

DCYF Parent-Child Interaction (PCI) Feeding/Teaching Scales Assessment



Demographic Information

Parent-Child Interaction Choose an item.

Name & Role of Parent/Caregiver: Click or tap here to enter text.

Choose an item.

Parent/Caregiver Date of Birth: Click or tap to enter a date.

Name of Child Click or tap here to enter text.

Child Date of Birth: Click or tap to enter a date.

This assessment is intended to assist caseworkers in case planning for families, by helping understand where a parent's strengths and needs might be in the context of their relationship with their infant/toddler. It is a brief "snap shot" of a parent-child interaction and what each person brings to the dyad and the interaction, conclusions as to whether or not a parent is a fit parent should not be drawn from this assessment alone.

Parent-Child Interaction Feeding & Teaching Scales

Developed by the University of Washington Parent-Child Relationship Programs at the Barnard Center for Infant Mental Health, PCI Scales provide assessments that are valid and reliable measurements of parent-child interactions to gather pertinent information and provide direction for supporting families and young children. The **Choose an item.** provides a well-developed set of observable behaviors that describe parent-child communication and interactions.

These interactions set the foundation for each child's future development. The **Choose an item.** is a clinical tool that reveals the infant's changing needs as well as the parent's ability to adapt and respond to their infant's needs. These interactive events provide insights into patterns that extend throughout the relationship between parent and child. The scale is organized into six subscales, the scores for each subscale are calculated and compared to a mean group of individuals with similar characteristics of this dyad. Dyads with scores below one standard deviation on any of the subscales should be considered for intervention/services.

The scores of this dyad are summarized in the strengths and needs areas below.

Four subscales describe the parent's responsibilities to the interaction:

Sensitivity to Cues:

The parent's responsibility is to read and respond to the infant cues, encourage interaction and to engage the infant in learning through a nurturing, supportive environment. Learning to read infant cues accurately is crucial to understanding infant behavior. In addition, parents demonstrate sensitivity through their positioning, the kinds of stimulation they provide, and the timing of the stimulation. Sensitive parents time these forms of stimulation so they are contingent on the infant's behavior. It shapes behavior and provides a mechanism by which the infant/child begins to understand the relationship between behavior and environment. Babies learn their behaviors are important and that they affect the people and things in their environment. It builds security.

Response to Child's Distress:

Infant's signal that assistance from the parent is needed. First, the parent must recognize cues of distress; second, know what action to take which alleviates the distress; and third, they need to be available to put their knowledge into action. Potent cues are easy to see whereas subtle cues are not as easily seen. Infants tend to cascade a series of subtle disengagement cues when their needs are not being met. When we see a potent disengagement cue it means the subtle signals have not worked.

Two factors, which influence alleviation of distress, are timing and the success of the parent's intervention. The parent's quick response communicates to the child that they are important and can affect their environment. Parents who succeed in

quieting a distressed infant gain confidence and competence in their ability to recognize and appropriately end the distress while feeding their baby.

Social-Emotional Growth Fostering:

The parent's responsibility is to convey emotional signals, play affectionately with the baby, engage in reciprocal interactions and provide reinforcement for the infant's behavior. To do these things, the parents must be aware of the infant's level of development and be able to adjust their behavior accordingly. During the teaching interaction this warmth is reflected in the parent's tone and pitch of voice, facial expressions, types of touch, social forms of interaction, types of statements made to and about the baby, and the positioning of the infant.

Cognitive Growth Fostering:

This subscale involves the types of learning experiences the parent makes available to the child. Parents do this by introducing infants to different sights, sounds, and experiences. This is seen during the interactions in both the quality and quantity of the parent's verbalization to the child and the types of exploratory behavior they encourage and allow. Therefore, parents must have a good grasp of the infant's current level of understanding to provide stimulation for cognitive growth.

Two subscales describe the child's responsibilities:

Clarity of Cues:

The infant's ability to send clear signals to the parent is assessed. To be able to communicate, a baby must demonstrate changing motor patterns and communicative behaviors they exhibit naturally unless some physical or emotional disability is present.

Engagement signals the infant is comfortable and wants to continue the interaction whereas disengagement indicates they are experiencing sensory overload and need a break, timeout, or a change. The skill and clarity with which infant cues are sent make it either easy or difficult for parents to "read" the cues and make the appropriate changes in their behavior.

Ambiguous or confusing cues interrupt the parent's adaptive abilities and affect the quality of the interactions.

Responsiveness to Caregiver:

The infant's responsibility is to respond to the caregiver's attempt to communicate and interact so that they can modify their behavior in return. The focus is on child behaviors in relationship to what the parent is doing. In response to the parent do they eat when fed, partner in play, and show engaging cues like smiling, vocalizing and exploring.

Please keep in mind this is a data-based assessment, statistical analysis from this **Choose an item**. Assessment provides insight into the parents' strengths, challenging areas requiring intervention, and infant participation.

For **child welfare social work intervention**, PCI Feeding & Teaching Scales can be used as a pre- post measure to indicate the need for, and inform the effectiveness of an intervention. The results of this assessment can also be used by either the child welfare caseworker or a service provider during home visits over time to build parenting strengths, document change, plan interventions, and provide feedback to caregivers.

Assessment Scores, Summary, and Recommendations

This PCI **Choose an item.** Assessment was conducted on **Click or tap to enter a date.** All six subscales were scored and the following is a descriptive summary of the results.

This report is organized by first discussing the parent's strengths, then needs identified during the assessment are looked at, followed by any recommendations for further assessment and intervention/services.

Social Summary/Why was this family referred for an PCI Assessment:

Click or tap here to enter text. and **Click or tap here to enter text.** were referred for an PCI assessment by their DCYF Caseworker, **Click or tap here to enter text.** , who requested the assessment based on the following:

Click or tap here to enter text.

Strengths:

This assessment identified several areas of strength for this parent/caregiver-child dyad:

Click or tap here to enter text.

Needs:

Following are areas of need identified for this dyad. These are areas in which this parent/caregiver and child would benefit from additional focus or time to strengthen their relationship, interactions, child development, and overall well-being:

Click or tap here to enter text.

Summary of the family's scores:

dyads with scores falling a full standard deviation below the mean for either the overall score, or any sub-scale scores, indicate a need for focused intervention.

Mean Score (for a dyad with similar age and educational characteristics): **Click or tap here to enter text.**

This dyad's overall score: **Click or tap here to enter text.**

Subscale scores which fell one or more standard deviations below the mean

- Sensitivity to Cues
- Response to Child's Distress
- Social-Emotional Growth Fostering
- Cognitive Growth Fostering
- Clarity of Cues
- Responsiveness to Caregiver

Assessment Summary *Includes any further assessment recommendations and/or recommended interventions/services if indicated.*

(fillable text box for assessors to enter a paragraph or bulleted summary)

If you have any questions or concerns about this assessment, please feel free to contact me:

Phone: **Click or tap here to enter text.**

Email: **Click or tap here to enter text.**

Sincerely,

Click or tap here to enter text.

Certified PCI Reliable Assessor