Teaching Parents to Be Communication Partners: The Effectiveness of Parent-Implemented Language Interventions

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Disclosure

- I have no relevant financial or nonfinancial relationship(s) within the products or services described, reviewed, evaluated or compared in this presentation.

Including Parents in Intervention

- Quantity and quality of linguistic input provided by parents impacts child language development (Hart & Risley, 1995; Smith, Landry, & Swank, 2000; Tamis-LeMonda, Bornstein, & Baumwell, 2001)
- Teaching parents is cost effective (Gibbard, 2004)
- Including parents facilitates generalization to everyday contexts (Kashinath, Woods & Goldberg, 2000)
- Parent-implemented interventions have relatively consistent effects for children with expressive language impairment (Roberts & Kaiser, 2011) – Children have on average 53 more words ($p<.00$)

A Cascading Intervention Model

- How to Teach Parents?
- Parent Teaching
- Parent Use of Strategies
- Child Language
- What to Teach Parents?
- Child Language

Maximizing Intervention Effects

- Responsiveness: Percentage of child utterances to which the adult responds
- Matched turns: Percentage of adult utterances 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

Lack of Intervention Effects

- Fidelity of Parent Teaching
  - Law et al. (1999): none
  - Oosterling et al. (2010): none
  - Carter et al. (2011): high

- Parent Use of Strategies
  - Law et al. (1999): no difference
  - Oosterling et al. (2010): no difference
  - Carter et al. (2011): no difference

- Child Outcomes
  - Law et al. (1999): no difference
  - Oosterling et al. (2010): no difference
  - Carter et al. (2011): no difference
Maximizing Intervention Effects

- Parent Teaching
  - Based on 6 adult learning strategies (Dunst & Truette, 2009).
  - Simultaneous use of different methods has the largest effect (d=1.25).
- Teach-Model-Coach-Review Parent Teaching
  - Last 10 minutes of each session
  - Discussed the session
  - Linked parent and child behaviors
  - Modeled the language support strategy
  - Re-stated the strategy, gave an example

How is This Study Different?
- Includes children with receptive and expressive language delays
- Includes systematic parent teaching procedures with ongoing fidelity checks
- Includes continuous monitoring of parent use of language support strategies
  - Parents are not taught a new skill until they have achieved mastery with previous skill

Research Questions
- Do parents in the treatment group use more language support strategies than parents in the control group?
- Do children in the treatment group have better language skills than children in the control group?
- Does intervention reduce the number of children classified as having a language impairment?

Participants
- Age
  - 24-42 months
  - Mean age of 30 months
- Race
  - 80% White
  - 18% African American
  - 2% Other
- Mother Education
  - High school only: 40%
  - Undergraduate degree: 30%
  - Graduate degree: 26%
- Cognitive Skills (Bayley Scales of Infant Development)
  - 90 (9)
  - Expressive language: 75 (8)
  - Receptive language: 75 (16)

Design
- Randomized controlled trial (NCT01975922)
  - Treatment n=45
  - Control n=43
- Children were assessed:
  - At the start of the study
  - Once a month during intervention
  - At the end of intervention (complete!)
  - 6 months after intervention (in progress)
  - 12 months after intervention (in progress)
Measures
- Preschool Language Scale – 4th Edition
- Peabody Picture Vocabulary Test – 4th Edition
- Expressive One Word Picture Vocabulary Test – 3rd Edition
- Number of different words in a 20 minute language sample
- Number of words said reported by the parent on the MacArthur Bates Communicative Inventories

Intervention
- 28 Intervention Sessions
  - 4 Workshops
  - 11 Home sessions
  - 13 Clinic sessions
- Clinic Sessions
  - 10 minutes of review of strategies
  - 15 minutes of matching the therapist play with the child and use the strategies
  - 15 minutes practicing the strategies with the child
  - 10 minutes of discussion
- Home Sessions
  - 10 minutes of review of strategies
  - 15 minutes of watching the therapist use the strategies with the child
  - 30 minutes practicing the strategies with the child during play
  - Play, 15 minutes
  - Story, 5 minutes
  - Routine of their choice, 5 minutes
  - 10 minutes of discussion

