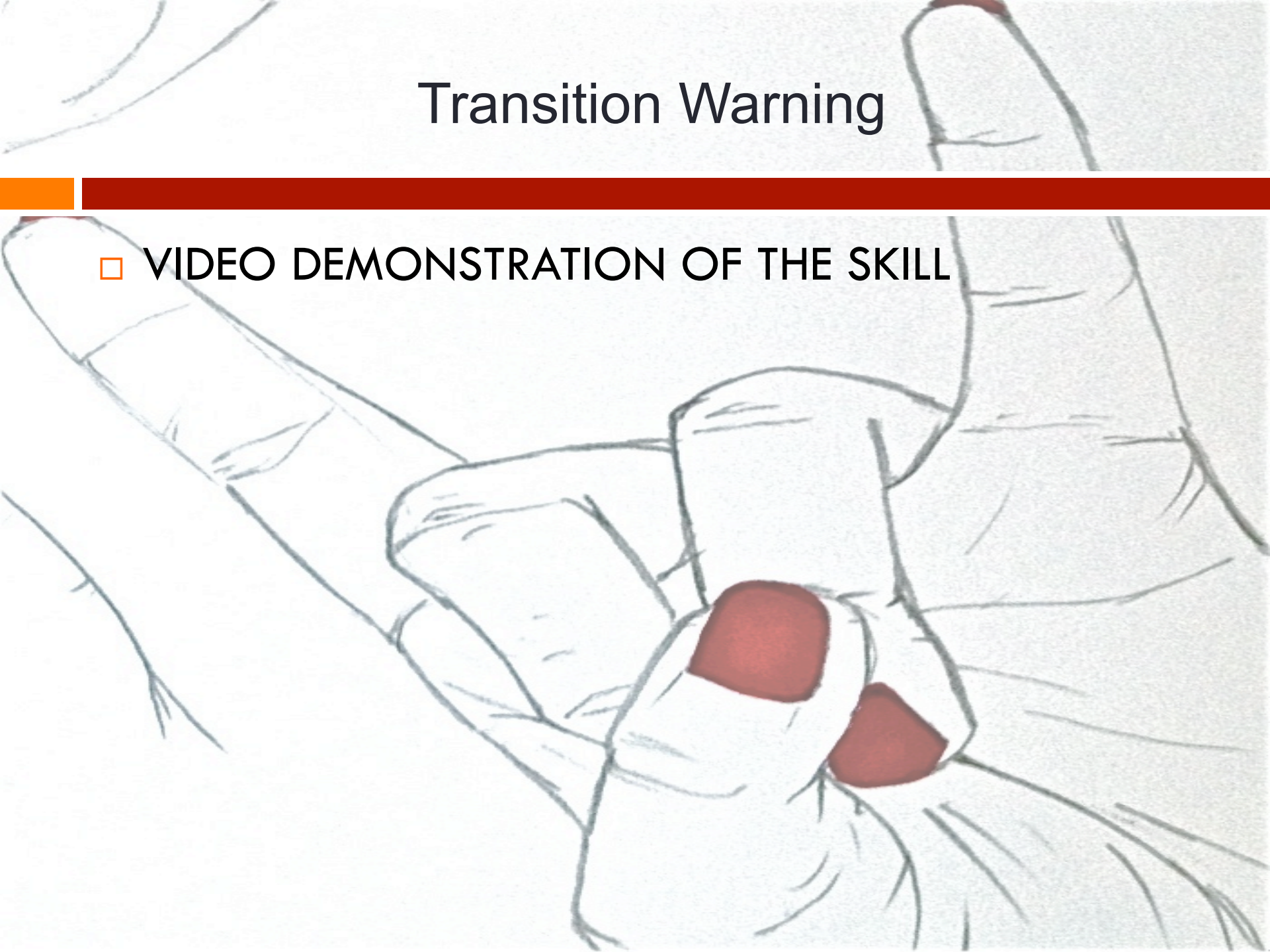


Finishing Special Playtime

- Transitional warnings are vital because DHH children's sense of time is less developed than hearing children.
- Modeling is a visual teaching tool! Teach cleanup by having the parent model the skill.
- Seal the the session with nurture. Have the parent summarize success with PRIDE skills.

