



Holme, C., Harding, S. A., Roulstone, S., Lucas, P. J., & Wren, Y. E. (2021). *How do activity contexts affect parent-child interaction? Reporting results from a scoping review and implications for PCI intervention*. Abstract from International Developmental Language Disorder Research Conference.

Peer reviewed version

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How do activity contexts affect parent-child interaction?

Reporting results from a scoping review and implications for PCI intervention.

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Overview

Intervention for children at risk of DLD often focusses on parent-child interaction (PCI)

Observations of PCI have not always considered the effect of activity

This scoping review explored studies of parent-child language across activity contexts

Background

- Evidence for PCI interventions comes from observations of typically developing children and their parents (Leadbeater & Litosseliti, 2014)
- Studies have not always reflected children's real-life interactions and activities (Wang et al., 2020)
- Recommendations suggest that PCI should fit into families' everyday routines and activities (O'Toole, Lyons & Houghton, 2021)
- **Aim:** To explore the range of existing literature about variation in linguistic outputs of parents and their preschool children during different activity contexts

Method

- Scoping review selected as appropriate for broad research objective (Tricco et al. 2018)
- Followed Joanna Briggs Institute methodology (Peters et al. 2020)
- Eligibility criteria for inclusion:
 - ✓ Participants = parent/carer and typically developing child (age 1;0 – 5;11)
 - ✓ Parent and/or child language recorded and analysed
 - ✓ Comparison made across or within activity contexts

Data Extraction

5

DATABASES SEARCHED

16,718

RECORDS RETRIEVED

801

FULL TEXT ARTICLES
REVIEWED

59

STUDIES INCLUDED IN
FINAL REVIEW

Results – Population

Total studies - 60 (1 article included 2 studies)

Children

Age

- Most often included **12-23 month** old children (31 studies) and **24-35 month old** children (29 studies)

Language

- 31 studies included only **English-speaking** children
- 17 studies did not specify home language

Development

- 31 studies **did not specify** definition of 'typically developing'
- 14 studies used a language assessment

Parents

Role

- Majority of participants were **mothers** (89.2%), 10.4% were fathers

SES

- 29 studies used mainly **mid-high SES** participants
- 22 did not provide SES information

