

# Impact of Pre School Training on Trained and Untrained Parents in Language Development - A Comparative Study

Dr. V. Ananda Jyothi

**Abstract:** *Children learn language from daily interactions and conversations as well as through “overhearing” the conversation of others. A child’s language proficiency evolves from the quality and quantity of daily conversations, interactions and experiences with parents and other family members. Children with Hearing impaired needs language exposure constantly by the parents and other family members to acquire linguistic skills such as comprehension and expression which are the basic skill for language development. The aim of the study is to find out is there any difference between the trained and untrained parents of hearing impaired children in terms of speech and language development, Speech Reading skills, Eye contact, Communicative skills such as comprehension and expression through verbal / gestures and attitudes of the parent of Hearing Impaired. 15 parents of children with HI from each group was selected for the study. The trained parents were selected from the centres where they underwent training (AYJNISHD) and the untrained parents were selected from the special schools (Sweekar and Upkaar) where their children were studying without intervention program. The age group of the parents was 20 – 35 years having 10<sup>th</sup> class as minimum qualification. Findings of the study shows that the impact of training on parents in providing an all - round development on their children was significantly better in trained parents as they were given continuous input and support by using systematic method of training and also the active participation of the parents when compared with untrained parents. . Implications of the study are the training programs will enhance the confidence levels of the parents in bringing their children for early and better integration. Learnt skills will help them to achieve the goals set by them in developing the speech and language through verbal mode of communication. It will help to design the curriculum by including various aspects depend on the feedback given by the parents of children with HI for all round development of the child. It will help the centre based program to frame guidelines for the assessment of various skills in hearing impaired children. Learn communication strategies and acquire and use assistive technology. Understand special education regulations, continuously monitor progress and Intervene/ Problem - solve when needed. Take an active role in the governance of their unique child's special needs.*

**Keywords:** Training program, early intervention, communication, professional support, speech reading, eye contact, attitude, curriculum

## 1. Introduction

Children learn language from daily interactions and conversations as well as through “overhearing” the conversation of others. A child’s language proficiency evolves from the quality and quantity of daily conversations, interactions and experiences with parents and other family members. Children with Hearing impaired needs language exposure constantly by the parents and other family members to acquire linguistic skills such as comprehension and expression which are the basic skill for language development.

A family is a unit comprises of parents and children. The other members form the extended members and each of them plays an important role for the growth and development and cohesiveness of the family. Parents need professionals for three things such as counselling, information and guidance as they are the key persons to develop communicative skills and increase the potential for success of the hearing impaired child (Ling, 1984).

Parents influence the life of a child because they nurture them continuously for a major part of a child’s life. In addition to providing the basic necessities such as food, clothing and shelter, he needs an advocate, approvals, a person to be respected and listened to. Given responsibility as they grow from infancy to childhood, adolescence through adulthood, child needs to explore, experiment, understand, make decision and learn from mistakes. The responsibility of the parents to provide an appropriate

environment to mold a child’s life is a must for both, hearing and hearing impaired.

While enrolling the HI child in an intervention program, the assessment or planning should not be influenced by the clinician, parent counselling to accept the problem is essential to re – establish the bond between the child and the parent which is essential the goal outlined by the intervention program (Nikam, et al, 2003) 90% of the HI are born to hearing parents, this leads to difficult situation in handling them. Most often professionals take it granted that parents have understood the importance of their role in the rehabilitation of the HI child, hence the professionals needs to give information to the family over a period of time they move gradually from denial to acceptance, from disownment to ownership and responsibility which will help the child to function independently, productively and integrate in the hearing society.

Parents not only act as a decision maker in selecting the intervention program / school, type of hearing aid to be purchased etc but also need to establish cordial relationship between the school management, teacher and themselves as they play a key role in facilitation with their own children by attending jointly for training program, It helps in assessment, targeting appropriate goals and working with their child within the framework of the program and use all the daily situations in a natural way (Joan D’mello and Jyothi 2001).

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## 2. Role of Family

Throughout history and across culture the family has been the primary agency for survival. Although the forms of families vary, the tasks are universal. Parents or parent surrogates across all cultures assured the responsibility for transmitting to their offspring their competencies required by the social, economic and political forces of their society or social group. The family constitutes the parents but also the siblings, grandparents, uncles and aunts and other extended family. Hence, the major responsibilities of families can be listed as follows

- 1) The economic responsibilities to generate income and provide financial support for living costs and related payments.
- 2) The domestic and health care responsibility, to meet the daily needs of food, clothes, health and medical care and safety.
- 3) The recreational responsibility to provide leisure environment and activities.
- 4) The responsibility for self - identity to increase each family member's sense of belonging.
- 5) The affectionate responsibility to show and share love, care, emotional feelings and companionship.
- 6) The responsibility for socialization to develop social skills and enhance interpersonal relationships.
- 7) The educational and vocational responsibility to assist and support schooling and career & selection and preparation

### Training programs in National level

AYJ National Institute of Speech and Hearing Disabilities, Govt of India has set up of pre schools program and early intervention at Mumbai, Kolkatta, Delhi and Secunderabad, Bala Vidyalaya centre for young children with Hearing Impairment, Chennai, Litter Flower Higher Secondary School, Chennai, Ashray Akruthi, Hyderabad, Sruthi special school, Mumbai.