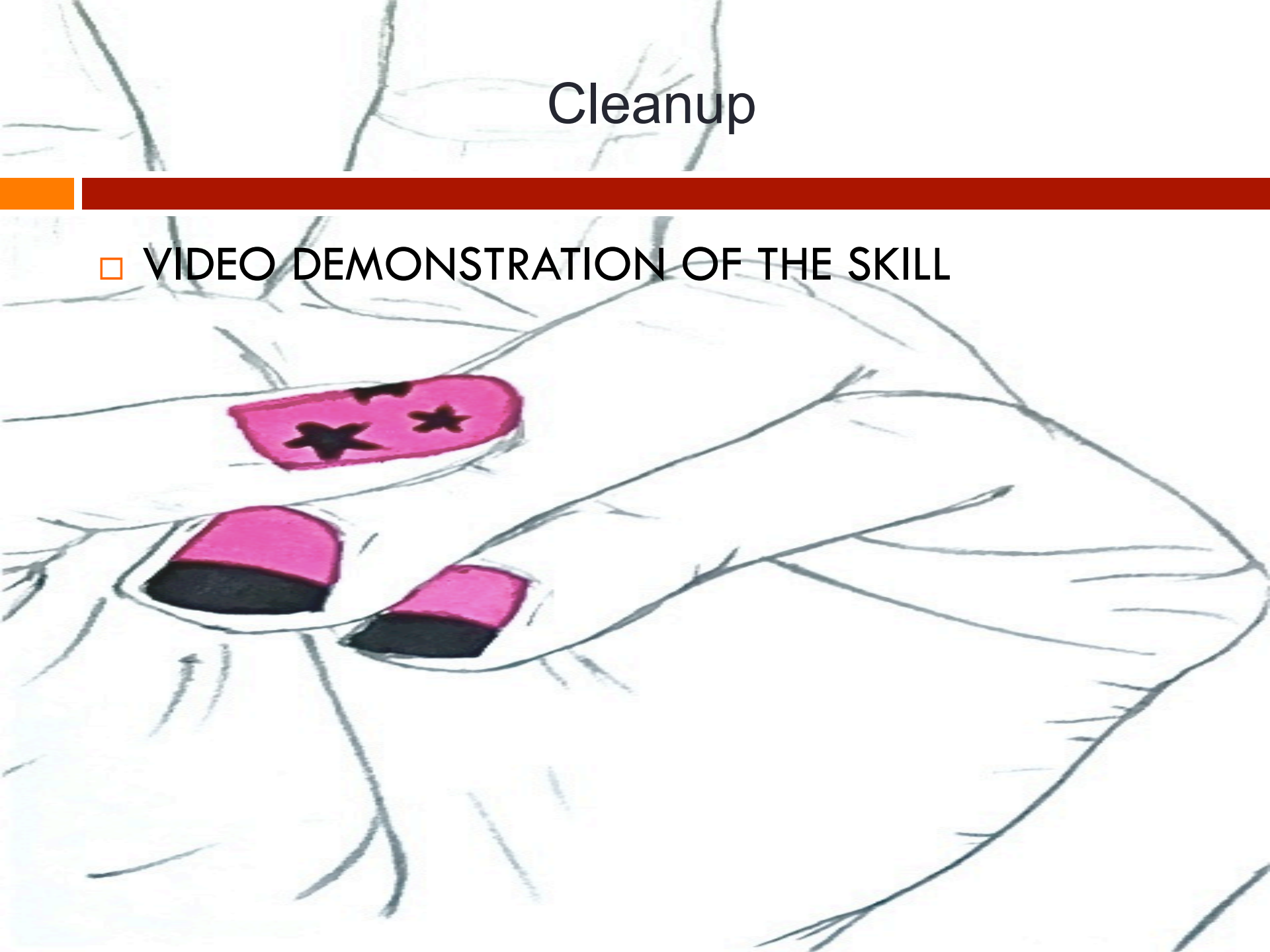
Transition Warning

- VIDEO DEMONSTRATION OF THE SKILL



Cleanup

- VIDEO DEMONSTRATION OF THE SKILL



A hand-drawn illustration of hands with various colored nail caps. The top left shows a hand with red and yellow caps. The bottom left shows a hand with purple caps. The bottom right shows a hand with green caps. The drawing is done in a simple, sketchy style with light grey lines for the fingers and palms.

Post Session Nurture

- VIDEO DEMONSTRATION OF THE SKILL

DHH PCIT Case Study Publication

You may access an electronic version of this publication at:

<http://pcit.ucdavis.edu/wp-content/uploads/2012/08/Clinical-Case-Studies-2013-Shinn-1534650113500065.pdf>

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