

Parent-Child Interaction Assessment II (PCIA-II): Directions for Administration

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PCIA-II Directions for Administration

Parent-Child Interaction Assessment II

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Set up:

- 1 table with zoo board and spiral bound booklet displaying page "FP."
- 3 chairs
- 1 camcorder on tripod
- 3 lapel microphones
- 1 stopwatch

Place the following materials on the zoo board:

- 2 figures that match the sex of the parent and child
- 5 pairs of plastic giraffes, gorillas, hippos, tigers and zebras
- 2 plastic trees
- 10 wooden, interlocking logs of various sizes
- 10 plastic interlocking building blocks

Removed from view of parent and child:

- 4 figures
- 2 animal pens for the tigers and hippos, each constructed from 4 logs
- 1 plastic tree with Velcro on the bottom
- 1 giraffe pen constructed from 4 logs
- 1 tunnel constructed from 7 blocks
- 1 block for the race starting-block, lunch table, and gift shop
- 1 seesaw constructed from 2 logs
- 1 empty toy bucket and lid

Set up for Inquiry (Video-recall procedure):

- 1 television
- 1 DVD burner/player

INTRODUCTION TO THE TASK

Welcome participants, make introductions, and complete consent forms.
Begin the video recording. Direct the parent to the middle chair and say,

[Mom or Dad], you're going to sit here...

Direct the child to the chair on the parent's left and say,

and [child's name], you'll sit here.

Attach lapel microphones.

Sit in the chair to the parent's right (across from the child)

If conducting the Inquiry say,

Today we're going to do [two or three] things. First, we're going to make a movie as you two play together, then we'll have each of you watch some of the movie while we ask you questions about it.

If appropriate, say,

Then the last thing we need is for [Mom or Dad or both of you] to answer some questions on paper.

1. FREE PLAY

TIME: 90 SECONDS

DIRECTIONS

FREE PLAY — make sure the camcorder and microphones are operating and casually say,

We're almost ready to start; I just need to check on a few things. Make yourselves comfortable.

If they are not playing with the toys, casually say,

You can both play with the toys while you're waiting.

Start timing. Leave the room for 90 seconds. Return to the room, sit in your chair, attach lapel microphone, and say,

Okay, pass me the two figures.

Although you have removed the two figures, leave the other toys on the zoo board. Proceed to the next task.

2. CO-CONSTRUCTION TASKS

TIME: APPROXIMATELY 25 MINUTES

DIRECTIONS

BUILD A ZOO — Turn booklet to "BZ." Hold all six figures (3 male and 3 female) in your hands (in a random order). To parent and child say,

Are you ready? Okay, let's get started.

Hold figures within child's reach and say,

Now what I want you to do is to choose one of these figures to be you.

To the parent display the remaining five figures and say,

You get to choose, as well. Which figure will be you?

To parent and child say,

What I would like you to do is to start building a zoo together.

Start timing. Allow 90 seconds for the story to begin to take shape.

Okay, pass me the two figures.

Pick up the two figures. Proceed to the next task.

1. ARRIVAL — Turn booklet to “1A.” Place tiger and hippo pens on the zoo board as indicated. Put animals in pens. Place parent and child figures between the pens, facing each other, and say,
[Mom or Dad] and [child’s name] have just arrived at the zoo. [Child’s name] wants to look at the tigers and [Mom or Dad] wants to look at the hippos. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Let’s continue with our trip through the zoo. Pass me the two figures.

Proceed to the next task.

2. RACE — Turn flipbook to “2R.” Put a block on the rectangle marked “SB” to mark the starting point of the race. Attach the tree to the Velcro on the zoo board and say,

There is a contest to see who can run the fastest. This (point to starting block) is where [Mom or Dad] and [child’s name] start. The two of you are to race to the tree and back.

As you hand each participant their respective figure (simultaneously) say,

Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, pass me the figures and we’ll continue with our trip to the zoo.

The preceding transition instructions can be omitted or shortened when the parent and child understand that they are to pass the figures at the end of each scenario.

