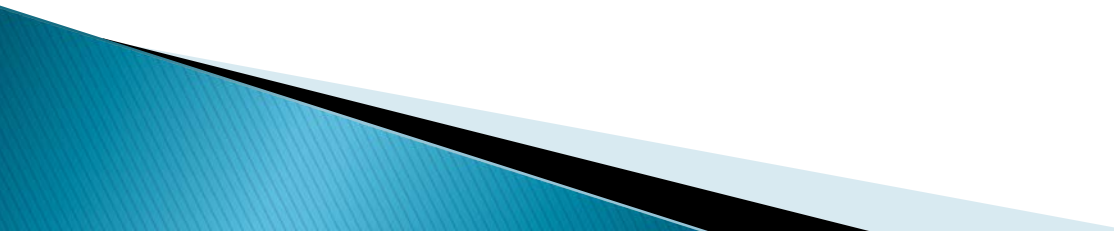


Why Do Parents Seek Our Help but Reject Our Excellent, Evidence-Based Advice?

March 6, 2015

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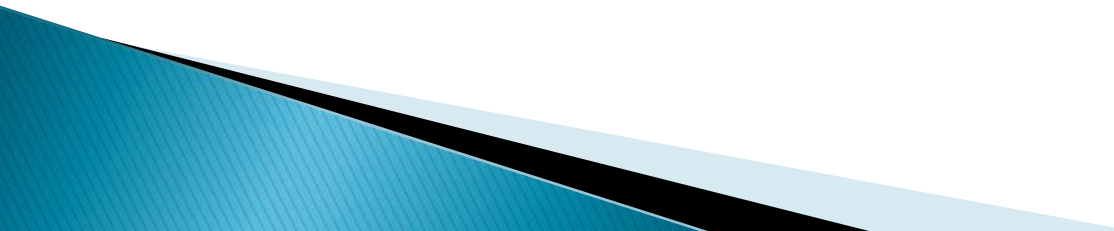
Why do parents seek my help but reject my excellent, evidence-based advice?



Why do parents seek my help but reject my excellent, evidence-based advice?



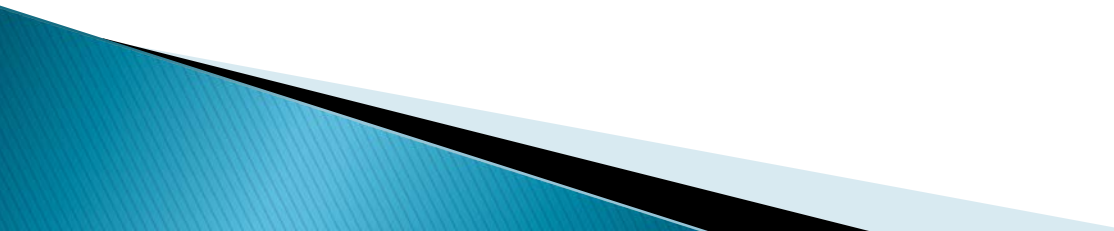
Pondering Attachment

- ▶ Thinking about carefully, especially before making a decision or reaching a conclusion
 - ▶ Contemplating
 - ▶ Considering
 - ▶ Reflecting on
 - ▶ Turning over in one's mind
- 

Mentalizing

- ▶ “Seeing oneself from the outside and others from the inside.”

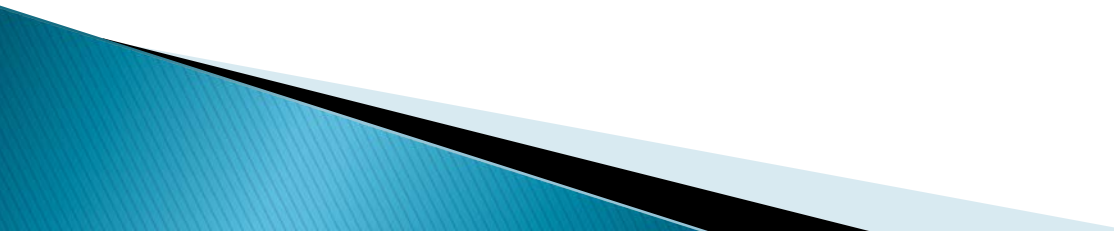
Peter Fonagy

- ▶ How they respond to us, their child, the information we share is filtered through their attachment state of mind.
 - ▶ How we respond to them, their child, the information we share is filtered through our attachment state of mind.
- 

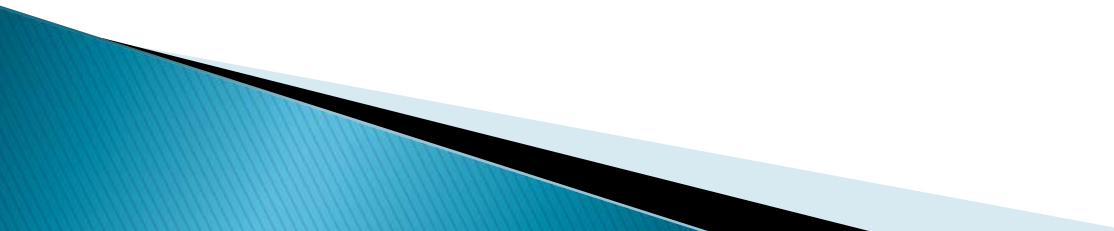
- ▶ No evidence that feeding type (breast or bottle or both) is predictive of whether an infant is securely or insecurely attached

- ▶ Steele (2013)

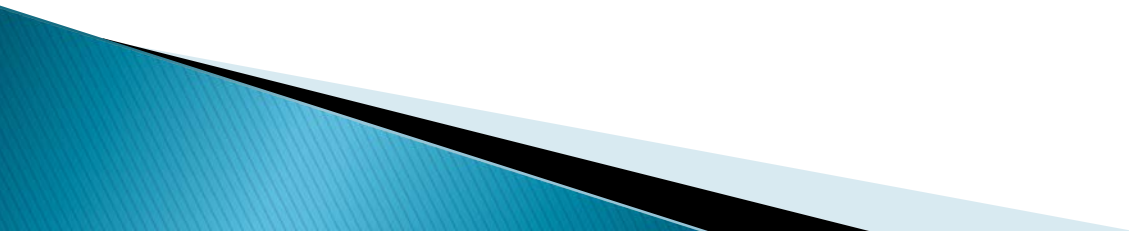


- ▶ It is the *state of mind of the mother* as she thinks about and delivers care, including the feeding of her baby, not whether the feeding is via breast or bottle, that fundamentally determines whether the baby will be a securely attached toddler.
 - ▶ Steele (2013)
- 

- ▶ It is our job as early childhood educators and parenting researchers to assure new parents that attachment is a process, not dependent on any single event or specific parenting practice.