### Training programs in International level

John Tracy Correspondence program at Los Angels, USA, Common Wealth Society, US, Portage and Group training program at Wisconsin, USA (Home based program)

## 3. Significance of the Study

Parents participation play vital role in all round development of the child. Use of oral communication, the parents need to learn as much as possible about helping the child in developing speech, language and listening skills with professional involvement (Pollack1985). The intervention has some impact on parents themselves otherwise the gains which the children make will not be maintained in the long term.) Fewell & Vadasy (1986) Guranlick & Bennet (1987). No two families are alike. Each family need to be treated individually and family members need to be encouraged to participate in the intervention and assessment according to their own style and the extent to which they are willing or able to participate.

The parent – professional partnership involves each party communicating with respect to the other and developing appropriate feelings of competency and it includes sharing

of information, ideas, preferences and reactions. The partnership helps in problem – solving, in decision making providing support during feelings of discouragement, and in the joyous situation of seeing the child's progress (Healy, Keesee and Smith 1989)

## 4. Review of Studies

Luerman (1979) and Moses (1985) stated that who children who are deaf or hard of hearing are born into families with normal hearing parents and siblings who have limited knowledge of the implications of hearing loss. Timely assistance from the professionals will enable the hearing impaired children in language development and effective parent child interaction.

Beckner (1987) stated that the curriculum should have parent training and home intervention with classroom based component, which focusses on the child's use of language in social situations with other children and adults, this helps to expose the child to different contexts within classroom and to adapt to different communicative behaviours.

The Department of Speech, Language & Hearing Sciences, University of Colorado Boulder, US (1998) found that better language development was associated with Early Identification by assessing the receptive language abilities both groups of children and concluded that late identified children performed poor when compared to early identified.

Yoshinaga – Itano et al (1998) reported significantly better language development was associated with early identification of hearing loss and early intervention. No significant difference between the earlier and later – identified groups on several variables frequently associated with language ability in deaf and hard of hearing children as the age and onset of problem must be considered a potential explanation for the language documented in the earlier identified groups.

Moeller (2000) stated that better language scores being associated with early enrolment in intervention. High levels of family involvement correlated with positive language outcomes and conversely limited family involvement was associated with significant language delays at 5 years of age, especially when enrolment in intervention was late and the study suggests that success is achieved when early identification is paired with early intervention with active involvement of families.

R Calderon (2000) conducted a study on Parental Involvement in Deaf Children's Education Programs as a Predictor of Child's Language, Early Reading, and Social - Emotional Development. This study examined the impact of school - based, teacher rated parental involvement on four child outcomes: language development, early reading skills, and positive and negative measures of social - emotional development. The 28 children were assessed for outcomes between 9 to 53 months post - graduation from a birth - to - 3 early intervention (EI) program for children with hearing loss. Parental involvement in children's school - based education program is a significant positive predictor to early reading skills but shares considerable variance with maternal

communication skill for this outcome. In this study, maternal communication skills and the child's hearing loss were the strongest predictors for language development. Maternal use of additional services was the strongest predictor to poorer social - emotional adjustment. The study's findings indicate that although parental involvement in their deaf child's school - based education program can positively contribute to academic performance, parental communication skill is a more significant predictor for positive language and academic development. Factors associated with parental involvement, maternal communication, and use of additional services are explored and suggestions are offered to enhance parental involvement and communication skills.

Ingrid Fyelling & Johans Tveit Sandvin (2006) conducted a study on the role of parents in special education: the notion of partnership revised that while parents' role in schools has attracted growing attention in educational research. The aim of this study is to focus upon the concept of partnership, relating the analyses of interviews with classroom teachers and parents to the notion of partnership as described and explored by different researchers and how teachers describe and perceive their relation to parents, and how parents experience their relation to the school. The analysis shows that the relationship between teachers and parents seems to contain some other features than those reflected in the existing literature on parents' role in education. To extract some of these features based on the data, to construct two roles: parents as 'implementers' and parents as 'clients', which believe better captures the distinctive feature of the role of parents in special education. Both roles place parents in a subordinate and powerless relationship with the school, as a result of a strong inequality of power between parents and schools and it caused, among other factors, by the socially defined power relationship between laypersons and professionals, and the stigma attached to special education which restrains parents from forming any collective resistance.

