

- Boardmaker (UIHC CDD Make & Take Station)
- Picture card
- Flip book
- First/then schedule (or now/next)
- Now schedule
- Aided stimulation

# ImPACTing Your PCIT

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- What is ImPACT?
- What ImPACT strategies could be used during PCIT?
- How might parents be coached to use ImPACT strategies during PCIT?

# Zones of Proximal Development

- “...The most essential feature of our hypothesis is the notion that developmental processes do not coincide with learning processes. Rather, **the developmental process lags behind the learning process**; this sequence then results in zones of proximal development.”  
Lev Vygotsky (1935)
- “...Children **actively** interpret their experiences in the physical and **social** worlds...” Rheta DeVries et al (2002) on Piagetian theory
- “Lev Vygotsky, a Russian psychologist who described how relationships facilitate children’s learning described the zone of proximal development. Skills in the zone of proximal development are too difficult for a child to do on their own. Children are able to do skills in this zone (just beyond their ability to do independently) with support and encouragement. **Your relationship with your child and your CDI skills provide the scaffolding for your child to build skills.** Later, they will be able to do these skills on their own.” Beth Troutman (2016)

- Prior to 1960s: Many believed children with autism were unresponsive to treatment.
- 1960s-1970s: Development of ABA for skills acquisition (e.g., DTT/Lovaas) and reduction of problem behavior (e.g., Carr).
- 1980s-1990s: Child development research informs intervention
  - developmental sequences
  - active learner in social relationship

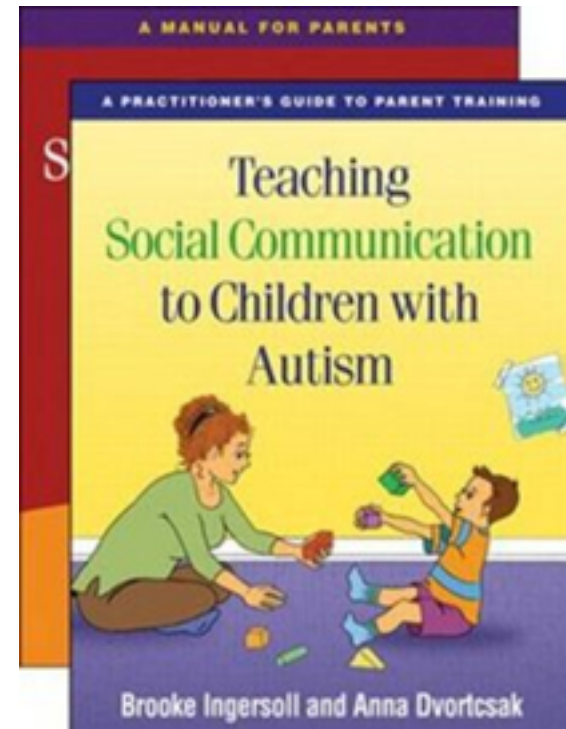
- Efforts to improve DTT led to incorporation of new techniques that fit with developmental theory
  - use of child-preferred activities
  - use of incidental teaching strategies
  - consideration of developmental prereqs & sequences
  - natural rewards
  - reinforcement of approximations
  - natural setting

- Improving Parents As Communication Teachers (ImPACT; Ingersoll & Dvortcsak)
- Early Start Denver Model (ESDM; Rogers & Dawson)
- Reciprocal Imitation Training (RIT; Ingersoll & Schreibman)
- Social Communication/Emotional Regulation/Transactional Support (SCERTS; Prizant & Wetherby)

Schreibman, L., Dawson, G., Stahmer, A., & Landa, R., et al. (2015). Naturalistic Developmental Behavioral Interventions: Empirically validated treatments for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 45, 2411–2428



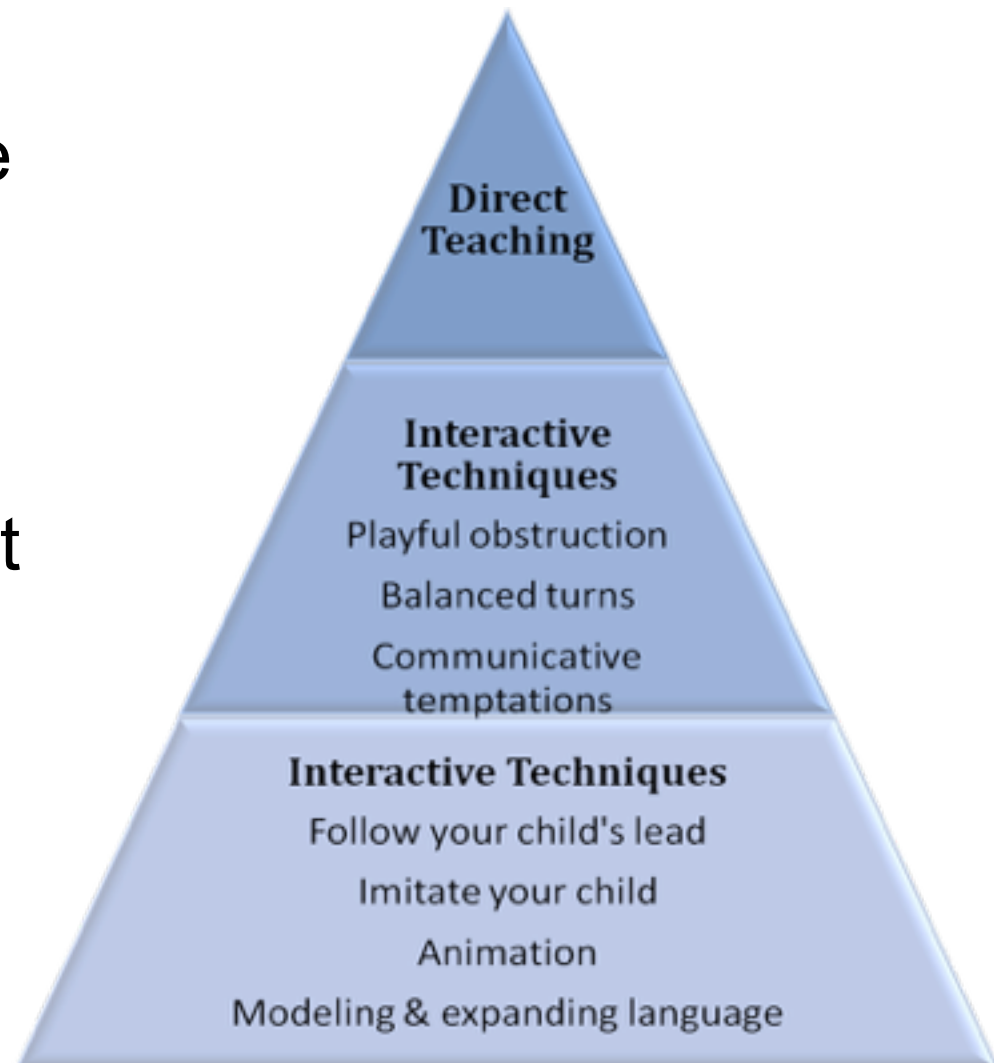
- Manualized EBP curriculum developed by Ingersoll & Dvortcsak (2010).
- Focuses on teaching & coaching caregivers how to increase social engagement, language, imitation and play skills of young children with ASD.
- Individual and group/individual formats, with daily practice between sessions.





