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Quality Interactions Between Professionals and Families to Enhance Child Learning

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Citation Information

Trivette, Carol M.. 2016. Quality Interactions Between Professionals and Families to Enhance Child Learning. Webinar. *Family Development: Military Families Learning Network*. <https://learn.extension.org/events/2648>

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Quality Interactions Between Professionals and Families to Enhance Child Learning

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FAMILY DEVELOPMENT

Military Families Learning Network

Quality Interactions Between Professionals and Families to Enhance Child Learning

<https://learn.extension.org/events/2648>

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This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Family Readiness Policy, U.S. Department of Defense under Award Numbers 2014-48770-22587 and 2015-48770-24368.



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Today's Presenter

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

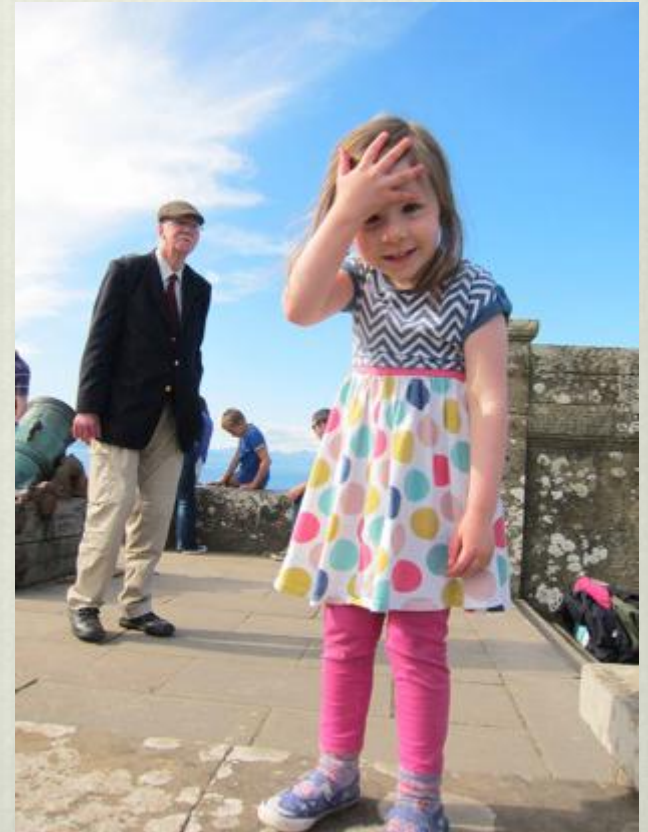
- ❖ What are the types of adult-child interactions needed to have a lasting positive impact on the learning of their young children with disabilities?

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.



Lots of Research....

- ❖ 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>

TIME TO CHAT

How might the information from the video clip be helpful to you in your work?



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Personal photo of R. DiPietro-Wells

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.



06-05-11 by Phyllis Buchanan, CC BY-SA 2.0

Culture Influences Interactions Between Parents and Children



TIME TO CHAT

- ❖ 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?



[He Who Makes My Heart Sing](#) by Tracy Lee Carroll, CC BY-NC-ND 2.0

TIME TO CHAT

- ❖ 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?

Cultural Study 2007

- ❖ Simmons & Johnston 2007
 - ❖ Indian mothers and Euro-Canadian mothers of preschoolers
 - ❖ Similar levels of education
- ❖ 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.



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[Out in the Open by Trent Kelly, CC BY-NC-ND 2.0](#)

Effective Parent-Child Interactions Styles for Young Children with Disabilities



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

Parental Interactions



<https://www.youtube.com/watch?v=YpgxHWLLP8I>



Image used with permission, Carol Trivette



[Sara sits during classroom study by EasyStand](#) [cropped], [CC BY-NC-ND 2.0](#)

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 and Attachment



Day 305 by [Makena Zavle Gadiant](#) [cropped & brightened], [CC BY-NC-ND 2.0](#)



[Title in Japanese](#) by [Toshimasa Ishibashi](#) [brightened], [CC BY 2.0](#)

There are many things that might get in the way of responsive interactions...

TIME TO CHAT

- ❖ 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?



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There are also things happening in the parent's life that might make it hard for the parent to be responsive...

TIME TO CHAT

- ❖ 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 likely 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....



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Meta-analysis - Children with Language Disabilities

- ❖ Roberts & Kaiser (2011), in a meta-analysis of 18 studies of parent-implemented language interventions for children with language disabilities, reported improvement in child overall language outcomes, expressive language, and expressive vocabulary.
- ❖ 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!