 - ▶ Steele (2013)
- 

Pondering your reaction to parent



How you are is as important as what you do

- ▶ Platinum rule:
- ▶ “Do unto others as you would have others do unto others.”

Pawl and St. John (1998)

Principles for CDI coaching

▶ The CDI coach


- Mostly follows parent's lead
- Comments immediately AFTER parent behavior (usually)
- Follows principles of differential social attention

- Eyberg & Funderburk, 2011

Coding CDI coaching

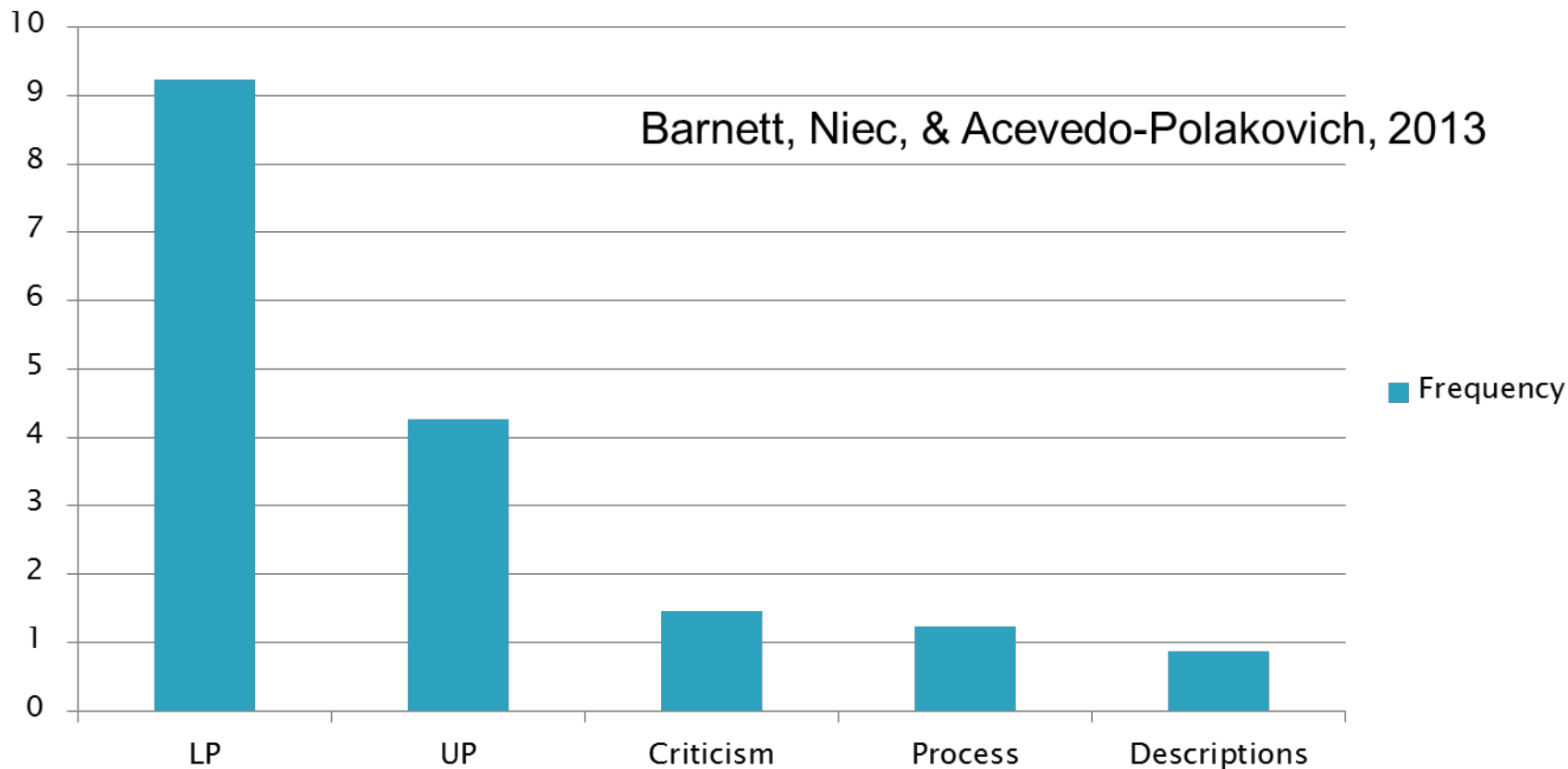
- ▶ Helpful to have a system for coding CDI coaching to ensure
 - Are you *showing* parents what you are *telling* them?
 - HANDOUT

