

Teacher-Child Interaction Training (TCIT) 2013 & 2014 Outcomes



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3rd Biennial University of Iowa PCIT Tune-Up

Praise & Thank You

- **UC Davis PCIT Training Center: Susan Timmer, PhD**
- **School Districts & Teachers**
 - Riverside USD
 - Jurupa USD
 - Lake Elsinore USD
 - Nuevo USD
- **Our PCIT children & families that demonstrated behavior change and generalization to the school setting!**
- **TCIT Coaches**
 - Anna Loza Jeanne Jackson
 - Brenda Palacios Rachel Douglas
 - Isabel Santilli Starr Ramirez
 - Dinery Egan Emma Girard
 - Zulma Espinoza
- **Research & Evaluation Team**
 - Suzanna Juarez-Williams
 - Sona Ardeshta, MPH, CHES
 - Desiree Despues, PhD
 - Melissa Torres, Data Volunteer

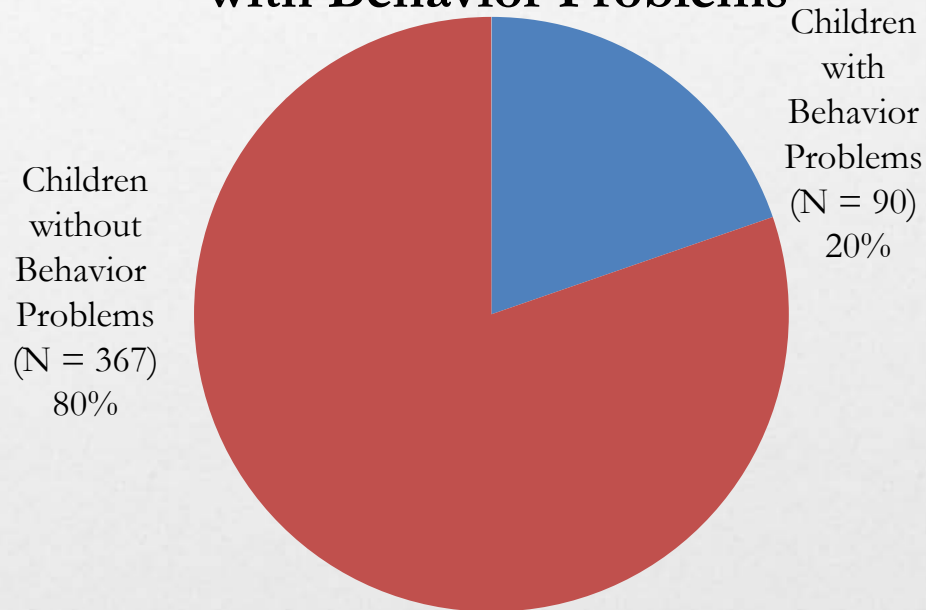
California School Rankings Set the Stage for TCIT...

- We're not doing so hot compared to the nation:
 - Rank 43 out of 51 Overall Rank
 - 37 for school system quality
 - 49 for school safety
 - Rank 1 for highest pupil-teacher ratio
 - 1 of 15 schools with low spending & weak school system
 - 14 schools have high spending & strong school system
 - 22 schools have mixed spending & strong/weak systems

Student Identified Bx Problems

Percentage of Children Identified with Behavior Problems

Total Students
(N=457)



TCIT: UC Davis Model Design

Essential Highlights

- Conduct Pre-Tx Observation
 - T-DPICS – 5 minute coding x 3
 - Teaching, Transition, Free Play
 - SESBI – 4 identified students
 - Teacher/Classroom Observation Measure
- 6 Hour Training Workshop
 - CDI – “Do & Don’t Skills” – PRIDE
 - TDI – Classroom Bx Mgmt Skills
 - Teachers taught both CDI & TDI skills at the same time
 - No mastery criteria for CDI skills
- 8 sessions on-site coaching (manual x 12)
 - Weekly T-DPICS coding: **Transition only**
 - Live coaching during class with all students
 - Live demonstration of skills by coach for teacher to observe / switch roles
 - Debriefing of session
 - Daily homework discussed
- Conducted Post-Tx Observation
 - T-DPICS – 5 minute coding x3
 - Teaching, Transition, Free Play
 - SESBI – same identified students
 - Teacher/Classroom Observation Measure
 - TAI – Teacher modified Satisfaction Survey

