


Early Expressive Language Intervention: Parents report additional changes in their children's communication

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Cindy Earle, M.A. S-LP CCC Reg. CASLPO The Hanen Centre Toronto, Ontario	Jenelle Johnston S-LP, Curtin University Princess Margaret Hospital Perth, Western Australia	Amanda Pszczola S-LP, University of Sydney Princess Margaret Hospital Perth, Western Australia
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Disclosure – Jenelle Johnston

- **Employed as an Senior Speech Language Pathologist**
 - Princess Margaret Hospital in Perth, Western Australia
 - Certified Hanen Speech Language Pathologist
- **No other financial relationships to disclose.**

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Disclosure - Cindy Earle

- **Employed as a Program Director with The Hanen Centre**
 - development, delivery and updating resources for Target Word® – The Hanen Program® for Children who are Late Talkers
- **No other financial relationships to disclose.**

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Learner Outcomes

- Identify additional positive outcomes of an interaction based, early expressive language intervention including speech, play, behaviour, attention and parent-child relationships
- Describe how an interaction based, early expressive language intervention supports expressive language development for a wide range of children including those with complex medical histories, cleft lip and palate, feeding difficulties and vulnerable parent-child relationships.
- Identify how to use an interaction based early language intervention as a diagnostic tool.


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Agenda

- Introductions
- What Parents tell us
- Expected positive outcomes of early language intervention
 - The literature
- Additional positive outcomes of early language intervention
- The impact of early language intervention on the parent-child relationship
 - Early language intervention and infant/toddler mental health
- Diagnostic Intervention - two case studies
- Framework for identifying and supporting positive outcomes of early language intervention
- Summary
- Questions


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Matthew - 27 months

Initial Assessment - 24 mo.
 Parents - concerned not talking

- No concerns re: comprehension
- < 10 words/word approx.
- Good communicator
- Limited consonants
- Quiet
- Drooling

Recommendations/goals?



Video Clip



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The literature tells us ...

Children's communication improves when parents:

- ✓ interact more with their child
- ✓ respond to their child's attempts to communicate
- ✓ use "child-directed speech"
- ✓ emphasize important words in a sentence
- ✓ expand their child's messages


(Roberts & Kaiser, 2011)

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The literature tells us ...

Child's performance improves **and** their participation in the interaction improves:

- Increased number of communication turns
- Increased number of verbal turns
- Better communication turns
- Communicating for more reasons
- Increased initiations
- Fun interactions- for both partners with increased opportunities for language learning


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Best Practice

ASHA's four guiding principles:

- Services are family centered and culturally and linguistically responsive.
- Services are developmentally supportive and promote children's participation in their natural environments.
- Services are comprehensive, coordinated, and team based.
- Services are based on the highest quality evidence that is available

Technical Report
Roles and Responsibilities of Speech-Language Pathologists
in Early Intervention: Technical Report, 2008


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Target Word™ The Hanen Program® for Parents of Children who are Late Talkers - an early language intervention

- Caregivers are primary recipient of intervention
- Child-centred
- Developmentally appropriate
- Interaction before information
- Everyday activities and routines
- Evidence-based
- Video feedback with coaching

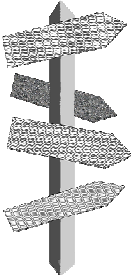
The strategies:

- Face to face
- OWL
- Follow your child's lead by
 - interpreting his messages
 - join in the play and other activities
 - balanced turns
- TARGET what you say
 - add gestures
- Use Questions and Comments to Continue the Conversation
- Expand your Child's Messages
- Expand your child's play
 - take advantage of mini routines



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How we got here



- Knowledge of Infant mental health
- Parent Testimonials and observations
- Clinician observations and data collection

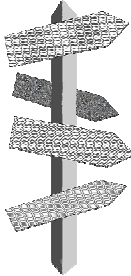
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So we started asking ourselves


- Are we sometimes too restricted in our thinking when it comes to setting goals and documenting the benefits of early expressive language intervention?
- Is there a systematic way to have parents document the additional benefits they see?
- Are there additional clinical benefits to be considered when parents and children participate in an early expressive language intervention?

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How we got here





- The importance of the parent-child relationship: Infant Mental Health (IMH)
- Parent Testimonials and observations
- Clinician observations and data collection


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What is IMH



"I wish I'd started therapy at your age."

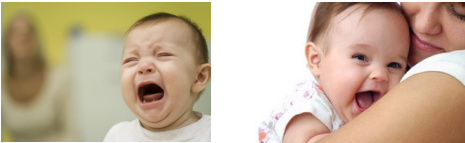



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What is IMH


"The developing capacity of the infant and young child... to experience, express and regulate emotions; form close and secure relationships; and explore the environment and learn, all in the context of cultural expectations".

(Osofsky, & Thomas, 2012)




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Early language intervention and infant/toddler mental health:
Why does IMH matter to us?





- 1 in 2 children with language deficits experience emotional & behavioural disorders (EBD) (Benner et al, 2002)
- 3 out of 4 of children formally identified with EBD experienced clinically significant language deficits (Benner et al, 2002)
- 15% of 2-5 year olds are diagnosed with a psychiatric disorder (e.g. serious emotional disturbance, anxiety disorder, depression, ADHD) (Egger & Angold, 2006)
- Mental health problems occur across any age

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An Infant Mental Health Approach

- Social and emotional development is the cornerstone of healthy development; it provides a foundation upon which all future development rests: physical growth and health, cognitive skills, and communication (Weatherston, 2013)
- Involves **relationship-based** practice




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The impact of early language intervention on the parent-child relationship

Interaction approach/relationship-based practice = supporting the emergent parent-child relationship

"young children's language development occurs in the environment of relationships" (National Scientific Council on the Developing Child, 2008)

"an early, growth-promoting environment... filled with social interactions with an attentive caregiver, prepares the architecture of the developing brain to function optimally" (National Scientific Council on the Developing Child, 2008)

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What is the Speech Language Pathologist's role in IMH?