Coding CDI coaching

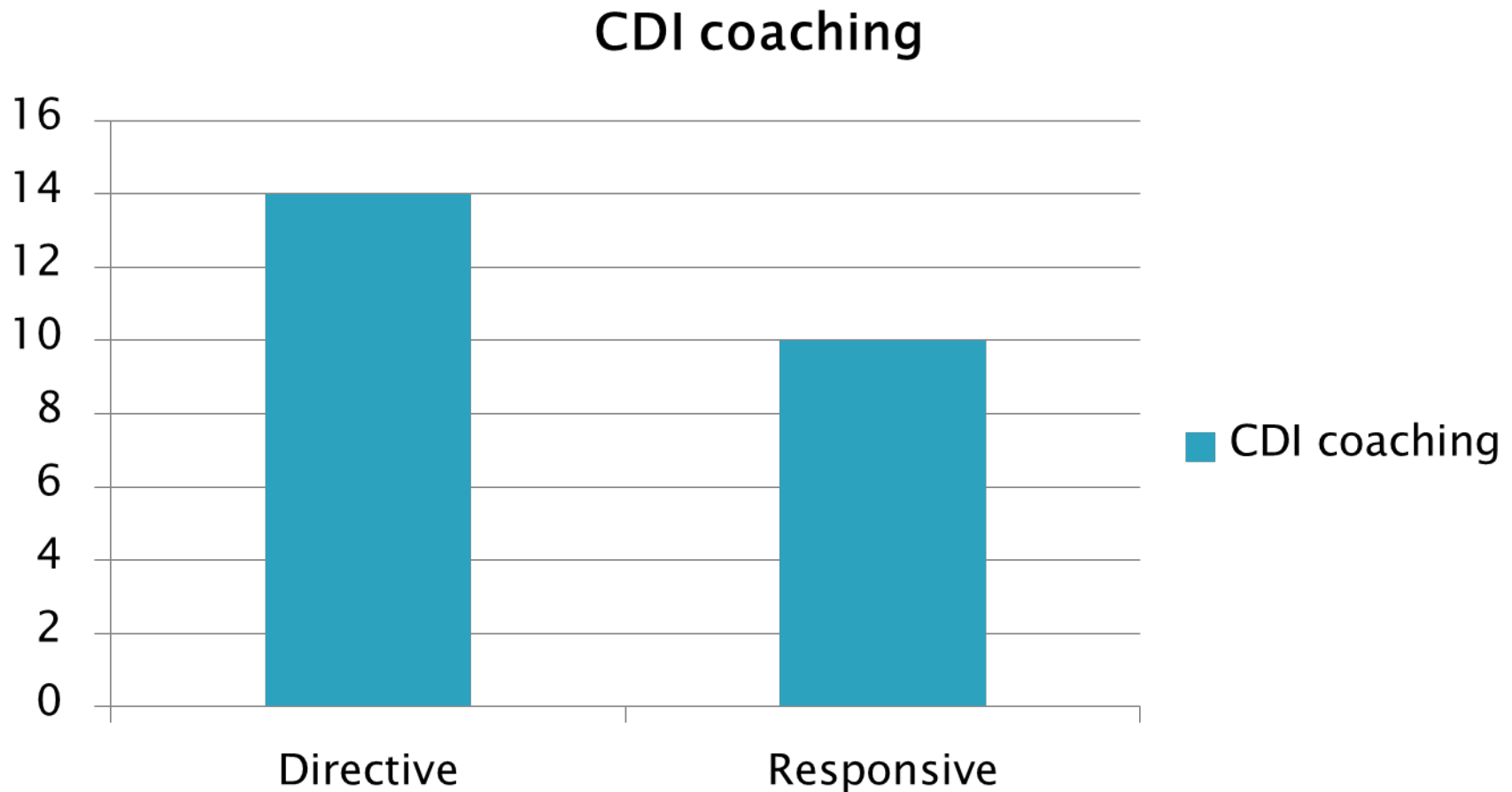
- ▶ Therapist–Parent Interaction Coding System (TPICS)
 - ▶ First published study of coding during CDI coaching sessions in clinical population
 - ▶ Provides detailed information on statements made by PCIT therapists during CDI coaching
 - ▶ Barnett, Niec, & Acevedo–Polakovich, 2013
- 

Responsive CDI coaching statements – 2nd & 3rd CDI coach

Frequency



Coaching statements – 2nd and 3rd CDI coach

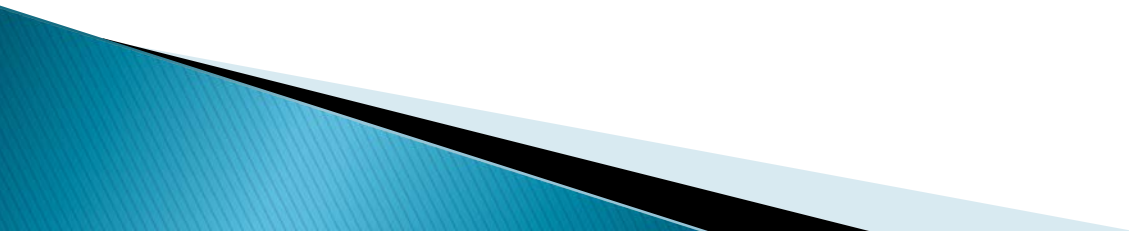


Barnett, Niec, & Acevedo-Polakovich, 2013

Following the Platinum Rule

- ▶ High rate of positive, responsive statements during CDI
- ▶ If parent has a low rate of PRIDE skills, describe and praise “pre-PRIDE” skills
 - Sitting on floor with child
 - Letting calls go to voice mail
 - Turning phone off at beginning of session
 - Watching child’s play
 - Answering child’s questions

CDI *alone* can lead to improvement
in disruptive behavior



How you are is as important as what you do

- ▶ Platinum rule:
- ▶ “Do unto others as you would have others do unto others.”

Pawl and St. John (1998)