Nazanin Eyalati & Zahra Jafari (2013) conducted a study on Effects of Parental Education Level and Economic Status on the Needs of Families of Hearing - Impaired Children in the Aural Rehabilitation. The aim of the study was to explore the information and support needs of parents of children with severe - to - profound hearing impairment and to investigate the effects of the parents' level of education and economic status on the score attained in the parents' - needs questionnaire. Fifty - one parents of children with severe - to - profound hearing loss (53% girls, 47% boys; mean age 47.96 months) who used the Auditory - Verbal Therapy approach were asked to complete the parents' - needs questionnaire. The questionnaire included demographic information and hearing - loss history and covered six domains which evaluated the information or support needs of parents. Parental needs with regard to different domains were evaluated separately in all participants. The results of the study indicates that most parents of hearing - impaired children need adequate and appropriate information in all domains, and these findings support the positive effect of creating an appropriate educational environment by considering individualized needs. Furthermore, parents' levels of education and economic status have a significant effect on their parents' needs.

Galia Taller - Azulaya & Alina Simona Rusu b (2015) conducted a study on Parents' involvement in supporting education of hearing impaired children in Israel to understand how Israeli parents may be assisted and to obtain an accurate image of the Israeli school personnel regarding their perception of the parental involvement in the special education of the hearing impaired pupils. This image might help us to identify potential intervention points for enhancing the communication and collaboration between parents of hearing impaired children and the academic personnel, in the direction of the social and educational inclusion of the persons with disabilities. The results revealed that the parents' involvement in the classes of their children with special needs had been gathering a lot of attention and it served as one of the main topics on the public agenda, both legislation and research wise.

Siti Bariroh (2018) conducted study on the Influence of Parents' Involvement on Children with Special Needs' Motivation and Learning Achievement Some of the abnormal children face burden, distraction, interruption, tardiness, or risk factors so that they cannot get an optimum growth without special treatment or intervention. This study was aimed at discovering the influence of parents' involvement to the learning motivation and achievement of children with different abilities. This research is a regressive model. The population was children with different abilities in SMP Negeri 4 Gresik, East Java Indonesia. The data collected through questionnaire and documentation, were then analyzed using linear regression test. The results revealed that there is an influence of parents' involvement on children's achievement as well. Based on the finding, it can be recommended that parents should be more intensive in assisting, accompanying, and guiding their children, especially especially to the children who have special needs so that their motivation and academic achievement can be enhanced. It is also recommended that teachers and school should give more fruitful collaboration between schools to facilitate their needs and potentials.

Ennur Erbası, Nerina Scarinci. Louise Hickson and Teresa Y. C. Ching (2018) studied on parental involvement in the Care and Intervention of Children with Hearing Loss. The author was adopted qualitative descriptive methodology to conduct semi - structured in - depth interviews with a purposive sample of parents who have a child with hearing loss. Seventeen parents of 11 children aged 6 to 9 years participated in this study. The overarching theme of parents taking the central role was identified using thematic analysis. This overarching theme connected five themes which described the nature of parental involvement: (1) parents work behind the scenes; (2) parents act as 'case managers'; (3) parents always have their child's language development in mind; (4) parents' role extends to advocacy for all children with hearing loss; and (5) parents serve a number of roles, but at the end of the day, they are parents. The results indicate that parental involvement in the intervention of children with hearing loss is multifaceted in nature and incorporates a broad range of behaviours and practices. These findings have important implications for the provision of family - centred practices.

### 5. Research Questions

Is there any difference between the trained and untrained parents of hearing impaired children in terms of

- Speech and language development
- Speech Reading
- Eye contact
- Communication
- Attitudes

#### Hypothesis

There is a significant difference between the trained and untrained parents of hearing impaired children in terms of speech and language development, Speech Reading skills, Eye contact, Communicative skills and Attitudes.

### 6. Methodology

#### Sample

##### Respondents:

15 parents of children with HI from each group was selected for the study. The trained parents were selected from the centres where they underwent training (AYJNISHD) and the untrained parents were selected from the special schools (Sweekar and Upkaar) where their children were studying without intervention program. The age group of the parents was 20 – 35 years having 10<sup>th</sup> class as minimum qualification.

##### Sampling Technique:

The selective sampling technique was used to select the trained and untrained parents of hearing impaired children for the present study. Measures were taken into consideration that the trained parents have exposed to the training program which caters the need such as adapting Uni - Sensory approach, parental commitment, binaural hearing aid fitment etc.

