

Accessing Rich Input: Supporting the Role of Families

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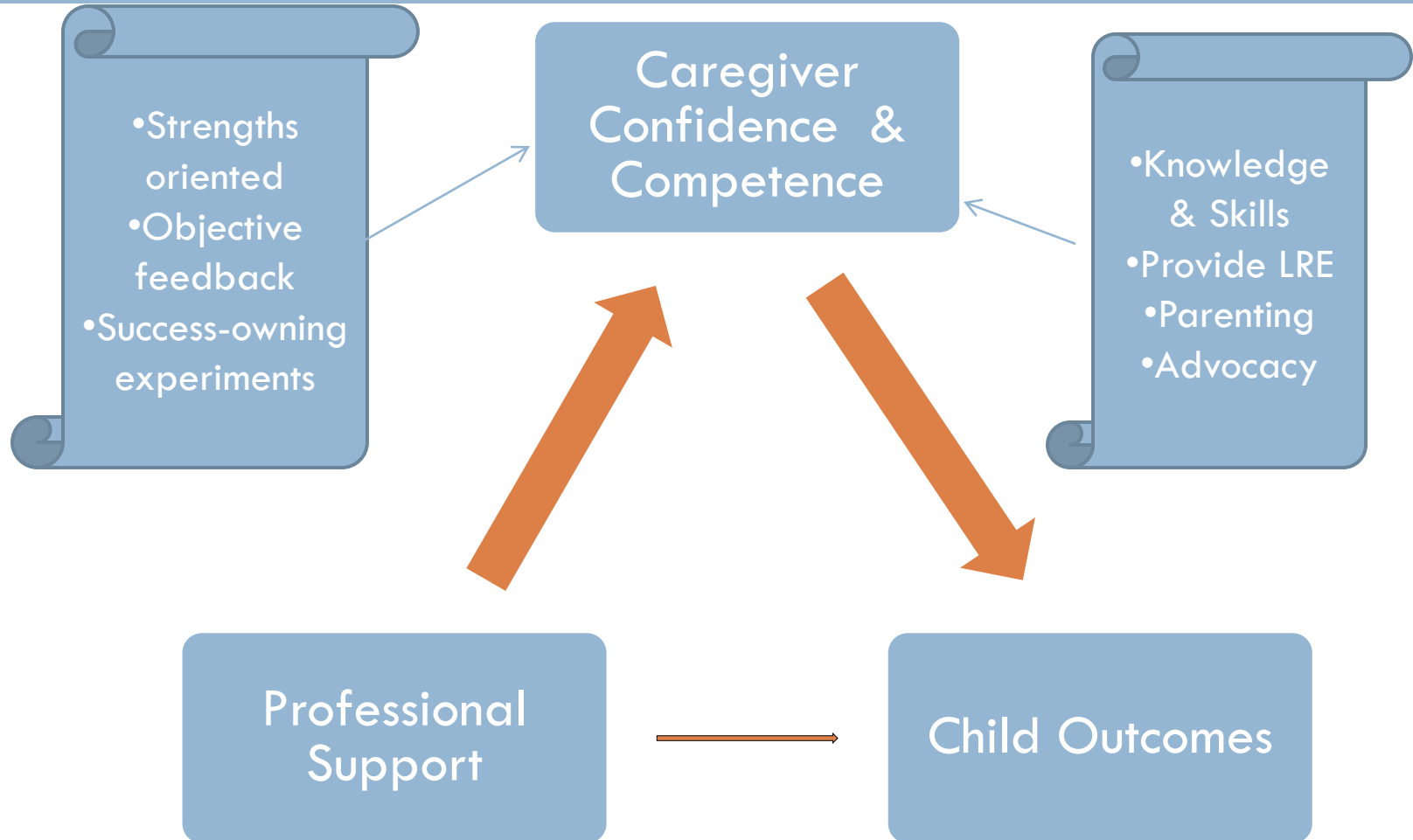


Where are we headed?