RQ1: Parent Use of Strategies

RQ2: Child Norm-Referenced Outcomes

RQ2: Child Norm-Referenced Gains

RQ2: Child Number of Different Words
RQ3: Reduction of language delays

<table>
<thead>
<tr>
<th>Children with scores in the average range on the PLS-4</th>
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<tr>
<td>Control</td>
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<tr>
<td>35%</td>
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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 (25%)
  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>
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<tr>
<th>Percentage of parents using strategies at least 50% of the time</th>
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<tr>
<td>Bath</td>
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<tr>
<td>68%</td>
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The Cost of Intervention

- Average cost of $3861
- Range of $2678 to $5653
- $70 per word

Setting the Foundation for Communication
Language Facilitation Strategies

- A set of tools to help facilitate a child’s communication growth
  - Part 1: Setting the Foundation for Communication
    - Play and Engage
    - Notice and Respond
    - Take Turns
    - Mirror and Map

  - Part 2: Modeling and Expanding Play and Communication
    - Modeling and Expanding Play
    - Modeling Language
    - Expanding Communication

  - Part 3: Using Time Delay (TD) Strategies to Promote Communication

  - Part 4: Using Prompting Strategies to Promote Practice

Strategy 1: Play and Engage

- First goal is to set up an interactive context between the adult and child.
- Communication develops on a platform of shared joint attention and engagement
  - Social interaction between child and adult
  - Play with objects
  - Joint object/partner engagement
  - Coordinated object/partner engagement (child lead)

Why Play and Engage?

- Children learn best when they are engaged and interacting with a communication partner.
  - Play helps engagement and interaction
- Children are more likely to be engaged and learn language while doing activities they enjoy.
- When the adult plays with the child at his or her level, the adult optimizes the opportunity for communication to occur.

How to Play and Engage?

- Focus on engagement with child
- Follow the child’s lead
  - Limit directions, questions
  - Focus of attention is child activity
- Choose toys that are interesting and engaging.
- Substitute undesired activities with desired activities.
- Be on the child’s level
  - Physical, play, language, engagement
- Non-Example Example

Strategy 2: Notice and Respond to All Communication

All children are communicating now

a. How?

  - Prelinguistic
    - Point
    - Show
    - Give
    - Vocalizations
  - Linguistic
    - Reach
    - Lifts arms up
    - Shakes head

b. Why?

  - Requesting
  - Commenting

Why Notice and Respond?

- Noticing and responding to all communication teaches the child that their communication is important to you.
- By acknowledging all communication and communicative attempts you reinforce the child for communicating.
- The more the child communicates, the more practice they receive and the easier communication becomes.
### Notice and Respond to Communication

- Notice and respond every time the child communicates.
- Respond by talking about what the child is doing.
- Language is most meaningful when it’s related to what the child is doing OR in response to what the child is communicating.
- **Non-example** Example

### Goal: Responding to Communication

- **Responsiveness:** you should respond to 90% or more of the child’s communication.
- **Measure:** *responsiveness*  
  - % of child communicative acts followed by an adult response (within 2 seconds).
- Use progress tracker to monitor adult and child progress.
  - Watch video and complete tracker

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### Strategy 3: Take Turns

- Take turns communicating with the child.
- Allow time for the child to communicate.
- Play a game of “communication catch”
  - Child communicates
  - Adult responds (and waits)
  - Child communicates
  - Adult responds (and waits)
- **Only** say something after the child communicates.
- **Non-example** Example

### Why Take Turns?

- It allows the child more opportunities to communicate.
  - More opportunities = more practice = growth in communication skills.
- It teaches the child how to have a conversation.
  - Child communicates
  - Adult communicates and WAITS, which signals to the child that it is his or her turn to communicate

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### Goal: Matched Turns

- Matched turns > 75% (75% of what you say should be “matched” or in response to the child’s communication).
- **Measure:** *matched turns*  
  - % of adult verbal turns that are in response to a child communication
- Use progress tracker to monitor adult and child progress.
  - Watch video and complete tracker

### Strategy 4: Mirror and Map

- **Mirroring:** adult imitates the child’s nonverbal behaviors.
- **Mapping:** adult “maps” language onto these actions, by describing these actions.
Why Use Mirroring and Mapping?

