

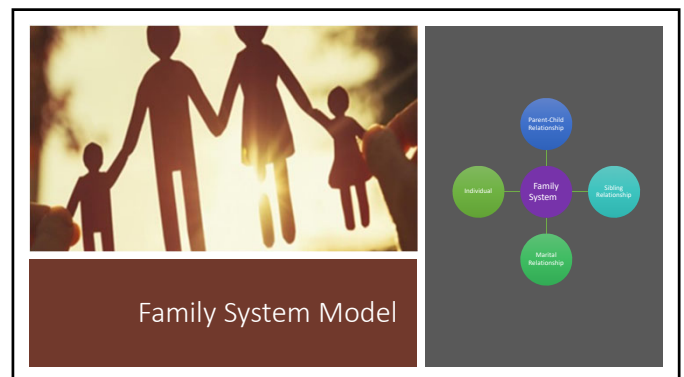
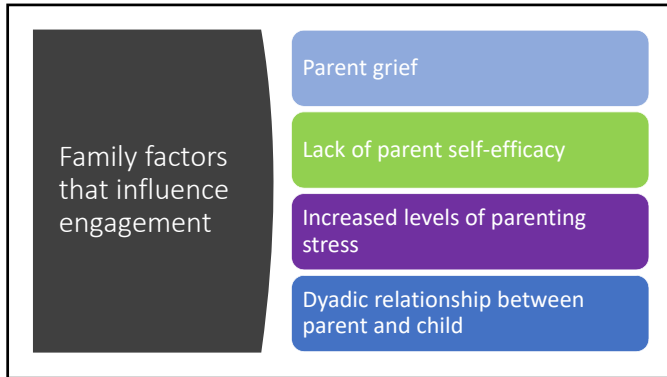


Research

- Early hearing loss identification + parental engagement = positive predictors in multiple aspects of a child's life such as language development and social competence (Ingber et al., 2010)
 - Hours involved in treatment
 - Treatment attendance
- Adherence Literature
 - Patients who are adherent are 3 times as likely to receive a positive outcome than patients who are not (DiMatteo et al., 2002)
 - More impactful for children (DiMatteo et al., 2002)
 - Good attendance at hearing aid appointment = better hearing aid use (Barker et al., 2014)





Working through Grief

- Find **meaning** by exploring
 - Provide information that will help them understand hearing loss
- How are others reacting/grieving (family, friends)
- Encourage expression of emotions (e.g., crying)
- Normalize their thoughts and feelings
- Support groups
 - Sharing words of encouragement
- Be patient. Grief takes time and all people grieve in their own ways and time.
 - Avoid saying things like, "You should be getting on with your life."
- Consult with a mental health professional

Self-esteem & Self-efficacy

- Self-esteem: how someone feels about themselves
 - May be increased by
 - Emphasizing individual responsibility
 - Respect
 - Empathy
- Self-efficacy: how confident someone feels about changing a specific behavior
 - This might vary in different situations

How can you improve self-esteem



POSITIVE SELF-TALK



STOP COMPARING
YOURSELF TO OTHERS



ATTEND SOCIAL
ACTIVITIES



EXERCISE

How can you improve self-efficacy



SET SIMPLE, ATTAINABLE
GOALS



LOOK AT THE BIGGER
PICTURE



REFRAME OBSTACLES



Positive Mental Health Habits

- Avoid guilt- You're doing a great job!
- Have confidence in your decisions
- Give credit to yourself
- Notice the positive
- Reward yourself- You deserve it!
- Schedule time to do things you love

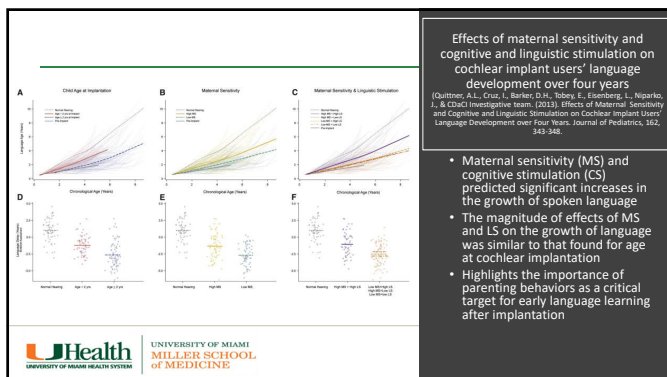


National Center for Hearing Assessment and Management
(NCHAM) Model of Family Support

Maternal Sensitivity

Maternal Sensitivity: What We Know

- Significant predictor of children's behavior, social competence, cognition, academic achievement
- NICHD Early Childcare Study: 1500 nationally representative children followed from birth to 18 year (Ipsa et al., 2004; Belsy et al., 2007; Leerkes et al., 2009)
- CDaCI study: 188 CI children & 96 controls (Quittner et al., 2013)
 - Predicted expressive and receptive language over 4 years post-implantation
 - As predictive as age at implantation



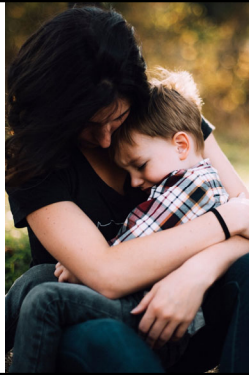
What is Maternal Sensitivity?