Proceed to the next task.

3. TUNNEL — Turn flipbook to “3T.” Place tunnel on zoo board as indicated. Place parent and child figures next to one another right in front of the entrance to the tunnel (with child figure nearer to child) and say,

This is the entrance to a scary tunnel. You are both entering the tunnel. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

4. FEEDING THE GIRAFFES — Turn booklet to “4FG.” Place giraffe pen on zoo board as indicated and put giraffes in the pen. Hand each participant his or her figure, as you recite the part of the instruction that pertains to him/her.

[Child’s name] is feeding the giraffes. What is [Mom or Dad] doing? Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

5. HURT ARM — Turn flipbook to “5HA.” Place parent figure on the zoo board as indicated. Put the child figure facedown on the zoo board next to the parent figure (on the side nearer the child) and say,

[Child’s name] has fallen and hurt [his or her] arm. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

6. LUNCH — Turn flipbook to “6L.” Move the “starting-block” from its “Race” position to the rectangle on the zoo board marked “L” and say,

This is a table.

Place child and parent figures on opposite sides of the table and say,

[Mom or Dad] and [child’s name] are eating their lunch at the zoo. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

7. WAITING — Turn flipbook to “7W.” Place the parent figure and child figure side by side as indicated on the zoo board (i.e., on the “P” and “C” circles in front of the tunnel). Place a figure that is the same sex as the parent on the 3rd circle and say,

[Mom or Dad] sees a friend and wants [child’s name] to wait while [he or she] talks with their friend. [Child’s name] wants to go and play. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Put the “friend” figure back with the toys you have hidden from view. Proceed to the next task.

8. HIGH ROCK — Turn flipbook to “8HR.” Remove the “Tunnel” from the zoo board and change the arrangement of its blocks to transform it into a “High Rock”. Put the High Rock on the zoo board as indicated. Place the child figure on top of the rock, facing the real child. Place the parent in front of the rock (on the “P” circle on the zoo board), but facing away from the rock and say,

When [Mom’s or Dad’s] back was turned, [child’s name] climbed on top of a high rock.

Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

9. LOST CHILD — Turn booklet to “9LC.” Put parent and child figures on opposite sides of the zoo board (as indicated) and say,

[Mom or Dad] and [child’s name] are on opposite sides of the zoo. [Child’s name] is lost. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

10. STRANGER — Turn booklet to “10S.” Place the parent figure and child figure side by side on the same circles used for “waiting”. Place a figure that is the opposite sex of the parent on the 3rd circle and say,

A stranger walks up to [Mom or Dad] and [child’s name]. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Put the “stranger” figure back with the toys you have hidden from view. Proceed to the next task.

11. SEESAW — Turn booklet to “11SS.” Place the seesaw on the zoo board as indicated and demonstrate its movement as you say,

This is a seesaw.

Hand each participant his or her figure, as you recite the part of the instruction that pertains to him/her.

[Mom or Dad] promised [child’s name] that [he or she] could play on the seesaw but [child’s name] can’t play on it because it’s time to leave the zoo. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

12. ANIMAL NAMES — Turn booklet to “12AN.” Place child figure at the center of the zoo as indicated by a circle, give the parent his/her figure and say,

[Mom or Dad] and [child’s name] have been seeing many animals. [Child’s name] says that [he or she] has learned the names of three new animals. What does [Mom or Dad] think of that? Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

13. GIFT SHOP — Turn flipbook to “13GS.” Move the “lunch table” block from its position to the rectangle on the zoo board marked “GS” (the same rectangle used for “Race”). Place the parent and child figures on the same circles used for “waiting” and “stranger” and say,

This is a gift shop.

Place child and parent figures near the gift shop (as indicated on the zoo board) as you say,

[Child’s name] wants to buy a toy in the gift shop. [Mom or Dad] does not want to spend money on the toy. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

14. LEAVING THE ZOO — Turn booklet to “14LZ.” Hand each participant his or her figure, as you recite the part of the instruction that pertains to him/her.

