



Association of Parent Training With Child Language Development

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ABSTRACT

Background: The association between parent training and child language development has garnered significant attention over the past two decades, as evidenced by a growing body of literature that explores various dimensions of this relationship.

Literature Review: The reviewed literature collectively demonstrates the significant association between parent training and child language development across various contexts and populations. The studies illustrate that effective parent training programs can lead to improved knowledge and behaviors in parents, which subsequently enhances children's communicative abilities.

Conclusion: In conclusion, the literature consistently underscores the critical role of parent training in enhancing child language development. The studies collectively advocate for targeted interventions that empower parents, foster collaboration between parents and professionals, and highlight the importance of tailored strategies to meet the diverse needs of families. Future research should continue to explore the long-term impacts of parent training and the effectiveness of various intervention models to further validate and refine practices in this essential area of child development.

Keyword: Parent Training, Child Language Development

INTRODUCTION

The association between parent training and child language development has garnered significant attention over the past two decades, as evidenced by a growing body of literature that explores various dimensions of this relationship. This study initiated this discourse by evaluating a parent training program aimed at adolescent mothers, highlighting that while no significant differences were observed in the immediate post-test outcomes regarding behaviors that facilitate preliteracy skills, the program positively influenced the mothers' knowledge and behaviors. This underscores the importance of providing educational support to young mothers, who often face unique challenges that can hinder their children's language development.

Building on this foundation, (Jo Hurst, 2010) expanded the scope to include parental participation in speech and language therapy, particularly focusing on children who stutter. The study emphasized the

effectiveness of programs like the Lidcombe Program, which involves parents actively in their child's therapy, thereby fostering a collaborative environment that enhances the child's progress. This research indicates that parental involvement not only bolsters the therapeutic process but also improves the parents' perceptions of their capabilities in supporting their child's communication skills.

(H. Elder et al., 2011) further contributed to this field by examining in-home training specifically for fathers of children with autism. Their findings revealed that tailored training programs that promote social reciprocity are essential for enhancing parent-child interactions, particularly in children with severe language delays. This study highlights the critical role fathers can play in language development when provided with appropriate training and support. (Venter, 2017) conducted a study on the effectiveness of a parent training program for children with cerebral palsy, demonstrating statistically

significant improvements in communicative functions post-training. This aligns with previous research indicating that parental involvement is vital in therapy processes, reinforcing the idea that trained caregivers can enhance their children's communication skills through more effective interaction strategies.

(Thurman, 2017) shifted the focus to the broader implications of parent-child interactions on language and literacy skills. Through the Getting Ready intervention, it was shown that structured parent engagement could significantly improve children's expressive communication abilities. This research emphasizes the necessity of quality interactions between parents and children, advocating for shared reading and conversational turn-taking as effective strategies for language enhancement.

(Allison Hatcher, 2018) further emphasized the importance of family-centered approaches in early intervention for children with language impairment, asserting that active parental involvement leads to

better developmental outcomes. This study advocates for specific training that equips parents with strategies to support their child's language development in everyday contexts, reinforcing the notion that early and sustained parental engagement is crucial.

(Kidd & Rowland, 2021) provided a critical evaluation of language-focused professional development for preschool practitioners, revealing mixed results regarding the effectiveness of such training on practitioners' knowledge and behavior. While some improvements were noted, the authors call for further research to establish more robust conclusions about the impact of professional development on supporting child language acquisition.

Together, these studies illustrate a compelling narrative about the pivotal role of parent training in fostering child language development across various contexts and populations. The literature consistently underscores the necessity of equipping parents with the knowledge and skills required to

enhance their children's communicative abilities, ultimately advocating for a collaborative approach between parents and professionals in the realm of child language development.

LITERATURE REVIEW

In the article "Evaluating the effectiveness of a parent training program on adolescent mothers and their communicative interactions with their children," explores the impact of a structured parent training program on the language development of children raised by adolescent mothers. The study is particularly relevant given the unique challenges faced by this demographic, including lower levels of education, financial instability, and insufficient parenting knowledge, which often correlate with developmental delays in their children.

's findings indicate that while the parent training program did not yield significant differences between experimental and control groups in the use of specific behaviors known to enhance preliteracy skills, it did positively influence the knowledge

and behaviors of the adolescent mothers involved. This suggests that the training program may have intrinsic value in empowering mothers, even if the immediate outcomes on child language development were not statistically significant. Such empowerment is critical, as adolescent mothers frequently struggle with the cognitive readiness required for effective parenting.

