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Quality Interactions Between Professionals and Families to Enhance Child Learning

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Quality Interactions Between Professionals and Families to Enhance Child Learning

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Quality Interactions Between Professionals and Families to Enhance Child Learning

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Carol Trivette, PhD

- Associate Professor at East Tennessee State University, Johnson City, TN
- Co-chair on the development of the first DEC position statement related to child abuse
- Research interests:
  - Responsive parental interactions with their children with disabilities
  - Family-centered practices and family support
  - Development of tools and scales to support the implementation of evidence-based practices with fidelity
Enhancing Parent and Child Interactions
What we know

- Young children learn through the interactions they have within their environments. These interactions include all of the people who support them (parents, family members, interventionists, therapists, childcare providers, and other practitioners).

What we want to know

- What are the types of adult-child interactions needed to have a lasting positive impact on the learning of their young children with disabilities?
Objectives

- We will explore:
  - How adult-child interactions promote children’s learning
  - The role of brain development and environment in the development of positive interactions between parents and children
  - Strategies for helping families understand early communication attempts of children before language is developed or in the presence of a delay or disability
  - How deployment in the military family impacts parent-child interactions
Why are adult-child interactions important?

- Because they have a positive impact on children’s development and social-emotional development.
Rowe (2012) found that for children 30-42 months of age, sophisticated adult vocabulary and use of decontextualized (i.e., abstract rather than concrete) language were predictive of language skills over and above amount of parent talk.

However, for younger children (18 months), the amount of talk was the strongest predictor.
Even More Research....

- Walker, Greenwood, Hart, & Carta (1994) studied low SES parenting (18 and 36 months) with 32 parents and children. The amount and quality of language input prior to school were:
  - moderately predictive of general verbal ability
  - strongly predictive of receptive and spoken language
  - strongly predictive of academic achievement assessed on standardized tests at school
Brain Science and Language Development

https://www.youtube.com/watch?v=LNHBMFCzznE
How might the information from the video clip be helpful to you in your work?
Brain and Language

- Early Brain development and plasticity of the brain
- Three models of language development
  - Behavior
  - Nativism
  - Interactional
- How the interactional model works for young children with disability
Early Communication & Language Behavior

- Babbling
  - No meaning but we need to make meaning of this
- Non-verbal behavior
  - Crying, gestures, use of sounds to convey intentions
- Verbal sounds
  - Early pseudo-conversations
- One and two word phrases and sentences
What about dual language development?

- Children generally go through the same developmental sequence.
- They may go through the stages at a different pace if they are learning two languages.
- They are also building an ability that single language speakers are not – code switching.
What about dual language development?

- The development of both languages may not be at the same rate depending, in part, on how much exposure they have to both languages.

- Particularly for families of a child with disabilities, there may be concerns about language development.

TIME TO CHAT

- What are the concerns that you have heard regarding DLLs?
- What have you found to be helpful for families regarding these concerns?
Parent Interactions to Promote Early Language Development

Parent interactions with infants and early toddlers:

- Sensitive
- Responsive
- Appropriate pitch and intonation
- Always talking!!!

TIME TO CHAT

Talk about what you see happening in this interaction.
Culture Influences Interactions Between Parents and Children

- What are some views you have heard from parents of infants or toddlers about parent-child interactions that are inconsistent with what we have been talking about?
What are some views you have heard from parents of verbal preschoolers about parent-child interactions that differ from what we have been talking about?

Why do you think parents have these views?
Parents that held a more adult-centered perspective on child-rearing were:

- more likely to be directive when interacting with a child
- more likely to correct grammatical errors

By comparison, parents with more child-centered views were more responsive to what they thought the child wanted or needed
Cultural study 2007 cont.

- Book reading was naturalistically more infrequent in families coming from cultures with stronger oral traditions.