##### Assessment Tool:

A questionnaire was developed which consists of 100 multiple choice questions based on the areas chosen to assess the knowledge of the trained and untrained parents of children with hearing impairment which covers Speech and Language Development (Comprehension and Expression), Speech Reading skills, Communicative skills (verbal / gestures / both), Eye Contact and Attitude of parents towards their HI child.

##### The Reliability and Validity

The preliminary draft of the assessment tool was submitted to a panel of judges for identifying the item relevance, suitability for answering the research question and repetitiveness. The final items selected by the judges were considered to be have content validity and conceptual validity. The coefficient of reliability of a test forms the basic index of reliability.

##### Description of the Tool

The questionnaire consists of 100 questions which covers 5 areas

S. No	Areas	No of Items
1	Speech and Language Development (Verbal/Gestures/Both)	25
2	Speech Reading (Adequate / Inadequate)	20
3	Communication (Verbal / Gestures/Both)	25
4	Eye Contact (Good / Fair / Poor)	10
5	Attitude (Positive / Negative / Neutral)	20

#### Ratings:

3 point rating scale was used to assess the knowledge of the parents.

Correct response – 02 marks

Incorrect response – 01

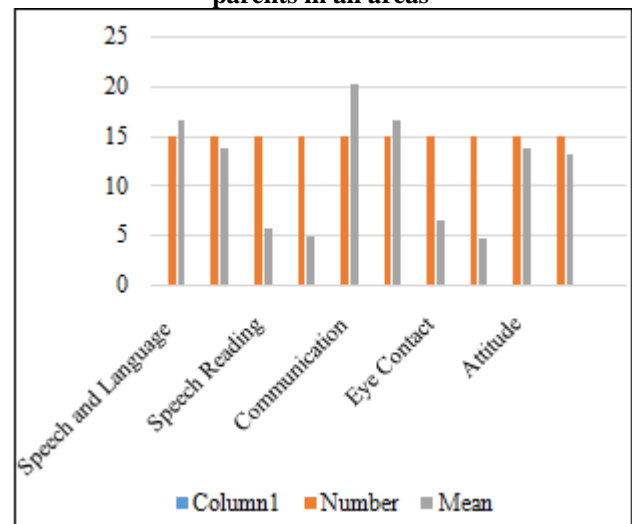
No response - Zero

The scores will be analyzed by using descriptive statistics and ‘t’ values to compare the knowledge of speech and language skills between trained and untrained parents of HI as the sample size is below 30 in each group.

Table showing the knowledge of Trained and Untrained parents in all areas

Areas	Column I	Number	Mean	S. D	't' Ratio
Speech and Language	Trained	15	16.76	3.11	2.71
	Untrained	15	13.88	3.58	
Speech Reading	Trained	15	5.7	1.16	1.73
	Untrained	15	4.94	1.51	
Communication	Trained	15	20.41	4.22	3.14
	Untrained	15	16.58	4.04	
Eye Contact	Trained	15	6.47	1.7	3.17
	Untrained	15	4.58	1.46	
Attitude	Trained	15	13.88	2.87	0.7
	Untrained	15	13.23	3.45	

Table showing the knowledge of Trained and Untrained parents in all areas



### 7. Major Findings

- Impact of training on parents in providing an all - round development on their children was significantly better in trained parents as they were given continuous input and support by using systematic method of training and also the active participation of the parents when compared with untrained parents.

- Parents of Hearing impaired children who are untrained showed less verbal communicative skills than trained parents as their expressive skills are through gestures.
- In speech reading and eye contact the trained parents given positive responses when compared to the untrained parents.
- The attitude of the parents of HI children is almost same as irrespective of any training the parental stress, emotional disturbances and societal attitudes does not vary from parent to parent if they do not get an adequate family support and acceptance of the problem

## 8. Implications of the study

- The training programs will enhance the confidence levels of the parents in bringing their children for early and better integration.
- Learnt skills will help them to achieve the goals set by them in developing the speech and language through verbal mode of communication.
- It will help to design the curriculum by including various aspects depend on the feedback given by the parents of children with HI for all round development of the child.
- It will help the centre based program to frame guidelines for the assessment of various skills in hearing impaired children.
- Learn communication strategies and acquire and use assistive technology.
- Understand special education regulations, continuously monitor progress and Intervene/Problem - solve when needed.
- Take an active role in the governance of their unique child's special needs.
- Become an unflagging advocate for an education to maximize the child's potential.

## 9. Suggestions for Further Research

- 1) As the study being confined to limited parents as the early intervention set up in private organization are few and the intake was also very less in Govt set up, hence further research may be carried out in a larger group in the districts of Telangana and Andhra Pradesh where the early intervention programs are being conducted in a school set up or clinical set up.
- 2) The study may be carried out for the parents who are illiterate and who is not attending the training programs along with their children as its being obstruction to carry out their daily livelihood if they are working.

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