

A Caregiver-Child Early Intervention Program for children with or at risk for communication problems

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Where we were....

Intervention

- Deficit approach
- Child-only focus
- Goals set by therapist
- Once a month attendance

This resulted in:

- Poor attendance
- Limited caregiver participation
- Limited progress
- Long waiting lists
- High default rate
- Dissatisfied therapists

Background

- Program started in 1999
- Over 36 series of the program conducted to date
- About 895 families have been through the program thus far



Where we moved to...

- Family focused intervention
 - Centrality of the family
 - Family strengths & resources
 - Goal: Increased participation
 - Collective empowerment



“ Focusing on family interactions, as well as on children’s skills, may have a greater effect on child development than focusing solely on the child”

Kelly & Barnard 2000



Caregiver
child program



Group
sessions



Workshops

Orientation session

- Warm-up
- Pre-questionnaire
- Expectations
- Outline of program
- Contract
- Video – “ Learning begins at home”

Caregiver concerns

- Communication:53%
- Speech:20%
- Motor difficulties:11%
- Independence:10%
- Play:7%
- Behaviour:5%

Help wanted

- How to help child communicate
- How to communicate with child
- How to understand child better
- How to play with child
- How to make others understand him better
(father)
- Improve my patience with my child

Group structure

- 4-5 children per group
- Grouped according to age
- 45min session
- Cycle 12 weeks
- Facilitators: Speech therapist & Speech therapy assistant



Format of the session

- Warm –up
- Introduce facilitation technique
- Demonstrate
- Caregivers implement
- Video caregiver-child interaction
- Discussion (positives, future changes)
- Ideas for home
- Book library

(Balton, 2004)

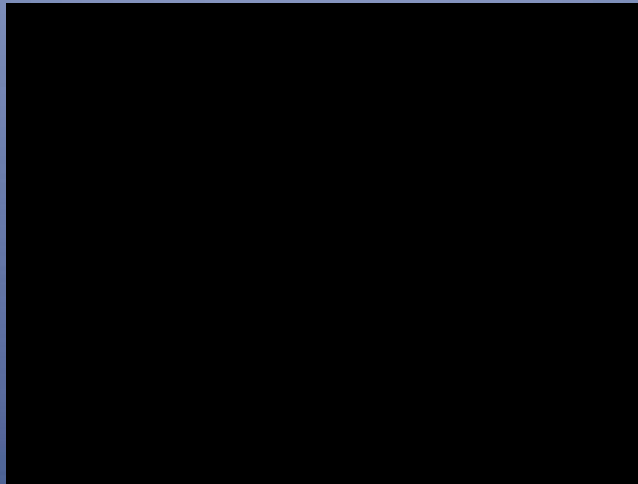
Content of program

- Allow your child to lead (OWL)
- Building your child's language (labelling objects & events, repetition, questions, imitation, self-talk, expansions,)
- Interaction checklist
- Play
- The senses
- Listening
- Routines
- Review
- Graduation

(Cooke, 1997; Lynch & Kidd, 1999; Manolson, 1992; Williams, 1999)



Play with containers





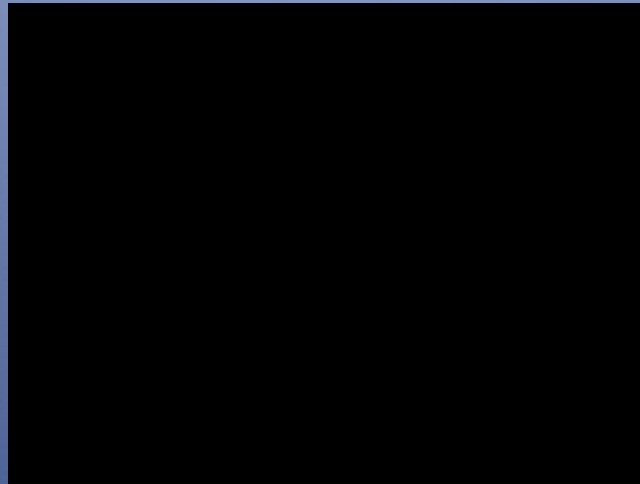
Workshops

- Communication
- Early literacy
- Self-esteem
- Play
- Having fun with movement & safety in the home
- Healthy eating & Routines
- Graduation

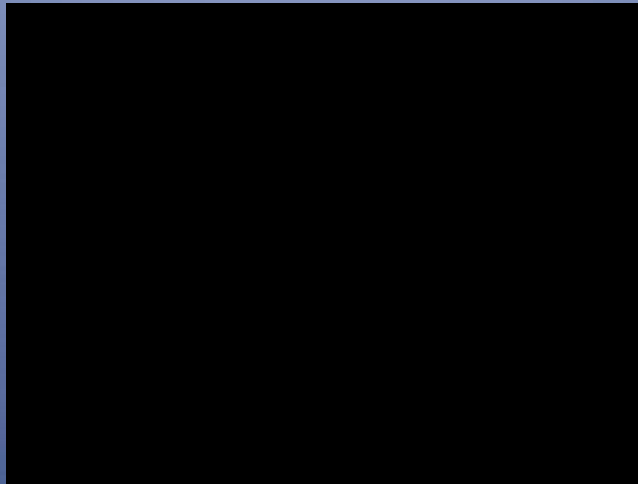
Workshop Format

- Register
- Warm-up (story chaining, “simon says” , my play memories)
- Definition of terms
- Development
- Facilitation techniques
- Role –play
- Video
- Tea-break
- Practical session
- Ideas for home
- What did I learn from coming here today?
- Hand outs & minutes of previous workshop

Early literacy workshop



Play workshop



Making toys from waste



Graduation

- Post-questionnaire
- Program review
- Toy/book competition
- Presentations
- Celebrations



THE FAIRY
 Once upon a time there was a girl called Cinderella who live with his parents. Cinderella was such a spoilt brat she had the everything. After a few years Cinderella's mom died. She was left with her father, and the maid that worked for them. After a few months Cinderella's dad had fell in love with a very evil lady called Donna. Donna had two children namely Kairn and Reddy these two were such evil children they hated the competition ^{that} they saw with Cinderella.



