

Background

Early intervention is not officially implemented in Thailand. The shortage of practitioners, the inaccessibility of early intervention services, and the use of professional-centered practice without parental involvement (Setchaibodee, 2015; Tammasaeng & Mitranun, 2018) extremely deprive opportunities for children who are D/HH to develop language and communication within the critical period (Muse et al., 2013).

Objectives

This study aims to explore:

- the effects of Teach-Model-Coach-Review Instructional approach in online format by the increased frequency of parents' use of language expansion during routine-based activities with their child with cochlear implant(s)
- its effect on the total number of different words that the child with cochlear implant(s) speaks spontaneously
- the parents' perceptions on the significance of the study.

Method

Research design: Multiprobe baseline across participants

Participants: Four parent-child dyads in Thailand

Setting: Parents' homes

Materials: Parent-child interaction videos, Zoom

Teaching materials: PowerPoint slides, sample videos, practice exercises, handouts

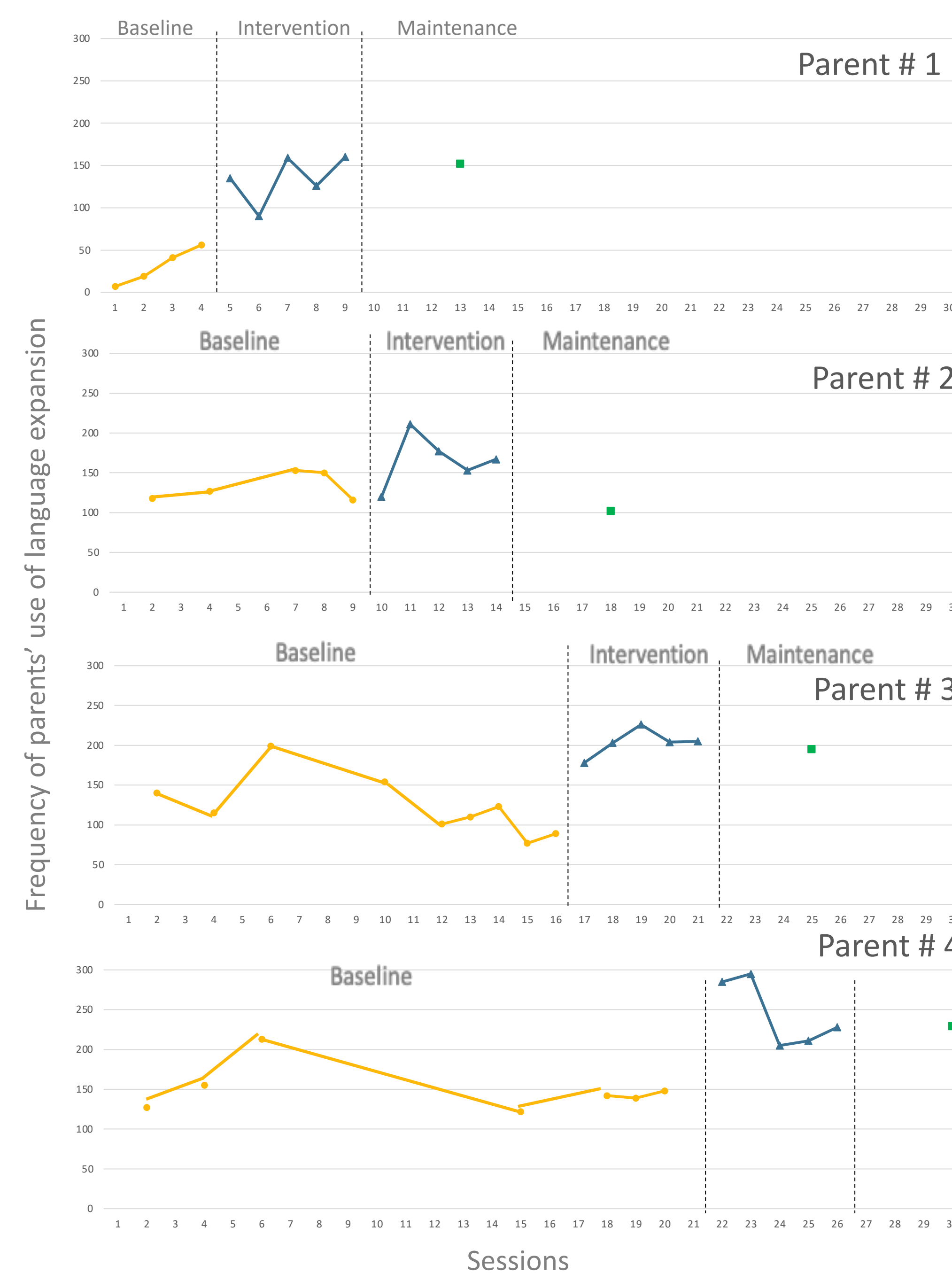
Data analysis: Both the parent's and child's data were graphed and visually inspected.