Principles for CDI coaching

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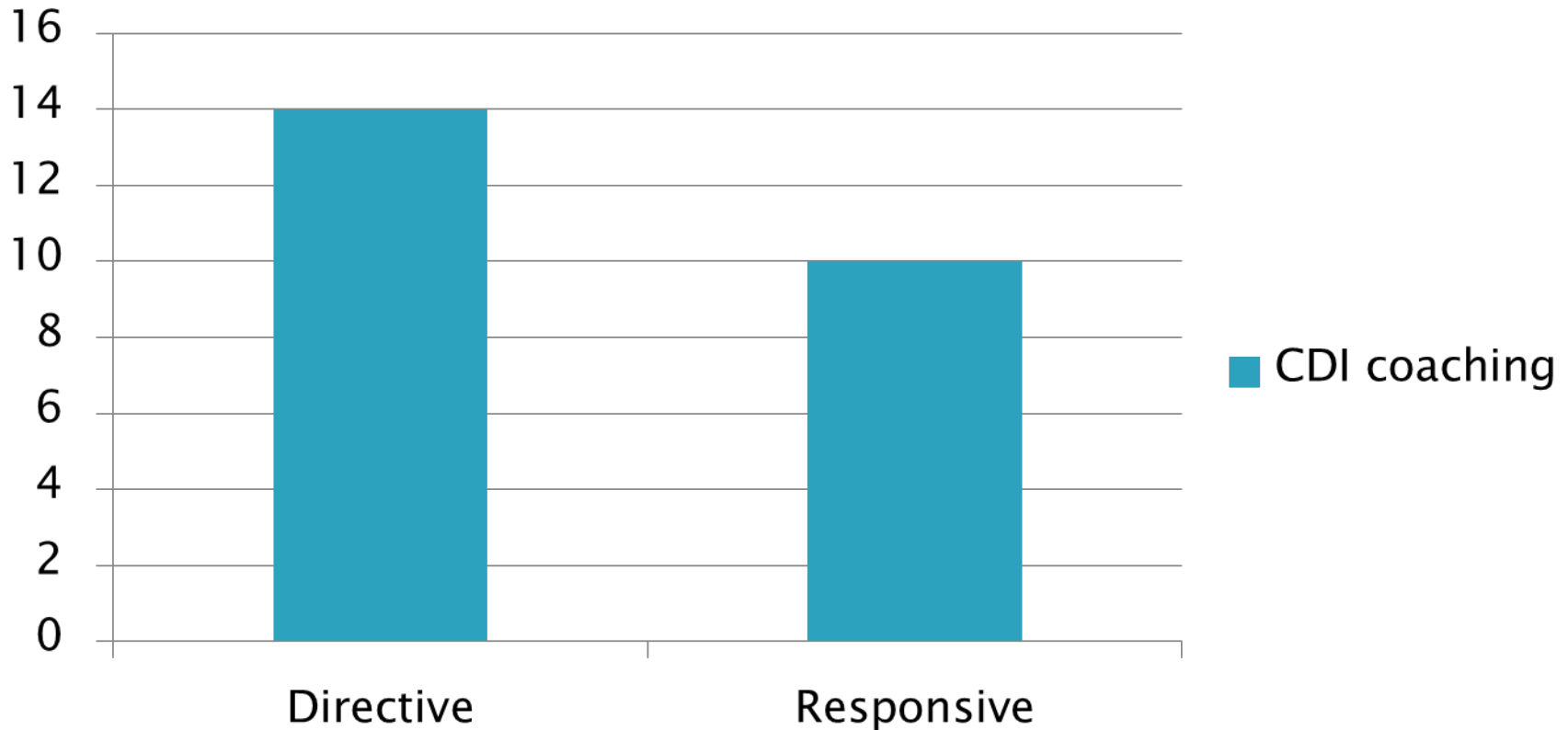
- Eyberg & Funderburk, 2011

CDI coaching process

- ▶ Therapist–Parent Interaction Coding System (TPICS)
 - ▶ First published study of method for coding CDI coaching
 - ▶ Provides detailed information on statements made by PCIT therapists during CDI coaching
 - ▶ Barnett, Niec, & Acevedo–Polakovich, 2013
- 