- Cultural practices can impact parent expectations of what is a child’s appropriate amount and quality of talk.
Effective Parent-Child Interactions Styles for Young Children with Disabilities

- The types of interactions we just discussed plus:
  - Using children’s interest to build interaction
  - Following child’s lead during the interaction

Image used with permission of Naomi Younggren
Parental Interactions

https://www.youtube.com/watch?v=YpgxHWLLP8I
TIME TO CHAT

- What do you see in the interaction of these two parents that is similar?
- What do you see in the interaction of these two parents that is different?
Parent Child Interaction andAttachment
There are many things that might get in the way of responsive interactions...

- List things happening with the child that might make it hard for a parent to be responsive?
- What have you done in the past when you have faced these situations to help parents learn how to respond to their child?
There are also things happening in the parent’s life that might make it hard for the parent to be responsive...

- List things happening with the parent that might make it hard for a parent to be responsive?
- What have you done in the past when you have faced these situations to help parents learn how to respond to their child?
Lack of basic and important knowledge

- Whitmarsh (2011) studied first time low-income mothers in first two years of life.
- Parents demonstrated a lack of knowledge of the importance of engaging in language interaction with their young infants.
- Mothers were unsure of the value of child-directed speech.
Lack of basic and important knowledge

- Few mothers had rationale for book-sharing and were not generally sharing books with their babies.

- Most mothers agreed that repeating sounds supported language development. The mothers were less sure about whether babies could copy speech sounds at two months.

- A recent unpublished study of mothers shows that those with more education are more like to accurately identify their and their child’s use of language.
Can we help parents change their interactions with their children?

Yes we can but we must think about how we do this.

Findings from 2 studies....
Meta-analysis - Children with Language Disabilities


- The study recommends that in successful intervention the parent should be taught to increase the use of specific forms of language (depending on the needs of the child) in enhanced social interactions on a daily basis across a full range of home and other activities.

- They also found that parent reports of change tended to agree with objective external assessments when the focus of the intervention and outcomes were more specific.
Parents Perceptions

- Research that looks at parents’ general perceptions of their and their children’s levels of communication, shows that they are not accurate compared to actual recordings such as LEAN.

- Parents over estimate their own language use and, to a lesser extent, their children’s language use. This might get in the way of their participation in language interventions.

- However, parents accuracy gets much better when asked about specific behaviors in focused interventions with practitioners and when parents and professionals are using the same measure.
Parent-Child Interactions in Military Families

According to Blasko & Murphy (2016) what influences military child and family outcomes the most, regardless of relocations or deployment per se, is the health of the parent-child interactions!
Combat Can Change Things

All images are personal photos of R. DiPietro-Wells
Technology: What is its role?

- Military families ownership and use of personal technology is comparable to the civilian population. (2012)
- “Being able to Skype was a game changer,” from a military parent. (Schuman, 2011)
- Being able to communicate is the single most important factor in coping during deployments. (DOD 2013)
- Communication is instant and by-directional.
- Deployed parents can keep up with what is happening.

Is this good or bad?

What might be the positives and negatives of the use of technology?
How to Build the Relationship During Deployment

First...

- Ensure that the deployed parent wants and can have interactions.
- Make sure the home parent understands the importance of this and wants to make it a priority.
Strategies

Then...

- Let the child hear the deployed parent’s voice.
  - Stuffed animals with pre-recorded voice boxes

- Create a light fun video of the child to send to the deployed parent.
  - Singing songs, showing new skills, telling stories, etc.

- Have child make a video message to deployed parent.
  - Give child the camera and create a video diary or journal to the deployed parent

- Read stories together.
  - Through live video hangouts or recordings
Strategies cont.

- Remind children of their connectedness to the deployed parent.
  - Both see the same moon/sun/stars
- Celebrate special occasions online together.
  - In video calls, sing happy birthday and blow out candles
- Do video calls if possible.
  - Allow the child to have one-on-one time with the deployed parent
Sensitive and responsive parent-child interactions are important for language and social-emotional development for children with and without disabilities.