- Mirroring allows the adult to join in the interaction with the child.
- Mapping provides the child with a language rich description of the activity.
- Mirroring and mapping allows the adult to have balanced turns when the child is not communicating.
- What the adult says is more meaningful since the adult and child are doing the same action and language is “mapped” right on top of what the child is doing.

How and When to Mirror and Map?

- Use mirroring and mapping when the child is not communicating.
- First imitate the action and then label the action with words.
  - Child: {feeds baby}
  - Adult: {feeds baby} we feed the baby
- Use two sets of materials or act together on one
  - May increase engagement
  - Example 1, Example 2, Example 3, Example 4

How and When to Mirror and Map?

- Mirror (imitate) close to the child’s actions to make language more obvious.
- Avoid mirroring behaviors that are unacceptable (e.g., throwing toys, hitting).
- Balance mapping and playing (e.g., don’t over map).

Let’s Review

- Do what the child does, following his lead.
- Make statements (no questions, no directions).
- Respond when the child communicates.
- Talk about what the child is doing.
- Wait for communication.
- Only talk after the child talks.
- Mirror and map when the child is not communicating.

Language Facilitation Strategies

- A set of tools to help facilitate a child’s communication growth
  - Part 1: Setting the Foundation for Communication
    - Play and Engage
    - Notice and Respond
    - Take Turns
    - Mirror and Map
  - Part 2: Modeling and Expanding Play and Communication
    - Modeling and Expanding Play
    - Modeling Language
    - Expanding Communication
  - Part 3: Using Time Delay (TD) Strategies to Promote Communication
  - Part 4: Using Prompting Strategies to Promote Practice
Strategy 5: Model and Expand Play

1. Extend the time the child plays with a toy.
2. Expand the different actions the child does with the same toy.
3. Expand the types of different toys the child uses.

Why Teach Play?

- Linking words with engaging activities maximizes opportunities for teaching language.
- Choosing toys that are interesting keeps the child engaged.
- Expanding play activities allows more language modeling and facilitates language learning.

Play at the Child’s Level

1. Simple play
   - Rolling ball, banging drum, closing pop-up toy
2. Combination play
   - Shape into shape sorter, dump blocks out, putting cars in cups, building blocks
3. Almost symbolic play
   - Familiar actions to self and others
   - Feeding a baby, driving a car
4. Symbolic play
   - Complex combinations of play
   - Pretending there is food when there is not

Example 1  Example 2

How to Model New Play actions?

- Problem:
  - Rigid in routines or material use
- Solution:
  - Add a small change to what the child is already doing
  - Set a new toy object in sight and wait
  - Give the child a new object and wait

Example 1  Example 2  Example 3  Example 4

Modeling New Play

- Modeling new play
  - Example 1
  - Example 2
  - Example 3
  - Example 4
Using Routines in Play

- Routines are a predictable sequence that have a beginning, middle and end.
- Children learn language during small routines in play because they know what actions (and words) will come next.
- Examples
  - Scoop beans, pour beans, dump beans.
  - Person in car, drive car, get out of car
- Video

When to model new play?

- When the child is doing nothing.
- When the child is doing the same action with the same object multiple times.
- When the child is doing an undesired action with the toy (e.g., eating play-doh, hitting the baby, mouthing pretend food).
- Important to time it before child disengages from routine but not before ready for a new step.

Strategy 6: Modeling Language Targets

1. Increase the rate at which the child communicates
2. Increase the diversity of communication
3. Increase the child’s independence
   - Increase spontaneous communication
   - Decrease the dependence on adult cues

Why model language?

