

S.E.L.F.-REGULATION LAB

NEWSLETTER

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Outline

Meet our newest lab members

Latest Research News

- Callous/Unemotional Behaviors Paper
- Postpartum Depression Paper
- Child Interventions Book Chapter

PCIT Training

SELF Regulation Lab Enrichment Fund



Message from our director

Hello families!

We hope you have had a strong start to the new academic year. As the new school year continues, we want to provide an update about what the S.E.L.F.-Regulation Lab has been up to.

This last summer, we completed our 15th year of the Summer Treatment Program for PreK and Kindergarten. Recruitment for STP PreK 2025 will begin in January. During the school year, we are still providing services to families through Parent-Child Interaction Therapy (PCIT).

We have also completed both of our NIH-funded grants (AHEAD and Nutrition). Thank you to everyone who participated! We are also happy to announce that doctoral student Melissa Hernandez was awarded a Dissertation Grant through the National Institute of Mental Health where she will be looking at the development of callous-unemotional behaviors and the role of parent emotion language.

The S.E.L.F.-Regulation Lab loves to hear from our families. Please keep us updated on what you've been up to! With your permission, we would like to highlight the amazing things our families are up to on our lab Instagram page. You can contact us via email, phone, or Instagram direct messages with your children's amazing accomplishments.

We wish you all continued success during this school year!

Dr. Paulo Graziano
Director of the S.E.L.F.-Regulation Lab

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MEET OUR NEW DOCTORAL STUDENTS



Leanett Reinoso

Education: Bachelors of Science in Psychology, Florida International University

Hometown: Miami, Florida

Research Interests: Examining how community factors influence mental and physical health outcomes in children with and without ADHD

Fun Fact: I enjoy baking and spending times outdoors

Maggie Johansson

Education: Bachelors of Science in Psychology, University of Washington

Hometown: Seattle, Washington

Research Interests: Executive functioning and mechanisms of change in children with ADHD, risk and response to adversity

Fun Fact: I've been skiing since I was 2 years old



Eva Goldhagen

Education: Masters of Arts in Psychology, American University; Bachelors of Science in Psychology, University of Florida

Hometown: Jacksonville, Florida

Research Interests: Examining emotion dysregulation as a transdiagnostic factor in young children with disruptive behavior disorders

Fun Fact: I love to bake bread and read novels



LATEST RESEARCH NEWS

Dr. Graziano and fifth-year doctoral student Melissa Hernandez's paper was recently accepted for publication in the Evidence-Based Practice in Child & Adolescent Mental Health Journal.

Examining Change in Callous-Unemotional Behaviors in Young Children with Attention-deficit/hyperactivity disorder (ADHD) and Comorbid Disruptive Behavior Disorders: Impact of the Summer Treatment Program for Pre-Kindergarteners (STP-PreK)

Research Question:

Does the STP-PreK reduce callous-unemotional (CU) behaviors in young children with ADHD and comorbid disruptive behavior disorders (DBD) compared to typically developing (TD) children?

Key Terms:

Callous-unemotional behaviors: a persistent pattern of behavior reflecting a disregard for others (e.g., a lack of empathy and guilt).

Method:

Parents and teachers completed surveys regarding children's CU behaviors at baseline, 6-months, and 1-year follow-up. Only children with ADHD participated in the 7- or 8-week STP, and their parents completed the 8-week School Readiness Parenting Program (SRPP).

Results:

- Children with ADHD+DBD had the highest CU scores, followed by those with ADHD Only, and then TD children.
- According to teacher reports, both ADHD groups showed significant reductions in CU behaviors over time.
- Children with ADHD Only no longer had significantly higher CU scores than their TD peers, while children with ADHD+DBD continued to show elevated CU scores.

Take-Away:

The STP-PreK appears to be helpful in reducing CU behaviors in children with ADHD, particularly during the critical transition to kindergarten or first grade. Early intervention targeting CU traits may enhance treatment outcomes and support better long-term social-emotional development.



LATEST RESEARCH NEWS

Dr. Graziano's and fourth-year doctoral student Maddy Curzon's paper was recently published in the Archives of Women's Mental Health.

“Initial Promise of Child-Parent Psychotherapy in reducing Postpartum Depression among mothers experiencing homelessness: a feasibility and pilot study”

Research Questions:

- Can abbreviated Child-Parent Psychotherapy (CPP) be implemented within a shelter setting?
- Can CPP help reduce postpartum depression (PPD) symptoms and parenting stress among mothers experiencing homelessness?