Total Persons Impacted by TCIT 1 cycle 2013 & 1 cycle 2014

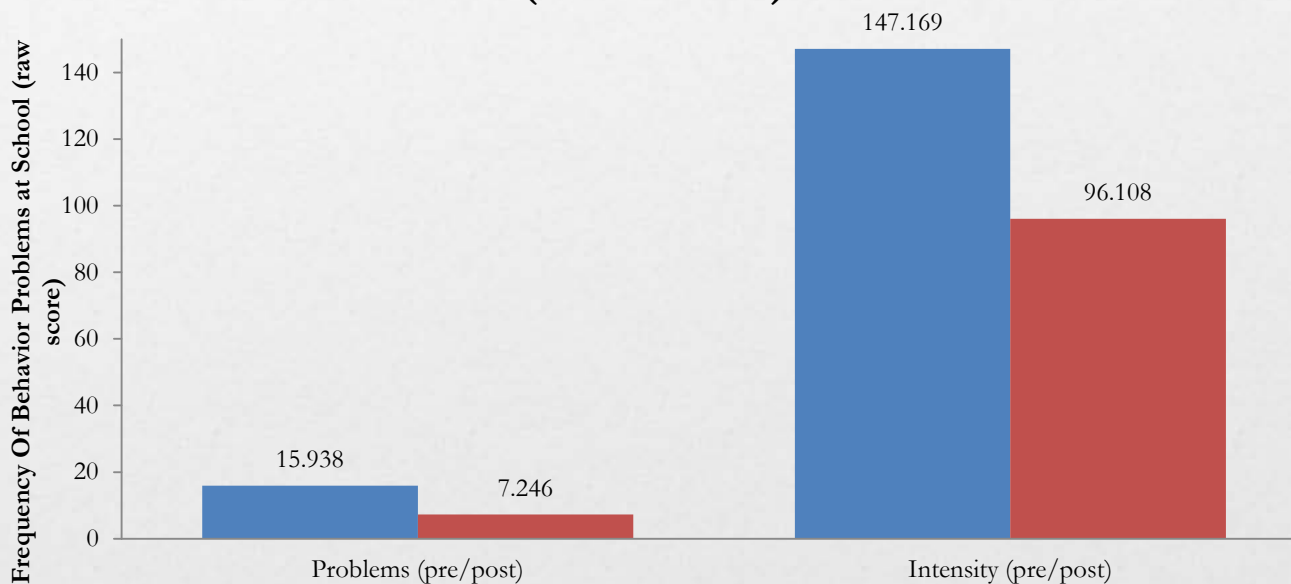
- 21 teachers
- 17 assistants
- 20 classrooms
- 134 target students
- 801 total classroom students

Sutter-Eyberg Student Behavior Inventory (SESBI) Raw Score Comparison

$t(65) = 7.087, p < 0.001$
 $t(65) = 11.224, p < 0.001$

SESBI Pre To Post Changes N=65 (Raw Scores)