- Children learn language through modeling.
- Contingent modeling that is in response to a child’s communication is the most powerful form of modeling.
- Simplifying language to match the child’s language targets helps the child learn language more quickly.
  - Easier to imitate, easier to understand
  - Example 1, Example 2, Example 3, Example 4

How to model language?

- We pick targets based on the language the child is already using and what the child should learn next.
  - Language Sample
  - Parent-Child Interaction Sample
- How does the child communicate now?
  - Gestures, vocalizations
  - Single words
  - 2 words
  - 3 words

When to model new language?

- After the child communicates.
  - Respond with a language target
- When you are doing the same action or have the same object as the child.
  - Child: {drives car}.
  - Adult: {drives car} drive.
- While taking communication turns.
### Goal: Targets

- 50% of what you say should be one of the child’s targets:
- 50% should be slightly higher than the child’s current targets
  - 1-2 words above his/her level
  - All words should be teaching words (nouns, verbs, modifiers)
- Use progress tracker to monitor adult and child progress.

### Strategy 7: Expanding Communication

- An expansion is imitating what the child communicated and then adding more words.
- The most powerful expansion includes one of the child’s communication targets.

### Why expand communication?

- Expansions immediately connect the child’s communication to additional new communication.
- The more the child hears and practices language that is more complex, the better his/her language skills become.
- Expansions help the child learn new vocabulary and talk in more complex sentences.

### How to expand communication?

- When the child communicates, imitate his/her communication and add target words.
  - Child: {points to ball}.
  - Adult: {points to ball} ball.
  - Child: ball.
  - Adult: roll ball.

### Expanding Words/Vocalizations

- **Words**
  - Child: ball
  - Adult: ball rolls
- **Vocalizations referring to a specific word**
  - Child: {says “ah” and is pointing to cup}  
  - Adult: {point to cup} cup
- **Vocalizations not referring to a specific word**
  - Child: {says “ah” and is holding cow}  
  - Adult: {point to the cow} cow.

### Expanding Gestures

- **Point/reach**
  - Child: {points to/reaches for baby}  
  - Adult: {points to baby/reaches for baby} baby
- **Show**
  - Child: {hold up block}  
  - Adult: {points to block} block
- **Give**
  - Child: {gives adult car to drive}  
  - Adult: {takes the car} car
Expanding Other Modes

• Sign
  – Example
• AAC
  – Example

Goal: Expansions

• Adults should expand at least 40% of child communication.
• Use progress tracker to monitor adult and child progress.

Using Time Delay (TD) Strategies to Increase Communication

Language Facilitation Strategies

• A set of tools to help facilitate a child’s communication growth
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What are TD strategies?

• Non-verbal tasks that encourage the child to communicate with you.

TD Strategy 1: Inadequate Portions

• Providing small or inadequate portions of preferred materials.
  • Example 1
  • Example 2
TD Strategy 2: Assistance
- Creating situations in which the child needs the adult’s help.
  - Example 1
  - Example 2

TD Strategy 3: Waiting with Routine
- Setting up a routine in which the child expects certain actions and then waiting before doing the expected action.
  - Example 1
  - Example 2

TD Strategy 4: Waiting with Cue
- Using associated objects (e.g., shoe to foot) and then waiting before completing the expected action.
  - Example 1
  - Example 2

TD Strategy 5: Choice Making
- The adult holds up two objects and waits for the child to communicate about which item he/she wants.
  - Example 1
  - Example 2
  - Example 3

Why use TD strategies?
- Provide the child with more opportunities to practice communicating.
  - Increases the child’s rate of communication
- Provide you with more opportunities to reinforce and teach new language by
  - Responding
  - Expanding the child’s communication

How to use TD strategies?
1. Set up the opportunity to encourage the child to communicate by using an TD strategy.
2. Wait until the child communicates (gestures, vocalizes, says a word).
3. Expand this communication with a target.
When to use TD strategies?
- When the child is not communicating frequently.
- Some strategies work better than others for different children.
  - Use the ones that work best for the child.
  - Avoid TD strategies that frustrate the child.

