Parent-Child Interaction
Home Visitor Tool Kit

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HV Guides

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# PCI At-A-Glance

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<th>Activity</th>
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<tr>
<td><strong>Complete open session sequence</strong></td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Conduct formal assessment (no feedback)</strong></td>
<td>✓ * ✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>Conduct training</strong></td>
<td>✓ ✓ ✓ ✓ ✓ *</td>
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<td><strong>Focus of training</strong></td>
<td>cDev cPAT Play cPAT DA1 cPAT DA2 cPAT IP</td>
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<tr>
<td><strong>Parent practice between sessions (cActivity Cards)</strong></td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<td><strong>Overview of next module (complete necessary forms)</strong></td>
<td>*</td>
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<tr>
<td><strong>Complete end-of-session sequence</strong></td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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*as needed
Session 2: Training

Session Goals

- Teach the parent how to structure activities using the cPAT skills
- Encourage the parent to practice using the cActivity Cards

Materials

- cPAT HV Assessment Form—extra copies
- cPAT Cards
- cActivity Cards—for appropriate age group
- cPAT Parent Overview
- Toys for children to play with during session
- Doll for role-play (if needed)

Step-by-Step

1. Exchange appropriate greeting with family

2. Give session overview
   - *Today, I'll explain Child Planned Activities Training, which we call cPAT, show you how it looks, and then you'll get a chance to practice*

3. If applicable, complete remaining baseline observations from previous session
   - Complete a separate cPAT-HV Assessment Form for each observation
   - Provide general positive feedback about the assessments
4. Introduce Child Planned Activities Training (cPAT)
   - When children are interested in activities, they are less likely to misbehave
   - Child Planned Activities Training (or cPAT) will help increase the positive interactions you have with your child
   - cPAT can also help prevent your child’s difficult behaviors because your child will know what is expected of him/her
   - Using cPAT is also a good way to bond and communicate with your child

5. Explain each of the cPAT skills
   - Provide the parent with a copy of the cPAT Cards to reference while discussing each skill
   - Encourage the parent to make notes on the cards
   - Engage the parent in a conversation about each skill using questions such as:
     - What does that mean to you?
     - Why do you think this is important?
     - How do you use this skill now?

6. Discuss the importance of considering a child’s mood when choosing activities
   - cPAT skills will help to make activities go well, but it also helps to understand when to do them
   - When children are tired, hungry, or not feeling well, they may not want to do certain activities
   - For example, when your child is getting tired, he/she may not want to build with blocks, but may like to quietly read a book or have you read to him/her
   - Can you think of other times when your child’s mood may not match a play or activity situation?
   - What activities might fit better in those situations?
7. **M** Model the cPAT skills during a play activity with the child
   - If the child is present and willing, model with the child
   - If child is not present, model with the parent acting as the child or with a doll representing the child
   - Discuss the role-play with the parent in reference to the cPAT skills

8. **P** Have the parent practice using the cPAT skills in a play activity with his/her child (~5 minutes of play)
   - Use the cPAT HV Assessment Form during the parent’s practice to document progress (informal assessment)
   - Subtly model and give feedback to the parent throughout the activity as needed

9. **F** Provide feedback
   - Provide the parent with a summary of your positive and corrective feedback at the end of the activity

10. **S** As needed, repeat SafeCare 4 for mastery (success) in this activity or until session time expires

11. Plan the parent’s practice before next session
    - Provide the parent with the cActivity Cards for appropriate age group
    - Discuss rationale for practicing outside of session:
      - *These are fun ideas that you can use to plan activities with your child*
• These activities will give you lots of opportunities to practice the cPAT skills
• Do you have a safe place where you can keep these activity cards?
• Help the parent choose a few activities to practice
  • Discuss where, when, and how the parent will practice the cPAT skills before next session
  • If necessary, fill out the cPAT Parent Overview

12. Follow end-of-session sequence
• Summarize what was learned during the session
• Ask if the parent has any questions
• Give the parent general positive feedback
• Remind the parent to practice cPAT skills with the selected activities before the next session
• Give an overview of the next session and set date/time
  • Schedule the session to coincide with the next agreed upon daily activity from the DAC