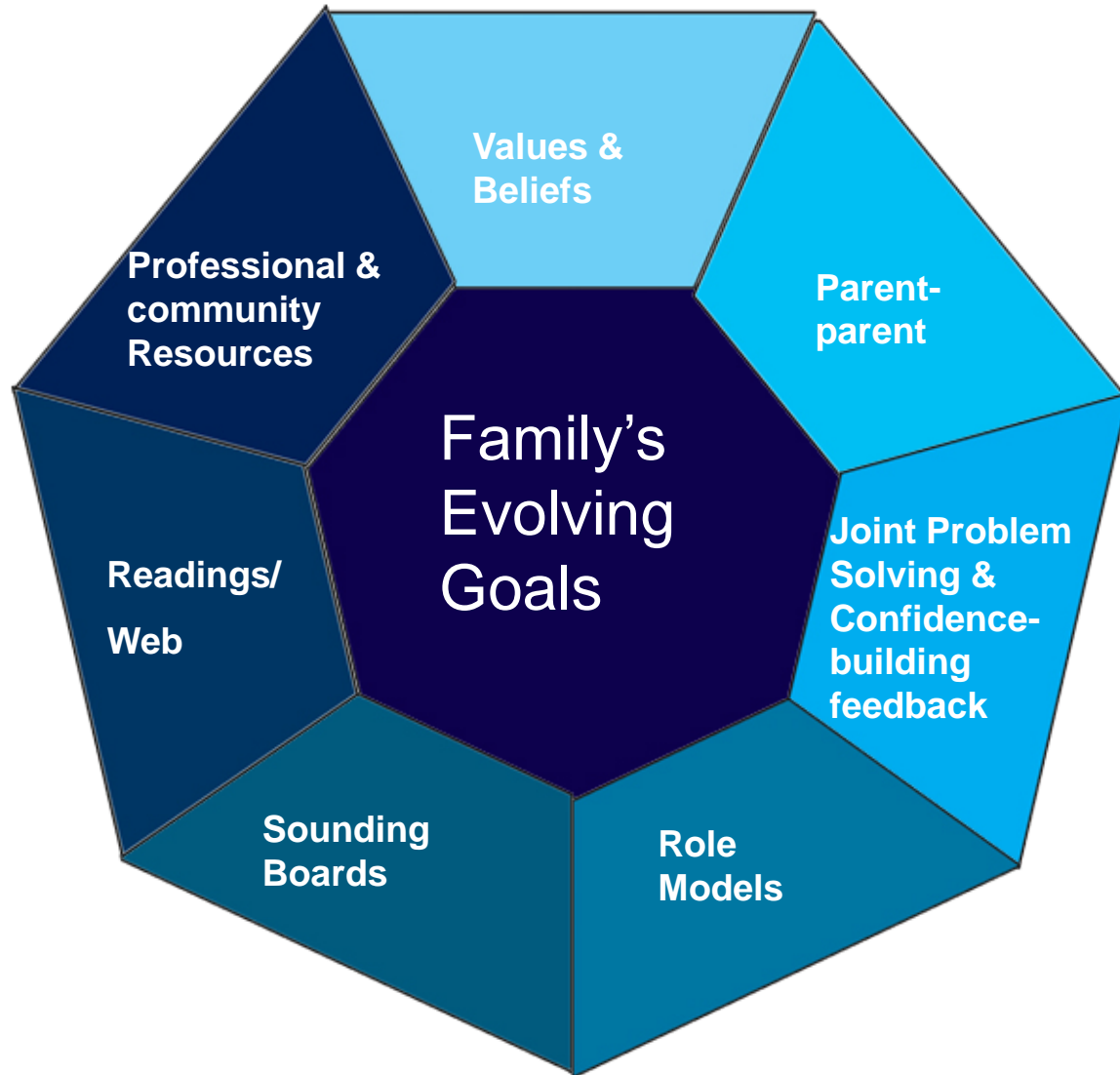


- Supporting confidence and competence
- Increasing access to input: Addressing challenges
- Increasing language richness: Upping the ante

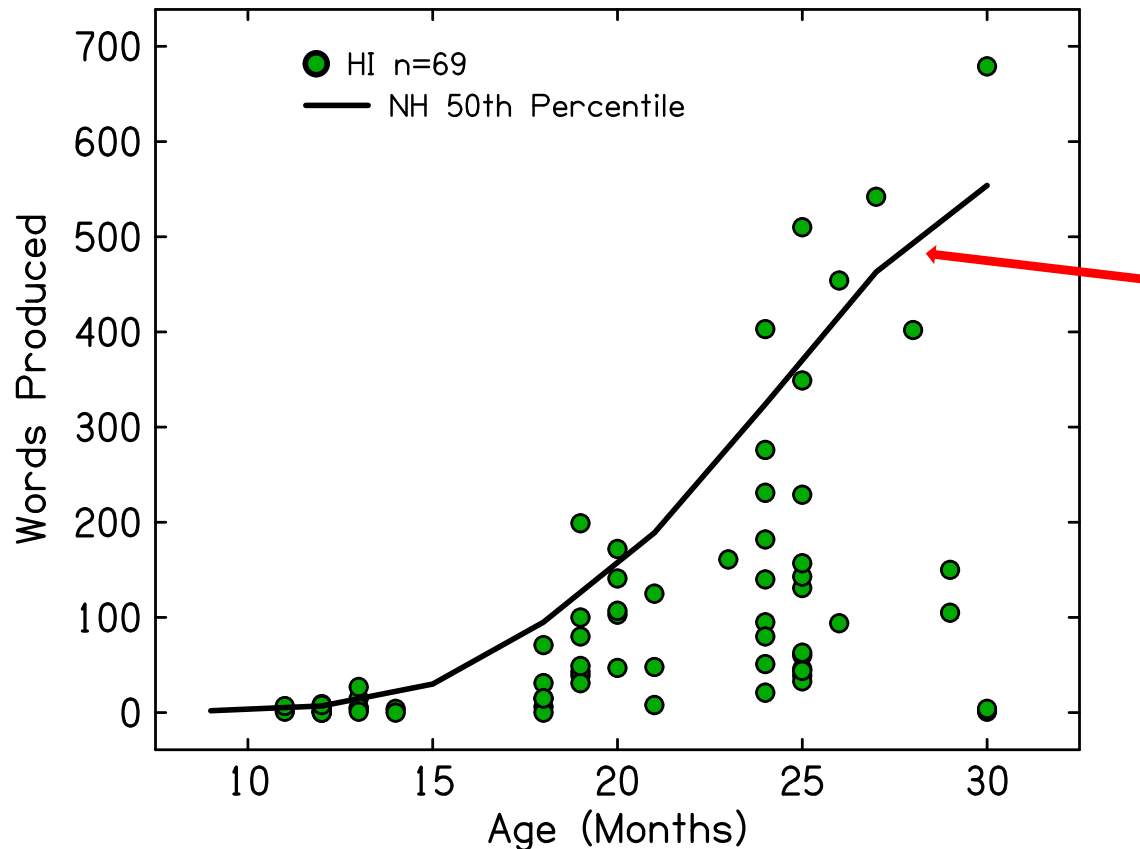
Who has how much influence on what?