TD Goal
- 80% of TD strategies used correctly (e.g., waited for communication and then labeled with a target).
- Use progress tracker to monitor adult and child progress.

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Prompting Communication

What is a prompt?
- A signal to the child to do or say something.
- There are 4 types of language prompts:
  - Time delay
  - Open questions
  - Choice questions
  - “say” prompt
- Time delay offers the least language support.

Time Delay
- An overt non-verbal cue for the child to use language.
- The adult uses an expectant look and waits for the child to verbalize before performing the expected action or giving the child a desired object.
  - Environmental arrangement strategies may be used as a time delay if used with an obvious “expectant look”
- Time delay offers the least language support.
### Open Question
- The adult asks an open question (e.g., no single correct answer).
- Open questions offer a little more support by verbally cueing the child to verbalize his requests.
- Examples: *What next? Where should the car go? Tell me what you want. What should the babies do?*

### Choice Question
- The adult asks a choice question that has no single correct answer.
- Choice questions offer even more support by including the answer in the question.
- Example: *“car or truck?”*

### Model Procedure
- The adult tells the child exactly what to say.
- The model procedure offers the most adult support because it tells the child exactly what to say.
- Example: *“Say ’car.’”*

### What to Prompt?
- The child’s communication targets:
  - Target 1: noun (e.g., cat)
  - Target 2: verb (e.g., eat)
  - Target 3: protoverb (e.g., in)
  - Target 4: request (e.g., help, again)

### Why Prompt Language?
- Gives the child an opportunity to practice communication targets during a highly motivating context.
- Gives the child functional practice and reinforcement for communication.

### How to Prompt Language?
- Wait for the child to request.
- Use an environmental arrangement strategy (time delay) to elicit a request.
  - Inadequate proportions
  - Assistance
  - Waiting as part of a routine
  - Waiting with cue
  - Sabotage
  - Choice making
How to Prompt Language: Choices

1. Use the choice TD strategy (hold up 2 items).
2. Wait for the child to respond (if no response, abandon the prompt since the child isn’t interested, but don’t give either object)
3. If the child does not use a target, say “_____ or ______”
4. If the child still doesn’t say the target, give model (“say”) up to 2 times if he doesn’t use a target.

How to Prompt Language: Open Question

1. Wait for the request or use an TD strategy (all but choice) to get a request
2. Say “Tell me what you want?” or “What do you want?”
3. Wait for the child to respond or wait 5 seconds if no response.
4. If the child does not use a target, say “say ______”
5. Give model (“say”) up to 2 times if he doesn’t use a target

How To Prompt Language?

- Stop prompting after the child says exactly what you wanted him to say.
- Give the child enough time to response (5 seconds) before giving another prompt.
- End each prompting episode by giving the child the requested object or action.
- After the child has said what you wanted him to say or you have given two model prompts
  - Expand if the child says the target
  - Repeat if the child does not say the target

When to Prompt Language?

- Only when the child is requesting and not using a target.
- Only as one of the many tools (not the only tool) of Enhanced Milieu Teaching
- Not more than 3-5 times per 15 minute session
  - Too many demands may cause the child to become frustrated.
- Discontinue prompting if the child loses interest.
**Prompting Goal**

- 80% of prompting episodes used correctly (e.g., waited for request, prompted a target, used the correct prompting order, gave object/action at the end).
- Use progress tracker to monitor adult and child progress.