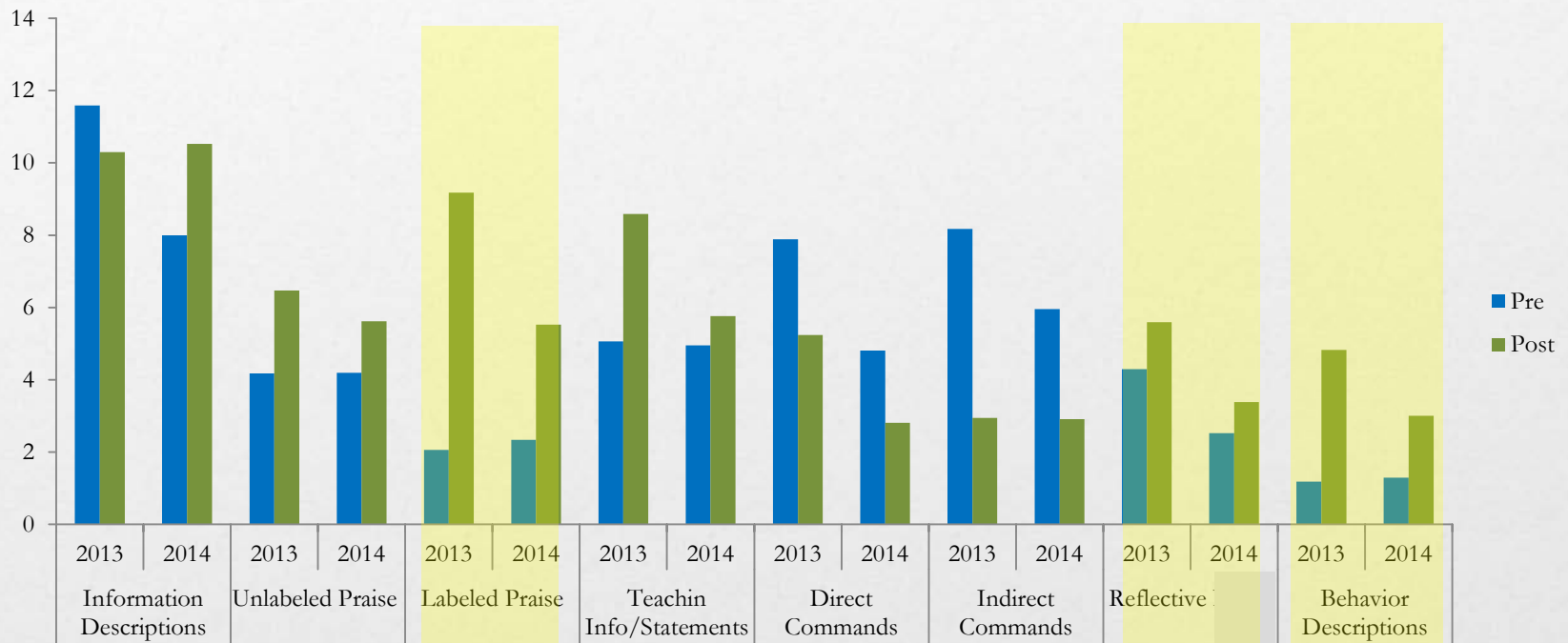
Students showed statistically significant decrease in scores from Pre to Post on both Intensity and Problem scales.