Books



My dad doubt about by my disability but mum knows one day I will be okay





Lessons learnt

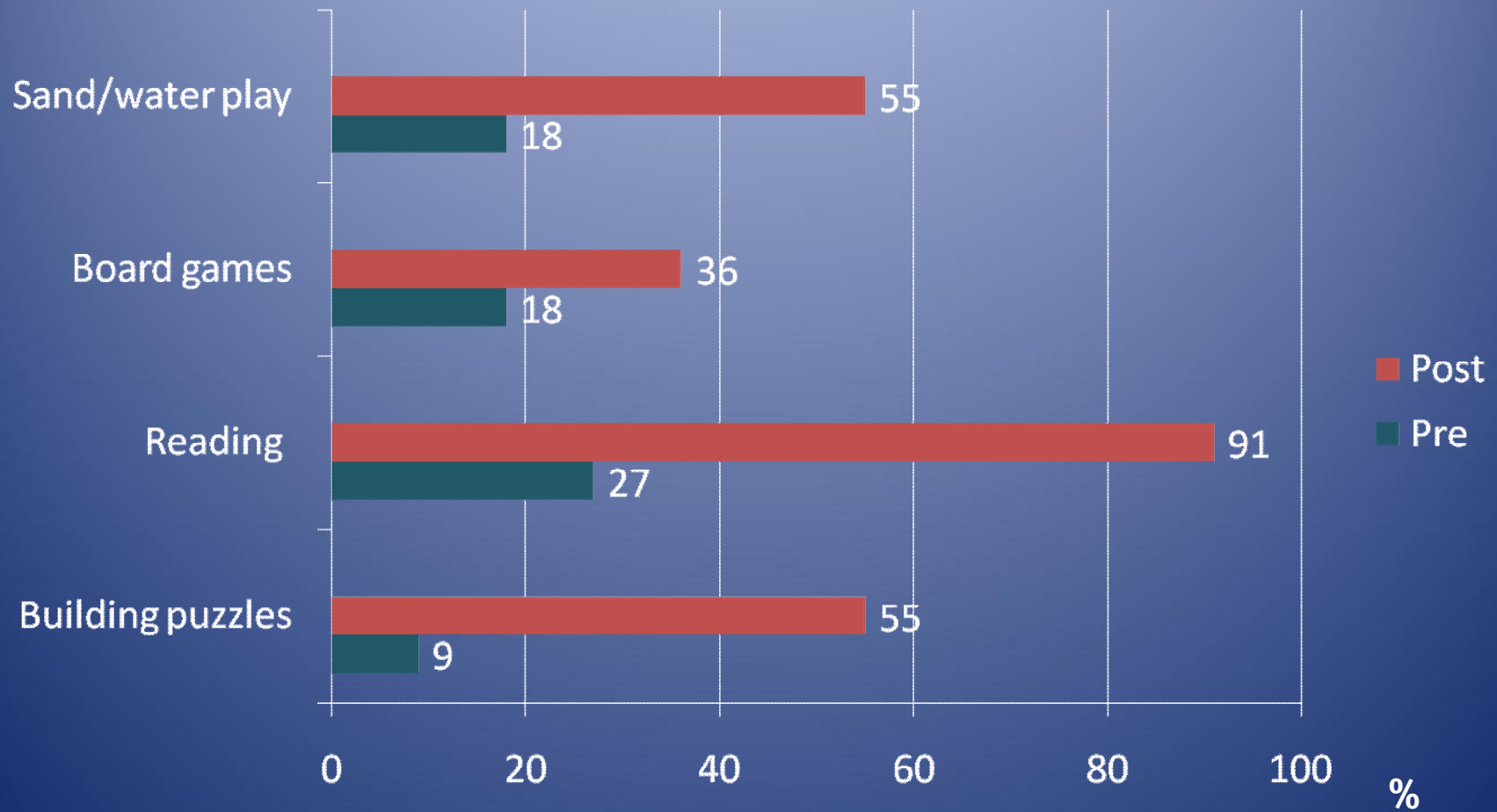
Child

- Talking more
- Sharing with other children
- Using more words
- Asking questions
- Talking more clearly
- Increased eye contact
- Increased confidence
- Playing well
- Enjoys books
- More independent
- Making choices
- Participating in routines

Caregiver

- Learnt how to communicate with child
- Improved self-esteem (caregiver & child)
- Playing with him
- Improved understanding of child
- More patient
- Accepting child
- Include the child in what I am doing
- Reading to child
- How to make toys & books
- Teaching others what I have learnt

Activities Pre/Post



From the literature...

- Parent satisfaction is an important indicator of programme success
- Clearer understanding of child's needs
- Child's development
- Knowledge & confidence in using strategies in their own home environment

Harbin, McWilliam & Gallagher 2000

In conclusion

“ By enhancing natural parenting skills and providing the conditions for families to become more competent and confident in their unique relationship with their children , conditions for optimal child development may well be created”

Kelly & Barnard, 2000

Caregiver feedback



One of our first graduates....10 years later!



References

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