Social Validity: The meaningfulness of the study from parents' perspectives was explored through interviews.

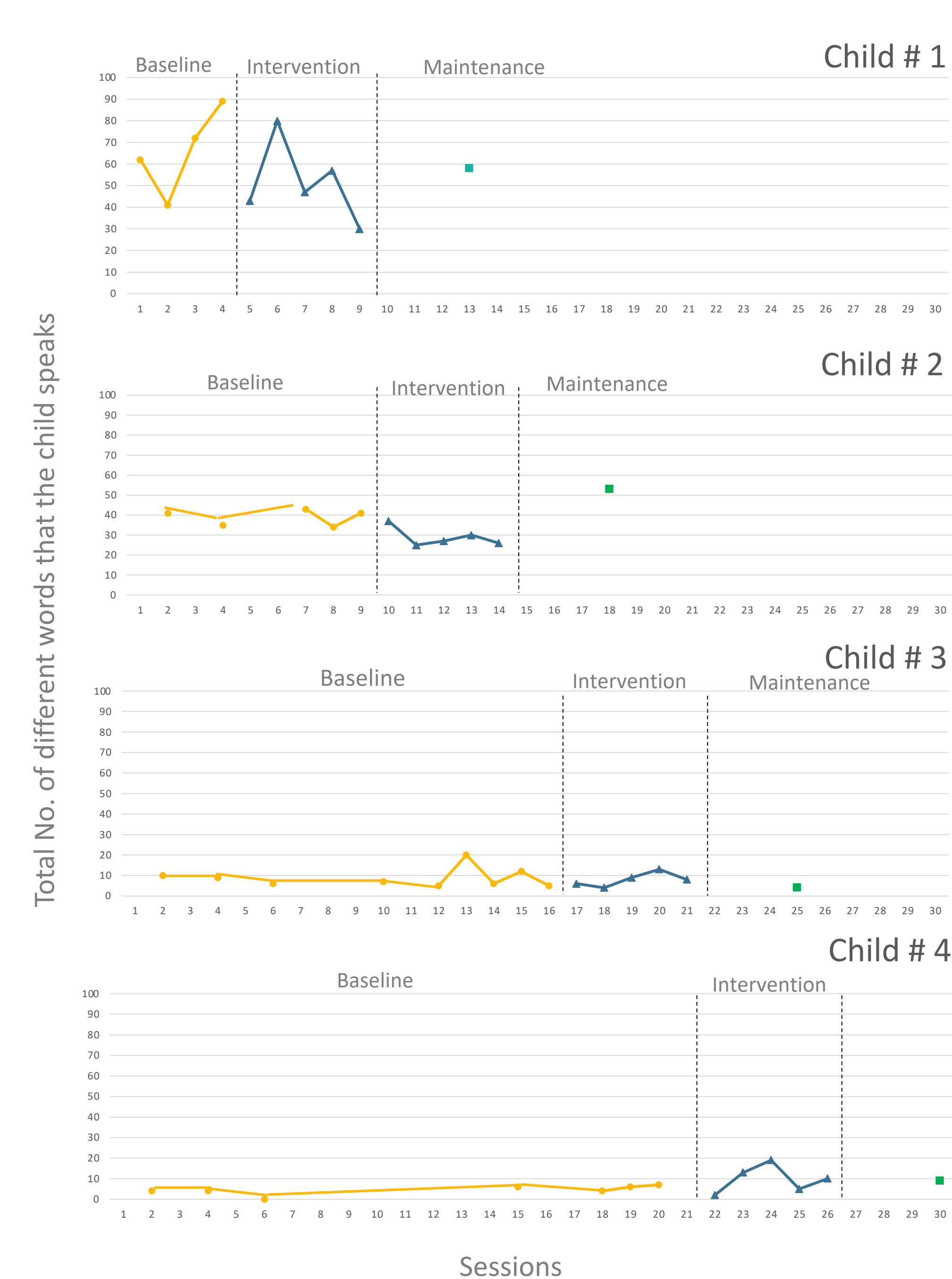


Results

Q1- Is there a functional relation between the parent training in the Teach-Model-Coach-Review instructional approach (IV) and the increased frequency of parents' use of language expansion during routine-based activities (DV1)?



Q2 - Does the improvement in the parent's use of language expansion (DV1) increase the total number of different words that the child with cochlear implant(s) speaks spontaneously (DV2)?