Building Support Systems....



Outcomes from EI (OCHL – U of Iowa, UNC, BTNRH)



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



Device Retention

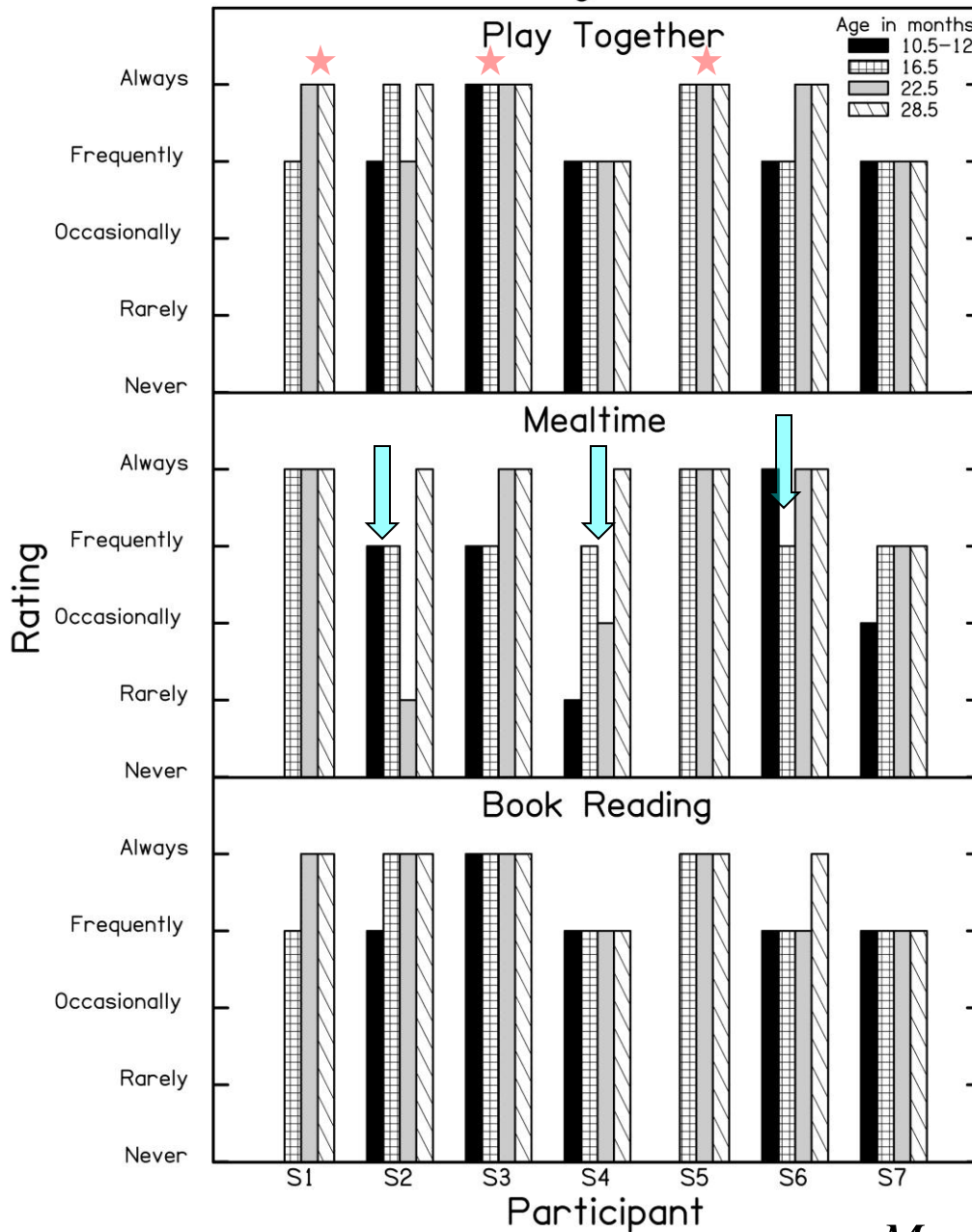
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