Optional Text Box Responses  
*E-Delphi Round 1 - April 2022*

**Q1 - Parent using visual attention-getting strategies (i.e., waving). You can use the free-text box under your rating to explain your answer (optional).**

Q1 TEXT - No importance  
No importance – Text

Q1 TEXT - Low importance

|  |
| --- |
| Non verbal behaviours all depend on the level of hearing loss and amplification used |

Q1 TEXT - Important, but not essential

|  |
| --- |
| Using a visual attention-getting strategy can be useful in exceptional circumstances where the child is not able to respond to auditory cues. |
| DEpends on child's hearing levels |
| Importance is dependent up on the child's level of auditory access, including how the environment affects access (e.g., essential if child is deaf and awaiting a cochlear implant or if the environment is noisy, but not important for a child with good auditory access who has developed strong listening skills and is in a quiet environment |
| Yes, it's important. But, it's difficult to say it is important all the time (i.e., if a child is relying on auditory techniques for learning language) |
| Depend on their ability to listen within the environment |

Q1 TEXT - High importance

|  |
| --- |
| Again this depends on what sounds the child can hear. Certainly for mild and moderate, aided losses this strategy may not be as important. For profoundly deaf children using sign, TC and pre-implant it is essential |
| Gaining attention prior to communication is important and in some circumstances (background noise for example) or Limited audiological access to speech sounds visual attention gaining strategies would be desirable. |
| but may depend on where child is on their hearing journey e.g. good access to sound/learning to listen |
| Dependent on hearing status this can be more or less important |
| depending on the circumstances - ie how much residual hearing the child has |
| An important tool in the toolbox and v important to discuss as a strategy ( eg over distance/ loud background noise etc |
| if child can move itself and does not benefit from hearing device; but not for babies or toddlers, since rather the parental strategy of getting into the focus of the child itself |
| but not sure that waving is a particularly good strategy - it depends on the child's age |
| if infant can move itself, for very young infants the strategy should be getting into the child's visual focus |
| If child unable to access auditory strategies |
| I assume this is not limited to 'waving' which could be considered 'directive,' but perhaps this is a constellation of behaviors that are appropriate for engaging the child's attention when needed? |
| if the child is young |
| depends on whether child is aided or not and child's 'hearing age' |
| Again depending on approach and choices being made |

Q1 TEXT - Essential

|  |
| --- |
| Essential - Text |
| For Deaf children developing BSL |
| A visual cue that you want the child's attention so that when they aren't listening they may see this and respond. |
| If chosen communication is through the visual modality, less important if not. |

**Q2 - Parent using auditory attention-getting strategies (i.e., saying 'wow'). You can use the free-text box under your rating to explain your answer (optional).**

Q2 TEXT - No importance  
No importance – Text

Q2 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Important depending on level of hearing loss |
| depends on child's hearing |

Q2 TEXT Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on hearing level |
| This strategy has more relevance for parents who have chosen an AVT approach and is part of using voice to alert the child to sound and speech |
| It highly depends on the child's auditory status, parents' mental state, the context and age of the child. The importance is where the child's interest. It is not appropriate to focus sounds for it's own sake unless the child is into developing sounds. |
| Importance depends upon the child's auditory access |
| depending on the presence of auditory devices |
| This would be essential if you are trying to develop their listening skills and auditory awareness. |

Q2 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If the child has access to speech |
| As above, will depend on child's current access to sound |
| Dependent on hearing status this can be more or less important |
| As above but not essential. DCDP would not necessarily use auditory attention getting but this may be a useful option if child responds well to sounds or is developing listening skills through their amplification |
| Yes - but important to use a range of strategies |
| helping parents to understand that their child can hear with their technology is vital |
| Using the child's name is helpful but they can get wise to this so using attention grabbing phrases like wow, oh no makes whatever the parent is about to say more interesting and grabs the child's attention better. |
| auditory attention getting example could include facial expression/lip pattern use |
| Depending on the auditory access of the child - assume this would be individualized |
| Yes, of high importance if the child is learning using listening and spoken language techniques. Would the same thing apply for a child who is using more visual communication? If so, we would be talking about use of "visual attention-getting strategies". |
| Depending on choices and approach taken with parents e.g. aiming for spoken language |

Q2 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Exclamations such as 'Wow' usually are accompanied with facial expression, gesture as well as speech |
| If the child is able to use some residual hearing then responding to an auditory hook is useful and functional as the child learns to tune in to what others are talking about is they hear such auditory hooks. This in turn will help with overhearing of language. |
| If child is aided and has good access to sound |
| If chosen communication is through the auditory modality, less important if not. |

**Q3 - Parent using tactile attention-getting strategies (i.e., tapping the floor). You can use the free-text box under your rating to explain your answer (optional).**

Q3 TEXT - No importance  
No importance – Text

Q3 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Only if the child has no functional use of residual hearing |
| Depending on the amount of residual hearing the child has |
| again, as I said before this all depends on the level of hearing loss and the amplification used. In my opinion, prioritsing these types of strategies reinforces the perceived wisdom that hearing technology doesn't work. |
| depends very much on child's developmental stage |
| I'm supportive of tactile strategies that include touching the child. I am just not very supporting of tapping the floor. |

Q3 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on the level of deafness and if this is a natural part of the parents communication repertoire |
| Depends on situation. |
| depends highly on degree |
| Depends on child's hearing levels |
| This is also dependent on hearing status. Highly important at early stages and with more significant loss |
| Parents need to be aware of strategies to gain attention through tactile attention getting strategies alongside other strategies if their child has access through listening. |
| Importance is dependent up on the child's level of auditory access, including how the environment affects access (e.g., essential if child is deaf and awaiting a cochlear implant or if the environment is noisy, but not important for a child with good auditory access who has developed strong listening skills and is in a quiet environment |
| Depends on aided hearing level of the child and family's language use. |
| Depend on the child's ability to gain attention through audition. |

Q3 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Gaining attention prior to communication is important and in some circumstances (background noise for example) or Limited audiological access to speech sounds tactile attention gaining strategies would be desirable. |
| With Deaf children developing BSL or deaf children with complex or additional needs |
| It would be important to see what is working for the parent/child at the moment and then see if anything needed to be changed to make interaction more effective. If attention getting is working well then we could discuss this and a range of different ways of gaining attention but it would then not be essential |
| If the child is predominantly developing communication through visual means this is especially important. Equally, if a child is developing through a spoken language approach, whilst tactile alerts may not be the primary approach, they should not be disregarded |
| if child doesn`t react on vocal/acoustic offers |
| or touching the child - highly important only if no reaction on vocal strategies |
| When all other attention getting strategies fail this is an important tool to use as it is multi sensory - visual and vibrotactile. The child may respond to this over voice. |
| the example used here seems more vibratory than tactile, but I agree that both are important in these dyadic interactions |
| However this depends on the child's developmental stage, they may have moved beyond tactile to visual (or auditory) attention getting so parents may not use this |
| Again - depends on needs of child and their preferences or additional needs |
| Not many hearing parents would be used to using these tactile strategies. I would suggest that they are useful though in early stages of child development and play. |

Q3 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If child is not aided |
| It highly depends on context and age of the child |

**Q4 - Parent using multi-modal attention-getting strategies (i.e., tapping the child and saying 'look'). You can use the free-text box under your rating to explain your answer (optional).**

Q4 TEXT - No importance  
No importance - Text

Q4 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| This feels like a last resort option. |

Q4 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Does this mean in general having the knowledge of multi-modal strategies and using certain strategies during certain situations? Here what is important is getting attention and in some situations the multi-modal approach might just not be multi-modal for the child. Maybe I am overthinking? |
| Depends on child's hearing levels |
| this depends on the use of amplification- children who are well aided should be able to respond through listening in good listening conditions. Families though need to be aware that when conditions are not so good they may need to rely on other modes to get attention |
| To avoid a contradiction use the tapping continued with a point at the focus it is relevant to simultaneously use the word look. |
| Importance depends upon the child's auditory access |
| not essential for all deaf children |
| It is useful to look to see if they adapt to the child e.g. if they realise that tapping works as an attention gaining strategy - so I would say adapting to what works is what I would be looking for here. Some children may or may not need multi modal strategies and always respond to one mode of communication. It again is a tricky one as it depends on approach chose and being followed |

Q4 TEXT - High importance

|  |
| --- |
| High importance - Text |
| It may not always be necessary and unless this strategy is used sensitively it may have a negative impact especially if the strategy is used inappropriately |
| again it depends on hearing |
| if child can move itself and does not benefit from hearing device; but not for babies or toddlers, since rather the parental strategy of getting into the focus of the child itself |
| but not sure that tapping is a particularly good strategy |
| To promote joint attention |

Q4 TEXT - Essential

|  |
| --- |
| Essential - Text |
| parent should use many strategies to gain the child's attention |
| again dependent on individual child |
| For most children with hearing impairment this would be appropriate. These are helpful strategies to support understanding of situational communication and language |
| This is important for all Deaf children - irrespective of hearing status |
| It is essential to know that the child is listening at an early age and having joint attention, reference, eye contact is essential for developing good early communication. |
| this tactile-visual and sometimes auditory combination enhances the effectiveness of attention-getting efforts |
| Important to note if mode used by parent matches child's levels and needs |

**Q5 - Parent actively waits or pauses their communication until their child looks at them. You can use the free-text box under your rating to explain your answer (optional).**

Q5 TEXT - No importance  
No importance – Text

Q5 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| it highly depends on context and age, the older the child develops the less important |

Q5 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This is tricky. It is important to gauge the child's attention before delivering a message, however waiting for someone to look at us before we speak to them is not always realistic/functional. Children need to learn that we actively listen and process information all the time, not just when we are looking at people. Parents need to be guided on how to gradually develop the child's ability to overhear information even when they are busy doing something else/looking away. |
| Depends on child's hearing levels |
| Waiting and pausing for a child to look at an adult is important but should not be the expectation for a neurodivergent deaf child |
| Depends on circumstances, type of activity and hearing level of child as well as communication method. |
| unclear: what is the difference to the 2nd question |
| parent can e.g. sign within the child's field of vision |
| Depends on what the targets are and the child's technology status. |
| Importance depends upon the child's auditory access |
| Parent can also start before the child is looking (in the context of teaching turn-taking) |
| I am hoping there is an item about the importance of parent actively waiting/;pausing. This would be "essential" in my opinion. However, I do not see it as essential for all interactions. |
| depends on the situation |
| Depends on the situation. If the child is able to continue communicating without looking then no need to wait. |

Q5 TEXT - High importance

|  |
| --- |
| High importance - Text |
| need their attention |
| dependent on the age of a child and speech perception; for children with good auditory speech discrimination it is typical not to communicate with permanent eye contact |
| In general, yes. Certain circumstances (eg primarily auditory verbal therapy) it may be desirable to be honing listening to speech whilst not looking |
| Children may send a message to their parent without necessarily looking so would not want the parent to not follow this communication if the child did not look at them |
| As above - important that parent is aware that this is an important strategy but there will always be exceptions |
| really important- in my experience, waiting for a child to take some sort of turn in communication is the hardest but one of the most vital strategies a parent needs to adopt |
| Depends on child & stage of development child may be able to listen without looking |
| Encourage Parents to have their child's attention when talking to them. Although some children will have access to listening through their hearing aids/CIs and be able to listen when not looking directly. |
| May be occasions that child is able to engage in communication without looking |
| seems like you are getting at a non-directive, responsive strategy for navigating visual attention |

Q5 TEXT - Essential

|  |
| --- |
| Essential - Text |
| It is essential as turning taking is core to conversation. Active waiting gives the child that cue. We all know someone who didn't learn this skill! |
| Again depends on situation. In general if a child is really focused on an object, yes it is important to wait and allow the child time to explore. |
| vital! |
| Draws attention to the parent. Lets the child know that looking at the speaker is important when communicating. |
| A lot of research into this to show how this supports interaction and initiation |

**Q6 - Parent and child mutually face-watching one another. You can use the free-text box under your rating to explain your answer (optional).**

Q6 TEXT - No importance  
No importance – Text

Q6 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| If child is engaged in an object, face-watching one another is not important. But if having a conversation, yes. |

Q6 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| shared focus of interest is often more useful with children who have good aided thresholds |
| I would be encouraging the carer to regularly observe the child's communication to respond to any of their communicative attempts |
| As part of the communication the gaze turnes away during the narrative part: it highly depends on context and age of the child |
| For children learning to listen and talk, it may be important to rely on auditory-only input. Might you qualify this behavior by stating when it is important? |
| would need more information of what face watching meant. Eye contact and facial expression sharing is essential |

Q6 TEXT - High importance

|  |
| --- |
| High importance - Text |
| a lot of communication happens non-verbally |
| Face-watching is important to understand non-verbal communication |
| Being face to face is obviously important by 'face watching' in the Verve approach is particularly helpful when a child has less language and may use NVC to communicate |
| especially for babies under the age of 9 months |
| but more important that the child is helped to develop skills in attention switching between adult and object of attention |
| The child learns facial expressions, body gestures that go along with verbal communication as well as beginning to make links with lip reading skills. |
| deaf children need to learn to read emotions as well as language on caregiver's face |
| To maintain and extend communication exchanges. |

Q6 TEXT - Essential

|  |
| --- |
| Essential - Text |
| En Face is a vital component in early communication |
| Being available to see faces |
| Babies are interested in faces so this would be essential at this stage of development. This may be less important at a different stage of development. |

**Q7 - Parent staying still or silent when the child looks away. You can use the free-text box under your rating to explain your answer (optional).**

Q7 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Communication carries on even when we do not directly look at the person who is talking. |

Q7 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| e.g. with CI children, it can still be useful to provide auditory input in this situation |
| This very much depends on the circumstances. Sometimes it will be appropriate, but not always |
| depends on what the child is doing - it doesn't seem to allow for the parent to attempt to regain attention |
| Parent needs to be aware that a child may miss communication when looking away and so they will need to repeat when the child looks back at them again. |
| it highly depends on context and age, the older the child develops the less important: |
| Importance depends upon the child's auditory access |
| depending on the situation |

Q7 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Again it depends on what access the child has to sound and speech. Overhearing is possible for deaf children who have good access to sound including CI children. It is a natural to look away briefly. |
| Depends on the child's access to sounds- some children with technology that allows them to access speech sounds and learning language through listening, parental talking when the child isn't looking may be appropriate. For BSL users it would not be appropriate to carry on whilst the child was not looking |
| Depends on the child's access to hearing |
| if it means: following the child's focus of interest |
| Giving space to the child to explore but parents could be engaging still |
| I have heard about this strategy more recently with a Verve taster but I hadn't really considered it previously. |
| Not necessary for child to constantly be looking at adult |
| depends on both personalities and styles |
| Indicates parent is aware that child may not receive information when not looking - would it be important to know parent's motive (waiting for child to look, or aware of need to wait for comprehension) |
| If communication is through auditory means, then it is less essential |

Q7 TEXT - High importance

|  |
| --- |
| High importance - Text |
| again highly dependent of child's access to spoken language |
| Observing and waiting for the child to initiate interaction can be facilitated by the parent staying still. |
| Very important to wait for child in order to support child’s development of play skills/ awareness of importance of developing face-watching skills but there will always be times when parent may want to gain their attention when they are not looking eg something new/ unexpected such as doorbell / phone ringing, person entering room etc etc |
| respecting child's gaze averts is important, but it's sometimes necessary for parents to "interpret" what child is looking at or to draw child's attention back to signing |
| Seems that this is getting at allowing the child freedom to explore and giving wait time that is responsive to the child rather than directive |
| it depends if the child is looking away because he needs a short break |
| depends on what's caused child to look away |

Q7 TEXT - Essential

|  |
| --- |
| Essential - Text |
| As adults we are always quick to jump in to fill silences or to help with a task but by staying silent/still we get a chance to observe the child's behaviour and interactions without controlling the interaction. It also allows the child to fill the gap when they want to. |
| It's important to see if a child initiates interaction with the parent, so allowing some time will allow the child to take that initate the interaction. |
| Definitely part of the Verve approach to stop talking when a child looks away as they are not ready to receive information at this point |

**Q8 - Parent alerting child to, or explaining, environmental sounds (where appropriate). You can use the free-text box under your rating to explain your answer (optional).**

Q8 TEXT - No importance  
No importance – Text

Q8 TEXT - Low importance  
Low importance – Text

Q8 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on situation |
| It highly depends on the child's auditory status, the context and age of the child. The importance is where the child's interest. It is not appropriate to focus sounds for it's own sake unless the child is into developing sounds. |
| This can be targetted in other ways e.g. listening walks etc. Also may make parent feel they need to be didactic and take the lead and teacher role too much in the interaction |

Q8 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Alerting to environmental sounds is important especially in the early listening stages. Caution should be exercised to avoid this becoming a priority over listening to voice and functional language. |
| Where the child can hear this |
| Highly important at early stages of hearing aid or CI fitting but less so with unaided children or children who's listening has progressed beyond this stage. |
| Important to do this more explicitly with a deaf child within a natural context |
| often we all take for granted environmental sounds and don't highlight them to children- so yes very important |
| relevant to understanding others' perspectives and experiences |
| Children should be aware of sounds in the environment if they are able to hear them. |
| especially if alerting to sound includes any visual cues |

Q8 TEXT - Essential

|  |
| --- |
| Essential - Text |
| For a child who has access to the sounds. Even where they don't have access some very loud environmental sounds are accompanied by flashing warning lights |
| Both drawing attention and explaining sounds to both develop awareness and to support attention as children will learn what the sound is and be able to ignore if not important |
| Whilst access to speech is of key importance where children are developing language and communication through spoken language, this should not be at the expense of failing to enable the child to learn from their environment which aids cognitive development. |
| When a child is learning to listen there is so much going on that sometimes a child will not pay attention or notice a sound when playing so it is essential that their attention is drawn to sounds. |
| At the very early stages, this becomes less important with the passage of time and the child understands environmental sounds. |
| Making a child aware of sound is very important. |
| yes, but not all the time |

**Q9 - Parent maintains joint engagement with their child. You can use the free-text box under your rating to explain your answer (optional).**

Q9 TEXT - No importance  
No importance – Text

Q9 TEXT - Low importance  
Low importance – Text

Q9 TEXT - Important, but not essential  
Important, but not essential – Text

Q9 TEXT - High importance

|  |
| --- |
| High importance - Text |
| High importance when in play but child also needs time to explore by themselves |
| Also important they communicate at other times |
| depending on the nature of the activity/situation |
| although child may flit in and out, adult needs to be observant and responsive to child |

Q9 TEXT - Essential

|  |
| --- |
| Essential - Text |
| most important skill |
| This shows the child that the parent is interested in the activity they are involved in and gives them a sense of importance in their communication. |
| Responding to child'e focus of attention not only shows respect for child's interest, but also encourages his/her motivation to explore the environment |
| to develop understanding of the world |

**Q10- Parent pausing or waiting to give time for the child to initiate. You can use the free-text box under your rating to explain your answer (optional).**

Q10 TEXT - No importance  
No importance – Text

Q10 TEXT - Low importance  
Low importance – Text

Q10 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| one should give any child time to show readiness to interact, but that doesn't necessarily mean they'll be "initiating"; i.e., some kids need more encouragement from parents |
| It highly depends of the childs age/development |

Q10 TEXT - High importance

|  |
| --- |
| High importance - Text |
| for hearing as well as deaf children |
| gives child time to take in info and process |

Q10 TEXT - Essential

|  |
| --- |
| Essential - Text |
| parent needs to wait to then reinforce the child's initiation |
| Really important step and it's essential that we coach parents in this from a very early age. |
| So they then have a lead to follow and can provide much more tailored responses |
| Essential for child to learn their role in interaction and to support pace of turntaking |
| like I said before- if I had to prioritise this would be in my top 3! |
| Children need to know that communication is not all adult led. |
| To allow for processing and thinking time. Encouraging turn taking in conversation. |

**Q11 - Parent engages in balanced communicative turn taking (verbal or visual). You can use the free-text box under your rating to explain your answer (optional).**

Q11 TEXT - No importance  
No importance – Text

Q11 TEXT - Low importance  
Low importance – Text

Q11 TEXT - Important, but not essential  
Important, but not essential – Text

Q11 TEXT - High importance

|  |
| --- |
| High importance - Text |
| May depend on the language/communication level of the child for how balanced this may be - but again I assume this would be individualized to the dyad and would be expected to change over time as child abilities grow |

Q11 TEXT - Essential

|  |
| --- |
| Essential - Text |
| The word I would add to this is that the communication needs to be meaningful |
| a successful conversation needs to be well-balanced. Parents value the understanding of this and learn how their language needs to match their child's language and vocal turns. |
| Essential to get there at some point. |
| This is the foundation for communication |
| If you mean allowing and encouraging children to have an equal share of the interaction |
| Essential for learning turn taking and for encouraging interaction skills |
| 100%!! In my experience, parents can sometimes go of 2 ways- either too quiet, or dominating! |
| It is essential to allow the child time to speak but also for the parents to model speech and vocabulary. |
| equal division of communication |
| Balanced is different depending on the child at it's age/development. |
| develops conversational turn taking |
| not always easy to do with a child who may be seemingly unresponsive |

**Q12 - Parent spends time observing their child's behaviours and initiations, before using any language. You can use the free-text box under your rating to explain your answer (optional).**

Q12 TEXT - No importance

|  |
| --- |
| No importance - Text |
| You need to start using language striaght away, babies recognise their mothers voice from birth. |