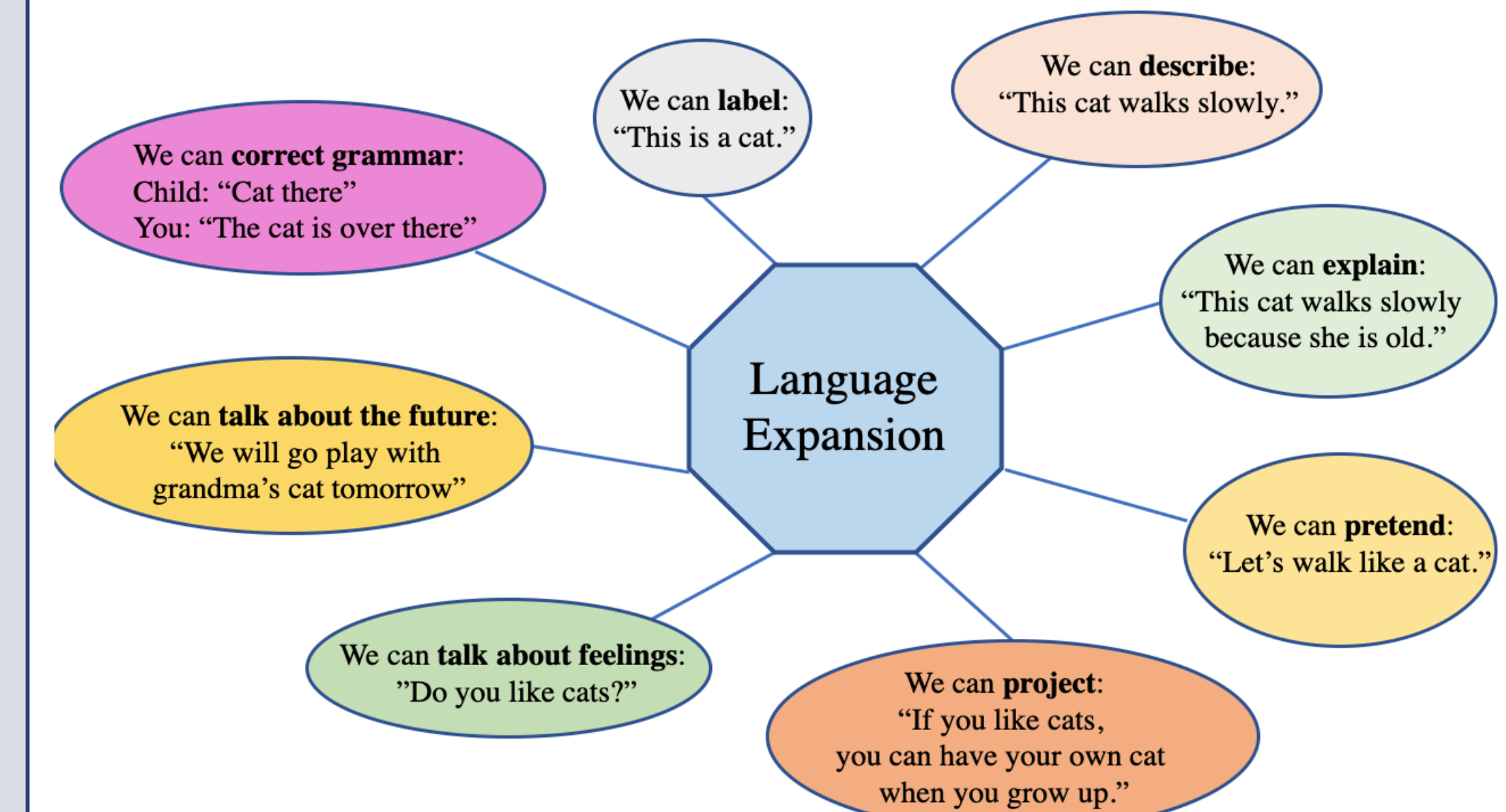


Q3 - To what extent do parents perceive the online parent training in the Teach-Model-Coach-Review instructional approach (IV), the language expansion (DV1), and the total number of different words that the child with cochlear implant(s) speaks spontaneously (DV2) as valuable?

- Parents increase the use of language expansion strategies with their child.
- Parents increase their confidence when communicating with their child.
- Parents can implement language expansion strategies to their child all the time during the day.
- Children's language, communication, emotional development, and parent-child interaction are improved.
- The benefits of online training (convenience for people who live in rural areas, save costs) are reported.
- Parents' potentials are encouraged.
- The obstacles of online training (technological problems, parent's burden at home) are reported.
- Generalization language expansion strategies to other parents is reported.

Reference available upon request

Intervention Content



Discussion and Conclusion

- Regarding the impact of the intervention, a functional relation between the online parent training and the frequency of parents' use of language expansion was found. This finding supports previous studies that proved the effectiveness of the TMCR approach (Lund, 2018; Roberts et al., 2014; Wright & Kaiser, 2017).
- However, once the frequency of parents' use of language expansion was increased, the total number of different words that the child spoke spontaneously DID NOT increase after the training.
- Parents reported the meaningfulness on the online parent-training, the language expansion strategy, and children's language development, which are supported by Akamoglu & Meadan (2019).

Limitations

- Generalizability
- Hearing ability
- Activity effect
- Broad parent's measurement
- Hawthorne effect
- Inaccurate child's measurement
- Cultural aspect