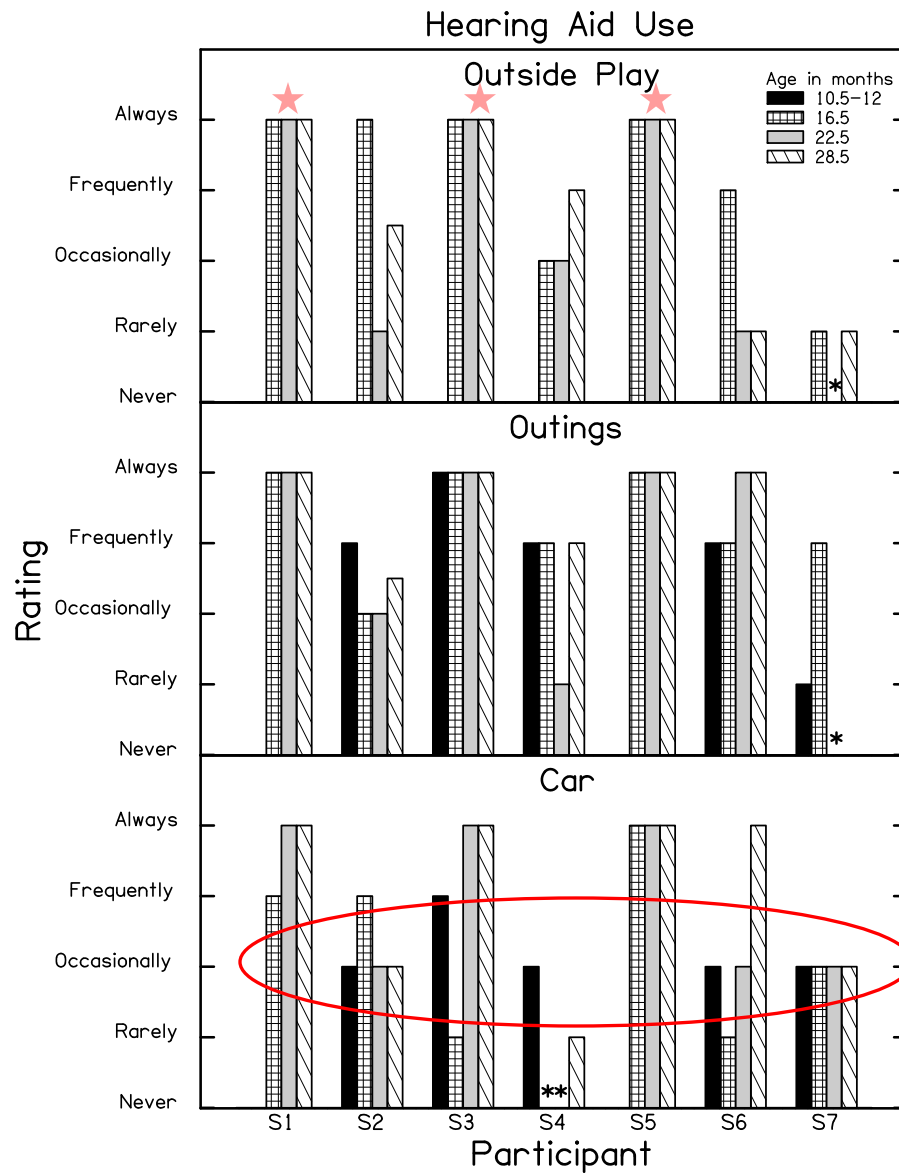
Never Rarely Some Freq Always

My child uses device(s):	1	2	3	4	5
In the car					
With a daytime caregiver					
During book reading					
Mealtime					
Outside play					
During outings					

