Building Strong Parent-Child Interactions through skills-based parent education

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Overview of Presentation

I. SafeCare History and Overview
II. Parent Child Interaction Skills
III. Applications
Child Maltreatment

• CDC
  – “Any act or series of acts of commission or omission by a parent or other caregiver (e.g., clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child.”

• WHO
  – “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity.”
US Child Maltreatment Trends

- Sexual Abuse Rates (X3)
- Physical Abuse Rates (X2)
- Neglect Rates

Rate per 10,000 (Population<18y)


Source: NCANDS
### Negative Consequences of CM

#### Mental/Social Problems
- PTSD
- Depression
- Anxiety
- Eating disorders
- Neurobiological
- Academic achievement
- Unwanted pregnancy
- Obesity
- Revictimization

#### Disease/Injury Conditions
- Heart disease
- Diabetes
- Stroke
- Cancer
- Suicide
- Skeletal fractures
- Chronic bronchitis/emphysema
- STDs (e.g., HIV)
- Hepatitis

#### Health Risk Behaviors
- Sexual promiscuity
- Sexual perpetration
- Alcohol abuse
- Illicit/injected drug use
- Smoking
- Behavior problems
Etiology of Child Maltreatment

• Neglect
  – Lack of knowledge, resources, abilities
  – Target of intervention = parents

• Physical abuse
  – Coercive parent-child relationship
  – Child behavior problems
  – Child developmental disabilities
  – Parents’ substance use, mental health difficulties
Prevention & Intervention for CM

• Less is known about neglect and how to prevent it
  – Greater focus/knowledge on sexual and physical abuse
  – Neglect complex term

• SafeCare documented to reduce neglect
Why SafeCare?

• Proven to work in scientific studies
  – Programs and policymakers are increasing emphasis on research-based programs

• Targets neglect and physical abuse

• Works well with other services
SafeCare History

• Project 12-Ways (1979)
  – Focuses on multifaceted environmental factors contributing to serious problems for families
  – 15 services (e.g., parent-child training, stress reduction, social support)
SafeCare History (cont.)

• SafeCare (early ’90’s)
  – Began in California
  – Effort to make 12-Ways more disseminable
  – Safety, Health, Parenting
  – Oklahoma adopts SafeCare, 2001
National SafeCare Training & Research Center (NSTRC)

• Established in 2007
  – Demand for training began to rise
  – Oklahoma implementations (2001 - 2011)

• Housed at the Center for Health Development at Georgia State University

• 70+ sites in 12 states

• [www.safecare.org](http://www.safecare.org)
SafeCare Overview

• Teaches parents a broad range of skills
  • Parenting
  • Child Health
  • Home safety
• Targets multiple risk factors for abuse and neglect
  • Positive parent-child/infant interactions
  • Systematic health decision making
  • Appropriate Supervision
• Parent training in home setting
• Focuses on typical daily activities
• Highly structured, but flexible in its delivery
SafeCare Curriculum Overview

Note: You learn all 4 modules; parents receive 3 modules [Health, Safety and one parenting (PCI or PII)]
SafeCare Modules

- No set order → Start with parent/family’s greatest need

**Parenting**
- Parent-Child Interaction (PCI): ~1 to 5 years old
  - Interaction skills and planning activities
- Parent-Infant Interaction (PII): birth to ~1 year old
  - Bonding interaction skills (e.g., smiling, touching)

**Home Safety**
- Identify and remove household hazards
- Appropriate parent supervision

**Health**
- Systematic health decision making and record keeping
- Promote health through prevention
SafeCare Training: SafeCare 4

Explain

Model

Practice

Feedback
Parent-Child Interaction (PCI)

~Walking to 5~
Parent-Child Interaction (PCI) Module

- For toddlers (~walking) and to 5
- Skills are taught during typical daily activities
- Activity Cards are given to parents for fun, engaging activities to do with children
PCI: Goals for Parents

• Increase positive interactions between parents and children
• Plan stimulating play and daily routine activities
• Engage children in activities by using effective interaction skills
• Decrease challenging child behavior, which often occur out of boredom
PCI: Rationale for parents

- When children are engaged in daily activities, they are less likely to misbehave.
- Letting children know what is expected of them and planning in advance helps prevent challenging behavior.
- PAT has been shown to improve parents' interactions and bonding with their children.
- PAT help parents with planning stimulating and fun activities for their children.
PCI Skills: PAT Overview

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare in advance</td>
<td>Talk about what you and your child are doing</td>
<td>Wrap up and provide feedback</td>
</tr>
<tr>
<td>Explain the activity</td>
<td>Use good physical interaction skills</td>
<td></td>
</tr>
<tr>
<td>Explain the rules and consequences</td>
<td>Give choices</td>
<td></td>
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<tr>
<td></td>
<td>Praise desired behavior</td>
<td></td>
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<tr>
<td></td>
<td>Ignore minor misbehavior</td>
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<td></td>
<td>Provide consequences</td>
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**SafeCare**