Q12 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Not quite sure here. It almost infers that the parent is acting as a teacher. |
| more of a case of awareness. Parent should be able to initiate interaction |
| Depends on the parent's purpose! Basically i do not believe in obeserving your child thus the spontanious interaction will disapear and the child develops int to an object. |

Q12 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| use the child's cues to facilitate engagement |
| I find this a difficult one |
| Very much depends on situation and circumstances and shouldnt interfere with communication flow. Clearly however parent should be aware, mindful and responsive to this. difficult statement to grade in this way as it implies a blanket approach which is unhelpful |
| depends on situation |

Q12 TEXT - High importance

|  |
| --- |
| High importance - Text |
| depending on the activity |
| depends on the activity; could be essential |
| As a professional I would use this strategy but would be mindful of a parent using it in case it makes their interactions un-natural because they are being asked to do something they would not normally do. |

Q12 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Really important especially in the early stages so that the parent can understand that a child's behaviour is communication. |
| So they then can tailor what they communicate based on the child's interests |
| Essential when in play or child focussed interactions |
| absolutely!! |
| This gives parents time to learn what vocabulary their child knows, how they are using language and how they use facial expressions/body language while communicating. |
| language must be semantically contingent |
| To make communication meaningful and relevant to the child. |

**Q13 - Parent showing enthusiasm, warmth. In research this is called positive regard. You can use the free-text box under your rating to explain your answer (optional).**

Q13 TEXT - No importance  
No importance - Text

Q13 TEXT - Low importance  
Low importance - Text

Q13 TEXT - Important, but not essential  
Important, but not essential - Text

Q13 TEXT - High importance

|  |
| --- |
| High importance - Text |
| ? is this culturally dependent? |

Q13 TEXT - Essential

|  |
| --- |
| Essential - Text |
| warmth is a key predictor of child's language progress |
| Really useful. It is also helpful for the parent to appreciate even the smallest communicative contributions from the child. |
| I think this is more important than language skills |
| when appropriate, of course. |
| When a child is struggling it is important for them to be praised and encouraged in their endeavours. |
| not always easy to do especially when tired |

**Q14 - Parent is genuinely interested and involved. In research this is called availability. You can use the free-text box under your rating to explain your answer (optional).**

Q14 TEXT - No importance  
No importance - Text

Q14 TEXT - Low importance  
Low importance - Text

Q14 TEXT - Important, but not essential  
Important, but not essential - Text

Q14 TEXT - High importance

|  |
| --- |
| High importance - Text |
| I would love to say essential but I don't think that is realistic especially if the parent has other pressures and worries. Many families I see live in poverty and are constantly worried about housing, paying their bills and day to day life. |
| However it is not always so easy in practice in busy households. i wouldn't want parents to feel guilty about this if they have to do house chores |
| Really important |
| While it is not always easy for parents to show genuine interest all of the time for their child it is important when they have time to sit and be involved as much as they can be. |
| However all parents are not or have shortcommings. thus it is important with other essential persons in the child's daily life. |
| They can also get a lot of input from siblings and peers, not just parents. |

Q14 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Even very young children pick up on signs of parental emotional availability, and their own emotional regulation may reflect this. |
| So as not to miss any communication from their child |

**Q15 - Parent follows their child’s lead. In research, this is called non-intrusiveness. You can use the free-text box under your rating to explain your answer (optional).**

Q15 TEXT - No importance  
No importance - Text

Q15 TEXT - Low importance  
Low importance - Text

Q15 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends of the child's age/development. the older the less important. |
| need a balance |

Q15 TEXT - High importance

|  |
| --- |
| High importance - Text |
| prior studies indicated that parents were intrusive and lacked warmth |
| In general yes, but there will of course be times where this is not appropriate or possible. In free play /unstructured times this would be desirable |
| Hugely important skill by parent however I’ve not ticked essential as there will always be times when parent may need to lead/help/ change the play task |
| Yes, with the caveat that there may be circumstances where it is appropriate for the parent to redirect the lead. |
| But if it happens all the time, it isn't really natural communication. More important early in language-learning process.... |
| depends on the activity - could be essential, or some activities may be appropriate to model first |
| depends on the activity; could be essential |
| Children sometimes play with objects in a way that adults would not expect so instead of imposing our adult ideas on the child we should follow their lead to encourage their imagination, expression and language. |
| Of course, this is context-specific as there are some situations in which parents lust intervene or at least take the lead in avoiding mishaps. |
| A good mix of leading and following |

Q15 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is a very important skill. Not to be confused with only following the child's lead and never contributing new ideas to the play scenario. |
| 'Children who lead get the language they need'! |
| another top 3 strategy for me |
| Learning is more effective when we are motivated. Being able to follow the child's lead and build language learning around that is critical. It is also critical to be able to follow the lead and mould it to a meaningful experience/activity which is a skill all parents need to know. |

**Q16 - Parent responds to child with on-topic behaviour or language. In research, this is called responsivity and/or contingent talk. You can use the free-text box under your rating to explain your answer (optional).**

Q16 TEXT - No importance  
No importance - Text

Q16 TEXT - Low importance  
Low importance - Text

Q16 TEXT - Important, but not essential  
Important, but not essential - Text

Q16 TEXT - High importance

|  |
| --- |
| High importance - Text |
| can't always be done, and perhaps not always essential, but a critical behavior to use |
| It shows parents interest in the child's play. It also introduces related vocabulary for the pupil they may not know. |
| This may depend on age of child. For very young, preverbal infants, sometimes parents may just chatter about the weather or what's for dinner, clearly not of much interest to the child but yet it's still language input! |

Q16 TEXT - Essential

|  |
| --- |
| Essential - Text |
| and this would also be in there!! |
| We all communicate better with partners who are contingent and children are the same . It gives them a sense of security to know that their partner is attuned to them and when the topic does change that it is done in a supportive way to allow for each member to remain in the interaction |

**Q17 - Parent is attuned and adaptive to the child's emotions and behaviour. In research, this is called emotional sensitivity. You can use the free-text box under your rating to explain your answer (optional).**

Q17 TEXT - No importance  
No importance - Text

Q17 TEXT - Low importance  
Low importance - Text

Q17 TEXT - Important, but not essential  
Important, but not essential - Text

Q17 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Really important to be able to watch child and attune to their emotions and behaviours including interpreting and commenting on these |

Q17 TEXT - Essential

|  |
| --- |
| Essential - Text |
| enhances quality of parent-child interactions |
| When there is a delay in spoken communication of a child it is essential for parents to be able to read their child's behaviour/emotions to be able to name them for their child and help them to process these. |

**Q18 - Parent interacts with appropriate pace, play, and language for the child's age/stage. In research, this is referred to as structure and stimulation. You can use the free-text box under your rating to explain your answer (optional).**

Q18 TEXT - No importance  
No importance - Text

Q18 TEXT - Low importance  
Low importance - Text

Q18 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I could easily change my rating to "high importance". |

Q18 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This often comes with practice though so might not be there initially |

Q18 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Parents need to know what 'stage/level' their child is at so that they know what comes next and the strategies they can use to support their child's communication and language development. It also helps them to see progress, milestones and Red Flags. |
| Communication happens within space, context and time and these need to all work together effectively. |
| Essential that parent ‘tunes in’ to what their child is interested in and the pace |
| It can be easy to want to extend learning all of the time but sometimes to reinforce, ground and stimulate conversation allowing the interaction to be at the current pace will allow the child to be more relaxed and may be more willing to accept the occasional new piece of information or new vocabulary. |
| Though a challenge if parent has limited awareness of stage |
| As a professional I would class this essential but again parents (in my experience) dont often see the need for them to do anything as a professional is visiting to do that. Parents need to be encouraged and modelled how to do this. |

**Q19 - Parent predominantly strives for a positive connection with their child. In research, this can be referred to as consistency or emotional regulation. You can use the free-text box under your rating to explain your answer (optional).**

Q19 TEXT - No importance  
No importance - Text

Q19 TEXT - Low importance  
Low importance - Text

Q19 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| While parents would want positive connections at all times essentially all communication is a connection and they should use these opportunities as well. |

Q19 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Depending on maternal mental health |
| A difficult question thus the parent intention mostly strives towards a positive connection. However it can be troubled by a lot of reasons finding out a child's disability in combination with the parents' resilience.. |

Q19 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Again I believe this is more important than language as this is what will keep child coming back for more |
| these last few are so important because they are all about well being as well as communication-the 2 are so interlinked! I think we do a disservice to parents when we try to turn them into therapists or teachers- that's not their job! |
| Bonding with your baby and child is of upmost importance but it can take time to develop, not all parents feel an instant bond at birth |

**Q20 - Parent physically positioning themselves at the child’s level. You can use the free-text box under your rating to explain your answer (optional).**

Q20 TEXT - No importance  
No importance - Text

Q20 TEXT - Low importance  
Low importance - Text

Q20 TEXT - Important, but not essential  
Important, but not essential - Text

Q20 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Ideal but not always in some situations |
| Most of the time this would be important. However, it is also key (appropriate to age) that the child responds to verbal or visual or tactile attention gaining strategies and works to pay attention to the communication by moving their body or looking toward the person communicating. |
| This is important but not always practical/possible |
| Dependent on activity. Striving to do this should not inhibit child and parent undertaking some activities in which being on the same level consistently may be challenging |
| this is important but again depends on the age and stage the child is at |
| IF this means making communication accessible. |
| The younger the more important. |

Q20 TEXT - Essential

|  |
| --- |
| Essential - Text |
| important on many levels |
| When speaking with children it is best to be at their level so that they are not having to look up and it closes the distance between the speaker and the amplification devices. It also allows for eye contact during conversations. |
| where possible |
| Absolutely necessary for long term learning. When on their level the child will engage for longer and with more energy as they are on and equal level and feel valued and engaged with. It is harder for a parent to disengage or become distracted by other things when down at the same level as their child involved in an interaction |
| Need to be available at level and able to see and watch what child and their eyes are doing |

**Q21 - Parent using appropriate voice volume. You can use the free-text box under your rating to explain your answer (optional).**

Q21 TEXT - No importance  
No importance - Text

Q21 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Depends on hearing level |

Q21 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| depends on whether there is any residual hearing or child uses CIs |
| for young children variety in the use of voice makes lg salient |
| IF using voice |
| Children should be able to listen to parents when using a variety of voice volumes - eg whispering in games. For most communication the parents should use an appropriate volume of voice that the child consistently responds to. |
| depending on child's hearing/listening skills |

Q21 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This is very dependent on the child's hearing and listening capabilities, the environment and their primary communication mode. |
| Not speaking too loudly or conversely, too quietly |
| depends of the child's auditory status. |
| If using auditory communication |

Q21 TEXT - Essential

|  |
| --- |
| Essential - Text |
| some parents drop their volume when signing |
| for those deaf children with residual hearing |
| Again if following approach looking at spoken language outcomes |

**Q22 - Parent is mostly within 1 to 2 meters of amplification device(s). You can use the free-text box under your rating to explain your answer (optional).**

Q22 TEXT - No importance  
No importance - Text

Q22\_TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Depends on hearing level |
| In the first moment after hearing devices it is important parents stay closed to microphones (within 15 cm) |

Q22\_TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| as not always possible |
| I'm guessing here.... |
| depends on whether visual cues are also available |
| would want to see them adapting their communication for different scenarios |
| would want to see them adapting comm for different scenarios |
| As depends on activity and context, but awareness of this is important |
| Depends on the auditory status, devices and age/development eg CI functions on longer distance than a hearing aid. |
| Range of HA and CI microphones has changed considerably in last 10 years |
| depending on child's level of deafness |

Q22 TEXT - High importance

|  |
| --- |
| High importance - Text |
| We need to recognise that there will be times when this may not be possible. Parents and their children live in the real world. |
| Important not just for amplification but also to show that parent is available for child in play. Important for spoken language for clarity of sound etc but if gain attention and use a range of other strategies it is important that child learns to watch for interaction over a larger distance too ( eg signing, clear lip patterns, use of gesture ) |
| But....there are rich communication exchanges which can take place outside of this and normal interactions (play etc) shouldnt be artificially inhibited in order to achieve this. It very much depends on age of child, what is taking place, primary aim of activity etc. |
| this is really important- we also need to be promoting the importance of remote microphone systems for toddlers, so as soon as children start to move about they can still hear their caregivers, even across a distance |
| for play and dialogs |
| It is important for parents to understand the capabilities of technology so they use it appropriately and when learning the closer the better to ensure that access is always there however it is more important o continue engagement than to stop to just measure distance (even just in their head). ALso children and being communicated with in various settings and distances as not everything is perfect - I am more concerned about the engagement, the contingency and the engagement than having a parents spend too much time being specific about the distance. |
| Unless they are using remote technology devices |
| This applies if the child is learning auditorily. |
| depends on child's level of hearing and the specific acoustic/auditory environment |

Q22 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If we are using hearing technology then we need to maximise its use. |
| With a child using amplification it is really important that they get the best possible access to speech sounds to develop their own speech. While it is not always possible when conversation or interactions then it will be essential to maintain this distance. |
| unless radio aid/mini mic etc used |
| If following an approach hoping for mainly spoken language outcomes |

**Q23 - Parent makes accompanying sounds to the child’s action / toys / items. You can use the free-text box under your rating to explain your answer (optional).**

Q23\_TEXT - No importance  
No importance - Text

Q23\_TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| can be fun for the child and gain auditory attention when they are very young, but using words may be more appropriate when a little older |
| There will be a place for modelling of symbolic sounds early on, however |

Q23\_TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depending on child's needs and skills, and whether child attends to sounds or parent augments with actions as needed |
| May depend on child's auditory access |
| This is important if the child is at this level and ready to look and listen but a constant overlay of noise would be unhelpful |

Q23\_TEXT - High importance

|  |
| --- |
| High importance - Text |
| Very important at the initial stages as a model |
| Very useful for deaf children who use listening because it helps build intonation range and comprehension of emotion, and linking symbolic noise to real context, so it is an early semantic step. |
| Very helpful - have not ticked essential as not appropriate for all eg DCDP or profoundly deaf child with no/ limited amplification |
| I always say that interesting noises make the child's listening brain wake up! |
| iconicity (sound or vision) enhances early lexical learning |
| Shows interest in the play and gives the child experience of related sounds to toys. E.g. oink for a pig |
| Depends on the child's auditory status and age/development. the younger the more important. |
| depending on child's residual hearing |

Q23\_TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is something which is more critical in the early stages of auditory development and language learning. It allows the young listening brain the opportunity to process and understand auditory information, link it to familiar items and also use them. Often their sounds are easier to discriminate between and also easier to make as often they are CV combinations which are easier for a young speaker to formulate and use. |
| if they are learning to listen and talk |

**Q24 - Parent labels items. You can use the free-text box under your rating to explain your answer (optional).**

Q24 TEXT - No importance  
No importance - Text

Q24 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Labelling per se is not communicative but labelling things which the child is interested in is more important |
| if you refer to simply naming objects without attention to context and child's focus of interest |
| if it is only used to name objects out of a context |

Q24 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| particularly in early stages of vocabulary acquisition |
| depends on how it fits into interaction |
| this can be over emphasised which unbalances parent language use |
| Labels tend to be nouns which whilst we like them as they are easier to 'test' they aren't as useful in the early language of children. I encourage parents to focus on functional language so a child can communicate feelings, needs and wants rather than the ability to point and label. Some children do however like the rote nature of this type of activity so as part of a whole langauge approach it is a useful part. |
| Labelling in context, yes - labelling for the sake of it eg colours, numbers - not |
| children can learn labels through songs and conversations |

Q24 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Very important in the initial stages, as long as it is done purposefully |
| Well, again, this is a culturally specific practice. It would depend on whether the family thinks that this is a useful practice or not. I would say understanding how important vocabulary and background knowledge are, are very important issues to discuss with parents. And to explain why - the fact that the deaf child won't easily pick them up like hearing children, that much vocabulary learning relies on excellent listening distinction between phonemes, and that reading comprehension will later depend on in depth knowledge of words, including synonyms, antonyms, and collocations. Labelling is not enough - it is the in depth and continual discussion of word meaning which will make an impact longer term. |
| Not at the expense of natural interaction. Important element but within the context of other effective communication / conversation and when contingent |
| this is of course vitally important when children are moving into words- but overuse of labels without interaction strategies and without scaffolding language needs to be avoided |
| "Parental speech" depending on the child's age/development |
| But at the right time |

Q24 TEXT Essential

|  |
| --- |
| Essential - Text |
| to learn/consolidate new vocab |
| If following child's pre-existing attention |
| when appropriate, following child’s lead or interpreting |
| when done appropriately and naturally |
| Gives the child the understanding of items having names and improves the child's vocabulary. |
| helps develop child's vocab but not overly done - |
| doing this simply in context |

**Q25 - Parent comments on or describes an action, an object, a picture, etc. You can use the free-text box under your rating to explain your answer (optional).**

Q25 TEXT - No importance  
No importance - Text

Q25 TEXT - Low importance  
Low importance - Text

Q25 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| quite helpful when appropriate communicatively |
| depends on whether the comments/description restrict the child to the object/picture or expand away from that as the source |
| Depending on child's stage and the context |

Q25 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If the child is at that level |
| Important to coach parents on commenting as an alternative to constantly asking questions however this should not become a running commentary of what is happening all the time. |
| It's important but not all cultures do this. Parents need to see the effect of it and why it's useful. They may need coaching to try it, then they can make their own mind up to see if they think it's helpful in their family context. |
| Judicious commenting is important so that the parent does not provide a running commentary with few opportunities for the child to join in |
| depending on the context and the child's level of interest/attention |
| Yes but within a framework of natural communication, turn taking and conversation |
| Particularly in joint engagement routines |
| But at the right time - when the child is looking |

Q25 TEXT - Essential

|  |
| --- |
| Essential - Text |
| this is how language is built in the initial stages |
| Both Parallel Talk and Self Talk are critical tools for building any young child's language. It provides clear and relevant models of language, provides an understanding of the thoughts and feelings of others, develops the young child's TOM development and provides strong scaffolding for early language development. |
| helps develop language and conversations/asking Q's and/or clarification |

**Q26 - Parent interprets their child’s behaviour with language. You can use the free-text box under your rating to explain your answer (optional).**

Q26 TEXT - No importance  
No importance - Text

Q26 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Very open to misinterpretation, especially for ND deaf children |
| It is not always that parents need to use language - they need to be watching the behaviour and non-verbal communication but may respond with their own non verbals e.g. a smile or a clap as well as language. So language might be one response to their child's behaviour but not the only way to interpret it. |

Q26 TEXT - Important, but not essential  
Important, but not essential - Text

Q26 TEXT - High importance

|  |
| --- |
| High importance - Text |
| this is reinforcing for the child |
| Again, this may be something they want to do, linked to understanding intentions and giving labels for feelings which may be useful for the child. Not every culture does this with children so it is something to explore as an option. If parents see the benefit, they will use it. |
| When appropriate |
| This allows the child to name and describe the behaviour at another time. |
| This not only helps child develop language skills, but also gives them words with which to eventually communicate their own emotions and desires and behaviors. |

Q26 TEXT - Essential

|  |
| --- |
| Essential - Text |
| this is crucial for the facilitation of emotional intelligence and theory of mind |
| language at child's level |
| This parallel style of talking is very important for both the language development but for general develop and brain development. Children with limited language need support to understand their thoughts and feelings. By giving them the language to match these thoughts and feelings it not only builds their language but provides validation. Also encourage parents to put into words their thoughts and feelings for the child to develop the understanding of how others function |
| this how you learn about the world, socially and emotionally about others. |
| as above |
| including body language |

**Q27 - Parent uses a range of different word types (i.e., nouns, verbs, adjectives). You can use the free-text box under your rating to explain your answer (optional).**

Q27 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Doesn't seem like a way to evaluate communication |

Q27 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Relevant only if parent is using contingent language based on a child's interests |

Q27 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Parents don't need to know these labels. Some will, some won't. The person supporting the family needs to encourage the parents to talk to/with the child when playing and this will automatically involve different word classes. It's also important that the caregiver can use a range of sign classes, features of placement etc but again no need to teach the jargon. confidence in use of caregiver language at the right level is the most important thing. |
| Parents tend to do this naturally when the child's language increases |
| when matching or a tiny step beyond child's current functioning |
| This can come once the interaction relationship has been built. Also depends what developmental stage the child is at |

Q27 TEXT - High importance

|  |
| --- |
| High importance - Text |
| expands vocabulary |
| But as long as they are appropriate for the child's language development |
| where appropriate for the child |
| when appropriate for development |
| It gives child more important information to relate to what they already know. |

Q27 TEXT - Essential

|  |
| --- |
| Essential - Text |
| especially as the child's language level allows |
| depends on child's cognitive ability |

**Q28 - Parent uses mental state verbs (i.e., 'like', 'know', 'think') within the interaction. You can use the free-text box under your rating to explain your answer (optional).**

Q28 TEXT - No importance  
No importance - Text

Q28 TEXT - Low importance  
Low importance - Text

Q28 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on the age and developmental stage of the child. Verbalising internal states is important for developing a child's ToM but when introduced at the appropriate stage |
| when fits topic and situation |
| depends on the age / stage of the child |
| Research shows these are often used less by parents with deaf children but I feel use of these is dependent on the age of the child potentially and what you are doing in play. It may not be relevant and will stress parents out trying to shoehorn these in |

