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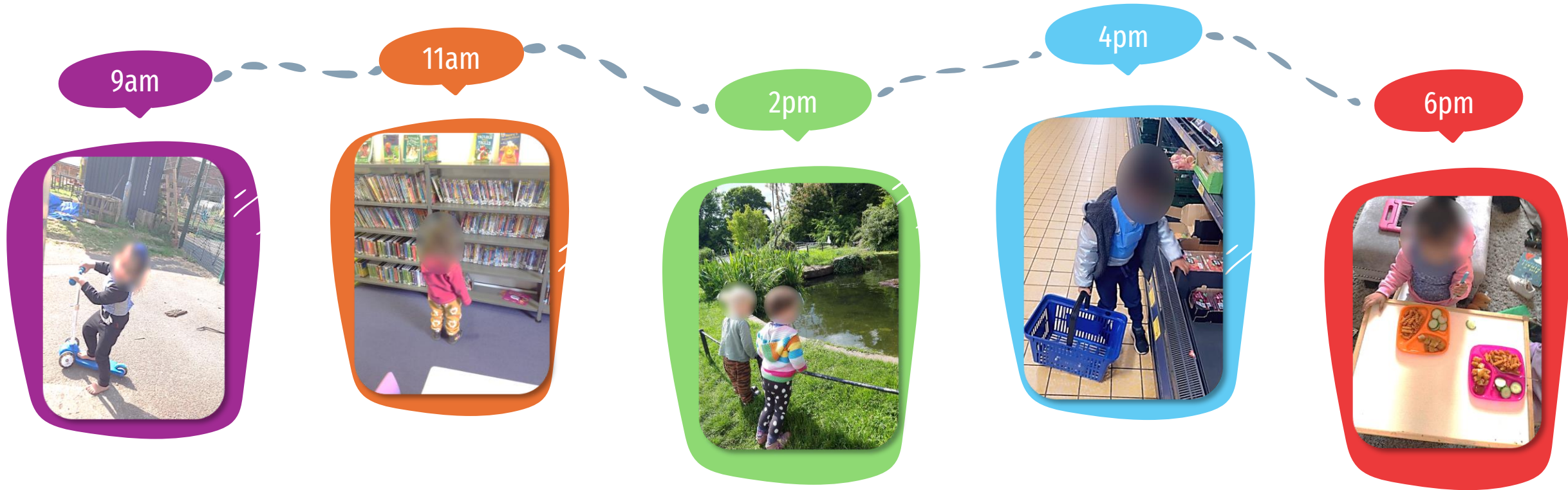
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A day in the life of 12 toddlers:

studying children's everyday interactions to inform parent-child interaction therapy



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**Bristol Speech and
Language Therapy
Research Unit**



Background

- Parent-child interaction (PCI) interventions are often the first intervention of choice for late talkers (Klatte & Roulstone, 2016)
- SLTs work with parents to modify their interactions in ways that will support their child's language development (Falkus et al., 2016)
- Concerns have been raised about the cultural and ecological validity of PCI interventions (van Kleeck, 1994; Rogoff et al., 2018)
- Strategies come from psycholinguistic observations of White, Western, middle-class mothers and children (Leadbeater & Litosseliti, 2014)
- We need to know more about how children from diverse backgrounds interact in real-life, naturalistic settings

Research Questions

RQ1

When and how do children interact during everyday activities on a typical day?

RQ2

What are parents' perspectives on the factors that affect their children's everyday activities and interactions?

Method

- 12 families from diverse backgrounds, with a typically developing child aged 2 ½ - 4 years old
- On a typical day of their choice:

1



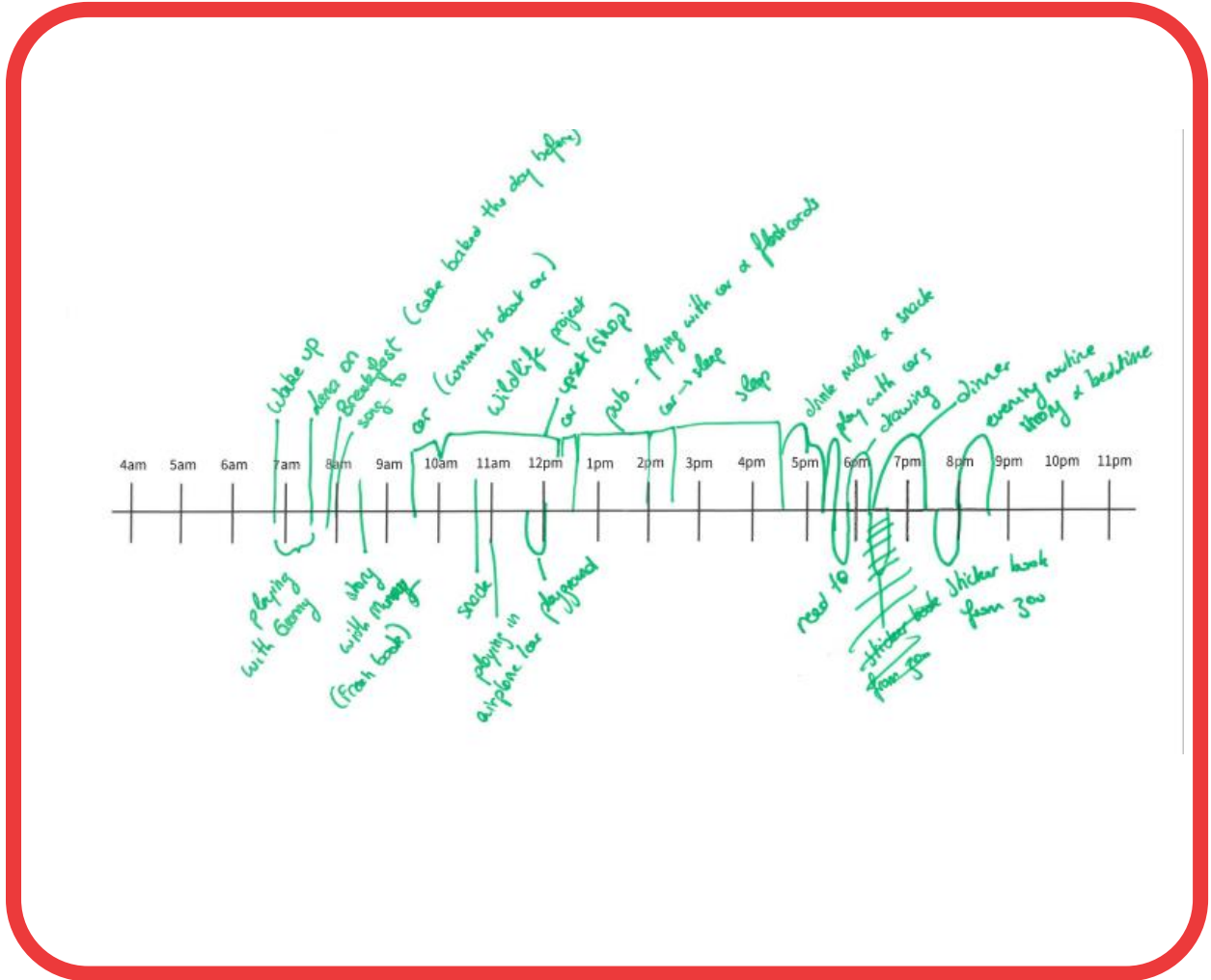
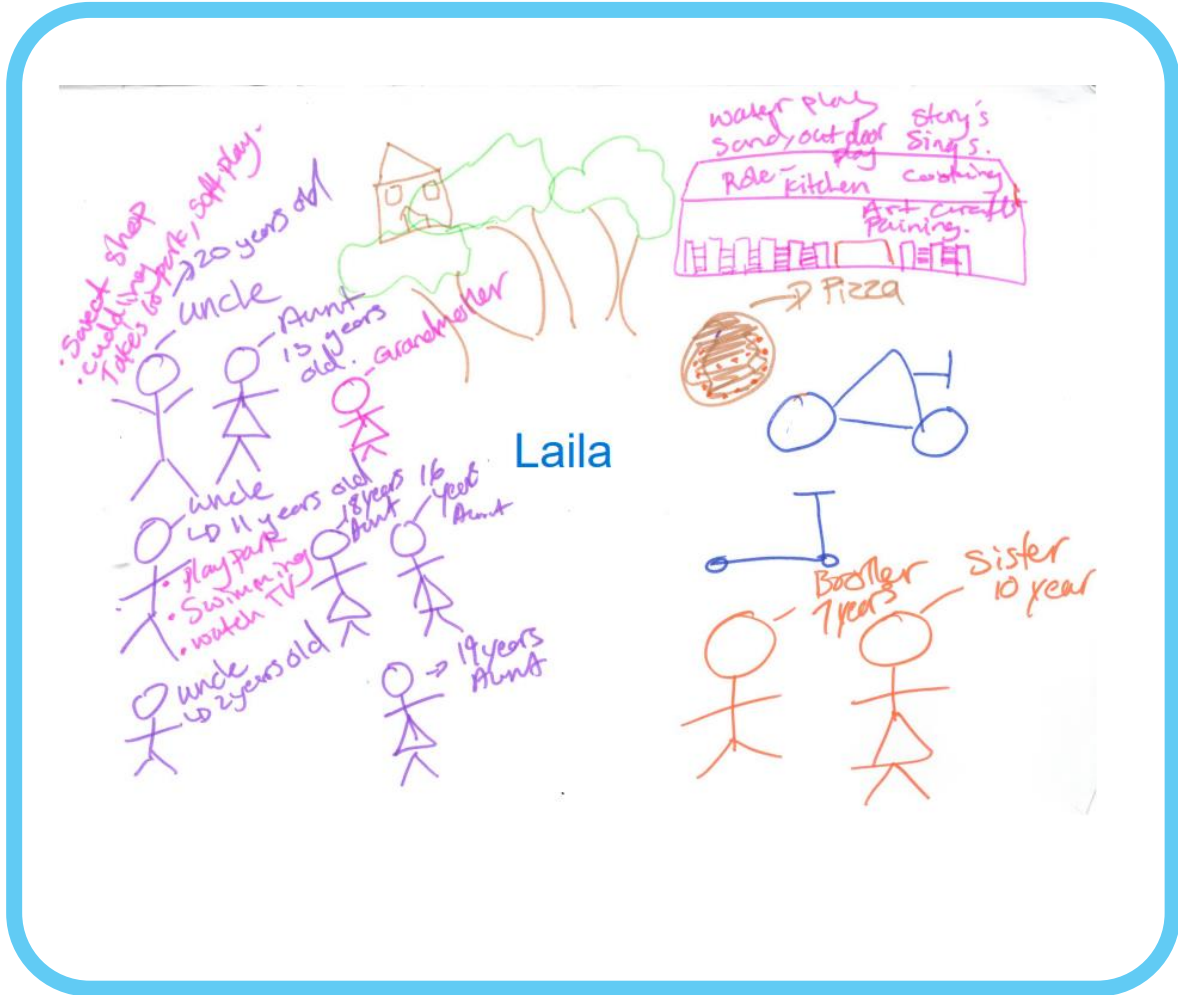
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3