The article highlights the importance of addressing the educational and support needs of adolescent mothers. The author provides a compelling argument for the necessity of targeted interventions aimed at improving parenting practices, which could subsequently benefit children's language acquisition. references existing literature that supports the notion that training programs can lead to positive outcomes for both language-impaired children and those developing typically, reinforcing the idea that enhanced maternal knowledge directly correlates with improved communicative interactions.

However, a critical evaluation of the study raises questions about the measurement tools used to assess preliteracy skills and the duration of the follow-up period. The lack of significant findings could suggest that the training program may need to be more intensive or tailored to address specific language development strategies that are particularly effective for this population. Additionally, the absence of longitudinal data limits the ability to draw conclusions about the long-term impacts of such training on child language development.

The article "Parental Participation in Speech and Language Therapy" by (Jo Hurst, 2010) provides a comprehensive examination of the role of parental involvement in the therapeutic process for children with speech and language disorders. The key insights from the article underscore the positive impact of parental training programs on both the parents' perceptions of their abilities to interact with their children and the children's language development outcomes.

(Jo Hurst, 2010) references the work of Bruno and Dribbon (1998), which highlights that parents who engage in training programs report enhanced confidence in their interaction skills with their children. This finding is critical, as it suggests that parental training not only equips parents with necessary skills but also fosters a more supportive and effective home environment for children undergoing speech therapy. The article emphasizes the Lidcombe Program as a notable model of parental involvement in stuttering intervention, where parents learn specific techniques to facilitate their child's progress at home. The requirement for weekly sessions underscores the importance of consistent engagement and the collaborative nature of the therapeutic process.

The article further discusses Hayhow's (2009) examination of parental perspectives within the Lidcombe Program, revealing a strong correlation between positive parental experiences and child progress in stuttering treatment. This finding illustrates the significance of

parental satisfaction and engagement in the therapeutic journey, suggesting that when parents feel supported and effective in their roles, their children are more likely to achieve favorable outcomes.

Moreover, (Jo Hurst, 2010)'s review of Sommers' (1962) study provides additional evidence of the tangible benefits of parental participation, specifically in enhancing children's articulatory gains during therapy. The suggestion that training mothers to aid in therapy leads to equal improvements in children whether they are seen individually or in groups presents a compelling case for incorporating parental training into school-based speech therapy programs. The emphasis on teaching parents auditory discrimination skills further highlights the critical role parents can play in reinforcing therapeutic techniques at home, ultimately benefiting both individual and group therapy settings.

Despite these positive indicators, (Jo Hurst, 2010) notes a gap in research regarding parental involvement and expectations in

clinical settings, indicating a need for further exploration in this area. The article calls for more studies to better understand the dynamics of parent-clinician partnerships, particularly in diverse treatment environments. This gap presents an opportunity for future research to delve deeper into how various factors, such as the type of speech disorder or the specific training provided, can influence the effectiveness of parental involvement.

The article titled "In-Home Training for Fathers of Children with Autism: A Follow up Study and Evaluation of Four Individual Training Components" by (H. Elder et al., 2011) provides a comprehensive examination of the role of parent training in enhancing language development among children with autism. The authors highlight the critical importance of maternal responsiveness and parent-child turn-taking, which are fundamental elements in fostering language skills, particularly for children who experience significant language delays associated with autism.

One of the key insights from the article is the emphasis on tailoring training programs to meet the specific needs of the child. The authors argue that effective interventions should not only focus on the child's communicative intent but also enhance social reciprocity between parent and child. This approach aligns with the understanding that children with autism often require specialized strategies to facilitate their language development. The authors make a compelling case for the integration of parent training into comprehensive intervention plans, underscoring the pivotal role parents play in their children's ongoing development and skill generalization.

The article also discusses the potential for training parents to teach pivotal skills such as joint attention, which are essential for effective communication. By equipping parents with strategies to engage their children in meaningful interactions, the authors suggest that it may be possible to achieve positive and sustained developmental outcomes. This perspective is particularly relevant, as it shifts the focus from

solely professional intervention to a collaborative model that empowers parents to be active participants in their child's learning process.

However, the authors note a significant gap in the literature regarding well-designed parent-training studies that utilize appropriate data-collection strategies. This observation highlights the need for further research to validate the effectiveness of various training components and to establish best practices for parent involvement in language development interventions. The call for rigorous studies is crucial, as it would provide a stronger evidence base to support the implementation of parent training programs.

