



# Exploring the Use of Listening and Spoken Language Strategies in Caregiver-Child Interactions



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## Introduction

Although evidence supports the use of strategies between caregivers and their deaf and hard of hearing (DHH) children for language development in listening and spoken language (LSL), there is limited research on the use of LSL strategies with linguistically diverse DHH children. In 1979, there were approximately 3.8 million children in the United States who spoke another language at home; by 2019, over 12 million children in US spoke another language at home<sup>3</sup>. It has not been determined if LSL strategies are equitably used among families from linguistically diverse backgrounds.

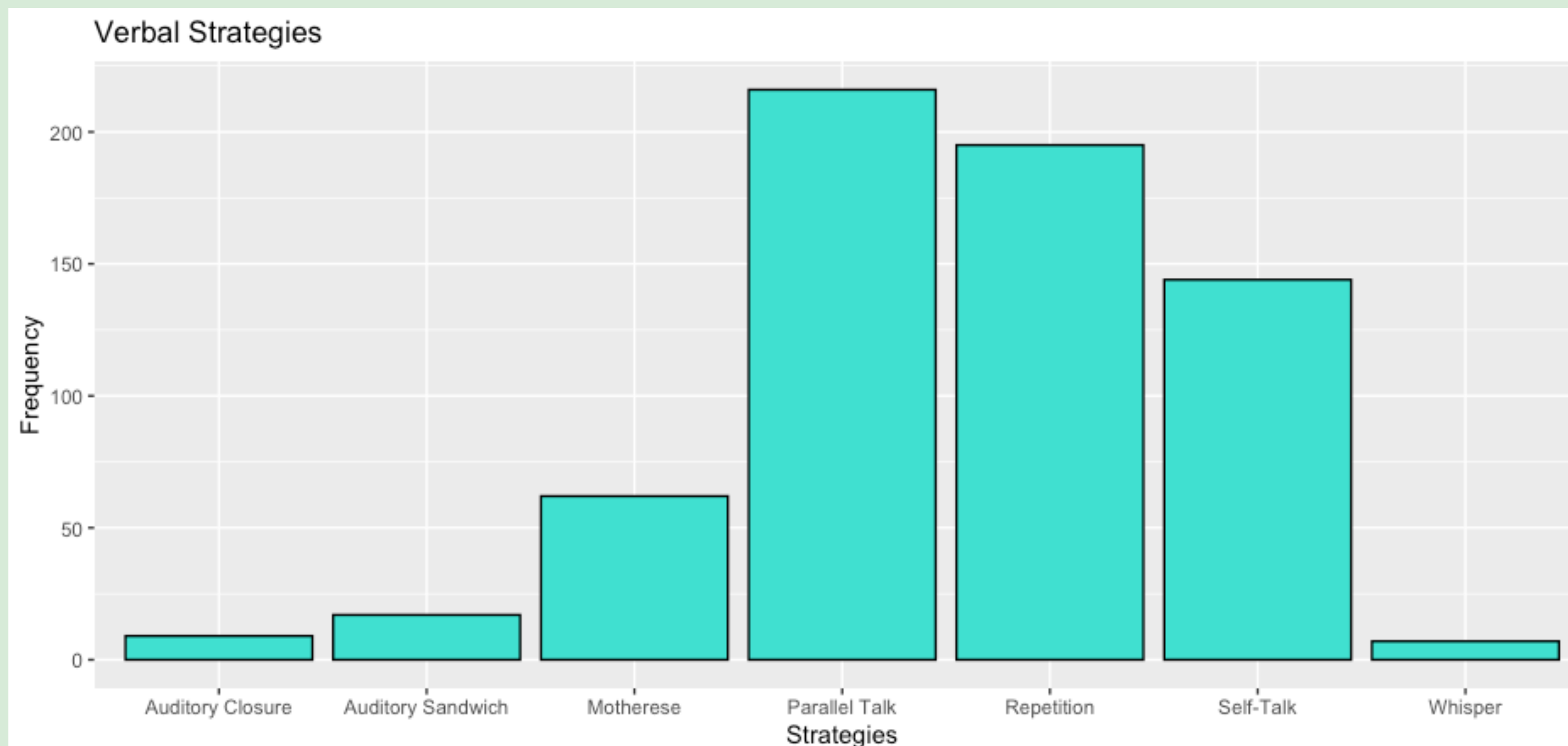
## Research Questions

- **RQ 1:** How frequently do caregivers from monolingual households and caregivers from bilingual households utilize LSL strategies with their D/HH children in recorded play interactions?
- **RQ 2:** Is there a significant difference in the number of LSL strategies used in recorded play interactions by caregivers with their DHH children from bilingual households and those from monolingual households?