Method:

- Mothers with infants in a large women's shelter were recruited to participate in CPP.
- Mothers completed surveys on PPD and parenting stress prior to engagement in and following completion of CPP.
- CPP attendance, fidelity, and treatment satisfaction were tracked.



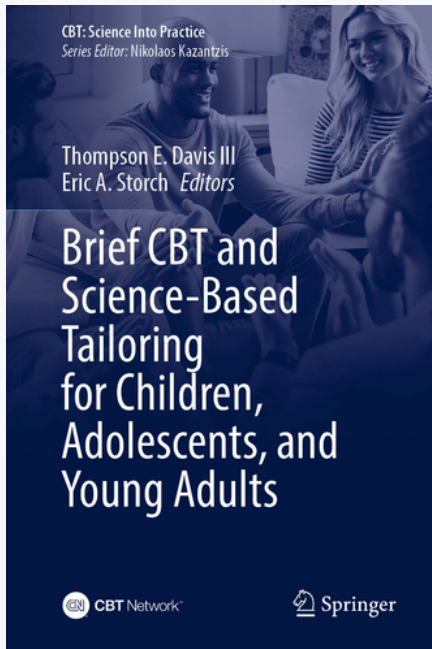
Results:

- 53.8% of mothers completed 10+ sessions prior to shelter departure
- CPP had high procedural (99%) and content fidelity (95%)
- Mothers reported high levels of treatment satisfaction (94%)
- The rate of elevated PPD symptoms reduced from 15.3% to 6.7% after engagement in CPP
- Parenting stress and PPD symptoms decreased significantly
- Reductions in parenting stress predicted reductions in PPD symptoms

Take-Away:

- Mothers experiencing homelessness are at risk for developing PPD.
- Evidence-based parent-child interventions (like CPP) can be abbreviated and successfully implemented in shelter settings by shelter staff.
- Relationship-based interventions can help decrease parenting stress and PPD.

LATEST RESEARCH NEWS



Dr. Graziano and Melissa Hernandez contributed a book chapter on Brief and/or Intensive Parent Training in "Brief CBT and Science-Based Tailoring for Children, Adolescents, and Young Adults." Their chapter focuses on parenting interventions for children with externalizing behavior problems (EBP) such as:

- attention-deficit/hyperactivity disorder (ADHD)
- oppositional defiant disorder (ODD), and
- conduct disorder (CD).

Specifically, they highlight the benefits of using more intensive interventions (about 2 weeks), such as intensive parent-child interaction therapy (I-PCIT; Graziano et al, 2015; Graziano et al., 2020), compared to lengthier interventions that often last 3 to 4 months. Some of these benefits include:

1. Parents are exposed to and implement new techniques within a shorter period.
2. Reduce children's functional impairment more quickly.
3. Enhance family motivation given that they know that the treatment period is short and focused. This has the potential to increase participant engagement and reduce dropout rates.
4. Cost effectiveness.



PCIT TRAINING

Each academic year, Dr. Graziano trains students from the Professional Counseling Program (Masters) and Clinical Science in Child & Adolescent Psychology (Doctoral) programs in Parent-Child Interaction Therapy (PCIT).



What is PCIT?

PCIT is an evidence-based treatment that targets the parent-child relationship to improve communication, bonding, and compliance while reducing parenting stress. PCIT has been adapted to be provided in traditional, abbreviated, intensive, Telehealth, and group formats.

What is PCIT training like?

Students engage in 40+ hours of training on child- and parent-directed interaction coding schemes, parent coaching, and motivational interviewing.

How long has Dr. G been training therapists in PCIT?

Dr. G has been a certified PCIT trainer since 2016 and has trained 70 graduate students and community members.

Where/when is PCIT offered?

PCIT is offered within FIU's Center for Children & Families from September through May. For more information on how to participate in PCIT at FIU, please contact the Center for Children & Families:



305-348-0477



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For more information on group PCIT trainings at schools or clinics, please contact Dr. Graziano:



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S.E.L.F.-REGULATION LAB ENRICHMENT FUND



We are grateful to have completed a successful 15th year of the Summer Treatment Program for Prekindergartners (STP PreK). With the support of The Children's Trust of Miami, the STP PreK program served 59 families and trained over 40 staff members this year. In recent years, our program has expanded to include those transitioning from Kindergarten to 1st grade as well as those transitioning from PreK to Kindergarten.

Our lab's mission is to not only provide evidence-based mental health services to the community, but it is also to evaluate and research effective interventions, share our findings with researchers across the world, and train the next generation of parents, students, and mental health professionals. If you would like to support our lab's mission and efforts, please consider donating to the S.E.L.F.-Regulation Lab Enrichment Fund.

Give HERE
it's tax deductible!