Maximizing Intervention Effects: Including Caregivers in Early Intervention

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Objectives

- State why including parents is important for early intervention
- List the steps of including parents
- Describe key elements of each of these steps

Including Parents in Intervention

- Quantity and quality of linguistic input provided by parents impacts child language development (Hart & Risley, 1995; Smith, Landry, & Swink, 2000; Tamis-LeMonda, Bornstein, & Baurwell, 2001)
- Teaching parents is cost effective (Gibbard, 2004)
- Including parents facilitates generalization to everyday contexts (Kushniruk, Woods & Goldstein, 2008)
- Parent-implemented interventions have relatively consistent effects for children with expressive language impairment (Roberts & Kaiser, 2011)
  - Children have on average 53 more words ($g = .38$)

A Cascading Intervention Model

Lack of Intervention Effects

Maximizing Intervention Effects
Maximizing Intervention Effects

- Responsiveness: Percentage of child utterances to which the adult responds
- Matched Turns: Percentage of adult turns that are in response to the child’s previous utterance
- Targets: Percentage of adult utterances that include a child language target
- Expansions: Percentage of child utterances to which the adult adds a word
- Time Delays: Number and percentage of episodes that include correctly executed steps of the nonverbal prompting hierarchy
- Prompting: Number and percentage of episodes that include correctly executed steps of the verbal prompting hierarchy

Parent Use of Strategies

- Matched Turns
- Responsiveness
- Targets
- Expansions
- Time Delays
- Prompting

Child Norm-Referenced Outcomes

- Expressive language (PLS-4)
- Receptive language (PLS-4)
- Expressive vocabulary (EOWPVT-3)
- Receptive Vocabulary (PPVT-4)

Child Norm-Referenced Gains

- Expressive language (PLS-4)
- Receptive language (PLS-4)
- Expressive vocabulary (EOWPVT-3)

Child Number of Different Words

- Treatment
- Control

Reduction of language delays

Children with scores in the average range on the PLS-4

- Control
- Intervention
Overall Parent Satisfaction

- Helped their child’s language skills: 98%
- Level of comfort using the strategies
  - Somewhat comfortable: 8%
  - Very comfortable: 92%
- Average amount of strategy use: 17 hrs (range: 2 to 77, SD=18)
- Taught the strategies to another caregiver: 98%
- Preference for intervention location
  - Clinic only: 2.5%
  - Clinic + home: 95%
  - Home only: 2.5%

Parent Satisfaction with Specific Strategies

- Parent teaching strategies parent found most helpful
  1. Practice with coaching (78%)
  2. Observing (78%)
  3. Workshops (35%)
  4. Role playing (20%)
- Language strategies parents found most effective
  1. Responding
  2. Matched turns
  3. Expansions
  4. Targets
  5. Prompting
  6. Time Delays

Parent Use of Strategies Across Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Percentage of Parents Using Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath</td>
<td>83%</td>
</tr>
<tr>
<td>Meals</td>
<td>83%</td>
</tr>
<tr>
<td>Outside Play</td>
<td>78%</td>
</tr>
<tr>
<td>Dressing</td>
<td>70%</td>
</tr>
<tr>
<td>Chores</td>
<td>70%</td>
</tr>
<tr>
<td>Outings</td>
<td>61%</td>
</tr>
<tr>
<td>Indoor Play</td>
<td>58%</td>
</tr>
</tbody>
</table>

How to Include Parents in Intervention

- Step 1: Build positive relationships
- Step 2: Teach a specific strategy
- Step 3: Model the strategy
- Step 4: Coach the parent
- Step 5: Review the strategy use/session
- Step 6: Make a plan for everyday use
- Step 7: Monitor parent and child progress

Step 1: Build positive relationships

- Conduct RBI
- Discuss expectations for therapy
- Acknowledge child and family strengths
- Solicit parents’ opinions and ideas
- Seek understanding
- Acknowledge and respond to feelings

Step 1: Teach a Strategy

- Definition of the strategy
- Rationale for the strategy
- Practice the strategy through role playing
Step 2: Model
- Therapist models the strategy and narrates when she is doing the target strategy

Step 3: Coach
- Parent practices the strategy with the child and the therapist coaches the parent
  - Praise (e.g., “great responding,” “nice waiting”)
  - Specific constructive feedback (e.g., “Next time he points to the ball I want you to point to the ball and say ‘ball.’”)

Step 4: Review
- After the practice session the therapist:
  - Asks the parent how he or she feels about the session and target strategy
    - “What did you think about today’s session?”
  - Describes how the parent used the target strategy
    - “I love how you responded every time Luke communicated, even when he pointed you gave him a word for what he was pointing to”
  - Connects parent use of the strategy with child’s communication
    - “When you expanded when Mary said ‘drive’ to ‘drive the car,’ she said ‘drive car.’ You taught her to say ‘drive car’ today!”

Step 5: Make a Plan for Everyday Use
- Choose examples of communication targets that map onto home routines.
- Refer to home routines throughout the process when teaching and practicing new skills.
- Get parent feedback about use of strategies at home.

Step 6: Monitor Parent and Child Progress
- Develop goals and criteria for parent and child behaviors
- Develop specific, easy to count measures
- Collect data
  - Your teaching
  - Parent use of strategies
  - Child progress
- Chart data with criterion lines
- Review data with parent

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