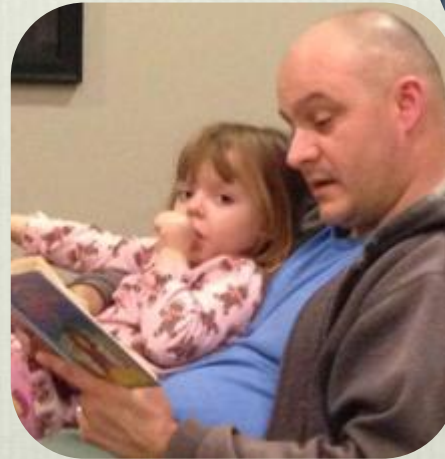
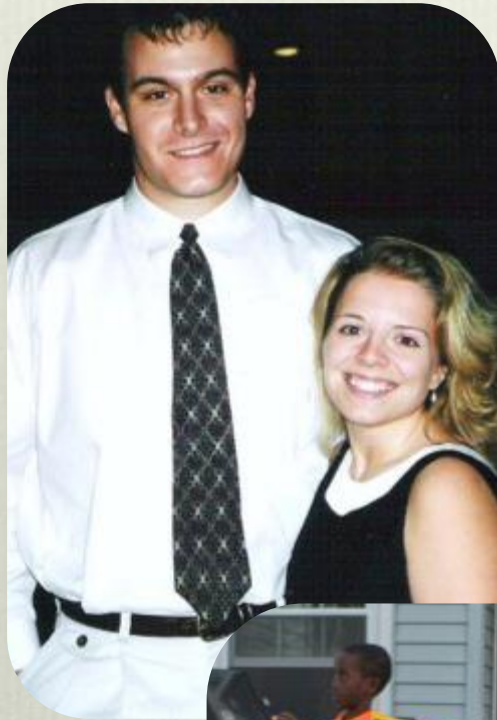


Personal photo of R. DiPietro-Wells



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Combat Can Change Things



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?



TIME TO CHAT

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.



Military Family Appreciation Month, November 2014, by Army Medicine (cropped), CC BY 2.0

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



Personal photo of R. DiPietro-Wells

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

Summary

- ❖ 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

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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:
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This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Family Readiness Policy, U.S. Department of Defense under Award Numbers 2014-48770-22587 and 2015-48770-24368.



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Quality Interactions Between Professionals and Families to Enhance Child Learning

Resources Discussed During Webinar:

Articles:

- Blasko, K. A., & Murphy, P. R. (2016). Military Parenting in the Digital Age: Existing Practices, New Possibilities. *Parenting and Children's Resilience in Military Families*, 265-282. doi:10.1007/978-3-319-12556-5_15
- Mathews-Somerville, R., & Cress, C.J. (2005). Parent perceptions of communication behaviors at formally assessed stage transitions in young children at risk for being nonspeaking. *Communication Disorders Quarterly*, 26, 164-177.
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- Whitmarsh, J. (2011). Out of the month of babes: First-time disadvantaged mothers and their perceptions of infant communication, *International Journal of Early Years Educations*, 19, 283-296

Additional Useful Resources

Articles:

- Guralnick, M. J. (2006). Family Influences on Early Development: Integrating the Science of Normative Development, Risk and Disability, and Intervention. *Blackwell Handbook of Early Childhood Development*, 44-61. doi:10.1002/9780470757703.ch3
http://depts.washington.edu/chdd/guralnick/pdfs/Family_Influences_Guralnick_Blackwell_06.pdf
- Paris, R., Acker, M. L., Ross, A. M., & DeVoe, E. R. (2011, November). When Military Parents Come Home: Building "Strong Families Strong Forces," a Home-Based Intervention for Military Families with Very Young Children. *Zero to Three*, 32(2), 36-42.

Russo, T. J., & Fallon, M. A. (2014). Coping with Stress: Supporting the Needs of Military Families and Their Children. *Early Childhood Education Journal Early Childhood Educ J*, 43(5), 407-416. doi:10.1007/s10643-014-0665-2

Books:

Dombro, A. L., Jablon, J. R., & Stetson, C. (n.d.). *Powerful interactions: How to connect with children to extend their learning*.

Keilty, B. (2010). *The early intervention guidebook for families and professionals: Partnering for success*. New York: Teachers College Press.

Klass, C. S., & Klass, C. S. (2003). *The home visitor's guidebook: Promoting optimal parent & child development*. Baltimore, MD: Paul H. Brookes.

Videos:

Developmental Milestones: Baby Talk from First Sounds to First Words

<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

Speech Therapy for Toddlers: 5 Great Tips!

<https://www.youtube.com/watch?v=BdzlTyknaH8>

Theories of Language Development (Nativist, Learning, Interactional)

<https://www.youtube.com/watch?v=8FhKgzm4Za4>

Tune In: Responsiveness Interaction Style

<https://www.youtube.com/watch?v=2WNNEQS0UYU>

Websites:

Against All Odds: Tianna, Early Intervention, and Family Support

http://www.beachcenter.org/RealStories/Documents/TiannaFS_Story_Dec07.pdf

Genishi, C. (1998). Young Children's Oral Language Development. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. <http://www.readingrockets.org/article/young-childrens-oral-language-development>

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/

Positive Parent-Child Relationships from The National Center on Parent, Family, and Community Engagement

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

United Through Reading

<http://www.unitedthroughreading.org/>