Method



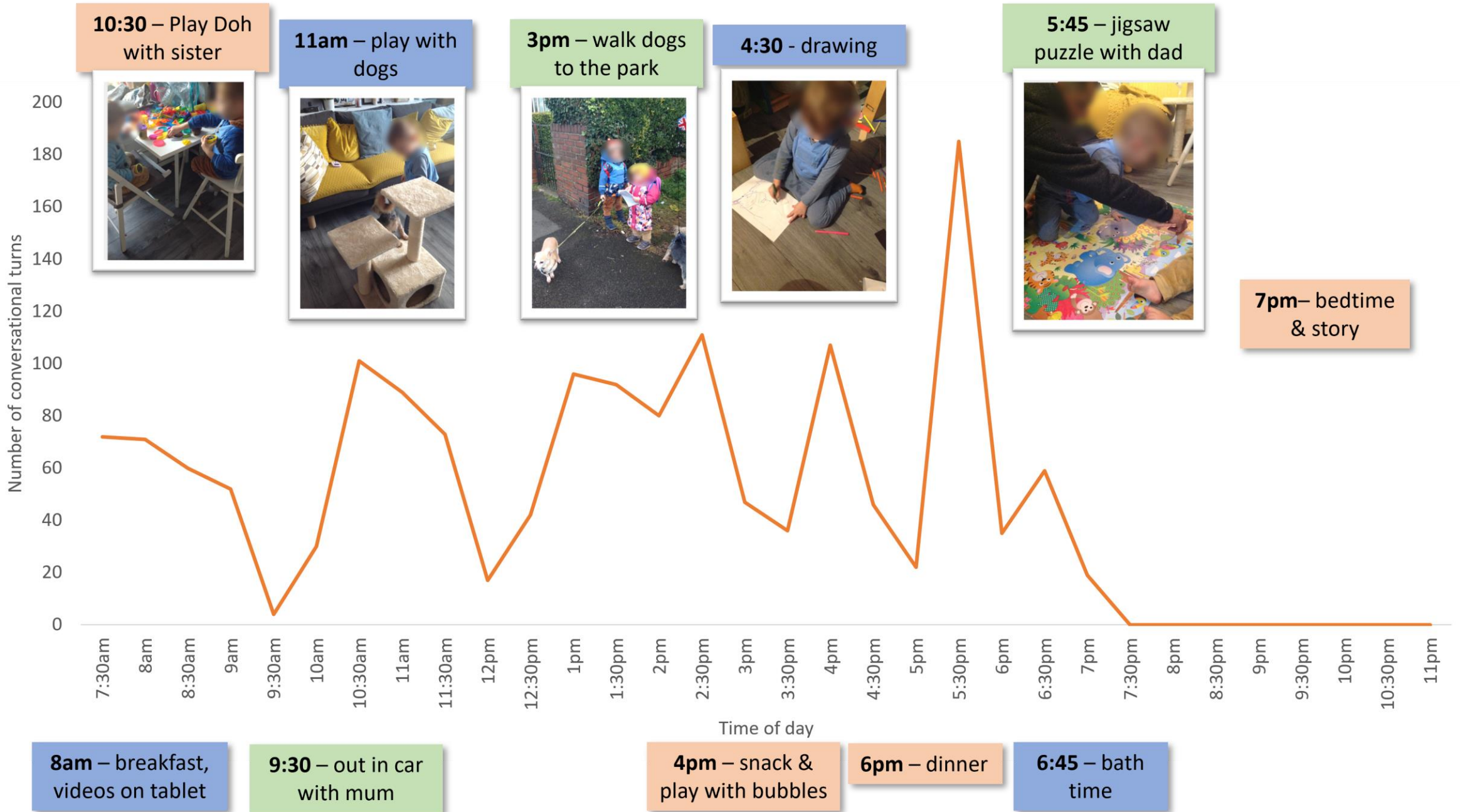
Method

- **Approach to analysis - RQ1**

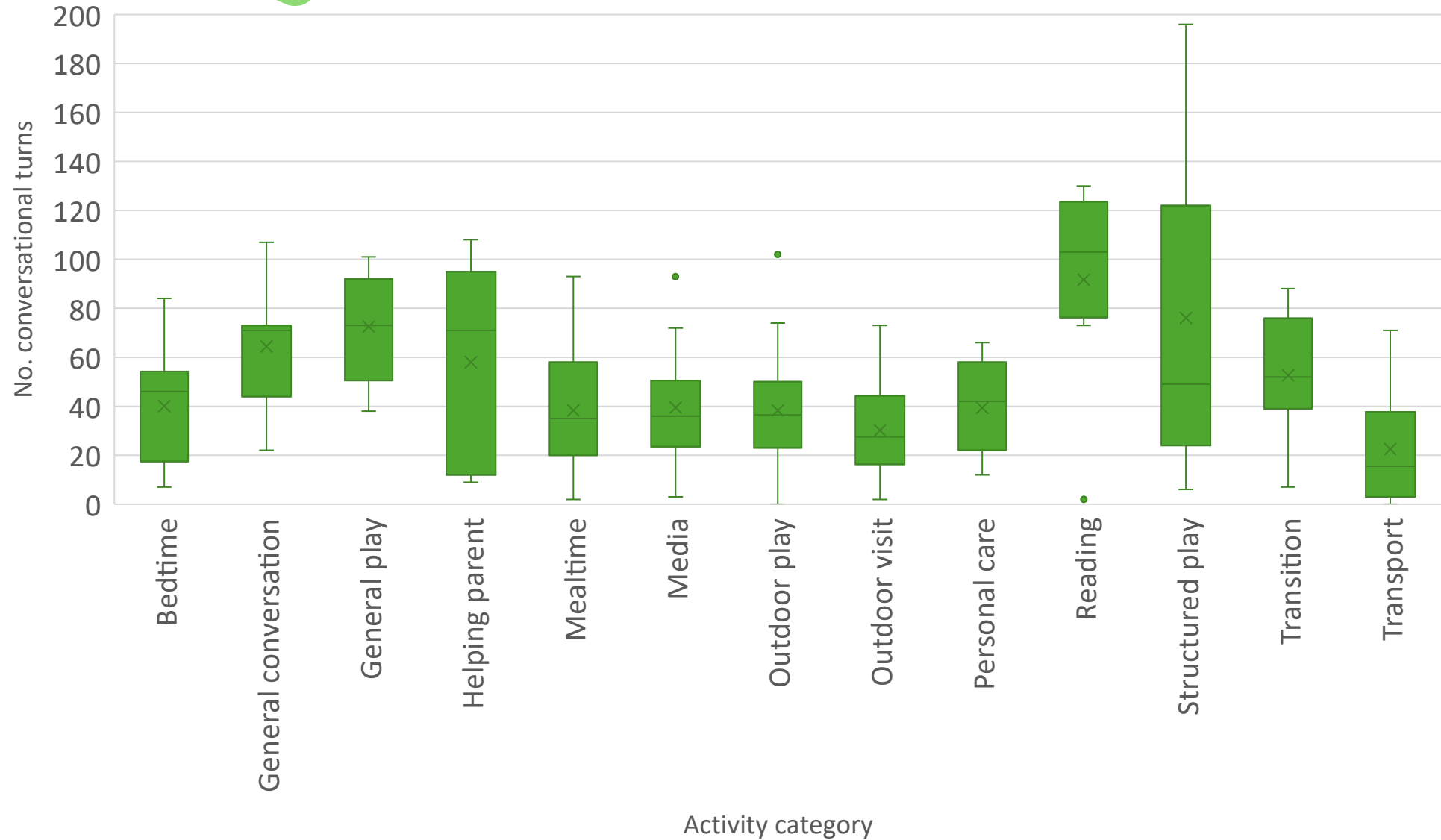
- Coding LENA extracts to activity categories – following Soderstrom & Wittebolle (2013)
- In-depth activity analysis of photographs, LENA transcriptions and interviews - Gallimore et al. (1993)