Q28 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Again this needs to be discussed so the parent understands why it's important. Not using jargon like 'theory of mind' but using books such as the Gruffalo to explain how crucial it is to understand different characters' perspectives. Discussion of lying is always interesting. |
| Good for developing theory of mind and for helping their child understand abstract language |
| evidence that this is relevant to many aspects of cognitive and linguistic development |
| Gives child insight into what parent is thinking. |
| Depending to age/development. the older the more important in order to develop social and emotional skills. |
| Again, depends on the child's stage of language development |

Q28 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If you want a child to develop their Theory of Mind they need exposure to this language including 'feel' |
| essential once children get into language |
| at the appropriate point of development for the child |
| when used appropriately |
| if appropriate to age and stage |
| To develop theory of mind. To expand vocabulary |
| Used to describe parents own mental state as well as offer opinion on child's or others |

**Q29 - Parent describing actions or events ahead of doing them. You can use the free-text box under your rating to explain your answer (optional).**

Q29 TEXT - No importance  
No importance - Text

Q29 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| depends on context of interaction |
| This supports the child's orientation and ability to regulate, but not necessarily their language development |
| This will all depend on the approach being taken and if following more AVT approach with a family then this may well be more important. However this is more of a strategy for a different kind of intervention and implies that the parent is taking the lead if telling them and describing things before they happen. In this approach they need to observe and watch the child and wait before giving the language |

Q29 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I think this is important to do and again, a tactic to discuss with parents, try it out, see what they think, explain why it might be very useful. Gradually we want the parent to be able to discuss things which are not in the here and now. This is later on the purpose of much of school English teaching, reading and writing. |
| (aka Talking ahead) - A key strategy in the AVT approach but this won't necessarily apply for parents/carers using other communication approaches |
| can help prepare a child, but again depends on the developmental stage of child. Can be helpful to use a visual tool to support the 'description of what next' |

Q29 TEXT - High importance

|  |
| --- |
| High importance - Text |
| With visual support |
| Again appropriate for the child's stage of language and emotional development |
| Supports anticipation and with activities such as going out, this allows the child to develop their language skills and supports behaviour. Helps the child’s awareness of what’s coming next as so helps with transition and regulation re moving from 1 activity to another and preparation if it’s going to be a difficult or v stimulating activity |
| this is important once a child has good amplification- it stresses the power of audition and focusses the child's attention on what they hear not what they see |
| delivered at appropriate level for the child |
| delivered appropriately |

Q29 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Very important in the initial stages to help the child tune in to the language being used |
| to help the child anticipate, to reduce fear putting the child in the picture and to increase language understanding |
| as it is with all children |
| This allows the child to know what to expect of the event. |
| using additional visual cues, photos, objects etc as cues if needed |
| For young children who are deaf to have the optimum opportunity to hear language many times. It is also important for them to be able to focus on the message - sometimes when engaged visually with an object their split attention doesn't allow for optimum auditory input or sign input. Also talking about things/events before hand allows them to be prepared for what is going to happen and to be prepared for the type of experience and language. Talking ahead, during and after gives opportunity to really hear/see and understand the language related. |
| important to prepare and get language to what i'm about to encounter. |
| prepares the child for what is coming up |

**Q30 - Parent reduces questions and increases on-topic comments. You can use the free-text box under your rating to explain your answer (optional).**

Q30 TEXT - No importance  
No importance - Text

Q30 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| It's not a matter of reducing questions - it's more to do with what questions are about, and how the interaction is balanced |
| Why should questions be reduced, rather than simply striving for balance here? |

Q30 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I think this is a good strategy and worth trying, then the parent can evaluate it. In real life conversation we don't use a huge amount of questions. We use on-topic comments to continue conversations. This will help build children's pragmatic and conversational skills. |
| depends on child's age and language level |
| Very much depends on context. Like many of these statements, very dependent on situation and context |
| Depending on overall language use by parent. Some behaviors would be usefully grouped to encourage observation of a range of strategies that are used flexibly depending on child focus and context |
| This one puzzles me a bit, because this seems to depend on the child's language abilities - closed questions might need to be reduced, but open questions could be very stimulating |
| It is often hard for parents to drop all questions and I often encourage getting parents to be more aware of their questions as an acceptance they are bound to use them but if they do ask one, to follow up with the answer. e.g. If they ask 'what's that?' and realise they have done this, to not feel bad but then name the object |

Q30 TEXT - High importance

|  |
| --- |
| High importance - Text |
| As open questions motivate communication I would not include both behaviors (reduction of questions and increasing comments) in one strategy. Comments on child's current focus of interest could be sufficient. |
| With the caveat that reducing questions is beneficial but with the aim being to facilitate more communication/language. See above for comment on commenting - which should not be constant commentary with no spaces for the child to respond. I have seen this misinterpreted by parents presumably due to lack of an adequate explanation/coaching by SLTs |
| Depending on the child's age/development. |
| over questioning isn't helpful |

Q30 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Very important so that communication is more purposeful |
| To support interaction - not a quiz |
| we know from years of research that parents can overuse questions, even when their child is less likely to give them an answer |
| especially in dialogic book reading |
| reducing only if questions are overused by parent |
| Parents should have 5 comments for every question at least. Noone loves being interrogated and often young deaf children receive a barrage of questions rather than interaction as it allows the parent to gauge their understanding and to test their knowledge. Parents need support and encouragement to do this though as it is less of a quick check for parents and they need to trust that these types of comments allow for increased language ad communication growth |

**Q31 - Parent expands on their child’s language by adding 1 or 2 more words or signs. You can use the free-text box under your rating to explain your answer (optional).**

Q31 TEXT - No importance  
No importance - Text

Q31 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| expansion should not be measured in terms of numbers of words or signs added |
| Depends very much on child's communicative stage |

Q31 TEXT - - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This is important but it is ok just to enjoy interacting with their child without thinking about this |
| This depends on the language level of the child. |

Q31 TEXT - - High importance

|  |
| --- |
| High importance - Text |
| but not every parents can do it. With a sign language quite often they won't have access to enough tuition to do this confidently. The confidence of parents working with spoken langauge or sign needs to be built by the person providing support in the home. |
| depent of age and language level |
| Naturalistic strategy acknowledges a child's contribution |
| Really important when extending language but not always essential- acknowledging play/ comment/ sign/ sound/ word with facial expression of following their lead can be just as powerful |
| but not always. communicative naturaliness always important |
| Taking the opportunity when appropriate to extend vocabulary is always important. |
| Essential at some stages of language development, but less important at others |
| if this is appropriate to the child's level of understanding |

Q31 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If the child is secure using one word/sign |
| Depends on situation |
| this is essential- and particularly important if parents are learning sign for the first time. sometimes parents in that position don't expand on the child's utterances because they don't have the confidence or know the signs to use |
| when it is appropriate to child's needs and ability |

**Q32 - Parent rephrases the child's language with correct grammar. You can use the free-text box under your rating to explain your answer (optional).**

Q32 TEXT - No importance  
No importance - Text

Q32 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| sometimes helpful in a responsive, not "corrective," way |
| depends on how this fits into interaction |

Q32 TEXT Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Parents rephrasing and modelling 'correct grammar' is fine but not correcting and insisting the child copy and repeat back is they are not at that grammatical level |
| Some families do this, but the evidence is that children listen for meaning not for accurate construction. It is frequency of presentation of correct pattern in normal dialogue which will make the difference about which grammatical patterns are taken up. |
| Very context dependent...should be natural and not prescriptive |
| Depends on age/development. the older the more important but the importance is communication and that the child wants to interact. |
| not all the time, more important to keep the conversation going |

Q32 TEXT High importance

|  |
| --- |
| High importance - Text |
| Depends on the age/stage of the child. Needs to be done in a naturalistic way to avoid correcting the child |
| Modelling really important for speech/ handshakes and for grammar |
| This allows for the child to hear the language as it should be including small words, word endings and other important parts of speech so that they can learn to use them themelves. |
| Parents are always supporting and extending their child's language by modelling but the language in appropriate grammar and phrasing but this also needs to be done sensitively and when it is optimum for a child's learning and development. It is something parents need to learn when to do it and when it isn't as important. |
| dependent on the child's level and stage of dvpt |

Q32 TEXT - Essential

|  |
| --- |
| Essential - Text |
| depends on child's cognitive ability |

**Q33 - Parent rephrases their child’s language into a question. You can use the free-text box under your rating to explain your answer (optional).**

Q33 TEXT - No importance  
No importance - Text

Q33 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Only when pragmatically appropriate |
| Why? Child says 'Cat gone' Mother says 'Where has the cat gone?" This is not really normal conversation. The child is at the 2 word phase. You could talk to the parent about modelling 3 word questions maybe? |
| depends on context of interaction |
| Not clear what / how this is intended. May be appropriate or not appropriate depending on context (as the one above) |
| Only if child requesting |
| not sure what this means actually. Would only think this would be if the child is wanting to make a question. |
| it is better to comment than to use questions when not required by the context |
| Better to model rather than rephrase |

Q33 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| If that is what the child is saying. It could be a statement or a disagreement. |
| to elicit clarification |

Q33 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Once developmentally appropriate |
| as one (uncontinous) strategy |
| This allows the parent to get clarification if language presented by the child is unclear |
| May depend on the context & child language level |
| like the child utters "cake" and the parent rephrases into "Would you like a cake?" |

Q33 TEXT - Essential  
Essential - Text

**Q34 - Parent uses open questions. You can use the free-text box under your rating to explain your answer (optional).**

Q34 TEXT - No importance  
No importance - Text

Q34 TEXT - Low importance  
Low importance - Text

Q34 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on language stage of the child |
| depends on the level the child is at |
| depends on what is being asked |
| important to stretch the language where appropriate, but not appropriate in some situations or when the child needs closed questions to support understanding |
| depending on child's stage |
| Depends on child's level of language development |
| Could depend on the language level of the child. |
| Depends on the developmental age of the child. Can the question reflect this? |
| Important as compared to using too many closed questions but again all depends on level of the child's communication as well as the context of play. Questions expect a response and may put pressure on the child |

Q34 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Once developmentally appropriate |
| depends of language level and age |
| Genuine questions at the child's level |
| when appropriate - but not appropriate at beginning stages of lang development |
| This allows the child a chance to answer more fully. |
| A way of letting the child elaborate on the respons. |

Q34 TEXT - Essential

|  |
| --- |
| Essential - Text |
| I think this is very crucial, but it needs a lot of support and again thinking about why it might help and coaching to practise, then discussing the impact. |
| encourages child's freedom of responses in specific situations |

**Q35 - Parent using repetition (of their and/or their child’s language, gesture, or vocalisations). You can use the free-text box under your rating to explain your answer (optional).**

Q35 TEXT - No importance  
No importance - Text

Q35 TEXT - Low importance  
Low importance - Text

Q35 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Important but only when pragmatically appropriate or when re-modelling for grammatical or articulation purposes |
| I would discuss repetition with extension - see if the parent sees a difference in the outcome. Basically we are trying to pass on some research findings about language acquisition in a family-focused and non threatening way. We want the parent to take the decision on how to proceed and to have a reason why they are doing it which they have observed for themselves. |
| The importance is to add someting not just repeat. |

Q35 TEXT High importance

|  |
| --- |
| High importance - Text |
| AT early stages this is really important but becomes less so as the child's language increases |
| Affirming strategy which acknowledges the child's contribution |
| Validates child’s input into the conversation and models further interaction/ sounds at the right level |
| but should not be invariable |
| reinforcement of language/vocab |

Q35 TEXT - Essential

|  |
| --- |
| Essential - Text |
| children need to hear words many times for them to stick th |
| For reinforcement and embedding of new/unfamiliar vocabulary. |
| if linked to behaviours described earlier linked to balance and attunement |
| develops imitation |

**Q36 - Parent offering and labelling choices. You can use the free-text box under your rating to explain your answer (optional).**

Q36 TEXT - No importance  
No importance - Text

Q36 TEXT - Low importance  
Low importance - Text

Q36 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| depends on child's developmental stage |

Q36 TEXT - High importance

|  |
| --- |
| High importance - Text |
| critical to building language skills |
| Again this is quite culturally constrained, but I would say show the value of it to parents and they may find it useful. It can be useful for improving focus and behaviour too. |
| less important for a child who is able to express their preferences but very important if they can't yet |
| Yes, but only if choices are realistic. |
| Making/giving choices is a strong strategy for young children for language development, cognitive development and behaviour all of which are important in the young developing child and when you can have a parent understand and use this strategy they are meeting the child where they are and giving them the opportunity to develop skills in various areas. |
| Important from the very early age. |

Q36 TEXT - Essential

|  |
| --- |
| Essential - Text |
| especially for younger toddlers where language is emerging |
| age-appropriately |
| language development |

**Q37 - Parent modelling mistakes in their own language use. You can use the free-text box under your rating to explain your answer (optional).**

Q37 TEXT - No importance

|  |
| --- |
| No importance - Text |
| I don't really know what you mean by mistakes. If a parent is using language fluently and with communicative purpose, there are no mistakes. There may be false starts, or there may be non standard usage. I can't see why parents would model 'mistakes'. Deliberate errors for the child to spot? Unlikely to work. |
| Not sure I understand this |
| This can reinforce the mistakes |
| I may not understand this item |
| not sure I understand what this means. |
| I don't think children birth to 36 months of age of the metalinguistic skills to be impacted. |

Q37 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I wouldn't encourage a parent to make errors intentionally but to model how to deal with making mistakes when they naturally happen and how to repair. |
| Not sure I understand this but I think it could be confusing to the child |
| Can be a useful technique for a child with well developed communication skills but don't feel this is an essential for good PCI |
| Not clear what / how this is intended |
| If mistakes occur in parent language, can be useful to 'notice' but need to avoid over use of mistakes which parent expects child to notice |
| for a 4 or 5 year old it might be a funny play. |
| not for a 0-2yr old. Maybe with a 3yr old. |

Q37 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| unclear to me, what is meant by this question |
| helps build self esteem for some children to know that everyone makes mistakes |

Q37 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Shows child that it’s ok but also supports parents to be more relaxed particularly with signing |
| not clear whether this is "corrective feedback" or parents correcting their own mistakes |
| By parents making mistakes intentionally it helps the child to be comfortable with making mistakes themselves. |
| Not really sure what this phrase means but if you mean that they talk about their frame of reference then it is important. Talking about their thoughts, ideas and feelings. Also modelling how they might rephrase something or add something in to give clearer understanding to the listener. I don't mean that a parents saying/phrasing things incorrectly is useful but rather how they might use repair strategies |
| depends on child's ability |

Q37 TEXT - Essential  
Essential - Text

**Q38 - Parent uses praise / encouragement. You can use the free-text box under your rating to explain your answer (optional).**

Q38 TEXT - No importance  
No importance - Text

Q38 TEXT - Low importance  
Low importance - Text

Q38 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| parents can use the empty language of praise- like good boy, well done etc to the detriment of high quality language which is contingent on the child's needs and interests |
| Truthful feedback is important - glib "well done, that was great" praise is not useful |

Q38 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Very important when used appropriately |
| Positive engagement if the encouragement that should be the reward. Just saying 'Good' isn't necessarily very useful. A child will know they have been or are being successful when the engagement is fulfilling for both members of the interaction. That back and forth of a successful interaction is what spurs them on to do more and feel confident as communicators. It is intrinsic rather than some outward praise or reward |
| Depending on how it's done. Not as in observational judging "Good boy" but as interacting in a mutual play/activity: wow that was fun oh really difficult - you made it... |

Q38 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Everyone likes positive acknowledgement and praise |
| Obvs. |
| when appropriate, of course |
| Encouragement is key to building good communication. |
| helps reinforce appropriate behaviours |

**Q39 - Parents’ average number of signs / words used in interactions to be noted. You can use the free-text box under your rating to explain your answer (optional).**

Q39 TEXT - No importance

|  |
| --- |
| No importance - Text |
| I would address language levels not average number of words |

Q39 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| More about the quality of the input rather than the quantity or words/signs used. |
| not important to record the number of words, but important to note if language level is appropriate for child |
| depends what you are counting as words? Ambivalent statement |
| This may be a quantity vs. quality issue. |
| If taken in relation to earlier behaviours, if attuned, available etc this count may be less important |
| I try to get parents to focus on the engagement and interaction rather than the length of the phrase. I feel that when they do it can cause them to either use shorter phrases as they are focussing on that or they are aiming for longer phrases as 'more is better' and then the child is overloaded and the integrity of the language is impacted due to expanding constantly rather than focussing on the core message |
| It is important for staff knowing what one should exspect of a childs development. But to parent such information can trigger stress. Rather it is important to stimulate and instruct about communicational tools. Might be essential if the development is an issue or if there is a research project going on. |
| dependent on age/stage of child. Are the signs/ words used in a functional manner. If so, probably only using key words to start with. It's the manner in which the signs / words are used that's important. |

Q39 TEXT Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I think this is one marker which may be useful. Tell the parent you are going to do it first, and explain why. It could appear rather judgmental. Perhaps showing examples on video and asking the parent to discuss may be more use. |
| quality seems more importnat than quantity |
| This could be off-putting and appear critical to parents |
| It is more about where the parent's language level is in comparison to the childs than their overall number of signs/words? |
| Can be helpful but depends how. |
| I don't understand this item's linguistic structure. Noted by whom? And too many signs/words can be detrimental |
| as a measure on its own, not essential |
| When there is a delay in communication looking at how the parent communicates could be of benefit. If they are using too many words/signs or if they are not offering enough for the child to listen to. |
| Only if useful/functional |
| Maybe I need to do this more specifically but it is usually easy enough to see an imbalance without counting e.g. parent talking most of the time as compared to the child being NV and then by the end of sessions the amount of silence increasing. I have to admit I do this subjectively though. May come in handy for those parents who are struggling to see that they need to reduce their talking. |

Q39 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This is a useful way to help the parent reflect on their language models |
| diversity should be measured |
| quantity is a dimension that is valuable to monitor - particularly when hearing parents are learning to sign; it looks like you have good qualitative measures too - both may be important |

Q39 TEXT - Essential

|  |
| --- |
| Essential - Text |
| I've been involved in using the LENA device with a large number of children. The richer and greater exposure the child has to vocab has been shown to make a difference in later attainment, especially if the baby/child is read to as well. |
| alternatively: category estimation, if counting is to time-consuming; also important: variability in word choice |
| needs to be appropriate to child's age and ability |

**Q40 - Parent's frequency and use of touch. You can use the free-text box under your rating to explain your answer (optional).**

Q40 TEXT - No importance

|  |
| --- |
| No importance - Text |
| touch on its own is not a relevant measure |
| Best choice here. Use of touch and frequency that a parent uses it will be very individual to the parents and child. |

Q40 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Not sure what this relates to. |
| Though may be more important for unaided children |
| more important if no residual hearing/pre-implant |
| if it is to draw attention |
| if is done mainly to gain attention |

Q40 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This can be dependent on cultural parenting differences as well as the mode of communication the family is using |
| Touch to support communication, get attention, show love and support, yes. But it could be quite culturally specific. |
| Touch for attention? Or in general? |
| Not all parents are very tactile |
| Depends on the communication mode and age/stage of the child. |
| (apart from tapping communication strategy) |
| Depends on modality of parents. |
| Depends on needs of child and how they communicate. Additional needs etc. may influence this. |

Q40 TEXT - High importance

|  |
| --- |
| High importance - Text |
| very important in communication with babies and infants; but not with older children, if they benefit from the hearing device |
| especially with younger child and only if supportive not coercive |
| Though different families use different levels of touch so could be difficult to judge if too little or too much |
| Assuming this is to convey warmth? |
| depends on child and purpose |
| type of touch can convey all manner of messages |

Q40 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Touch can be an under-rated aspect of parent-infant communication in general, but particularly important with deaf children. |
| this not only gives feelings of harmony, safety and sense of participation it also develops the hormone oxytocin for both child and parent. |
| babies and young children need to have hugs and to feel safe |
| As long as the child is receptive to this |

**Q41 - Joint engagement should be evaluated by number of interactive turns**

Q41 TEXT - No importance  
No importance - Text

Q41 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Turns can be long or short with paused in between whilst activity happens - the number in one session is not important but that they happen regularly throughout the day and the quality of the turns taken is good. |

Q41 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Quality more important than frequency |
| I don't feel very comfortable judging parents in this way |
| May be evaluated in this way to provide a quantifiable measure |
| depends on developmental stage of child and what other elements are being evaluated in this domain |
| qualitative measures may be more useful |
| depends on the activity |
| quality more important than quantity |
| I think measuring joint engagement involves more than one aspect really - turns is one part of this but not everything |

Q41 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This is one way to do it. The activity being filmed may not lend itself to a lot of interactive turns, so context is important to record. |
| ratio not quantity! |
| Whilst it can be evaluated by the number of interactive turns it is not the only measure of joint attention |

Q41 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is a key element I feel, though not the only measure of joint engagement |

**Q42 - Joint engagement should be measured by total length of time engaged.**

Q42 TEXT - No importance  
No importance - Text

Q42 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I don't quite understand, length of time spent in interaction with an adult per day? |
| As above, the quality rather than length of time is important, and the regularity throughout the day. Perhaps a baseline measure and outcome measure would be useful for parents who need to work on this area and increase their interactions, but to have an expected length of time is arbitrary and not helpful. |
| Especially in the early days or with children who have complex needs, good quality engagement doesn't need to be for long periods of time |
| Length of joint engagement would depend on many factors and the length of time is not necessarily a valid measure as it depends on the number of back and forth turns too |
| See above - there is more than just how long a child is engaged on one thing when determining joint engagement |

