PARENT-CHILD INTERACTION THERAPY:
OUTCOMES OF A PARENT LED INTERVENTION FOR CHILDREN WITH HEARING LOSS

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There is increasing evidence that interventions which facilitate parent engagement often result in improved development and outcomes.

Why is parent participation critical?
- Parents serve as primary language models
- Parents create learning environments
- Parent interaction is directly related to language development

Houston & Bradham, 2011
Parents and Language Development

- Maternal sensitivity predicted significant increases in language growth for children with cochlear implants
  - Linguistic stimulation for the child is only related to language growth in the context of maternal sensitivity
  - Effects for maternal sensitivity and cognitive stimulation were similar to effects for age of implantation

- Quality of parent language is related to overall cognitive development

- Parental emotional availability and maternal responsiveness correlates with language learning and developmental play

Pressman et al., 1999; Spencer & Meadow-Orlans, 1996; Quittner et al., 2013
High rates of comorbidity exist between language delays and behavioral problems in children.

71% of children seen clinically for externalizing behavior disorders are also suggested to have language deficits.

Regardless of causal pathways, language delays put children at risk for adverse outcomes.

Uncontested influence of parents requires examination into how to incorporate parents into treatment.

Benner et al., 2002; Cohen, 2001
Parent-Child Interaction Therapy

- Parent Coaching Interventions should be executed systematically
- Effective Treatment — highest level of support for efficacy
- Parent-Child Interaction Therapy
  - Originally developed for children with disruptive behavior disorders and their families
    - Modified for use with a range of populations
  - Children between the ages of 2 and 7

Eyberg, Nelson, & Boggs, 2008
Child-Directed Interaction

CDI

Parent follow the child’s lead
- Play therapy skills
- Positive attention skills
- Differential attention
- Language development

Foundation/Attachment phase

Parent-Directed Interaction

PDI

Parent leads the child
- Clear communication
- Consistency
- Reasoning skills

Discipline phase

Eyberg, Nelson, & Boggs, 2008; PCIT International
Coaching
PCIT: Pre/During Treatment
Parent Skill Changes in River Parent Study

- Participants: 8 River School Families
- Parent verbalizations coded at baseline and during treatment (DPICS).

Results from paired-samples t-tests, with a Bonferroni correction, revealed that there was a statistically significant increase in positive parenting skills ($t(6)=7.713$, $p<.000$), and a significant decrease in negative parenting skills ($t(6)=4.889$, $p=.003$).
Change in Child Behavior

Results from paired-samples t-tests, with a Bonferroni correction, revealed that there was a statistically significant improvement in child behavior ($t(6) = 5.310, p = .002$).
Effect Size: $r = 0.85$ (large)
Mean Length Utterance - MLU

Effect Size: $r=0.52$ (large)

Effect size: $r=0.44$ (Medium)
Thank you!

- Thank you for your attention!
- Special thanks to:
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    - www.pcit.org
- For more information and training opportunities:
  - Elizabeth Adams-Costa, Ph.D. – eadams@riverschool.net