Coaching statements during 2nd and 3rd CDI coaching sessions

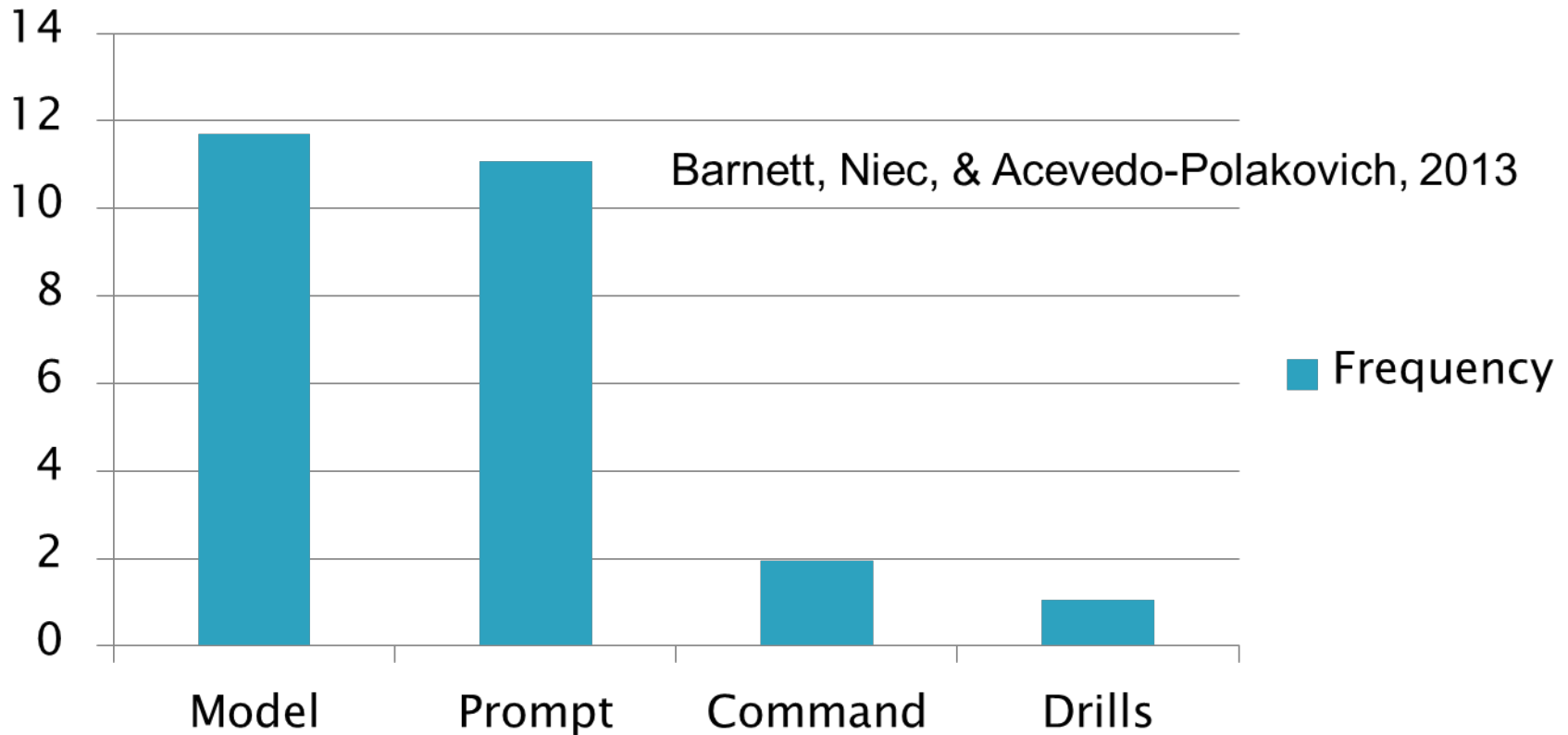
CDI coaching



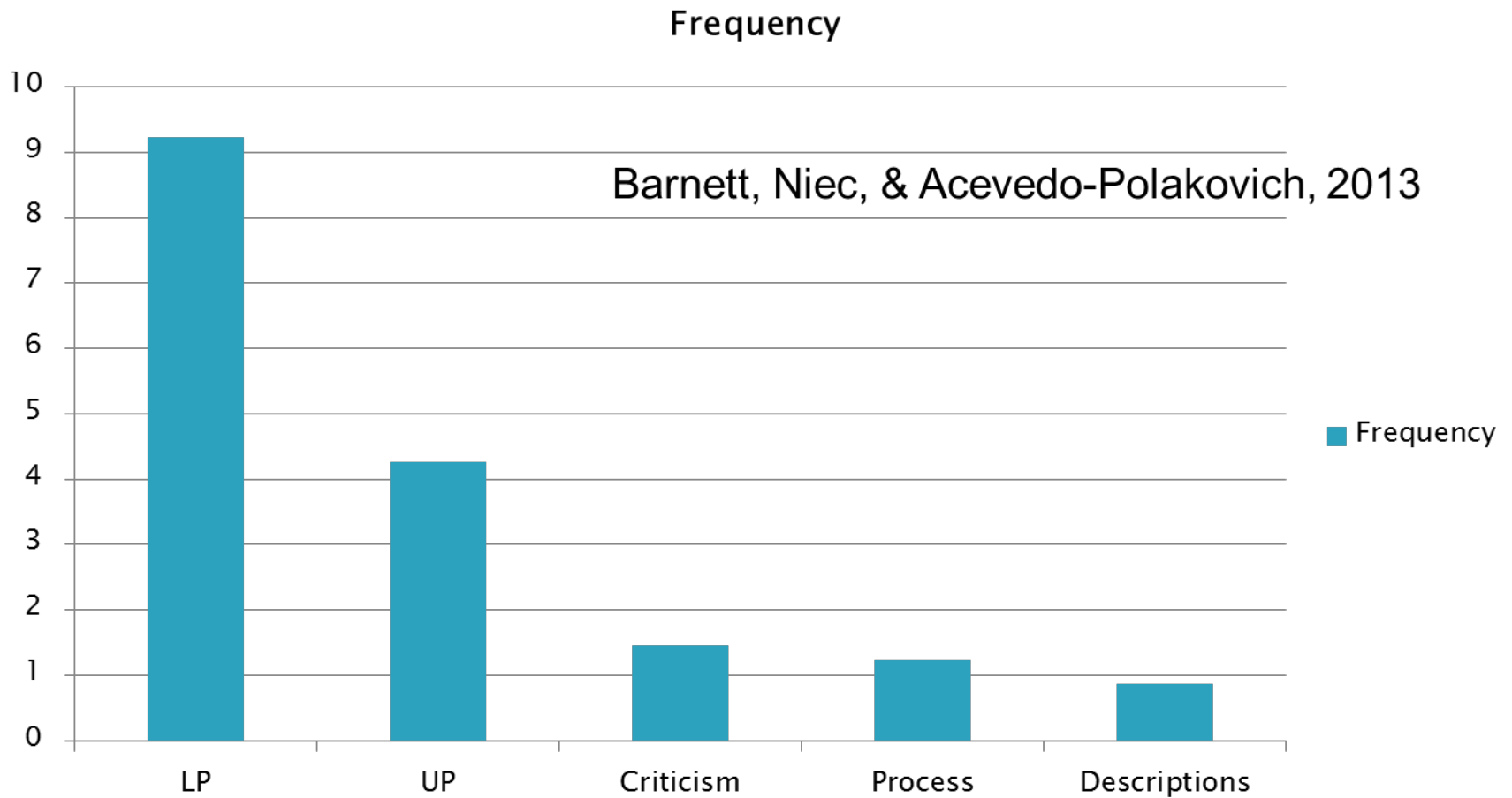
Barnett, Niec, & Acevedo-Polakovich, 2013

Directive CDI coaching statements

Frequency



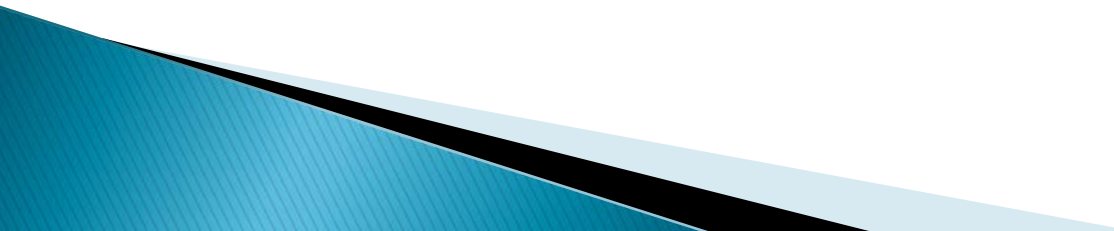
Responsive CDI coaching statements



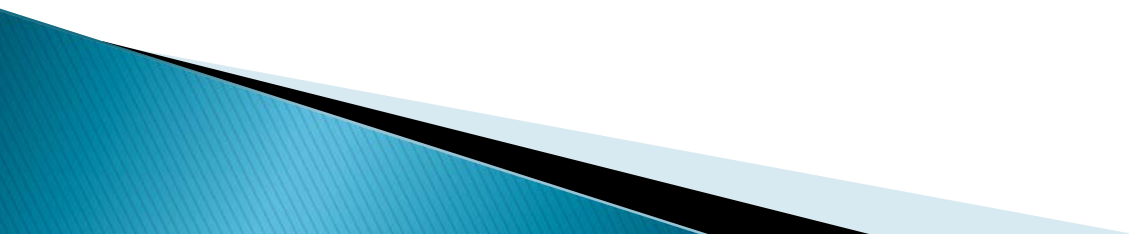
Coding CDI coaching

- ▶ Is what we're *showing* parents during our interactions with them similar to what we're *telling* them about how to interact with their child?