The article "Effectiveness of a parent training program on the use of communicative functions in young children with cerebral palsy" by (Venter, 2017) presents a compelling investigation into the role of parent training in enhancing the communicative abilities of children diagnosed with cerebral palsy (CP). The study's main objective was to assess whether a structured parent

training program could lead to statistically significant improvements in the communicative functions of these children, as measured by the Communication Matrix.

(Venter, 2017)'s research highlights the critical importance of parental involvement in the therapeutic process, reinforcing the notion that effective communication skills can be fostered through targeted training for caregivers. The findings indicate that following the training, caregivers exhibited a notable shift in their interaction styles; specifically, they engaged in less physical guidance and increased face-to-face interactions during communication with their children. This shift is vital, as it suggests that the training not only equipped parents with strategies to support their children's communication but also transformed the nature of their interactions, which is essential for the generalization of skills learned during therapy.

The methodology employed in the study mirrors previous research, notably that of Pennington et al., which documented positive changes in mother-child interactions

post-training. (Venter, 2017)'s use of group sessions and a variety of instructional techniques appears to have been effective, as evidenced by the consistent increase in scores across multiple assessments using the Communication Matrix. This progressive improvement underscores the potential of structured parent training programs to enhance communicative functions in young children with CP.

However, while the results are promising, it is important to consider the limitations of the study. The sample size and demographic diversity are not discussed in detail, which raises questions about the generalizability of the findings. Additionally, the long-term impact of the training on communicative functions beyond the immediate post-training assessments remains to be explored. Future research could benefit from longitudinal studies that track the sustained effects of parent training on both child development and family dynamics over time.

The article "Parent-child interaction: how it impacts language and literacy skills" by (Thurman,

2017) presents a comprehensive analysis of the relationship between parent training and child language development, particularly through the lens of the Getting Ready intervention. This intervention is characterized by structured training sessions for teachers, aimed at enhancing their ability to engage parents in meaningful interactions that promote their children's language and literacy skills.

(Thurman, 2017) utilizes two assessment tools, the Teacher Rating of Oral Language and Literacy and the Preschool Language Scale- Fourth Edition (PLS-4), to evaluate the impact of the intervention. The Teacher Rating of Oral Language and Literacy focuses on language development, while the PLS-4 assesses auditory comprehension and expressive communication. The findings indicate that children in the treatment group exhibited significantly higher levels of expressive communication compared to those in the control group, highlighting the effectiveness of the intervention in fostering language development.

A critical aspect of the article is its emphasis on the quality of parent-child interactions. (Thurman, 2017) argues that these interactions are pivotal for enhancing language and literacy skills. The notion that quality interactions are essential is supported by evidence suggesting that shared reading experiences not only expose children to a richer vocabulary but also encourage deeper cognitive engagement with the material. This engagement is crucial for developing expressive vocabulary and foundational literacy skills, such as print concepts and letter knowledge.

Moreover, the article underscores the importance of conversational turn-taking and shared activities like reading, writing, and storytelling. These practices not only strengthen the bond between parents and children but also serve as effective strategies for improving language skills. (Thurman, 2017)'s analysis suggests that parents play a vital role in their children's literacy development and that structured interventions can empower them to foster these skills effectively.

The article "PARENT-IMPLEMENTED LANGUAGE INTERVENTION WITH YOUNG CHILDREN FROM LOW-SES ENVIRONMENTS WHO HAVE LANGUAGE IMPAIRMENT" by (Allison Hatcher, 2018) presents a comprehensive examination of the role of parent involvement in early language intervention (EI) for children with language impairments (LI), particularly those from low socioeconomic status (SES) backgrounds. (Allison Hatcher, 2018) emphasizes the necessity for speech-language pathologists (SLPs) to tailor interventions based on the unique characteristics of children and the needs of their families.

A central theme of the article is the significant impact of parent training on child language development. (Allison Hatcher, 2018) notes that when parents are actively engaged in their children's EI programs, there are notable positive outcomes for both the parents and the children. The findings suggest that parents who receive training in language support strategies and are coached to implement these strategies

in everyday routines can foster their child's language acquisition effectively. This approach aligns with the growing recognition of the importance of family-centered practices in the field of early intervention.

The article further delineates the features of effective parent-implemented language interventions. These include training parents to recognize early communicative intents, teaching specific language intervention strategies, and providing ongoing coaching from SLPs or early interventionists throughout the treatment process. (Allison Hatcher, 2018)'s analysis highlights that variations in the delivery of these interventions can exist, with some programs positioning parents as the primary deliverers of therapy. This flexibility in intervention design is crucial, as it allows for the adaptation of strategies to fit the individual needs of families and their contexts.