Both child factors and parent factors can get in the way of positive parent-child interactions and it is our job to help with these issues.

Parents can learn to use age appropriate interaction styles.

Military families can find ways to support parent-child interactions with the deployed parent in many deployment situations.
References


Join the Conversation Online!

MFLN Family Development

MFLN Family Development @MFLNFamDev
Talk About it Tuesday: #MFLNchat

Military Families Learning Network

To subscribe to our MFLN Family Development newsletter send an email to: MFLNfamilydevelopment@gmail.com with the Subject: Subscribe
We invite MFLN Service Provider Partners to our private LinkedIn Group!

DoD
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Reserve
Guard
Cooperative Extension

https://www.linkedin.com/groups/8409844
Evaluation and CE Credit

Through the Early Intervention Training Program at the University of Illinois, providers in Illinois can receive 1.5 hours of Early Intervention credit.

Several states other than Illinois have already agreed to recognize CE units from this webinar. They are: Georgia, Kansas, Kentucky, Maryland, North Carolina, Ohio, Tennessee, Texas, and Virginia.

All participants may receive a certificate of completion from this webinar after completing an evaluation and post-test. This certificate can sometimes be used to apply for CE credits with your credentialing body if you are not an Illinois provider.
CE Credit Information

• Webinar participants who want to receive a certificate of continuing education (or just want proof of participation in the training) need to take this post-test AND evaluation:

  https://vte.co1.qualtrics.com/SE/?SID=SV_37MWEJFtGjeuVJH

• CE certificates of completion will be automatically emailed to participants upon completion of the post-test & evaluation.

  ▪ Questions/concerns surrounding CE credit certificates can be emailed to this address: MFLNFDEarlyIntervention@gmail.com

  ▪ Sometimes state/professional licensure boards recognize CE credits from other states. However, it is necessary to check with your state and/or professional boards if you need CE credits for your field.
FD Early Intervention Upcoming Event

Lunch & Learn: Quality Interactions Between Professionals and Families to Enhance Child Learning

• Date: Nov. 9, 2016

• Time: 12:30 p.m. Eastern

• Location: https://learn.extension.org/events/2876

For more information on MFLN FD Early Intervention go to: https://blogs.extension.org/militaryfamilies/family-development/
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**Resources Discussed During Webinar:**

**Articles:**


**Additional Useful Resources**


**Books:**

**Videos:**
Developmental Milestones: Baby Talk from First Sounds to First Words  
[https://www.youtube.com/watch?v=a7WAfwKi88Q](https://www.youtube.com/watch?v=a7WAfwKi88Q)
How Baby Brains Develop (Quick video explaining neuron development, synapsis, and pruning)  
[https://www.youtube.com/watch?v=R0fiu2S0_3M](https://www.youtube.com/watch?v=R0fiu2S0_3M)
Speech Therapy for Toddlers: 5 Great Tips!  
[https://www.youtube.com/watch?v=BdzlTyknaH8](https://www.youtube.com/watch?v=BdzlTyknaH8)
Theories of Language Development (Nativist, Learning, Interactional)  
[https://www.youtube.com/watch?v=8FhKgzm4Za4](https://www.youtube.com/watch?v=8FhKgzm4Za4)
Tune In: Responsiveness Interaction Style  
[https://www.youtube.com/watch?v=2WNNEQS0UYU](https://www.youtube.com/watch?v=2WNNEQS0UYU)

**Websites:**
Against All Odds: Tianna, Early Intervention, and Family Support  
How to Support Your Child’s Communication Skills  
[https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills](https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills)
Look Who’s Talking! All About Child Language Development, Child Development Institute  
[https://childdevelopmentinfo.com/child-development/language_development/](https://childdevelopmentinfo.com/child-development/language_development/)
Positive Parent-Child Relationships from The National Center on Parent, Family, and Community Engagement  
United Through Reading  