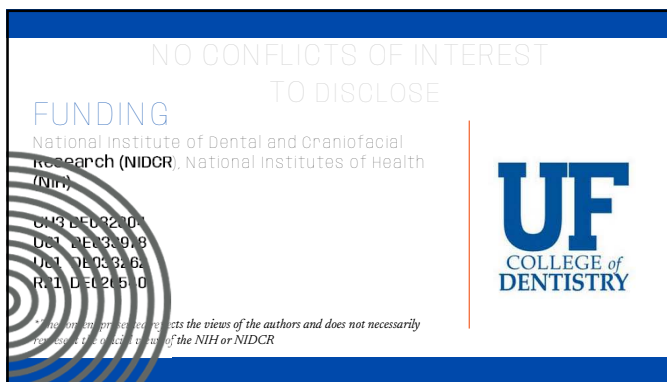




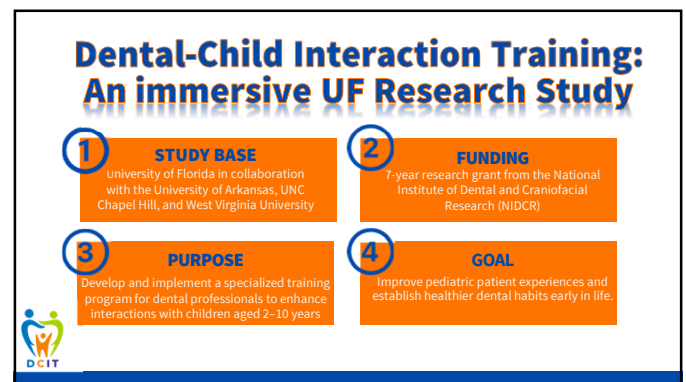
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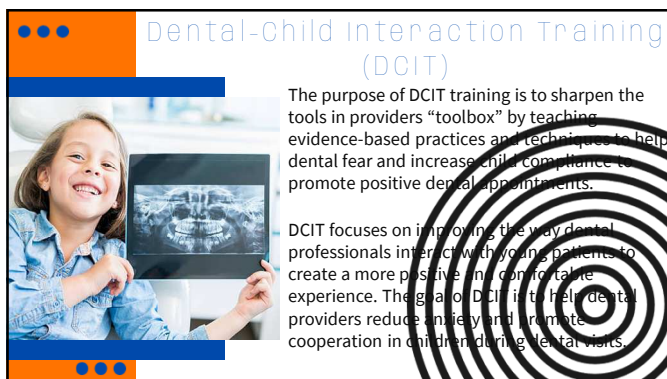
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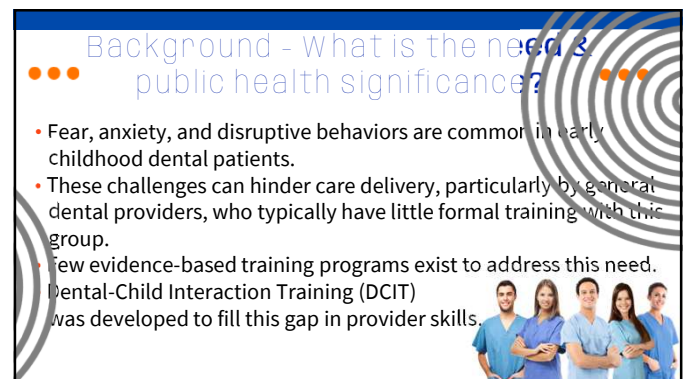
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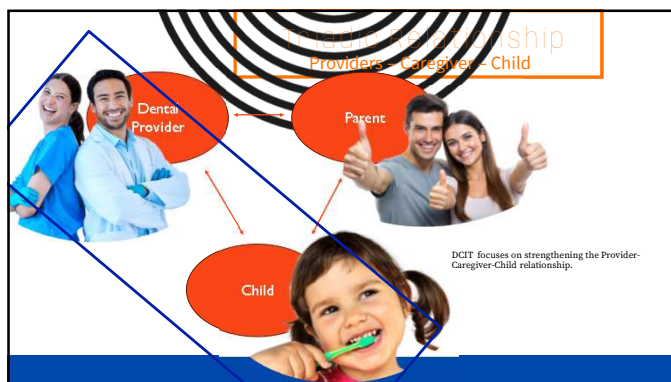
Objectives