**Summary: What You’ve Learned**

- A set of tools to help facilitate a child’s communication growth
  - Part 1: Setting the Foundation for Communication
    - Play and Engage
    - Notice and Respond
    - Take Turns
    - Mirror and Map
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**Parent Teaching Strategies**

**Steps to Parent Teaching**

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

**Before You Begin: Build Positive Relationships With Parents**

- Conduct RBI
  - A semi-structured interview for the purpose of selecting functional outcome goals for intervention and to establish a positive relationship with the family
- Prior to intervention openly discuss expectations for therapy.
  - Discuss unequal priorities for child goals and their own goals
  - Discuss the positive outcomes of parent teaching compared to therapist alone
  - Discuss coaching and feedback
    - What type of feedback & coaching is most helpful to parent
    - What you will be doing to monitor progress
- Develop a relationship
  - Ask parents about their experiences in each session,
  - Invite parent to evaluate child’s progress
  - View the parent as the expert on their child
  - Make plans for sessions together

**Step 1: Teach a Strategy**

- Workshops – 1 hour parent session that provides an overview of a strategy with the following format
  - Definition of the strategy
  - Rationale for the strategy
  - Video examples of the therapist using the strategy with the child and the child responding positively to the strategy
  - Practice the strategy through role playing and worksheets
Teach: Examples
- Following Lead
- Noticing and Responding
- Mirroring and Mapping
- Expansions
- Time Delay
- Prompting

Step 2: Model
- Intervention sessions – 45-60 minute sessions with the following format:
  - Quick review of strategy and collaborative plan for the session (toys, activities)
  - Therapist models the strategy and narrates when she is doing the target strategy
    - “She said ‘ball’ and then I said “roll ball” that was an expansion”

Model: Examples
- Following Lead
- Noticing and Responding
- Mirroring and Mapping
- Expansions
- Time Delay
- Prompting

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.’”)

Coach: Examples
- Following Lead
- Noticing and Responding
- Mirroring and Mapping
- Expansions
- Time Delay
- Prompting

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!”
Feedback: Examples
- Following Lead
- Noticing and Responding
- Mirroring and Mapping
- Expansions
- Time Delay
- Prompting

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: every workshop, every 4th session
  - Parent use of strategies
  - Child progress
- Chart data with criterion lines
- Review data with parent

Step 6: Ask for Parents for Feedback
- Check for understanding throughout each teaching and practice session.
- Invite parent questions and comments.
- Determine if method and style of coaching are helpful.
- Ask parents to summarize what they have learned.
- Ask parents how each session went.

Skills Needed for Parent Teaching
- Knowledge of the intervention
  - Skilled doing the intervention with children
  - Can describe fluently, give examples, answer questions
- Communication with parents
  - Ask open ended questions
  - Provide wait time for parents to answer
  - Use understandable language
  - Have generally positive, accepting and supportive affect
- Coaching and feedback skills
  - Analyze parent implementation, child responses
  - Coach to support parent in correct, effective implementation during the session
  - Give feedback that supports parent efforts and teaches skill

Skills Needed for Parent Teaching
- Ability to chart and evaluate child and parent progress using data collection tools
  - Criterion levels of parent skills
  - Collect data on parent implementation
  - Select and chart child target skills
  - Interpret data and make changes in teaching or coaching as needed
- Flexibility and creativity to improvise in home settings
  - Home routines are brief, variable and involve others
  - Parents and children are easily distracted from the teaching situation
  - Best laid plans may need revision on the spot
  - Child behavior may be more challenging at home

Skills Needed for Parent Teaching
## Parent Teaching Tools

- Teaching tools
  - Handouts and worksheets tailored to the family
  - Modeling the strategy with the child
  - Role playing with the parent
  - Showing video examples of target strategy
- Measures of your parent teaching
  - Fidelity checklists of parent teaching strategies
- Measures of parent and child progress
  - Data trackers
  - Graphs

## Summary of Parent Teaching Strategies

- Develop SLP skills necessary for parent teaching
- Develop a working relationship with each parent
- Prepare materials specific to the child and parent
  - Videos, handouts, targets, home routines
- Use effective instructional strategies to teach parents
  - Teach, model, coach, feedback
- Monitor parent and child progress and teach each skill to mastery
- Monitor your own fidelity and teaching

## Discussion and Questions

- For more information:
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