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## Caregiver-implemented naturalistic communication interventions: Characterizing chosen home routines

Bianca Garza  
*Western Washinton University*

Camille Quaife  
*Western Washinton University*

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## Introduction

Language therapy for young children is mandated to be family centered and to promote child development within natural, everyday activities. Research in early language intervention supports embedding language learning into natural routines such as shared book reading and play, but little is known about families' preferences and child outcomes related to other home routines. In this study, videos of home routines from 34 families of toddlers with communication delays were collected and analyzed before and after implementation of the parent coaching program Language and Play Every Day (LAPE). LAPE is designed to teach research-based strategies to caregivers of toddlers with language delays to facilitate child communication. Data from this study is still being analyzed by students and faculty at Western Washington University and the University of Oregon.

## Research Questions:

1. Given guidance in routine selection, what routines do family members choose and do routine choices change over timepoints?
2. Do routine choices vary by adult characteristics (e.g., self-identified family role, home language)?
3. Do routines vary in length?

## Routine Selection

To practice communication strategies learned in the LAPE program with their children, family members selected home routines through the following steps:



A total of 137 routines from three timepoints, pre-LAPE (50 routines), post-LAPE (53 routines), and maintenance (34 routines) were included in this study. Routines were coded for type, length, and video quality.

## Discussion

Through the parent coaching program, family members considered various home routines to serve as a context for child language development. Most participants chose toy play routines and changed routine choices as the study progressed. Family members chose routines that are frequently used in child language intervention research (toy and shared reading), but also chose routines that are not frequently studied (mealtime and personal care). Results showed that routine choices varied by family role but not home language. Child characteristics and caregivers' use of strategies are still being analyzed. Future research in early intervention should explore why families choose particular routines and child outcomes associated with chosen routines.

## Participants

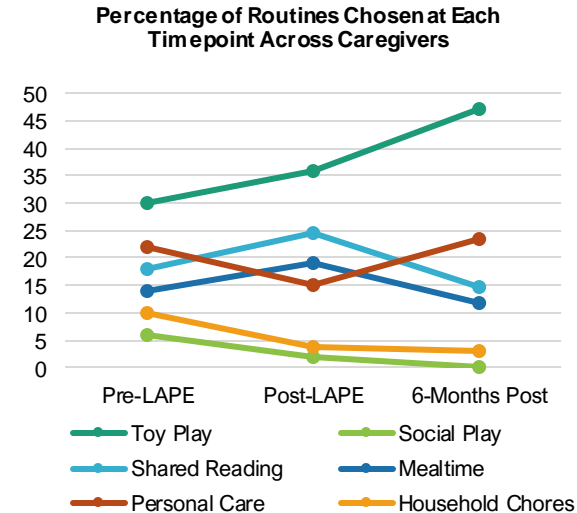
Participants were recruited from the LAPE parent coaching program at the University of Oregon. 25 mothers, 5 fathers, and 4 grandparents participated in the study for a total of 34 caregiver participants. 23 caregivers primarily spoke English and 11 caregivers participated in the Spanish version of the program (LAPE-e).



## Results

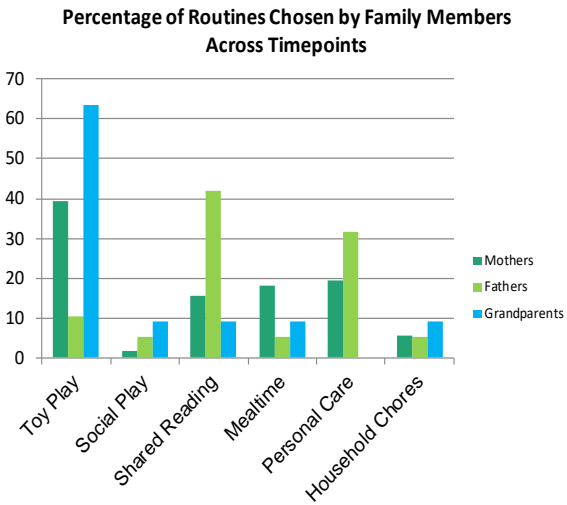
### Research Question 1:

Across the three timepoints, toy play routines were chosen most often (37% of all routines) and social play and household chores were chosen the least (3%, 6% respectively). Toy play was increasingly chosen from pre-LAPE (30%) to post-LAPE (36%) and continued to increase at maintenance (47%), while the selection of social play and household chores continually decreased (6% to 0% and 10% to 3%).



### Research Question 2:

While 40% of mothers and 64% of grandparents chose toy play routines, only 10% of the fathers chose it. Fathers chose shared book reading (42%) and personal care routines (32%) more often than mothers (15% and 19%). Parents in the Spanish-speaking and English-speaking groups chose similar routines (see chart 1a in supplemental materials).



### Research Question 3:

Mean length of home routines was approximately 8 minutes. Although there was significant variability, mealtime (10.7 minutes), toy play (8.8 minutes), and shared book reading (7 minutes) tended to last longer than social play (3.5 minutes), personal care (4.7 minutes), and household chores (5 minutes).