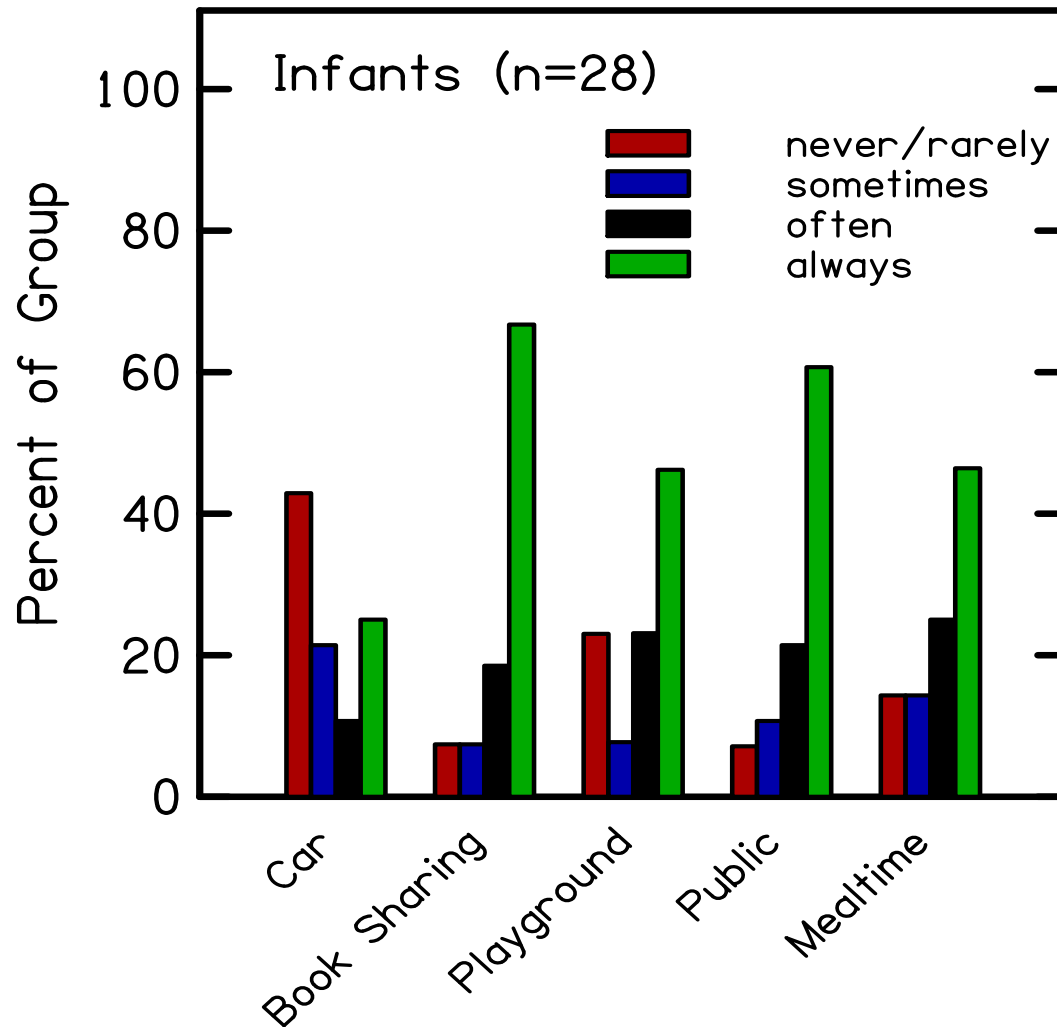
Daily schedule + open ended interview questions