[Child’s name] wants to stay at the zoo. [Mom or Dad] wants to leave. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Proceed to the next task.

15. LOST TOY — Turn booklet to “15LT.” Place parent and child figures on the table, just off of the zoo board (at the corner nearest High Rock), with the figures’ backs to the camera and say,

You have both left the zoo. [Child’s name] lost a toy at the zoo and wants to go back for it. Play out what happens together.

Start timing. If either of the participants end the play prior to 90 seconds, say

Play out what happens next.

After 90 seconds say,

Okay, [pass me the figures . . .].

Put flipbook away. Proceed to the next task.

3. CLEAR-UP TASK

TIME: 90 SECONDS.

Make sure the flipbook is off the table (as if the assessment is over). Place the empty toy bucket and lid on the zoo board; put the two figures in it as you say,

We’re done making the movie of your pretend trip to the zoo. Next, we’re going to watch the movie. Would you mind putting the toys away while I get the next part ready? I’ll be back in a minute.

Unobtrusively start timing. Leave the room. Return to the room and interrupt dyad after 90 seconds.

Turn to the next page for further instructions.

4. INQUIRY**TIME: APPROXIMATELY 30 MINUTES****DIRECTIONS**

Say to child,

[Child's name], I'd like to show you some of the movie and ask you some questions.**We're going to show you the movie while your [Mom or Dad] fills out some forms in the next room. Later, we'll ask your [Mom or Dad] to watch the movie, and ask [her or him] some questions too.**

After the parent leaves the room, cue the video to the beginning of the chosen scenario. (The "beginning" is defined as the first word that the Examiner says to set up the scene.) Record the DVD's index number on your Inquiry Log as #1. Make sure you and the child wear microphones.

Say to the child,

I'm going to play part of the movie for you now. When I stop it, I'll ask you some questions about that part.

Play the video. Start the stopwatch when you normally would if it were a real administration of that scene (after the Examiner completes the instructions). Remain near the DVD player, but be as unobtrusive as possible. Pause (freeze) the video after 45" have elapsed, unless the parent or child is in the middle of a sentence. In that case, pause the video as soon as the sentence is completed. Record the index number on your Inquiry Log as #2. Return to your seat. Ask,

1. What was happening during that one?

Pause briefly to look at and point to the picture on the TV monitor as you ask,

2. What were you doing right then?**3. What were you thinking right then?****4. What were you feeling right then?****5. What did you want from your [Mom or Dad] right then?**

Pause briefly to look at and point to the picture on the TV monitor as you ask,

6. OK, now look at your [Mom or Dad], what was [she or he] doing right then?**7. What was your [Mom or Dad] thinking right then?****8. What was your [Mom or Dad] feeling right then?****9. What did your [Mom or Dad] want from you right then?**

After the child has answered the questions say,

I'm going to show you one more part of your movie. And, just like last time, when I stop it, I'll ask you questions about that part of the movie.

Cue the video to the beginning of the other chosen scenario in the manner described above. Make sure to note the beginning index number on your Inquiry Log as #3. Play at least 45" of video, pause at the end of the sentence, and record the new index number as #4. Take your seat.

Continue with the Child Inquiry by repeating all 9 questions in the manner described above.

After completing the Child Inquiry, remove microphones and say

Good job! Let's go get your [Mom or Dad].

Let the parent and child greet one another.

Say to parent,

I'd like to ask [child's name] if [he'd or she'd] like to play with [assistant's name] in the other room for a few minutes. While they're playing, we'll look at the video and I'll ask you a few questions.

Return to the examining room with the parent. Make sure you and the parent are wearing microphones. Refer to your Inquiry Log. Rewind the video to Index #1 as you say,

I'm going to play part of the movie for you now. When I stop it, I'll ask you some questions about that part.