Q42 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| It depends on the activity. Some will naturally be shorter and others longer |
| Length of time is tricky as time is not always indicative of active joint engagement |
| If the parent is convinced that joint engagement is a worthwhile goal, then yes. |
| Length of time may not be the best measure in all circumstances |
| Again developmental stage of child is key to judgement |
| nice to have e.g. for reasearch |
| not sure....what's important is what happens WITHIN those joint engements |
| qualitative measures may be more useful |
| depends on the nature of the activity |
| depends on the activity being measured |

Q42 TEXT - High importance

|  |
| --- |
| High importance - Text |
| I think both measures would be of value |

Q42 TEXT Essential  
Essential - Text

**Q43 - The parent-child interaction assessment should be recorded on video.**

Q43 TEXT - No importance  
No importance - Text

Q43 TEXT - Low importance  
Low importance - Text

Q43 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I think video recording is really useful and helpful for evaluation but it can also be done live in the session. |
| Parental/carer choice - I have found this works very well with some parents but others are less keen and it alters the dynamic of the interaction. May be quite intimidating unless there is a relationship of trust between the carer and the professional |
| Very useful but depends on frequency and how constructively video is used. to video but not use constructively is not helpful. family preferences should also be taken into account. |
| useful for various purposes |
| nice to have, often not realistic in clinical setting to have the time to watch afterwards |
| some parents would hate being videoed |
| some parents and children react very differently when they know they are being recorded. This shoud be left to individua choice, |

Q43 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If possible, this is the best way to review it by looking at it together |
| So long as the parent is comfortable with this idea, because of the power it has to discuss different choices and for the support worker/ ToD/ SLT to valuate after the event. |
| This could be useful |
| Will not always be possible and may be prohibited to interaction therapy checklist being implemented - lack or resources and appropriate place to do it. |
| SOme parents find this difficult - may need several videoed sessions to become relaxed and natural in this setting (for accurate assessment) |
| Although not for all as some are not comfortable on film |
| nice to have; depends on purpose; watching the whole video in daily routine of clinic is time consuming; for training, research, advice its essential |
| Allows the assessor to look back at interactions and not have to rely on memory. |
| I believe a more accurate assessment is obtained when the clinician is not actively engaged in the interaction. However, this would add to the cost of conducting the evaluation. |
| useful for parents to see what was happening and how to do things differently next time |
| if the parent is going to be able to view this as a learning opportunity. If only for the assessor, not so important. Helpful |

Q43 TEXT - Essential

|  |
| --- |
| Essential - Text |
| for feedback to parents, for clinical use a quick online assessment is important |
| This provides an invaluable and long-lasting tool for additional reflection about the interaction by multiple evaluators. |
| Having used video taped sessions for bother assessment/evaluation and as a cooperative teaching tool with parents I think it is essential |
| The parent will only learn if they can see themselves back and reflect on this |

**Q44 - Video recordings should be less than 10 minutes in length.**

Q44 TEXT - No importance

|  |
| --- |
| No importance - Text |
| depends on what they are to be used for |

Q44 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I think the length of the recording is less relevant than the content |
| the length of video recordings need to be defined with parents according the aim the recording is performed |
| it depends on the objectives under observation |
| In a research study, less than 10 minutes would be insufficient. Perhaps this is acceptable clinically. |

Q44 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Yes, short clips are more useful to focus in |
| May be appropriate for longer....depends on circumstances |
| The amount that is analysed may only be 10 minutes but I think the video should be of at least 30 - 60 minutes |
| I think that you do need to consider how labor intensive the scoring would be - especially if this is a clinical tool; 10 minutes seems reasonable to me, but it may depend on age/stage of child |

Q44 TEXT - High importance

|  |
| --- |
| High importance - Text |
| As very detailed behaviours are evaluated more then 10 minutes becomes very lengthy |
| If video is being used |
| when used, yes |
| yes, if you are doing them |

Q44 TEXT - Essential

|  |
| --- |
| Essential - Text |
| I would say a 2 minute 'typical' sample from a longer recording |
| 5 minutes should be enough |
| and watch even less! |

**Q45 - Parents should be encouraged to send videos to an early intervention provider for review of more natural interaction, where the professional is not present (especially if the child has additional needs).**

Q45 TEXT - No importance  
No importance - Text

Q45 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| may or may not be naturalistic |
| more important only in special cases, e.g., child is very shy |
| I rated this in the way I did because I am concerned about compliance if the parent were required to collect the video and send it. |

Q45 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I'm not sure the additional needs part of this statement is important here. There are many circumstances when a child may be behave 'naturally' with an unfamiliar person watching. Flexibility in delivery, options available would be important. |
| This is very useful for the SLT - parents/carers should be given the rationale and allowed to make an informed choice. GDPR assured etc. |
| Would be great but not all parents able to do |
| I have chosen the middle grading almost arbitrarily. there would need to be much more information on this statement to enable a judgement as to whether it would be appropriate or not. Would depemd on many factors The |
| nice to have additionally |
| With cell phones this may be fairly easily done, but in some circumstances (e.g., crowded living space) it may not be realistic. |
| this could work, but unclear if the quality would vary -- video is so commonplace today, wonder if clinician who works with the family regularly would really be 'instrusive?" |
| Professional and parent can also both be present and discuss the recorded interaction parent-child immediately afterwards |
| dependent on the parents' awareness of what's needed, and their ability to video objectively |

Q45 TEXT - High importance

|  |
| --- |
| High importance - Text |
| As long as it is a reasonable request and not an additional burden |
| I think this can be useful but it can often create an extra strain for the parents |
| If the parent is willing to do this, and if there is a safe and secure way of sending video. |
| A professional being present videoing may change the interaction so it is good to be able to asses natural parent child interactions. |
| Although in practice, this is hard to achieve, and often videos show elicited behaviours rather than naturalistic contexts |

Q45 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Having the interaction as natural as possible is key |
| A collection of videos gives a fuller pitcure of the child. Some direction to the parents as to what to send would be beneficial |
| helps them get more support |

**Q46 - Parents should be made aware of the purpose of the observation / assessment.**

Q46 TEXT - No importance  
No importance - Text

Q46 TEXT - Low importance  
Low importance - Text

Q46 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| It depends. I would want the parent to be natural so it will depend on the parent whether they should know or not. |

Q46 TEXT - High importance

|  |
| --- |
| High importance - Text |
| yes, but without any details |
| a general explanation that communication should take place natural and as much as possible as at home |

Q46 TEXT - Essential

|  |
| --- |
| Essential - Text |
| They also should know they will be able to evaluate the results |
| Parents should be treated as equal partners and be empowered. |
| But all assessments should be in partnership with parents through family centred working practices. This seems a very top down approach |
| "we'd like to see how you and your child communicate ususally", no further details on strategies or sth |
| Can't imagine not being totally transparent with parents. Having a regular video session allow families to be more relaxed and to collect a more typical assessment |
| A general purpose at least so that parents still communicate naturally |
| encourages effective participation |
| considering the ethics of this, yes. |
| Parents need to understand the approach and the research behind it to engage and get anything from it |

**Q47 - Assessments should take place in the child and parents’ most natural setting.**

Q47 TEXT - No importance  
No importance - Text

Q47 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| nice to have |
| I have seen some great results in clinic so do not feel that this is essential. |

Q47 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Not always practical |
| interaction in a variety of settings may be more useful |
| parents might be more comfortable not at home |
| may not be possible |
| Much can also be gained by observing in an uncluttered, well-equipped, and quiet environment. |
| Could happen in a comfortable environment outside the home, but the natural setting would be preferred if you can get a quality recording (sound, light) |
| If not, the professional should take this into account |
| As well as the natural home environment, it is also important that assessment should take place in public domains such as shopping, nursery |

Q47 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Ideally but this is not always possible |
| Ideally but not always be possible. |
| Although some parents prefer not to be at home |
| where possible |
| the natural setting could be a variety of settings. It should be one parents feel very comfortable with. |
| This depends up on the goals of the assessment. |

Q47 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If that is what parents want |
| except when more formal assessment indicated..VARIED contexts should be used |

**Q48- Parents should be asked where they would prefer to be assessed.**

Q48 TEXT - No importance  
No importance - Text

Q48 TEXT - Low importance  
Low importance - Text

Q48 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This would be ideal but not always practical. |
| Home visits may not be possible |
| ideally yes but practically not always possible |
| options may not be possible |
| Parent needs to feel comfortable and part of process |
| I think that is an issue the provider and parent can decide together, weighing the pluses and minuses |

Q48 TEXT - High importance

|  |
| --- |
| High importance - Text |
| I'm unsure about this question. I see some parents who do feel more relaxed in the clinic setting (not worrying about messy house etc) but I feel that the child is aware of the different setting. I don't hink you'd get a natural sample this way |
| Ideally but within the constraints of the healthcare trust / organisation |
| again not always practical |
| Where possible |
| Only if a service can then assess in a number of places |

Q48 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Yes but the terminology here is awful. No Early Interventionist should be assessing the parents. Really an assessment should be of the Early Interventionist to evaluate their effectiveness in coaching the parents. |
| FAMILY FOCUS, right? |
| observed and developed - not assessed |

**Q49 - As well as play, parent-child interaction should be assessed within daily routines (i.e., dressing, mealtimes).**

Q49 TEXT - No importance  
No importance - Text

Q49 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| not always practical |

Q49 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Harder to get agreement for, but would be good especially if it is not too demanding, too often, and there is a safe way of transmitting family collected video |
| In theory, but this tool seems to be very prescriptive and judgemental of parents. Please see comment to above statement |
| play is essential; daily routine additionally "nice to have" |
| lets not make parents feel like they are being watched all the time. |

Q49 TEXT - High importance

|  |
| --- |
| High importance - Text |
| for implications for parent counseling |
| Routines based Ax is very helpful as intervention can then be more functional |
| essential to gain some idea of quality and quantity of interaction |
| It will give a more holistic view of the child-parent inteactions. |
| This is where home-based videos can be very helpful. |
| depends on what the caregiver needs to address or wants to work on |
| to get a holistic understanding of the interaction |

Q49 TEXT - Essential

|  |
| --- |
| Essential - Text |
| There are more opportunities for these types of interaction throughout the child's day and it supports parents to realise all their interactions are important teaching situations, not just sit down and play with toys. |
| But, If the parent feels that is suitable for their situation. The home is their space and they should not feel they are being assessed. |
| As a new parent myself, I realise that the reality is that the best and most frequent 'communication' and interaction times come from the things you have to do - daily routines. Sitting down and 'playing' is important but makes up a smaller % of a child's day. |

**Q50 - For children with additional or complex medical needs, assessments may need to focus more on everyday routines and care, compared to play.**

Q50 TEXT - No importance  
No importance - Text

Q50 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| 'Play' is a broad term - could include emptying and filling, exploring resources, and so on. I'd say both are equally important |
| Not necessarily if 'play' includes a broad range of things like people games & response to e.g. intensive interaction |
| not an issue of importance but of what provides the most helpful insights |
| play is probably more important for these children not less |
| All children need to play |

Q50 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Yes, go with what the child likes to do, and what the parent and child like doing together. |
| All context dependent and depending on needs of child. Shouldnt automatically assume that a child with additional and complex needs cant play. efforts should be made to understand how the child my exhibit and partake in 'play' |
| All children should be assessed in the same environments but the assessor should be skilled enough to extrapolate the information and to make the adjustments necessary. It might require a couple of videos rather than just a one off session |
| Play may give valuable insights too - definitely include everyday routines |
| Depending on the additional needs. |
| I can't quite decide how to relate this scale to this item. I think seeing communication in functional contexts is important, but I also think there's a lack of understanding about what play looks like in more complex presentations, and it is as valuable (perhaps even more valuable) to support parents to understand what their child's atypical play might look like |

Q50 TEXT - High importance

|  |
| --- |
| High importance - Text |
| a combination of both is preferable |
| Important to ask the parent about when their child is most interactive and use that situation |
| Anything that matches with the child's needs and is within their abilities which might not match with conventional assessments. |
| Yes - will depend on skills and ability of the child. May focus more on understanding what they get pleasure from and focussing on these moments. May be swaying etc and wider things like this. |

Q50 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Those activities may include play like interactions |
| essential to consider the most appropriate context for that child and family |
| essential to consider most appropriate context or the child |
| all videos should, not just for complex children |

**Q51 - Parents should have the opportunity to watch back and review video recordings of their parent-child interaction with a professional (within the same visit if appropriate).**

Q51 TEXT - No importance  
No importance - Text

Q51 TEXT - Low importance  
Low importance - Text

Q51 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| only if used as therapeutic intervention |
| Some parents may welcome this and others may not. Being mindful things dont become too staged |

Q51 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Yes, maybe more than once. Having a repository to look at progress is important for the parents to be able to access. Each clip could have notes about the sort of thing that came out of it, in a language / script / mode that the parents can understand easily because they may want to share it with their partner etc. |
| depends on the purpose (yes for videofeedback/early intervention; not in diagnostic session |
| if parent wishes to do so |
| yes, if they want to |
| Allows the parents to ask questions and to discuss next steps with the professional |
| very useful for providing guided feedback and reflection about interactions |
| would not have to be the same day, but could be very useful to review together and discuss |
| This is an excellent learning opportunity. The parent learns about themselves as they interact with their child. And, the professional learns about the parent (and their understanding of communicative interactions). |
| parents need to be receptive for this to be effective and meaningful |

Q51 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Otherwise, what is the point of them |
| feedback is so important and much better to see what is happening |
| Yes as who is the assessment for. Ot should ever feeling it is for the professionals purpose |
| I think watching the interaction back is really important - not sure it needs to be in the same visit. |
| But within a framework of mutual discussion ...not judgement on performance |
| Absolutely. They should have the opportunity to review, learn from it and give permission for it to be used. |
| professionals should pick out positive parts and show the parents on these and their ability rather than on their failures. |
| This is critical for helping parents participate in goal setting. Parents should be guided through viewing the impact of their behaviors on child communication. When coaching, I think it's critical to view in the same visit. But for assessment and goal setting purposes, it may be more useful for the clinician to later rewatch the video and make clips of or record the times of specific parent behaviors (and child responses) so those can be later viewed with the parent. Rewatching a lengthy video and asking the parent to attend to multiple things in it can be less productive than a more focused rewatching. |
| No point in taking a video if the parent can't then review it |

**Q52 - The entire review of the assessment should be strength-based.**

Q52 TEXT - No importance  
No importance - Text

Q52 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| the information to parents should be strength-based, not the assessment |
| Strength-based statements are encouraging but there may also be a place for identifying areas to improve/include that are missing. |
| mainly strength based but with scope to sensitively highlight target areas |
| review strengths as well as highlighting areas needed attention |

Q52 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Whilst I agree that a strength-based approach is important at times parents need to become aware of some of the behaviours that they are not doing so that they can start to use them more often |
| positive approach but focus on strengths may be distorting |
| It is really important to highlight strengths but if there are concerns these should be addressed and advice given at all stages. |
| Strengths are clearly essential, but it's also important to address places in which the communication seemed to break down or falter -- how could this have been avoided or repaired? |
| Sometimes it is important to identify needs. I like to ask the parent if they want to hear only about their child's strengths or if they also want to hear about the child's needs. I then follow the parent's lead when I give results. |
| Would need to know more about what strength based would mean |

Q52 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Highlight a little error and provide suggestions later might help the parents better |
| This is really important. Without losing sight of the importance of identifying challenges |
| Parents may reflect on areas that they wish to change |
| I find this difficult to answer as, with my professional 'hat' on, I know the importance of focusing on reinforcing positives and strengths. However, as a parent, I found this more difficult. It can seem like you aren't getting anything 'practical' to do/improve on if the advice is solely 'that was good - do more of that'. Discussing things that aren't going well can be just as important - and just as positive an experience for the parent. I work better with more specific feedback. This is just a reflection of my own learning style though. |
| We should definitely focus on strengths as a base for next steps but also needs to develop appropriate strategies and support |

Q52 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Any 'needs' should be balanced with strengths |
| but not without a focus on 'change' |
| This is meant to be an approach to support and highlight what the parent is doing and to do more of this, not to highlight what they are not doing |

**Q53 - Parents should be given the opportunity to assess themselves, with encouraging support from a professional.**

Q53 TEXT - No importance

|  |
| --- |
| No importance - Text |
| i don't know what is meant here - if strengths are worked from a natural outcome is usually that parents will want to talk about their hopes for change (not self-assessment which to me is a difficult and unwelcome concept) |

Q53 TEXT - Low importance  
Low importance - Text

Q53 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| The whole interaction between professional and parent in the home is quite problematic and could be threatening for parent or professional. I would use the word evaluate or have a look to see what we can discuss from a clip rather than the word assess. Remember who else assesses in the home: Health visitors and social workers. For some families this means professionals won't be welcome. |
| Some parents may need help to pick out their strengths rather than focusing on what they don't like |
| Again I have chosen the middle choice here but in essence I disagree with the statement. Parents and professionals should be in partnership and parents shouldnt be 'assessing themselves' . Parents should be supported to develop effective communication and language scaffolding for their children as parents, not pseudo teachers. |
| Some parents may be fearful of assessing themselves even with encouragement of a professional. More low key conversations perhaps |

Q53 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If they are comfortable doing so |
| Anything that encourages parents to take agency over their own interaction style will increase motivation to improve. |
| once parent is confident to do so - this might take some support |
| once parent is confident and wants to do so |
| As long as this is an "opportunity" I think it's of high importance, but not all families will be comfortable with this, so it shouldn't be mandatory |
| parents need to want this |

Q53 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is an important element of coaching parents by giving them time for personal reflection |
| With other terminology instead of assessing used with parents eg reflect on practice, be their critical friend but not feel there is 'test' to pass |
| When people are more reflective about their own behaviour they are more likely to be able to process and put into practice |
| supporting a parent to come to their own conclusions is key |
| more in intervention than in assessment |

**Q54 - Scales should be used to observe each parent behaviour (i.e., not observed, emerging, present).**

Q54 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Scales should be used to assess how EI practitioners effectively support parents / coach them. Its not the parent behaviours that should be assessed. |
| This links to a deficit model |

Q54 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| videoing impacts on behaviour - unlikely to be a true baseline based on one video |

Q54 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| I think this is useful, but again the results should always be available to the parent, and this could be seen as quite judgmental. Once the parent has agreed on the goals of the interaction or activity, then it is fine to share this information and point out strengths as well as areas for development. |
| I think the parent coming to a realisation about their interaction is more important that the use of a scale |
| depending on the parent's confidence etc |
| some love scales, some hate scales - ask parent what would be useful |
| I would be concerned about too much formal assessment on parents, they need to learn to be a parent and scales feels too formal |

Q54 TEXT - High importance

|  |
| --- |
| High importance - Text |
| With guidelines of what these statements might mean |
| makes evaluation easier |
| With parental engagement of what they feel those terms mean |
| Could even be more detailed than this and have numbers such as 0-5 depending on how much and how well the behaviour is seen |
| I like the idea of being able to show progression for the parent. Although - is this a very clinical way of assessing? Could be phrased differently to be less 'judgemental'? Also, could it be more focused on the parent's perception e.g. 'I'm not doing this', 'I'm starting to try this', 'I feel confident with this'? |
| Self-rating scales can work well & are measurable but need skilled professionals to support parents who |
| This would be really helpful and could support parents to be aware of the range of skills involved and to be able to evaluate themselves |
| Good to have these data, especially when giving feedback to parents. |
| seems to make it manageable |
| Not to the parents! As a tool to professionals for improving thier support, finding strengths and positive attachment. |
| helps plan next steps |

Q54 TEXT - Essential

|  |
| --- |
| Essential - Text |
| In Professional's scoring |
| only possible when you have seen the entire sequence |
| can be complemented by description |

**Q55 - Rather than a scale, parent-child interaction behaviours should be presented in a list for the parent and professional to tick which were observed in the assessment.**

Q55 TEXT - No importance

|  |
| --- |
| No importance - Text |
| This will not provide info on the frequency of a behaviour e.g. if a behaviour was observed once it may not denote mastery but rather a developing or emerging behaviour |
| This is like marking parents work. Feedback should be in constructive conversation. |
| ticking boxes is the last thing that is desirable - relational approach focuses on the dyadic relationship - not the parent's 'behaviour' or 'skills' |

Q55 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| May be more productive to let parent pick out what things they observe without any prompts |
| Something may have been observed once but this does not mean to say that it is used on a consistent basis so need more than just essentially a binary approach |
| These behaviours are rarely 'binary' - either there or not. |
| why are they ticking them? You can't work on all of them |
| Parent to tick, with professional supporting parent's self-assessment rather than holding the power |

Q55 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This tends to be less accurate and asks parents to look back. Evidence shows that recording from memory and 'look back' is less accurate |
| You mean Yes/ No. This may be easier for the parent to understand. The emerging category from the question above seems more useful as it indicates a start has been made. Again, the parent needs to know about the criteria before the 'assessment' takes place. Are you seeing this assessment as once every 4 months activity which then informs practice in between? |
| can be helpful for the counselling |
| lists can be a bit overwhelming for a parent as there can be too much to think about and the key point you are interested in can be lost |
| scales shouldn't be seen as being in contrast to lists |
| this could be tied in with the scale, e.g. you would tick emergin or present on the list (if not detected you wouldn't tick it) |
| this might be quite a negative experience for the parent |
| some parents love scales, some hate scales - see what parent wants |
| I think the scale may be more useful |
| I find it helpful to start with ticking when something was observed but then converting those tick marks into a scale after I see how many times I ended up observing a specific behavior. |
| prefer a scale than a tick list to show development of interactions |