Hearing Aid Use





Hearing aid use consistency



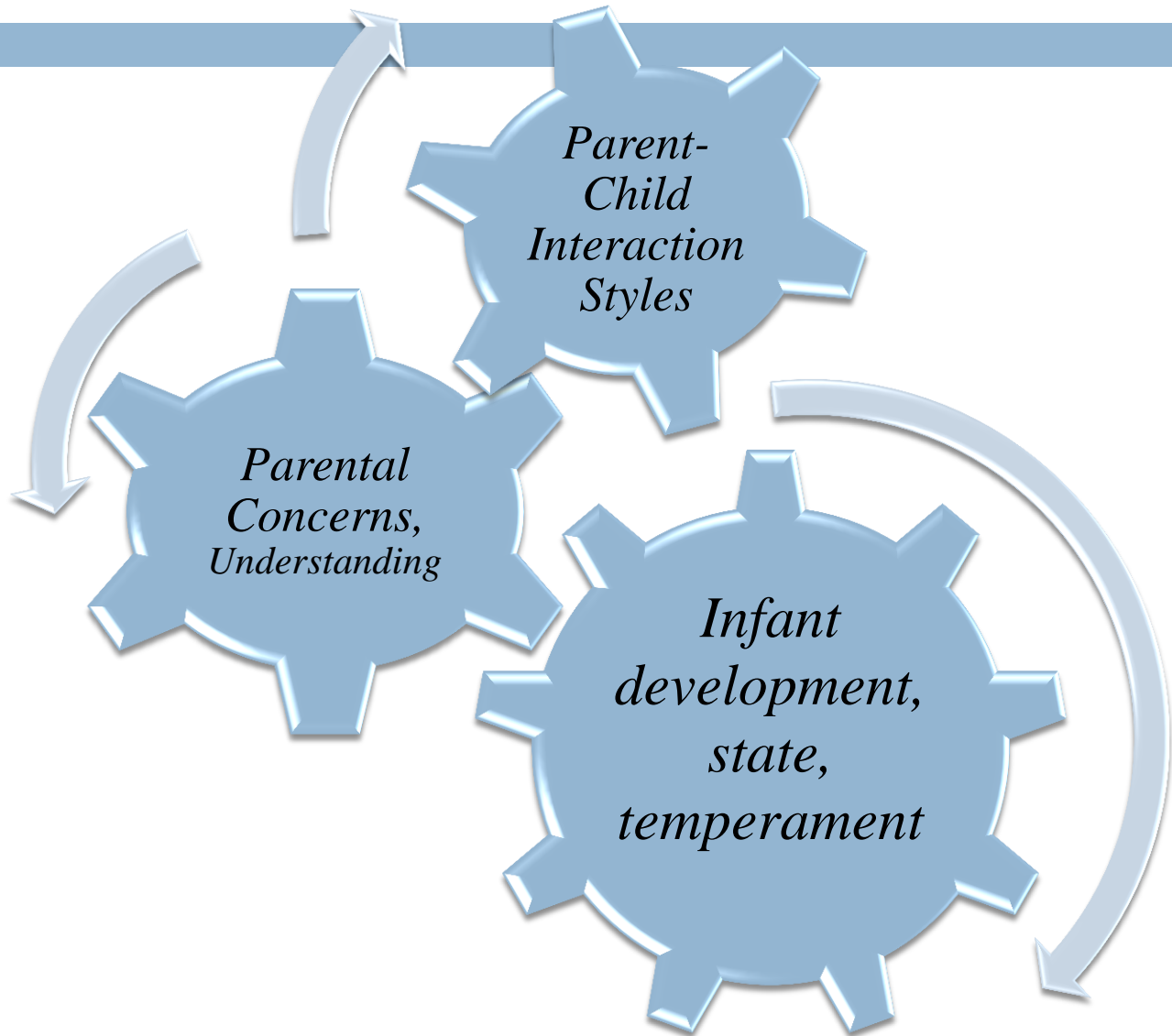
Hearing Aid Retention Findings

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- 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*



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**

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

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



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.

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?

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

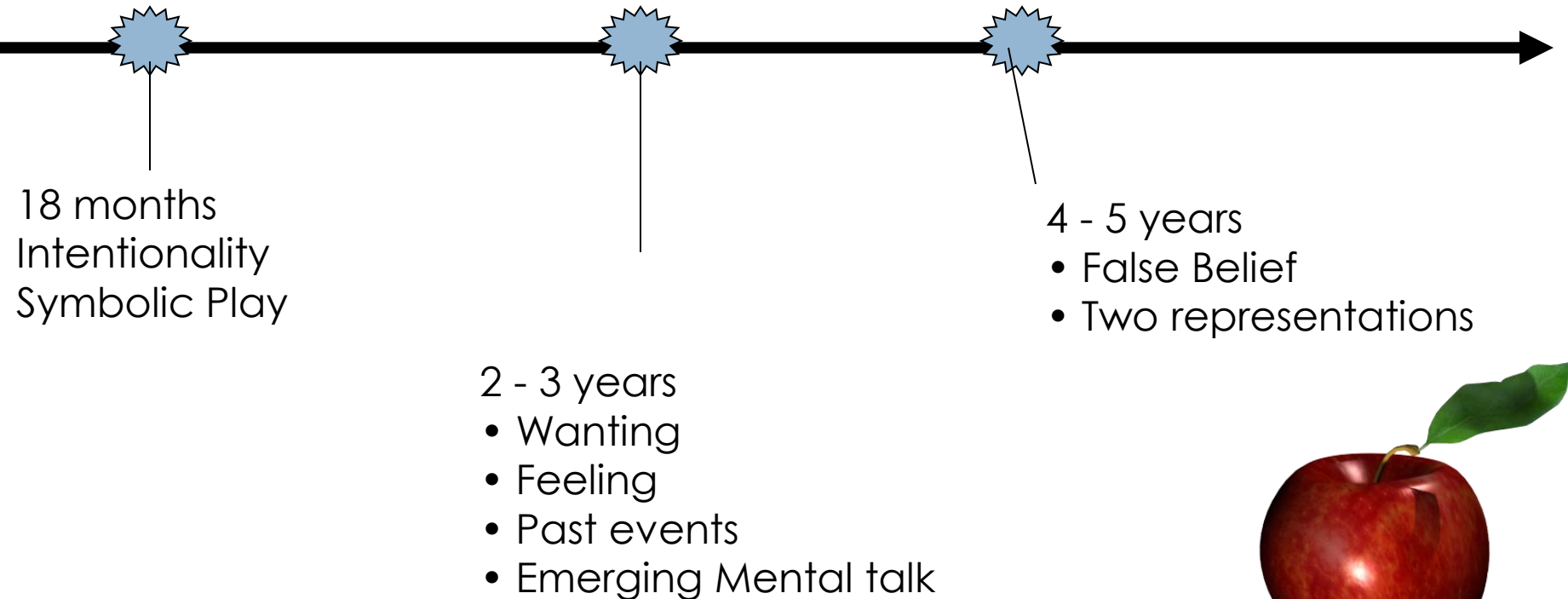


With
permission
from the
Norman
Rockwell
Foundation

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



Abe at 4 years 8 months

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.



