Accessing Rich Input: Supporting the Role of Families

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Where are we headed?

- Supporting confidence and competence
- Increasing access to input: Addressing challenges
- Increasing language richness: Upping the ante
Who has how much influence on what?

- Caregiver Confidence & Competence
  - Strengths oriented
  - Objective feedback
  - Success-owning experiments
  - Knowledge & Skills
  - Provide LRE
  - Parenting
  - Advocacy

- Professional Support
- Child Outcomes

Adapted from R. McWilliam (2010)
Building Support Systems….

- Values & Beliefs
- Parent-parent
- Joint Problem Solving & Confidence-building feedback
- Role Models
- Sounding Boards
- Readings/Web
- Professional & community Resources

Family’s Evolving Goals

Moeller, 2006
Outcomes from EI (OCHL – U of Iowa, UNC, BTNTRH)

- 12-18 months—Words and Gestures
- 19-30 months—Words and Sentences

Moeller, et al, 2010
## Device Retention

<table>
<thead>
<tr>
<th>My child uses device(s):</th>
<th>Never</th>
<th>Rarely</th>
<th>Some</th>
<th>Freq</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>In the car</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>With a daytime caregiver</td>
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<td>During book reading</td>
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<td>Mealtime</td>
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<tr>
<td>Outside play</td>
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<tr>
<td>During outings</td>
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</tbody>
</table>

Daily schedule + open ended interview questions
Hearing Aid Use

Outside Play

Age in months
- 10.5-12
- 16.5
- 22.5
- 28.5

Always
Frequently
Occasionally
Rarely
Never

Outings

Rating
- Always
- Frequently
- Occasionally
- Rarely
- Never

Car

Participant
S1 S2 S3 S4 S5 S6 S7

Moeller, et al, AJA, 2009
Hearing aid use consistency

Infants (n=28)

- never/rarely
- sometimes
- often
- always

Percent of Group

Car
Book Sharing
Playground
Public
Mealtime
Some families progress to full time use and maintain, but others did not:

- Age related fluctuations (infant temperament, state, developmental changes/discoveries)
- Situational variables (car rides, outdoor play)
- Family factors (e.g., understanding mild hearing loss, affective dimensions)

Better success in situations where infant can be supervised

Need for support about potential barriers & ways around them!
Big Picture Findings

Situational Barriers

Parental Concerns, Understanding

Parent-Child Interaction Styles

Infant development, state, temperament
Affective dimensions

“It took us awhile to believe and understand that the hearing aids were needed. Because her hearing loss was mild, she responded to a lot of sounds and did not act differently than any baby. With time, we just had to get on board.”

“For me as a mom, it was emotional. On bad days, I felt a deep desire to pull it out and just believe that he would hear anyways. I just wanted to be a regular mom.”
Four E’s

- **Eyes or Ears** (listen)
- **Elicit** (ask)
- **Empathize**
- **Encourage**

R McWilliam, 2010

Because I realized that this is the first day that I was not consumed by her hearing aid!! I was thinking about other things......

I realized that I got to preschool and I did not have her hearing aid. I was thrilled......
Confidence building feedback

**Parent says**

- Decides to “give it a rest” following a tug of war.
- Changes his mind about trying again.
- Laughs (after child removes it 20xs!).

**We respond**

- You are trusting your judgment. You know your child.
- You’re willing to look at this another way. That’s being flexible.
- You’ve got a sense of humor about this.

M. Brandwein, 2010
Support-Based Home Visits

Emotional
- Supportive context for expressing concerns
- Meeting other families
- Work with Audiology

Material
- Providing strategies and tools for retaining devices
- Financial supports
- Insurance information

Informational
- Why it matters
- Skills for matter of fact management
- Identify causes
- Who else in the family needs to know?

McWilliam, 2010
Access to social learning

Strategies for practicing raising the bar
What is Theory of Mind?

- Being aware of what other people are thinking
- Knowing that people act on the basis of what they think, know, believe or feel
- Predicting what others are thinking from what we know about them
- Using what we know about other people to understand a situation
With permission from the Norman Rockwell Foundation
Why is this important?

- We rely on “mind reading” to make sense of events.
- We predict what others know or might feel as we plan communication.
- We understand what we read by considering how characters think or feel.
- Deaf children of deaf parents achieve these concepts on schedule (language access).
- Hearing parents can be coached to expose children to these concepts.
Development of Social Cognition

18 months
Intentionality
Symbolic Play

2 - 3 years
• Wanting
• Feeling
• Past events
• Emerging Mental talk

4 - 5 years
• False Belief
• Two representations
Abe: Did you see the clouds?
Adult: That was smoke left over from the fireworks
Abe: You thought that, but I thought they was clouds
The boy is taking a baby frog out of the box. He is smiling.

The boy got a new frog. His old frog is upset. He thinks the boy won’t love him now.
Experiences that foster social learning:

- Parent talk about wants, beliefs and feelings
- Understanding perspectives and misunderstandings
- Pretend play
- Talking about the past
- Language Skills
Strategies for parents…”PEP” talk

- **P** – prepare the child to communicate about wants, thoughts, feelings

- **E** – expand by “turning the inside out”

- **P** – pretend and share the past
Prepare by using feeling & thought words...
Communicate about likes and wants…

You love your bath, but Boozer does NOT!

He wants us to hurry up! You want to stay and stay in the tub.

We can want different things
Talk about likes and wants…

I like fish, but you don’t. I bet you were hoping for tacos.

Comparing perspectives….
THINKING words....

- Wonder
- Expect
- Consider
- Know
- Remember
- Curious
- Predict
- Intend
- Doubt
- Suppose
- Sure, not sure
- Realize
- Worry
- Guess
- Bet
- Think
- Understand
- Confuse
- Forget
- Remind
- Figure out
STRETCH your feeling words!!

Link Feelings and REASONS
What can we do? Expand

- E - turning the Inside OUT... comment on what you are thinking
  ... waiting in a long line of traffic
  ... turning down a pesky telemarketer
  ... noticing how everybody eats their oreos
What can we do? Expand

- Expand by commenting on the child’s thinking (turn the inside out)

  - Child changes her mind...
  - Child is imaginative in his play
  - Child wonders________
  - Child can’t decide which piece to take
Use books to turn the inside OUT

Surprise!
Wonderful
wiggly
worms!
There is a witch living on our street.
Do you know how I can tell?
It's nothing you would notice the first time you saw her.
It isn’t the way she says hello.
Maybe it’s the way she does her shopping.
You might know then.
And I was sure of it when she painted her house. Black isn’t my favorite color, but after all, it’s her house.
You might notice her washing on Monday mornings.
Or you might be surprised when she takes her pets for a walk.
What can we do? Pretend & Share the Past

- **Pretend play**
  - Helps children start to hold different ideas in mind (real vs pretend)
  - Beginning understanding of false belief
  - Learning to negotiate with others as roles are assigned, props are selected

- **Learn to join in**
  - Use comments to distinguish real and pretend
  - Use voice, actions and face to make pretend clear
What can we do? Pretend & Share
the Past

- Identify memories and share feelings about past experiences
  - Family photo albums
  - Talk about “how you knew” something was going to happen
What can we do? Pretend & Share the Past

- Building bridges to the past

Remember our trip to Worlds of Fun?

I liked that ride.

I was scared to try that ride.
Take Home Messages:

- A major goal is to support parental confidence and competence
  - Active listening
  - Learning partnerships
  - Confidence building feedback
- Supporting families in addressing challenges (like device use) requires comprehensive developmental approach
- Providing practice with complex concepts may help families “up the ante” in language exposure