- **RQ2**

- Reflexive thematic analysis of parent interviews (Braun & Clarke, 2019)

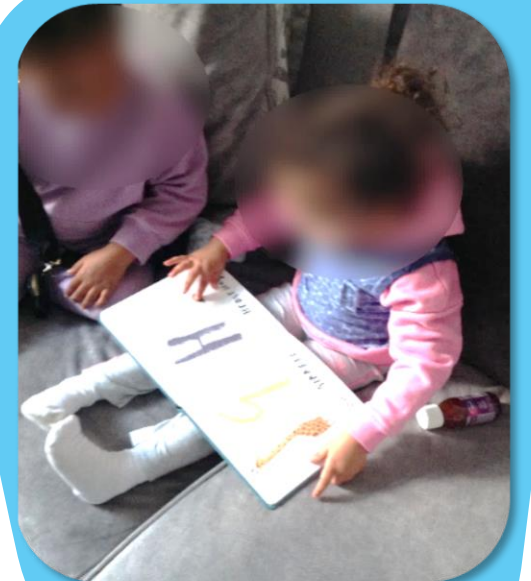


Results – RQ1



Results – RQ1

- Quantitative results show that activities like reading and play are associated with increased parent-child interaction – but in-depth activity analyses reveal a more complex picture...



Results – RQ2

- Results from thematic analysis of parent interviews were split into **immediate influences...**

1

Child's characteristics

Iain: “she’s fearless, she’ll go and talk to anybody”

2

Parental priorities & practices

3

Day to day context

Marion: “If it’s someone he’s really familiar with, he’s gonna be chatty straightaway. If not he’s gonna be shy”

Results – RQ2

- ...and **extrinsic influences:**

4 Cultural & societal influences

5 Realities of life

6 Family dynamics

7 Support networks

Khadija: “my aunties think like, because my kids go to nursery that they’re losing out”

Tasneem: “they say it needs a village to raise kids...where’s my village? I want my village!”

Conclusion

- **RQ1: Activities and interaction**

- What counts as an opportunity for interaction depends on the family
- We need to move beyond narrow focus on play and book reading

- **RQ2: Parents' perspectives**

- Factors affecting interaction are inter-connected and intersectional
- Importance of understanding a child's interactions within their everyday context
- Considering parent's wellbeing as part of intervention

Recommendations

1

Finding time that fits the family

2

Understanding the 'family culture'

3

Collaborative practice (Klatte et al., 2023; 2024)

Thank you!

- Thank you to the families who participated and to our funder, the Heather van der Lely foundation
- Feel free to contact me at caitlin.holme@bristol.ac.uk, @HolmeCaitlin
- Infographics in this presentation were provided by Slidesgo and Freepik

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