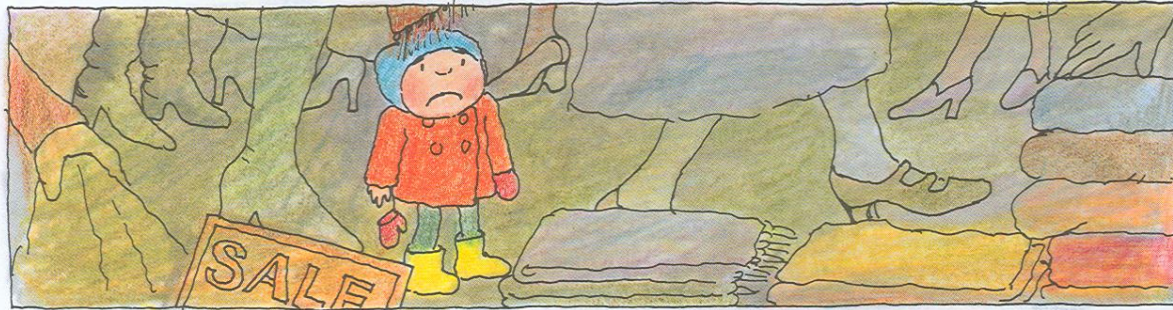
Comparing perspectives....

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

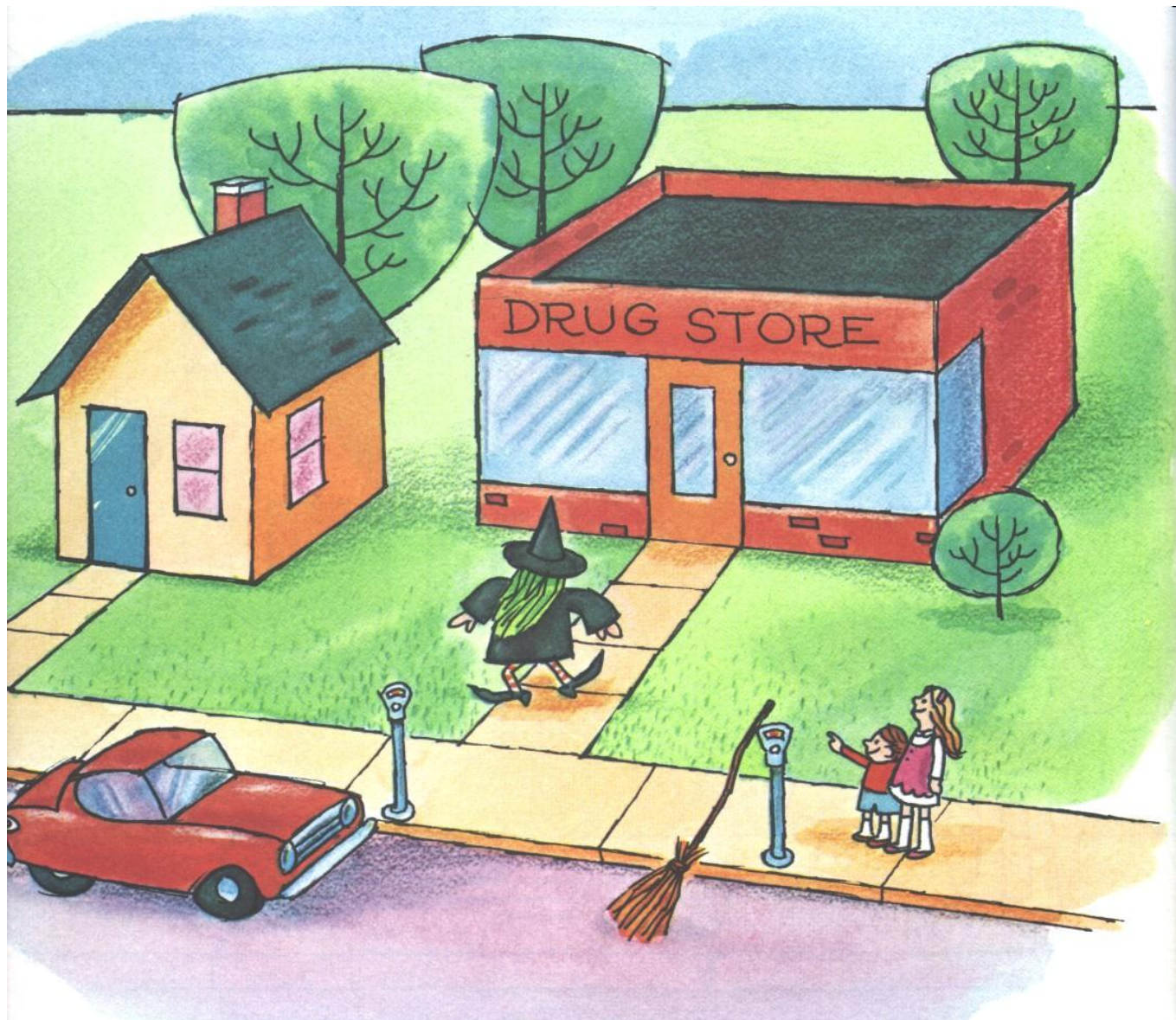
- Expand by commenting on the child's thinking (turn the inside out)
 - Child changes her mind...
 - Child is imaginative in his play
 - Child wonders _____
 - Child can't decide which piece to take