Q55 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Useful to do this but may help to have some evaluation of that too ie was the behaviour one-off or consistent |
| I don't really know. This response "feels" right. |
| depending on the nature of the child, family dynamics and type of participation activity |

Q55 TEXT - Essential

|  |
| --- |
| Essential - Text |
| easier to observe within the sequence |
| here only yes/no? Difference to question before not quite clear |

**Q56 - Parents should be sent a copy of the assessment video, following the assessment session with the professional.**

Q56 TEXT - No importance

|  |
| --- |
| No importance - Text |
| but nice to have |
| i would not advise taking an 'assessment video' i'd be seeing the video as an opportunity to step back and reflect together with a professional - a coaching tool (not a measurement) |
| It seems like parents might be able to record themselves and show professionals |

Q56 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I think this is a little tricky as some parents tend to then 'practice' for the next assessment. |
| For many settings, this is not practical. Parents could be encouraged to take their own videos at home though |
| It is more important that they can view the video at the Ax session. Sending it is problematic for GDPR and file size and methods of transferring files particularly in NHS Trusts |
| nice to have |
| if requested - GDPR would need to be considered ?use the parents own device for the video? |

Q56 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| As long as the video is shared with the parent by the professional with discussion then the parent can choose whether they would like to have their own copy of the video. |
| Logistically this can be very tricky to do. Potentially the parent could record on their own device and send to the professional via a secure method |
| if practical |
| Not all parents wat/ not all professionals can but where possible this is good practice |
| if the parent wishes |
| should be offered |
| If they desire a copy |

Q56 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Shared online space with comments from both parent and professional would be good. Being able to see your child's progress over time is very rewarding for the parent. |
| This is especially helpful if the professional watches the video with the parent. |
| if they are happy to have it |

Q56 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If they want that |
| if required by parents |
| Of not, why not. Parent = equal partner |
| it is their data so they should have a copy and retain ownership |

**Q57 - All main caregivers (i.e., mothers, fathers, grandparents) should be given the opportunity to have their interaction skills reviewed.**

Q57 TEXT - No importance  
No importance - Text

Q57 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| ideally yes but this might not be practical or desired by the family |

Q57 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| If the family wants this, it takes the focus off the mother usually to look at siblings, fathers, grandparents and so opens up discussion about how the deaf child can be included in family life. But the word 'review' is again like 'assessment'. Are you seeing this as a once every few months check on an ongoing programme with the family? If so, not all other caregivers every time, but over time include as many as possible. |
| not always practical. But in an ideal world this would be good |
| if requested |
| ideally if wanted, but not always practical |
| ideal, but not always feasible |
| That would be ideal, but wonder about the practicality; It should be their choice if they want an assessment, it should be made available |
| depending on the work load of the professional |
| Depends on how much time they spend time with the child I feel it is important to get the main caregivers e.g. Mum and Dad for example and not just the Mum if both parents are equally at home although this does not always happen |
| Again I worry too much that we are interfering with natural parenting |

Q57 TEXT - High importance

|  |
| --- |
| High importance - Text |
| It would be lovely to offer to all caregivers as their interaction styles may be very different and as a professional it is useful to see what the child is receiving across their day/ week but not always poss from family or professional |
| But you shouldnt be 'reviewing ' their skills.....you should just be enabling them to contribute effectively to the EI context |
| All care givers who are interested should have the opportunity to engage |
| I endorse this idea. But, to be realistic, I could easily have checked "important, but not essential". |

Q57 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Anyone who interacts with the child and is motivated to be included should be offered it. |
| Especially if they are frequently in the child's life eg multi generational homes, childminders for working parents |

**Q58 - Siblings should be considered within parent-child interaction assessments if they are present at home with the deaf infant.**

Q58 TEXT - No importance  
No importance - Text

Q58 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Only if the siblings wanted to be involved |
| depending on age and understanding of the sibling. If they can be involved, that would be great |
| This complicates the assessment and can make it very hard to differentiate which child is the target of parents' behaviors, communications, etc. |
| unless one -parent family |
| I usually assess without siblings but then do discuss how they can be involved in play during the week at home if a parent really feels they cannot manage any 1:1 special time |

Q58 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| As above, older siblings can be particularly helpful and could be included sometimes. The important thing is not to build this up as a test in your own home, but an opportunity to look at interactions together and figure out what is proving most successful. |
| Good to include siblings but also to assess without sibling |
| could complicate the assessment, depending on the sib; perhaps part of the assessment can include sibs? |

Q58 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Managing sibling dynamics is tricky without additional challenge of altering your communication style for a deaf child- the sibling should learn from watching how the parent interacts rather than specific teaching to them. Support to manage the sibling dynamic and pulls on the parents' attention/time would be important. |
| I think this should be considered in terms of how the parent is able to manage communication in the context of having several children involved. |
| Same comment as above. |
| Siblings are essential role models so should depending on age be considered. |
| helpful but not always |

Q58 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Yes, often they are a language, behaviour model |
| If they are there it will be virtually impossible to exclude them even if you wanted to! |
| their interactions may be critically important |
| siblings can be involved if older but also the impact of having other children should be taken into account |

**Q59 - Deaf professionals should be involved in the assessment of parent-child interaction.**

Q59 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Depends if there are deaf professionals on staff |

Q59 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Depending on the communication mode of the child |
| only if there is the involvement of sign language support |
| important, if parents are deaf |
| If available, this could provide a useful take but this may not be possible for many settings |
| limited availability- parents overwhelmed by meeting parents of other deaf children |
| might be beneficial in some cases |
| would be beneficial for some, but not for all |
| They may be useful if they are part of the dynamic on a regular basis. |
| This is a lovely concept, but isn't likely to be feasible in many situations and, even if feasible, may not be appropriate if a relationship doesn't already exist between the family and the deaf professional. |
| I am intrigued by this question. But, I would need more information to answer this question with a different rating. |

Q59 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| In an ideal world- however we only have one DIW for the whole county |
| If available. Some of the ToDs will be deaf and occasionally a SLT assistant. This will bring valuable insights which the parents may not have considered. The main issue here is opening up these professions to a much wider range of cultures and experiences so that deaf people get an opportunity to join in. |
| Of course this is important, and would be great. the reason I say not essential is that I know many areas would struggle to get access to a deaf professional with relevant training. It would be so great to have more access to this. |
| Depends on the skills/availability of the professionals involved and the communication modes of the parent/child |
| Should be decided case by case basis |
| this depends absolutely on the wishes of the family and the communication mode being used |
| nice to have, |
| Depending on level of understanding of PCI and strategies to develop language? They may be able to provide a different point of view/insight when working with Deaf families |
| IMO, it depends - Deaf professionals will be vital for some assessments, but availability of this expertise varies - and may be dependent on the assessment questions - should be individualized/prioritized. In my experience, deaf professionals have been essential/vital in some assessment contexts, but not all. Hard to answer "all or none" on this one. |
| should be driven by the family, their cultural identity and desires |
| Usure of question - the observation should be as natural as possible |
| Again - depends on approach being taken. If a signer then it is ideal but again may not happen |

Q59 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If possible |
| Role models are healthy. All professionals involved should be unbiased in their role and respect parental informed decision making |
| Depending on child needs and parental wishes |
| ? prof working with deaf or deaf themselves??? |

Q59 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If the Deaf professional is working with the family they absolutely should be involved. |
| This would be fantastic as children may respond very differently to deaf professionals particularly if they sign and all families should have the opportunity to meet with deaf professionals |
| especially as they can bring their own personal experiences to bear on assessment |
| Deaf professionals can empathise with the deaf child fully, being deaf themselves |

**Q60 - Professionals (i.e., Early Interventionists, Family Support Workers, Teachers of the Deaf and / or Speech and Language Therapists) should conduct joint assessments of parent-child interaction where possible.**

Q60 TEXT - No importance

|  |
| --- |
| No importance - Text |
| the 'assessment' does not need to be conducted jointly - but perspectives do need to be shared with the team (including parents and family etc) |

Q60 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I think it may be intimidating to parents if there are too many professionals in the session. It can be a nerve racking process for parents anyway. |
| Sometimes but could also be overwhelming with too many professionals present during the assessment |
| may be overwhelming for parents, but information needs to be shared |
| Useful, but should be remembered that many have a different skill set and knowledge base to SLTs |

Q60 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| All profs should have positive relationships with the family if this is set up |
| Again availability of the team and work demands are a consideration |
| I think an agreement to share video clips is worth setting up with a joint online space. Having two professionals in the family home is not a good idea. |
| Good communication is key. Joint working is one way to achieve best outcomes. Depends on the make up of the team around the child as to who is actually involved in the assessment and subsequent care |
| joint talking about the results is important |
| Could be difficult to 'do' all at the same time - the parent may feel like they are being watched by an audience. Observations should be shared and working with TODs would be good to do this - maybe watching the videos together afer? |
| important the professionals coordinate and share findings, but not essential to conduct assesment jointly. one professional can take the lead |
| unsure if you mean team assessments? May not always be practical. |
| Unsure where I sit with this one. On one hand, it encourages a cohesive approach and reduces the number of assessments/appointments for families. On the other hand, it's incredibly intimidating for parents. |
| It is often not feasible. I have had a lot of experience with this. |
| too many professionals can be overwhelming and unhelpful |
| Would be great and support the family to reduce assessments etc. |
| Along with deaf staff |
| Too many people in a room with parents being observed. The more natural the better. Having another pair of eyes is great but if possible via video call may be better. |

Q60 TEXT - High importance

|  |
| --- |
| High importance - Text |
| It would be great to reduce the amount of assessments parents need to go through |
| This would help with ensuring agreement and support for parents |
| Purpose should be clear with joint report writing follow up. Frequency should be considered esp for children with complex needs. Translators are essential. Professional to parent/child ratio should be consideration. Assessments should be meaningful and not replacing interaction/coaching/modelling opportunities if the assessment is not purposeful. Parent should remain an equal partner in multi professional assessments regardless of language, culture, disability etc |
| As long as all involved understand what is being assessed, how and why |
| discuss their findings, not necessarily conduct together |
| The strong relationship between these people allow for a deeper exploration. It also is only beneficial if the parents have a trusting relationship with the professional |
| Important but the professionals, including audiologists and psychologists, need to agree on the same interactional theory. If not the family will meet different discourses. |
| where possible |

Q60 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This reduces time, duplication and overall, usually produces better assessments in my experience |
| Ideally yes, in practice hard to achieve |
| and ensure appropriate training in assessment for all those involved |

**Q61 - Families who do not share the same language as the assessor require bilingual co-workers or interpreters for the assessment, but the parent behaviours being assessed do not require adaptations.**

Q61 TEXT - Strongly disagree

|  |
| --- |
| Strongly disagree - Text |
| Cultural norms play a big part in how families interact. It would be important to research the benefit of interaction styles in other cultures - 'parentese' and the aforementioned interaction behaviours are a very westernised ideal and some may require careful management. For example, on some cultures children are encouraged not to make eye contact with elders. |

Q61 TEXT - Disagree

|  |
| --- |
| Disagree - Text |
| Adaptation to the language's culture is needed |
| different cultures might lead to different parent behavior, assessor needs to know what is common in another culture |
| I don't think we can assess every child through a purely Eurocentric lens. Having watched a webinar by Mirshen Pillay about decolonising SLT, I have really begun to consider that SLT appointments can be like a 'colonial event' . In my experience, different cultures use things like eye contact and facial expression very differently and we would have to consider cultural norms when doing an assessment. |
| account needs to be taken of cultural differences |
| some adaptations might be necessary from a cultural competence viewpoint |
| Bilingual coworkers is essential. Behaviours are potentially culturally specific, and it is an Anglo-centric assumption that they are universal |
| Beyond interpretation, we need to consider cultural norms. They can vary among cultural groups. |
| everything needs to be fully accessible by everyone during assessment |

Q61 TEXT - Neutral

|  |
| --- |
| Neutral - Text |
| The assessment needs to be translated for the parent's benefit to understand what is being asked of them . Any verbal aspects need to be translated and adapted |
| I agree with the first part up to the comma. Of course different cultures have different child rearing conventions and cultural patterns. The co-worker is more likely to know this than a monolingual white SLT/ ToD etc. so the lead should be the bilingual professional. The monolingual professional could watch the clip later with the bilingual colleague and probably learn a lot. |
| It is sufficient if parents can explain/interpret the video-recorded interactions |
| helpful, but not always possible (costs?). Digital possibilities can support |
| Bilingual co-workers should be able to highlight any cultural differences which may impact on the assessment. |
| I’m sorry I don’t understand this question |
| Cultural differences would need to be considered and may require adaptations to allow for this. The evidence for the proven techniques should still be stressed to the families |
| Depends on the culture rather than the language - unlikely to change cultural attitudes and expectations with therapy |
| The parent behaviors may need to be adapted based on cultural considerations. |
| depends on the cultural differences |
| I would need more information to answer this question |

Q61 TEXT - Agree

|  |
| --- |
| Agree - Text |
| However, there may be a need to take cultural factors that impact on social communication into account. This may need to be discussed with the family on an individual basis to mutually agree with families based on their culture and the needs of the child. |
| Agree that we should have bilingual coworker/ interpreters however all parents may benefit from adapting their behaviours if unhelpful to child or if not maximising opportunities for the child ie full range of strategies for parent-child interaction/ face watching / sign8ng etc |
| but nonverbal communication behavior differences/expectations also differ across cultures. This needs to be considered. |
| but need to be aware of cultural norms which may be different e.g. around eye contact or initiating |
| need to be aware of cultural norms |
| There maybe misinterpretation on either part or misinterpretation if a cultural or language exists |
| It depends on the level of mutual language. Acquiring SL might be translated directly from the parents' first language. |
| the culture of origin must be respected |
| preferably bilingual co-workers, not interpreters |
| Although I have to admit I often just ask the parent to do the interpreting as we go through the video as they usually have good enough English. If no English skills at all then they would need an interpreter |

Q61 TEXT - Strongly agree

|  |
| --- |
| Strongly agree - Text |
| Parents should be equal in the interactions and be able to have their voice heard with fear of being lost in translation |
| I agree that they require interpreters. They should also be encouraged to carry out the activities in their home language, not in English. |

**Q62 - Assessment outcomes should lead to goal setting.**

Q62 TEXT - No importance

|  |
| --- |
| No importance - Text |
| goals should guide the assessment - you follow the lead of the parents - where do they need and want to see change as a result of your input - not the other way around |

Q62 TEXT - Low importance  
Low importance - Text

Q62 TEXT Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| not always needed could also be used to strengthen parents current skills |
| Depends on the family |
| danger of focusing on achieving goals as aim of interaction |
| depends on the age of child and the family circumstances. may be offering advice and strategies without setting 'goals' for parents especially in early stages |
| for parents of newborn babies, we don't set targets, but rather discuss strategies for improved comm |
| Sometimes this will the purpose of an assessment, but there are other purposes, including monitoring progress toward goals. |
| To some extent but remembering we want the goals to be natural and everyday possible |

Q62 TEXT - High importance

|  |
| --- |
| High importance - Text |
| But this has to be taken in context. What stresses are the parents under? Do they understand what goals are for and want them? Is it more preferable to call them 'suggestions' or 'recommendations' with some families? |
| Clearly. Where possible try to get the parent to see what the goal should be so that they are agreed. |
| Depends on the aim of assessment. May be to build parent's confidence in their communication with their child and may not require specific goals? Assessment should have a clear set of outcomes though |
| Assessments should be done for a reason and have a clear purpose |
| but should be parent led goals |
| helps develop child and family as a whole |

Q62 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Otherwise what is the point! |
| Not primarily goalsetting from professionals! It depends on the child and its' development and age. At the start you do not know the child and its' family. you might describe a what is expected from a development and ask the paretens what they can achive. Accordingly offer support, tools, professionals, language facilitator etc. |

**Q63- Parent-focused goals should be jointly discussed and agreed between the parent and professional.**

Q63 TEXT - No importance  
No importance - Text

Q63 TEXT - Low importance  
Low importance - Text

Q63 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Struggling to relate the scoring to this item - goals should be driven by the parents, not the professionals |

Q63 TEXT - High importance

|  |
| --- |
| High importance - Text |
| helps parents understand milestones |

Q63 TEXT - Essential

|  |
| --- |
| Essential - Text |
| And evidence should be presented in a family-friendly way building on interactions the parent has looked at. Try that more, look what happened, this will lead to more talk / signing etc. |
| Parents = equal partners |
| Parents need to be fully engaged |
| Targets should be identified by the parent with the support of the professional as they will be more likely to want to effect change in this environment |

**Q64 - Goals should be focused on a parent’s current strengths in the assessment.**

Q64 TEXT - No importance  
No importance - Text

Q64 TEXT - Low importance  
Low importance - Text

Q64 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| often parents are aware of what they can improve and want to work on weaknesses (AND use their strengths) |
| Goals should also focus on what the parent is not doing |
| recognising weaknesses may be equally important |
| build on strengths but also build on other areas that need development |
| goals come from the parent which might not relate that easily or be couched in the same language as your 'assessment' - they should come from the parents - who often talk about things in terms of the relationship, co-operation, understanding their child, confidence if they are getting it right - working out what 'it' is takes time and considerable expertise |
| Leading with the positives is always good but I am not sure about the term goals |

Q64 TEXT - High importance

|  |
| --- |
| High importance - Text |
| See previous comment on strength based feedback |
| as well as supporting the deaf child's development |

Q64 TEXT - Essential  
Essential - Text

**Q65 - The purpose of the parent-focused goal, and its impact on the deaf child, should be discussed with the parent.**

Q65 TEXT - No importance  
No importance - Text

Q65 TEXT - Low importance  
Low importance - Text

Q65 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Of course parents need to be involved but still not sure of the term goal |

Q65 TEXT - High importance  
High importance - Text

Q65 TEXT - Essential

|  |
| --- |
| Essential - Text |
| With evidence if possible from a video clip. |
| SO important that the parent understands why they are doing something and what it will do for their child. If using scaling for parent behaviours/goals (see previous question) then linking the parent's progression to impact/changes for the deaf child in the assessment would be really useful |
| the parent child interaction is foundational for the child's development and how the parent engages is critical so parents need to understand why something is a goal and how they can work towards this. |
| it should come from the parent not be discussed with them |

**Q66 - Parent-focused goals should be regularly reviewed and updated.**

Q66 TEXT - No importance  
No importance - Text

Q66 TEXT - Low importance  
Low importance - Text

Q66 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| As and when the parent may request |

Q66 TEXT - High importance  
High importance - Text

Q66 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Using video |
| Discussion should happen at every session with any changes or additions agreed on at that time |

**Optional Text Box Responses  
*E-Delphi Round 2 - June 2022***

**Q1: Parent using visual attention-getting strategies (e.g., moving into the child’s visual field). You can use the free-text box under your rating to explain your answer (optional).**

Q1 TEXT - No importance  
No importance - Text

Q1 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| maybe important during the first time, but as soon as hearing aids are fitted well there is low importance. If the child does not have HA: essential. |

Q1 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Less important if child responds to auditory attention getting strategies, or other strategies, but important if the child doesn't respond to these. |

Q1 TEXT - High importance

|  |
| --- |
| High importance - Text |
| If these visual aids are necessary, this can be an indication of less success about hearing with the hearing aid. This should then be noted in the assessment. |
| Not essential as some children need to focus on their listening first |
| If the child is learning new concepts and language |
| I have marked this of high importance rather than essential in order to take account of the context in which the strategy is being used. If the parent is in a situation where an activity is being undertaken in which an aim is to focus on listening specifically, then it is not essential. But otherwise, unless the physical circumstances make it difficult, I think the parent should be making access to communication as easy as possible for the child and this will be inclusion of opportunity to lipread. Care should be taken though not to make a natural and flowing communication opportunity into a stilted or unnatural one. |
| Depends on auditory access and any other additional needs |
| if minimum access to sound |
| But the suitability of all attention-getting strategies depends on child age and level of communication ability. Most important for very young children. I'm not sure that the statement above about being particularly relevant for children who are visually motivated and/or benefit from acccess to lip patterns/facial expressions is appropriate. |
| Very important that the child watches but at times the parent may need to wait for child to be ready as well as using attention getting strategies |
| For those who benefit from lip patterns, facial expressions and BSL |

Q1 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Essential fo fostering emotional attachment, joint attention skills, fun, warmth of relationship. `facial expressions and body language will be very important too. |
| If the child is not yet able to turn to voice/name then for parents to move into sight is important for the child's attention. |
| If the child is dependant on visual cues than this is essential. |
| although it is also useful to use 'audition first' in some circumstances and then visual |
| Deaf children need to be able to use all channels for effective communication |
| It is always essential getting the communication flowing. This means that you have to be aware of the child’s attention. It might be occupied by another interest. |
| with youngest children; hopefully not needed after about 10-11 months |

**Q3: Parent using tactile attention-getting strategies (e.g., tapping). You can use the free-text box under your rating to explain your answer (optional).**