Year to Year Comparisons

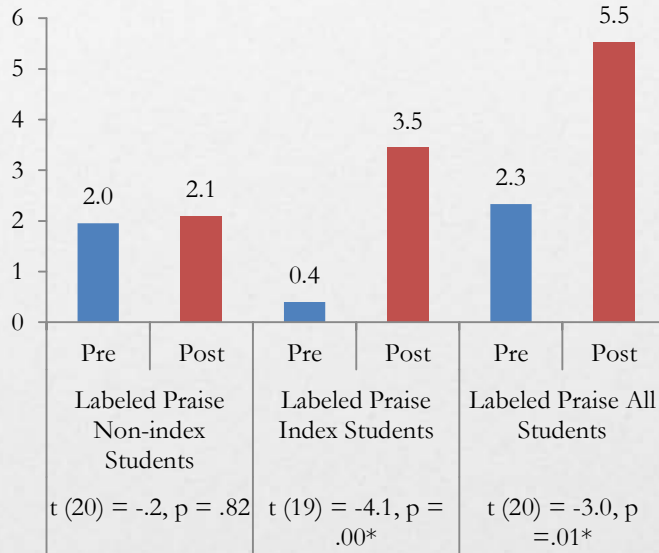
T-DPICS Coding Pre to Post

Pre-Post Comparisons for All Students for 2013 and 2014

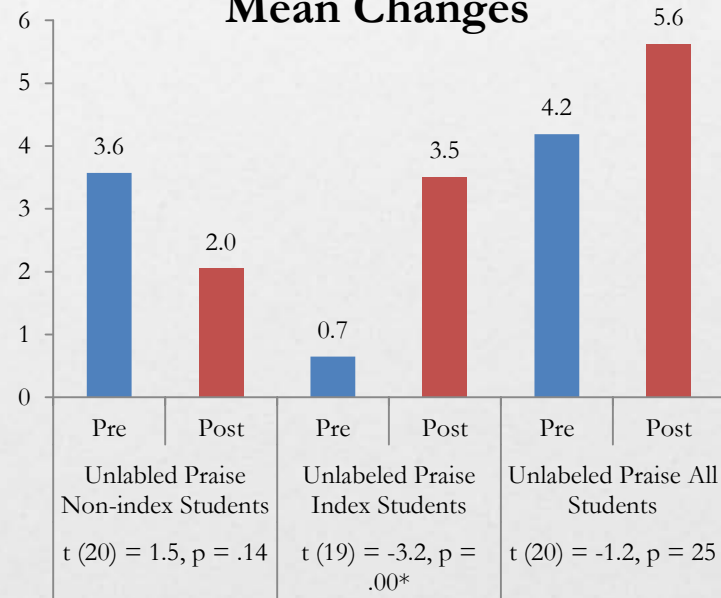


CDI Skills Change Over Training

Labeled Praise Mean Changes



Unlabeled Praise Mean Changes

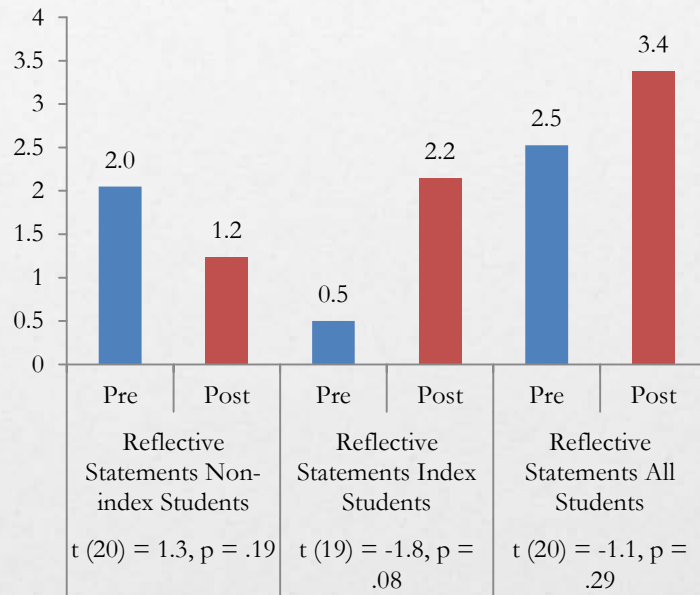


Girard, E. (2016) TCIT
*significant

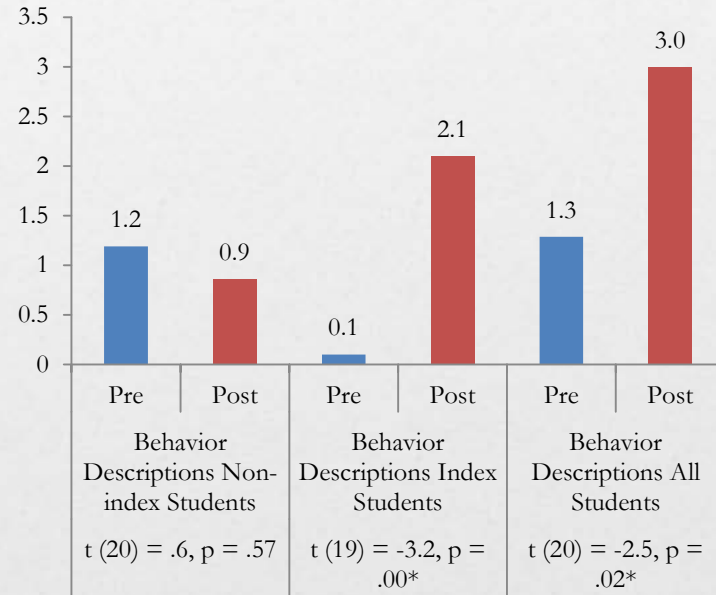


CDI Skills Change Over Training

Reflective Statements Mean Changes



Behavior Descriptions Mean Changes



Girard, E. (2016) TCIT
*significant



Future Plans

- Most recent TCIT cycle included infant class with 18 month old children utilizing the *Ages & Stages Questionnaire!*
- Add DECA measure completed on each student in class to look at prevention skills with TCIT in addition to decreasing negative behavior of target students with SESBI as currently measured