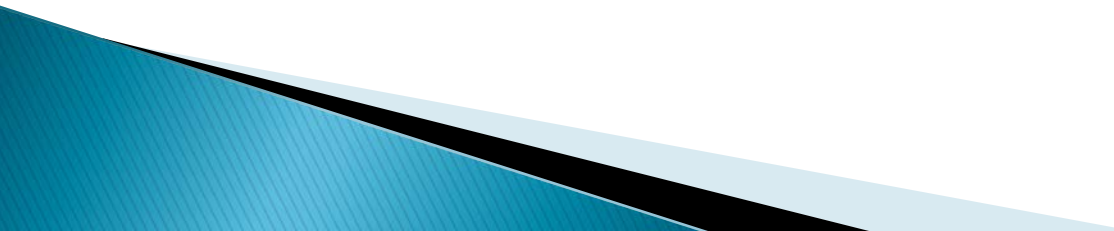
How can CDI coaches have a high rate of positive, responsive statements when parents have a low rate of PRIDE skills?

- ▶ Shaping
 - ▶ Describe and praise “pre-PRIDE” skills
 - Sitting on floor with child
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 - Watching child’s play
 - Answering child’s questions
- 

Move To the Level of Representation



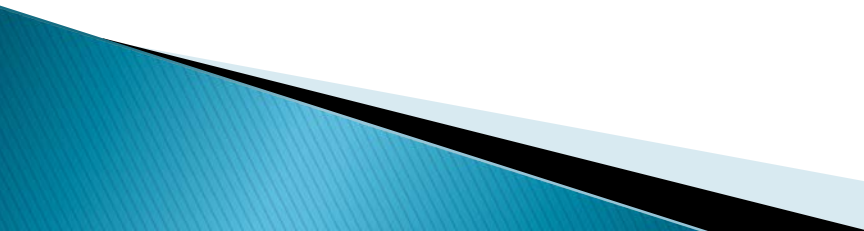
Attachment Representation

- ▶ Internal Working Model
 - ▶ State of Mind
 - ▶ Unthought Known
- 

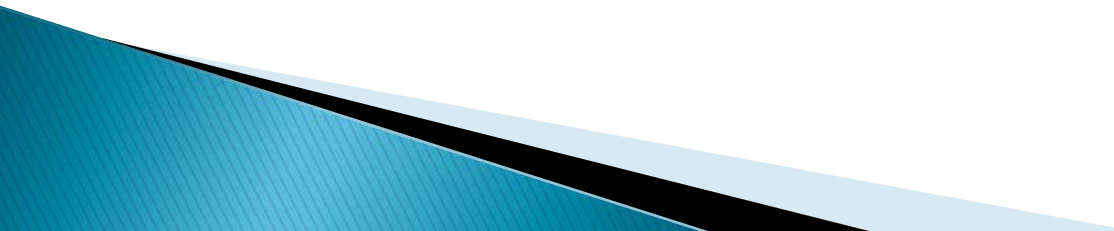
Research-Based Assessment of Adult Attachment State of Mind

- ▶ Adult Attachment Interview (AAI)

Adult Attachment Interview (AAI)


- ▶ Developed to predict infant–mother attachment by assessing parent state of mind
 - ▶ Interview about memories of relationship with primary caregivers during childhood
 - Classification based on HOW caregiver tells story (process)
 - Not story of WHAT happened (content)
- 

Parent Internal Working Model of Attachment Matters Due to Association with

- ▶ *Physiological response* to child's behavior
 - ▶ *Perception* of child's behavior
 - ▶ *Interpretation* of child's behavior
- 

Parent Internal Working Model of Attachment Matters Due to Association with

- ▶ ***Selection of appropriate response*** to child's behavior
 - Verbal
 - Nonverbal

 - ▶ ***Response*** to child's behavior
 - Verbal
 - Nonverbal
- 

Parent Internal Working Model of Attachment Matters Due to Association with

- ▶ *Perception, Interpretation, and Response* to therapist's coaching
 - Verbal
 - Nonverbal

Secure/Autonomous State of Mind (F)

- ▶ Attachment State of Mind associated with Secure Attachment

Secure/Autonomous State of Mind (F)

Ordinary Magic



Collaborative discourse

- ▶ Sifting my thoughts and choosing my words.
Trying to say what was true.

Marilynne Robinson



- ▶ Collaborative is not the same as compliant

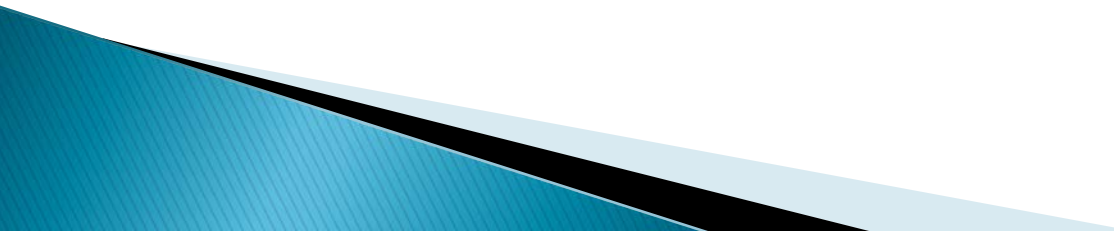
Preoccupied State of Mind (E)

- ▶ Attachment State of Mind Associated with Ambivalent/Resistant Attachment

Preoccupied State of Mind (E)

- ▶ Entangled in discussions of relationships about significant others
- ▶ Hyperactivation of attachment system – “needy”

Preoccupied State of Mind (E)

- ▶ Concerns about being abandoned by therapist if competent
 - ▶ Concerns about child rejecting them
- 

Potential struggles with PCIT

- ▶ Too much time on check-in
 - “Preteach” at the beginning of each CDI coach session that *coaching* is the most important part of the session
 - Schedule occasional sessions with parent only so they feel listened to

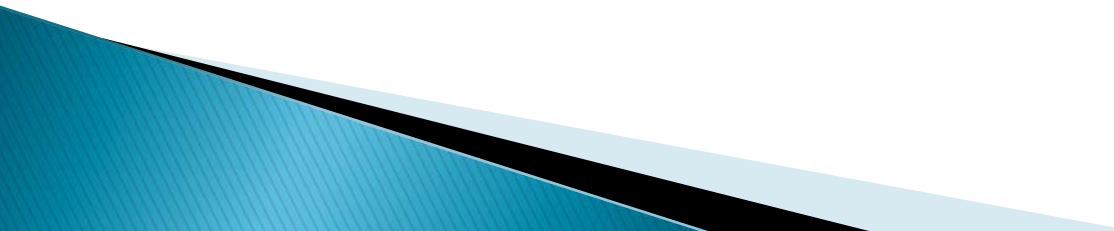
- ▶ Focus on relationship
- ▶ Parent–Child