We can help parents to...

- See their infant as an intentional being
- Recognise and value their infant's communicative attempts
- Read their infant's cues and then follow their infant's lead
- Be available and sensitive to the child's desire for interaction, join in and enjoy playful interactions with their child
- Fine tune their 'infant directed speech' to a level that is appropriate for their infant's developmental stage and to modify this speech as their infant's language skills develop



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Video feedback with coaching

The strategies:

- Face to face
- OWL
- Follow your child's lead by
 - interpreting his messages
 - join in the play and other activities
 - balanced turns
- TARGET what you say
 - add gestures
- Use Questions and Comments to Continue the Conversation
- Expand your Child's Messages
- Expand your child's play
 - take advantage of mini routines

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Infant Mental Health:

Parent emotionally available

➔

The strategies:

- Face to face
- OWL
- Follow your child's lead by
 - interpreting his messages
 - join in the play and other activities


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Infant Mental Health:
Reflective functioning →
(Slade, 2002)

The strategies:

- Video coaching
- Expand your child's messages
- Expand your child's play


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Infant Mental Health:
Emotional Regulation →

The strategies:

- Face to face
- OWL
- Follow your child's lead by interpreting his messages


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Infant Mental Health:
Child is
• a person in their own right
• contributes equally to the parent-child dyad →

The strategies:

- Follow your child's lead by join in the play and other activities
- Take advantage of mini routines

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Infant Mental Health:

Maternal mind mindedness

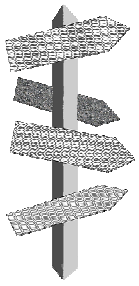
(Meins et al, 2001)

The strategies:

- Follow your child's lead by interpreting his messages
- Expand your child's messages

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How we got here



- The importance of the parent-child relationship: Infant Mental Health (IMH)
- Parent Testimonials and observations
- Clinician observations and data collection

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What did you hear Kate say?

...more than helping Matthew talk

...that talking wasn't just about using words – that it improved my relationship with my child

...that being able to talk increases a child's confidence

...how much he wanted to communicate – that being quiet wasn't his personality

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Throughout the Intervention

- Parents review and discuss the impact of their strategy use during their interactions with their child

Unit 10

APPENDIX 1

Individual Consultation Summary

Changes I saw my client communicate and interact with my child:


Changes I saw my child:

Today's date	Today's Session	Today's Session	Today's Session	Today's Session	Today's Session	Today's Session	Today's Session
			INTERVIEW				

The hardest thing for me to remember is

During _____ (time) _____ I will try to focus on the message:

Some things that will help me remember to use these strategies are:



Today, my client's communication goal is:

☐ letter ☐ number ☐ single word ☐ combinations

Throughout the Intervention

- Parents review and discuss the impact of their strategy use during their interactions with their child
- Parents watch pre and post program videos of themselves interacting with their child

[illegible]

Parent Goals in Early Language Intervention

[illegible]

Responsive Communication Partner

When the child initiates and the parent responds by interpreting it creates an opportunity for the child to imitate/take another turn

At the completion of the intervention

Parents say:

Their children:

- ✓ are talking more
- ✓ have improved play skills
- ✓ are less frustrated (less concerns about behaviour)
- ✓ seem happier
- ✓ have more confidence
- ✓ have better attention/stay in interactions/with activities longer

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How we got here

- The importance of the parent-child relationship: Infant Mental Health (IMH)
- Parent Testimonials and observations
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Pre-Program - 19 months

- Frustrated vocalisations
- 2 single words
- 3 consonants /m/ /d/
- /g/
- Positive for 9 risk factors
- Suspected Motor Speech Disorder Profile

Goal- To get 'noisy'


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Target Word- A Diagnostic Tool for Suspected Motor Speech Disorder

Post-program - 21 mo

Achieved goal during Program
7 words


- 6 consonants /n/ /y/ /t/ /m/ /d/ /g/

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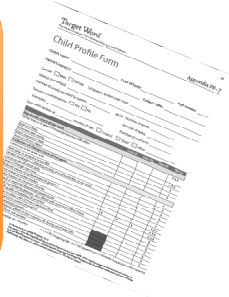
Target Word- A Diagnostic Tool for children with Cleft Lip & Palate


Children with cleft lip & palate :

- are at risk of expressive language delay
(Mitacek, 2014).
- have delayed onset and development of expressive language
(D'Antonio & Scherer, 2008)
- have delayed babbling and restricted phonetic repertoire
(Chapman et al., 2001)

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- Major aim of repair is to enable the child to produce oral consonant sounds
- The Target Word Child Profile Form, provides information about the success of palate repair. – if the child starts using oral consonants (e.g. 'b/p/d/t') this is a positive early indication that the repaired cleft palate is functioning well for speech



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The *FOCUS*

Parents **2x more likely** than clinicians to identify:


- participation restrictions related to speech impairment
- **improvement** in participation restrictions

Parent goals tend to be holistic
 "Improv[ing] a child's ability to 'participate' at home and in the community"
(Thomas-Stonell et al., 2010)

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Summary

- Responsive parent child interactions should be our first goal
- Supporting responsive parent-child interactions supports social emotional well being (IMH) *and* language development



Video Clip

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Thank you

cindy.earle@hanen.org

jenelle.johnston@health.wa.gov.au

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References

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