Parent/Caregiver-Implemented Interactive Language Intervention: Introduction to the Hanen Approach

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Presentation Outline

- Why involve parents/caregivers in early language intervention?
- What do they need to learn to become effective language facilitators?
- What’s the best way of helping them learn?
- Does this approach actually work?

2 questions . . .

Side A
Why involve parents/caregivers in early language intervention?

Side B
Why involve parents/caregivers in groups?

What the experts say about involving families . . .

“Active involvement by families is critical. Without it, intervention is unlikely to be successful – any short term effects are unlikely to be long-lasting”.
Bronfenbrenner, 1974

“The earlier parents of children with disabilities are involved in intervention programs, the better the outcomes”.
Rossetti, 2001
Facilitating a Child's Communication

- Two critical components to facilitating communication
- Both need to be present in order for a child to benefit

Communication Begins with Interaction

Interaction → Language

Children who lead . . . get the language they need

The Hanen Approach is based on . . .

Social interactionist theory:

The child is able to process language input more easily when input is responsive because responsive input allows him to devote more cognitive resources to language learning.

Therefore, in a Hanen Program, parents learn to:
- encourage initiations
- respond contingently to initiations
The Hanen Approach is based on . . .

Social interactionist theory:
Simplified adult language input facilitates children’s communication development

The Hanen approach helps parents learn to use:
- shorter, less complex utterances
- slower rate of speech
- fewer utterances
- repetition
- utterances that model the child’s next step

Part C – IDEA
Congress recognized an urgent need to:
- enhance the development of infants and toddlers with disabilities;
- reduce educational costs by minimizing the need for special education through early intervention;
- enhance the capacity of families to meet their child’s needs.
- “… to the maximum extent appropriate, provide early intervention services in the natural environments” IDEA Part C Section 635 (a)

The Hanen Centre’s programs reflect:

- A family-centered orientation
- A naturalistic approach to intervention
- The parent/caregiver as the primary change agent

Major Program Strategies

First . . .

Child-Centered Strategies (increase initiations)
- Be face to face
- Observe, Wait, Listen
- Follow child’s lead
- Join in and play

OWL
Major Program Strategies

Interaction-promoting
- Match turns
- Imitate
- Cue for a turn
- Appropriate balance of questions and comments

Second . .

Language Modeling
- Interpret child’s message
- Label – variety of words
- Highlight, use repetition
- Expand
- Extend topic

And finally . . .

Questions to Answer
- What are some adult education principles?
- What are some tools we can use to address these principles?

The Challenges of Teaching Parents/Caregivers
- Various learning styles
- Various preconceived notions about coming to “class”
- Various levels of motivation, desire to change
- Various levels of self-awareness
- Various levels of ability to learn strategies
  VARIETY, VARIETY, VARIETY
The “Ideal” Facilitator

Describe your best professor ever . . .

- Well-informed and prepared?
- Encouraging/motivating?
- Flexible and open to other ideas?
- A good listener?
- Encourages discussion and self-reflection?
- Makes time for practice, trying things out?

Hanen Programs

Combination of:
- group sessions for parents/caregivers; and
- individual video feedback sessions – help parents apply strategies successfully so child can achieve her/his communication goals

Framework for Teaching Strategies

1. Plan for home
2. Provide the information – interactive, practical, relevant
3. Practice, practice practice!! (simulated and “mental”)
4. Hook the learner in – establish a reason for learning

Highlight Your Language

“Boh-lee Min-yeh Zohmp”
Highlight Your Language:  
*The 4 Ss:* 

1. **Say Less**  
   ![Image of a person with a speech bubble]  
2. **Stress**  
   ![Image of a heart]  
3. **Go Slow**  
   ![Image of a turtle]  
4. **Show**  
   ![Image of a hand with a pointing finger]  

**Repeat, Repeat, Repeat!!**

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**Let’s try it out!**

**Partner A:**
- Go get your cup so I can get you more.
- Let’s go and play bubbles, now.
- It’s time to go to sleep, Bob. Get the book.

**Partner B:**
- If your balloon gets big, it blows up.
- Oh you need me to open the play dough.
- If you want more pizza, you have to ask for it.

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**What do you think?**

- Which of the 4 S’s do you think you will focus on the most at home?
- What can you do to help yourself remember the main thing(s) you want to try?

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**To Do at Home Plan**

Highlight your Language
Video feedback

How does Elaine help Sandra increase her self-awareness?

Video feedback

What questions does Elaine use to help Sandra develop a plan?

Hanen Program for Parents

It Takes Two to Talk — for parents of preschoolers with receptive and expressive language delays.

Additional Hanen Intervention Programs

More Than Words (children with autism spectrum disorder)

Learning Language and Loving it (child care and preschool teachers)

TalkAbility (verbal children with autism spectrum disorder)

Target Word (children with expressive language delay)
Hanen Prevention Program for Families

You Make the Difference - (Parent-Child interaction Program)

Early Research on It Takes Two to Talk

includes child-centered, interaction-promoting and language-modeling strategies. Program less individualized for each child, with some focus on child goals towards end of program.

- Two randomized controlled trials
- (experimental vs delayed treatment control group)
- 20 and 32 preschool children – with pre-linguistic intentional communication to single words

Results

Mothers:
- less directive, more responsive
- more balanced turn-taking ratio
- maintained longer conversational exchanges
- improvement in family relationships
- maintained gains at 4 mo. follow up (study 2)

Children:
- took more turns, verbal and non-verbal
- increased initiations and joint attention
- more diverse vocabulary
- greater number of verbal turns

General Stimulation Model: Conclusion

- Treatment effects – primarily for children’s social communication skills
- No unequivocal increases in children’s language acquisition
What research didn’t tell us

- What specific aspects of the program help parents change their behavior?
- Why don’t children’s language skills improve if mothers use the program strategies (including lang. modeling strategies)?

Conclusions

- General stimulation model too diffuse – intervention needs to be targeted with individualized goals for child from beginning of program and should include focused stimulation (Fey, 1986)
- Parents’ use of strategies needs to be tied to child’s communication goals from very beginning of program (If I do X, it will help my child learn to Y)

Evolution of It Takes Two to Talk

Current model includes:

- focused stimulation
- parent & child goals from beginning

Focused Stimulation Version of ITTT

- Addition of focused stimulation to language modeling strategies (Fey, 1986)
- Each child assigned specific language goals (10 target words)
- Parents learn to use target words repetitively at least 5 times during each interaction, while still being responsive
- Parents learn to integrate repetition of each target word into daily, play routines and newly-created routines

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Empirical evidence for Focused Stimulation Version of ITTT

- Third randomized controlled trial
- Families with children 18 – 30 mos. with severe expressive delay (< 5th percentile on MBCDI)
- No other developmental delays

Focused Stimulation Version of ITTT

Summary of Parent Changes:
- less directive; more responsive
- language input slower, less complex
- used more focused stimulation than control group

Summary of Child Changes:
- social gains – increase joint attention and turn-taking
- had larger vocabularies and a greater variety of words
- used more multi-word sentences
- used more target words (in structured and free play situations)
- showed gains in speech sound development

Outcomes of Study on It Takes Two to Talk

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>12.0</td>
<td>13.7</td>
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<tr>
<td>Posttest</td>
<td>45.4</td>
<td>16.4</td>
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Wrap Up

- Questions???? (toby.stephan@hanen.org)
- Hanen Student Newsletter
- ITTT Subsidy Program
- Drawing for ITTT DVD & Literacy Calendar