Enhancing Communication & Behavior Management in Pediatric Dental Care; Promoting Positive Interactions with Young Dental Patients

- 1 Discuss the public health significance of general dental providers having interactional skills to work effectively and positively with young children.
- 2 Describe an interactive, skills-based training program available to dentists, dental hygienists, dental assistants, and other dental professionals to learn specific positive skills in working with young children.
- 3 Identify "gold standard" interactional skills for developing rapport and increase cooperation in young children during dental visits.
- 4 Describe the evidence-based approaches proven effective in efforts for increasing child adherence and applying those to interactions with dental providers.
- 5 Explain how providing effective instructions to young children in dental settings with appropriate follow-through reinforces child attention and cooperation.




8



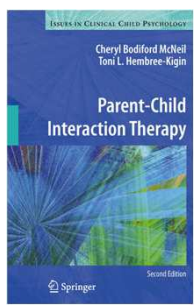
9

DCIT + PCIT = a **POWERFUL** partnership



Parent-Child Interaction Therapy (PCIT) is a structured, evidence-based therapy designed to improve the relationship between parents and their children by focusing on behavior management techniques. **PCIT** aims to enhance **positive interactions**, **reduce behavioral issues**, and **promote a strong, supportive parent-child bond**. Parents are coached in real-time while interacting with their child, learning skills such as **praise**, **reflection**, and consistent discipline.

10



Evidence-based treatment

- 40 years of research
- ↓ disruptive behavior
- ↑ child compliance

Dyadic Parent-Child Interaction Coding System (DPICS)

- Parent-child interactions
- Reliable and valid
- Codes: + and -

PCIT

11

Collaboration in Action: Transforming Care **TOGETHER**



- DCIT adapts PCIT principles for the dental setting
- Builds trust through **positive communication** and **guided participation**
- Uses **real-time behavioral coaching** and reinforcement strategies
- Supports child cooperation and reduces dental anxiety
- Improves **immediate visits** and **long-term oral health outcomes**

12

PRIDE Skills in PCIT

Strengthen the parent-child relationship by fostering positive interactions, improving communication, and promoting emotional regulation.

These skills create a supportive and engaging environment where children feel heard, valued, and motivated to develop appropriate behaviors.

P Praise

R Reflect

I Imitate

D Describe

E Enthusiasm/Enjoy

13

The Avoid Skills



Questions

- Avoid rapid fire questioning
- Give 5 seconds for child to respond
- Reflect child's response when they do respond

Rapid Fire Commands

- Provide 5 seconds for child to respond
- Provide a labeled praise for following directions

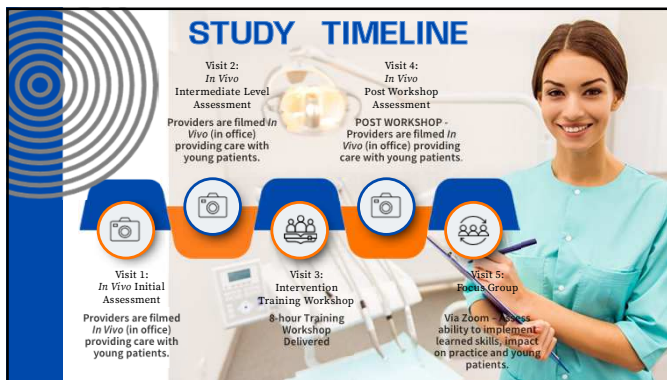
Criticism-Negative Talk

- Avoid words **"no, don't, stop, quit, not"**
- Tell child what **TO DO** rather than what **NOT TO DO**



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STUDY TIMELINE



15

STUDY DESIGN

The design for this study is a cluster randomized clinical trial, with a two-group, parallel, waitlist control intervention

Population	264 dental providers and 1,320 child-parent pairs (children ages 2-10 and their accompanying parent/caregiver) in Arkansas, Florida, North Carolina, West Virginia & their immediately contiguous states.
Stage of Intervention Development	Stage III efficacy study with practicing dental providers.
Description of Intervention	A skill- and practice-based workshop designed to enhance interactional skills between dental providers and their child patients.
Study Duration	60 months
Subject Participation Duration	- Dental providers: 9-15 months - Child-parent/caregiver pairs: 1.5 hours
Estimated Time to Complete Enrollment	42 months

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CAN YOU SPOT THE CAMERA?