Stronger Families | Brighter Futures
## PCI Skills: PAT skills

### Prepare in advance

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a plan for the activity</td>
<td>• Reduces stress</td>
</tr>
<tr>
<td>• Get supplies/toys ready in advance</td>
<td>• Prepares the child for transition</td>
</tr>
<tr>
<td>• Give a warning that the activity is going to happen</td>
<td>• Helps the activity begin smoothly</td>
</tr>
<tr>
<td></td>
<td>• Informs child the activity is changing</td>
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</tbody>
</table>
PCI Skills: PAT skills

## Explain the activity

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get your child’s attention</td>
<td>Let’s your child know what to expect</td>
</tr>
<tr>
<td>Describe the activity</td>
<td>Gets your child excited and prepared for the upcoming activity</td>
</tr>
<tr>
<td>Be positive and excited</td>
<td></td>
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</tbody>
</table>
## PCI Skills: PAT skills

### Explain the rules and consequences

<table>
<thead>
<tr>
<th>What</th>
<th></th>
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<tbody>
<tr>
<td>• Give 1-2 rules</td>
<td></td>
</tr>
<tr>
<td>• State rules in positive, simple and realistic way</td>
<td></td>
</tr>
<tr>
<td>• Give rules for behaviors that are likely to be challenging</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Why</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lets the child know specific expectations</td>
<td></td>
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</tbody>
</table>
PCI Skills: PAT skills

Explain the rules and consequences (cont.)

What
• Use simple consequences
• Deliver immediately after the activity
• Be consistent! Follow through.
• Give positive and negative consequences
• Use natural, logical consequences

Why
• Child knows what to expect
• Child can make good decisions about behavior
PCI Skills: PAT skills

Talk about what you are doing

**What**
- Talk in a friendly tone of voice about what you and your child are doing
- Use “incidental teaching”

**Why**
- Helps with language development
- Teaches simple concepts
- Improves parent-child relationship
- Keeps child interested
- Keeps the activity positive
- Makes activities more rewarding/engaging
PCI Skills: PAT skills

Use good physical interaction skills

What
• Get on your child’s level
• Use good eye contact
• Touch your child in an affectionate, gentle, and helpful way

Why
• Helps with bonding
• Lets child know you care
PCI Skills: PAT skills

<table>
<thead>
<tr>
<th>Give choices</th>
</tr>
</thead>
</table>
| **What**     | **Let your child have choices throughout the activity**  
|              | • Make the choices clear and specific  
|              | • Give simple choices – materials, what comes first, play activities, etc. |
| **Why**      | • Keeps your child interested  
|              | • Lets your child use age-appropriate independence  
|              | • Makes them less likely to misbehave |
## Praise desired behaviors

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Praise good behavior throughout</td>
<td>• Lets child know what behavior you like</td>
</tr>
<tr>
<td>• Use labeled, or specific, praise about</td>
<td>• Makes your child more likely to repeat</td>
</tr>
<tr>
<td>what your child did well</td>
<td>good behavior</td>
</tr>
<tr>
<td></td>
<td>• Praise makes you both feel good</td>
</tr>
</tbody>
</table>
## PCI Skills: PAT skills

### Ignore minor misbehavior

<table>
<thead>
<tr>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ignore behaviors that do not harm self, others, or objects</td>
</tr>
<tr>
<td>• Pay attention to behaviors you want to see instead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use good supervision while ignoring</td>
</tr>
<tr>
<td>• Misbehaviors are often a way of seeking attention</td>
</tr>
<tr>
<td>• Ignoring can decrease a behavior, while attention can increase it</td>
</tr>
</tbody>
</table>
## PCI Skills: PAT skills

### Provide consequences

<table>
<thead>
<tr>
<th>What</th>
<th>During and/or after the activity, follow through with positive and negative consequences (as stated earlier)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>Let’s child know you mean what you say</td>
</tr>
<tr>
<td></td>
<td>Follow-through increases good behavior</td>
</tr>
<tr>
<td></td>
<td>Consistency connects behavior to consequence</td>
</tr>
<tr>
<td></td>
<td>Inconsistency may cause challenges</td>
</tr>
</tbody>
</table>
PCI Skills: PAT skills

Wrap-up and give feedback

What
• Inform your child the activity is ending
• Describe what you liked about child’s behavior
• Let your child know how to improve

Why
• Helps child make the upcoming transition
• Lets child know what he did or did not do well
• Helps promote good behavior in future
PCI Skills: cPAT Overview

Before
- Prepare in Advance

During
- Explain activity
- Explain rules and consequences
- Consequences
- Physical interaction
- Choices
- Talk
- Ignore
- Praise

End

Wrap-up & give feedback
PCI Skills: cPAT Overview

What do the PCI skills look like?

http://portal.nstrc.org/learning/
Activity Cards

Will it Fit?

Materials:
- A variety of unbreakable cups, containers, and bowls.
- A variety of household items, such as small toys, socks, balls, ribbon or cloth, pencils or crayons, paper, books, and small food items such as crackers, grapes, fruit, and bread.
You can choose any items that you have around the house.