- Child centered
- Tuned into child's needs, moods and interests
- Shared positive affect



Stepping Forward

- Responding to your child's cues and interests
- Giving emotional support
- Changing pace when your child feels overstimulated, tired or bored



High Sensitivity



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Stepping Backward


- Taking turns
- Paying attention to your child's interests
- Allowing your child to lead play
- Acknowledge your child's perspective and desires as a part of his/her individual identity



Stepping Backward



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Staying Warm and Positive


- Speaking in a warm tone
- Smiling
- Hugging
- Touching
- Laughing with your child

Staying Warm and Positive









Cognitive Stimulation





- What is cognitive stimulation?
 - How you foster your child's mental and cognitive development
- Ways to increase cognitive stimulation
 - Encourage your child to participate in activities that facilitate learning, development and achievement

Linguistic Stimulation



- What is linguistic stimulation?
 - How you stimulate your child's language and vocabulary through every day activities and routines
- Ways to increase linguistic stimulation
 - Use a variety of language development strategies.. TALK, TALK, TALK

Language Strategies

Facilitative Language Techniques (FLTs)

- Strategies parents and therapists use to promote spoken language in deaf children
 - 1) **Lower-level** and 2) **Higher-level**
- Few studies have investigated these techniques in children with CIs (Cruz et al., 2013; DesJardin et al., 2009; DesJardin & Eisenberg, 2007)
 - **Higher-level techniques** (recast, open-ended questions) positively associated with language, phonological awareness, and reading
 - **Lower-level techniques** were negatively associated with these variables

Lower Level Strategies

- Putting into words what the child says
- Statement or phrase that signals a message has been received
- Repeat your child's utterance in whole or in part without evaluative remarks
- Label an object, toy, or picture
- Tell or direct your child to do something
- Question or phrase for which your child can only respond with one word

Higher Level Strategies

- Question or phrase child can answer using more than one word
- Parent fills in the missing parts of the child's utterances while retaining the child's meaning
- Parent repeats the child's utterance and adds new information
- A form of expansion, involving a change in mood or voice; parent changes child's utterance into a question
- Provides linguistic labels that describe the parent and/or child's activities or aspects of the environment to which the mother and/or child is attending

Identification of Effective Strategies to Promote Language in Deaf Children with Cochlear Implants



- Higher level strategies predict growth in expressive language
 - Most common higher-level strategies used were parallel talk, open-ended questions, and recast
- Word types predict growth in receptive language

High FLTs



Parent-Child Early Approaches to Raising Language Skills (PEARLS)

Funded by NIDCD R21DC016265

PEARLS

- 10 session intervention
- Focus on coaching parents on improving
 - Maternal Sensitivity
 - Facilitative Language Techniques
- Incorporated in weekly auditory-verbal therapy
- Tailored to each family and incorporates practice at home
- Available in English & Spanish

Parent-Child Early Approaches to Raising Language Skills (PEARLS)

Treatment and Implementation Manual

James C. Fagan, Ph.D.
Alexander L. Gershoff, Ph.D.
Michael J. Hoffman, M.A.

| PEARLS Session Calendar | | |
|-------------------------|---|-------------|
| Week 1 | Introduction: What is Parental Sensitivity? | Date: _____ |
| Week 2 | Language Skill: Narrating and Parallel Talk | Date: _____ |
| Week 3 | Parental Sensitivity Technique: Sensitivity and Stepping Forward | Date: _____ |
| Week 4 | Language Skill: Open-Ended Questions | Date: _____ |
| Week 5 | Parental Sensitivity Technique: Staying Warm and Positive | Date: _____ |
| Week 6 | Language Skill: Expansion | Date: _____ |
| Week 7 | Parental Sensitivity Technique: Respect for Autonomy/Stepping Back | Date: _____ |
| Week 8 | Language Skill: Recast | Date: _____ |
| Week 9 | Parental Sensitivity Technique: Therapist's Choice | Date: _____ |
| Week 10 | Parental Sensitivity Technique: Parent's Choice | Date: _____ |

