Parent-child interaction in Deaf Toddlers with a Cochlear Implant.

Evelien Dirks and Margreet Langereis
Parent-child interaction

Deaf and hard of hearing children:

- More miscommunication
- Shorter interactions
- Parents more dominant

Secure Attached!
Research on sensitivity

Important predictor for language development

• Deaf and hard of hearing children
  
  *Pressman et al. (1999)*

• Children with Cochlear Implants
  
  *Quittner (2013)*
Present study

Video observation of parent-child interaction
17 CI, 19 NH children (30-42 months of age)

• Emotional availability (sensitivity and responsivity)
• Duration of interaction
• Language development
Sensitivity

The ability to “read” a child and be emotionally and openly communicative with that child.
Responsiveness

The child’s eagerness or willingness to engage with the adult when the adult offers a suggestion or moves to interact with the child.
Results emotional availability

- Sensitivity
- Responsiveness
## Results (2)

<table>
<thead>
<tr>
<th></th>
<th>CI</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive language**</td>
<td>76 (18.1)</td>
<td>111 (7.9)</td>
</tr>
<tr>
<td>Expressive language**</td>
<td>80 (13.1)</td>
<td>111 (10.8)</td>
</tr>
<tr>
<td>Mean interaction time (ms)</td>
<td>01:27 (01:40)</td>
<td>01:55 (01:38)</td>
</tr>
<tr>
<td>Number initiations*</td>
<td>5.3 (5.5)</td>
<td>2.4 (1.9)</td>
</tr>
<tr>
<td>Number failed parent initiations*</td>
<td>2.4 (3.9)</td>
<td>0.4 (0.7)</td>
</tr>
</tbody>
</table>

*p<.05, **p<.001
## Associations language & parent-child interaction

<table>
<thead>
<tr>
<th></th>
<th>Receptive language</th>
<th>Expressive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>.37*</td>
<td>.35*</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>.19</td>
<td>.25</td>
</tr>
<tr>
<td>Interaction time</td>
<td>.20</td>
<td>.10</td>
</tr>
</tbody>
</table>

*p<.05
Conclusions

• No difference in parent-child interaction:
  – Sensitivity
  – Interaction time

• Parental sensitivity is related to language ability
  – Receptive language
  – Expressive language
Discussion

No group differences in sensitivity, but........
what about the individual child with a low score?

Implications for intervention:
• Positive feedback intervention
• Interactive reading
Thank you