BRINGING THE PARENT-CHILD RELATIONSHIP LENS TO OUR WORK USING THE PARENT-CHILD EARLY RELATIONAL ASSESSMENT

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Wisconsin Sound Beginnings
Today’s Agenda

- Why do parent-child relationships matter to EHDI?
- How is Wisconsin EHDI evaluating relationships between parents and their children who are deaf or hard of hearing?
- What patterns are we seeing among these parent-child relationships?
- Where do we go next?
“Understanding child-parent attachment must become a lens through which we consider all decisions that touch the lives of children. This is not a political issue. It is a universal human issue.”

Marti Erickson, 2010
Why do parent-child relationships matter to EHDI?
Newborn Hearing Screening, Detection and Intervention occur during a crucial time period of attachment and parent-child relationship development. And can impact this relationship and its development.
Communication develops in the context of primary relationships.
How is Wisconsin EHDI evaluating relationships between parents and their children who are deaf or hard of hearing?
The ERA (Parent-Child Early Relational Assessment):

- A video snapshot of a moment in the life of this parent and this child.
- Attempts to capture:
  - the child’s experience of the parent
  - parent’s experience of the child
  - the affective and behavioral characteristics that each brings to the interaction
  - the quality or tone of the relationship

Clark, R. (2010). The Parent-Child Early Relational Assessment
The ERA:

Can be used:
• to develop profiles of the parent-child relationship to focus supportive intervention efforts
• to document change in treatment outcome and program evaluation outcome studies
• in research to document the interactional patterns of high-risk groups of parent-child dyads.

Clark, R. (2010). The Parent-Child Early Relational Assessment
The ERA:

• Developed by Roseanne Clark, PhD, University of Wisconsin-Madison.
• Validated tool used in >400 programs and projects.
• Involves 5-minute video segments.
• Design facilitates the likelihood that parents and children behave as they typically do.
• 65 individual items—29 parental, 28 child and 8 dyadic.
• Each item is rated in terms of concern and strength.
• Raters go through training and reliability validation.

Clark, R. (2010). The Parent-Child Early Relational Assessment
ERAs in Wisconsin:

- Part of the Assessment of Early Intervention Outcomes project.
- 23 ERAs have been completed.
- Varied degree/configuration of hearing (including ‘deaf plus’).
- Range from 14-37 months of age.
The ERA Looks at:

- What the Parent Brings to the Relationship
- How the Parent Experiences the Child
- What the Child Brings to the Relationship
- How the Child Experiences the Parent

How the Parent-Child Are as a Dyad
What patterns are we seeing among these parent-child relationships?
Key Parent Items:

- Area of Concern
- Some Concern
- Area of Strength

Percentage of participants in each category

N=23

Quantity of Verbalizations

N=23
Key Parent Items:

- **Social Initiative**
  - Area of Concern
  - Some Concern
  - Area of Strength

Percentage of participants in each category

N=23
Key Parent Items:

- Parent's Characteristic Mood: Cheerful, Animated, Enthusiastic Mood, "Joie de Vivre"
  - N=21

- Parental Style: Resourcefulness, Creativity
  - N=23
What the Parent Brings to the Relationship

How the Parent Experiences the Child

How the Parent-Child Are as a Dyad

What the Child Brings to the Relationship

How the Child Experiences the Parent
Key Child Items:

Expressed Positive Affect

- 0%: Area of Concern
- 20%: Some Concern
- 50%: Area of Strength

N=20
Key Child Items:

- **Initiates Social Behavior**
  - N=20
  - Area of Concern
  - Some Concern
  - Area of Strength

- **Responds to Social Behavior**
  - N=18
  - Area of Concern
  - Some Concern
  - Area of Strength
Key Child Items:

- Area of Concern
- Some Concern
- Area of Strength

Communicative Competence

Percentage of participants in each category

N=20
Key Child Items:

Visual Contact

Percentage of participants in each category

- Area of Concern
- Some Concern
- Area of Strength

N=19
How the Parent-Child Are as a Dyad

What the Parent Brings to the Relationship

How the Parent Experiences the Child

What the Child Brings to the Relationship

How the Child Experiences the Parent
Key Dyad Items:

- Enthusiasm, Arousal, Joyfulness, Mutual Enjoyment, Joie de Vivre
  - Area of Concern
  - Some Concern
  - Area of Strength

N=23
Key Dyad Items:

Without reciprocity, there is no communication!

Percentage of participants in each category

Reciprocity

N=19
Emerging Findings from ERAs: Dyad Items
Where do we go next?
In Wisconsin:

Using ERAs:

- to develop profiles of the parent-child relationship to focus supportive intervention efforts
- in treatment outcome and program evaluation outcome studies
- in research to document the interactional patterns of high-risk groups of parent-child dyads
For EHDI?
Take Home Message

**Communication & Child Development**

**How the Parent-Child Are As a Dyad**

- What the Parent Brings to the Relationship
- How the Parent Experiences the Child
- What the Child Brings to the Relationship
- How the Child Experiences the Parent
Thank you!

Please Feel Free to Contact Me:

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