Play the video. Remain near the DVD player, but be as unobtrusive as possible. Pause (freeze) the video when it reaches Index #2. Return to your seat. Ask,

1. What was happening during that one?

Pause briefly to look at and point to the picture on the TV monitor as you ask,

2. What were you doing right then?

3. What were you thinking right then?

4. What were you feeling right then?

5. What did you want from [child's name] right then?

Pause briefly to look at and point to the picture on the TV monitor as you ask,

6. OK, now look at [child's name], what was [she or he] doing right then?

7. What was [child's name] thinking right then?

8. What was [child's name] feeling right then?

9. What did [child's name] want from you right then?

After the parent has answered the questions say,

I'm going to show you one more part of the video. Again, when I stop it, I'll ask you questions about it.

Cue the video to Index #3. Play the video. Pause (freeze) the video at Index #4. Return to your seat.

Continue with the Parent Inquiry by repeating all 9 questions in the manner described above.

After completing the Parent Inquiry, say

OK, that's all the questions I have. Let's go see how [child's name] is doing.

DESCRIPTION OF MATERIALS

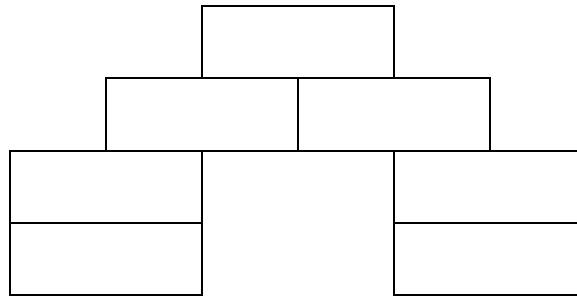
For detailed instructions regarding the preparation and assembly of materials, please visit <http://facstaff.undy.edu/~rholigrocki/Hardware.htm> or contact Dr. Richard Holigrocki or Dr. Patricia Kaminski.

Item	Description	Size (cm)
1 zoo board	matte board with markings indicating toy placement	71 x 56
1 booklet	spiral bound booklet with 17 cards labeled FP, BZ, 1A, 2R, 3T, 4FG, 5HA, 6L, 7W, 8HR, 9LC, 10S, 11SS, 12AN, 13GS, 14LZ, 15LT	6.4 x 7.6
6 human figures	3 male and 3 female multicultural figures (PVC plastic). Figures are glued to heavy washers for stability.	height: 7 to 7.5
10 animal figures	5 pairs of plastic giraffes , gorillas, hippos, tigers and zebras	giraffe (13.5 x 9), gorillas (6.25 x 5), hippos (3 x 6.5), tigers (3.5 x 7.5), zebras (7 x 8.5)
3 trees	plastic trees, one with Velcro on bottom	height: 9
10 logs	wooden, interlocking logs: 5 short, 4 medium, 1 long	short: 4, medium: 11.5, long: 19.3
3 animal pens	pens for hippos, tigers, and giraffes each constructed from four wooden logs glued together	hippo and tiger pens (11.5 x 11.5), giraffe pen (11.5 x 19.3)
10 blocks	4 small and 6 large interlocking blocks	small blocks (3.1 x 3.1 x 3.1), large blocks (6.4 x 2.5 x 3.2)
1 tunnel	tunnel is constructed from 7 large blocks.	each block (6.4 x 2.5 x 3.2)
1 starting gate	1 large block	large block (6.4 x 2.5 x 3.2)
1 seesaw	short log glued to bottom of long log split lengthwise	base 2.5, fulcrum 19.3
1 empty toy bucket and lid		bucket (h: 24 x w: 20.5)

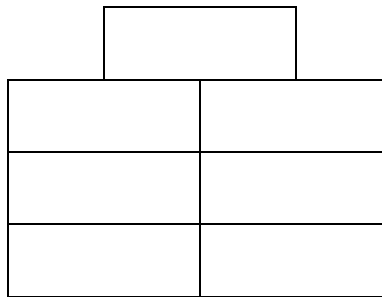
Additional Materials: Table and 3 chairs, camcorder on tripod with blank media (e.g., miniDV tape), television and DVD burner/player (or computer) for Inquiry playback, 3 lapel microphones (if needed), and a stopwatch.

Figure 1. Examiner-Assembled Structures

Tunnel



High Rock



Both structures use the 7 large blocks