Q3 TEXT - No importance  
No importance - Text

Q3 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| much better that the parents follows the child's focus of attention and does not intrude with tapping and physical strategies to direct the child's attention (unless needed for the child's safety and wellbeing) |
| unless visually impaired |
| Important for a Deaf signing child |
| maybe important during the first time, but as soon as hearing aids are fitted well there is low importance. If the child does not have HA: essential. |

Q3 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| If the child only responds to tactile strategies and is learning to communicate through visual mode of communication |
| As above, may be necessary for some but not all children |
| this could be used if visual attention strategies had failed |
| This could be used if visual attention-getting strategies are not working |
| I couldn't find an appropriate rating for this so I have gone for one in the middle. It sounds like something that is done to the child. So often deaf children are victims of a professional's scheme or programme, not truly part of a mutually respectful and two-way communication relationship. |
| very much dependent on the situation. The most important element is successful child-parent interaction and if this is needed to ensure that, then it is important. |
| I wonder if tactile attention-getting is too 'intrusive' for communicative purposes |
| depends on child's level of communicative ability |
| Can be important but may also need to wait for child to be ready. These can be intrusive if too frequent |
| There are other strategies so depends on needs of child |
| This is dependent on the family's chosen mode of communication, level of deafness and use made of technology. |

Q3 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Needs to be targeted in an appropriate way to support parents into fully understanding when is appropriate to use this strategy. |
| If these visual aids are necessary, this can be an indication of less success about hearing with the hearing aid. This should then be noted in the assessment. |
| As above, will depend on child's current access to sound |
| If the child is not turning to attention getting strategies like calling name or moving into field of vision then a tactile strategy needs to be employed. |
| Highly important or essential if child does not respond to name being called. |
| For those children who have little access to speech sounds |
| especially at infant/toddler ages |

Q3 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Tapping can mean both tapping the child or, if there is a distance, an object eg. a table, the floor. It might even be more effective tapping or using an object Thank tapping the child. |

**Q4: Parent using multiple strategies at one time to gain the child’s attention (e.g., moving into the child’s visual field and saying ‘wow’, or tapping the child and saying the child’s name). You can use the free-text box under your rating to explain your answer (optional).**

Q4 TEXT - No importance  
No importance - Text

Q4 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Better to use one strategy at a time in order to monitor what the child is responding to |
| Multiple strategies at one time can interfere with the long term goal. |

Q4 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This needs to be dependent on the guild and their skills and current targets for the child based on their skills |
| This seems to be a double of Q1 and Q2; see my comment there |
| not essential if parents are using 1 strategy thats effective, and adapting when needed |
| they need to use a strategy that is working, but multiple strategies at one time may be inappropriate |
| Yes, but this must be with reference to the feedback they are receiving from the child. The communication should be as child-led as possible. |
| very much dependent on individual child needs and the characteristics of the communication encounter |
| This would depend on if the parent is giving the child time to respond to the initial strategies as to not overwhelm the child. |
| not tapping if others available |
| Again, depends on needs of child |
| often, one strategy may be sufficient and parents need to take care not to overwhelm or overstimulate the infant |
| only essential if child does not wear well fitted HA |

Q4 TEXT - High importance

|  |
| --- |
| High importance - Text |
| auditory and visual |
| in the early stages the visual information is most important in my opinion - the addition of lip patterns and auditory information is great - i'm not a fan of 'tapping' children to get their attention - the moment of encounter necessary for learning and development does not start with physical prompts to attend to the adult |
| Dependent on needs of child |
| depends on child's age and communicative skills |
| As above |
| This is dependent on the family's chosen mode of communication, level of deafness and use made of technology. |
| It demens on if you want to know what is the most effective strategy. However if it is essential to get attention, as in a situation of danger, you need to of course. |
| If auditory-based language to be used, should be paired with visual. |

Q4 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is important if using just one strategy does not work. |
| making words meaningful in context |
| Adding a linguistic element to attention-grabbing is very important. Be it done orally or visually through BSL. |
| Very child dependent - one strategy may be enough but if not then this is essential |

**Q5: Where the child benefits from access to lip patterns, facial expressions, and/or visual perception of sound, parent actively waits or pauses their communication until their child looks at them. You can use the free-text box under your rating to explain your answer (optional).**

Q5 TEXT - No importance  
No importance - Text

Q5 TEXT - Low importance  
Low importance - Text

Q5 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Depends on the child |
| every child benefits from this access, also normal hearing children. Can be useful with very young children. only essential if child does not wear well fitted HA |

Q5 TEXT - High importance

|  |
| --- |
| High importance - Text |
| to get attention to aid turn taking and communication |
| whilst i find this one controversial - over time i have found it very effective as it slows the interaction down |
| Yes....but equally important that the parent is skilled in facilitating / managing the encounter so that natural, pace and interactivity is maintained. |
| models deaf parent behaviour with deaf children |
| Again dependent on mode of communication, use of technology. I've seen early aided and implanted children use 'typical' listening strategies |
| Much of the time, but I assume used more early on and decreased as child begins to look spontaneously. |

Q5 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If they need lip patterns and are not looking, they will miss information |
| consistent use of communication is essential for children that need access to lip patterns and facial expression |
| The child will miss vital information if the shared attention is not gained first |
| And is very attuned to what the child offers back. |
| If lip reading is employed by the child then it is essential to have time for them to look at the parent before they speak so as not to miss any information. |

**Q2: Parent using auditory attention-getting strategies (e.g., using the child’s name). You can use the free-text box under your rating to explain your answer (optional).**

Q2 TEXT - No importance  
No importance - Text

Q2 TEXT - Low importance  
Low importance - Text

Q2 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| if overused it can be distracting |
| Again, situation dependent . To do this all the time may not be necessary, especially if the child has developed his/ her |
| usefulness will depend more on ability to localise sound (especially speech sounds) than on access to sound per se |
| depends on the child's development. |
| depends on goals for language modality(ies) |

Q2 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Will encourage the child's listening development but other methods of communication may be needed depending on the child. |
| alerts the child to listen |
| This is very important but I would say not always essential. There is great value to developing the child's ability to overhear information as well as processing verbal information even when they are busy engaged in a different activity. |
| Very important but need to balance with allowing child to explore what they need to and then look up by themselves |
| not every time |
| It should not be misused thus it is always an effort to, a child with a hearing disability, be audiologically attention. |

Q2 TEXT - Essential

|  |
| --- |
| Essential - Text |
| If the child relies on sound, it is important to get their attention to give them time to tune into the spoken language. |

**Q21: Where the child is using/developing skills in spoken language, parent uses appropriate voice volume. You can use the free-text box under your rating to explain your answer (optional).**

Q21 TEXT - No importance  
No importance - Text

Q21 TEXT - Low importance  
Low importance - Text

Q21 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| What is considered appropriate voice volume? |
| When first implanted a child may need higher volume than normal spoken language especially in the beginning stages of learning to listen. Adapting strategies to the child's stage of development is very important for a Deaf child. |
| This has rarely been an issue with parents I work with, but if it was I would address it. |
| Voice volume is important especially that it is not unnaturally loud, but this is not considered essential, unless someone is evaluating the child's perception skills. |
| Is this an issue? Have researchers and therapists found that parents speak in an non-appropriate volume? |

Q21 TEXT - High importance

|  |
| --- |
| High importance - Text |
| there was some evidence from unreported data on speech volume that after our intervention parents actually mirrored the child's vocal amplitude - suggesting a relational effect that emerged once parents were able to become more attuned to their child and his/her speech volume |
| I'm not quite sure what appropriate voice volume means- parents may feel that this means shouting! |
| parent should use appropriate voice volume with all children |
| Underlined by an understanding about how HA and CI work |

Q21 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Appropriate volume is essential so that the child gets the best access to spoken words. |
| Approp level volume is key - too loud may distort facial expression / spoken language and too low will not give adequate access to spoken language |
| the use of acoustic highlighting is essential for early listeners |

**Q22: Where the child is using/developing spoken language, parent is mostly within 1 to 2 meters of the child’s amplification device(s) where possible. You can use the free-text box under your rating to explain your answer (optional).**

Q22 TEXT - No importance  
No importance - Text

Q22 TEXT - Low importance  
Low importance - Text

Q22 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| What is more important to ensure the child is attentive to the spoken language if the child uses spoken language and it is in their visual field to use visual support. |
| important that they know why this is needed, but also that they are developing skills for communication in circumstances when this isn't possible |
| Important that they know how beneficial this is, but impractical to expect at all times - could say when possible rather than mostly |
| Been informed that the new Oticon hearing aids get optimal amplification up to 4 meters and so for children who are a little more developed in their use of spoken language, up to 4 meters may be okay |
| more important ist to be aware of the situation: It is important for the child to make acoustical experiences over distances, too. But the parents have to know that it is possible that the child reacts in another way. |
| distance should depend on level of child's hearing ability....based on observation, not assumption from hearing tests. |
| The technology has improved so much in the last few years, that I'm not sure this is as crucial as it used to be. There is value in the child experiencing natural language opportunities within a familiar (and acoustically appropriate) environment eg being called in from the garden, being talked to from across the kitchen |

Q22 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Yes, but doesn't get so hooked on this that they miss visual responses and communication cues from the child, |
| situation dependent... usually yes. could use wireless technology also to enable a greater distance. Also however, even where the child is developing spoken language, there may be times when to stay within close proximity would make a false or inauthentic situation. Parent can always supplement with other communication means. Also dependent on age of child, fluidity of situation and competence of communication encounter, |
| it is important that parents are aware of this- that microphones cut out passed 2 metres and that without a remote mike its just not possible for the child to hear |
| Using a cochlear implant it can be a longer distance. It depends of disturbing background noises. |
| Unless family uses remote microphone technology |

Q22 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Hearing devices do not replace normal hearing. Distance, noise and reverberation of sound will continue to challenge a Deaf child. Deaf child find access to sound challenging throughout their lives. They are not hearing children. |
| This will depend on the situation and whether additional technology is being used, such as radio aids |
| Optimal listening distance should be maintained at all times to avoid any dropping of of volume of the voice. |
| Really important so that the child is being exposed to optimal auditory experiences |
| Distance and noise have a negative impact on audition |

**Q23: In earlier stages of development, where the deaf child has access to spoken language, parent makes accompanying sounds to the child’s action / toys / items. You can use the free-text box under your rating to explain your answer (optional).**

Q23 TEXT - No importance  
No importance - Text

Q23 TEXT - Low importance  
Low importance - Text

Q23 TEXT - Important, but not essential  
Important, but not essential - Text

Q23 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Yes, but at the same time this must not be the only language offer. The onomatopoeias must be embedded in accompanying language. |
| But the sounds should be accompanied by language, too. |
| May also want to label some items |
| yes ...but with care to be appropriate and contextual. |
| This is important if done in a way that engages the child in a two-way communication. |
| If they are looking at their parent |
| Learning to listen sounds are very important |

Q23 TEXT - Essential

|  |
| --- |
| Essential - Text |
| to ensure full and meaningful access |
| A child will can only understand the world through the information that they are able to receive. A Deaf child may need additional information to make sense of the world. Deaf child do not want to miss out on the joke or essential safety information. Deafness is not a learning difficulty. |
| Sound play as an important step in developing listening and early speech skills |
| make word object links explicit |
| Gives the child early sounds to link to toys/actions/items e.g. broom for a car |
| Essential stage in typical language development |

**Q40: Parent uses touch as a tactile way of highlighting speech / tone / rhythm in their language (e.g. parent says ‘Hel-lo Ma-ya’ with taps on the child for each syllable). You can use the free-text box under your rating to explain your answer (optional).**

Q40 TEXT - No importance

|  |
| --- |
| No importance - Text |
| With hearing technology today access to sound through listening alone is possible and listening skills can be developed. Some children may need additional tactile information to make sense of sound. This is not depended on IQ. |
| This would only be of relevance if the child does not have auditory access through hearing technology. Such suprasegmental features are generally easier to amplify than any other part of speech, so in this case the child may have very poor access to sound. |
| I have never used this strategy ever!! |
| it would be much better to do this naturally while making some music/singing/finger games/rhymes with the child. |

Q40 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| May do this when focusing on syllables but not in general play |
| I'm not sure of the evidence of this as a helpful strategy. |
| Too unnatural. there may be times when this is appropriate depending on activity and context but not in naturalistic situations |
| Can be useful for teaching how to listen to/produce key word but can be intrusive and disrupt conversation and smooth interaction |
| Depends on the child |
| I think this can be useful at a very specific stage in development, but not sure it needs to be tactile as opposed to just visual |

Q40 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Attention! Parents should not be co-therapists. The natural emphasis on language and a word by parents must be preserved. Syllable speaking and touching should only be used in cases where children tend to reduce syllables (e.B. with long multi-silvers). |
| if they have access to sound, this is not as important; if not aided, then much more important |
| lovely to see this strategy used, but not essential to see this |
| this is one of many fun strategies that can be used, but don't want parent to think this is their 'communication style'; it is a fun game to play for learning |
| depends on the child's level |
| Sometimes but not all the time. All of these things are useful to include but establishing attachment, serve and return, playfulness and allowing the child to lead are more important - 'techniques' like this aren't good unless part of a warm communication partnership. |
| May help with attention and copying of intonation |
| This could interfere with natural language expression |
| Tactile contact is VERY important, but I'm not sure of its value specifically for this purpose. |
| Such training is essential but used at certain training not as in normal communication. |

Q40 TEXT - High importance

|  |
| --- |
| High importance - Text |
| depending on child's ability |

Q40 TEXT - Essential  
Essential - Text

**Q7: Parent watches and waits when the child looks away, to allow the child to explore, to take a rest from interacting, to take a turn in initiating. You can use the free-text box under your rating to explain your answer (optional).**

Q7 TEXT - No importance  
No importance - Text

Q7 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I don't think communication should stop when a child looks away. Communication can stop when there is nothing else to talk about. If the child moves away to play something else then yes it makes sense to allow them time to explore. The parent may want the child to stay engaged for a bit longer in which case it is appropriate to regain the child's attention |
| Sometimes, a child's look away may indicate they need a rest, an opportunity to take a turn, etc., but other times it does not and it would be appropriate for the parent to comment on what they child has shifted their attention to. I woudn't want a parent to always bombard the child, but it still made this a lower priority item to me. |

Q7 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Not sure of Q7's meaning. If child looks away from the parent to explore then parents should give the child time to explore before initiating an interaction. |
| Depends too on level of hearing loss and context...it will be absolutely essential in some situations but not necessarily in others. Cannot generalise so straightforwardly. |
| it could be also important to describe what the child is looking for/ interested in. |

Q7 TEXT - High importance

|  |
| --- |
| High importance - Text |
| depends on the nature of the situation |
| can help reduce overly controlling behaviour of parent |
| Nice expansion of what this means |

Q7 TEXT - Essential

|  |
| --- |
| Essential - Text |
| All children need space and a reason to interact. |
| The child needs to know that not all interactions need to be adult led so that they can initiate a conversation/interaction |
| Depends on the child’s developmental maturity. The more mature the less pauses. |
| but again depends on child's developmental level and circumstances.... |

**Q12: Within the interaction, parent waits and watches their child’s behaviours and gaze, using the child’s cues to tailor the language they will use. You can use the free-text box under your rating to explain your answer (optional).**

Q12 TEXT - No importance  
No importance - Text

Q12 TEXT - Low importance  
Low importance - Text

Q12 TEXT - Important, but not essential  
Important, but not essential - Text

Q12 TEXT - High importance

|  |
| --- |
| High importance - Text |
| as above |
| Yes but waiting time needs to be appropriate...not too unnatural as to make the communication inauthentic. Kike many of these statements, it depends on hearing loss of child, level of language and age of child too. Cannot say the same for a baby as a 3-4 year old etc. |
| It's important to have shared attention with the child so that the child and the adult are thinking of the same topic. Not always essential as parents also need to help the child shift their attention to other events happening around them. |
| can help reduce overly controlling behaviour of parent |
| promotes responsiveness in the interaction |

Q12 TEXT - Essential

|  |
| --- |
| Essential - Text |
| It is important for a parent to follow their child's lead. |
| Adapting how you communicate is very important for a Deaf child, this will change depending on the situation, language and setting. |
| And having a fundamental respect for the child as an EQUAL communication partner - not just 'a child needing to be trained.' |
| When interaction the parents being aware of the child's interest at that time helps with joint attention and giving time to think about what words they might want to introduce. |

**Q28: Where contextually and pragmatically appropriate (developmental stage / relevant moment), parent uses mental state verbs (e.g., 'like', 'know', 'think') within the interaction. You can use the free-text box under your rating to explain your answer (optional).**

Q28 TEXT - No importance  
No importance - Text

Q28 TEXT - Low importance  
Low importance - Text

Q28 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| depends on the moment - this feels quite prescriptive and list like - i'm loathed to suggest ranking of lists for parents to 'do' things to their children in this way - there has to be room for instinct development on part of the parents in encounters with their children |

Q28 TEXT - High importance

|  |
| --- |
| High importance - Text |
| developing a range of vocab |
| Early vocabulary often focuses on nouns and 'action' verbs. The above are really helpful in developing language to express child's feelings/thoughts |
| may help counter tendency of parents of deaf children to restrict their interaction to the here and now |
| Really important to develop theory of mind |
| when it makes sense in situation |
| supportive of theory of mind development |

Q28 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This is especially important from the age of 1 1/2-2 y as a basis for socio-cognitive development and the development of theory of mind. |
| It is essential to talk about the words you use for thinking with Deaf child so they can acquire essential vocabulary to develop their thinking skills. |
| By using contextually and pragmatics it extends the child's language and thinking. |
| This is very important even from a very young age so that the child is being exposed to early TOM language. |
| mental talk in general e.g. emotion words, verbalizing thinking/planning... |
| modelling and scaffolding using these terms helps children to develop their cognitive reasoning and ToM |
| It is essential for the child’s development not only for language but for cognitive, social and emotional. |
| also important for the development of theory of mind |

**Q29: Parent informs the child of an action or event ahead of doing it, using a range of visual cues if appropriate for the child’s understanding. You can use the free-text box under your rating to explain your answer (optional).**

Q29 TEXT - No importance  
No importance - Text

Q29 TEXT - Low importance  
Low importance - Text

Q29 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This would depend on the child and their needs/stage of development but if needed then it becomes more important. |
| depends whether a child can learn incidentally |
| Actually, I'm not sure what this means. What is important is "natural" communication patterns |

Q29 TEXT - High importance

|  |
| --- |
| High importance - Text |
| but not always possible! |
| Whenever possible, the use of social stories are a must. However, we need to take account of the family circumstances and ensure that parents do not become their child's teacher |

Q29 TEXT - Essential

|  |
| --- |
| Essential - Text |
| to prepare the child of imminent events |
| Understanding about the world or an event can prevent mental health difficulties |
| I consider this important because it helps the child tune into the language before the event takes place. |
| It is essential for the child’s development not only for language but for cognitive, social and emotional. |

**Q30: Parent uses open questions in favour of closed questions. You can use the free-text box under your rating to explain your answer (optional).**

Q30 TEXT - No importance  
No importance - Text

Q30 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| May depend on child's language levels |
| This depends upon the child's stage in development. At early stages, we might coach a parent to use a closed question, like a choice question, to increase the child's potential success with responding. At later stages in development, on the other hand, I would think use of open instead of closed questions is of high importance. |

Q30 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| this is highly dependent on language level- no point in asking open questions if the child doesn't have the understanding or language to answer back |
| depending on child's developmental/language level and situation |
| depends on language level/development stage of the child |

Q30 TEXT - High importance

|  |
| --- |
| High importance - Text |
| depends on situation |
| Both important, open questions and closed questions. |
| Open questions will provide the opportunity to answer using cognitive skills and provide opportunities for freedom of speech and ideas. |
| Closed questions will also be needed, including forced alternatives depending on child's stage of Development |
| important that parent is using both as appropriate, and not over-using questions |
| it's important to know when to ask questions and using appropriate questions to child's dev level; important not to over-question |
| no questions at all would actually be most beneficial at many stages of the child's development - more open less restrictive especially early on - but even in adult/adult learning contexts - learning to name and comment rather than intrude with questions that frame the expectations often for the other, is most helpful , but not many people actually able to do this well |
| As a general rule, absolutely, but there may be occasions and contexts where closed questions may be appropriate |
| if appropriate in the specific type of conversation |
| Marked as High because I have worked with families where there is low verbal interaction due to anticipated needs and parent not seeing the need for questioning |
| also related to providing opportunities for use of mental state verbs |
| Although depends on the child's language stage - the more language theya have the more open questions should be used |
| depending on the child's language readiness |

Q30 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This allows the child to respond with more than more than yes/no |
| How else can you develop conversational skills? |
| It is essential for the child’s development not only for language but for cognitive, social and emotional. |
| depending on the child's age and language acquisition |

**Q34: Parent balances open questioning with on-topic comments. You can use the free-text box under your rating to explain your answer (optional).**

Q34 TEXT - No importance  
No importance - Text

Q34 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| More important to use comments than questions |

Q34 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| To ask questions and comment is a natural way to develop cognitive development. |

Q34 TEXT - High importance

|  |
| --- |
| High importance - Text |
| develops conversation skills |
| This would allow to share topic vocabulary that might be new or unfamiliar but being on topic allows the child to be cued in |
| just a balance between questions and comments- not just open ones |
| reduces tendency for interaction to appear like a language quiz |
| Should be more comments than questions |
| Both strategies can be helpful, depending on child's language level |