▶ INTERACTION

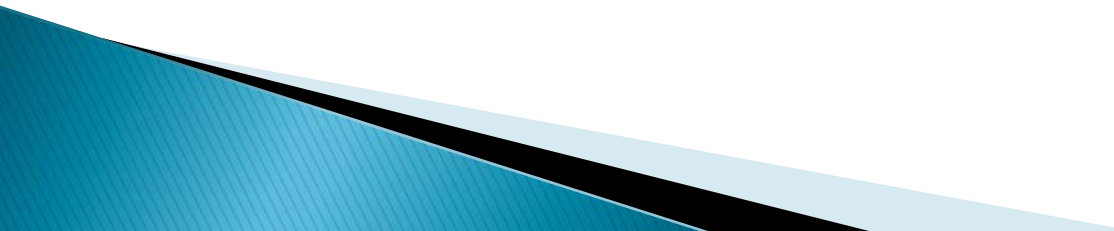
Therapy



What does therapist need to help the parent “see” during CDI?

- ▶ When child has opportunity to go out and explore, child will come back and interact
 - ▶ When parent quits chasing, child will quit dodging
 - ▶ Child (and parent) have capacity for self-regulation
- 

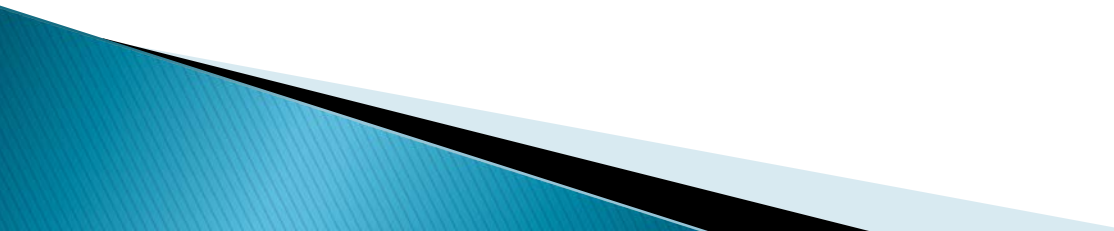
What does therapist need to help the parent “see” during PDI?

- ▶ Parent–child relationship is a hierarchical relationship
 - ▶ Important for their child’s safety for them to be in charge
 - ▶ Being in charge when necessary actually improves their relationship
- 

Dismissing State of Mind (Ds)

- ▶ Attachment State of Mind Associated with Avoidant Attachment

Dismissing State of Mind (Ds)

- ▶ Idealizing of significant others
 - Positive description at semantic level without specific memories that support
 - ▶ Emphasis on personal strength
 - ▶ Positive wrap-up
- 

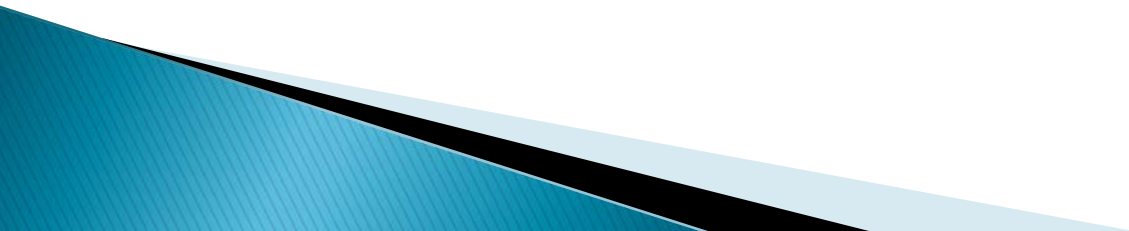
Potential Struggles with PCIT

- ▶ Being vulnerable
 - Therapist may reject them
 - High rate of positive, responsive comments
 - Child may reject them
 - Empathic to how hard it is to be vulnerable

Unresolved with respect to experiences of loss or abuse by attachment figure (U/d)

- ▶ Attachment State of Mind Associated with Disorganized Attachment

Disorganized spiral



- ▶ Anxiety begets anxiety

More CDI

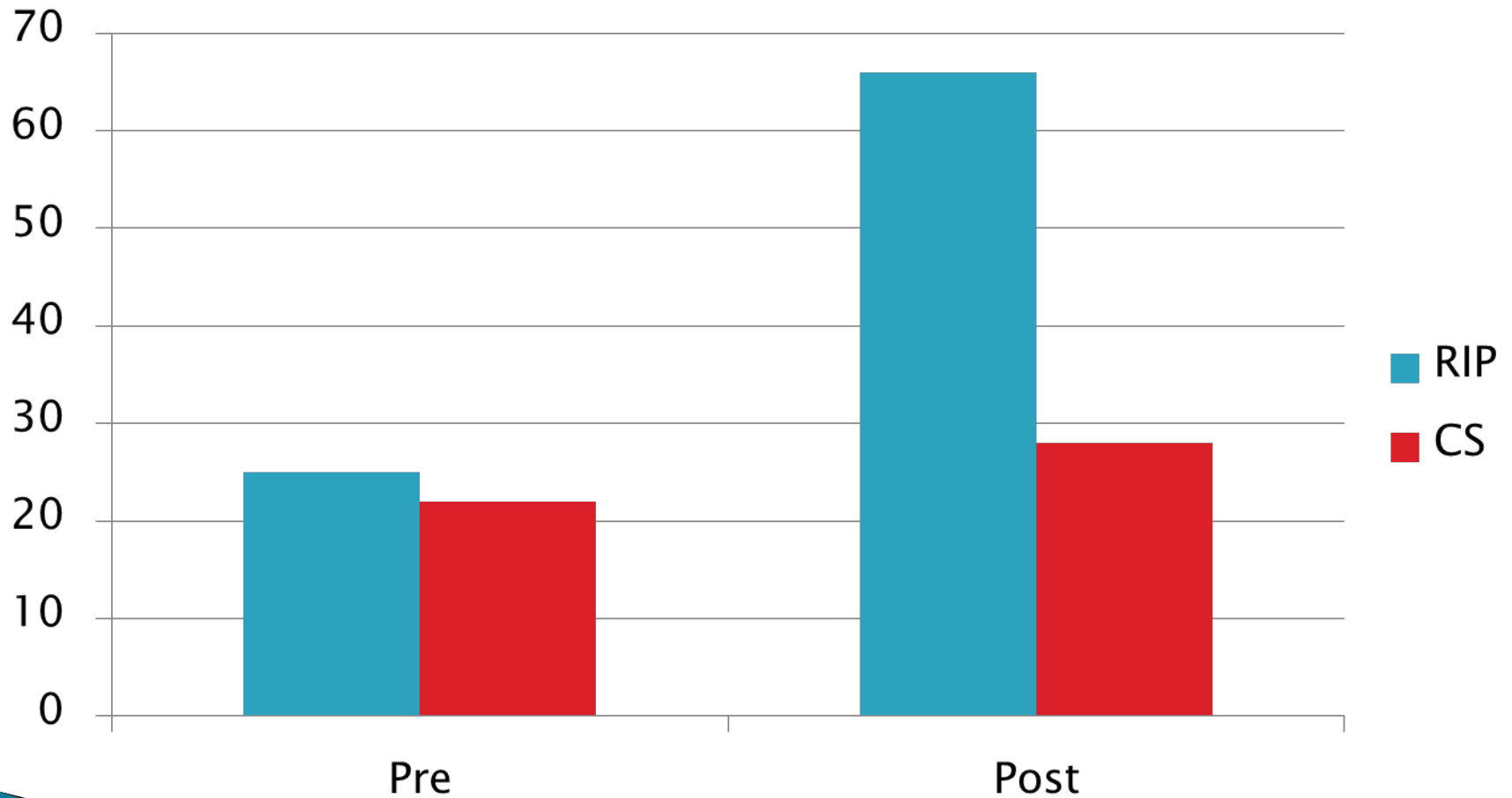
- ▶ CDI is a powerful intervention – especially for traumatized children and parents
- ▶ Take as long as needed in CDI to
 - Reach CDI mastery
 - Reduce anxiety and disorganized/controlling behavior
 - Reduce coercive interactions and disorganizing caregiving