Use books to turn the inside OUT



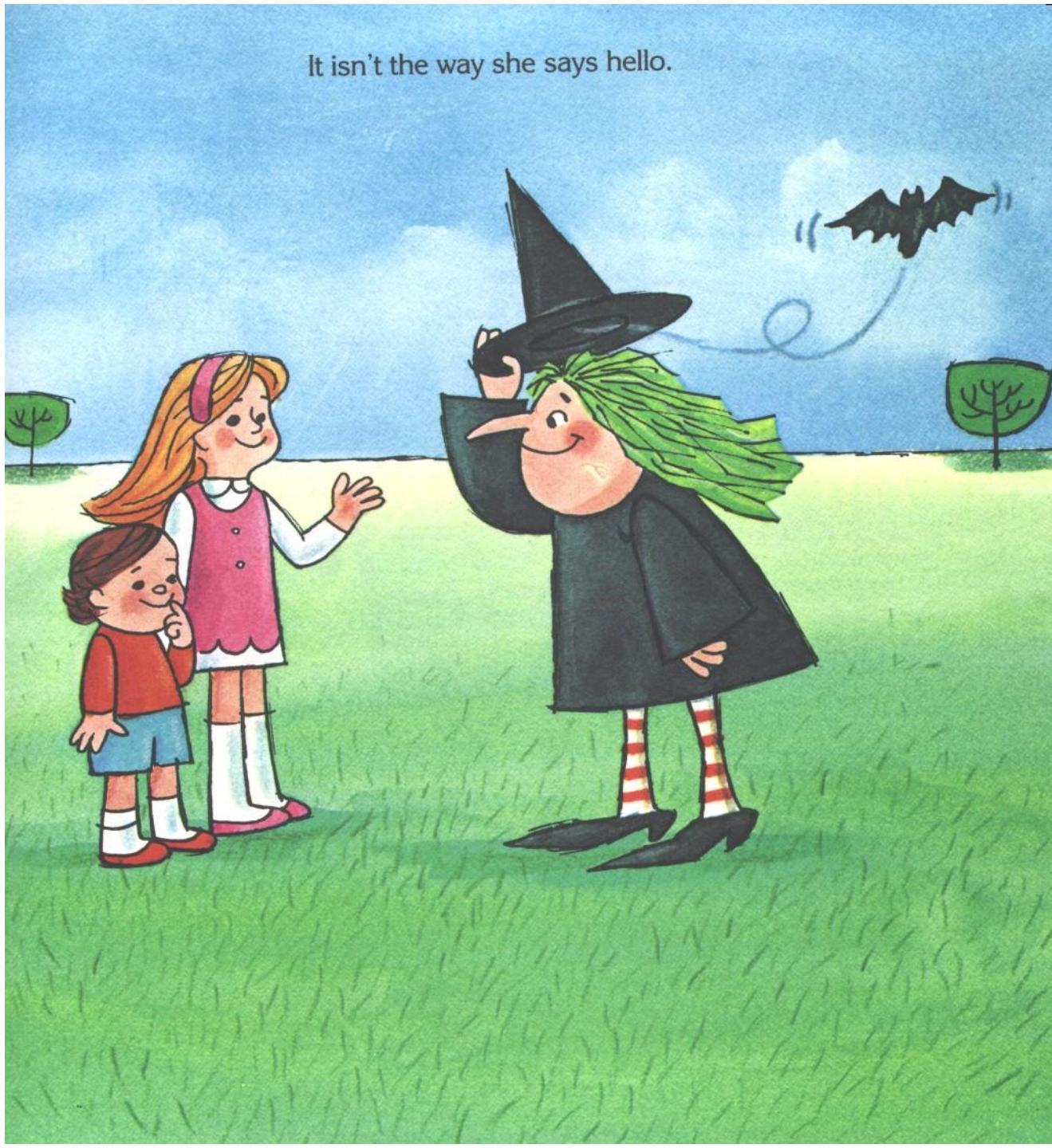


There is a witch living on our street.
Do you know how I can tell?



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