Q34 TEXT - Essential

|  |
| --- |
| Essential - Text |
| The main aim should be not to question the child, but to arouse curiosity and to remain dialogical. |
| Commenting is important so that the interaction taking place is more natural rather than adult-questioning |
| This is essential I find that parents of Deaf children overuse questions |
| It is essential for the child’s development not only for language but for cognitive, social and emotional. |
| on-topic critical---most of the time |

**Q32: Within the interaction, parent supportively rephrases the deaf child’s language with correct grammar (where contextually and pragmatically appropriate, i.e., developmental stage, a natural moment). You can use the free-text box under your rating to explain your answer (optional).**

Q32 TEXT - No importance  
No importance - Text

Q32 TEXT - Low importance  
Low importance - Text

Q32 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Don't always correct it can lower self esteem. Meaning is more important than grammar. Relationships are more important than tense. |
| scaffolding of language is important but shouldn't turn interaction into a grammar lesson |
| there's a danger is this being "corrective" and leading to unnatural communication patterns. |

Q32 TEXT - High importance

|  |
| --- |
| High importance - Text |
| when relevant and appropriate e.g. not over doing it |
| Yes, if contextually and pragmatically appropriate. |
| Yes where appropriate. there may be situations which are fast moving eg play based, highly interactive, where it's not always possible or desirable/ |
| This helps with modelling any mistakes they make and to help with their development |
| Important for parents to extend , model appropriate language and vocabulary but the flow of conversation facial expression and turn taking may be more important |
| This should be done in a natural way with no expectation for to copy back or to spoil the flow |

Q32 TEXT - Essential

|  |
| --- |
| Essential - Text |
| It can be done in different ways by rephrasing it into a question or as a confirmation. The importance is not just to repeat a correct phrase. |

**Q33: Parent rephrases their child’s language into a question, i.e., the child says/signs "cake" and the parent rephrases into "Can I have cake daddy?" You can use the free-text box under your rating to explain your answer (optional).**

Q33 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Responding to your child is so much more important than changing what they say. Visually or auditory. |
| what parent says is totally dependent on the situation - e.g. you might say , yes this is cake! |
| appears unnatural and likely to err in relation to interpretation of child's intention |
| Depends on the communicative purpose i.e. is the child requesting cake or are they labelling instead? |

Q33 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| May depend on their language level |
| May not be appropriate to the child's intended message or developmental stage. |
| yes, when appropriate to do so |
| Could as easily rephrase another way or add a word. |
| High importance if the child's intended pragmatic function is a question, but not of high importance for this to occur regularly otherwise |

Q33 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Rephrasing is important, but it must not be a question and not from the perspective of the child. |
| Depends on the communicative intent of the child! The child may be intending a comment ( eg could have said 'cake' to mean 'daddy wants cake' or 'look at the cake' so important not to mold language inappropriately. Parent should rephrase and extend but be sure it matches the child's communicative intent |
| While this is important it is not always essential. Depending on the child's language level it may be important to respond to the child's communicative turn. rephrasing may become a sign that the child's contribution on its own is not sufficient. |
| might be labelling or commenting |
| Depends on context |
| Rephrasing into a question, repeating the child's utterance, adding information , or simply responding by giving ( or withholding) the cake can all be appropriate responses |
| depends on developmental stage |
| Re-phrasing, elaborating on child's language efforts are both important -- but not necessarily to transform into questions per se. |

Q33 TEXT - High importance

|  |
| --- |
| High importance - Text |
| develop manners in asking |
| If contextually appropriate. |
| If the child's intention was a request then yes, but I'd say a lower language level - that example is very long if the child is saying one word only |
| This give structure and models how we extend language naturally |
| with the caveat that the child's language is scaffolded- so the parents modelled language isnt too complex but within the child's proximal developmental range |
| but not speak from the child's point of view. Better: "You would like to have a cake?" |
| But it is EXPANSION that is important. Not just in this situation. |
| another tool for modeling socially appropriate expansions |

Q33 TEXT - Essential  
Essential - Text

**Q37: Parent models mistakes in their own language if/when they arise, i.e., ‘The fireman is crying.. I mean climbing! I used the wrong word/sign’. You can use the free-text box under your rating to explain your answer (optional).**

Q37 TEXT - No importance

|  |
| --- |
| No importance - Text |
| I have no experience of such behaviour but it appears very unnatural |
| I don't "get" this. |

Q37 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| This could be confusing |
| i like the example as it shows humility and feels like a nice way to recast - but again, i'm wary of a list of things to do developing here - the magic will be in the authenticity of the enactment of this, not the actual doing |
| should be used very rarely, e.g. to check the child's attention or as guessing game |
| May be useful at times but giving this as a model behaviour could inhibit natural child/parent interaction and language |
| Is a good thing to model but not essential for language development |

Q37 TEXT - Important, but not essential

Q37 TEXT - High importance

|  |
| --- |
| High importance - Text |
| makes conversation fun |
| If contextually appropriate. |
| Children use to like this kind of play 3-4 years of age. |

Q37 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Mistakes make us human. No one is perfect, relationships are more important than perfect grammar. |
| Shows the child that even adults can make mistakes to avoid any anxiety around making mistakes. |

**Q39: Parent provides language input (i.e., average number of signs/ words) that is appropriate to child’s developmental stage. You can use the free-text box under your rating to explain your answer (optional).**

Q39 TEXT - No importance

|  |
| --- |
| No importance - Text |
| danger here of ignoring child's cognitive ability if interaction is based only on skills in the language the parent wants to use |

Q39 TEXT - Low importance  
Low importance - Text

Q39 TEXT - Important, but not essential  
Important, but not essential - Text

Q39 TEXT - High importance

|  |
| --- |
| High importance - Text |
| whilst being mindful of taking opportunities to extend language experience |
| But also important to not reduce the language too much. |
| It is important to match the interest level to the child's cognitive level |
| hopefully providing rich models that are at an appropriate level to "stretch" the child - not overly simplified |

Q39 TEXT - Essential

|  |
| --- |
| Essential - Text |
| rich vocabulary/ language is a key indicator for better language development |
| hearing children hear language 24/7 |
| Development is essential. Without opportunity it is unachievable. |
| But not only appropriate to the present stage, but must extend as appropriate 9 eg using one more sign or word) to encourage development |
| Essential to scaffold child's language to the next 'stage' |
| often parents offer too less input for fear that the child might not understand. |
| BUT it is frequency of ON-TOPIC and ACCESSIBLE parent language that is important. |

**New entry: Parent uses appropriate child-directed language or 'parentese' (e.g., exaggerated or tuneful intonation, or exaggerated facial expressions, bigger gestures, or a larger signing space). You can use the free-text box under your rating to explain your answer (optional).**

New Entry TEXT - No importance  
No importance - Text

New Entry TEXT - Low importance  
Low importance - Text

New Entry TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Not all the time. |

New Entry TEXT - High importance

|  |
| --- |
| High importance - Text |
| depends on situation |
| Families need to know appropriate communicate strategies for the child's development. This will depend on the child age, stage and deafness. Understanding the world is paramount for mental health above the ability to listen and talk. |
| We place high important on this but other cultures/countries do not always. A delve into the research might shed more light on whether it's essential for children with a communication delay/disorder |
| Especially early on...as child's competence grows, less important |
| This gives lots of cues to language and makes it more interesting to listen the parent and will engage the child more |
| again, this depends on the language age of the child and is harder and feels less natural when talking to an older child |
| highly natural behaviour. Evidence it increases salience for the child |
| This can help child engage, gain their attention, and often these exaggerated utterances are bigger and/or slower so give child more opportunity to understand |
| Again - this is dependent upon developmental level - much more important with a younger child than an older child, but given the incredibly high importance for younger children, I left this as "high importance" |

New Entry TEXT - Essential

|  |
| --- |
| Essential - Text |
| Especially for babies and toddlers. |
| May depend on age of child |
| Essential with children at early stages of development (listening or signed). |
| Particularly for children at the earlier stages of language development |
| Each of these examples helps make language more salient to pre-verbal or emerging-language child. |
| This strategy is used by parents in the majority of cultures |
| This is a very good addition. |
| this is what supports speech development also in normal hearing children (Papousek) |
| But based on child developmental level. Appropriate at younger, but would be silly after child beyond early stages. |

**Q26 - You can use the free-text box under each of your ratings to explain your answer (optional). The first two statements are about measuring joint engagement. Q41: Evaluating joint engagement could be observing the connected turns between parent and child. In some cases, it may be appropriate to count these turns.**

Q26 TEXT - No importance  
No importance - Text

Q26 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Counting could lead to a false impression; i.e., are more turns necessarily better, or simply a reflection of many different topics, distractions, lack of sustained attention? |

Q26 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Quantity could be a baseline measure but not sure it's as important as quality. An increase in number may not signal a development in parents'/carers interaction. The turns may become longer and the content more appropriate and still signal progress. |
| Some measure of progress is needed but it might not necessarily be connected turns, especially with a very young child |
| needs a careful balance between evaluation of quantity and evaluation of quality |
| Important to look at quality as well as quantity |

Q26 TEXT - High importance

|  |
| --- |
| High importance - Text |
| to identify areas to work on/develop |
| in video analysis |
| to get baseline data for monitoring of the effects of an intervention this is crucial for the evidence - monitoring with data is useful for parents and therapist/teacher |
| Needs examples of 'in some cases' |
| Shows progress in communication moving forward |
| Could be useful for parents to think about this |
| Joint engagement is essential, it should not be restricted to exceptions, I would not go as far as counting the turns (to warrant clinical feasibility) |
| This is useful when looking at focus and the strategies used by parents |

Q26 TEXT - Essential

|  |
| --- |
| Essential - Text |
| I think this re-phrasing provides the appropriate balance in assessing joint engagement |

**Q42: Joint engagement could be observed by noting how long a parent and child remain connected. In some cases, it may be appropriate to estimate this, particularly for the purpose of reviewing progress.**

Q42 TEXT - No importance  
No importance - Text

Q42 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| this is only important fleeting engagement is observed, but it is the content of the engagement not the time of the engagement that is important; if a child only gave fleeting eye contact, then we could note progress around longer engagement |

Q42 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| it would be more important to note content, than the time |
| this could be difficult when a child has attention and concentration issues- the parent may be doing all they can to facilitiate joint engagement but the child's attention levels makes it hard |
| As above - some measure of progress is needed but it might not always be time connected |
| needs a careful balance between evaluation of quantity and evaluation of quality |
| I'm not sure how you would 'estimate or guestimate' this time without guidance. |

Q42 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This is only another way to count the same aspect like in Q 41. One of both ways would be sufficient, not both ways have to be done! |
| as above |
| if valid method for monitoring - i'm concerned that the granularity will be lost and impressions will not be an accurate guide to actual development - might be good to get the mother's impressions of how long they stay connected or give parents a way of monitoring this for themselves |
| Yes but need to clarify / illustrate what counts as 'connected' and also take account of extraneous circumstances which may affect the connectedness, either positive (enabling) or negative (distracting) |
| As above - possibly either or could be used to help illustrate the joint attention |
| Number of turns not always the important measure. Frequency of joint engagement also a viable and important measure. |

Q42 TEXT - Essential  
Essential - Text

**Q43: To accurately capture and then reflect on parent-child interaction, a video recording is recommended at least once in parent/professional partnership work. Timing of when this formal measure is taken will depend on parental well-being, parental personality, and the strength and trust within the parent/professional relationship.**

Q43 TEXT - No importance

|  |
| --- |
| No importance - Text |
| i don't use video to get accuracy - i use it as an active part of the intervention to build on strengths |

Q43 TEXT - Low importance  
Low importance - Text

Q43 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| very helpful if circumstances allow |
| This is great, if possible, but not always possible |
| needs time and technical resources |
| Very useful, however as you have said would be dependent ont he parent's feelings about this |
| depends on what use is to be made of this video |
| You can use the recordings to strengthen the part where the parent/child communication works. |

Q43 TEXT - High importance

|  |
| --- |
| High importance - Text |
| to support the development of interaction and parenting skills |
| Very helpful but not essential if parent really did not want it |
| Very difficult to do this type of work without a video |
| YOu get so much more information by videoing but so important to take into consideration what you have raised |
| But very dependent on parental consent |
| The use of video recording has become increasingly easy to do with cell phones and other devices. It is an enriching activity. It gives both parent and provider opportunities to observe their own and one another's actions. I think it could be recommended more frequently. And, I don't find it necessary to have the caveat, as stated, at the end. 'm reluctant to |
| When a parent's well-being allows it you can also give direct feedback during the interaction instead of afterwards/recorded |

Q43 TEXT - Essential

|  |
| --- |
| Essential - Text |
| we found that video-taped interactions were a great way to teach the parent |
| Allows parents to see progress |
| I cannot see how PCI would work if no video is taken. Reflections from a parent only work if they can see themselves on video |
| for parents to self-reflect |
| Videos can be such powerful tools for sharing insights and feedback with parents, viewing interactions together and reflecting on what went well, supporting and encouraging parents while also inviting their thoughts about what they might change. |
| So useful in highlighting progress and capturing 'fleeting' moments especially with delayed children or those with additional/complex needs |
| If used as a tool for the parent, not the therapist to reflect and comment on |
| also to see the development it would be even better to have more recordings from different dates |

**Q44: Though a video recording of 10 minutes of interaction should provide enough material for watch back and reflection, the length of a video recording should be discussed with parents as they may request more or less time.**

Q44 TEXT - No importance

|  |
| --- |
| No importance - Text |
| no - if you want the video to reveal something that mirrors the actual communicative strength you need to get at least 6 to 9 minutes of high quality interaction - if you are not seeking to get a sample that mirrors daily communicative behaviour and you want the video for another purpose then you don't need a longer piece of video recording - |

Q44 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| 10 minutes of interaction are usually easy to record |
| 10 minutes is a lot! |

Q44 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| May not have the capacity to offer longer time. Personally I only use up to 5 minutes. |
| I thought 5 minutes is enough and just to ask parents if they feel it is typical enough of how they might interact at home. I am not sure even 10 minutes is needed. |
| optimal length depends on age and developmental stage of child and on what activity is taking place |
| Video recordings might be stressful to a parent which Will influence the child negatively. Therefore it is essential not to start analysing before there is a ”normal” interaction, parent/child. And it is very important to pick out and focus on positive actions. |

Q44 TEXT - High importance

|  |
| --- |
| High importance - Text |
| meaning that the professional should explain reasons for obtaining at least 10 minutes of videorecorded interaction |
| A video should not be too long that it becomes onerous in terms of the video review and not so short that you don't get good representation of the interaction |
| 3-5 min more realistic |
| or there may be practical limitations |
| Very important to let the parent know what is going to happen |
| the recording of 10 mins should be edited to 2 mins to capture the main points. |
| depending on the child's age. A 2,5 year old will interact more and longer than a 6 month old infant |
| depends on the situation. |

Q44 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Agree with negotiation for this |
| essential for parents to be comfortable and feel part of the process |
| aways essential for parents to be involved in this decision before it happens |
| Will depend on lots of things and how a session 'goes'. |
| Also important to include varied situations...daily activities as well as play, etc. Based on what parent says are important daily activities. |

**Q45: Parents could be encouraged to send videos to an early intervention provider for review, where the professional is not present (especially if the child has additional needs, the child does not engage, or parents require support within a particular context).**

Q45 TEXT - No importance

|  |
| --- |
| No importance - Text |
| i don't like this idea - the parents are taking footage of themselves for another to 'judge' it depends on how this is framed up - this has a surveillance valence to it |

Q45 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Parents should be discouraged from filming their child if they are in distress. |

Q45 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| This would depend on there being an EI provider who was trained in ACI therapy, and available to take on this role. This is not available currently in my setting, but it would be great. |
| less effective as may not capture approp footage |
| This can be helpful as mentioned above, especially if a family cannot get into clinic and a home visit also won't work |
| importance will depend on what type of review is planned/provided |
| If parent can do this then this can help get a more representative view of the child. Need to be aware of the context though, and whether the activity is a new one or a play routine that parent and child engage in frequently |
| I have given this rating as I find it unusual for parents to actually take the initiative to do this. Also, providers are often too busy to review a video in a timely manner. |

Q45 TEXT - High importance

|  |
| --- |
| High importance - Text |
| for parental support |
| Can provide very useful information if child is more comfortable in home setting |
| this has worked well in practice |
| Not only in the circumstances described in the statement but also to show how a child communicates / interacts when relaxed at home at a perhaps preferred time of day. Gives the opportunity for the parent to show what they think the child's authentic self is. Equally maybe if they are concerned about a behavious which the child has not demonstrated when an EI practitioner is present. there needs to be a really good partnership between EI practitioner and parent to do this, so the parent doesn't feel like 'they are having their homework marked' |
| Sometimes pupils with additional needs or does not engage with professional there would allow the parents and professional to still review progress. still |
| sometimes it helps parents not to be directly observed as they are interacting with their child |
| Can be really useful, sometimes more than capturing something when professional is present. Also empowers parents. |

Q45 TEXT - Essential

|  |
| --- |
| Essential - Text |
| This should be offered as an option for all families |
| Parent videos are great for showing relaxed moments usually when the family is enjoying themselves. Also useful for behaviours parents describe but not yet seen by the ToD/SALT |

**Q47: Where possible, assessments of parent-child interaction should take place in the child's and parents’ most natural, most familiar settings.**

Q47 TEXT - No importance  
No importance - Text

Q47 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| I have usually done PCI sessions in clinic with positive outcomes |
| This could mean that siblings or others will also be nearby, causing distractions for all concerned. Sometimes a more "controlled" environment, i.e. with carefully selected toys and interaction topics, works much better. |

Q47 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| assessments should certainly take place in the most optimal setting for interaction. This may be a setting where many novel objects/experiences are available |

Q47 TEXT - High importance

|  |
| --- |
| High importance - Text |
| depending on the child |
| Really important but can take place where convenient for the parent. some parents may prefer clinic space and important to go with what they find the most convenient and take note of the environment ( eg if clinic is quiet and child is in a very busy noisy household/ nursery then the outcomes may be different |

Q47 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Allows for familiarity of setting, toys etc and will put all at ease so that the interaction should be as natural as possible |
| This is essential in order to obtain ecological validity. |
| Where the family is most relaxed |

**Q48: Where possible, parents should be asked where they would prefer to be observed.**

Q48 TEXT - No importance

|  |
| --- |
| No importance - Text |
| The professional in this relationship should make such decisions. |

Q48 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| this has many logistical challenges - teletherapy has worked exceptionally well during COVID and this is something to take forward |
| only if parents are shy |
| Only within service ability. If a clinician cannot observe anywhere other than in clinic then the parent cannot be consulted. |

Q48 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| If the video is an integral part of the assessment, parents should be made aware of why. I wouldn't do that against their will, but it shouldn't be left to the parents to choose. |
| To some extent this could be needs led (or informed) depends on the particular circumstances. |

Q48 TEXT - High importance

|  |
| --- |
| High importance - Text |
| see above |
| But the parent needs the knowledge that the child most often feel more secure at a familiar environment. |

Q48 TEXT - Essential

|  |
| --- |
| Essential - Text |
| for them to feel more engaged |
| Can you take out 'observed'. The parent shouldn't feel they are being observed. |
| It is essential that the parents are relaxed and at ease in the setting while being observed |

**Q49: As well as observing interaction in play, professionals could sample interactions within daily routines (e.g., mealtimes, dressing) where parents are willing.**

Q49 TEXT - No importance  
No importance - Text

Q49 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| PCI strategies can be transferable so once a parent feels confident using a strategy then it can be used across the day. |

Q49 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| that is unrealistic in clinical setting |
| Gives more of an idea of daily life and not just play set up. |
| Yes although i would not necessarily recommend dressing particularly if it is recorded |
| Can be really useful |
| This can provide good supplementary information. |

Q49 TEXT - High importance

|  |
| --- |
| High importance - Text |
| that would be helpful, if possible |
| if at all possible- and if this is not too intrusive to the family |
| if possible |
| generalization of interaction strategies to everyday life situation (not only structured play) is important! |
| activities such as mealtimes are often particularly interaction-free where the child is deaf, especially where other family members are interacting extensively with each other (something often mentioned by deaf adults as a particularly difficult part of family life) |
| These routines may be the best time for interaction by both parent and child and give the best idea of their communication skills. some parents are not comfortable at these times however and that would change the nature of the interaction too |
| Depending on the family and the pressures they are under. For some families I work with this could be a burden where housing/refugee status... is an issue. Also, some families could feel that they are being judged. Great if they can do it. |

Q49 TEXT - Essential

|  |
| --- |
| Essential - Text |
| helps with further development |
| FCEI relies on providing instruction during daily routines. But this seems to be a challenge for providers, more so than for parents. |
| Mealtime is often a very informative situation of communicational status. |
| maybe even more important because they take place so often. Big recourse! |

**Q50: For some children, e.g., those with additional or complex medical needs, the activities within parent-child interaction assessments may need to be more flexible and varied, e.g., whenever the child is most interactive within their daily routines.**

Q50 TEXT - No importance  
No importance - Text

Q50 TEXT - Low importance  
Low importance - Text

Q50 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| adaptation to developmental level, eg use of objects or more sensory-social interaction without toys |
| It would be useful to observe difficulties that parents. Carers may have with unstructured and structured routines to analyse the issues that are present |