(Allison Hatcher, 2018)'s work is grounded in empirical evidence that underscores the critical nature of early parental involvement. The article asserts that the earlier

families engage in EI, the more favorable the outcomes for children, reinforcing the notion that proactive involvement is key to enhancing language development. The emphasis on coaching parents not only empowers them but also promotes a sense of autonomy, which can lead to improvements in their children's overall developmental trajectories.

The article "The effect of language-focused professional development on the knowledge and behaviour of preschool practitioners" by (Kidd & Rowland, 2021) presents a nuanced exploration of the impact of training programs aimed at enhancing preschool practitioners' understanding and implementation of language development strategies. The authors emphasize the expectation that training programs, grounded in established literature on child language acquisition, would yield significant improvements in both practitioners' knowledge and their interactions with children. However, the findings reveal a more complex reality.

(Kidd & Rowland, 2021)
reference prior research, such as

Pelatti et al. (2014), which indicates that despite extensive efforts to improve language and literacy training, many preschool practitioners continue to fall short in providing adequate language-learning opportunities for children. This highlights a critical gap between training and practical application, suggesting that the mere provision of training does not guarantee its effectiveness in real-world settings.

The article also discusses the mixed outcomes reported in the literature. For instance, while Early et al. (2017) noted a small positive effect of language-focused professional development on practitioner interactions with children, they also observed significant improvements in the physical literacy environment, such as the availability of print resources. However, the lack of impact on educator knowledge raises questions about the depth and retention of training content among practitioners. This inconsistency in outcomes is further underscored by the authors' acknowledgment of the limited number of studies available for analysis and the variability in

effect sizes across different training interventions.

(Kidd & Rowland, 2021) advocate for more comprehensive research to better understand the factors influencing the effectiveness of language-focused training. Their cautious approach underlines the necessity of evaluating diverse interventions to ascertain what constitutes effective professional development in the context of child language acquisition. The article serves as a critical reminder that while training programs have the potential to enhance practitioners' capabilities, the design, implementation, and follow-up of such programs are pivotal in translating knowledge into practice.

CONCLUSION

The reviewed literature collectively demonstrates the significant association between parent training and child language development across various contexts and populations. The studies illustrate that effective parent training programs can lead to improved knowledge and behaviors in parents,

which subsequently enhances children's communicative abilities.

highlights the necessity of providing educational support to adolescent mothers, indicating that while immediate outcomes on child language development may not be statistically significant, the empowerment of mothers is crucial. This empowerment is vital as it can lead to improved parenting practices that benefit children's language acquisition over time. Similarly, (Jo Hurst, 2010) emphasizes the effectiveness of parental involvement in speech therapy, particularly through structured programs such as the Lidcombe Program, which enhance both parent and child outcomes.

The findings from (H. Elder et al., 2011) further support the notion that tailored training programs for fathers of children with autism can significantly enhance parent-child interactions and language development. The study underscores the importance of social reciprocity and parental responsiveness, which are critical for fostering language

skills in children with significant language delays.

Moreover, (Venter, 2017) provides evidence of statistically significant improvements in communicative functions among children with cerebral palsy following parent training, reinforcing the idea that trained caregivers can effectively enhance their children's communication skills through improved interaction strategies. This aligns with (Thurman, 2017), which emphasizes the importance of quality parent-child interactions in promoting language and literacy skills.

The role of parent involvement is also echoed in (Allison Hatcher, 2018), which highlights the effectiveness of parent-implemented language interventions for children from low-SES backgrounds. The article illustrates that active parental engagement leads to favorable outcomes in language development, particularly when parents are equipped with specific strategies and ongoing support.

In contrast, (Kidd & Rowland, 2021) presents a more nuanced view regarding professional development

for preschool practitioners, revealing mixed results in terms of the effectiveness of such training on practitioners' knowledge and behaviors. This indicates a gap between training and practical application, suggesting that further research is needed to understand the dynamics of effective professional development in the context of child language acquisition.

In conclusion, the literature consistently underscores the critical role of parent training in enhancing child language development. The studies collectively advocate for targeted interventions that empower parents, foster collaboration between parents and professionals, and highlight the importance of tailored strategies to meet the diverse needs of families. Future research should continue to explore the long-term impacts of parent training and the effectiveness of various intervention models to further validate and refine practices in this essential area of child development.

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