Parental Sensitivity

| Parental Sensitivity Techniques | Description | Example |
|----------------------------------|--|--|
| Stepping Forward | Parent responds to the child's needs, feelings and interests. Parent engages with the child to improve his/her overall development. This technique promotes the use of vocabulary, and enhances play skills and communication. | Child is playing with blocks and mother says, "You're really good at this. Your building is so tall!" |
| Stepping Back | Parent allows the child to guide the play activity, and the parent follows the child's lead. | Child wants to play with a different toy and grandmother says, "You want to play with the ball now? Good, let's play with the ball!" |
| Staying Warm and Positive | Parent is warm and shows affection towards the child. Parent is accepting and encouraging of his/her activities. | Parent watches attentively and says, "Oh, that's great! You finished the puzzle!" |

Language Skill of the Week: Open-Ended Question

| In-Session | Stepping Forward | Stepping Back | Staying Warm and Positive |
|-----------------------|--|--|--|
| | <ul style="list-style-type: none"> Responding to child's cues and interests Giving emotional support | <ul style="list-style-type: none"> Taking turns Paying attention to child's interests Allowing the child to lead play | <ul style="list-style-type: none"> Smiling Hugging Touching |
| ISLES | | | |
| Play Session at Home | | | |
| Another Family Member | | | |

Open-Ended Question

Definition: Parent asks a question that the child may answer using more than one word.

TIP: Try not to ask a yes-no question!

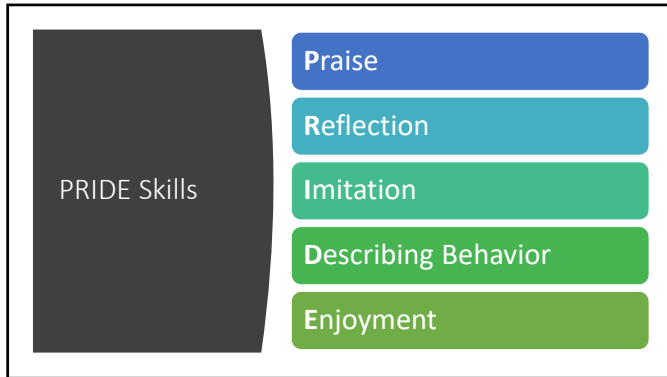
Examples of Open-Ended Questions:

- 1) While looking at a picture, parent asks, "What is happening in this picture?"
- 2) Parent asks child "What would you like to do today?"



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Increasing Parental Sensitivity



Praise

- Increases desired behavior
- Increases self esteem
- Lets the child know what you like
- Adds to warmth of the relationship
- Makes both parent and child feel good!

- I like the way you are playing so quietly!
- Excellent job keeping your hands to yourself.
- I'm proud of you for being polite.
- Your design is pretty.
- Thank you for showing me your drawing.

Galbraith, P., Nicksc-Springer, T. & O'Brien, S., 2008. Building Blocks of Behavior. University Health Care. Neurobehavioral HOME Program

Reflection

- Allows the child to direct the conversation
- Shows child you are really listening
- Demonstrates acceptance and understanding of child
- Improves child's speech
- Increases verbal communication

- Child: I made a star.
- Parent: Yes, you made a star.
- Child: I like to play with this castle.
- Parent: This is a fun castle to play with.


Galbraith, P., Nicksc-Springer, T. & O'Brien, S., 2008. Building Blocks of Behavior. University Health Care. Neurobehavioral HOME Program

Imitation

- Lets child lead
- Approves child's choice of play
- Shows child you are involved
- Teaches child how to play with others (e.g., turn taking)
- Tends to increase child's imitation of what you do

- Child: I'm putting baby to bed.
- Parent: I'll put sister to bed, too.
- Child: I'm making a sun in the sky.
- Parent: I'm going to put a sun in my picture, too.

Galbraith, P., Nicksc-Springer, T. & O'Brien, S., 2008. Building Blocks of Behavior. University Health Care. Neurobehavioral HOME Program




Describing Behavior

- Allows a child to lead
- Shows child you are interested
- Teaches concepts
- Models speech
- Holds child's attention
- Organizes child's thoughts about play

- Parent: That's a red block.
- Parent: You're making a tower.
- Parent: You drew a smiley face.
- Parent: The cowboy looks happy.

Galbraith, P., Nickisch-Springer, T. & O'Brien, S., 2008. Building Blocks of Behavior. University Health Care. Neurobehavioral HOME Program







Enjoyment

- Demonstrates interest in child
- Models appropriate positive emotions
- Supports positive statements
- Strengthens positive relationship

- Parent: WOW!
- Parent: That's great!
- Parent: That's super!

Galbraith, P., Nickisch-Springer, T. & O'Brien, S., 2008. Building Blocks of Behavior. University Health Care. Neurobehavioral HOME Program

Summary

- 
Parent-child relationship is dyadic
 You should take care of yourself to best facilitate positive relationships with your child
- 
Maternal sensitivity is predictive of quicker spoken language growth
- 
PEARLS intervention coaches families on ways to improve the parent-child relationship and use of higher-level language techniques
- 
Use PRIDE skills to increase parental sensitivity

THANK



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