Q50 TEXT - High importance

|  |
| --- |
| High importance - Text |
| This may need to be more flexible depending on the child's needs. |
| Or a video from the parent used of a time when interaction is best at home |
| there should be opportunities to observe both highly interactive settings and those (which may be more characteristic) in which interaction is limited |

Q50 TEXT - Essential

|  |
| --- |
| Essential - Text |
| for a more meaningful outcome |
| This should really be the case for all children and families though. |
| Depends, however, on the purpose of the observation. The most important thing is to take into account factors that might have influenced the interaction (eg. child being tired etc) |
| Absolutely, especially where children are tube feed and have limited mobility. |
| Yes, parent should provide info on most important and most conducive situations. |

**Q52 The review of the parent-child interaction assessment should be largely strength-based, i.e., identifying what is working well. There could also be scope to sensitively highlight behaviours with potential to improve, as long as the overall review is positive and encouraging.**

Q52 TEXT - No importance  
No importance - Text

Q52 TEXT - Low importance  
Low importance - Text

Q52 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| whilst important and the current trend - i feel that for some parents they are looking for direction and therefore guiding them is more productive |

Q52 TEXT - High importance

|  |
| --- |
| High importance - Text |
| however, if there are negative interactions occurring, these should be discussed |
| It is always important to be strength based but it is also important to identify areas to work on and this can be done by working with parents about what they see as areas to address after each session. Discussion and relationship lead to the parents having trust in the professional to be able to bring up the areas they see are needs and set them as targets to work on in a positive manner. |
| It is still important to have a discussion around behaviours that are not present or not consistently used so that the parent can then incorporate them. Otherwise if this is not discussed how are they going to be able to add them in? |
| Highlighting strengths is important but should also be reality-based. |

Q52 TEXT - Essential

|  |
| --- |
| Essential - Text |
| The parents need to feel at ease with observations so that they are willing to get directions on areas to improve. By starting with strengths this boosts confidence |
| This is not meant to be a criticism of the parent. |
| I think both aspects are important (as highlighted, needs to be handled sensitively) If highlightling need for improvement, should there be a limit as to how many? e.g. ratio of positive to 'goal' setting observations? |
| so important that the parent comes away with a positive view of their interaction with their child |
| Strengths based with targets agreed and review dates. If there is very little progress in some areas parents need to understand why this is the case. |
| Of course! |

**Q54: Parents and professionals could reflect on each parent behaviour together using scales. Professionals could describe each parent behaviour before the parent reflects on their interactions. The wording of the scale to be parent-centred and positively framed.**

Q54 TEXT - No importance

|  |
| --- |
| No importance - Text |
| rating, even with serating is not as constructive as a coaching model |
| parents don't want to be rated and this does foster empowerment or confidence |
| No. Parents should never be scored or judged in PCIT by a clinician |

Q54 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Not sure if use of scales would be a positive reflection tool. Adults could get hung up on number on the scale instead of focusing on the positives and working on any highlighted areas of improvement. |
| Svales might trigger some parents positively BUT my experience is rather that parents Lose in self confidence which has the oposite effect. |
| I think this inevitably reinforces the deskilling that parents feel, encouraging them to be critical of themselves, and putting the professional in the role of expert arbiter of success rather than it being truly collaborative. |

Q54 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Useful to use scales with some parents but can impact parent reflections. Sometimes more helpful to let parents describe what they see is working from watching a video |
| I think it's necessary for change to be sustained to get beneath a concept of 'behaviour' and lists of dos and don'ts. if you want change then a heuristic method is necessary that enables deeper consideration of the sources of behaviours which are normally connected to assumptions and identities |
| Only if it seems appropriate. If communication relationship is going well - leave it alone - don't pathologise it. |
| Would require a great deal of sensitivity. May not be appropriate for some parents. I would need to see this before commenting further! |
| I am not sure I understood Q 54 In any case parents should have the first word when behaviors are reflected together, scales are not essential, as long as the professional knows about the parent behaviors the child benefits most from currently |
| THis could depend on the confidence of the parent |
| I personally like using scales for my own scoring and ability to track progress, but some parents see scales and scores as a means of being judged, so this can be tricky to handle sensitively - it certainly could be done with the right wording though |
| when there is the time to do so, yes |

Q54 TEXT - High importance

|  |
| --- |
| High importance - Text |
| easier for parents as Q55 |
| but the parent could reflect first so that feedback could be given by the professional |
| I would allow the parent time to reflect without any interference from the professional as the parent's reflection may be to identify what behaviours they used. |
| It would be useful if the professional and parent watched a video together so that the parent is not relying on memory and they can actually see it happening and reflect on it. You would also not want the list of behaviours to be too long and parents would need a description of what is meant by each one |
| A scale would work well rather than yes or no in terms of their behaviours as this can be framed positively and give something to aim for |
| This assumes that there is a universal parenting style. You would need to be culture sensitive. |

Q54 TEXT - Essential

|  |
| --- |
| Essential - Text |
| but does it really need to be scaled? |
| need caution about the term 'parent behaviour' but framed right, very useful. |
| I really like this idea. Much more reflective and scaling gives the parent a chance to compare behaviours and compare progress over time. Leads to a much fuller understanding for the parent I think |
| I fully endorse this process. It is the essence of evidence-based programming. I have found it very difficult to convince providers to do it. |
| Not just parent but CHILD behavior that may have influenced parent's should be identified. BUT I would start by asking PARENT to identify places they think show positive interaction/communication. Places where they would like help to make more effective. |

**Q55: Parent-child interaction behaviours can be presented as a list with the parent and professional discussing and then selecting which ones they use and feel confident with.**

Q55 TEXT - No importance

|  |
| --- |
| No importance - Text |
| This could be interpreted as a list of deficits by parents - my instinct is that I would be more likely to tailor my suggestions for strategies based on the parents' strengths, rather than working through a shopping list. |

Q55 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| in the best case followed by practice, especially with "new" behaviours |
| Not necessary - behaviours drawn out through reflective conversation |

Q55 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| May be easier just to discuss/mention one of two behaviours at a time rather than a whole list |
| Useful for explanation of the types of interaction you are looking for. |
| Not sure i understand exactly what you mean here. The problem with lists is that sometimes great strategies arent on them. Id be inclined to actually build the list with the parents. |
| Lists of behaviours have the potential to become a bit prescriptive |
| Depending on parents learning style |
| Again the parent would need to understand what each of the behaviours meant |
| I use a checklist but also dart about depending on the conversation and what the parent is already doing, but a list gives a great structure and framework so that I dont forget aspects of communication! |
| For some parents, particularly those who are reflective and open, this works really well. For others, less so. |
| As long as it is not 'just a list'. Examples and videos demonstrating the behaviour would ensure understanding. |
| In addition to the positive feedback, the professional picks out one point that is considered particularly in need of improvement. For the discussion, a scene is chosen in which the parent shows the desired behaviour at least to some extent. Now they discuss why the behaviour is important and good for the child. Message: Parents have developmental potential, but already have everything they need. From their own strengths |

Q55 TEXT - High importance

|  |
| --- |
| High importance - Text |
| both ways (Q54/55) are nice ways to empower parents |
| allows parents to take ownership |
| this feels like a much more positive way to engage parents |
| Gives the parent a chance to feel in charge |
| This would allow for team working with the parent and not have purely professionally led, gives parents some ownership |
| List may be less threatening than scales |
| I like the idea of a list rather than a scale- to me a scale implies its developmental, whereas communication strategies are not- plus working on 1 strategy can have knock on benefits into others |
| Depending on parent language preferences written, pictorial/cartoon, video clip BSL lists may be useful |
| Espcially if the list is presented as the best working means. |
| For some parents, it allows them to access information and, if required research the context in advance so they can have confidence to lead the conversation |
| sure....but let parent lead. |
| Seems like a practical approach that could be used on home visits; more than one approach may be needed |

Q55 TEXT - Essential  
Essential - Text

**Q56: Where possible, the parent should be offered the choice of receiving a copy of the parent-child interaction recording, following the assessment session with the professional.**

Q56 TEXT - No importance

|  |
| --- |
| No importance - Text |
| should be deleted after use - it is only a tool to explore |

Q56 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| Could be difficult/make things more complicated in some settings/workplaces |

Q56 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| only if PCI was discussed with the professional |

Q56 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Otherwise they may well forget |
| parents should have full access to relevant records |
| As stated previously, this may be problematic as transferring files is always tricky due to GDPR |

Q56 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Parents should have a copy of ALL assessments |
| There may be confidentiality issues to address; at least in the US. |
| I encourage them to record on own devices |
| They may want it to feedback into access, plan, do, review material for statutory assessment etc |
| It is the families, without question. |

**Q57: If the family requests or the context deems it necessary, all main caregivers (i.e., mothers, fathers, grandparents, older siblings) should be given the opportunity to have their interaction skills observed and reflected upon.**

Q57 TEXT - No importance  
No importance - Text

Q57 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| this would be great but time constraints likely to make this impractical |
| would be lovely, but impractical |

Q57 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| If possible. Again, may not be practical for some settings/workplaces |
| If the wider caregivers would want to be involved I would recommend this as it allows the professional a wider understanding of how and who is interacting with the child |
| realistic in busy clinics? |

Q57 TEXT - High importance

|  |
| --- |
| High importance - Text |
| father and mother are essential |
| would be good to share |
| You can see different styles of behaviour which can help the parents, BUT it can be time consuming and have little benefit |
| In theory yes but .observed and reflected upon' is not the term i would want. Maybe something like 'all main caregivers should be given the opportunity to be part of assessing which interaction behavours help the child most and to evaluate how they can best adopt them???? |
| It should be open to anyone who has significant engagement with the young child. |
| Especially when e.g. a grandparent does most of the childcare |
| other family members may have major roles in interacting with the child |
| If this is possible then this can have a huge impact on the childs communication. so often all the onus is on one caregiver and they are then relied on to pass on the information. With parent child interaction they may play very differently to other adults and so may want to highlight very different aspects of communication |
| Depends on constraints of service being offered |
| This can be very informative if it is a reasonable 'ask' of the family. |
| Focus on what is functioning. |

Q57 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Yes, depending on family structure, cultural expectations for roles of family members, etc. As with everything else, this needs to be decided based on the family, not some rigid protocol. |

**Q58: To reflect everyday language in the home, the observation may need to take account of, and potentially include, other siblings present at home with the deaf child.**

Q58 TEXT - No importance  
No importance - Text

Q58 TEXT - Low importance  
Low importance - Text

Q58 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| May depend if other sibling is available/in school etc but if possible, could be helpful |
| where possible |
| lovely when possible |

Q58 TEXT - High importance

|  |
| --- |
| High importance - Text |
| so that siblings are aware of the nature of interaction and understand its implications |
| I would say should happen both with and without them |
| As siblings are essential to modelling language around the home this would be of use too if they were willing. |
| this is important- but so tricky to do!! |
| Ideally the interaction would involve one child but if the parent feels they can never have special time with one child then we need to adapt and include what will realistically happen at home |
| siblings are often essential providers of e.g. spoken English or BSL where others in the family have more limited skills |
| Great to have special time with the child, but this may not be possible in which case the other siblings are an essential part of therapy |
| The sibling’s feelings must be considered! However a sibling’s language, if they communicate, and communication is often more important to the Deaf child. |

Q58 TEXT - Essential

|  |
| --- |
| Essential - Text |
| natural as possible |
| This again can be highly informative. The use of the LENA device can be helpful also. |
| Family interactions should be explored in initial assessment |
| If possible-- |

**Q59: Where appropriate, deaf professionals (e.g., deaf teachers of the deaf, deaf language specialists, deaf professionals working in mental health services) are recommended to be involved in the assessment of parent-child interaction where possible.**

Q59 TEXT - No importance

|  |
| --- |
| No importance - Text |
| Not sure what this question is asking. That the assessment should be carried out by someone trained with deaf children? If so, yes, but not essential. For example, my speech and language therapy colleagues are not specialists in deafness like I am but are more than capable of excellent PCI observations. Would depend on the professions training and background. |

Q59 TEXT - Low importance

|  |
| --- |
| Low importance - Text |
| How will this provide extra information on PCI? unless the deaf professional is involved as a communication expert |
| This will depend on communication mode. Important if going down the signing route. |
| I commend the inclusion of this behavior. There are so many factors that need to be considered before implementing it. If the provider is DHH themselves, then a family gets the advantage of a professional with expertise in assessment and the perspective of a person who is DHH. But, I would not endorse having a DHH adult involved unless that person is experienced/trained, at a pre-service level, doing assessments. |

Q59 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| a) essential, if parents are deaf themselves b) nice to offer the possibility, if hearing parents wish to |
| Sounds a great idea but in reality may be difficult to organise |
| Depending on the family and language choice used in the home |
| Depends on the situation. Yes, absolutely, if they are involved already. |
| how realistic? |
| For practical reasons this could not always be guaranteed but in an idea world this could be useful if the deaf individual is knowledgeable in this area |
| I really think there needs to another choice - it should be the choice of the family who is involved. They should be able to request the most appropriate and wanted professionals and receive the support from those which they deem important. It is important for families and cyp with deafness access to deaf role models and be able to engage with them in a variety of settings - home, community, nursery, school etc |
| I think this is dependent on the family and context. Could be vital in some cases and less important in others. |
| Depends on whether the child is using some form of sign language |
| As long as they are trained adequately |
| This is especially critical when the child is using sign language, as that is not likely to be the first language of hearing observers; it's less critical for children learning spoken language, but could still be very useful if the deaf professional also has experience learning spoken language when having a hearing loss |
| Where available and if funding has been identified to pay for their services |
| important, if parents are deaf. |

Q59 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Where this is available |
| a speech and language therapist is essential |
| How do you deem 'appropriate' though? if the deaf professionals are not part of the child and family’s team, then likely not appropriate. If they are, then absolutely essential! |
| this is really important if sign is going to be the primary mode of communication within the home |
| Yes. Really important if this is possible. Deaf professionals may see other aspects of communication that are not seen by hearing parents or professionals |
| Recognising the limited access in some geographical areas |
| Depending on the context, this may not be feasible - however, there can other routes to access deaf professional expertise (video review); if I am understanding "where appropriate" then I think this is important |

Q59 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Deaf professionals know and understand how deaf children's minds work and how they see the world and can meaningfully share with parents and siblings |
| Parents consent to share |
| well trained deaf professionals! |
| important both for assessment of the child and for parental awareness of deaf adults |
| This is of essential importance before the parents Leander how to communicate with the child. The child’s First months is essential for language acquistion! |
| Insights are critical and family/child being able to interact with a deaf ADULT is important. |

**Q60: Where a family has more than one professional involved, the assessing professional should share information from the assessment with the rest of the team. This will reduce duplication of assessment and allow quicker access to intervention / support.**

Q60 TEXT - No importance  
No importance - Text

Q60 TEXT - Low importance  
Low importance - Text

Q60 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| Who decides who the 'assessing professional' is. Also different professionals interpret assessment results in different ways |

Q60 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Round-table with all professionals and parents is highly recommended! |
| If appropriate, parents should not feel their interactions will be judged and should be kept private between the ToD and parent and only shared if needed. |
| Very important if the family agrees to the information being shared. |
| Parents of children with special needs can be overwhelmed by medical appointments, consultations with specialists, educators, etc. |

Q60 TEXT - Essential

|  |
| --- |
| Essential - Text |
| less stressful for the family and not fragmented assessments |
| with consent |
| with consent |
| Yes but with the family's permission and with the family being able to choose who does (and even who doesn't0 get the info. who |
| Communication is key in all interventions |
| a mark of teamwork |
| And the professionals need to have a consensus, concrete, about carrying out the programme. It is not fair if the parents gets dividend information, theories, from professionals, especially of different statuses, like doctors or pedagogues. |
| Tell it once philosophy |
| Attention should be paid to effective sharing within team. |
| teamwork is critical |

**Q64: Goals should be mostly focused on a parent’s current strengths in the assessment. The parent may also wish to pick an important behaviour they would like to practice / become more confident with.**

Q64 TEXT - No importance

|  |
| --- |
| No importance - Text |
| goals to be useful need to be framed in accordance with the parent's goals and wishes for the future - the change they want to see - not their current strengths - parents are often not very able to be aware of their own strengths. they do know what they want for the future and mostly, diagnosis of deafness disrupts that vision of the future - so you need to skilfully turn fear and anxiety into a possible future for the parent/child/family |

Q64 TEXT - Low importance  
Low importance - Text

Q64 TEXT - Important, but not essential

|  |
| --- |
| Important, but not essential - Text |
| you need to focus on both |
| goals should be jointly agreed on |
| Goals should also focus on what the parent could be improving on i.e not their strengths |

Q64 TEXT - High importance

|  |
| --- |
| High importance - Text |
| Absolutely agree, but with the provision of fully understanding the child's needs in terms of what they need in order to progress. |

Q64 TEXT - Essential

|  |
| --- |
| Essential - Text |
| Key for the parent to decide what they wish to do more of |
| relationships develop over time and change |
| Parents should definitely NOT feel they are being told they are doing things wrong |

**Q61a: Families should have their parent-child interaction observed in the language of the home, with assessors using interpreters or bilingual co-workers to understand the language used.**

Q61a TEXT - Strongly disagree  
Strongly disagree - Text

Q61a TEXT - Disagree

|  |
| --- |
| Disagree - Text |
| far better to involve those able to directly observe/assess |
| That would be helpful and certainly wonderful for the families. But in reality, no centre can afford that. If that is in the guidelines and is demanded by the payers because it is recommended by the professionals: Who pays for it? In the meantime, there are quickly 30 different languages in one centre. |

Q61a TEXT - Neutral

|  |
| --- |
| Neutral - Text |
| Home language and child’s preferred language may differ |

Q61a TEXT - Agree

|  |
| --- |
| Agree - Text |
| in addition to the interaction observed by the therapist |
| Use interpreters where available but if parents also speak English, they could help interpret through watching the vide |
| in the language they feel very comfortable with and which they often use in their everyday interactions with their child |

Q61a TEXT - Strongly agree

|  |
| --- |
| Strongly agree - Text |
| to give parents freedom to communicate in their own language and better able to express themselves BUT they need to be made aware of the need to learn and use appropriate language for the deaf child |
| where this is avaliable |
| if this resource is possible |
| important though to have interpreters who are used to the context and understand working with young children. Therefore absolutely vital they have training in working with the ToD or whoever is working with the family or doing the assessment. Bilingual coworkers may be more suited. What is vital is that any assessment remains authentic. |
| Parents will feel more confident and comfortable using their own language putting them more at ease in my opinion |
| Unless the parent says and feels they are just as competent in English |
| How can an observation have validity if this is not done? |
| Difficult to achieve in practice. |
| Avoids any loss in translation |
| preferably bilingual co-workers (or deaf) instead of interpreters |

**Q61b: The culture of the family should be acknowledged when observing parent-child interaction, to prevent the professional misinterpreting assessment results.**

Q61b TEXT - Strongly disagree  
Strongly disagree - Text

Q61b TEXT - Disagree  
Disagree - Text

Q61b TEXT - Neutral

|  |
| --- |
| Neutral - Text |
| Would be very helpful, but not essential! |
| Need to ensure assumptions are not made about 'the culture of the family'. Considerations to be made for variations of culture across generations in multi-generational homes/contexts |

Q61b TEXT - Agree  
Agree - Text

Q61b TEXT - Strongly agree

|  |
| --- |
| Strongly agree - Text |
| Respecting the family's culture, language are essential as there maybe differences in their way of interacting that we would not expect but doesn't mean isn't correct or appropriate. |
| and info should be sought from co-workers from that culture to inform this process |
| There needs to be a 'deep understanding' of the family's culture and circumstances e.g. honour violence cases. Also, not making any assumptions e.g. Gypsy/Traveler families |
| If at all possible, team needs to include professional from that culture. |

**Q61c: All parents, even where there may be cultural differences at play, may benefit from adapting their communication behaviours if unhelpful for the language development of the deaf child. The review of an assessment video can assist with these discussions.**

Q61c TEXT - Strongly disagree

|  |
| --- |
| Strongly disagree - Text |
| okay - how many of us eat 5 pieces of fruit and veg a day - how many of us eat less than we burn off - we all know the advice but few of us follow it - it's the same for advice giving therapies or approaches - if you think that change will happen because a new list of behaviours are given to parents then i think you need to think more deeply about your change model |

Q61c TEXT - Disagree  
Disagree - Text

Q61c TEXT - Neutral

|  |
| --- |
| Neutral - Text |
| Question not clear. |

Q61c TEXT - Agree

|  |
| --- |
| Agree - Text |
| but need to be sensitive to the fact it may be hard to change these |
| if they are willing to try and adapt |
| But the way in which the support to do so is given is vital here. how it is done must be culturally competent and appropriate. |
| If it is hindering progress a conversation should be held with the parents to inform them of the impact and whether there is a way to work around it. But ultimately our role is to coach the parents and give them the information that they need but the decision to use any strategies is theirs to make. |
| Needs skilled and informed professionals! |
| Trust and respect between parents and professional essential |
| Maybe not ALL....please see comment to above question. |

Q61c TEXT - Strongly agree

|  |
| --- |
| Strongly agree - Text |
| but very, very collaboratively and respectfully |
| This might take some negotiating with the parent but by explaining the reasons for this and supporting the parent I don't think this should be a barrier. |