17



18

Training Workshop

One day training workshop will include:

8 FREE CERP CERTIFIED CEU CREDITS!

- ▶ Pre-and-post workshop assessments
- ▶ Building specialized skills to effectively work with children and parents
- ▶ Review filmed segments demonstrating excellence in DCIT skills
- ▶ Practice session with “simulated child patients” that offer direct guidance and coaching
- ▶ Continental breakfast, lunch, and refreshments



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Training Workshop

- A pre and post DCIT skills knowledge assessment of the specific behavioral skills that will be presented throughout the training
- Assessments to demonstrate and practice the learned DCIT skills with simulated child patients
- A measure to evaluate the acceptability, understanding, feasibility, and sustainability (factors contributing to their willingness and ability to implement the learned skills into their dental practices)



20

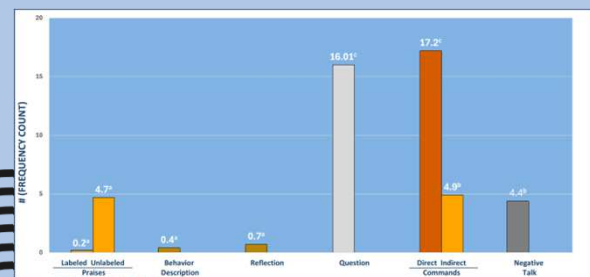
Foundational Assessment of Current Approaches being used in dental care for young children (R21)

- 3 states
- 11 practice settings
- 53 dental providers (dentists, hygienists, assistants)
- 140 filmed dental encounters with children aged 1-6
- Coded with the D-DPICS (Dental – Dyadic Parent-Child Interaction Coding System)



21

Provider verbalizations (M = 9.0 minutes)



22

Preliminary Assessment of the Impact of DCIT on Dental Providers' Knowledge of skills

- One day (8 hour) experiential, skills-based pilot workshop (UG3) with CE
- 9 dental providers (dentists, dental hygienists, dental assistants)
- Knowledge test
 - 10 text-based items (multiple choice)
 - 5 video-based items (multiple choice)



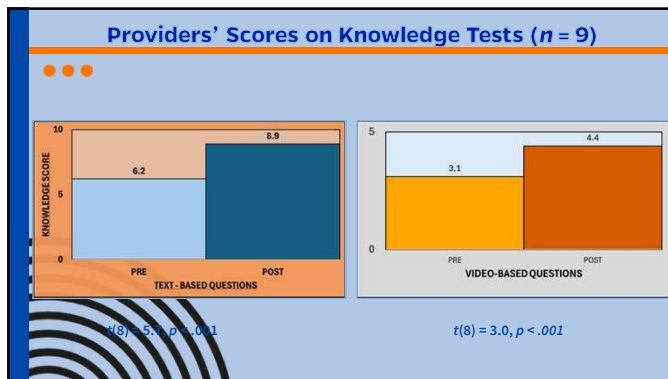
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Workshop Description

- Delivered a single 8-hour workshop to general dental providers.
- Training included:
 - Interactive didactics
 - Role-play exercises
 - Rehearsal using simulated pediatric patients
- Knowledge assessment (pre/post):
 - 10-item multiple-choice test
 - Film-based scenario assessment (scored 0–100)
- Satisfaction & utility measured using:
 - Usage Rating Profile–Intervention (Revised; URP-IR)



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CONCLUSIONS:

- Providers underutilize the most powerful gold standard skills (e.g., labeled praise, reflection) but do use positive but less impactful skills (i.e., unlabeled praise)
- Questions and negative talk are over-used by providers, particularly in terms of their proportion or ratio to gold standard skills
- There is preliminary evidence for the efficacy a one-day immersive and interactive workshop for dental providers to increase their knowledge of gold standard skills
- Dental-Child Interaction Training (DCIT) offers promise for enhancing child dental appointments, giving dentists, hygienists, and other providers an additional set of skills for their "toolkit"

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REMEMBER

It's not always
WHAT we say
But rather,
HOW we say it.

27

THANK YOU

West Virginia University
SCHOOL OF DENTISTRY

BridgeValley
SCHOOL OF DENTAL HYGIENE

Marshall Health
COMMUNITY Oral Health Team

ORAL HEALTH
PROGRAM

WEST VIRGINIA
ORAL HEALTH COALITION
Healthy smiles for all!

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