## Treatment Sequence

- Setting Up Home for Success
- Interactive & Direct Techniques
- Putting it All Together



- ImPACT's Interactive Techniques are much like CDI
  - Child chooses the activity & parent joins, ideally while sitting face to face
  - Avoid questions and commands
  - Imitate child
  - Animation (~enjoyment)
  - Model and Expand Language (through descriptions and reflections)

- PCIT model suggests PRIDE skills alone will facilitate increased social engagement, but ImPACT offers additional techniques to increase likelihood of engagement (when PRIDE-like skills are not enough)
  - Playful obstruction
  - Balanced turns
  - Communication temptations
- Direct techniques (latter phase of treatment) have different focus and different behavioral approach than PDI
  - New skill development rather than compliance training
  - Child initiates, parent prompts (least-to-most supportive), child performs target behavior, parent reinforces (rather PDI sequence)

“Let’s remix this business!”

Beca, *Pitch Perfect*

- Organizing toys into manageable sets
- Multiples of preferred toys allow for imitation of child's play and models of new play with preferred toys
- Think about using/making toy sets that are “in the zone”

  
**LittlePeople**





- Imitation of actions with objects
  - “off-label” play included
- Imitation of gestures and body movements
  - including non-purposeful (e.g., wandering)
- If child engaged, model something new and see if they will imitate you (just model, nothing more)
  - Increasing variety (new idea at same level of complexity)
  - Increasing complexity (new idea at next level of complexity)



# Increasing Complexity of Play



Child's Play	More Complex Response
Exploratory ( <i>holding, mouthing, banging</i> )	Cause and effect ( <i>mechanical toys, bubbles, balloons</i> )
Cause and effect	Combining objects ( <i>stacking, sorting, nesting</i> )
Combining objects	Functional play ( <i>pushing car, throwing ball, using Play-Doh</i> )
Functional play	Simple pretend play ( <i>putting person in car, feeding baby, talking on phone</i> )
Simple pretend play	Symbolic play and multistep pretend play ( <i>birthday party, doctor's office</i> )

- Modeling
  - behavior descriptions (1 step up in complexity)
    - Child speaks in 2-word phrases; parent should use very short sentences when describing behavior “You are stacking.”
- Expanding
  - reflections (1 step up in complexity)
    - Child says “Cars fun!; parent could say “The cars are fun!” or “Driving cars is fun!”

# Increasing Language Complexity



## Child's Initiation

## More Complex Response

Preintentional or nonconventional gestures

Intentional gestures and single words

Word approximations or single words

Single words and two-word phrases

Two-word phrases

Simple phrase speech

Phrase speech

Phrase speech with descriptors

Phrase speech with descriptors

Complex phrase speech

How would you vary behavior descriptions depending on this child's expressive language skills?



How would you vary reflections based on the expressive language skills of this child?



- Developmentally appropriate command
- Use gesture prompts with verbal commands when needed
- Labeled praise for action rather than compliance (“Thanks for giving me a red block” rather than “thanks for listening to my directions”) IF goal is to promote language development.

- Have parents identify their child's current developmental functioning in the domains of language and play
- Consider adding a reflective question to homework sheet (“What do you notice when you imitate his actions?”)
- Monitoring and adjusting our language with parents (be a good model)
- Folding developmental guidance into Level 1, 2, and 3 coaching statements

- Level 1: coach leads, giving words to say, suggesting or directing the parent to speak or act in a certain way
- Level 2: coach follows the parent's lead, labeling what the parent says and praising for using PRIDE/ImPACT skills
- Level 3: coach teaches, giving parents information, reasons for using skills, or insight into their children's behavior



- Beth Troutman
- Brooke Ingersoll, Nikki Botner, & the rest of the MSU autism research lab
- UIHC Center for Disabilities and Development Professional Developmental Funds Committee