Suggestions:
- Place the cups, containers, and bowls in front of you.
- Hold up one container and one household item, and ask, "Will it fit?"
- Match some containers to items that will fit inside that container, and match some containers to items that will not fit inside. Your child will then tell you, "Yes, it will fit" or "No, it won't fit".
- If your child does not know, just show how the items fit or don't fit into the containers.
- Give your child a turn to ask you whether items will fit or not. Give some correct answers, and some wrong answers, and see if your child catches you.

Here's my face

Materials:
- A small hand mirror, or a mirror on the wall

Suggestions:
- Make a face into the mirror.
- Pretend that your face is a mask, and using your hands, pretend to take your mask off and put it on the child.
- Ask your child to make that same face.
- The faces you make should show some kind of feeling, such as:
  - Happy
  - Afraid
  - Hot
  - Sad
  - Lonely
  - Cold
  - Angry
  - Worried
  - Surprised
  - Miserable
  - Bored
  - Sleepy

- You can also name one of these feelings, and then make the face that matches these feelings.
- Or, you might make a face, and then the other person should guess what feeling you are showing.
PCI Skills: cPAT - Independent Play

Skills specific to IP
- Short time
- Interrupt to praise
- Handle disruptions
- Spend individual time
PCI Skills: cPAT - IP

Select short time period for activity

<table>
<thead>
<tr>
<th>What</th>
<th>Ages 3-5: Keep activity &lt;15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ages 1-2: Keep activity &lt;5 mins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why</th>
<th>Realistic expectations are important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harder for young children to play alone for long periods</td>
</tr>
<tr>
<td></td>
<td>Keeping a shorter time increase chances for a successful independent play</td>
</tr>
</tbody>
</table>
### Check on your child often

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check in as needed for activity</td>
<td></td>
</tr>
<tr>
<td>• Show approval for positive behavior</td>
<td>• Check-ins decrease likelihood of misbehavior for attention</td>
</tr>
<tr>
<td></td>
<td>• Praise encourages independent play</td>
</tr>
<tr>
<td></td>
<td>• Ensure child’s safety</td>
</tr>
</tbody>
</table>
PCI Skills: cPAT - IP

Handle disruptions

What
• For minor disruptions, remind the child of rules and consequences
• Redirect child to play appropriately
• Remind child when independent play will end
• Change or end activity as needed

Why
• Helps child re-engage in play activity
• Reminds child you are supervising him
• Maintains expectation to play alone
## PCI Skills: cPAT - IP

### Spend individual time

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• After the independent play, spend positive time with your child</td>
<td>• Mixing independent and interactive play is important for your child</td>
</tr>
<tr>
<td>• Remember to use PAT skills!</td>
<td>• Spending time after independent play can increase positive behaviors in future independent play activities</td>
</tr>
</tbody>
</table>
SafeCare Research

Effectiveness of the Program
SafeCare Evidence

• Research supports SafeCare efficacy/effectiveness
  – Expert validation studies
  – Single case studies of behavior change
  – Non-experimental group studies of behavior change
  – Quasi-experimental comparison studies
  – Randomized trial

• Populations included in research
  – Parents at high-risk for maltreatment
  – Parents involved with CPS
  – Parents of children with autism and related disabilities
  – Adult parents with intellectual disabilities
  – Variety of racial/ethnic groups
SafeCare Prevention and Intervention Effects

- 82 families
- CPS reports over 3 years:
  - SafeCare: 15%
  - Family Preservation: 44%
- What does this mean?
  - 75% reduction in future reports to CPS for families who completed SafeCare

SafeCare: Child Maltreatment Risk

• Recent Prevention Study that targeted at-risk moms (N=116) with 2+ risk factors and no more than 1 existing CPS referrals
  – Substance use
  – Partner violence
  – Mental health
  – Physical disability

• Randomly assigned mothers to SafeCare or Services as Usual

• Mothers that participated in SafeCare compared to Services as Usual reported:
  – Less Child Abuse Potential
  – Lower Depression
Families randomly assigned to either “SafeCare-plus” services or the standard in-home behavioral health services (N=398)

Families assigned to SafeCare were much more likely to enroll in services (80% vs. 49%) and complete those services (49% vs. 21%).
SafeCare: Family Satisfaction

• In the aforementioned Prevention Study that randomly assigned mothers to SafeCare or Services as Usual
• Mothers that participated in SafeCare compared to Services as Usual reported:
  – More satisfaction with services
  – Services to be more culturally relevant
SafeCare OK, 2001-2011

- Half of the workers in OK were trained to do SC
  - Others did “services as usual”
- Families receiving services were followed for 7 years on average
- SafeCare reduced recidivism by about 26%
- A home based service system would prevent between 64-104 cases of recidivism per 1000 (assuming 45% recidivism rate)
SafeCare Research Summary

• Research comparing SafeCare to usual or no services indicate that SafeCare
  – Reduces child maltreatment reports by as much as 75%
  – Reduces risk factors for abuse and neglect
  – Reduces parent depression
  – Is rated by parents as more satisfying and more culturally competent than standard services
  – Is more likely to be enrolled in and completed by parents than services as usual
  – Home Visitors are less likely to quit their jobs
Questions?

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www.nstrc.org