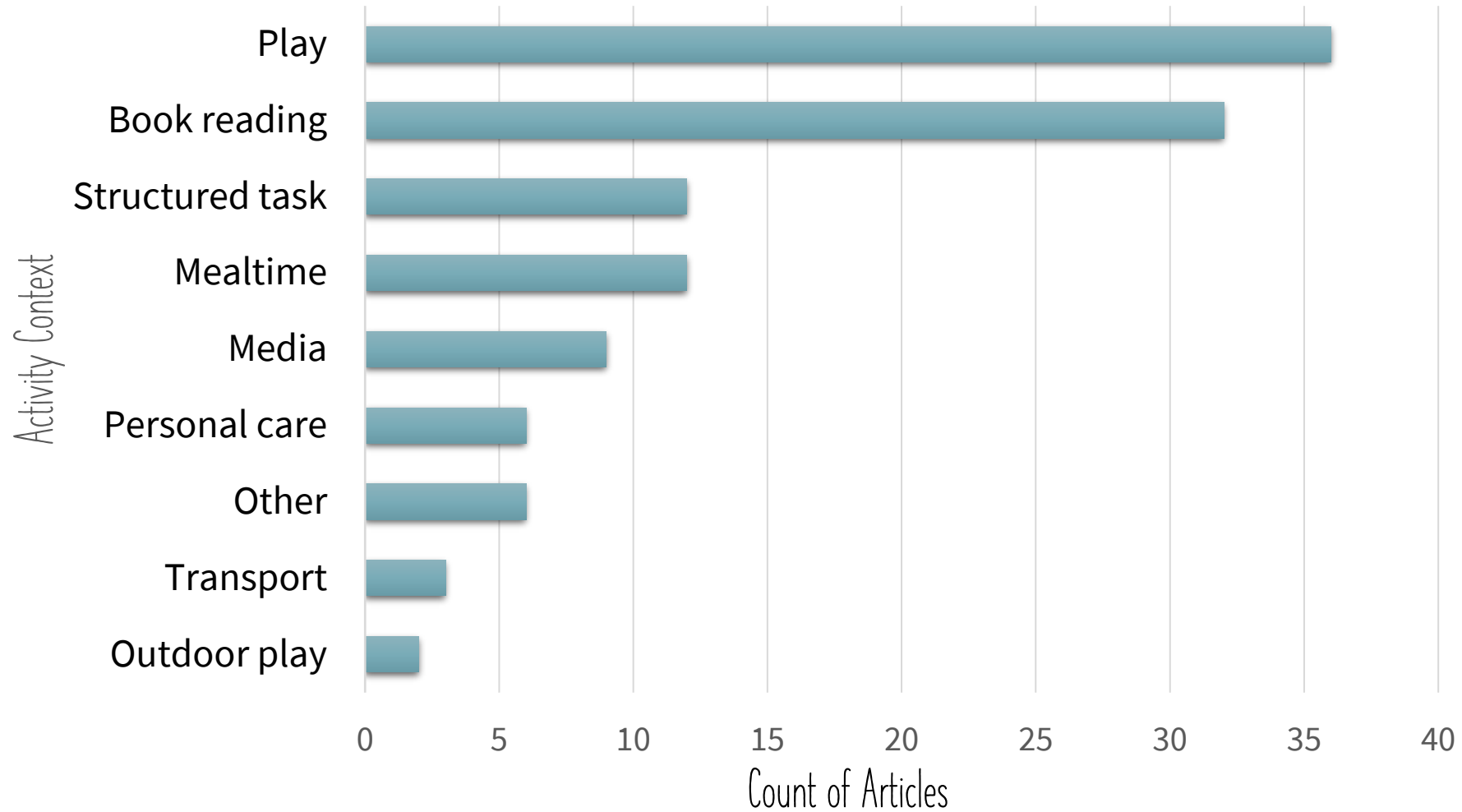
Ethnicity & Culture

- 56.5% of participants were from the **USA**, 10.4% were from the UK
- 84.7% of participants were of **Caucasian** ethnicity

Results - Linguistic Outputs

- 36 studies analysed linguistic outputs for both parent and child
- 21 studies considered parent linguistic output only and 3 child outputs only
- The linguistic outputs most frequently included in studies were:
 - Total number of words/utterances (61.7%)
 - Purpose of language (e.g. describe, elaborate, request) (53.3%)
 - Type-token ratio (43.3%)
 - Mean length of utterance (41.7%)

Results - Frequency of Activity Contexts



Results - Activity Context Comparison

	Play	Book reading	Structured task	Mealtime	Outdoor play	Transport	Media	Personal care	Other
Play	10								
Book reading	17	6							
Structured task	4	4	3						
Mealtime	10	8	4	0					
Outdoor play	1	1	2	1	0				
Transport	2	2	1	2	1	1			
Media	3	5	1	1	1	1	1		
Personal care	6	4	1	4	1	2	1	0	
Other	2	3	1	1	1	1	3	1	1

Results - Methodology

Study Design	%
Structured only	56.7%
Semi-naturalistic only	28.3%
Naturalistic only	10.0%
Comparison study	5.0%

Location	%
Child's home	48.3%
Research lab	30.0%
Other	13.3%
No information	8.3%

Method of recording	%
Video or audio recorded	93.3%
Remote recording device (e.g. LENA)	6.7%

Themes

- Key areas of study:
 - 1) Play activities
 - 2) Book reading
 - 3) Naturalistic routines
 - 4) Media
 - 5) Methodological Implications
- Results were varied and depended on factors like study design (e.g. Sorsby & Martlew, 1991; Fraser & Roberts, 1975)
- Language varied according to how parents viewed and structured an activity (e.g. Doering, Schluter & Suchodoletz, 2020; Flynn & Masur, 2007)

Conclusions

- Most studies used structured, researcher-directed designs
- Diversity was limited, reflecting the sampling bias in developmental research (Nielsen et al, 2017)
- How an activity is structured and its meaning vary across family contexts (Tamis-leMonda et al., 2003)

What does this mean for PCI interventions?

- We should reflect on gaps in the evidence base about children's everyday interactions
- Daily activities and interaction during everyday routines vary within and across families
- Future research and intervention could include consultation with parents about their family's naturally occurring communication opportunities

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