- ▶ Use of video feedback

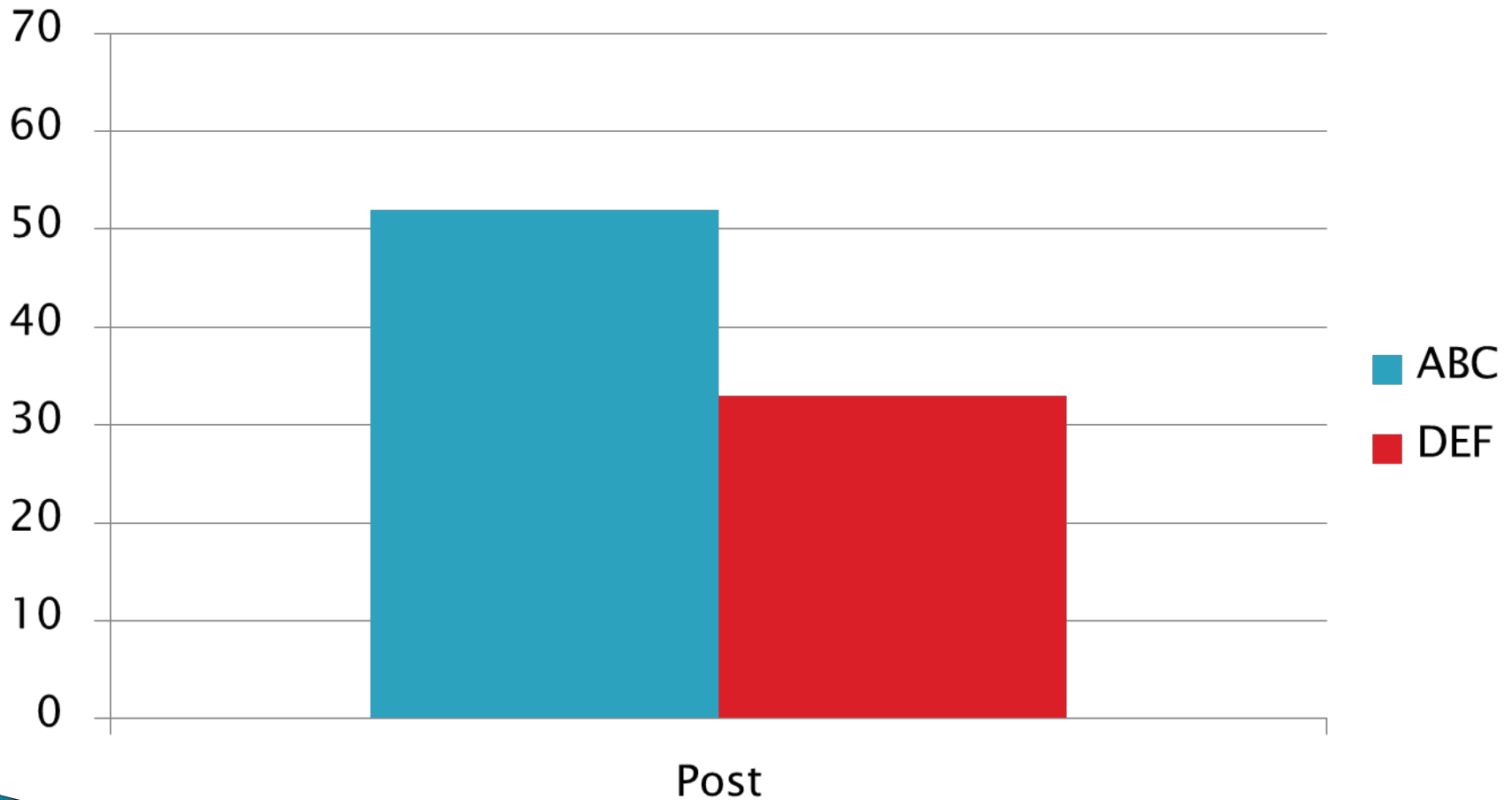
More PDI Too!

- ▶ Roll PDI out slowly
 - Think in terms of systematic desensitization hierarchy for treatment of PTSD
 - Build on success
 - Gradual exposure to anxiety-producing situations
 - Continue to watch for indications of disorganized caregiving and disorganized/controlling attachment

Relationship Intervention Program Rate of Secure Attachment



Attachment and Biobehavioral Catch-Up - Rate of Secure Attachment





<http://www.medicine.uiowa.edu/psychiatry/parentchildinteractiontherapy/>

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