



# The Effects of a Parent-Training Program on Children with Language Disorders

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## Introduction

- Early intervention has been shown to help children with language disabilities
- Parent-training programs have been shown to provide additional education and skills to use at home (Gaines & Gaboury, 2004; Girolametto et al., 1996; Pearce et al., 1996)
- Can be used concurrently with other intervention
- May provide financial relief to families
- Greater sense of accomplishment and pride
- Skills learned can be implemented any time
- *Toddler Talk*® program (Schuber-Peterson & Cohen, 1999)
- Parent-training program
- Children between 12 months and 36 months of age
- Promotes speech and language development

## Purpose

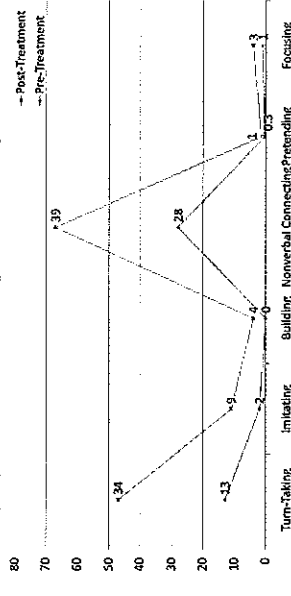
- To determine if the *Toddler Talk*® program is effective for children with language delays
- 1. Do parents of children with language disabilities between 12 and 36 months report the information they learn from the program to be beneficial to their children?
- 2. Do parents of children with language disabilities between 12 and 36 months increase their use of language facilitation techniques with their children after completing the program?
- 3. Do children with language disabilities increase their rate of communication with their parents after completing the program?

## Methodology

- **Participants**
  - 1 parent/child completed program
  - Child diagnosed with language disorder
  - Child receiving intervention
  - Age at baseline = 26 months
- **Procedures**
  - Pre-test/Post-test
  - 3 observations
  - MCDI completed by parent
  - *Toddler Talk*® Communication Skills Inventory
  - Post-test only – *Toddler Talk*® Evaluation Form
  - 6 training sessions
  - 30-60 minutes in length
  - Topics included turn-taking, imitating, building (scaffolding), nonverbal connecting, focusing

## Results

Language Facilitation Techniques Observed by Mother



MacArthur-Bates Communicative Development Inventories (MCDI): Words and Gestures (Fenson et al., 2007)

Skill	# Possible	Pre-Treatment	Post-Treatment
Early Gestures	18	18	18
Late Gestures	45	24	42
Words Understood	596	596	596
Words Produced	596	46	525
Use of Imitation	-	Yes	Yes
Use of Labeling	-	No	Yes
Phrases Understood	28	28	28

Toddler Talk® Communication Skills Inventory

(Schuber-Peterson and Cohen, 1999)

Skill	Pre-Treatment	Post-Treatment	Am't of Change
Uses Gestures	4	5	+1
Uses Sounds	3	5	+2
Uses Words	2	4	+2
Uses Short Phrases	1	4	+3
Plays with Others	4	5	+1
Uses Pretend Play	3	4	+1
Plays for at least 5 Minutes	2	4	+2
Average (mean ± SD)	2.7	4.4	+1.7

## Discussion

- Parent-training programs can be successful when implemented with families of children with language disorders
- Findings similar to previous research (Gaines & Gaboury, 2004; Girolametto et al., 1996; Pearce et al., 1996)
  - Mother reported child benefits following *Toddler Talk*®
    - Better able to understand child
    - Better able to use language facilitation techniques
    - Believed child made language gains
    - Believed program/session length were adequate
    - Believed program was presented in logical and easy-to-understand manner
  - Parent increased use of language facilitation techniques
- Child increased rate of communication as reported by parent

## Future Research

- Increased number of participants
- Group setting
- Evaluate gains of children who are and are not concurrently enrolled in other speech/language therapy

## References

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