## Methods

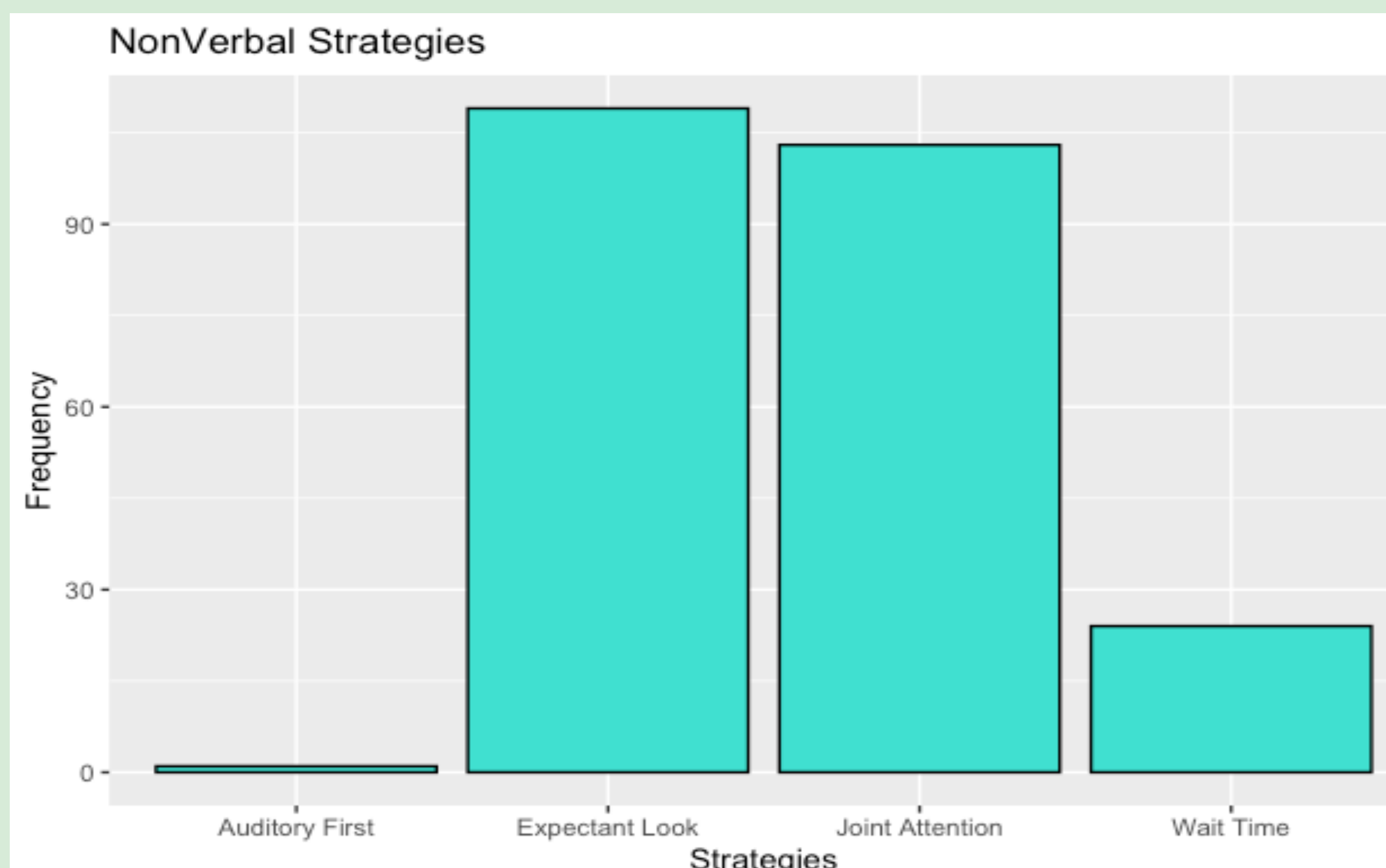
- Mixed methods analysis
- N = 12 caregiver-child dyads
  - 75% of children were HA users
  - 58.3% monolingual households
- LSL program in CA
- Video-recorded 15-min. semi-structured play interaction at school
- Coding for LSL strategy use within ELAN
- Qualitative data collected via focus groups with caregivers
- Quantitative analysis using SPSS

## Preliminary Findings



### RQ 1: Frequency of LSL strategies

- Strategies used most often:
  - Self-talk/parallel talk
  - Repetition
  - Expectant look
- Difference between three most frequently used LSL strategies:  $p = .009$
- Significant positive correlations between:
  - Expectant look and age of child ( $p = .027$ )
  - Auditory closure and wait time ( $p = .014$ )
  - Expectant look and wait time ( $p = .010$ )



### RQ 2: There was a non-significant difference between monolingual and bilingual households for all coded LSL strategies

Monolingual Households	Bilingual Households
Auditory closure	Expectant look
Auditory sandwich	Self-talk/parallel talk
Repetition	
Wait time	
Whisper	

More LSL strategies used by caregivers from monolingual households

## Caregiver Focus Group Insights

- "I do auditory first ... I say, "lets play with these blocks" or saying, "Let's play with the blocks", and see if he'll go grab the blocks before I grab the blocks myself."
- "I can already say that even just the first session, learning about wait time ... and I'm making sure I'm putting a little bit of gaps in between ... so that there's that processing time where she hears that sound and it's not mixed with another sound."
- "Just like at dinner time and be like, "Okay water, want water." Slow it down and repeat it. Have her repeat it back to me."
- "Because of his hearing loss, I talk to him more than I probably did to my first son..."

## Discussion/Future Directions

- Is there congruence between the caregiver focus group insights and the recorded caregiver-child play interaction?
- What dual-language supports are needed for professionals to encourage the use of LSL strategies in the child's primary home language?
- How does setting influence the use of LSL strategies by diverse caregivers?

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<sup>3</sup> Child and Family Statistics. (2022). Retrieved April 1, 2022, from <https://www.childstats.gov/>

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